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**Evaluation Report of the  
Review and Assessment of the A.I.D.-Israel  
Cooperative Development Program  
Technical Assistance and Training Activities**

**USAID/NEAR EAST BUREAU MASHAV EVALUATION  
(Project No. 1707-008)**

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Submitted to:

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And to the Director, MASHAV**

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**ABBREVIATIONS AND ACRONYMS PECULIAR TO  
THE COOPERATIVE DEVELOPMENT PROGRAM**

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<b>CDP</b>	Cooperative Development Program
<b>MASHAV</b>	Israel's Ministry of Foreign Affairs
<b>USAID</b>	United States Agency for International Development
<b>ICC</b>	Israel's Center for International Cooperation
<b>OTSC</b>	On The Spot Course
<b>OTSC(s)</b>	On The Spot Course(s)
<b>CINADCO</b>	Israel's Center of International Agriculture Development and Cooperation
<b>HAIGUD</b>	Israel's Society for Transfer of Technology
<b>MOSHAV</b>	Community Owned Farm in Israel
<b>CAR</b>	Central Asian Republics
<b>NIS</b>	Newly Independent States of the USSR
<b>NGO(s)</b>	Non Government Organization(s)

## **EXECUTIVE SUMMARY**

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In conducting this evaluation, the team has looked for indications that the MASHAV/CDP program has had, and will continue to have, an impact on development needs in countries served. The team focused on determining the quality and effectiveness of training and technical assistance provided under the program and the administrative procedures in place to implement the program. Since CDP activities are an integral part of the MASHAV program, the evaluation was, in fact, an evaluation of the MASHAV program.

USAID and MASHAV should be pleased with the outcome of this program. The CDP, as part of Israel's Development Cooperation, presents an effective and efficient use of resources. Program funds go directly into either training or technical assistance activities. In FY-93, about 61% of the CDP funding was for training (44% in-Israel, 17% OTSCs) and 39% for long and short-term technical assistance (33% long-term and 6% short-term). The unofficial output in FY-93 was 1,128 person months of in-Israel training, 50 OTSCs, 28 person months of short-term, and 253 person months of long-term technical assistance (not including programs to CAR & NIS).

Regarding the management of a diverse and large programs in developing countries, one should expect problems in coordination, management of courses and technical assistance in developing countries, and other logistical problems. The evaluators were impressed much more by the positive aspects of the program than by any problems encountered in the management and delivery of the program. Indeed we were not alone in our positive evaluation, as former participants of in-Israel and OTSCs overwhelmingly endorsed the effectiveness of the training they had received. Even participants who had experienced personal problems, ranked the program very high.

USAID and Israel established the CDP, recognizing that in selected countries and sectors, availability of Israeli expertise could complement host country development efforts. USAID and other donor assistance programs, likewise, can be complemented by this type of "third country" training and technical assistance. Original areas served by the CDP were Latin America and the Caribbean, Africa, and Asia. Recent expansion has added Central Asia and Eastern Europe (NIS countries). USAID and Israel believed that an expansion of the availability of Israeli training and technical assistance to developing countries through the CDP, could also enhance Israel's efforts to reestablish and/or expand diplomatic and economic relations with these countries. Since the program's beginning in 1989, Israel has expanded diplomatic relations from 6 to 26 countries in Africa and from 17 to 22 in Asia and Oceania.

As of Oct. 1, 1992, the date chosen to measure statistics on outputs of the program, the CDP had supported the training of 2,135 trainees in Israel, 199 OTSCs, 156 short-term consultancies, and 95 man-years of long-term technical assistance. Training recipients liked the courses because of the appropriateness to their needs, the "hands on" approach, and the emphasis on skills transmission. Trainees in Israeli courses recognized the scarcity of natural resources in Israel and learned the importance of education and the development of human resources as a basic condition for sustainable development. The channel for CDP activities in countries is through the Israeli Embassy in the countries served. Embassy staff report spending up to one-half of their time on activities related to MASHAV. The availability of courses and technical assistance has enabled Embassies to become a participant in development in the recipient country, and to enhance the Embassy and Israel's standing. Technical assistance has provided a variety of contributions ranging from establishment of poultry cooperatives in Africa, assistance to tomato producers in Honduras, and to eye care in Malawi. The development of human resources is important not only in the courses offered but through the technical assistance which is primarily oriented to skills transfer of applied technologies.

Major findings, conclusions, and recommendations are spelled out in the subsequent sections of this report. Major recommendations are (1) Continue the project (2) Facilitate the interaction between the Embassies and USAID Missions to improve the integration of development objectives (including training and technical assistance) (3) Create a planning and evaluation cell within MASHAV by expanding the current evaluation section to include the planning component (4) Increase numbers of course participants from the private sector, NGOs and women; direct more work of long-term experts toward private sector organizations.

Minor Findings and Recommendations addresses many issues associated with training and technical assistance implementation, training methodologies, participant selection, placement of long-term experts and other operational components of the MASHAV program. For expansion of activities in the CAR and Eastern Europe, MASHAV should consider placing a coordinator in the region to help Embassies monitor and facilitate the current on-going operations, especially in the CAR. The introduction of a "Farmer to Farmer" program is suggested as a next step for sharing Israel's expertise with the countries of the NIS. The "Farmer to Farmer" program could also be a productive addition to the overall MASHAV program (not only for the NIS).

## **MAJOR CONCLUSIONS AND RECOMMENDATIONS**

The major conclusions and recommendations presented below are listed in order of priority in terms of their relative need for implementation.

### **1. Continuation of the COOPERATIVE DEVELOPMENT PROGRAM** (See III of the Findings, Conclusions, & Recommendations Section)

**Conclusions:** The Cooperative Development Program enables Israel to extend training and technical assistance to selected countries throughout the world. The Israeli expertise and experience has been of significant assistance to the efforts of developing countries trying to improve agriculture, environment/natural resource management, social development, and other areas of focus in their efforts to advance human resource development.

**Recommendation:** In order to keep Israel's training and technical assistance available to selected countries and sectors worldwide, the Cooperative Development Program should be continued and gradually expanded to meet the needs of CAR and Eastern Europe.

**Action Responsibility:** USAID Washington and MASHAV.

### **2. Interactions between USAID Missions, Other Donor Organizations and the Israeli Embassies**

(See III,1 of the Findings, Conclusions, & Recommendations Section).

**Conclusions:** USAID Missions and the Israeli Embassies have developed significant cooperation for utilization of long-term experts of MASHAV. Until now, little attention has been given to the possibility of USAID Missions (and other donor agencies) using MASHAV/CDP training opportunities (in-Israel and OTSCs) as supplementary resources to meet their development needs. An integration of resources to meet development needs would provide more efficient and effective use of available resources.

**Recommendations:** MASHAV, USAID Washington, Israeli Embassies, and USAID Missions should interact (especially Missions and Embassies) so that MASHAV/CDP resources could, in some instances, complement USAID Mission priorities and objectives.

**Action Responsibility:** Primary responsibility to USAID Missions, Israeli Embassies, and MASHAV.

### **3. Increased Capacity for Planning and Evaluation Activities of MASHAV** (See III, 2 of the Findings, Conclusions, and Recommendations Section).

**Conclusions:** MASHAV has been effective in providing training and technical assistance to developing countries. The expansions of activities, such as programs to CAR and Eastern Europe, provide good reason to strengthen the planning and evaluation capability of MASHAV so as to provide a better base for decision making.

**Recommendation:** MASHAV should expand the existing evaluation operation to include strategic planning (by headquarters, institutes, and embassies) and follow-up evaluation activities (training and technical assistance). The creation of a two person cell, including planning and evaluation experts, should be implemented, considering utilization of experts now in the system.

**Action Responsibility:** MASHAV with guidance and possible assistance of USAID Washington.

**4. Training and Technical Assistance to Private Sector, NGOs, and Women**  
(See section III, 4, 10 of the Findings, Conclusions, and Recommendations Section).

**Conclusions:** The impact of current MASHAV activities targeted towards the private sector has been noteworthy. The majority of trainees (both in-Israel and OTSCs) have been from the public sector. The impact of MASHAV activities, both training and technical assistance, would be enhanced by directing more programming to the private sector. Many women receive training through MASHAV in programs traditionally for women. Since a significant portion of farming is done by women, greater participation by women in agricultural courses and in other areas which were in the past staffed predominantly by men, is desired.

**Recommendations:** To increase the numbers of private sector students in courses, the Embassy, in cooperation with the host government, should establish targets for private sector participation. Similar targets should be established for women in agricultural courses. When possible, an NGO or other private sector organizations should serve as counterparts for long-term experts.

**Action Responsibility:** Host governments, Israeli Embassies, and MASHAV.

# REVIEW AND ASSESSMENT OF THE A.I.D.-ISRAEL COOPERATIVE DEVELOPMENT PROGRAM TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES

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## I. INTRODUCTION

The USAID-Israel program for cooperative development was initiated in 1988 with the Division of International Cooperation of Israel's Ministry of Foreign Affairs, known as MASHAV, the Israeli equivalent of A.I.D. The Cooperative Development Program (CDP) was financed with \$4,500,000 of A.I.D. Funds with a contribution from the Government of Israel equal to 25% of total combined funds. Yearly amendments have maintained annual A.I.D. funds of \$5 million dollars matched (3:1, A.I.D./MASHAV funds ratio) by 1.67 million from the Government of Israel. With the funds available to the CDP program, Israel both shares its development expertise and know-how with developing countries as well as to renew or enhance its relationships with developing countries. An annual work plan for CDP activities is developed jointly by consultations held alternately in Jerusalem, Israel and Washington D.C. In addition to the global CDP, there are currently two special programs of training and technical assistance from Israel -- one to selected newly independent republics of Central Asia (including Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) and extends this assistance to the Trans-Caucasus republic of Georgia) and the other for countries of Central and Eastern Europe and the Baltic States.

Israeli technical assistance has helped to improve irrigation and water resource management; improve crop varieties, production and processing; increase livestock production and productivity; promote microenterprise development; and create cooperatives in A.I.D. assisted countries in Africa, Asia, Latin America, and the Caribbean. The joint A.I.D.-Israel Global CDP program includes the following categories of activities for 1993.

**Training in Israel:** Courses will cover key areas such as agriculture, livestock, comprehensive regional planning, community development, cooperation and labor leadership, medicine and health, women in development, education, microenterprises, leadership, and others.

**In-Country Training:** Two to four week On-The-Spot Courses (OTSC) offered In-Country will cover areas as described above or with the tailor-made to specific host-country needs. Israeli experts will work in cooperation with host country governments or appropriate local institutions.

**Short-Term Consultancies:** Short-term Israeli experts will provide advisory services, conduct studies, perform general assessments and evaluations, prepare projects for implementation or otherwise provide expert advice on technical projects.

**Long-Term Technical Assistance:** Long-term assistance by Israeli experts provides assistance for the design, implementation, and management of development programs.

USAID/MASHAV initiated a comprehensive mid-term evaluation to learn more about the following: a) the relevance of, and support for, CDP-funded assistance from Israel to developing countries; b) impact/effects of such assistance; c) means for sustaining or enhancing CDP effectiveness.

In FY 92, MASHAV trained 2,072 trainees in Israel totalling 4,237.75 person months of which 692 (totalling 1,340.5 person-months of training) received a USAID funded scholarship (including airfare) under the CDP program. MASHAV provided 95 OTSCs in FY 92 utilizing 168 instructors and training a total of 2,545 trainees. Of the total FY 92 OTSCs, 70 courses (using 122 instructors and reaching 1,812 trainees) were conducted under the AID-MASHAV CDP.



The 1992 geographic breakdown for joint CDP trainees is as follows:

REGION	IN ISRAEL TRAINEES/PERSON MONTHS	ON THE SPOT # OF TRAINEES
Africa	214/430	533
Asia & Oceania	149/312.75	346
Latin America & Caribbean	329/597.75	933
<b>Total</b>	<b>692/1340.5</b>	<b>1,812</b>

Short-term consultancies carried under the joint CDP in FY-92 included: 10 person/months (P/m) in Africa; 5.25 P/m in Asia & Oceania; and 23 P/m in Latin America and the Caribbean; for a total of 38.25 P/m. Long-term expert assistance consisted of 11 person/years (P/y) in Africa, 1 in Asia and Oceania, and 13 in Latin America for a total of 25 P/y. Long-term expert assistance expended for FY-92 consisted of \$651,094 in Africa, \$67,500 in Asia & Oceania, and \$680,625 in Latin America and the Caribbean for a total of 1,399,219. Annex III, tables 1 - 7 list outputs of the project from 1989.

Expenditures for equipment to support long-term experts under the AID-MASHAV CDP in FY 92 totalled \$194,648 (Africa - \$143,460, Asia & Oceania - \$0.00, Latin America & Caribbean - \$ 51,188). Total allocation for FY 92 was \$663,587 leaving an unspent amount of \$ 468,939.

Planning of the review/assessment was undertaken jointly in accordance with the nature of the cooperative agreement. Evaluators with background and experience in designing, implementing and assessing technical assistance and training activities were provided by A.I.D and MASHAV (Rodney J. Fink and Susan F. Reynolds by USAID; Shimeon Amir and Gideon Naor by MASHAV). The evaluation was conducted to meet the requirements of the statement of work provided (see Annex 1) and included the four categories of activities listed above. Planning for the evaluation took place during the summer of 1993. The first meeting of the evaluation team took place in Israel on October 10, 1993, and was followed by stops in Israel, 3 Asian countries, 3 African countries and 7 sites in the Caribbean and Central America.

**Methodology Used in the Evaluation:** Evaluation sites were selected to enable evaluating all aspects of the CDP program. The MASHAV catalog of courses lists offerings of 18 institutions covering areas of Agriculture, Health, Rural Development and Community Development. Eleven of these institutions were visited by the team to assess the level of instruction, methods used, and to gain a general understanding of the programs offered. The team was able to visit classes in session and interview participants at several institutes. Additional sessions were held with the Director and other members (Heads of African, Asian, LAC Divisions, and others) of MASHAV. The following general schedule was followed (see Annex 3 for detailed schedule):

- Oct. 10 - 15 Evaluation team visits MASHAV and training sites in Israel.
- Oct. 17 - 22 Evaluate programs in Nepal
- Oct. 23 - 26 Evaluate programs in Thailand
- Oct. 27 - 30 Evaluate programs in Manila and Cagayan de Oro, Philippines
- Nov. 1 - 10 Evaluate programs in Kenya
- Nov. 10 - 15 Evaluate programs in Malawi
- Nov. 17 - 20 Evaluate programs in Swaziland
- Nov. 23 - 30 Evaluate programs in Barbados and the Caribbean

Dec. 1 - 4	Evaluate programs in Costa Rica
Dec. 5 - 9	Evaluate programs in Honduras
Dec. 9 - 14	Evaluate programs in Guatemala
Dec. 15	Return to Washington, D.C.
Dec. 16	Oral report of findings to USAID - Washington
Dec. 23	Turn in draft report
Jan. 15, 1994	Complete final report

Country visits were coordinated by the Israeli Embassy in all countries, except in the Caribbean where the personnel in the USAID Regional Office in Barbados made arrangements. In countries visited, meetings were held with former participants of courses in Israel and in OTSCs. When possible, sessions were held with USAID Mission personnel, government offices appropriate to the evaluation and other linkage partners in the country. Programs served by long or short-term technical assistance were visited and evaluated in accordance with their planned goals and objectives and impacts of the programs.

Participants of Israel and OTSCs were interviewed individually and in small-group focus interviews (depending on numbers to be interviewed). Interviewees completed a brief evaluation form and were interviewed using a standardized interview format. Participants for interviews were selected as follows:

**Graduates of courses in Israel:** MASHAV randomly identified 20 to 40 graduates from each country and asked the Israeli Embassy to schedule them for an interview. If 20 to 25 candidates weren't available, the Embassy contacted additional graduates to bring the number of interviewees up to 20. The same procedure was followed with USAID in the Caribbean.

**Graduates of On-The-Spot Courses:** Some Embassies (USAID in the Caribbean) arranged for participants of OTSCs to meet with the team either individually or, when possible, at the trainees work site (school or institute, for example).

**Short-term consultancies:** Recipients of the consulting services were contacted and interviewed for evaluation of the assistance. Embassy personnel gave their evaluation of the assistance, and others available for input were contacted.

**Long-Term technical assistance:** Sites of long-term assistance were visited when possible and recipients of the assistance were contacted for input. Changes brought about by the technical assistance (better procedures, increased yields, improved marketing, other) were determined in order to place a value on the impact of the assistance.

Participants in both in-Israel and OTSCs received training from a variety of Israeli institutions. Interviewees responded to questions based on their experiences in courses (either in Israel or OTS) and represented only a random sampling from courses, instructors, and institutions. The team did not evaluate a specific institution in Israel, any specific in-Israel course, any specific OTSC, or any specific curricula or trainers/instructors. This was not possible as countries chosen were only a representative sample, and former participants were chosen by random identification and availability.

## II. BACKGROUND

The origin of the Cooperative Development Program (CDP) was the 1985 "Berman Amendment" to the Foreign Assistance Act which authorized \$2 million of development assistance funds for cooperative projects among the U.S., Israel and developing countries. The funding, expanded to \$5 million in 1986, initially allocated funds to support a program of small, competitive, research grants involving Israeli and developing country scientists. In May of 1988, A.I.D. initiated the CDP program with the Division of International Cooperation of Israel's Ministry of Foreign Affairs, known as MASHAV (the Israeli equivalent of A.I.D.) to provide Israeli training and technical assistance to developing countries.

MASHAV, conceived in the late fifties, has extended technical cooperation to developing nations on a continuous and expanding basis. In 1992, MASHAV extended technical cooperation to (included was a team of experts to assess agricultural requirements for reclamation of lands affected by the eruption of Mt. Pinatubo, establishment of eye surgery camps in Zambia and Ethiopia, and a medical team sent to inspect the injured of both sides of the civil war in El Salvador) to 114 developing countries. As renewal and establishment of diplomatic relations continues for Israel, the demand for technical assistance will increase (Israel renewed or established diplomatic relations with 27 countries in 1992). In addition to resources provided MASHAV by USAID, assistance is also provided by the Netherlands's Ministry of Foreign Affairs, the Federal Republic of Germany's Ministry of Economic Cooperation, Canada's International Development Agency, the Organization of American States, and various United Nations agencies (i.e., UNDP, WHO, and FAO).

Israel's development cooperation with developing countries started shortly after the establishment of the State in 1948. The leaders of those countries visiting Israel, felt an affinity with it because of similarity of challenges and problems, i.e. building a new, modern state trying at the same time to conserve their cultural tradition and identity. Israel also appealed to them because of its success in absorbing the massive immigration, introducing Hebrew as a national language to young and old, and especially because of its accelerated economic growth for almost twenty years together with continuing efforts to create a society with a high degree of social justice. The great success in developing its agriculture and a variety of rural institutions, the transformation of the desert lands into fertile areas of diversified crops, and a continuous quest for optimization in utilizing its water resources were widely appreciated by the developing countries.

Apart from the accepted modalities of training in groups and individuals in Israel and abroad, and of sending short and long-term consultants to the developing countries, a widespread mode of cooperation was the establishment of joint companies in areas of water resources, public works, agriculture, and navigation.

After the Suez war of 1956, Israel intensified its relations with countries in Africa and Asia. The increased interest in its various components of development cooperation, resulted in the establishment in 1958 of a special unit in the Ministry of Foreign Affairs for planning, budgeting, and directing the official development cooperation. Its current name, MASHAV, is the Hebrew acronym for the Center for International Cooperation. Special professional institutes were created to conduct the training activities in Agriculture, Regional Development and Planning, Community Development, Education, Trade Union and Labor Studies and selected programs in medicine and health care.

The program of MASHAV grew in intensity and scope until 1973 when, after the Yom Kippur War, most of the countries of Africa broke their relations with Israel. Since then, the weight of African countries in MASHAV programs diminished and started to increase again only in the 90's. Another change that the MASHAV activities have undergone in the last 20 years is the gradual decrease of numbers of long-term experts, mainly because of the sharp increase in their cost.

Between 1957 and 1992, some 50,000 students participated in courses in Israel and some additional 50,000 participated in local On-The-Spot courses.

Since the early 70s, MASHAV has received additional resources from bilateral donors who believe that, in several areas, third country financing is effective and justified because of the "relative advantage" of Israel in a number of subjects. The Dutch government, the first among bilateral "third country" donors, has defined its modality as "helping Israel to help others". Other bilateral donors to date are the USA, Germany, and Canada.

Israeli Ambassadors in the countries served manage in-country phases of the program. The general practice for in-Israel courses is for the Ambassador to send the course schedule to appropriate government, NGO, private business, and other offices as soon as the catalog of courses is available. These agencies then solicit and nominate applicants meeting the general requirements (educational, experience, language, and other). Applications are screened by the Embassy staff and sent to MASHAV with possible recommendations for action. Management of the program in the host country rests solely with the Israeli Embassy to that country. On-The-Spot courses are requested by host country governments or private sector entities, and the Embassy forwards their approved recommendations to MASHAV. The same general practice takes place with short-term consultants and long-term expert requests. MASHAV offerings play a major role in the Ambassadors program in many developing countries. The overall impact of MASHAV offerings in a host country tends to have more impact in smaller countries; although, a major impact is noted from selected programs in large countries served, also.

Israel's development experience, in an environment of scarce arable land, water and other materials, has provided comparative advantages to development expertise in agriculture and related subjects for application to selected developing country problems. The CDP has enabled MASHAV to expand activity to more countries and has facilitated increased linkages between developing countries and Israel.

The FY 1993 CDP Worldwide Work Plan supports 1,060 person/months of training in Israel in courses in agriculture, rural development, community development, cooperation and labor studies, education and health, as well as 50 In-Country courses of 2 to 4 weeks duration. Forty-five person months of short-term consultancies and 18.7 person years of long-term technical assistance are also included in the plan. Funding distribution (% of total CDP funding) among continents for FY 92 & 93 follows:

<b>Geographical Area</b>	<b>FY-92</b>	<b>FY-93</b>
Africa	38%	34%
Asia/Oceania	18%	17%
Latin America/Caribbean	44%	49%
<b>Total</b>	<b>100%</b>	<b>100%</b>

The largest portion of budget in the FY 93 CDP (Global Program) is for training in Israel, followed by long-term technical assistance, in-country training, and short-term technical assistance. The percentage breakdown of the funding, using the FY 93 program funding total of \$6,667,000, follows:

Activity	% of Total
Training in Israel (1,060 person months) (includes air fares for trainees)	44.4%
In-Country Training (50 courses)	16.5%
Short-Term Technical Assistance (Consultancies; 45 person months)	6.2%
Long-Term Technical Assistance (18.7 person/years)	32.9%
<b>Total</b>	<b>100%</b>

The AID FY 93 contribution to the CDP special program to Central Asia is \$4,500,000 complemented by a \$1,500,000 contribution through MASHAV. The funds will support 24 person/months of study tours in Israel, 547 person/months for 375 Central Asian/Georgian participants in courses in Israel, 36 In-Country two to four week training courses, 186 months of short-term expert consultancies, 26 months of long-term assistance, and support resources for training materials. Countries receiving support are Kazakhstan, Kyrgystan, Turkmenistan, Uzbekistan, and Georgia. The funding levels, by aggregate activity component, between 1992-1995 follow:

Activity	Total Budget/(% of total)
Long-term Technical Assistance	\$2,860,000 (33%)
Short-term Technical Assistance	\$1,693,000 (19.5%)
Training	\$2,919,000 (33.7%)
Equipment	\$1,196,000 (13.8%)
<b>Total</b>	<b>\$8,666,000 (100%)</b>

The special program for the CDP Central and Eastern Europe/Baltic supports training in agriculture with attention to areas of public administration, public health/medicine, and early childhood education. The FY 93 work plan supports 100 person/months of training in Israel and approximately 19 In-Country two to four week training courses tailor-made to host country needs. In-country courses will be conducted in cooperation with host country governments or appropriate local institutions. The FY 93 USAID contribution to the CDP Special Program is \$500,000 to be completed by the Israeli contribution of \$167,000 (total

\$667,000). Countries served in the program are Albania, Poland, Bulgaria, Romania, Latvia, and the Czech Republic. The total budget breakdown for the program follows:

<b>Activity Component</b>	<b>Total Budget/(% of total)</b>
Training in Israel (100 person months)	\$240,000/(36.0%)
Air Fares	\$ 41,400/( 6.1%)
In-Country Training (19 courses)	\$304,000/(45.6%)
Short-term Consultancies (9 consultants)	\$ 81,900/(12.3%)
<b>Total</b>	<b>\$667,000/(100%)</b>

In carrying out development activities, the average MASHAV cost is low in comparison to other development programs. The average cost to provide one year of long-term technical assistance in a developing country is \$110,000. The average cost for one person/month of short term technical assistance (including per diem, salary, insurance, air fare, and misc. expenses is \$9,160. Funding a study tour (on the average) for 8 persons for a 15 day program (all costs) is \$23,000. One person/month of training in Israel, on the average, will cost \$2,400, and the cost of a 3 to 4 week, in-country course is \$22,000. With CDP courses, the U.S. and Israel share costs on a 75%/25% basis.

### **III. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **A. PROGRAM OVERVIEW**

The Cooperative Development Program (CDP), as an integral part of Israel's Development and Cooperation serves developing countries throughout the world. The evaluation of the CDP, is in fact, an evaluation of Israel's official technical cooperation carried out by the Center of International Cooperation of Israel's Ministry of Foreign Affairs, known as MASHAV. CDP activities are carried out pursuant to work plans developed jointly and approved by USAID and MASHAV for each fiscal year. Programs consist of training (In-Israel courses and in-country courses) and technical assistance (both long-term and short-term). The review included interviews with over 200 graduates of in-Israel courses; approximately 75 graduates of in-country courses; numerous representatives of Governments, USAID personnel, training recipients, embassy staff, and others; and an evaluation of the projects of 12 long-term experts (interviews with 11 long-term experts). The conclusion reached is that the CDP, as part of Israel's Development Cooperation, presents an effective and efficient use of resources (see Annex 2 for a partial list of contacts made).

CDP funding goes directly into technical assistance, with over 60% for training (45 % in Israel, 16% for in-country training) and the remainder for expert assistance (short-term 6%; long-term 33%). The major impact of expert assistance is directed towards technology transfer and thus provides indirect and direct teaching of others. Long-term impacts of the program are hard to measure as learning, at one point in time, may not have application, but might at a later time. Unlike development programs of many donor agencies (with components of bricks, mortar, and equipment), the funds of the CDP are directed toward human resources development. During the course of the review, many examples of development projects (poorly used buildings and equipment, for example) were observed in various countries. These items were providing no visible contribution to development and some were even a liability to the country because of the expense of maintenance and staffing (combined with no operating budget). Although many trainees interviewed (of both in-Israel and OTSCs) were not directly applying the skills they had learned, the training experience, the discipline of learning and the changes in attitude brought about by their exposure to training in Israel (or in their own countries by Israeli instructors), may have more important long-term benefits than a direct application of "what was learned". The importance of human resources development is fully recognized by the design and implementation of this program.

Courses in Israel were popular with participants because they provided modern technology and dealt with subject areas of national importance based upon observation of "development in action". Courses, such as irrigation, provided potential for immediate application as well as future potential. The most desired characteristic of the Israeli training (even in courses for post-graduates) was the practical, "hands on approach", recognized in both training and in programs of long-term experts. The emphasis on "skills transmission" to bring about a multiplier effect was also of considerable importance.

Embassy staff work with the IDC program in the host country and are, in fact, the local representatives of MASHAV. The program is an integral part of their role and provides them a need to get in touch with various government, parastatal, NGO, and private sector entities. The availability of courses and technical assistance enables the embassy to become a participant of development in the recipient country, and thus enhances the embassy and Israel's standing.

The long-term experts interviewed were werving in useful positions ranging from ophthalmology to poultry production. The experts generally were in early to mid-career stages, and only a few had previous experience in a developing country. They were

characterized as hard workers--hands-on, task oriented, and dedicated to doing a useful job. The ophthalmologist in Malawi was a poignant example of a person providing care and hope to the suffering while providing a long-term multiplier by training others to provide eye-care. (Expert was a 28 year old, Russian born Doctor). The poultry expert in Swaziland was helping growers to be successful in a poultry cooperative. (Illiterate parents waited for their children to return from school to help with record keeping.) Private sector success in Honduras was assisted by Israeli tomato experts who had introduced irrigation techniques, new methods of pest control, improved cultural practices, better "seed to ketchup" systems of production (3,000 people employed in the process, fewer than 100, 3 years ago). Israeli experts were a part of the USAID TROPRO (Tropical Produce) Project Paper proposal, and the three experts, working in cooperation with the CARDI (Caribbean Agricultural Research and Development Institute) contractor, have contributed significantly to improved fruit research and production in the Eastern Caribbean Islands.

The variety and appropriateness of in-country and in-Israel courses serve many national needs. Courses are available in a number of languages (English, French, Spanish, Russian, & others) which adds to the desirability of the training. The breakdown of in-Israel offerings, according to fields of study (ranging from agriculture, community development, medicine & public health, education, etc.), including number of courses and enrollees, included in Annex 1, Table 3. Agriculture comprises the largest training component.

The training activities are carried out by institutions throughout Israel. In 1993, 18 institutes were involved which included 4 institutes fully dependent and funded by MASHAV (Aharon Ofri International Study Center, Centro de Estudios Cooperativos y Laborales para America Latina "Abraham Alon", CINADCO, and the Golda Meir Mount Carmel International Study Center). Other courses are either arranged on a contract or commission basis, and a determined number of fellowships are provided other institutions (such as the Hadassah School of Public Health & Community Medicine of the Hebrew University of Jerusalem (See Annex IV for a list of institutions supporting the program). Approximately two-thirds of the budget for 1993 was spent for practical training by a non-academic institution, 30% practical training by an academic institution and 3% degree training by an academic institution. The management of the International Cooperation Program is a partnership between MASHAV, the institutions providing training, and the individual country embassy.

The implementation of the program is coordinated between the partners of the MASHAV operation, mainly the embassies, the local partners, the training institutes, and MASHAV Headquarters. In countries served, the embassy acts as the focal point for coordination of training and expert activity. Countries without embassies are served either by a neighboring embassy or by an honorary consulate. Requests for all services (courses, expert assistance) are placed through the embassy which provides screening before forwarding requests to MASHAV. The majority of programs (training and long-term experts) have been provided to public sector organizations. Until now, the embassies have not identified USAID Mission priorities when submitting applications for training courses or arranging OTSCs. Looking at USAID Mission priorities could provide a forum for integrating resources to meet a development objective. According to the current instructions of MASHAV, embassies are to expend more effort identifying NGO and private sector opportunities for expanding training and expert assistance. Annex I contains responses to questions asked in the Statement of Work.



## **B. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **1. Relationships between the Embassies, the CDP, the Cooperative Development Research (CDR), and the USAID Missions.**

**FINDINGS:** The relationships between the USAID country missions and the CDP program ranged from barely existent to quite strong. USAID Missions were least likely to be aware of CDP course offerings and most aware of the long-term expert programs. In Nepal, the USAID Mission was aware of the training programs and supported travel of participants who passed the English test and were in fields consistent with USAID objectives in the country. In other countries, mission personnel were either minimally aware, or not aware, of the course offerings in Israel or in their country. Countries with long-term experts were usually aware and supportive of the long-term experts, even though in many cases, they had no part in the planning of the program. In the Caribbean Islands, three experts were present as the result of a request in a Project Paper (Tropical Produce Project) of the Regional USAID Office.

In Kenya, USAID personnel had raised questions about the appropriateness of the commercial activities of the Kibwezi Irrigation Project of the University of Nairobi. The Mission could find no documentation of the project and was concerned that the project was creating market competition with local farmers (see Annex VI, Kenya Country Report, Attachment # 1 - Kibwezi Irrigation Project). USAID offices consistently agreed that their involvement in the planning process would increase their awareness and the opportunity to provide support of the program.

Embassies consistently gave appropriate recognition to the USAID contribution to the MASHAV program via the CDP program. Such recognition when scholarships were granted, at dedications and ceremonies, on signs near projects, and through general information to contact people of USAID.

The Cooperative Development Research Program (CDR) of USAID was found serving actively in several countries visited. In several instances, CDP students who studied in Israel (Univ. of the Negev, for example) made contact with Israel researchers. The result was a research project submitted to, and ultimately approved, under the CDR program. Other collaborative projects which complemented the MASHAV/CDP program were the programs from Germany and The Netherlands which, along with USAID, support MASHAV.

**CONCLUSIONS:** USAID Missions were not sufficiently aware of the training opportunities available through the CDP (either in-Israel or in-country) as an additional resource at their disposal. With the exception of the 3 experts in the Eastern Caribbean Islands, USAID-Missions have had little involvement with developing programs for long-term expert placement in the country. Involvement of Missions with the CDP program often came only as a result of problems with the work arrangement of an expert in the country (Kenya, Costa Rica, & Honduras). In Malawi, a chance meeting of a USAID employee and the MASHAV expert identified an area of mutual interest (production system to be related to marketing project) and a collaborative working relationship developed. CDR and the Dutch and German projects support and complement the CDP program.

Joint meetings between Embassy personnel and USAID Mission personnel were arranged in all countries but the Philippines (time constraint prevented the scheduling), and productive sessions were generated, especially in Swaziland, Kenya, Costa Rica, Honduras, Malawi, Guatemala & Nepal.

**RECOMMENDATIONS:** Based on findings obtained, the following recommendations will increase the impact of the CDP.

1. Embassies should see that USAID Mission personnel (Training Officer and subject matter leaders) receive the latest course information for both in-Israel and in-country courses.

2. USAID Missions should consider the in-Israel and in-country courses as additional resources to meet their development objectives and, when appropriate, should supplement them (for example, cover travel expenses).

3. When the Embassy considers the placement of a CDP long-term expert in the country (after having established the active interest, support, and priority of the recipient government), the Ambassador should contact the USAID Mission Director to determine compatibility with USAID priorities in the country. The USAID Mission should have the opportunity to provide input, direction, and assistance in carrying out the feasibility study.

## **2. Strategic Planning and Follow-up Activities**

**FINDINGS:** The future impact of MASHAV (CDP) activities may be limited without a structured planning process in place. The current outputs (training and expert assistance) have evolved over the years to meet needs of areas served. With programs extending now into Central Asia and Eastern Europe (NIS countries), planning becomes even more important. In addition, a systematic planning process should be in place to provide an organized, rather than an improvised process of decision making. Although Israel has had a unique development experience, individuals placed in the field (for either course offerings or long-term assignments) are not generally experienced development personnel, and, for better impact, placement of programs should be carefully planned to maximize use of resources. As the geographic area of coverage increases, the range of assistance may need to be narrowed so as to make a maximum impact in those areas where Israel has the best "comparative advantage". Part of the value of the Israel in-Israel and in-country courses is the spontaneity of being able to offer courses to meet current country needs. It would be unwise to delete this advantage, but at least a portion of the course offerings (and technical assistance) should be targeted to meet specific country or regional needs.

Follow-up of activities is being addressed but, for the most part, on a random basis. Without good follow-up, the development of good planning will suffer. Follow-up should include data collection to help the MASHAV planning process, the organizers of the course offerings, and the individual embassies. Current follow-up consists of an end-of-course evaluation of most courses. The follow-up process in place for long and short-term expert assistance is minimal. Many former participants were eager to provide input into any follow-up that MASHAV would conduct. Embassies, for the most part, do not evaluate their successes (or failures) in selecting participants or experts for courses or expert tours in their countries. Good follow-up of participants could benefit the embassy by providing continuity of contacts for expanding the influence of the embassy in the country. Many important achievements of IDC are unknown because of lack of reporting or lack of distribution. An effective planning and evaluation cell could initiate guidelines to the institutions (providing training & technical assistance) to serve reporting and write-up of outstanding projects, which could later be edited for further distribution and use. MASHAV should pay attention to the need for good reporting and distribution of unique "success stories" for wider application and recognition.

Israel's development experience has provided inputs of training and technical assistance into many development scenarios. Because of the limited resources available for planning and program execution, the use of resources has often been ad hoc rather

than part of a general plan. To augment the planning process, MASHAV could benefit from the knowledge of development experts and should consider the creation of a "donors advisory committee" composed of 3 to 5 external development experts familiar with global development needs and with the expertise Israel has to offer. Such an advisory group could guide the planning process in placing resources to maximize impact and take advantage of those areas in which Israel has "comparative advantage". Collaboration between donor advisory committee members with Israel, could maximize both Israeli and donor development impact by facilitating an "integrated planning approach" to resource utilization.

**CONCLUSIONS:** With the expansion of activities into Central Asia and Eastern Europe, the necessity for expanding planning efforts by MASHAV becomes more apparent. Planning and evaluation activities should be combined to provide a meaningful way to provide input into the MASHAV decision-making process. The extra expense of operating a 2 person (plus clerical) Planning and Evaluation Cell would be offset by the benefits of better reporting, accountability, follow-up, improved awareness, and better planning.

**RECOMMENDATIONS:** To enable MASHAV to improve their decision making capacity, the following steps are recommended.

1. MASHAV should take steps to create a Planning and Evaluation Cell. The coordinator should be experienced in development, familiar with MASHAV's abilities and background, able to carry out evaluation of programs and capable of developing a "strategic plan" for MASHAV. Expansion of the current evaluation cell to become a "Planning and Evaluation Cell" is recommended.

2. MASHAV should consider holding a "donors' conference" to gain the combined input of donor nation expertise. If the conference is successful, the creation of a "donor advisory committee" is recommended which could meet on a regular, probably annual, basis.

3. MASHAV (with or without implementation of 1 and 2 above) should develop a follow-up for courses offered to benefit the institutions offering the courses, the planning process, and the embassies. The following suggestions for the process are offered.

- A. Institutions offering courses, in addition to the "end-of-course evaluation" should prepare and administer (through the embassies) a purpose level evaluation which will provide input on appropriateness of offerings to the participants selected. The follow-up questionnaires should be administered approximately 2 years following course completion.

- B. The embassy, in administering the purpose level evaluations, should include (in the instrument) questions directed at evaluating their success in the recruitment and selection process.

- C. To facilitate the preparation of a more thorough evaluation follow-up process, an evaluation expert of a MASHAV institution should evaluate and coordinate the strengthening of the purpose level evaluation for participant and program follow-up.

- D. MASHAV should consider doing a "tracer study" of graduates of selected courses to determine the long-term impact of training. A similar study should be conducted with selected programs of "long-term experts".

### **3. Contribution of CDP to USAID Program Goals (promoting sustainable development, responding to natural/man-made disasters, and addressing key global problems):**

**FINDINGS:** MASHAV/CDP contributes to the USAID program goals in a number of ways. During the evaluation, the following were among examples observed.

**Sustainable Development:** In Malawi, an Ophthalmologist promoted sustainable health services through a training program (classroom and on the job) for 19 medical professionals from Malawi and neighboring countries.

In Kenya, Malawi, and Honduras, plastic barriers containing an adhesive were effective non-pesticide alternatives for insect control in tomatoes and other vegetable crops.

Examples of sustainable agricultural development were observed in many countries. Included were self-sustaining vegetable operations, poultry operations, and improved capability to produce income from tropical produce produced for export.

In Guatemala, a MASHAV micro-enterprise expert successfully assisted the development of small businesses to a profitable and sustainable level.

**Responding to Natural/Man-made Disasters:** Following the eruption of Mt. Pinatubo in the Philippines, MASHAV provided soil scientists to carry out a survey to determine the steps required to restore agriculture productivity.

**Addressing Key Global Problems:** In Swaziland, a graduate using information and techniques learned in a MASHAV course titled "Planning, designing, implementing, and evaluating appropriate intervention programs to reduce the risk of HIV infection, with an emphasis on hard to reach groups" directed an AIDS prevention program, targeted on school age youth. Other examples were present in other countries.

**CONCLUSIONS:** MASHAV/CDP programs contribute to the current program goals of USAID.

**RECOMMENDATIONS:** In carrying out MASHAV/CDP program planning, USAID program goals should be considered.

1. Israeli Embassies should be kept informed of the USAID program goals and encouraged to consider them when planning training and expert programs.

2. MASHAV should consider the USAID goals when carrying out program planning.

3. Israeli Embassies and USAID Missions should maintain working linkages to facilitate the communication of changing program goals.

### **4. Serving the Private Sector.**

**FINDINGS:** In-Israel and in-country training courses have traditionally been a "government-to-government" program providing training for public sector employees. Host governments have appreciated and benefitted from the opportunity to obtain training for their key people. Privatization is accelerating in most countries, and training and technical assistance to private sector entities should be increased. Since the government is usually involved in approval of training candidates, an agreement between the ambassador and the host government will often be necessary to gain agreement on whom to send for training.

**CONCLUSIONS:** CDP should develop human resources and determine technical training needs of both the public and private sectors. Recent trends of training and expert assistance have been towards more contact with NGO and private sector clientele.

**RECOMMENDATION:** MASHAV/CDP should increase its contact with the private sector by:

1. Establishing private sector and public sector targets for each country. An ideal division might be a 50% split, but, in most countries, this may not be practical. Each Embassy, in cooperation with MASHAV and the host government, should establish a target percentage for private sector, in-Israel training.

2. Developing a system of informing private sector clientele of course opportunities through direct contact, newspaper, and other means. Embassies, in cooperation with host governments, should determine methods of reaching private sector clientele.

3. Considering long-term and short-term experts for assignment to private sector counterparts. This has been done effectively in Honduras providing a good model for future development planning.

#### **5. Implications for Programs of Central Asia and Eastern Europe (Newly Independent States).**

**FINDINGS:** MASHAV has actively initiated programming in Central Asia and Eastern Europe. The evaluation team interviewed students from Central Asia in CINADCO training programs in Israel. The participants were eager to receive training and praised their instructors for the education they were receiving. In the past fiscal year, there were 66 trainees from the Central Asian Republics(CAR). Thirty-eight received training in Agricultural Decision Making and 28 were trained in Dairy Cattle Breeding for a total of 18 person/months of training. Seventeen Israeli-experts have served short-term assignments, totaling 12.25 person months in CAR. Eastern Europe has sent 80 trainees to Israel, receiving 147.5 person months of training.

Long-term experts in the CAR include 2 in Kyrgyzstan (vegetable production and a demonstration farm), 1 expert Kazakhstan (in Agricultural Economics), and 2 experts are in Uzbekistan (vegetable and dairy cattle). A sixth expert (dairy cattle) will go to Kazakhstan in late 1993, followed by an Agricultural Economist in 1994.

Other assignments to be made include 15 short term assignments and four (in-Israel courses) planned in Russian (Irrigation Methods, Agriculture Development and Management, Vegetable Production,, and Aspects of Technology and Economics in Dairy Production and Management). Three OTSCs in each Republic/ of Kazakhstan, Kyrgyzstan, and Uzbekistan in Irrigation Technology, Livestock Production, and Vegetable Production are planned.

**CONCLUSIONS:** The expanded CDP program for Central Asia and Eastern Europe is underway. Based on experiences and observations in the Global CDP, the three necessary components of successful implementation of programs in these Republics are planning, identifying an effective counterpart, and providing assistance to complement other on-going programs.

**RECOMMENDATIONS:** Considerations for additional utilization of resources to the CAR or Eastern Europe are difficult to project without a better knowledge of the political future of the area. Enough work has been started by MASHAV to determine the acceptance of the efforts in the near future. MASHAV should network with other organizations doing work in the countries to find areas where collaboration is beneficial and to benefit from the baseline data collected by other organizations. Other expansion efforts to be considered for the areas follow:

1. Consider placement of one long-term expert in Central Asia to become familiar with the needs of the area and the power structures developing, and to

coordinate the work already going on in Central Asia.

2. The MOSHAV communal system of Israel was developed along the same lines as the reorganized collective farms in Central Asia. One way for MASHAV to become acquainted with agriculture and related problems of the agricultural system would be for MASHAV to support a FARMER TO FARMER Program to cover subject areas such as mechanization, crops, animal farming, extension, food processing and packaging, animal care, strengthening of cooperatives, and other related agri-businesses. FARMER TO FARMER Programs have been part of the USAID package to the NIS, and an assessment of the success of this program might provide guidance to similar short-term exchange programs for Israel. The long-term expert in Central Asia could coordinate the program and arrange placements as appropriate.

3. Depending on the desire to work in areas other than agriculture, a similar program might be considered for community health and early childhood education.

**6. Summary of Training (In-Israel and On The Spot). (Annex, V provides additional information regarding training issues).**

**FINDINGS:** The participants from courses in Israel are enthusiastic about the courses and the Israeli experience. Numerous "success stories" were provided by participants interviewed. All described the importance of their visit to Israel and being exposed to its achievements in economic and social development. The experience of seeing "development in action" was frequently mentioned as a highlight of their training in Israel.

The Ambassador and/or the Second Secretary of the Embassy manages the in-Israel course arrangements. When course announcements are received, the information is distributed to the units of government and private sector most likely to have use for the courses. At the direction of MASHAV, embassies are working to target more private sector participants which in most countries must still be channelled through the appropriate government office for approval and travel clearance. The Ambassadors consistently report that the availability of courses is useful to them in their work and interactions within the government and private sector circles in which they operate. Embassy offices often report spending up to 50% of their time on MASHAV work, and virtually all Embassies visited indicated a desire to increase MASHAV activities in their country.

Catalog and brochure distribution methods varied by embassy, depending on the policies imposed by the host government. Government employees, in the past, have had much more access to MASHAV courses than private sector workers. This trend is changing as ambassadors recognize the value of increased involvement with NGO and private sector entities. Ambassadors are instructed by MASHAV to screen applicants for suitability and language capability; however, some students indicated that their class included participants with inadequate language skills for the class.

Most USAID offices were not fully aware of the courses available, and few USAID Missions utilized the courses as a supplement for meeting individual mission priorities. One exception was NEPAL, where qualified applicants were provided airfare by the USAID Mission.

Occasional concern was mentioned about the short lead time between notification of being accepted for a course and the date the course commenced. This created problems as MASHAV generally requires participants (or their agency/employer) to pay their own airfare. Without adequate lead time to arrange budgets for travel, some participants have had to decline the opportunity to take the course. Travel budget was mentioned as being a problem in most countries visited, especially Africa.

Although general course satisfaction existed, many participants stated that too many topics were covered in each course, and that the course length should be extended. The amount of practical application of the material learned varied, depending on the course, the participant, and possible job changes (promotions, transfer) after returning from Israel (or completion of the OTSC). Students generally preferred those courses with a greater amount of practical, as compared to lecture (theory) type, training. Small group sessions were stated as effective means of learning how to apply what they were learning. Ex-participants also indicated that the individual oral and written presentations, required in most classes, helped them prepare for their "back home" work. Students generally supported the teaching methods of their instructors, but some indicated the need, especially in extension methods classes, for learning to develop "appropriate visual aids that can be replicated". The technology levels of different countries should be considered, especially with OTSCs. More advanced countries, like Costa Rica and Thailand, for example, can utilize a biotechnology course at a higher technological level than can a less advanced country.

OTSCs are often the result of efforts by a returned graduate from an in-Israel course and are generally most effective when conceived in this manner. Ambassadors, on several occasions, identified subject/or concern areas with specific needs and worked with government and non-government organizations to organize successful OTSC courses. Several good examples of programs in AIDS awareness developed as the result of a combination of an in-Israel course followed by an OTSC arranged by a returning graduate. In Costa Rica, an in-Israel graduate of a course in application of Science & Technology in Education, helped develop a follow-on OTSC which has facilitated an action committee to work with disadvantaged people (children initially).

The adjustment of an OTSC instructor to the local situation could sometimes be improved if the instructor had a few more days in the country to prepare for the course. Likewise, instructors familiar with the country (from prior experience) have an advantage in applying the information to the local scene.

MASHAV offers courses in English, French, Spanish, and Russian. The ability to offer courses in a variety of languages has improved the impact of the offerings. In Central America, there was a general feeling that greater application of training existed than in the other continents. Although difficult to measure, the ability to offer a wide range of courses in Spanish was stated as a real asset by many agency heads of Central American Countries and probably enhances the impact of the training.

Shalom Clubs, organizations of former participants, were active in most countries. Major activities were social events but, in some cases, included a variety of activities ranging from savings clubs to day care centers. Shalom Clubs were more active where there were concentrations of ex-participants living in the same general area.

**CONCLUSIONS:** MASHAV in-Israel and On The Spot Courses are well-presented, well-received and serve a major role in the diplomatic activity of Israel's Embassies. The major participant-stated-strength of MASHAV courses was their practical, hands on approach to meeting stated course objectives. The ability to offer courses in a variety of languages increases the value and access (by students) to the courses. Until now, the Embassies haven't appraised USAID Mission personnel of the diversity of offerings available and, in many cases, have not sufficiently identified private sector candidates to the extent desirable. Ministry level government officials appreciate the value of the courses in providing useful and practical information to improve the knowledge and application ability of their workers.

**RECOMMENDATIONS:** The following general recommendations should be considered for implementation by MASHAV and cooperating institutes and embassies:

1. A strategic plan developed by MASHAV and each Embassy to target training priorities for MASHAV and each country served, could enhance the impact of both in-Israel and OTSCs.
2. Embassies should direct greater efforts toward recruiting private sector, NGO, and women for in-Israel and OTSCs. Women, who make up a large % of the farmers in most developing countries, should be identified also for areas other than education, nursing, community development and traditional "women"s roles".
3. MASHAV catalogs should be forwarded to USAID sector offices each year (as well as other appropriate course materials) to enable them to nominate candidates for courses, as an additional resource at their disposal.
4. MASHAV and the embassies should continuously review the guidelines for candidate screening (suitability for the course and language capability).
5. More lead time would enable approved candidates to identify sources for airfare to the in-Israel courses.
6. Embassies should work with governments, NGOs, and other organizations to identify priority areas of instruction and plan activities as much as 15 months in advance. This will allow better "targeting" of priority areas of need for planning OTSCs.
7. Evaluation and follow-up of course participants (both in-Israel and OTSCs) should be initiated cooperatively by MASHAV, the institutions offering the course, and the Embassies. These should be in addition to the present "end of course evaluations and yearly reports by the training institutions.
8. Institutes should continue, whenever possible, to emphasize practical aspects of training and minimize theory and lecture.
9. Consideration should be given by MASHAV to increase the numbers of OTSCs to serve more students, as the demand increases.

## **7. Expert Assistance (short-term and long-term)**

**FINDINGS (SHORT-TERM EXPERTS):** Short-term experts are used to conduct feasibility studies, support subject matter needs of long-term experts, meet needs of host governments (such as work of soil scientists following the Mt. Pinatubo eruption in the Philippines) and other requests of host-governments. Short-term experts have been effective in fulfilling their assigned tasks and should continue to be used to meet the request of host-government requests channelled through the Embassy.

**FINDINGS (LONG-TERM EXPERTS):** During the evaluation, 12 long-term expert programs (5 in Africa, 7 in the Eastern Caribbean and Central America) were evaluated. The long-term experts were carrying out effective roles in the work they were doing. Additional information about each long-term expert's work is contained in the corresponding country report of Annex VI.

**1. Kibwezi Irrigation Project (Kenya):** The University of Nairobi Project provides an adjunct facility to their Dryland Field Station to support faculty teaching, research, and outreach activities. The 30-hectare site provides an excellent example of what modern technology can do to increase agricultural production. The purpose of the station is to introduce new crops for the region, introduce irrigation techniques, and serve as a demonstration site for appropriate agro-technologies. USAID Kenya raised concerns of large farmers in the region regarding adverse competition in the market place. Annex VI, Kenya Country Report Attachment 1, contains a detailed evaluation of the project and recommendations for a mid-course adjustment to limit



commercial activity and expansion of technology transfer and service activities.

2. ***The Yatta School of Agriculture and Related Sites of the National Youth Service Project (Kenya)***: The administrative and operational conditions of the NYS and the Yatta School do not enable the long-term expert to achieve desired outcomes. The project should be terminated following completion of the current obligation through June 30, 1994. For a detailed account, see the NYS summary in the Kenya Country report Annex VI, Attachment 1.

3. ***Mchenga and Diampwe Irrigation Schemes (Malawi)***: These two schemes are serving groups of small farmers on lift-irrigation sites. The expert works with government extension personnel to provide technical services to other irrigation and vegetable projects. Marketing is a major concern of the project and the expert is working with a USAID expert and an exporter to develop market opportunities. The project provides a useful example of how high-technology can serve small farmer needs and should be continued. For more information, see the Malawi country report.

4. ***Kamuzu Central Hospital Ophthalmology Project***: The physician serves surgical needs for eye problems (many surgeries each day), works with 19 student doctors from African countries (work study program with multiplication implications), works with rural area doctors to upgrade their skills, and works to upgrade care provided by local doctors. The work is outstanding; the project should be continued and the physician supported. See Malawi country report for more information.

5. ***Khutsala and Shibani Poultry Projects (Swaziland)***: The Khutsala project has been operating for 5 years and the Shibani project (women owned project) is patterned after the Khutsala project. The projects are centered around a service center which has a laying facility owned by cooperative members. The service centers provide marketing and buying services for members. Members maintain their own small flocks (although at Khutsala, members house up to 2,000 birds). The project is progressing well, the expert has a good counterpart relationship with the Ministry of Agriculture, and support should be continued. See Swaziland country report for more information.

6. ***Lesotho Fruit Tree, Vegetable, and Irrigation Project (Lesotho)***: The team member visiting the site was pleased with the good teamwork between the expert, the farmers, and the Ministry's Soil and Water Conservation and Agro-forestry Program. The project adapts a high-technology, low-cost approach to small farmer irrigation using a gravity pressure system. Demonstration sites are being established and acceptance by farmers has been good. Continuation is recommended and for more information, see the Swaziland country report (which includes the Lesotho project report), Annex VI.

7. ***Three Experts Assigned to the USAID Tropical Produce (TROPRO) Project Managed by CARDI (St. Lucia, Antigua, and St. Vincent)***: Israeli experts have served in the Eastern Caribbean for many years. Knowledge of their abilities to contribute to produce production fostered the inclusion of three CDP funded expert positions in the TROPRO project. These experts work jointly with CARDI and Ministry Extension personnel, helping to train local experts and farmers. See the Barbados and Eastern Caribbean Country Report for more information.

8. ***Sub-tropical Fruit Tree Project (Costa Rica)***: The expert follows other experts who have been in Costa Rica since 1987. Originally sent to develop a plant clinic, the expert received little support, and, through intervention of the Ambassador and USAID, he was reassigned to the fruit tree work. The expert works closely with counterparts and farmers to improve technology for production of avocado, apple, mango, citrus and related crops. See the Costa Rica Country report for additional information.

**9. *Tomato and Vegetable Production (Honduras):*** The expert works with Ministry counterparts and has been instrumental in providing direction for solving a viral problem affecting tomatoes. Private sector producers (and a ketchup plant) are recipients of the expert's assistance, and the expert (and previous experts) are credited with the major expansion of production of tomatoes in the Camayagua Valley. The expert is placed administratively with an NGO (FENAGH) and has a joint appointment with the Ministry of Agriculture. Previous experts came to Honduras without extensive work plans and assignments in place which hindered the work. The Ambassador had all work in place, so that this expert was making contributions immediately on arrival. The project should be continued and, for additional information, see the Honduras country report.

**10. *Micro-enterprise Project (Guatemala):*** The expert provides technical assistance to small business enterprises working through NGOs. By working with business centers, transfer of information is being accomplished through a network of NGOs across the country. Difficulties were experienced in getting the project started but the expert has been able to put a good program together. Continuation beyond the end of the current obligation (August 1994) should be dependent on the status of government micro-enterprise programs, the ability to be linked with appropriate NGO (or other agencies), and an assessment of the impact of continuing the project. The advisor is working hard and making progress under difficult conditions. For more information, see Guatemala country report.

**11. *Water Management Specialist from 1988 - 1991 (Guatemala).*** The counterparts of the water management specialist were interviewed to determine the impact of the previous expert's work. Reviews were positive, revealing a major contribution from training seminars, workshops, courses and on-the-job training by the expert. Planning schemes also had the support of the expert, and co-workers indicated an improved ability to do their work as a result of the work of the expert.

The experts have good reputations in the countries assigned, being noted for their "work ethic", hands on approach, and knowledge of their field. They combined research with production in several cases and published guides and manuals outlining the latest and best production practices. The process for placing experts in the field has resulted in cases where experts were in the country without a signed agreement with the parties involved (government, counterpart, embassy, USAID and others). Three situations were identified where the expert lost some months of contribution due to lack of understanding about work to be done or resources to work with (counterpart, transport, direction). USAID was totally involved in some expert assignments (Eastern Caribbean, for example) but, in many cases, USAID involvement was not obtained until the feasibility study (conducted by Israeli short-term experts) was completed and the "Terms of Reference" were completed.

**CONCLUSIONS:** The steps for placing an expert in the field need to be formalized and followed so as to place the right expert, in the right place, at the right time. Experts shouldn't be placed simply to meet a need recognized by government, embassy, or Ministry personnel. They should be placed only after a study has been completed showing the potential for success, and all logistical arrangements have been completed. USAID-Mission personnel should be involved early in the process (not at the end of the process). Care should be taken to see that the host country identifies what type person is needed, and MASHAV should strive to match this need. In most cases, better chances of success exist when the expert can be placed in an ongoing program to fill a missing gap.

**RECOMMENDATIONS:** To enable better utilization of experts, the following are recommended:

1. Short-term experts should continue to provide backup to long-term experts, provide expertise for feasibility studies, respond to global needs (such as Mt. Pinatubo eruption) and serve when a well-documented request is submitted by an embassy.
2. Long-term experts should only be placed in the country after the following are completed:
  - A. Terms of reference completed between the embassy, MASHAV, the Government/NGO counterpart, USAID and other involved parties.
  - B. All logistical support, such as counterpart/s, transport, office, support, land for demonstration/research, and other necessary components are in place.
  - C. There is agreement between the host government (counterparts), the embassy, and MASHAV that the right person is nominated for the job. There should be a work plan outlining reporting responsibility for the expert. Responsibilities of all signatories to the agreement should be outlined.
3. USAID should be contacted for input prior to conducting a feasibility study and their concurrence/rejection obtained at that time.
4. Long-term expert positions should (when possible) meet the USAID priorities for the country.
5. Accountability for work plan compliance, reporting responsibilities of the expert, supervision of the expert, and evaluation of the expert should be in place and included in the terms of reference.

#### **8. Resource Allocation by Geographic Location and Function:**

**FINDINGS:** Resource allocation has more generously served Latin America than Asia or Africa. The grave situation and the food deficits of Africa give some support to shifting more allocations to Africa. Application and utilization of training and technical assistance appears better in Latin America (and the Caribbean) and the more advanced countries of Asia (Philippines and Thailand, for example). Possible explanations for success in Latin America and the Caribbean might be explained by an overall higher education level, the comparative advantage of MASHAV of offer courses in the native language (Spanish), and a tradition of working with Israel over a longer period of time. The current breakdown of training (about 60%) and technical assistance (about 40%) seems appropriate to the current situation. As long-term positions, especially the three in the Eastern Caribbean, are vacated, consideration should be given to reallocating these funds (currently \$110,000 per expert) to other uses and continents.

**CONCLUSIONS:** The current allocation of resources appears appropriate, although a gradual increase should occur in the proportion of assistance to Africa. Because of the success in Latin America, maintaining a strong presence there continues to be good utilization of funding. As long-term expert positions are vacated, MASHAV should evaluate the relative benefit of adding in-Israel or OTSCs or placing another expert in the field. Courses should be offered in place of long-term expert assignment unless all conditions for placing an expert are taken care of.

**RECOMMENDATION:** Current allocation of resources (geographic and type assistance) as currently maintained is satisfactory.

1. Gradual shifts should be considered as the long-term expert positions (3 positions) are vacated in the Eastern Caribbean and other sites.

2. Following establishment of a planning and evaluation cell and the completion of a long-term plan, reconsideration of allocations to meet strategic plan objectives should be completed.

#### **9. *Project Sustainability.***

**FINDINGS:** The CDP contribution provides a significant amount of support to the MASHAV program, as do contributions of the Dutch and German governments. The comparative advantage offered for training and expert assistance is a good investment in training and technical assistance for less-developed countries. As world conditions and national priorities change, continued support of such programs may terminate. The continuity and Sustainability of the program should be considered by MASHAV as it looks for funds to support future programs: As long as MASHAV takes support from whomever is willing to provide it, the direction of the program will be influenced by external entities. MASHAV needs to determine if they wish to direct the development process or let the process direct them. The development of a strong planning cell, a donor advisory committee, development of a strategic plan and sustainable funding can help MASHAV be the driving force in the process.

**CONCLUSIONS:** The creation of a permanent funding base should be a priority of MASHAV. The donor agencies (such as USAID, Dutch, Germans) should be considered for guidance as should other sources of development funds. MASHAV should continue to discuss the issue with current donors and promote the collaboration of activities to develop a more integrated program development.

**RECOMMENDATION:** MASHAV should consider the issue of financial sustainability to ensure future service to less developed countries. The following steps should be considered:

1. MASHAV should consider establishing a Foundation (endowment type fund) to help finance training activities.
2. USAID and other donors should collaborate with MASHAV and support the effort for achieving long-term sustainability.
3. MASHAV should establish a donors' advisory committee, meeting on an annual basis, to provide directional guidance for the future.
4. MASHAV should contact middle-income countries to determine their demand for paying for course/technical assistance offerings.

#### **10. *Women's Participation in MASHAV Programs.***

**FINDINGS:** Women are getting access to MASHAV's training activities within the traditional areas of early childhood education, health (nursing) and community development (mostly welfare programs). But, their participation rapidly drops off in areas such as agriculture, even though women are involved in a significant amount of agricultural work in developing countries.

MASHAV indicated the need to increase women's participation in training, but findings from the field visits indicate that embassy staff are not aware that MASHAV is trying to increase women's participation in training activities or that specific institutes are interested in increasing the number of women participants. Additionally, some staff are not aware of the contexts in which they are working relative to the roles and constraints for women. For example, in two of the countries visited, staff was unaware of the high percentage of women involved in agriculture and of the constraints involved for women in getting access to training.

Typical constraints for identifying and recruiting women are: 1) The Embassies typically send course announcements to government ministries, such as the Ministry of Agriculture. Although women may do the larger percentage of agriculture, men are more likely to hold the government positions. 2) Where women are present in government positions, they are less likely to hear about the course and to be offered the opportunity for training.

**CONCLUSIONS:** MASHAV should continue to be aware of the role women play in agriculture and other areas and strive to involve more women by providing non-traditional programs.

**RECOMMENDATIONS:** Women's participation could be improved by MASHAV working with the Embassies to:

1. Create an awareness of the MASHAV commitment to involving more women in appropriate training opportunities.
2. Provide some general development training, including the roles of women, for embassy staff,
3. Develop and implement a strategy for identifying qualified women participants. The strategy might include: a) identifying and adding more professional women's organizations (often available from other donor organizations) to the catalog/course announcement list; b) develop a task force of former training participants to identify and recommend qualified women; and c) specifically identify professional women for in-Israel courses from organizations where there is a possibility of follow-on OTSCs for one or more related organizations.

### **11. Supervision of CDP Activity.**

**FINDINGS:** Although operational responsibility for the CDP is with MASHAV and the Embassies, field supervision (site visits) should be included in the duties of the CDP Project Officer. This is especially true when long-term experts are placed in a country and the USAID Mission has not taken (or been offered the opportunity to take) an active role in facilitating the planning and efforts of the long-term expert. When concerns are raised by AID Missions (such as was the case with the Kibwezi Irrigation Project), rapid assessment of the situation by the CDP Project Officer could facilitate the meeting of minds to solve the problem. Likewise, occasional visits to MASHAV offices would facilitate joint planning/operational activities of MASHAV/CDP.

**CONCLUSION:** The CDP Project Officer must visit field sites to understand how the program operates and especially to respond to problems that come up.

**RECOMMENDATION:** In order to solve problems as they occur, and to be more familiar with the operational aspects of the CDP, the Project Officer of CDP should visit Field Sites (and occasionally MASHAV) to be familiar with CDP operations and to help solve problems that occur in the implementation of the project.

### **12. Innovative Programs for MASHAV/CDP Consideration.**

**FINDINGS:** Israel has proven, over the last one-half century, that development can occur very rapidly. Many of those who have been instrumental in bringing about Israel's development are capable, and willing, to share the "know-how" with other. In addition, many younger citizens are ready to share their expertise. MASHAV needs to look for additional ways to meet development needs through means other than courses and

technical experts. The presence of a well-educated population with practical experience is a good base for a volunteer farmer to farmer exchange program. Many Israelis have multi-language skills and could serve in a variety of locations. The communal experience, especially the MOSHAV experience can be valuable to other countries. Agriculture (all facets including extension, research, cooperatives, finance, marketing, and others) is a good exchange area for a "Farmer to Farmer" program as are many other areas (education, early childhood education, community and public health, irrigation, transportation, and many other areas). People in Israel like to share their knowledge and story with others and they are willing to travel to do it.

**CONCLUSIONS:** The implementation of an exchange program, matching experienced volunteers with counterparts in other countries, would be a productive use of Israeli expertise. Many areas of expertise in Israel could be utilized in such a program. Volunteers should generally be experts in their area with extensive professional experience. They should possess the ability to work with people from different cultures and at different stages of professional development.

**RECOMMENDATIONS:** MASHAV/CDP should consider implementing a People to People Exchange Program to allow sharing of Israeli expertise with developing countries. Initial areas should include agriculture (production, cooperatives, marketing, post-harvest, food processing and storage, extension, horticulture, and institutional Development), early childhood education, education, community and public health, and other areas to be identified). Recommended guidelines follow:

1. Initiate the program on a small, pilot-program basis of perhaps 50 exchanges and evaluate the outcome.
2. MASHAV/CDP could cover all of the volunteers costs including travel (coach class), lodging, meals, work-related expenses, and expenses of spouse for trips of over 1 months duration (where possible, both spouses should contribute to the development experience).
3. The length of assignment will normally be under 120 days with most assignments lasting for 3 to 6 weeks.
4. Participant selection and program management would need to be determined by MASHAV, however, the Golda Meir Mount Carmel International Study Center and/or CINADCO would be good choices to consider from.

**ANNEX 1. Statement of Work.**

## **Review and Assessment of the A.I.D.-Israel Cooperative Development Program Technical Assistance and Training Activities**

### **Background**

**Overview.** Developing countries are often constrained by a critical shortage of trained personnel in both public and private sector technical fields and management areas. Additionally, local technical and training resources are often inadequate to fully address these shortfalls or to design and support programs aimed at alleviating these problems. The Cooperative Development Program (CDP) strives to develop technical capacities of third country government agencies and private sector employees and technicians, and to assist in the identification, design, and implementation of selected development activities in sectors of high priority to developing countries, A.I.D., and Israel. In making this support available, the CDP program allows Israel to both share its development expertise and know-how with developing countries as well as renew or enhance its relationships with developing countries.

After over five years of experience with the CDP program, A.I.D. and MASHAV are interested in learning more about: a) the relevance of and support for CDP-funded assistance from Israel to developing countries; b) impacts/effects of such assistance; c) sustaining or enhancing CDP program effectiveness.

The Cooperative Development Program (CDP) supports the identification and delivery of Israeli technical assistance and training to address a broad range of development problems of developing countries for which Israeli experience, technology and expertise are particularly well-suited. The CDP is implemented by the Division of International Cooperation of Israel's Ministry of Foreign Affairs, known as MASHAV. CDP activities are administered by MASHAV pursuant to Work Plans jointly reviewed and approved by A.I.D. and MASHAV for each fiscal year.

A.I.D. and Israel jointly established the CDP Program in recognition that in selected countries and sectors worldwide increasing the availability of Israeli expertise can advantageously complement host country development efforts and A.I.D. and other donor assistance programs in priority areas. A.I.D. and Israel believed that through expanding the availability of Israeli training and technical assistance to developing countries the CDP program could be of significant benefit to Israel's efforts to re-establish and/or expand diplomatic and economic relations with many countries.

Israel's agro-climatic conditions and development experience -- despite its scarcity of arable land, water, and other material resources -- lend comparative advantages to Israeli development expertise in application to developing country problems, particularly in environment/natural resource management and agriculture which are strategic focuses for A.I.D. assistance.

Israeli expertise and experience generally, and specifically in the semi-arid and arid lands of



Africa and Central Asia, can be of significant assistance to the efforts of developing countries to achieve improved natural resource management, accelerated food production, product and market development, and rural and community development. In the area of agriculture specific focuses include, inter alia: development and improved management of water resources; promotion of optimum and efficient irrigation; high value vegetable and fruit production; techniques for optimizing yields; adaptive agricultural research; improving agricultural extension; land conservation; agroforestry and arid zone afforestation; technical human resource development in agriculture and rural development; crop intensification in arid and semi-arid zones; water harvesting; incorporating women in economic production activities; cooperative transport; aquaculture; livestock; post-harvest systems; public health; hospital administration; and rural and community development.

NE/DR manages the CDP for A.I.D., closely consulting and coordinating with other A.I.D./W offices and USAIDs, with the Department of State, the American Embassy in Tel Aviv, with the Embassy of Israel in Washington, and with MASHAV and developing country officials as appropriate.

Program Origin. The genesis of the program was the 1985 "Berman Amendment" to the Foreign Assistance Act (FAA) which authorized \$2 million of DA funds for cooperative projects among the U.S., Israel and developing countries. In FY 1986, the amount authorized for such projects was raised to \$5 million. A.I.D. initially allocated the funds available for such projects to support a program of small, competitive research grants involving Israeli and developing country scientists and researchers. In May, 1988, A.I.D. initiated the CDP program in cooperation with the Division of International Cooperation of Israel's Ministry of Foreign Affairs, known as MASHAV, the Israeli equivalent of A.I.D., to provide Israeli training and technical assistance to developing countries. The A.I.D.-Israel Cooperative Development Program (CDP) cooperative agreement was signed by the Administrator in May, 1988, financed by \$4,500,000 of A.I.D. funds with matching funds (3:1 A.I.D./MASHAV funds ratio) contributed by the Government of Israel or 25% of total combined funds<sup>1</sup>. Since then, yearly amendments to the program have maintained annual A.I.D. funding at approximately \$5 million dollars, matched by 25% or \$1.67 million from the Government of Israel. Based on annual joint consultations held alternately in Jerusalem, Israel and Washington, D.C., a general work plan for CDP activities is determined.

The CDP supports the identification and delivery of Israeli technical assistance and training

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<sup>1</sup> Amendment No. 1 added \$3,100,000 of A.I.D. funds for the FY 1989 CDP Program; Amendment No. 2 added \$118,826 of funds transferred from the LAC Bureau to the CDP; Amendment No. 3 added \$4,918,000 of A.I.D. funds for the FY 1990 CDP Program; Amendment No. 4 added \$5,000,000 of A.I.D. funds for the FY 1991 CDP Program; Amendment No. 5 added \$181,117 of funds transferred from the LAC Bureau to the CDP; Amendment No. 6 added \$5,000,000 of A.I.D. funds for the FY 1992 CDP Program; and Amendment No. 7 added \$2,000,000 of ESF funds for an FY 1992 special program to selected newly independent republics of Central Asia. A.I.D. funds for each FY program were matched by Israel on a 3:1 basis, or 25% of total FY program funding.

to address development problems in developing countries. Overall, the CDP program comprises the following categories of activities:

***Training in Israel*** in courses covering key areas such as development and improved management of water resources; promotion of optimum and efficient irrigation; high value vegetable and fruit production; techniques for optimizing yields; adaptive agricultural research; improving agricultural extension; land conservation; agroforestry and arid zone afforestation; technical human resource development in agriculture and rural development; crop intensification in arid and semi-arid zones; water harvesting; incorporating women in economic production activities; cooperative transport; aquaculture; livestock; post-harvest systems; comprehensive regional planning; community development; microenterprises; public health; hospital administration; vocational education; and others.

***In-Country ("On-the-Spot") Training*** in areas such as described above or tailor-made to specific host country needs, by Israeli experts in cooperation with host country governments or appropriate local institutions.

***Short-Term Consultancies*** by Israeli experts to provide specific advisory services, conduct studies, perform general assessments and evaluations, prepare projects for implementation, or otherwise provide expert advice on development projects.

***Long-Term Technical Assistance*** for the design, implementation and management of development projects.

This review/assessment is jointly planned and jointly undertaken in accordance with the cooperative nature of the CDP Program and cooperative agreement. It should assess the quality and effectiveness of training and technical assistance provided under the Program as well as other pertinent matters including but not limited to procedures of A.I.D. for development and administration of the program, effects/effectiveness of Israeli technical assistance and training (in Israel, and In-Country), and other related matters recommended by the review/assessment Team members. The results and recommendations of the review/assessment, together with any other assessment/evaluation-type information which MASHAV may have on CDP-funded activities, will be considered by MASHAV and A.I.D. in the development of any subsequent planned activities.

### **I. Title**

**Review/Assessment of the A.I.D.-Israel Cooperative Development Program (CDP) Training and Technical Assistance Activities.**

## **II. Objective**

To review/assess the CDP project in order to: 1.) prepare and deliver a report on the appropriateness, delivery and support, and effects/effectiveness of Israeli technical assistance and training (in Israel, and In-Country) provided to date under the cooperative agreement between A.I.D. and MASHAV for the LAC, Asia, Africa and, recently, NIS areas; and 2.) provide findings, conclusions, and make recommendations as appropriate to A.I.D. and MASHAV regarding on-going activities in the above outlined areas, suggest mid-course adjustments if any are indicated as well as possible future directions, focuses and courses of action if the program continues.

The report in final is to be delivered to Director, A.I.D./NE/DR, and Director, MASHAV upon completion.

## **III. Statement of Work**

The review/assessment team shall gather and analyze relevant project information in order to assess the overall performance of the project, make suggestions for midterm corrections if necessary, and recommend future directions and courses of action.

### ***A. Information/Data Collection***

1. Review official documents, reports, memoranda, etc.
2. Interview responsible staff in MASHAV and A.I.D./W concerned with the CDP project.
3. Identify/select unit/s of analysis - groups of trainees, training institutes, A.I.D. and MASHAV project managers - and the number to be analyzed.
4. Identify/select groups to be interviewed - trainers, participants, trainee sponsoring institutions/governments, USAID personnel, technical assistance specialists and those working with the TA specialists - and the number to be interviewed.
5. Determination/selection of site visits to be made as part of the review/assessment - four/five countries visited in each of LAC, Asia, and Africa regions; possibly also to Central Asia. (See attached list of principal country beneficiaries of annual CDP assistance.)

### ***B. Information/Data Analysis***

The team will conduct a review/assessment addressing, but not necessarily limited to, the following:

1. Assessing: a) the conceptual framework (rationale) for establishment of the project; b) the identification of the development problems to be addressed through the project; and c) the design of the project for its appropriateness as a program vehicle as a means to address these problems.
2. Analyzing the project's general implementation to date based on the achievement of stated purposes. Identifying, discussing and evaluating specific project activities in relationship to the overall project's relative progress and impact. For example,
  - a. Has the project contributed substantively to the re-establishment and/or expansion of diplomatic relations between Israel and developing countries? Where? How?
  - b. Has the project supported host countries', USAID missions', and MASHAV's development objectives, priorities and programs? How? Estimate impacts qualitatively and quantitatively (the latter at least for long-term technical assistance activities, and at least at micro levels or above where/if possible). Assess the CDP project's overall impact to date. Have CDP-supported project investments contributed meaningfully to development in assisted countries? Where? How? What can be said about sustainability of project achievements?
  - c. Has the project identified and implemented output activities as designed? Have intended output/activity- and purpose- level results been achieved? How effectively have these activities been implemented?
  - d. Were appropriate persons/organizations identified for appropriate project roles? Has the project involved appropriate, qualified consultants/technicians/agencies in implementation in order to ensure achievement of objectives? Has the project adequately supported these experts/agencies in the implementation of these activities?
3. Analyzing the project's implementation achievements to date based on a realistic assessment of developing country contexts.
  - a. Were the designs/selections of specific CDP-supported activities for general offering and for specific country requests realistic, relevant, appropriate and responsive to developing countries' and beneficiaries' needs and circumstances? Assess the procedure followed for design/selection of specific CDP-supported activities.
    - i. Training
      - Courses In Israel
      - In-Country Courses

Observe some actual CDP-supported training course sessions in Israel.

Identify/categorize/characterize CDP-funded participants trained to date.

How has the training helped them; how are the knowledge/skills imparted in the training being used?

Can former trainees provide examples of a changed technology, methodology, or process, etc., that they implemented as a result of what was learned in the CDP-funded training?

What can be said about the relative value, from the countries' and trainees' perspectives, of Training in Israel vs. In-Country Training?

ii. Technical Assistance

- Short-term Consultancies
- Long-term Expert Assignments

(Repeat relevant questions from III,B,3,a,i, above)

b. Identify and assess the systems for administration, design and implementation of CDP-supported activities. Are systems adequate to assure quality, both programmatic and administrative, and relevance? Are improvements required? If so, specify.

i. For CDP-Supported Training

- Courses In Israel
- In-Country Courses

Identify and assess any follow-up or evaluation system(s) in-place which tracks or assesses former participant trainees use of training received. Is feedback from former participants solicited? Is it used to improve future courses? Provide examples. Are improvements required? If so, specify.

ii. For CDP-Supported Technical Assistance

- Short-term Consultancies
- Long-term Expert Assignments

c. Identify/describe any activities which have met or succeeded against plans/expectations and identify and assess explanatory factors for results achieved.

i. For CDP-Supported Training

- Courses in Israel
- In-Country Courses

ii. For CDP-Supported Technical Assistance

- Short-term Consultancies
- Long-term Expert Assignments

d. To the extent that achievements in any CDP-supported activity were not those anticipated, have these been the result of design, implementation, administration or external factors? Explain; provide examples.

4. If/where appropriate, recommend adjustments/changes in the current project design, administration and/or implementation that would enhance the project's impact.

a. In the team's opinion, are current project activities worthwhile in light of priority development needs and both MASHAV's and A.I.D.'s resources? What should be retained and what not? Should something be added? Does the project need to be rearticulated and/or reorganized in any way?

i. For CDP-Supported Training

- Courses in Israel
- In-Country Courses

ii. For CDP-Supported Technical Assistance

- Short-term Consultancies
- Long-term Expert Assignments

b. What lessons can be drawn from these experiences to inform the process of programming such training and technical assistance activities in possible future fiscal year obligations?

#### **IV. Reports**

Reporting requirements shall be as follows:

A. Prior to Team members undertaking travel, A.I.D. and MASHAV will jointly concur in the proposed review/assessment work plan and methodology recommended by the CDP Review/Assessment Team after it reviews the TOR/SOW and determines

data collection and analysis requirements.

B. USAID Mission briefings and Israeli Embassy briefings are to be made in each country which the team visits prior to its departure.

C. A draft report of findings or facts (including case study observations) and including conclusions or recommendations, will be submitted to A.I.D./W, CDP Project Officer and to the Director, MASHAV, no later than **December 24, 1993**.

D. After incorporating and reviewing comments submitted, the final project review/assessment report shall be delivered no later than **January 15, 1994**. The final report should contain an executive summary stating findings, conclusions and recommendations of the review/assessment and a table of contents, a main body, and annexes/appendices identifying individuals interviewed, reference materials, case study observations/information on specific activity impacts, etc.<sup>2</sup> The findings, conclusions and recommendations should be contained in one section of the report, and ranked according to significance or priority importance.

#### **V. Team Qualifications, Relationships and Responsibilities**

A.I.D./MASHAV requires a 3 person expert team to undertake this review/assessment. Two Members of the Team will be Americans recommended and provided by A.I.D., and one Member will be Israeli, recommended by and provided by MASHAV. The Team collectively should have experience in designing, implementing and assessing technical assistance and training activities in a developing country context<sup>3</sup>. The Team Members will work cooperatively to gather and analyze the required information and present their findings. The Team will report in A.I.D./W to the CDP Project Manager and in Jerusalem to the MASHAV Evaluation Officer who will assist in the identification of appropriate documents and project contacts and who will serve as "resource persons" to the Team in fulfilling the statement of work. However, the Team itself is solely responsible for completion of assigned tasks and of the contents of its review/assessment report.

The Team will review all relevant project and related documents, interview selected project participants (e.g., trainees, technical assistance beneficiaries, ministry officials in developing countries, other participating government agencies, USAID Mission staff, etc.), interview

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<sup>2</sup> This is an A.I.D. evaluation report requirement.

<sup>3</sup> An agriculture extension/technology transfer specialist, a training specialist with experience in third country training programs, and an evaluation specialist are required. The evaluation specialist may be a social scientist with field experience or a management specialist with development project experience.

selectively A.I.D./W and MASHAV staff, analyze the information collected and reach an internal Team consensus on its findings and conclusions. The Team will do on-site interviews in the regions of Asia, Latin America and the Caribbean, Africa and possibly Central Asia. The Team will have about eleven calendar weeks over the period from about October 10th through December 23rd to perform the review/assessment (exact Possible Itinerary, attached), including the Team debriefing and write-up of the draft report. Based on commentary provided at debriefings and on the draft report, the Team will finalize and submit its report.

**VI. Performance Period**

September 27th, 1993 through January 15th, 1994.

**VII. Work days ordered**

<b><u>Expert</u></b>	<b><u>Work Days</u></b>
Evaluation Research (U.S. Expert)	70
Human Resources Analysis (U.S. Expert)	64
[Program Administration/Evaluation (Israeli Expert)	65] *

(\*) Cooperator will arrange for services of Israeli Expert

**VIII. Special Provisions**

- A. Work will be performed in Jerusalem, in Washington, and in the sites selected for field visits by the Team.
- B. Language requirements  
English and Hebrew, collectively; French and Spanish also is desirable but not required.
- C. Access to classified information  
No access to classified material.



**D. Logistic Support**

Background materials will be provided by the A.I.D./W (CDP Project Officer) and by MASHAV (Evaluation Officer). No logistic or in-kind support will be provided by USAID Missions, Israeli Embassies and/or host governments, except as offered independently by those Offices.

**E. Work Week**

(Because of the extent of overseas travel required and time limitations for each in-country visit and interviewing/data gathering, a six day work week when possible is presumed.)

***COMPLIANCE WITH THIS SCOPE OF WORK IS MANDATORY FOR FINAL PAYMENT***

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CDP Long-Term Technical Assistance Activities: Candidates for Assessment

Thailand--Kao Ko Agricultural Farm

Kenya--Kibwezi Agricultural Research and Demonstration Farm;  
--Kenya National youth Service

Swaziland--Poultry Production  
--Ophthalmologist

Malawi--Improving Agricultural Production

Costa Rica--Sub-Tropical Fruit Production  
--Plant Protection

Honduras--Dairy Cattle Production  
--Tomato Cultivation  
--Agriculture/Irrigation

Guatemala--MicroEnterprises  
--Irrigation/Water Policy

Eastern Caribbean--"TROPRO"  
--Antigua-Vegetable Production  
--St. Lucia-Mango Cultivation  
--St. Vincent-SubTropical Fruit

Central Asia: Assessment of Training in Israel?  
-- "Study Tours in Israel"  
-- Agricultural Training Courses in Israel  
Arrangements for/Implementation of Long-term T.A. for Farm  
Management?

Possible Itinerary/Sequence of Review/Assessment:

October 7-8, 1993: Washington, D.C.

Team Leader (Evaluation Research Expert) meets with A.I.D. staff in Washington

October 10, 1993: In Israel

Evaluation Research + Human Resources Analysis experts join with Israeli expert in Jerusalem; meet with MASHAV staff for Briefing on programs.

Develop list of names of participants in countries selected for interviews.

Visit training institutions/facilities; review training programs.

Friday, October 15: Leave for Europe, en route to Bangkok

Saturday, October 16: Bangkok

Thursday, October 21: Manila

Tuesday, October 26: Bangkok, Kathmandu

Saturday, October 30: Bangkok, Europe

Monday, November 1: Israel

Wednesday, November 3: Nairobi

Wednesday, November 10: Lilongwe

Saturday, November 13: Mbabane

Wednesday, November 17: Maseru

Saturday, November 20: Johannesburg

Saturday, November 20: Israel

Tuesday, November 23: New York

Thursday, November 25: Antigua

Monday, November 29: San Jose (Costa Rica)

Saturday, December 4: Tegucigalpa

Thursday, December 9: Guatemala City

Wednesday, December 15: Washington, D.C.

Thursday, December 23: Presentation of Draft Report

Friday, January 15, 1994: Submission of Final Report

## ADDENDUM TO SCOPE OF WORK

This Addendum is to clarify the level of effort required in performance of certain aspects of the Scope of Work.

The review/assessment of the A.I.D.-Israel Cooperative Development Program (CDP) is jointly planned and jointly undertaken by A.I.D. and MASHAV ("Cooperator") in accordance with the cooperative nature of the CDP Program and cooperative agreement. A.I.D./MASHAV require a 3 person expert team to undertake this review/assessment. Two Members of the Team will be Americans provided by A.I.D. through the contractor, and one Member will be Israeli, provided by MASHAV.

MASHAV has approved the Scope of Work and has taken the lead for both A.I.D. and MASHAV by using it to plan/schedule key elements of the effort and itinerary. As a result, many planning, scheduling and logistical tasks for an effort of this nature which a contractor usually must be responsible for are being or will be handled by MASHAV. For example:

Information/Data Collection. MASHAV's representative on the Team is assembling project, course curriculum, and training data and a proposed data base of former trainees to be interviewed by the Team. The Team as a whole will review and approve or modify this information/data but the contractor's personnel will not be required to develop it independently before or at the start of the effort.

Advance Scheduling. (A.) MASHAV's representative will arrange and schedule a program of visits to training facilities in Israel for the Team to assess during the week it mobilizes in Israel, October 10th-15th. No efforts of the contractor are required for these arrangements.

(B.) MASHAV is requiring Israeli Embassies in countries to be visited to prepare and, once approved by A.I.D. and MASHAV, to schedule a program of visits and interviews to project sites and former trainees and other meetings as indicated. The majority of the visits/interviews will be scheduled in the capitol or principal city of the country visited. Some visits to farms or areas outside the principal city may be scheduled.

The program/schedule for country visits developed by the Israeli Embassies will be approved by MASHAV/A.I.D. A.I.D. will provide the contractor with a copy of these programs/schedules during the first week of September.

Local Transportation. (A.) In Israel, MASHAV will arrange for all official transportation of/by the Team. (B.) In countries to be visited by the Team where there is a local Israeli Embassy (all except Antigua and other Caribbean project sites) local official transportation in most instances will be arranged by the Israeli Embassy. As a conservative measure, the contractor should plan on having to arrange--if necessary--for local transportation for a maximum of 30% of local transportation needs.

Communications. Because of the direct, active role played by MASHAV, utilizing the facilities of the Ministry of Foreign Affairs in Jerusalem and the Embassies of Israel in countries to be visited, the contractor's communications requirements while the Team is performing against the scope of Work overseas are largely limited to periodic communications to verify status/progress, resolve unexpected problems, etc.

Final Report. The main body of the final report should be succinct and concise and should not exceed 50 pages and preferably it should be substantially less than 50 pages. Given the experience and stature of the proposed personnel to be supplied by the contractor--especially the Evaluation Research Specialist who is also to be Team Leader for the effort--extensive home office review/input in production of the final report will not be required.

## KEY CONTACTS

The Review/Assessment Team should consider meeting with some or all of the following Key Contacts during the Review/Assessment effort:

### A.I.D., Washington:

Mr. Dennis Chandler  
Acting Assistant Administrator  
Bureau for Near East  
4533 New State

Mr. Satischandra Shah  
Director  
Office of Development Resources  
NE/DR  
207, SA-2

Mr. Marc Winter  
Deputy Director  
Office of Development Resources  
NE/DR  
207, SA-2

Ms. Vivikka Molldrem, Director  
Mr. Thomas O'Keefe, Deputy Director  
Office of Development Planning  
NE/DP  
102, SA-2

Mr. Frederic Machmer  
Israel/Lebanon Desk  
NE/ME  
103, SA-2

Mr. John Daly  
Acting Director  
Office of Research  
R&D/R  
320, SA-18

Mr. Carlos Pascual or  
Ms. Patricia Matheson  
NIS/TF/PAC  
3321, NS

### State Department:

Mr. Jake Waller or Mr. Joseph Limprecht  
Israel Desk  
STATE/NEA/IAI  
6247 NS

(15)

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Ms. Heather Bomberger  
Ambassador Thomas Simon's Staff  
State/S/NIS  
Room 1004, NS

American Embassy,  
Tel Aviv:

Mr. Allen Parker  
Economic Officer, and

Mr. David Mulenex,  
Science Attache  
Tel: 972-3-517-4338

MASHAV Officers and  
Training Institution  
and Technical Assist-  
ance Agency Directors:

Contacts will be identified  
for Team by MASHAV

USAID Missions:

Designated Point of Contact in  
USAIDs.

(USAID Missions will be notified  
by A.I.D./W, NE/DR via cable of  
Review/Assessment Team exercise;  
Embassies of Israel will also  
advise USAIDs of Team's schedule  
and request meeting with designated  
USAID contact.)

## **ANNEX 2. Responses to Statement of Work.**

### **Review and Assessment of the A.I.D./Israel Cooperative Development Program Technical Assistance and Training Activities**

#### **A. Information/Data Collection**

##### **1. Review official documents, reports, memoranda, etc.**

Documents for review were provided by the NE/DR staff of USAID during the months preceding the evaluation. Documents, descriptive information for Israeli training sites, and MASHAV documents, as well as documents available in individual embassies and USAID Missions, were made available for review and considered in the preparation of the report. A partial list of documents reviewed is included in Attachment 1 of this Annex.

##### **2. Interview responsible staff in MASHAV and A.I.D. concerned with the CDP Project.**

Between September 3-15, the Team Leader interviewed USAID personnel for familiarization with the CDP. Arrangements for interviews/conferences were made by USAID NE/DR staff. During October 10 to 16 (Team leader from Oct. 7 to 16), the team toured training sites in Israel and interviewed MASHAV personnel involved with the CDP. Attachment 2 of this Annex lists contacts made during the evaluation. Attachment 3 provides a schedule of the Israeli portion of the evaluation (including offices/training sites visited).

##### **3, 4, & 5. (3) Identify/select unit(s) of analysis - groups of trainees, training institutes, A.I.D. and MASHAV project managers and the number to be analyzed. (4)**

**Identify/select groups to be interviewed - trainers, participants, trainee sponsoring institutions/governments, USAID personnel, technical assistance specialists and those working with the TA specialist - and the number to be interviewed. (5)**

**Determination/selection of site visits to be made as part of the review/assessment - four/five countries visited in each of LAC, Asia, and Africa regions; possibly also to Central Asia.**

In cooperation with USAID NE/DR and MASHAV, units, trainees, institutes, project managers, and other entities were identified and visited. Attachment 3 includes a schedule of each country visited and the contacts made in each country. The evaluation team visited 3 countries each in Africa, Asia, Central America and Barbados and 3 Eastern Caribbean countries. In each site, the Israeli Embassy made arrangements (except the Caribbean Islands where USAID Regional Office made arrangements). Adjustments were made on several occasions to find answers to questions not available in the original schedule. Five to 25 graduates of in-Israel courses were visited in each site and concentrations of OTSC graduates were selected in several countries (Costa Rica and Honduras for example). In each country, a country report was prepared and provided to the Embassy and USAID Mission on departure from the country. Country reports are included in ANNEX 2.

#### **B. Information/Data Analysis**

##### **1. Assessing a) the conceptual framework (rationale) for the establishment of the project; b) the identification of the development problems to be addressed through the project; and c) the design of the project for its appropriateness as a program vehicle as a means to address these problems.**

Israel's unique development experiences have provided good rationale for establishment of the project. Irrigation experience, for example, is effectively transferred to many countries with the potential for implementing irrigation technology (or in some cases, to preserve precious water). Total enrollment of trainees in Israel from 1989 - 1992 was 6,941 (2,104 CDP) of which 24% were in Agriculture and 19% in Cooperation and Labor Studies. Other areas (Community Development, Rural Development, Medicine and Public



Health, Management, Science & Technology, and Education) each accounted for between 8% to 10% of the total enrollees.

Israel has been carrying out development efforts for many years and the creation of the CDP Program has enabled expansion of the amount of technical assistance (courses, long-term experts, other assistance) that Israel can provide. The ability to offer courses or provide assistance has been a useful contribution to Israel's status in developing countries. Between 1989 and 1992, CDP funding has supported 28% (2,135 of 7,451 participants), 57% of participants in OTSCs (199 of 350 trainees), 53% of short-term consultancies (156 of 292), and 76% of long-term expert funding (95 of 125 person/years). Embassies devote major efforts to the MASHAV\CDP efforts and some reported spending up to 50% of their efforts working with the programs. All Ambassadors agreed that the opportunity to have technical assistance to offer a developing country, enhanced their standing and effectiveness.

Ambassadors, host government officials, and ex-participants visited, agree that having personal experience in Israel has increased their appreciation for Israel and Israel's development experience. Associating CDP assistance with increased numbers of countries with diplomatic relations with Israel is difficult, but since the CDP was initiated in 1989, the numbers of countries having diplomatic relations with Israel has increased from 6 to 26 in Africa and from 17 to 22 in Asia & Oceania. The program has been successful in reaching officials of countries without diplomatic relations through the presence of Israeli instructors in regional courses such as those offered by SEARSOLIN (Southeast Asia Rural Social Leadership Institute in the Philippines).

Within the New Independent States (NIS), Israel has expertise that is appropriate for their development needs and because of background diversity of Israeli citizenry, the availability of skilled personnel with Russian language capability gives Israeli training a comparative advantage over most countries. Assistance with irrigation technology will be very important to the Central Asian States and Israel's expertise will be valuable as will expertise in community development and community health, and early childhood education.

Development problems are numerous throughout the world and since the Israeli component is small (in comparison to the need), it is difficult to tell if project design could be improved to better meet such needs. In the global program, the CDP could effectively target areas in each country that can utilize expertise from Israel most effectively, and concentrate on those areas. Where possible, programs should be directed to complement or support existing projects of other donors (USAID, UNDP, FAO, Peace Corps, and others).

**2. Analyzing the project's general implementation to date based on the achievement of stated purposes. Identifying, discussing and evaluating specific project activities in relationship to the overall project's relative progress and impact. For example,**

**a. Has the project contributed substantively to the re-establishment and/or expansion of diplomatic relations between Israel and developing countries? Where? How? Please refer to question 2 responses above for this question.**

**b. Has the project supported host countries', USAID missions', and MASHAV's development objectives, priorities, and programs? How?**

Based on responses from course graduates, officials of host-country governments, and on-site evaluations, the project has supported host countries in a variety of ways. Examples include improved eye care for patients in Kenya and adjoining countries (see Kenya country report), early childhood education in the Philippines (see Philippines country report) and other examples included in the country reports.

USAID Mission objectives were neither enhanced or hindered by in-country or in-Israel courses. Long-term experts enhanced USAID programs, especially the experts in the Eastern Caribbean Islands (see Barbados and E. Caribbean Island country report), Malawi, Costa Rica, and Honduras (see country reports). The presence of three experts was written into the **TROPICAL PRODUCE**, USAID project paper in the Caribbean and the Director of USAID-Honduras stated that the long-term expert was recognized,

encouraged, supported, and considered a responsibility of the USAID Mission program in the country. The USAID Mission in Kenya revealed concerns about an irrigation project at Kibwezi and evaluation of the project indicated that mid-course adjustments in the project were warranted.

***b. (continued). Estimate impacts qualitatively and quantitatively (the latter at least for long term technical assistance activities, and at least at micro levels or above where/if possible.***

Although difficult to assess, the impacts of the program are apparent in many ways. In Cagayan de Oro, Philippines, following in-Israel and in-Country early childhood courses, programs of training were introduced into over 12 primary public schools, the social security child care centers and at least two private nursery schools. In Malawi, an ophthalmologist serves the country and provides training for 19 Medics from neighboring countries each year. These Medics study in a practical/classroom setting and will return to their countries capable of treating a large number of eye problems. Three long-term experts serving on a USAID supported project in the Caribbean, through their hands-on training methods, have created a change in the management of mango, avocado, and other crops. New techniques of pruning, packaging and planning were reported by farmers visited, ministry personnel as well as personnel of USAID and CARDI. The Israeli experts are noted for being task oriented, not afraid to get their hands dirty, hands on teachers, highly motivated and very practical.

***b. (cont.). Assess the CDP Project's overall impact to date. Have CDP-supported project investments contributed meaningfully to development in assisted countries? Where? How? What can be said about sustainability of project achievement.***

In-Israel training to date has served many more public sector than private sector participants. Public sector graduates who had advanced to executive levels in their work, such as the Nepal Director of Planning, give credit to their Israel experience as a career enhancement. Numerous other career success stories (Mayor of Tegucigalpa, Honduras, Initiator of an HIV/AIDS awareness program in Swaziland, and others) were provided (see country reports). Examples of where and how CDP supported activities are noted in country reports.

Sustainability of training projects can only be measured over time. The major success of training programs (in-Israel and OTSCs) is in large dependent on the ability to select promising young people and assist their career development. Not all participants selected were able to demonstrate implementation of information learned in such courses but career success is a good indication of ability to assimilate knowledge and many course graduates have made excellent professional advancement. The Israeli experience both motivates participants and enhances educationally their aptitude for career advancement. An official of the Guatemala Ministry of Agriculture complained that when he sent his good employees to Israel, they usually came back and soon took a job with the private sector (at a much higher salary) - a good example that the Israeli technical training has commercial value to the private sector.

One USAID career employee who had worked on one of the Eastern Caribbean Islands with a long-term Israeli expert - told us that before the expert arrived, all the mango trees on the island were badly in need of pruning to increase yield potential (none had been pruned before). By the time the expert finished the tour, virtually all the trees on the island had been pruned and island farmers knew how to do the job in the future. Long-term expert counterparts/sponsors visited gave examples of changes in behavior still in place after the expert had left (milk production in Honduras, improved Passion Fruit and Mango practices in St. Vincent plus a new way of thinking about market development, and improved eye care surgery practices in Africa). In St. Vincent, a woman farmer told how the specialist had taught them not only to produce the produce but also informed (and showed) them how to package, present, and market their product.

Although they were looking for the export market, the expert taught them about analyzing the local market for a "window of opportunity", and how to select varieties to be on the market during these times.

***c. Has the project identified and implemented output activities as designed? Have intended output/activity- and purpose-level results been achieved? How effectively have these activities been implemented?***

Within the MASHAV framework, (through 1992) 7,451 (2,135 CDP) participants have been trained in Israel and 350 courses (199 CDP) have been offered in other countries (OTSCs). Two-hundred, ninety-two (156 CDP) short-term consultancies and 125 person years (95 CDP) have been completed through 1992. The FY-93 CDP program provided 1,128 man months of in-Israel training, 50 OTSCs, 21 man months (41 experts) of short-term experts, and 21 man years of long-term experts (See tables 1 - 6 for summaries of MASHAV & CDP training by category and country. The output meets the projections and meaningful results have been obtained.

Purpose-level results are elusive for training programs as many trainees are promoted from the job they had when the training was taken and are thus working out of the area of training expertise (e.g. an irrigation trainee takes a private sector position or is promoted within the ministry). During the evaluation, MASHAV trainees were discovered at interviews with high level ministry officials (Under secretary of Agrarian Reform - Philippines, Director of Planning - Nepal, Vice Prime Minister of Costa Rica, & others). Changes in practices were observed in many areas (such as the early childhood program in Cagayan de Oro, Philippines & the improved transportation system in Costa Rica. On a field trip in Guatemala, numerous greenhouses and fields of tomato were observed near Sangarate. Questioning revealed that some Israeli long-term experts, stationed there in the 80's, had initiated the program which continues to operate profitably. Courses in Israel are implemented efficiently and effectively. Some problems occur regarding selection, transportation and related mechanics of the courses, but these are minimal. Implementation of long-term experts has generally been effective, although, in some cases adequate planning for their placement hadn't occurred. Several examples of long-term experts being placed in a country without a counterpart or clear work plan were found. Problems were worked out by the Ambassador (with help of USAID-Mission in two occasions), and the expert proceeded to make a valuable contribution. In several cases, the work area of an expert was appropriately changed to provide a viable work area.

***d. Were appropriate persons/organizations identified for appropriate project roles? Has the project involved appropriate, qualified consultants/technicians/agencies in implementation in order to ensure achievement of objectives? Has the project adequately supported these experts/agencies in the implementation of these activities?***

MASHAV continues to identify new sources of expertise for their programs. CINADCO, for example, identifies instructors and works with technically qualified people to develop satisfactory training skills. Examples of OTSCs which were not appropriate for the audience were identified but generally the people selected match the need quite well. With long-term experts, the experts have been technically well-qualified but in some instances, the positions and work plans were not adequately developed. In each case examined, the problem was solved but valuable time was lost in the process. Short-term consultants served a useful purpose when the request was initiated in the field and included a suitable "plan of work for the expert".

***3. Analyzing the project's implementation achievements to date, based on a realistic assessment of developing country need contexts.***

***a. Were the designs/selections of specific CDP-supported activities for general offering and specific country requests realistic, relevant, appropriate and responsive***

***to developing country needs and circumstances? Assess the procedure followed for design/selection of specific CDP-supported activities.***

***i. Training (in-Israel and in-country courses).*** CDP training sessions were observed at five different schools in Israel (including course for students from Central Asia). Students were motivated, enthusiastic about their courses and glad to have the opportunity to learn. Teaching materials were evaluated briefly and methods of instruction discussed. In-Israel capability was excellent, teaching methods appropriate and conditions for students comfortable and adequate. End of course student evaluations were reviewed for randomly selected courses and revealed an expected range of evaluation norms. Students were satisfied with the training but experienced (in some courses) problems with language ability (sometimes the instructors and sometimes inadequate English ability of some students).

The CDP-funded participant can be characterized as an "early to mid-career" individual from the public or private sector with the majority from the public sector. Participants will, on the average, be educated above the B.S. degree, and have potential for advancing in their home-country position. OTSC participants will have general characteristics but will represent a broader employment pattern (government, private sector, parastatal).

Most OTSCs are the result of a returned student from an In-Israel course, motivated by what he has learned, working to organize a course to multiply what he has learned. Two good examples of this come from Costa Rica where the graduate of an in-Israel course in Education in Science and Technology organized an OTSC to follow titled "Integrated Development of Human Resources for Disadvantaged Sectors", and a graduate of a transportation course (in-Israel) organized a course for members of the transportation cooperatives. OTSCs and in-Israel courses serve different needs but are supportive in that the OTSC often follows an in-Israel course.

Many examples of how students have been helped, based on interviews with over 250 participants, and these examples (from both in-Israel and OTSCs) are included in the country reports. Student reaction to both course types is very positive.

***ii. Technical Assistance (short-term consultancies and long-term experts).*** Twelve long-term expert work areas were visited (one expert absent due to death). Each expert had been in their position for some time and were carrying out an effective program. Many examples of changed technology were observed, some of which have been mentioned earlier in this section and many of which are in the country reports. The short-term consultancies were less visible but when the consultants were in a country for a well-defined purpose (such as a feasibility study), they provided good service. Short-term consultants were well-qualified and on some occasions, helped a long-term expert with a problem (such as an IPM specialist to help with pest problems of vegetable growers in Malawi). Examples of success stories of long-term experts are located earlier in this section and in country reports.

Long-term experts can generally be characterized as being in early to mid-career, well-qualified in their area of expertise, little or no experience in a developing country, highly motivated, skilled in "hands on" technology, and anxious to do a good job. If the job isn't well-defined, the experts, being a dynamic type, will look for and find a viable place to work. The experts are generally known as being highly task oriented, not afraid to get their hands dirty, hard working (strong work ethic), and highly dedicated and motivated.

***b. Identify and assess the systems for administration, design, and implementation of CDP-supported activities. Are systems adequate to assure quality, both***

*programmatic and administrative, and relevance? Are improvements required? If so, specify.*

*i. For CDP-Supported Training (in Israel and In-country courses: The administrative structure in place is able to manage the courses, both in Israel and in-country. Substantial expansion beyond the current level (of MASHAV) could over extend the system.*

The follow-up of graduates is through the former institutes, the Embassies, and the Shalom Clubs, which are quite active in some countries. Former participants interviewed continually solicited continued feedback from MASHAV other than the Shalom Magazine. The primary evaluation system in place is the end of course evaluation given by the various programs. Former students interviewed commented positively on the end of course evaluation and meeting held with the instructors and students. To improve the program, the following components should be added.

*1. Follow-up with participants to determine purpose level results of training. Follow-up with participants beyond the end-of-course evaluation would provide two major values:*

*A. It would provide a measurement of the effectiveness of the training and also enable each embassy to evaluate their selection process.*

*B. It would provide information to improve future courses.*

Specific requirements for follow-up evaluation are provided in the body of the report. In addition to an end of course evaluation, a purpose-level monitoring one and three years following course completion, should be implemented. The use of a simple, purpose-level computerized approach could provide useful input to each embassy as well as to MASHAV.

*ii. For CDP-Supported Technical Assistance (Short-term and long-term expert assignments: The orientation and familiarization of experts, before placing them in the field, should be reviewed and strengthened. Three examples of experts arriving in-country without adequate counterpart(s), and work plan were identified (and in one example, the contract was not signed by the ministry, Embassy or cleared by the USAID Mission. The process for putting a long-term expert in a country should cover the following:*

*1. Identification of a potential need in a country.* This could come by a variety of needs including a government request, an Ambassador's recommendation, the result of a need from a USAID project (such as TRO-PRO in East Caribbean Islands), or other means.

*2. As soon as a potential area is identified, USAID Mission Director should be contacted to see if the need fits a USAID initiative and to solicit USAID help in the feasibility study.*

*3. A thorough feasibility study should be completed and the equivalent of a project paper prepared outlining what work is to be done, the responsibilities of the parties concerned expert work plan, and what type of skills are required for the position.*

*4. Approval of the appropriate government (and NGO or other counterparts) personnel, the Embassy, and USAID.*

*5. MASHAV/USAID approve (or disapprove) project.*

*6. Conduct search for an appropriate expert to fill the position.*

*c. Identify/describe any activities which have met or succeeded against plans/expectation and identify and assess explanatory factors for results achieved:*

*i. For CDP-Supported Training (Courses in-Israel and OTSCs:*

Many examples of success stories are in the country reports. Perhaps the best example of a program exceeding expectations is the early childhood program in Cagayan de Oro. Many reasons could explain this success, however, the selection of

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an enthusiastic person, with interest in the area provided a good start. The fact that this person was in a position to convince the school board, city Mayor and the welfare day care centers of the value of a program helped put the program in place.

*ii. For CDP-Supported Technical Assistance (Short and long-term experts).*

Success stories are stated in country reports and earlier in this section. One unexpected success was associated with a poultry project in Swaziland. Members of the poultry cooperative were required to keep records in a successful business venture (members had gone from 0 to as many as 1,800 birds). Many cooperative members were illiterate and when asked how they did their records, the answer was that they waited till the children came home from school to help them with their record keeping. Parents were quite enthusiastic about the need for education, and encouraged their children, because, they could see a very practical advantage to a good education.

*d. To the extent that achievements in any CDP-supported activity were not those anticipated, have these been the result of design, implementation, administration, or external factor? Explain; provide examples.*

Procedural and improper planning have reduced the impact of some CDP activity. In cases where desired outcomes are not achieved, corrective action has placed the activity back on track.

There are examples of continuing support to activities which have not shown promise for rapid development. Such an example might be the Kenya National Youth Service Yatta School of Agriculture. Many resources (not only from Israel but from many other donors) have gone into the Yatta school but the output of students is low, there is no follow-up of graduates, and the NYS has either been non-responsive, or very slow in making needed administrative changes (school leadership, opportunity to recycle income funds for example).

In Costa Rica, a long-term expert arrived to establish a plant clinic but spent many months waiting for a working partner, facilities, vehicle (even though USAID had provided one to the Ministry Dept.) and the support of the Ministry he was to be assigned to. Investigation revealed that the expert was sent to the country before there was a signed agreement between the Ministry and the Embassy. Even though there had been dialogue, involvement of USAID, and a feasibility study, the final analysis was that the Ministry lacked dedication to the project. Productive activity was developed with the expert by assigning him to do continued follow-on work of a previous expert.

Similar situations have occurred in Honduras during the life of the CDP. The lesson to be learned is that an expert should not be sent to a country until all parties involved have agreed, all obligations of parties involved are agreed on, and facilities (office, vehicle, counterparts, work plan) are in place.

In Kenya, USAID-Mission personnel were concerned about the commercial expansion of the Kibwezi irrigation project. Local farmers (large farmers) were complaining that the competition was taking away their market. Examination revealed that the feasibility study, on which the project was based, included a possible expansion of the University of Nairobi's commercial land from 10 hectares up to 800 hectares. A mid-course change of direction should be taken for this project to utilize the irrigation project as a training nucleus for farmers in the region. The lesson learned here is that in the initial planning process, there should be a required project/feasibility paper which is reviewed and approved by the USAID-Mission and hopefully meets USAID Mission objectives. Project/feasibility studies, on which CDP support is committed, should be carefully evaluated before funding occurs. Early involvement of the USAID Mission in the feasibility process would help prevent such problems.

**4. *If/where appropriate, recommend adjustment/changes in the current project design, administration, and /or implementation that would enhance the project's impact.***  
Please refer to conclusions and recommendations in Section III.

### III. Tables regarding the MASHAV/CDP outputs from 1989 through 1992.

Table 1. Numbers of Trainees in Israel from 1989 through 1992  
(total and CDP-USAID funded)

AFRICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Angola	-	-	2	-	-	-	-	-	2	-
Benin	1	-	3	(3)	3	(1)	4	(1)	11	(5)
Botswana	-	-	1	(1)	5	-	3	-	9	(1)
Burkina Faso	12	(3)	5	(3)	1	-	9	(1)	27	(7)
Burundi	-	-	1	(1)	2	(2)	4	(2)	7	(5)
Cameroon	48	(21)	34	(22)	54	(18)	68	(35)	204	(96)
Central African Republic	8	(10)	12	(5)	18	(9)	20	(7)	58	(31)
Cape Verdi	1	-	-	-	-	-	1	-	2	-
Chad	4	(2)	5	(2)	1	(1)	3	(1)	13	(6)
Congo	-	-	-	-	5	-	6	(4)	11	(4)
Côte d'Ivoire	18	(9)	12	(12)	28	(18)	30	(11)	88	(50)
Egypt	10	-	-	-	65	-	114	-	189	-
Ethiopia	17	-	31	-	32	-	67	(20)	147	(20)
Eritrea	-	-	-	-	-	-	6	-	6	-
Gabon/Equatorial Guinea	-	-	-	-	1(EG)	(1)	2(G)	(1)	3	(2)
Gambia	2	-	3	(1)	6	(1)	3	(2)	14	(4)
Ghana	43	(19)	13	(4)	13	(4)	9	(3)	78	(30)
Guinea	8	(7)	12	(10)	9	(4)	14	(2)	43	(23)
Kenya	48	(16)	85	(28)	71	(20)	93	(42)	297	(106)
Lesotho	8	(4)	7	(4)	8	(2)	13	(4)	36	(14)
Liberia	33	-	17	-	2	-	3	-	55	-
Madagascar	2	-	3	(3)	5	(3)	2	(1)	12	(7)
Malawi	31	(9)	49	(19)	47	(13)	37	(17)	164	(58)
Mali	-	-	1	(1)	-	-	6	(1)	7	(2)
Mauritania	-	-	-	-	-	-	2	-	2	-
Mauritius	6	(5)	12	(9)	8	(5)	18	(5)	44	(24)
Mozambique	-	-	-	-	-	-	1	-	1	-
Namibia	-	-	-	-	-	-	1	-	1	-
Niger	-	-	-	-	1	-	2	-	3	-
Nigeria	10	(3)	28	(13)	24	(10)	24	(5)	86	(31)
Rwanda	11	(3)	7	(7)	8	(4)	16	(8)	42	(22)
Sao Tome	-	-	-	-	2	-	2	-	4	-
Senegal	7	(4)	4	(4)	4	(3)	7	(2)	22	(13)
Seychelles	-	-	-	-	-	-	1	-	1	-
Sierra Leone	4	-	6	(3)	10	(4)	3	(1)	23	(8)



**Table 1. Numbers of Trainees in Israel from 1989 through 1992 (continued)**  
(total and CDP-USAID funded)

AFRICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
South Africa	11	(1)	18	(10)	17	(3)	51	(1)	97	(15)
Swaziland	15	(3)	19	(16)	25	(10)	29	(17)	88	(46)
Tanzania	2		1	(1)	2	(1)	1	-	6	(2)
Togo	21	(15)	17	(7)	22	(12)	32	(13)	52	(47)
Uganda	3	(1)	7	(3)	5	(1)	6	-	21	(5)
Zaire	38	(12)	25	(19)	17	(11)	7	-	87	(42)
Zambia	-	-	2	(1)	6	(1)	19	(6)	27	(8)
Zimbabwe	6	(1)	-		10	-	-	(1)	16	(2)
<b>TOTAL</b>	<b>428</b>	<b>(148)</b>	<b>442</b>	<b>(212)</b>	<b>537</b>	<b>(162)</b>	<b>739</b>	<b>(214)</b>	<b>2146</b>	<b>(736)</b>
<b>ASIA and OCEANIA</b>										
China	18	-	30	-	33	-	75	-	156	-
Fiji	11	(3)	8	(5)	16	(5)	24	(13)	59	(26)
India	16	(4)	18	(10)	22	(14)	36	(14)	92	(42)
Japan	6	-	-		-		1		7	-
Kazakhstan	-	-	-		-		12		12	-
Kirgizia	-	-	-		-		10		10	-
Kiribati	1	(1)	-		-		1		2	(1)
Korea	38	-	7	-	3		20		68	-
Marshall Islands	6	(1)	1	-	-	-	2	-	9	(1)
Micronesia/Cook Islands	-		-		2(CI)		2(M)		4	-
Myanmar	16	-	38	(16)	52	-	38	-	144	(16)
Nepal	21	(9)	28	(10)	40	(17)	59	(26)	148	(62)
Papua/New Guinea	3	-	4	(3)	2	(4)	5	(2)	14	(9)
Philippines	148	(30)	97	(37)	121	(34)	125	(57)	491	(158)
Singapore	9	-	3	-	3	-	1	-	16	-
New Zealand	-		1		-	-	-		1	-
Sri Lanka	38	(26)	13	(11)	2	-	1	-	54	(37)
Thailand	83	(28)	71	(20)	73	-	70	-	297	(48)
Tonga/Tauk	2	(2)	3	(3)	3	-	3	(2)	11	(7)
Vietnam	-		-		2	-	5	-	7	-
Western Samoa	-	(1)	1	(2)	3	-	8	(2)	12	(5)
Taiwan	4		4		3	-	-	-	11	-
Tibet	3		1		-	-	-	-	4	-
<b>TOTAL</b>	<b>423</b>	<b>(105)</b>	<b>328</b>	<b>(107)</b>	<b>380</b>	<b>(74)</b>	<b>498</b>	<b>(116)</b>	<b>1629</b>	<b>(402)</b>

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**Table 1. Numbers of Trainees in Israel from 1989 through 1992 (continued)**  
(total and CDP-USAID funded)

LATIN AMERICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Antigua	-	(1)	-	-	2	(1)	1	(1)	3	(3)
Argentina	37	-	33	-	34	-	38	-	142	-
Bahamas	1	-	4	(1)	1	-	2	(3)	8	(4)
Barbados	2	(1)		(3)	4	-	8	(3)	14	(7)
Belize	2	(2)	3	(1)	5	-	14	(8)	24	(11)
Bolivia	36	-	25	(11)	50	(16)	60	(21)	171	(48)
Brazil	61	(4)	30	(13)	35	(8)	28	(1)	154	(26)
Chili	22	(3)	14	(16)	14	(9)	16	(7)	66	(35)
Colombia	106	(4)	63	(26)	64	(23)	91	(46)	324	(99)
Costa Rica	75	(11)	34	(17)	55	(19)	46	(10)	210	(57)
Dominica	2	-	-	-	22	(2)	22	(3)	46	(5)
Dominican Republic	44	(6)	24	(18)	14	(10)	12	(5)	94	(39)
Ecuador	51	(6)	54	(26)	42	(19)	52	(24)	195	(75)
El Salvador	44	(9)	24	(16)	73	(28)	102	(36)	243	(85)
Grenada	3	(2)	10	(1)	4	(1)	7	(3)	24	(7)
Guatemala	75	(8)	38	(19)	68	(26)	63	(27)	244	(80)
Guyana	-	-	-	-	-	-	3	-	3	-
Haiti	28	-	15	-	18	(12)	15	-	76	(12)
Honduras	76	(12)	36	(24)	66	(25)	56	(21)	234	(82)
Jamaica	16	(3)	10	(11)	26	(5)	38	(21)	90	(40)
Mexico	62	(7)	42	-	30	(28)	36	(9)	170	(44)
Nicaragua	-	-	1	-	-	-	1	-	2	-
Panama	14	-	7	-	26	-	35	-	82	-
Paraguay	15	(2)	27	-	27	(9)	39	(20)	108	(31)
Peru	27	-	40	-	39	-	41	-	147	-
St. Kitts	-	-	-	-	-	-	8	(5)	8	(5)
St. Lucia	1	-	6	-	4	-	17	(10)	28	(10)
St. Vincent	-	(1)	-	-	2	-	2	(2)	4	(3)
Suriname	1	-	2	(1)	4	-	2	-	9	(1)
Trinidad	-	(1)	-	-	-	-	4	(2)	4	(3)
Turks Islands/ Martinique	-	-	1(M)	(1)	-	-	2(T)	-	3	(1)
Uruguay	30	(8)	27	(18)	37	(14)	49	(21)	143	(61)
Venezuela	20	(4)	17	(7)	22	(9)	39	(19)	98	(30)
<b>TOTAL</b>	<b>851</b>	<b>(95)</b>	<b>587</b>	<b>(230)</b>	<b>788</b>	<b>(264)</b>	<b>949</b>	<b>(328)</b>	<b>3175</b>	<b>(917)</b>

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**Table 1. Numbers of Trainees in Israel from 1989 through 1992 (continued)**  
(total and CDP-USAID funded)

EUROPE	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Albania	-		-		1		5		6	-
Belgium	-		-		-		1		1	-
Bulgaria	1		4		13		24		42	-
Cyprus	10		14	(8)	19	(7)	16	(14)	59	(29)
Czechoslovakia	-		3		34		23		60	-
France	-		-		-		1		1	-
Germany	3		-		-		1		4	
Hungary	4		12		8		10		34	-
Netherlands	-		-		-		1		1	-
Poland	13		24		28		25		90	-
Portugal	10		1		2		3		16	-
Romania	-		6		20		26		52	-
Russia	-		5		10		9		24	-
Turkey	20	(1)	15	(13)	15	(9)	30	(17)	80	(40)
Yugoslavia	3		2		3		1		9	-
Greece	5		2		-		-		7	-
Italy	4		1		-		-		5	-
Spain	7		-		-		-		7	-
Switzerland	1		-		-		-		1	-
Malta	-		1		1	(1)	-	-	2	(1)
<b>TOTAL</b>	81	(1)	90	(21)	154	(17)	176	(31)	501	(70)
<b>GRAND TOTAL</b>	1783	(949)	1447	(580)	1859	(517)	2362	(629)	7451	(2135)

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**Table 2. Individual Training Programs Conducted in Israel from 1989 through 1992  
(CDP-USAID funded training)**

	MASHAV	AID	MASHAV (AID)
<b>1989</b>	89	-	
<b>1990</b>	42	11	Agriculture - 5 - (3) Medicine - 19 - (9)
<b>1991</b>	145	16	Agriculture - 61 - (4) Medicine - 26 - (12)
<b>1992</b>	257	6	Medicine - 22 - (6)
<b>TOTAL</b>	<b>533</b>	<b>33</b>	Agriculture - 66 - (7) Medicine - 67 - (26)

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**Table 3. Trainees in Israel According to Field of Study**  
(does not include individual study programs)

YEAR	AGRICULTURE		COOPERATION		COMMUNITY DEVELOPMENT		RURAL DEVELOPMENT		MEDICINE and PUBLIC HEALTH		MANAGEMENT		SCIENCES and TECHNOLOGY		EDUCATION		TOTAL	
	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training	Number Courses	Number Training
MASHAV 1) 1989	16	349	14	277	9	202	6	192	5	182	9	132	8	208	4	147	66	1694
(AID) 2)	12	173	6	67	8	48	3	17	3	23	1	12	1	4	1	5	35	349
MASHAV 1) 1990	17	422	14	301	6	122	4	123	5	88	6	162	6	141	3	66	61	1425
(AID) 2)	12	171	11	172	4	53	3	22	6	43	4	70	1	13	3	25	44	569
MASHAV 1) 1991	16	419	11	325	6	135	6	195	6	132	4	124	6	154	9	231	64	1715
(AID) 2)	7	113	6	98	4	56	2	24	4	45	4	85	2	21	4	58	33	500
MASHAV 1) 1992	18	473	14	404	9	234	6	183	10	258	5	152	8	204	7	199	77	2107
(AID) 2)	15	128	11	98	8	60	5	51	11	163	5	94	3	31	6	61	64	689
MASHAV 1) TOTAL	67	1663	53	1307	30	693	22	698	26	660	19	570	28	707	23	643	268	6941
(AID) 2)	46	585	34	435	24	217	13	114	24	274	14	261	7	69	14	149	176	2104

**Table 4. On-The-Spot Courses offered by MASHAV in Worldwide Locations  
(USAID-CDP sponsored)**

AFRICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
C. A. R.	1		1	(1)	1	-	-	(1)	3	(2)
Ivory Coast	-		1	(1)	-	-	4	(2)	5	(3)
Ethiopia	-		1		1	-	3	(1)	5	(1)
Kenya	5	(3)	3	(3)	6	(3)	8	(6)	22	(15)
Lesotho	2	(1)	1	(2)	1	(1)	1	(1)	5	(5)
Liberia	1		-		-	-	-	-	1	-
Malawi	1	(1)	3	(3)	1	(1)	3	(3)	(8)	(8)
Nigeria	-		-		-		2	(2)	2	(2)
Swaziland	-	(2)	1	(1)	3	(2)	3	(4)	7	(7)+(2)
Togo	-		-		1	-	-	(1)	1	(1)
Zaire	3	(1)	1	(2)	-	-	-	-	4	(3)
<b>TOTAL</b>	<b>13</b>	<b>(8)</b>	<b>12</b>	<b>(13)</b>	<b>14</b>	<b>(7)</b>	<b>24</b>	<b>(21)</b>	<b>63</b>	<b>(49)</b>
<b>ASIA and OCEANA</b>										
China	1		6		2		2	-	11	-
Fiji	2	(1)	1	(1)	-		-		3	(2)
India	-		-		-		1	(1)	1	(1)
Macronesia	-		1		-		-		1	-
Myanmar	-		4	(3)	6		2	-	12	(3)
Nepal	1		4	(5)	5	(3)	7	(4)	17	(12)
Philippines	2	(2)	2	(3)	11	(6)	9	(9)	24	(20)
Samoa	-		1		-		-		1	-
Tahiti	-		1		-		-		1	-
Thailand	4	(6)	6	(6)	6		1	-	17	(12)
Sri Lanka	1	(1)	-	(1)	-		-		1	(1)+(1)
<b>TOTAL</b>	<b>11</b>	<b>(10)</b>	<b>26</b>	<b>(19)</b>	<b>30</b>	<b>(9)</b>	<b>22</b>	<b>(14)</b>	<b>89</b>	<b>(52)</b>

**Table 4. On-The-Spot Courses offered by MASHAV in Worldwide Locations (continued)**  
(USAID-CDP sponsored)

LATIN AMERICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Argentina	4		1		-		-		5	-
Bahamas	-		-		2	(2)	-		2	(2)
Barbados	-		1	(1)	3	(3)	3	(1)	7	(5)
Belize	-		-		-		2	(1)	2	(1)
Bolivia	6	(1)	3	(3)	2	(2)	2	(2)	13	(8)
Brazil	1		-		-		-		1	-
Chili	-		-		4	(3)	3	(1)	7	(4)
Colombia	6		2	(2)	3		-	(3)	11	(5)
Costa Rica	10	(3)	3	(3)	2	(2)	4	(1)	19	(9)
Dominican Republic	1		3	(3)	3	(1)	3	(2)	10	(6)
Equador	10	(1)	5	(5)	-		4	(3)	19	(9)
El Salvador	5	(1)	2	(2)	7	(3)	2	(4)	16	(10)
Grenada	-	-	-		-		1		1	-
Guatemala	8	(2)	3	(3)	3		3	(5)	17	(10)
Honduras	13	(4)	3	(3)	2	(1)	7	(5)	25	(13)
Jamaica	-		1	(1)	5	(3)	5	(3)	11	(7)
Mexico	2		1	(1)	-		-		3	(1)
Panama	-		2		3		1		6	-
Peru	3		2		-		-		5	-
Paraguay	2		2		2		1	(2)	7	(2)
Trinidad	-		1	(1)	-		-		1	(1)
Uruguay	1		3	(1)	2	(1)	3	(2)	9	(4)
Venezuela	-		1	(1)	-		-		1	(1)
<b>TOTAL</b>	<b>72</b>	<b>(12)</b>	<b>39</b>	<b>(30)</b>	<b>43</b>	<b>(21)</b>	<b>44</b>	<b>(35)</b>	<b>198</b>	<b>(98)</b>
<b>GRAND TOTAL</b>	<b>96</b>	<b>(30)</b>	<b>77</b>	<b>(62)</b>	<b>87</b>	<b>(37)</b>	<b>90</b>	<b>(70)</b>	<b>350</b>	<b>(199)</b>

**Table 5. Short-Term Consultancies According to Location and Sponsorship  
(MASHAV/CDP-USAID)**

AFRICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Benin							1		1	-
Cote d'Ivoire	1				2	(2)	1	(1)	4	(3)
Ethiopia	4		2				3	(1)	9	(1)
Kenya	6	(3)	9	(11)	8	(2)	10	(4)	33	(20)
Lesotho		1			1		1	(1)	2	(2)
Malawi	1		2				1		4	-
Nigeria	1	1					1		2	(1)
Seychelles							1		1	-
South Africa							2		2	-
Swaziland			1	(1)	1		2	(1)	4	(2)
Togo					1	(1)	1	(1)	2	(2)
Zambia							1	(1)	1	(1)
C. A. R.	1	(1)			2	(2)			3	(3)
Mozambique	5	(2)	3						8	(2)
Zimbabwe	1								1	-
Ghana			2						2	-
Congo					2		-	(2)	2	(2)
Mauritius					1	(1)			1	(1)
Zaire		(2)			3	(3)			3	(5)
<b>TOTAL</b>	<b>20</b>	<b>(10)</b>	<b>19</b>	<b>(12)</b>	<b>21</b>	<b>(11)</b>	<b>25</b>	<b>(1)</b>	<b>85</b>	<b>(45)</b>
<b>ASIA</b>										
China	1								1	-
Fiji	1	(1)					3		4	(1)
Georgia							3		3	-
Kazakhstan							4		4	-
Kirgizia							4		4	-
Mongolia							3	(3)	3	(3)
Papua-New Guinea							3		3	-
Philippines	1	(2)	1		3	(3)	5	2	10	(7)
Thailand	1	(1)	3	(2)	1		2		7	(3)
Turkmenistan							4		4	-
Uzbekistan							1		1	-
Marshall Islands	1		1						2	-
Sri Lanka	3	(2)	1						4	(2)
Tongo	1	(2)							1	(2)
Myanmar					2				2	-
Nepal					2	(2)			2	(2)
Turkey					1				1	-
<b>TOTAL</b>	<b>9</b>	<b>(8)</b>	<b>6</b>	<b>(2)</b>	<b>9</b>	<b>(5)</b>	<b>38</b>	<b>(5)</b>	<b>62</b>	<b>(20)</b>
<b>LATIN AMERICA</b>										
Belize					2	(2)			2	(2)
Bolivia					6	(6)	3	(4)	9	(10)
Chile	2	(1)	1	(1)	5	(4)	1	(2)	9	(8)
Dominican Republic	2		3	(2)	3	(3)	4	(4)	12	(9)
Ecuador	1	2	1	(1)	7	(1)	3	(1)	12	(5)
El Salvador	3	(3)	3	(2)	6	(6)	8	(5)	20	(16)
Guatemala	6	(1)	2	(1)	2	(1)	2	(3)	12	(6)
Honduras	3	(3)	4	(4)	4	(2)	1	(1)	12	(10)
Jamaica	3				1	(1)	5	(4)	9	(5)
Panama	-		1		2		1		4	-
Paraguay	1				6	(1)	1	(2)	8	(3)
St. Lucia					1	(1)	1	(1)	2	(2)
Uruguay	4						2	(1)	6	(1)
Argentina	1	(1)							1	(1)
Colombia	2	(1)	3	(1)	3	(2)			8	(4)
Costa Rica	3		3	(1)	5	(3)			11	(4)
Peru	1	(1)							1	(1)
Venezuela	2								2	-
Haiti					5	(4)			5	(4)
<b>TOTAL</b>	<b>34</b>	<b>(13)</b>	<b>21</b>	<b>(13)</b>	<b>58</b>	<b>(37)</b>	<b>32</b>	<b>(28)</b>	<b>145</b>	<b>(91)</b>
<b>GRAND TOTAL</b>	<b>63</b>	<b>(31)</b>	<b>46</b>	<b>(27)</b>	<b>88</b>	<b>(53)</b>	<b>95</b>	<b>(45)</b>	<b>292</b>	<b>(156)</b>

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**Table 6. Long-Term Technical Assistance of MASHAV stated in Person Years  
(Person months by USAID)**

AFRICA	1989		1990		1991		1992		TOTAL	
	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID	MASHAV	AID
Central African Republic	-	-	1	1(2)	1	1(12)	1	1(10)	3	3(24)
Egypt	3	-	1	-	2	-	1	1(2)	7	1(2)
Kenya	3	2(22)	3	2(23)	4	2(23)	4	2(24)	4	8(92)
Lesotho	1	1(7)	1	1(12)	1	1(12)	1	1(12)	4	4(43)
Malawi	1	-	2	1(11)	2	3(24)	3	3(35)	8	7(60)
Swaziland	2	1(12)	3	2(15)	2	2(24)	1	2(12)	8	7(63)
Togo	-	-	-	-	1	-	1	1(12)	2	1(12)
Liberia	3	-	1	1(7)	-	-	-	-	4	1(7)
Zaire	1	1(8)	1	1(12)	1	1(10)	-	-	3	3(30)
<b>TOTAL</b>	<b>14</b>	<b>5(59)</b>	<b>13</b>	<b>9(82)</b>	<b>14</b>	<b>11(105)</b>	<b>12</b>	<b>11(97)</b>	<b>53</b>	<b>36(333)</b>
<b>ASIA and OCEANIA</b>										
Fiji	-	-	-	-	1	1(10)	1	1(12)	2	2(22)
Marshall Islands	-	-	-	-	1	-	1	-	2	-
Thailand	-	-	-	-	1	1(5)	1	-	2	1(5)
Sri Lanka	1	1(9)	1	1(7)	-	-	-	-	2	2(16)
Tonga	1	1(3)	-	-	-	-	-	-	1	1(3)
<b>TOTAL</b>	<b>2</b>	<b>2(12)</b>	<b>1</b>	<b>1(7)</b>	<b>3</b>	<b>2(15)</b>	<b>3</b>	<b>1(12)</b>	<b>9</b>	<b>6(96)</b>
<b>LATIN AMERICA</b>										
Antigua	1	1(12)	1	1(12)	1	1(12)	1	1(12)	4	4(48)
Bolivia	-	-	-	-	1	-	1	1(11)	2	1(11)
Chile	-	-	-	-	-	-	1	1(7)	1	1(7)
Costa Rica	3	2(19)	2	1(12)	1	1(12)	2	2(16)	8	6(59)
Ecuador	-	-	1	1(1)	1	1(12)	1	1(12)	3	3(25)
El Salvador	1	-	2	1(12)	2	2(10)	1	-	6	3(22)
Guatemala	1	-	2	2(6)	2	2(13)	1	1(12)	6	5(31)
Honduras	3	3(12)	3	3(34)	2	3(32)	2	2(15)	10	11(93)
Paraguay	-	-	-	-	1	-	1	1(10)	2	1(10)
St. Lucia	1	1(3)	2	2(15)	2	2(21)	1	2(13)	6	7(52)
St. Vincent	-	-	1	1(3)	1	1(12)	1	1(12)	3	3(27)
Colombia	1	-	1	-	-	-	-	-	2	-
Jamaica	3	3(36)	1	1(11)	-	-	-	-	4	4(47)
Dominican Republic	2	-	-	-	-	-	-	-	2	-
Peru	-	-	2	2(11)	2	2(20)	-	-	4	4(31)
<b>TOTAL</b>	<b>16</b>	<b>10(8)</b>	<b>18</b>	<b>15(117)</b>	<b>16</b>	<b>15(144)</b>	<b>13</b>	<b>13(120)</b>	<b>63</b>	<b>53(463)</b>
<b>GRAND TOTAL</b>	<b>32</b>	<b>17(143)</b>	<b>32</b>	<b>25(206)</b>	<b>33</b>	<b>28(264)</b>	<b>28</b>	<b>25(229)</b>	<b>125</b>	<b>95(842)</b>

**Table 7. Summary of CDP Activities in FY-93 (unofficial).**

Continent	Summary of CDP Activities - FY-93		Technical Experts FY-93	
	In-Israel Trainees	OTSCs Offered	Short-term P/M	Long-term P/M
Africa	371 P/M	12 courses	9.5	117.5
Asia	278 P/M	8 courses	10.75	2.5
Latin America and Caribbean	479 P/M	30 courses	7.75	133.0
<b>Total</b>	<b>1,128 P/M</b>	<b>50 courses</b>	<b>28</b>	<b>253</b>

P/M = Person/Months

#### **IV. Institutions Providing Support to Mashav.**

Four of these institutions, Aharon Ofir Center, CINADCO, The Golda Meir Mount Carmel International Study Center, and the Centro de Estudios Cooperativos y Laborales para America Latina are funded by MASHAV. Training in the other institutions is by contractual arrangement. HAIGUD, The Society of Transfer of Technology, provides the management and fiscal operation for MASHAV, and the Center for International Cooperation.

<b><u>INSTITUTION</u></b>	<b><u>ADDRESS</u></b>
Aharon Ofir International Study Centre - Jerusalem	Mitzipe Rachel D.N. Tzfon Yehuda 90900
Centre for International Agricultural Development Cooperation (CINADCO)	P.O. Box 7054 Tel Aviv 61070
The Golda Meir Mount Carmel International Study Centre	P.O. Box 6111 Haifa 31060
Centro de Estudios Cooperativos y Laborales para América Latina "Abraham Alon"	Beit Levinson Beit Berl, Kfar Saba 44905
Development Study Centre (D.S.C.) Centro de Estudios Regionales Urbano-Rurales (C.E.R.U.R.)	Casilla 2355 Rejovot 76120
Centro de Estudios Agrícolas (CINADCO) Kibutz Shefayim	
Ruppin Institute (CINADCO)	
Meteorological Service	P.O. Box 25, Beit Dagan
Volcani Centre Agricultural Research Organization	P.O. Box 6 Beit Dagan 50250
The Hebrew University Hadassah Braun School of Public Health & Community Medicine	P.O. Box 11'2 Jerusalem 91010
The Hebrew University of Jerusalem Division for External Studies	P.O. Box 12 Rehovot 76100
Ben-Gurion University of the Negev The Jacob Blaustein Institute for Desert Research	Sede Boker Campus 84993
Technion Institute of Technology Division of Continuing Education and External Studies	Churchill Building Technion City Haifa 32000

<p>The Institute for Applied Research The Ben-Gurion University of the Negev, Beer Sheva</p>	<p>Kiriat Bergman P.O. Box 1025 Beer Sheva 84110</p>
<p>University of Haifa Division For Extension Studies</p>	<p>Mt. Carmel 31905</p>
<p>Tel Aviv University Sackler Faculty of Medicine</p>	<p>P.O. Box 39040 Ramat Aviv Tel Aviv 69978</p>
<p>International Institute for Labour, Development and Cooperative Studies (Afro-Asian Institute)</p>	<p>P.O. Box 16201 Tel Aviv 64235</p>
<p>Society for the Protection of Nature in Israel</p>	<p>4 Hashfela Street Tel Aviv 66183</p>
<p>Risk Control Ltd.</p>	<p>Head Office: 1 Halivne St. Timrat 10505</p>
<p>The Medical Research &amp; Public Health Development Institution</p>	<p>11 Yerushalmi St. Tel Aviv 62917</p>
<p>Maigud Society for Transfer of Technology</p>	<p>P.O. Box 13006 Jerusalem 91130</p>



## **ANNEX # V. Analysis of Training Programs.**

### **Introduction: Training**

The findings and conclusions developed in this evaluation are not of one specific educational institution or of a specific training course. Interviews were based on random samples. Therefore, the findings and conclusions are based on interviews from which general conclusions could be drawn about the MASHAV program, and not about individual institutes or courses. Some findings will apply more directly to certain institutions than others. Also, some findings regarding implementation of the MASHAV program at the Embassy level will apply to some more than others.

Overall, based on participants' responses, the MASHAV training activities contribute to developing human resources in developing countries. Fairly consistently, participants indicated that their level of knowledge increased as a result of their participation. Some examples of ways in which they are utilizing the training are:

In Thailand, one in-Israel participant working in rural development indicated that he is using computer skills learned in an agricultural course to teach field agents how to determine different cropping alternatives based on differential pricing of cropping alternatives. In the past, a crop was planted without determining whether or not it was the most cost-beneficial of several choices.

In the Philippines, several site visits were made to preschools with former participants of in-Israel courses and OTSCs in Early Childhood Education. The courses were most valued for their practicality in developing effective teaching aides from affordable materials, which are currently being used extensively in each of the schools visited.

In Swaziland, an in-Israel participant returned from an HIV/AIDS course to a position as Acting Director of a HIV/AIDS program. Since the course, she has put together an AIDS Manual for Swaziland based on materials obtained in the course.

In Costa Rica, former in-Israel course participants of an Education in Science Technology course organized a course entitled "Integrated Development of Human Resources in Disadvantaged Sector." that was directed towards preparing people for jobs. Upon completing the course, participants created a commission which started a program for disadvantaged youth in a San Jose suburb.

As in all programs, regardless of their level of expertise or number of years of experience, there is room for improvement contributing to greater program effectiveness. Therefore, the evaluation focuses on the areas identified through interviews and site visits that can contribute to increased effectiveness and a broader impact of the MASHAV program.

### **A. PROGRAM PLANNING AND ADMINISTRATION**

#### **In-Israel and OTSCs**

**Strategic Planning:** An overall strategy is lacking in MASHAV's implementation of its training and technical assistance program. Greater impact could be achieved through increased planning in how to use MASHAV's resources relative to the demands for training and technical assistance.

A strategic plan involving needs to be developed that links MASHAV's objectives, in-Israel courses, OTSCs, and short and long-term technical assistance to a bigger picture strategy including other donor organizations (USAID & others).

This finding emerged in various ways:

> acknowledged in the MASHAV 1992 Report of Training Activities was the need "for increased involvement and coordination between various partners in the MASHAV operations, mainly the Embassies, the local partners, the Training Institutes and MASHAV Headquarters" and a need for "integration among various elements and forms of development cooperation activities (i.e., courses in Israel, OTS courses, long and short-term experts)." This was supported by "evaluation studies showing the effectiveness of on-the-spot courses when held in project areas where there has been previous Israel or other donor involvement, as well as enabling candidates from such programs to participate in International courses in Israel."

> in-country strategies were not present that targeted sectors, Israeli experts' activities or other donor projects and identified participants for in-Israel or OTSCs in attempting to develop a critical mass.

> some of the Israeli experts were unaware of the extent to which training resources were available to them or how to utilize them.

> several USAID missions and Israeli Embassies were cooperating, i.e., USAID was paying for airfares to courses, but USAID and the Embassies were not collaborating to identify persons from AID-funded programs to utilize the training in-Israel or OTSCs.

> in some cases, courses are not being differentiated based on the level of the developing country and recognition of the participants' capacity to utilize what they learned. For example, the same biotechnology course was presented in Thailand and Nepal. Thailand has the capacity to utilize the training and Nepal has a very limited capacity.

> where there are cases where linkages were made between the in-Israel courses and OTSCs, between the experts and MASHAV resources, and between MASHAV's resources and other projects, they appear to have happened based on individual efforts between certain institutes in Israel, former participants from their institutes and persons they know in various countries or based on personal and professional interests of the Israel experts and USAID staff.

> it should also be noted that most of the Embassies in developing countries consist of the Ambassador, the Second Secretary, and some administrative and security staff. The Second Secretary was spending 40 - 60% of his/her time on the MASHAV program. All but one of the Second Secretaries were on their first overseas assignment. They worked as administrators and generally had backgrounds in political science. Although all seemed quite competent and interested in what they were doing, very few had any experience in working in a developing country.

#### Recommendation:

A strategic plan needs to be developed that identifies MASHAV's training and technical assistance resources and sets out how it will use those resources. The plan should include, for example, strategies

- in coordinating its own objectives with institutions, trainers, experts, embassies, etc.,
- in developing in-country strategies in how to link the country's development objectives with MASHAV's resources and other projects, thus trying to develop a critical mass,
- that identify what training and technical assistance might be more appropriate recognizing the level of development of a specific country,
- that sets out a regional strategy for providing training and technical assistance and how they will target different assistance to those areas,
- that focuses on the sectors where MASHAV has a relative advantage with its training and technical assistance,
- that sets out how training will be provided for the Embassys' Staffs in how to implement the plan. The training should include some basic information about specific issues

of developing countries, the socio-economic and cultural contexts, including the role of women and the constraints they face especially in the sectors where MASHAV is working.

#### Recruitment and Selection:

**Participants** - Most are from the public sector, with some representation from the private sector and NGOs. Many women have participated in courses, but typically are concentrated in traditional areas of education, nursing and community development. In-Israel participants range in age from mid-20s to mid-40s due to MASHAV's age requirement. Degrees were generally required of most who attended courses in Israel. Participants from OTSCs come from a much broader range of backgrounds, ages and levels of education.

**Distribution of Catalogues and Brochures** - They are primarily distributed through the governments, usually through a central ministry and then through other ministries according to the courses. The degree to which information gets passed along to the private sector or NGOs varies from ministry to ministry and country to country.

Most of the participants from the private sector and NGOs indicated that they learned of the courses directly from their organization, via a friend who heard of the course, from former participants, newspaper ads, or directly from the Embassy.

Multi-lateral and bilateral organizations also receive the catalogues as does USAID. However, several USAID offices indicated that they were unaware of the catalogs or had not seen one recently. Especially in the larger missions, catalogues should be sent - or hand-delivered - to each sector officer.

MASHAV is interested in focusing more on the private sector, NGOs, and in including more women in its programs, but policy or a mechanism to accomplish this is not yet in place. The Embassies also do not appear to be aware of this refocusing.

Because of some problems indicated in one country, where catalogues and applications are distributed in countries without Embassies, the applications should include the name and telephone number of the local contact, the regional Embassy responsible for that country or a specific contact person in Israel so that applicants can follow-up on the process if there appears to be a long delay.

**Identifying Applicants** - Some of the Embassies see their role as "mail boxes" for applications and do not seem to fully recognize the value in their role in identifying applicants who are not only qualified for the courses in Israel, but also are appropriate applicants who are more likely to effectively use the training.

A stricter screening process needs to occur in-country to not only review the applicants' qualifications, but the likelihood of effectively utilizing the training.

Where appropriate, a screening committee could be comprised of former participants and members of other development agencies, NGOs and the private sector.

**Degree Requirement** - Degrees may not always be necessary and levels of experience and the ability to use the training are also important factors for course qualifications.

Not all of the institutes in Israel require degrees for the short-term training programs. It may be prudent to review the extent to which experience can be substituted for academic work in the institutes that require degrees. This may increase participation by some good quality applicants who otherwise would be denied access to the courses.

**Language** - Increased screening is needed for applicants applying for English-speaking courses because of the degree of problems indicated by participants. Although testing is required in some countries to determine language competency, that process is not working effectively. Additional screening needs to occur at the Embassies.

Participants with English skills complained that the lack of English skills in some participants slowed the course, reduced the small group interaction and overall had the effect of reducing the quality of the training for many of the participants.

**Recommendation:**

1) More effort should be made to recruit from the private sector, NGOs and qualified women beyond the areas of education, nursing and community development. A plan should be developed for identifying more organizations from the private sector, NGOs and more organizations from which qualified women might be identified. Build and expand the list for distributing catalogues and brochures. Work with the Shalom Club or review committee to identify appropriate applicants.

2) Forward copies of the catalogue to all of the USAID sector officers each year. Identify the programs with which USAID is working and determine to what extent participants from those programs might benefit from courses in Israel or OTSCs.

3) A stricter screening process needs to occur in-country, to determine 1) that the applicant is an appropriate candidate for effectively utilizing the training, 2) whether or not the applicant is likely to be able to complete a course successfully without having the degree qualifications, and 3) verify the applicants' English-competency levels.

**Recruitment and Selection of Women:**

Women are getting access to MASHAV's training activities within the traditional areas of early childhood education, health (nursing) and community development (mostly welfare programs). But, their participation rapidly drops off in areas such as agriculture, even though women are involved in a significant amount of agricultural work in developing countries.

MASHAV indicated the need to increase women's participation in training, but findings from the field visits indicate that Embassy staff are not aware that MASHAV is trying to increase women's participation in training activities or that specific institutes are interested in increasing the number of women participants. Additionally, some staff are not aware of the contexts in which they are working relative to the roles and constraints for women. For example, two of the countries that were visited, Embassy staff was unaware of the high percentage of women involved in agriculture and the constraints involved for women in getting access to training.

Typical constraints for identifying and recruiting women are: 1) The Embassies typically send course announcements to government ministries, such as the Ministry of Agriculture. Although women may do the larger percentage of agriculture, men are more likely to hold the government positions. 2) Where women are present in government positions (unless in high positions) they may not learn about the course available and be offered the opportunity to participate.

**Recommendation:**

Women's participation (and not just in numbers in traditionally female-dominated areas) could be improved by MASHAV working with the Embassies to 1) create an awareness of MASHAV's direction and why, 2) provide some general development training, including the roles of women, for Embassy staff, 3) develop and implement a strategy for identifying qualified women participants. The strategy might include: a) identifying and adding more professional women's organizations (often available from other donor organizations) to the catalog/course announcement list; b) develop a task force of former training participants to



identify and recommend qualified women; and c) specifically identify professional women for in-Israel courses from organizations where there is a possibility of follow-on OTSCs for one or more related organizations.

Increasing the Lead Time: Insufficient lead time for both in-Israel courses and OTSCs has lead to missed opportunities for utilizing the MASHAV resources or a less effective course.

Several public and a few private sector organizations indicated that they often need at least one year's lead time in order to put requests into their budgets 1) for the cost of any airfare, or 2) the costs associated with an OTSC. (The one year's leadtime is three months longer than the new policy MASHAV is proposing for its OTSCs.)

If they cannot get the money from their budgets, and they have enough lead time, then they can begin to look for outside funding either from other donor agencies or from the private sector. This also means that participants who do not have a guaranteed airfare scholarship from Israel or some arrangement via USAID, will need more lead time (more than the current average of 4 - 6 weeks) after being accepted for an in-Israel course so that they can identify airfare funds, even if they are only required to pay one-half of the airfare. This restriction becomes more of a problem in the lesser developed countries, especially in the African region.

Providing sufficient lead time to deal with the financial/budgetary issues becomes especially important as MASHAV begins to target certain sectors within countries in trying to develop a critical mass.

More lead time was also requested by "first-time" organizers of OTSCs. One group, who was organizing a course for the first time, was given two months' notice to organize the course. Since they had no previous experience in organizing this type of a course, two months was too short to identify "appropriate" participants.

More lead time, than one or two days, is also needed for the trainers to be in-country before delivering OTSCs. A lack of sufficient lead time for the trainers to familiarize themselves with the specific needs of the participants, the possible applicants of the training by participants, the country-specific situation and the level and applicability of the course was raised many times, by former participants and organizers, as a problem that reduced the effectiveness of the OTSC.

OTSCs are typically grouped together by presenting two or three in a region to reduce costs. Preparation for the courses is completed in Israel and, for budgetary reasons, trainers often arrive only one or two days before the course begins. The training institutes spend some months corresponding with the in-country partner organization in determining needs of participants and course content. It may be that this process can be improved, but most importantly, the number of days needs to be increased for the trainers to be in-country to gather information that cannot be gathered long-distance.

MASHAV is proposing in its new policy for OTSCs that one or two days will still only be provided for a two-week OTSC. One or two days is insufficient for trainers to be in-country and have the time to verify their information for the course and make necessary adjustments for delivering the course. If the in-Israel information gathering process can be improved and the trainers are familiar with the country and the training program they are delivering, then three (3) days preparation in-country might be sufficient. If the trainers are not familiar with the country and/or the training program, then a minimum of five (5) days is needed to verify the information gathered in Israel and to become familiar with the in-country situation.

**Recommendation:**

1. Begin developing tentative plans for a certain percentage of courses, especially those most relevant to the public sector, 15 months before the courses are offered. Provide preliminary offerings to public sector agencies before their budget cycle to determine level of interest and affordability issues.

Embassies should interact with private sector organizations, and NGOs, to determine if there is a required length of lead-time that they need in order to identify airfare funding or support for OTSCs.

2. Assuming some improvement in the in-Israel planning process and that the trainer is familiar both with the country and the training program, then the trainer should be in-country for a minimum of three (3) days to prepare for and make adjustments to the course. If the trainer is not familiar with either the country or the training program, then the trainers should be in-country for a minimum of five (5) days to prepare for and make adjustment to the course. Assuming also that MASHAV's main objective is delivering effective, practical programs then these timeframes need to be adjusted. If this is difficult for budgetary reasons, then perhaps MASHAV needs to consider funding fewer in-Israel participants.

#### Needs Assessments, Evaluations, Follow-up, and the Shalom Clubs:

Needs Assessments - There needs to be some improvement in conducting needs assessments of participants for both in-Israel and OTSCs. Frequently, it was mentioned that at the beginning of courses, trainers would ask for participant's "expectations" from the course and that the trainers tried to meet those. But, further discussion indicated that there was not always a clear understanding by the trainers of what the participants needed from the course, either relative to their knowledge, educational or professional development levels, or relative to how they would apply the information from the course. Courses tended to be "menu" driven with little room for adjustment relative to the needs of the participants (which is necessary for most large-scale training programs). In some cases, the students selected may not have needed the course they were attending, indicating a problem in proper selection.

Also, the varying levels of knowledge of the participants needs to be dealt with. Several of the participants, especially from in-Israel courses, indicated that the varying levels of knowledge of the participants became a problem for the whole group when the course was slowed due to the limited knowledge of a few. Except for a math test given in one course to determine level of knowledge, participants indicated that formal or informal surveys were not conducted at the beginning of courses to assess the level of subject knowledge.

Evaluations and Follow-up - Written course evaluations are completed at the end of training programs. This information is used for making changes in the courses and provides input for the reports that MASHAV now requests from the institutions that providing training programs. It was through this process that it was indicated that more coordination is needed between the institutions, MASHAV, and the field.

Follow-up for courses seems to be limited to personal interactions between instructors and participants and between trainers who conduct OTSCs and any former participants they can visit while in-country. MASHAV has proposed in its new policy for OTSCs that trainers will offer a one-day "refresher" course for former participants at the end of the OTSCs that they will be conducting. Although this sounds viable, because of the variety of courses that MASHAV offers, it may be impractical to think that there will be enough former participants trained in that one area of the trainers to benefit from a one-day refresher. Still the idea is good and should be tried along with other alternatives.

Shalom Clubs - Shalom Clubs range from being illegal in some countries to being

quite active in others, such as a Kenyan which is involved in day-care centers, savings clubs and more. Most of the clubs, however, focus around social events and informal exchanges. In Swaziland, a new club has just formed and has an active Executive Committee. Among other things, they want to have a forum to draw on each other's experience gained from the courses or work experience and to act as a review committee for applicants for in-Israel and OTSCs. The review committee idea came as a result of too many people attending courses who were less likely to effectively use the training in-Israel (especially from the public sector).

#### Recommendations:

1. The needs assessment process needs to be improved that determines the needs of the participants relative to their level of knowledge and the application of the subject matter once they return to their jobs.
2. Opportunities should be explored for further utilizing the Shalom Clubs for assisting in identifying participants, possibly serving as review committees for applicants, and/or providing professional networking systems to draw on each other's knowledge. Executive committees could be developed with representatives from the public and private sectors and NGOs from sectors within which MASHAV would like to provide training and technical assistance.

## B. IMPLEMENTING TRAINING AND TECHNICAL ASSISTANCE PROGRAMS

### In-Israel Courses and OTSCs

Content and Methodologies: In-Israel Courses and OTSCs try to cover a wide-range and large number of topics in a very short period of time. Consistently mentioned was the intensity of the courses. To the degree that participants must work long hours is not the issue. Too many indicated that there were too many topics covered within the time period, which reduced their ability to absorb the information. Covering too many topics, in some cases, had the end result of participants being exposed to new ideas and information without enough depth to understand it enough to apply it in their own environments.

Also, more topics had to be covered when some participants in the course were slightly below the level needed for the course. A tighter selection process or individual tutoring may help to reduce this problem.

More focus is needed on developing applied and practical training programs utilizing adult non-formal education methodologies. The comments in these areas varied widely and were made more often relative to a few institutes. Two of the institutes have experience in international education and this should be drawn from as a guideline for other training programs.

When a theoretical framework is presented, more time should be spent on how to apply it, not only in the Israeli setting, but to the country-specific environments of the participants.

Participants liked working on class projects related to their course and felt they helped in learning to apply the theoretical information. Some participants suggested that class projects, assigned to run simultaneously with the course, would help them in applying principles learned.

Site visits can be strengthened by first discussing what the participants will see and/or analyze, then given a task during the site visits, followed by a discussion of the relevancy of the site visit to the subject matter and how that might apply to their own country-specific situations.

More small groups sessions were requested where participants could interact and explore how others either were applying or could apply in their own countries what they were

learning.

**Recommendations:**

1. The number of topics for courses needs to be considered more carefully so that the breadth of topics does not compromise the quality and depth of the training to the point that participants are overloaded with information.
2. General guidelines need to be established for the institutes in conducting applied training programs that keeps theory and lecture to a minimum. The two institutes most experienced in international education should assist in developing the guidelines. Basic guidelines should also be developed for the instructors/trainers in utilizing the guidelines and non-formal education methodologies.

**Course Materials:** More course materials should be available for participants' use as follow-on reference or as training materials. A master copy of basic course materials, including exercises, should be available for photocopying. Any videos, tapes, or slides used in the course should also be available at a nominal cost.

When textbooks and materials are available for purchase in Israel, participants should know in advance so that they can secure funding to purchase the materials.

It was also indicated that the amount of lecture time could be reduced if the materials were put in a printed format as opposed to oral presentations, for the participants to read on their own and keep.

**Recommendation:**

1. Develop and provide a basic set of course materials for each of the participants that they can use, for example, during the course and as follow-on reference or training materials.

**Instructional Aids:** In OTSCs, two specific problems were identified that should be noted: 1) In Nepal, an OTSC was conducted using dysfunctional audio-visual equipment. It was indicated that the trainers should have corrected the problem or not used the equipment. In any event, it would have been more appropriate to utilize more traditional methods such as flip-charts or blackboards and more easily duplicated teaching methods since electronic audio-visual equipment, or electricity, is not readily available in Nepal. 2) In the Philippines, a videotape was used in an Early Childhood Education course which was only in Hebrew.

The OTSCs are supposed to be ones that have the possibility of being replicated by local participants. If the technology being used, or materials available, are not ones that the participants can get access to, then some thought needs to be given around whether or not to use the technology (or, the instructional aid). It may be more effective to use something that is available or identify alternate methods (flip charts, blackboards, etc.) to the participants from which they can learn at the time and then more easily replicate - in their country-specific situation - if desired for another training session.

**Recommendation:**

1. Instructional aids need to be developed and utilized relative to the country-specific situation, especially if the course is to be replicated.

**Relative Value of OTSC vs. in-Israel Courses:**

OTSCs provide an opportunity to focus on country-specific organizations, national issues, economics, politics or cultural issues. They also provide an opportunity to reach more

people who may be more likely to use the training, if an appropriate selection process is used. People who would not qualify for training in-Israel, or get access to an OTSC for a variety of other reasons, may benefit greatly from the course.

One effective way of identifying people for OTSCs was done via demonstration days conducted by one of the Israeli experts. As people came to the demonstration days over a period of time, the expert identified persons that seemed most appropriate for an OTSC (and, some for in-Israel courses) that would be conducted.

In general, OTSCs are most effective when they complement an in-Israel course (especially when the OTSC is organized by a former in-Israel participant) or are tied to the activities of the Israeli experts, other donor projects, or NGO activities.

OTSCs can also be used to a greater degree as a tool to train other people to conduct the same training. Currently, the OTSC target population includes people who provide training to others, but there was only one solid example from the field visits that a standard training of trainers occurs. In this one case, the trainer left a copy of the training design and some materials. Several people were already trained in the subject matter and in participatory methodologies, which provided a good foundation for the training and a capability of replication.

#### Recommendation:

1. Within a strategic plan, utilizing OTSCs to a greater degree should be explored and linked to the activities of former in-Israel participants, the Israeli experts, or to other donor projects with NGOs and the private sector.

### C. ACHIEVEMENTS AND CONSTRAINTS

**Achievements** - Many achievements are a result of the training programs of MASHAV. For specific examples, see Annex \_\_\_\_ and the Country Annex.

**Constraints** - The embassies are staffed with very few people. Usually the Second Secretary manages the MASHAV activities in addition to many other duties. The limited number of staff restricts the amount of time that they can spend in identifying applicants, processing applicants, and working with the Shalom Club. Typically, the second secretaries are on their first assignment overseas and have had little, if any experience working or being in a developing country. Most of their backgrounds are in political science and very few have had and experience in working with training and technical assistance programs. Therefore, training may be needed for them in learning a bit more about project planning, identifying sectors within which to target training (either for in-Israel or OTSCs), etc.

Additionally, a number of embassies are closing which limits the extent to which the MASHAV activities can be effectively marketed and applicants identified for courses in Israel or OTSCs.

## **ANNEX VI. Country Reports**

### **REPORT FOR NEPAL** Summary Report of USAID/MASHAV Evaluation Team Report of Nepal

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Nepal:** Over 600 Nepalese have been trained in Israel since 1960 and in 1992 & 93, 10 On-The-Spot courses were offered in Nepal. Linkages with other organizations, such as the agreement by USAID/Nepal to finance air-tickets for qualified (must pass ALIGU test) participants taking courses in Israel enhances program impact by enabling more students to be trained. During 1992 & the first 6 months of 1993, 90 Nepalese took courses in Israel and the 10 OTSCs enabled additional training for Nepalese with specialized needs.

**Contacts Made:** During our stay in Nepal (Oct. 17-22), we interviewed 26 graduates of training programs in Israel and had contact with approximately 50 graduates of On-The-Spot courses. We visited personnel in USAID/Nepal, two Nepalese Ministries, the National Planning Commission, National Agricultural Research Council, Department of Agriculture Development, and the Institute of Science & Technology. Excellent support was provided by the Israeli Embassy personnel.

**Influence of CDP on country relations:** Presence of the MASHAV/CDP program offers the Embassy of Israel an opportunity for both proactive and reactive programs in the country. Based on the interviews with Ministry officials, educational and research institute personnel, and course participants, it was concluded that the program is an asset for strengthening country relationships. Alumni of the program are in some key positions and they (and others interviewed) consider the programs from Israel in their planning and action for training and technical assistance activities.

**Linkages with Other Agencies:** Many linkages were apparent as we visited various agencies and groups in Nepal. Several worthy of special note follow:

**Israeli Embassy and USAID** have a productive relationship evidenced by the sharing of travel expenses by USAID for trainees going to Israel. The travel payment by USAID to those participants who have passed the ALIGU test increases the number of trainees who can study in Israel. The role of the U.S. Government is well-recognized for its part in the CDP program.

**Joint Research** is carried out through a grant from the Cooperative Development Research program (USAID/ISRAEL) between two Nepal faculty and a faculty member from the Volcany Center, Beit Dagan. In addition, joint research projects are noted between Israeli scientists and Nepal scientists through the Netherlands - Israel Research Project and the Joint German - Israeli Agricultural Research Program.

**Findings (General Findings, Achievements, and Constraints to achieving more effective results):**

**Courses in Israel:** Nepalese who took courses in Israel were enthusiastic about their training experience. The Secretary of the National Planning Secretariat, a 1976 graduate of the Integrated Rural Development Planning Course responded favorably about his course and

it's role in his career success. Several graduates of courses in Israel, who made considerable use of their training, were also influential in arranging OTSCs for staff. The OTSCs in Agricultural Machinery and Aquaculture were facilitated by Israel graduates who assisted successfully with arrangement and instruction of the courses.

**On-The-Spot Courses:** The aquaculture, farm machinery, early childhood education and income generation courses appeared to have good application value. Examples were given to show application of skills used. Some graduates of the Income Generation and Community Development courses successfully introduced the simulation exercise in small business development. Trainees in the aquaculture courses were involved in training others, thus the "train the trainer" concept was in use. Mixed responses were received regarding the biotechnology course, attended by about 80 participants, as several participants described the course as mainly theoretical, without sufficient practical demonstrations of possible application. In addition, most of the participants that took the course were not teaching students at a high enough level to benefit from biotechnology academic work and lab equipment was not available in Nepal for the level of the course presented.

**Consultancies by Israeli Experts:** The involvement of Israeli experts is a positive indicator of the value placed by the Nepalese on Israeli expertise. In addition to the past service by Israeli experts, several of those interviewed indicated interest in having more Israeli experts come to Nepal to help with development projects (fisheries for example).

**General achievements:** 1. The Embassy has been successful in expanding MASHAV activities by continued involvement with government agencies, NGOs, and development programs such as USAID. 2. Cooperation between the Embassy of Israel & USAID expands the program impact and recognizes the U.S. contribution to the CDP program. 3. Several OTSCs have been generally well conceived, planned and offered to participants needing the training (with local planning, execution, and instructional help).

**Achievements of specific participants:** a) participant implemented water harvesting techniques after completing course at Ben Gurion University. b) participant noted utilization of training techniques learned in an Israel course. c) participants (from Israel courses) were directly involved in facilitating OTS courses to support their work. d) Tilapia were introduced into the Nepal aquaculture program.

**Constraints to achieving more effective results:**

**Planning Lead Time** was stated as a problem by several offices visited. Improvement of the planning process, especially with OTSCs could be achieved by planning the courses 9 months to a year in advance. This would help scheduling of Israeli experts and assist budgeting by Nepalese Government Agencies. OTSCs should be preceded by in-country time by instructors, working with Nepalese counterparts. On the spot courses should identify the end-user and then adjust the instruction to the level of those to be trained.

**Support for in-country courses** appears to be a problem because of the low funding level of government agencies. Possible assistance include more involvement of private sector sponsors, advance planning, and linkage with other development agencies (such as USAID) and NGOs.

**Low enrollment of women** in courses: Women are not well represented in agriculturally related, or other productive-oriented courses. These are areas where women are heavily involved in the daily life in Nepal, but are not represented in the group of participants except

in traditionally female-dominated areas such as early childhood education. Also, qualified professional women, working in male-dominated fields, often do not hear of the courses, or are not invited to apply for them through their respective public or private sector employers.

**Communication between agencies** although usually good, can be improved in some instances. The misunderstanding concerning eligibility of private sector USAID participants was solved and continued efforts of communication will help prevent such problems.

**Facilities for Instruction:** The course evaluation summary of one OTSC reported universal dissatisfaction with the "state of repair" of audio-visual equipment at the training site. When providing courses, OTS instructors should be aware of such problems, furthermore, since most follow-on instruction by Nepalese will probably be without benefits of electronic audio-visual equipment, OTS instructors should consider maximum reliance on readily available training aids such as flip-charts, blackboards, and easily duplicated teaching methods to simplify course repeat by Nepalese.

**Methodologies utilized for delivering course content:** several of the participants indicated that their in-Israel courses were too theoretical (using lecture methods) and that there was insufficient small group work to facilitate an understanding of how to directly apply what they were learning to their country-specific situations. Several of the participants also indicated that they would like to have had more small group sessions to learn from each other about constraints and opportunities for application of the information in their respective countries. Participants enjoyed the field visits and site visits, but indicated that the visits would have been more effective if some discussion was held prior to, and following, the visits about what was to be gained from the visit, what was learned and how that applied to their specific situations.

**Lead time for OTSCs** was discussed by participants and several felt that more lead time was needed for the Israeli trainers to learn more about the specific Nepali situation and adapt the course content more effectively.

**Per diem payment** to participants in Israel was mentioned by several offices visited. Public sector participants have become accustomed to making money on training courses and although the low allocation in Israel may deter enrollment by some participants, those serious about learning will take advantage of the training. Some participants indicated that private sector participants may be more focused on the opportunity to learn rather than their opportunity to buy.

**Recommendations, Comments or Suggestions:** Several recommendations will be provided in the final report. Specific recommendations for Nepal are:

1. To increase the number of qualified women applicants for in-Israel and OTS courses, consider the following. a) target organizations that employ professional women, especially for in-Israel courses, b) target organizations that work in areas that involve women as end users (especially for OTS courses), and/or c) require that public and private sector organizations submit for consideration a relative number of qualified female applicants along with male applicants. Two organizations which could be added to your mailing list are: World Education, Kathmandu, contact person is Ms. Kohinor Mathema and Women in Science and Technology, G.P.O. Box 2941, Kathmandu, contact person is Dr. Keshari Manandhar.

2. For OTSCs, try to build continuity into existing, on-going programs. Utilize the



combination Israel training, OTSCs, and expert assistance to expand circle of knowledge in limited, key areas where an impact can be made.

The overall impression of our visit to Nepal was one of satisfaction regarding the effectiveness of the MASHAV/CDP program.

**REPORT FOR THAILAND**  
Summary Report of USAID/MASHAV Evaluation Team  
Report of Thailand

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Thailand:** MASHAV has been active in Thailand for many years and has received positive recognition at many levels of government. Since 1989, 245 participants have trained in Israel and 48 of these were USAID sponsored participants. Seventy-three and 70 participants respectively were trained in Israel in 1991 and 92. New USAID activity hasn't been initiated in Thailand during the last two years and CDP program funds have not been used for participant support. As new USAID activity is initiated in Thailand, reportedly in the areas of environmental protection and HIV/AIDS programs, CDP programming should be reinstated, especially in USAID priority areas. During the last two years, two OTSCs have been offered and a course in Integrated Pest Management is scheduled for this November. MASHAV has provided long-term "expert assistance" to Thailand through the Khao-Kho resettlement project. The Khao-Kho project was focused to agricultural technology, introducing out-of-season vegetables and additional tree-crops, and improving marketing and post-harvest facilities. Ten agricultural teacher educators from teacher's colleges in Thailand recently completed a five-week study tour in Israel studying methods of improving agricultural education in the public schools.

**Contacts Made:** During our stay in Thailand (Oct. 23 - 27), we interviewed over 25 graduates of training programs in Israel and approximately 6 students from OTS courses. We visited personnel in USAID/Thailand, Ministry of Education - Teacher Education Department, Chulabhorn Research Institute, Population Development Agency, Department of Agricultural Extension, and The Royal Irrigation Department. The interviews and appointments were the result of the excellent support provided by the Israeli Embassy personnel.

**Influence of CDP on country relations:** Presence of the MASHAV/CDP program offers the Embassy of Israel an opportunity for both proactive and reactive programs in the country. Based on our interviews with Ministry officials, educational and research institute personnel, and course participants, we concluded that the program was an asset for strengthening country relationships. Alumni of the program are in some key positions and they (and others interviewed) consider the programs from Israel in their planning and action for training and technical assistance activities.

**Linkages with Other Agencies:**

USAID recently collaborated with MASHAV and the Israel Embassy to Thailand by contributing funds for airfares for 11 Thai officials traveling to Israel on a study tour. Relationships exist with NGOs, such as the Population Development Agency, which has had several staff members receive training in Israel. Good linkages exist between several universities in Thailand with counterparts of universities in Israel.

**Joint Research:** An effective relationship exists with King Mongkut University and the Blaustein Institute. Collaboration exists through a completed Cooperative Development Research (CDR) program grant and a second proposal is now under consideration. The project at King Mongkut University deals with development of commercial uses of blue-green algae and 5 faculty members have taken training courses at Blaustein Institute and 2 faculty have been involved in the CDR project. King Mongkut University faculty, as a result of this collaboration, have commercialized cultivation of blue-green algae as an animal feed

source using waste water as a food source for the algae. Other work is underway using waste gas from aerobic decomposition as a fuel. Since the initial collaboration with Blaustein Institute, 70 Master's degrees are either completed or underway and 3 PHDs are in progress. The King Mongkut School of Bioresources and Technology desires collaboration with Israeli scientists to serve as a Regional Center for Biotechnology.

**Findings (General Findings, Achievements, and Constraints to Achieving for Effective Results):**

Overall, the courses in Israel, and the experience of being there, has been well received. Participants were enthusiastic and were encouraging of others to take the courses. The one consistent problem indicated was the language difficulty.

**Applied computer applications:** At least three in-Israel training participants indicated that they learned how to use the computer or software in Israel and that they have applied that skill after returning to Thailand. One, working in rural development, is using the skill to teach staff in field offices how to cost different agricultural alternatives (i.e., choosing one cash crop over another based on its potential benefit). This was beneficial because in the past, a crop was just planted without determining whether or not it was the most cost-beneficial of several choices. One learned to use statistical packages while another utilized a program to implement rural integrated planning for extending electrical service to remote areas of the country.

**Early childhood education:** Staff from the Department of Teacher Training first visited Israel in 1979. Since that time, they have sent several participants to Mt. Carmel, have had OTSCs and have utilized Israeli short-term experts. Their program began with their visit in Israel and continues today. One tool that resulted from one of the Mt Carmel courses is a book they published, "Book and Toy Library." They use the book to assist in developing their libraries. An interesting point made by the participant is that before the course, she saw no need for a "toy" library. Another participant returning from an early childhood course in Israel introduced tests for readiness for early childhood education and trained local teachers in methodologies for children with special needs.

The Department of Agricultural Extension has utilized skills learned by their personnel from courses in Israel and has effectively conducted (using an Israeli expert) a seminar on Thailand and the World Flower and Ornamental Plant Industry attended by over 300 growers, extension agents, researchers, and exporters. In addition, they have planned an Integrated Plant Protection OTS for offering in November.

Longstanding relations with the Population Development Agency (Thailand NGO) and the Chulabhorn Research Institute are important elements of MASHAV's activities in Thailand. Both agencies are high profile agencies and have made generous use of MASHAV expertise.

**Development level of Thailand:** Thailand is at a higher level of development relative to other lesser developed countries in Asia and other developing regions. With that in mind, Thailand, along with other countries at similar levels of development, may need more sophisticated, or different, forms of technical assistance not currently being offered within MASHAV. An example of a new approach for Thailand was the study tour mentioned above in collaboration with USAID.

Another example of Thailand's ability to utilize more sophisticated courses is the

biotechnology courses. Former participants indicated that the course was at an appropriate level, that they had lab equipment and other inputs to support their work and that where they were teaching, they were teaching graduate level students. This was in contrast to Nepal where the participants had little opportunity to get access to lab equipment and other necessary inputs and for those that were teaching, the students were at too low a level to be able to use such a sophisticated course.

**Selection for in-Israel courses:** Some of the participants indicated that they did not learn of the course through the catalog, but rather through a friend or former participant. They indicated that they often are not aware of available programs if the information only comes through DTEC (Department of Technical and Economic Cooperation). Also, for in-Israel courses, there are many more candidates who would be qualified if their English skills were better. DTEC operates only to serve the public sector, thus making selection for NGOs and apparently Autonomous Universities personnel difficult.

**Language skills:** English language skills are problematic. Even though there is a language exam prior to acceptance for the course, the test may or may not be effective for determining an effective level of English competency. Therefore, several Thai students get approval for courses for which they may have inadequate language skills.

The biggest problem with language skills is first, speaking; then writing, listening and reading. The participants indicated that most Thai's that pass the government's language test are likely to know how to read and understand English, if spoken slowly, but they consistently have difficulty speaking and writing in English. They indicated that often they have difficulty understanding lecturers, but some participants are able to learn the subject matter from reading materials when available.

One participant of a course at the Development Studies Center described his difficulty with English and complimented the instructor's solution to assign students in the class who were proficient in English to work in groups with those having language problems.

**Training needs assessments and course flexibility:** Some of the participants were asked at the beginning of the course, "what do you expect to learn from the course," which addresses expectations but not level of knowledge. It was indicated that in a few courses most of the participants had knowledge beyond the level of the course, even though they had language difficulties. In some cases, the trainer in Israel was asked to omit or condense some topics with which the participants were already familiar. The participants said that the trainers did not change the length of any of the topics or rearrange topics to respond to the participants' needs.

**Course methodology:** Several of the in-Israel course participants indicated that the course contained too much lecture (in some cases, 70 - 80%) and not enough practical work. To some extent, the lecture was broken up with audio-visuals. Where field or site visits were conducted, several participants indicated that there was no prior discussion before the visit as to what they were to learn from the visit or follow-on discussion regarding what they saw and how that applied to their own situations. In another example, one participant indicated she was in an early-childhood education course primarily for children with disabilities. However, she indicated that most of her site visits were made to observe "normal" children.

**Follow-on:** Shalom is being received, but other follow-on activities are not apparent except amongst one group that meet independently of the Israeli Embassy's efforts.

**Flexibility of MASHAV:** Thailand, being at a different level of development than many countries served by MASHAV, has different development needs. The Embassy has requested that MASHAV provide study tours in Israel for government personnel of the Ministry of Agriculture (program coordinated by the Department of Agricultural Extension). Staff limitations may influence MASHAV's ability to respond to such a major request but the necessity for providing different types of programming, if possible, needs consideration. Compared to many developing countries, Thailand can be more successful with programs such as biotechnology because of better educational and facility capabilities. Embassy personnel are in a good position to help facilitate programs that will maximize efforts of MASHAV and serve developmental needs of Thailand.

**Recommendations:** Several recommendations will be made in the final report that address broader issues. The following recommendations are specific to the program in Thailand:

1. USAID/MASHAV relations: Although the two programs now have some degree of collaboration, additional linkages should be explored especially in the two areas in which USAID/Thailand is focusing: environmental protection and HIV/AIDS.

2. MASHAV may want to review the type of assistance that it can provide Thailand and other similarly-placed lesser developed countries to determine its capability to respond to requests for study tours or other forms of technical assistance.

3. Increasing private sector participation: Private sector organizations, NGOs and universities should be added to the Embassy's mailing list for brochures, announcements and MASHAV-related correspondence so that a broader range of individuals have an opportunity to learn of the courses. Negotiations with DTEC should be considered to enable more flexibility and diversity in selecting candidates for courses in Israel.

4. Increasing follow-up: Except for the one group of former participants that meet on their own, there is no mechanism through which participants can meet. Several of the other embassies hold, at least annually, some type of reception as an opportunity for former and potential participants to meet or get reacquainted. This may be a good opportunity for the MASHAV program in Thailand.

5. English language competence: Because of the language difficulties, the Embassy should provide (or ensure) additional English language interviews before approving anyone to go to Israel for a course. If a study group is organized, then they should be interviewed and accompanied by an interpreter if needed. Language training is reportedly available through DTEC also.

6. Continued program development with the Department of Agricultural Extension, the Department of Teacher Education, The Population Development Agency, Chulabhorn Research Institute, and universities doing biotechnology appear to be good prospects for continued success in programming.

**REPORT FOR PHILIPPINES**  
Summary Report of USAID/MASHAV Evaluation Team  
Report of the Philippines

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in the Philippines:** Israel has shared its expertise generously with the Philippines. In 1992, of 2,364 trainees in Israel, 125 were from the Philippines. MASHAV trained over 330 participants in the Philippines with On-The-Spot courses and more in Israel and OTS course trainees were from the Philippines than from any other country. Of the 125 participants trained in Israel in 1992, 57 were sponsored by U.S. funds. In 1993, 6 OTS courses/seminars have been offered in the Philippines including 2 in beekeeping plus courses in aquaculture, integrated rural regional development, resettlement of displaced communities from Mt. Pinatubo evacuated to Mindanao, and administration of agricultural projects. At this time in 1993, 54 students have received training in Israel. Three OTS courses (water quality, farm and community development, and grape production) are scheduled for 1994.

**Contacts Made:** While in the Philippines, we interviewed over 20 graduates of "in Israel courses" and 24 students from OTS courses in the Philippines.

**Influence of CDP on country relations:** The MASHAV/CDP program has been a major component of the Embassy's program to the Philippines. The local television studio carried a well-done special (over 10 minutes) covering contributions of MASHAV to the Philippines and other developing countries. Former graduates of MASHAV courses were found in the Department of Tourism, the Agriculture Training Institute, Mayors office (wife of administrative assistant) in Cagayan de Oro, Bureau of Soils and Water Management, the Department of Agrarian Reform, in the list of the first scientists to assess the effects of the Mt. Pinatubo, several major universities of the country and several other agencies.

**Linkages with Other Agencies:** Effective linkages were apparent in the Early Childhood Education work. The ECE OTSC included enrollment from private preschools (Delmonte and parachoial), public school preschools, and teachers/coordinators working with preschoolers under the Department of Social Services and Development. Linkage with other public entities such as the Office of the Mayor were also apparent.

The OTSC in beekeeping includes enrollment from the private sector, public sector (university) and an NGO. Since 1972, MASHAV has taught a module of a course offered by a NGO named Southeast Asia Rural Social Leadership Institute (SEARSOLIN). In recent years, they have taught the Planning & Management of Agricultural Projects module and are scheduled to repeat the module in the 93-94 offering. The module taught by SEARSOLIN serves students from many African and S.E. Asian countries and has the added benefit of exposing Israel expertise to participants from countries which have (or do not have) diplomatic relations with Israel (such as Laos, Cambodia, and Vietnam).

Contact was not made with USAID so an assessment of linkages with USAID/MASHAV was not considered.

**Findings (General Findings, Achievements and Constraints to achieving more effective results):**

Positive responses to the Early Childhood Education courses (both in-Israel and OTSC):

Both groups of participants indicated a positive response to the courses, especially the OTSC held in 1991. Although the participants were familiar with the course content and the methodologies, they had not previously experienced such a practical course which taught them through experiential learning. Most valued from the course was the practical information they received in how to make effective teaching aides from local, affordable materials. The evaluation team visited three schools where materials were developed and being used effectively.

The ECE program seems to have had a significant impact: The courses were relevant to the situation here and much of the information from the courses is being applied. Another factor likely to have contributed to the success of the ECE program is the high level of education of women that attended the courses and the 20 years' experience that the Philippines has in ECE. For some time, academic training for teachers has included some hours in ECE and the related methodologies.

**Recruitment and Selection:** The MASHAV program in the Philippines, as in other places, distributes the catalog, brochures, correspondence, and makes personal contacts with former participants, the public sector and to some private sector organizations. As applications are received, they are screened forwarded to Israel. The acceptance of applicants is determined in Israel based on who they see as to be the most qualified for the courses being offered.

**SEARSOLIN:** Since 1972, MASHAV has taught modules for this NGO. Following a number of offerings, SEARSOLIN used their own instructors to take over the Israel-taught module and MASHAV has offered a different course module. Beginning with the next course, MASHAV will offer a module (new module) on Enterprise Development. In addition to the two-week offering; for the regional course, the MASHAV team spends one week teaching the same subject to NGOs from the Philippines.

**Beekeeping:** While in the Philippines, a course in beekeeping was being conducted in the Don Mariano Marcos Memorial State University (DMMMSU) in Bacnotan, La Union, Philippines. We visited with the instructors (from Israel) and 2 students from the course. Beekeeping in DMMMSU began in 1991 when 2 students of the University completed a course in Israel. Inspired by this course, they convinced their university that a program would benefit the university and the region. In 1992, a one-year course was approved and the first 15 graduates of the program will graduate this December. Currently, a four-year program has been approved and the department has 5 faculty to carry out the program. Additional financial support has been obtained from the Canadians (CIDA) and guidance of a beekeeper in the country has also been obtained. The 15 students in the graduating class have developed their own bee colonies and have from 5 to 13 colonies that they will take to their villages. The two graduates of the Israel course arranged for the offering of the current OTS course with the assistance of "Plant International," a NGO which pays for the local costs of the OTSC. This program is an example of the initiation of a prospective technology by the Israel course, follow up by the graduates and continued support by Israeli experts. This coupled by the input of a local NGO and the sponsoring university appears to be the beginning of a successful program. Care should be taken in such endeavors to do a "market survey" before moving too far in a new enterprise. Based on our own local survey, most honey in Manila hotels was from Switzerland so the opportunity for developing honey as an "import substitute" appears promising.

**Soil and Water Management:** Several graduates from the Soil and Water Management Department completed water management courses in Israel. With their knowledge, and an

understanding of training problems they faced, they proposed and facilitated an effective training course for the water engineering group. Each participant of the course brought a water management design project they were working on. During the 6-week course, they received instruction and assistance with the project they introduced and made a class presentation of their class designed plan. Each participant left the course with new knowledge and a completed design plan (most of which were initiated according to the Director of the Water Management Department).

**Specific individual achievements:** 1. Participant stated introducing program and curriculum planning in training program for extension colleagues. 2. Bank employee (vice-president) who attended workshop on cooperatives helped set up and finance income-generating projects. 3. Graduate of ECE course in Israel implemented ECE education in public school system in Cagayun de Oro in cooperation with social service and private systems. 4. Based on positions attained by MASHAV graduates (asst. supt. of school, Deputy Under-Secretary of Agrarian Reform, bank vice president, & others).

**Constraints:**

**Funding:** Although the in-Israel training is paid by MASHAV and sometimes 1/2 of the airfare is sponsored, many of the OTSC participants indicated that they had been accepted for in-Israel courses, but they get not afford 1/2 of the airfare, nor could they obtain other funding.

**Age limit:** Several of the applicants indicated that they felt the age limit for the courses was too low. They indicated that someone at age 40 still had the capability of gaining from the course and possibly having a broader influence over others either in training, supervising or policy making.

**Selection:** Several of the applicants indicated that it was simpler to get information about a course and get approval for attending the course by not going through the government office. They indicated that sometimes their applicants would get into the government system and then would be lost.

**More lead time:** Some participants indicated that they would like to attend, and could afford to attend, in-Israel courses but they needed at least a one-year lead time to build-in the cost of transportation into their budgets or to secure funding for the transportation.

**Lead time for OTSC:** One group of participants indicated that they had two months' lead time to prepare for an OTSC. Since this was the first time in organizing an OTSC, two months was not sufficient to do an adequate job. One problem, in particular, was identifying appropriate people for the course. They felt that the first time that a group organized an OTSC, they needed more than two months.

**Videotape used in ECE OTSC:** The videotape used during the course was in Hebrew. The participants felt that the tape would be more useful in English.

**Low enrollment of women:** Except for the ECE courses, which included a significant enrollment, few women seemed to have participated.

**Cost of training in Israel:** One pre-school teacher in Cagayan de Oro was approved for a course in Israel (Education of the Young Child with Special Needs) and had to turn down the opportunity because she could not afford the required cost of the one-way ticket (cost was



equal to more than 4 months' salary). She was notified of her selection very near the date the course began. If notified more in advance, she might have obtained some financial help from her school but the money was gone by the time of selection. Efforts for early application and selection need to be emphasized whenever possible.

**Opportunities for training with OTSCs:** Because of the ease with language use, many opportunities for help can be recognized, creating difficulty in establishing priorities of programming in the country.

**Follow-on:** Shalom is being received, but other follow-on activities are not apparent except amongst one group that meet independently of the Israeli Embassy's efforts.

**Recommendations, Requests, or Suggestions:** Several recommendations will be made in the final report that address broader issues. The following recommendations are specific to the program in the Philippines:

1. **USAID/MASHAV relations:** Although the two programs have some degree of collaboration, additional linkages should be explored to determine if MASHAV courses could support USAID programs, especially priority areas of USAID.
2. Participants from the ECE courses indicated that in the future, they would like to have an OTSC that focuses on ECE for children with "special" needs.
3. Programs in the Philippines, especially OTSCs should concentrate on limited numbers of disciplines and geographic areas (for example ECE, beekeeping, & emergency assistance such as Pinatubo help) for development in the Philippines. A general policy of fairly open access to courses in Israel and a concentration of OTSCs might have the greatest overall development impact on the country.



**REPORT FOR KENYA**  
Summary Report of USAID/MASHAV Evaluation Team  
Report of Kenya

Rodney J. Fink, Susan F. Reynolds & Gideon Naor

**MASHAV\CDP Activity in Kenya.** Israel has shared its expertise generously with Kenya. In 1992-93, participants were trained in Israel of which 42 were CDP sponsored. From 1989 through 1992, 297 Kenyans have been trained in Israel with 106 sponsored by CDP. Eight On-The-Spot Courses (OTSCs) were offered (6 in Agriculture and 1 in Community Development and Medicine and one in Public Health) in 1992 (5 CDP). Ten short-term consultancies were conducted in 1992 (4 CDP) and of 39 consultancies in the 1989-1992 period, 24 were CDP sponsored. Currently 3 long-term experts are assigned as follows: 1) Kibwezi experiment station 2) National Youth Service training and 3) Medicine and Public Health (Ophthalmology). Three to 4 long-term experts have been in Kenya continuously since 1989 with 10 of 14 person years sponsored by the CDP.

**Contacts Made:** While in Kenya, 35 graduates of in-Israel courses and approximately 12 students from OTSCs were interviewed. Visits were made to the University of Nairobi's Kibwezi Irrigation Station, The Ministry of Technical Training and Applied Technology, the National Youth Services Headquarters, Yatta School, and Athi River Project. Three faculty members from Egerton University presented a research proposal for a Dryland Agricultural Research Program.

**Influence of CDP on country relations:** The MASHAV/CDP program has been a major component of the Embassy's program in Kenya. According to Embassy staff, approximately one-half of their time is spent working with MASHAV program related activities.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

I. **Training:** Overall responses from participants were positive from both the in-Israel and OTSCs. More specific information from responses is indicated below.

**Integration of In-Israel, OTSCs and Technical Assistance:** Both Kibwezi and NYS offered examples of effective linkage between the different offerings of MASHAV. Both of the programs identified people to attend courses in Israel and then organized follow-on OTSCs which provided a broader base of trained human resources with whom the expert could work. Short-term technical assistance was also integrated with the training for the two long-term technical assistance projects.

**Distribution of Catalogues:** Some of the participants from the private sector indicated that they only learned of the courses by chance, and not via a public sector office. A few indicated that it was unlikely that the government offices would pass the information along to the private sector. Also, the USAID staff interviewed were not aware of the variety of courses available through MASHAV.

**Low participation of women:** Several of the OTSCs have been presented for government agricultural extension workers, of whom about 20% are female, 80% male. Most of the participants in the OTSC were men, with only a few women attending. Although this is representative of the ratio of male to female extension workers, it is

essential to recognize that up to 85% of the farmers in Kenya are women and that cultural constraints reduce the effectiveness of the extension work that can be provided by male extension agents for female farmers.

In the Kibwezi irrigation project, initially the agricultural extension office assisted in identifying "farmers" for field days at the project. Even though most of the smaller farmers are women, most of the farmers identified were men. As Kibwezi staff have gotten more involved in the selection process, the number of women have increased to about 40/100. One of the Kibwezi region agricultural extension agents estimated that 60% of the male "farmers" in the area were absent from working on the farms and had employment away from their homes.

In another situation, one participant, who was in a course in Israel dealing with ground water, indicated that "water issues" are generally "women's issues," but yet she was the only woman in the course in Israel.

One participant who attended a course in Israel on cooperatives felt that an appropriate OTSC would be "women as leaders in cooperatives," because women have difficulties emerging as leaders within cooperatives.

### **In-Israel Courses:**

**Questionnaire responses:** 9/13 participants indicated that their chances of promotion were increased as a result of the course. One participant indicated that he lost his job as a manager as a result of the course because he tried to introduce some of the ideas that he learned in Israel (now he is an accountant).

**Questionnaire responses:** Some of the participants indicated that they had a high level of subject knowledge before attending the course in Israel. However, the course provided them a first-time opportunity to go into more detail and to become practically familiar with the subject. (These responses were from a few participants from similar courses and are in contrast to the following response, which seemed to be more often stated.)

**Topics covered:** Several of the participants indicated that too many topics were attempted to be covered within the short courses. They felt that covering too many topics reduced the ability to absorb the material and only provided for very shallow coverage of the topic. If the duration of the courses are to remain the same, then they felt that fewer topics should be covered and in more depth.

**Language constraints:** Several of the participants indicated that English was a problem for several of the participants (especially the Thais) and this reduced the capability for interaction. Some also indicated that the English capabilities of some of the instructors were insufficient and that in one case, they better understood the English of their tutors among their classmates.

**Changes in course:** Some participants indicated that they felt the agricultural courses should be more focused on open-field production and less on green houses which are not relevant to the Kenyan context.

**From the Early Childhood Education course:** A key point learned was "how to use volunteers."

**From a "social security" course:** A key point learned was "how to approach an employer with the idea of increasing productivity in order to get an increase." This participant suggested "workers' rights" as a possible OTSC.

**More participation of Israelis:** Some of the participants indicated that they would like to have more "common" Israelis contribute to the courses either through demonstrations or site visits.

**Too broad of a mix:** A few of the participants indicated that several topics had to be covered in some courses because the backgrounds and professions of the participants were too broad. Therefore, it was necessary to cover several basic subjects for those who had too little background in the subject matter. For those with more experience, they indicated that a review of the basic subjects was not an effective learning experience for them because they were capable of and expecting more depth rather than breadth. Some of these participants indicated that they were given only a math test to determine levels of knowledge and no input was gathered to determine levels of experience or broader knowledge of the subject area.

Still other participants indicated that the mix of functional levels of participants - i.e., administration vs. operations - became a problem when the person from the policy or administration position was no longer familiar with certain applied aspects of the profession.

In some cases, participants indicated that, in a course which required some knowledge of computers, some of the participants had no knowledge of computers, which slowed the progress of the entire class.

**Selection of participants:** The embassy acts as a "mailbox" to receive applications for courses in Israel. Staff in Israel reviews the applications and determines who is to be accepted for courses. The decision in Israel for who attends what course does not appear to be tied to any strategic plan for training (in-Israel or OTSC) or technical assistance in the country submitting the applications.

In a specific situation, there was a request from the NYS expert to send a participant to Israel. The participant did not have the appropriate certificate, but the expert felt that the person had the practical knowledge and experience to successfully complete the course. Initially, the request was denied, but later, the participant was accepted. As a result of successfully completing the course, other participants have been accepted without certificates, but based on the recommendation of the expert.

**Building a critical mass:** One participant working with a HIV program indicated that he felt that it was not sufficient for him alone to gain additional information to bring about change within his organization regarding HIV projects. He felt others needed to be trained, either in Israel or through OTSCs to create a critical mass.

**Increased Lead-time:** Several participants from both the public and private sectors indicated that they needed more leadtime (at least two months) between being accepted for a course in Israel and the time they should be there. The short leadtime was not so much of an issue when a full scholarship was provided. However, when participants needed to raise funds for the airfare, they needed time to either get it via the public sector budget or to request funds from other donor organizations. One person also indicated that one of his co-workers turned down the in-Israel course because of a conflict in schedule because insufficient notice was provided for acceptance to the course.

**Textbooks:** Some participants requested that they be told in advance of departure for the course that some texts might be available for a certain charge so that they can obtain the necessary funds.

**Reallocation of time in Israel:** Some participants indicated that they wanted to have at least one day to roam around the towns in which they were temporarily living just to become better acquainted with the immediate area. They indicated that this day should be allotted

during the regular week and not just on Saturday when most stores were closed. They felt that the Saturday could be spent on a project or group task so that they could gain one day during the week.

**Course group work:** Several participants indicated that they worked on projects or project proposals during courses, from which they benefited from the experience. Some indicated that the assignment for developing the project should not come at the very end of the course, but rather should come nearer the beginning. Some also indicated that they would benefit from grouping participants together to work on a project so that they could learn from each other.

**Course Methodology:** Most participants indicated overall satisfaction with the methods of instruction. Some felt improvement could be obtained in working on their own country-specific case studies rather than that of a country that was not within their region and had different conditions (i.e., one Kenyan said he worked on a case study from Thailand which he felt was not totally relevant for him). This was in contrast to some other participants who indicated that in their courses, the trainers frequently asked the participants to provide examples to illustrate specific points from their own countries.

**Project implementation:** The instructors in Israel encouraged implementation of planned projects, but there was no mechanism to have any follow-up with them or by them to check on the implementation or the results of the implementation.

**Facilities:** Some participants indicated that the rooms were too small (i.e., Afro-Asia Institute), in other cases that sometimes smokers and non-smokers were placed together, and that there was only one telephone in the whole dormitory.

**Hospital Administration:** One participant told of introducing Total Quality Management (TQM) procedures in a Kenyan hospital.

**Thesis work:** Student of the University of Nairobi did thesis research at Ben Gurion University and was able to learn research techniques not possible in Kenya.

#### **On The Spot Courses:**

**OTSC In-country Preparation:** Some participants indicated that the trainers needed to arrive at least two weeks before the OTSC so that they could become more familiar with the geographical areas and specific conditions of the country relative to the course topics.

**Recruitment, Selection and Monitoring of Participants:** One OTSC participant indicated that he had attended one in-Israel course in irrigation and extension and five (5) OTSCs in irrigation and extension, all at NYS.

**Income generation course:** One participant attended both the OTSC and in-Israel course and indicated that the OTSC was too crammed and the OTSC trainers were much less experienced than the in-Israel course. The participant felt that missing from the course were ideas on how to develop business ideas. Also, there was an assumption in the in-Israel course that participants knew how to train and had training experience, which in fact many did not. In the OTSC, some were trainers and had experience. Others were administrators and benefited from the course for their personal use and were not working in jobs where the information could be applied.

**Country-Specific Recommendations, Comments, Suggestions (others will appear in the final report):**

**Training:** To increase the information about MASHAV courses, continue to expand the mailing list for catalogues or correspondence to include: 1) USAID staff in such areas as health and population, private sector development, agriculture, human resource development, and education and training; 2) private sector organizations such as private hospitals and professional organizations such as the Theater Nurses Association in Nairobi, Tembo-Cooperative Savings and Credit Society in Nairobi; 3) organizations whose members are primarily women such as the Business and Professional Women's Club in Mombasa, The Women's Network Center in Mombasa, Kenya Association of University Women, P.O.Box 47010, Nairobi. Also consider placing an advertisement in the local newspaper, especially if you are targeting a special audience; i.e., health professionals, private sector organizations, extension workers outside of the Ministry of Agriculture, women in agriculture or women in business.

**II. Short & Long-term technical assistance:**

**Egerton University:** The team met with Professors P.L. Shalo, Wilson K. Yabana, & Luis Mumera in regards to proposals for developing Dryland Agricultural Capabilities in Research, Training, and Implementation at Egerton University. Documents reviewed were a Pre-proposal and proposal, both dated Oct. 14, 1992 and a proposal for a baseline data survey of ChapChap location, Baringo District. The concepts presented by the team from Egerton were to develop a selected dryland area using Participatory Rural Appraisal methods to delineate the selected region and to introduce plants indigenous to drylands rather than those from high potential areas. The input of the people of the region was to drive the project which would provide research, teaching, and outreach opportunity. Cooperating institutions included The Institutes for Applied Research, The Ben Gurion University of the Negev, The Development Studies Center and Clark University (U.S.A.).

The proposals provided general information and concepts about a well-directed program, but except for the baseline study, no schedules of activities or budget were presented. The baseline study requested funds of \$205,252 to be used in a short period to gather baseline data. Included in the budget request was \$108,050 for equipment and supplies which included 2 Landrovers (long base) and a computer, printer, and typewriter. University overhead of \$40,252 was also included in the proposal. Without knowing a detailed plan of activities and their projected outcomes and cost of the overall project, it seems unwise to act on the baseline study proposal. Suggestions for the researchers include:

1. Prepare a more definitive proposal, outlining overall costs, procedures, and outputs expected.
2. Since indigenous plants are a major part of the project, it would be wise to look at this aspect in the beginning and a proposal for this work might be prepared by the Israeli and Egerton Professors concerned to address the topic. The Cooperative Development Research Program might be a candidate for such proposal.
3. In addition to the CDR program, other agencies & Ministries in Kenya should be contacted to see if mutual interest exists and after the proposal is prepared, funding agencies should be sought.
4. Joint preparation and submission might add strength to the proposal.

Two long-term experts provided input and visits were made to the facilities they support. The long-term experts were extremely well qualified, were well-suited for their work environment and effectively interacted with their Kenya counterparts. Specific findings

follow:

**University of Nairobi Dryland Field Station Irrigation Project:** A detailed analysis was provided for this facility and is included with this document as Attachment 1. Continuation of the project is recommended.

**National Youth Service Project (Yatta School of Agriculture and related sites):** A detailed analysis was provided for this project and is included with this document as Attachment 11.

Although the team devoted only one day to the NYS, several observations were obvious. Many donor agencies (i.e., DANIDA, USAID provided equipment, and the Dutch) have contributed to the programs of the NYS Yatta School over the years; all have withdrawn. Major problems were present, a) administrative structure of the school was admittedly ineffective, yet no change has been made in 4 years, b) Revenue is needed for farm expansion and the use of generated revenue (although requested) has not been available for this purpose (and sufficient funding is not provided in the budget), c) The technical expert must be personally involved for needed infrastructure maintenance or expansion to take place, and d) Since opening in 1984, only 148 participants have graduated (output equals one graduate per faculty per year (19 teaching faculty). An evaluation by the Dutch (Socrates International Consultancies) in January 1993 included a tracer study which showed that very few graduates take up agriculture as a profession after leaving NYS and many servicemen/women stated that the time spent on agricultural work in NYS had not been a useful experience. The study reported overwhelming employment in urban professions such as carpentry and masonry.

The management and direction of the project at the Yatta School (and related farms) has been struggling for many years and offers little promise for future improvement. Since it is unlikely that NYS will be operating effectively or efficiently by FY 1994, funding should be discontinued following completion of the current obligation through June 30, 1994.

## ATTACHMENT I TO KENYA REPORT: UNIVERSITY OF NAIROBI DRYLAND FIELD STATION IRRIGATION PROJECT CDP EVALUATION - KENYA

**Background Information:** Following receipt of a request from the University of Nairobi in early 1990, a joint team of specialists consisting of three Israeli members from **The Centre for International Agricultural Development (CINADCO)**, 4 members from the University of Nairobi, and 3 extension officers from the Ministry of Agriculture at the Kibwezi Agricultural Division conducted a feasibility study (which has served as the project document) for an irrigation project near the University of Nairobi Dryland Field Station. The University of Nairobi desired an irrigation project within the dryland field station to support faculty teaching, research, and outreach activities. The main goal of the study was to formulate a strategy plan for the development of irrigated agriculture in the University's Kibwezi Dryland Field Station. The study group recommended a three-phase irrigation project and provided guidelines for project implementation. The project was implemented in early 1991 with MASHAV/CDP support of approximately \$550,000 which covered capital investments and an Israeli long-term expert. On-The-Spot-Courses and courses in Israel have complemented the technical support for the project and other Kenya agricultural workers. The three phases stated in the feasibility study follow:

**Phase I:** Construction of a 10 hectare pilot plot with 5 main objectives:

1. Introduction of new crops to be grown in the region.
2. Examination of optimal planting dates and varietal selection for all categories of crops.
3. Introduction of improved irrigation techniques.
4. Demonstration of appropriate agrotechnologies, such as water management, fertilization, and rotation etc., for intensive production of crops under irrigation and for provision of a research base for the University.
5. Duration of Phase I: 2 - 3 years.

**Phase II:** An extension of phase I with an additional 20 hectares of land brought under cultivation and netted with an irrigation system. A portion of the area will be cultivated as a semi-commercial farm with crops found to be most suitable and economically viable during Phase I. In the remaining area the research program which was initiated in Phase I, will be widened - and more sophisticated studies on various cultural practices be conducted. Alongside the project's research an adaptive research program with on-farm trials should be initiated.

Duration of Phase II: 2 - 3 years.

**Phase III:** Decisions concerning the concept of further irrigation development will be determined on the basis of the findings achieved and experienced during Phase I and Phase II according to the University's policy.

The feasibility study outlined steps to follow in developing the project and proposed expansion to 30 hectares of land for Phase II. Phase II called for an analysis of the impact that semi-commercial crops grown at the field station may have on the competition with farmers in adjacent rural areas. Phase III was scheduled to begin 4 to 5 years after establishment of the pilot project. Water requirements were calculated for a possible utilization of 100 to 800 hectares and size and activities of the station were to be determined by university authorities.

In early 1993, the University of Nairobi prepared a proposal for major expansion of the Irrigation Project which was submitted to USAID - Kenya. The proposal, calling for



expansion of irrigated crops for the Kibwezi region, has been reconsidered and the University has dropped the proposal in favor of a continuation of the Irrigation Project through a modified Phase II program which emphasizes transfer of technologies to farmers producing crops under irrigation in the Kibwezi region. The main objective of the PHASE II proposal is training, extension, and research activities with a major objective to transfer technologies to the farmers of the region.

**Evaluation Team Methodologies:** Background information including the September 1990 feasibility study (which serves as the project document), semi-annual project reports, District Irrigation Unit Profile completed November, 1993, Phase II proposal, and correspondence related to the project. The following direct contacts were made:

1. USAID - Kenya Deputy Mission Director, Agricultural Development Officer, and Program Specialist.
2. The University of Nairobi Kibwezi Irrigation Project Management Team (comprised of Faculty of Agriculture leadership personnel).
3. Israeli Embassy personnel, CDP long-term technical expert and other staff members of the irrigation project.
4. Seven on-farm visits with area irrigation farmers (5-small-scale farmers and two large-scale farmers).
5. Ministry of Agriculture Extension Horticulture Specialist who was a member of the original design team.
6. Guided tour of the project for the entire team followed by an individual tour by the team agriculturalist.

The entire team spent two days in the region carrying out the above contacts and the Team Leader spent an additional day on farm visits, collecting documents, and analyzing project activity.

**Findings of the Evaluation:**

**Project Facility:** Phase one started with 10 hectares placed in production and the area available for cultivation has been recently expanded to 30 hectares (plus three hectares of dryland for faculty research). The expansion has taken place with money generated from crop sales.

Four types of irrigation are used on the farm to conform to technologies in use in the region and to introduce new methodology. Furrow irrigation, sprinkler irrigation, drip irrigation and micro-jet irrigation are utilized. Water supply comes from the Kibwezi River and a weir has been built to provide a pumping basin accessed by four diesel driven pumps. The facility is a "state of the art" operation designed to support research, production, and demonstration uses. Technology utilized on the project is recent technology but the sprinkler and flood systems used are comparable to those of two large farms visited in the region. Technology is adaptable, with appropriate guidance, to small farmers of the region. The farm area is fenced, is well maintained and is a source of employment for residents of the Kibwezi area.

**University of Nairobi Utilization:** The support of faculty and administrators of the University of Nairobi is apparent by their interest and use. Five faculty members have research projects on the facility, many classes use the facility on a regular basis and 7 Masters degree thesis students have either completed, or are completing their thesis work there. The dryland field station is available to provide lodging for faculty and students. Even though Phase I was not intended to provide major outreach/extension activities, the project is ahead of schedule and the University of Nairobi has held 5 field days with an average attendance of over 100 farmers. Many groups, local, National, and International, visit the Irrigation Project. While the Evaluation team was on the facility, two truck loads of

local school children arrived and were provided a tour of the facility. The facility provides a good example of what good technology and management can do for an area.

**Outreach and Extension Activities:** Outreach activities (including field days) are carried out jointly with the Ministry of Agriculture's Extension service and 10 farmers have been involved in a participating program to improve their cropping systems, yields, income, and irrigation practices. Of these 10 farmers, positive response has been obtained with 5 of them. The major emphasis of Phase II is to implement programs to successfully transfer the technology to farmers and other trainers (such as extension workers).

**Project Management:** The project operates with three committees -Management Committee, Technical Steering Committee, and the Tender Committee. **The Management Committee** is chaired by the Principal of the College of Agriculture and provides policy direction, collaboration, and approves budgetary issues. The Management Committee meets 3 to 4 times per year. **The Technical Steering Committee** consists of the Dean of the Faculty of Agriculture (who takes an active interest in the project) and Chairpersons of all Departments in the Faculty of Agriculture. The Technical Steering Committee meets 3 to 4 times yearly. The third committee is the "**tender committee**" and issues payment of MASHAV funds. Station income is deposited in a Kibwezi Bank and funds are disbursed with the signature of a signatory from both The University of Nairobi and The Israeli Embassy. Most personnel of the farm are employed by the University of Nairobi and employees include an Irrigation Officer, two technical assistants and there are plans to add additional personnel for outreach activities in the near future. Eighteen permanent laborers are employed and many temporary laborers assist on a daily basis. The irrigation project is well managed and provides an example of what can be done if proper technological and management practices are in place. The Kibwezi Dryland Field Station, located 10 Km. from the Irrigation Station, has good training facilities and can accommodate 25 participants. On-The-Spot courses have been held at the Field Station and continued utilization of the facility is planned for courses conducted through the Irrigation Station.

**Irrigation Project - Conceptual Approach:** The main objectives of Phase I were to 1) introduce and analyze new irrigation systems for the Kibwezi Field Station, and 2) identify and evaluate high-value crops suitable for the Kibwezi area. Ten hectares were developed for the first phase and three irrigation methods were established. Phase I has progressed more rapidly than expected and by using proceeds from crop sales, has expanded area under cultivation to 30 hectares (the total area proposed for Phase II). Land expansion beyond 30 hectares is not required for Phase II nor does the current proposal call for additional expansion. Some on-farm research/demonstration has been included in Phase I and such research/demonstration work is to be expanded in Phase II.

**Competition With Kibwezi Area Farmers:** Concern has been raised by some landowners concerning market competition with local farmers. The local Kibwezi region reportedly has 1800 hectares under irrigation (both small and largeholder farmers), so concerns of competition from the current farm (17 hectares under irrigation until Nov. 1993) should have minimal effect on the local market, especially when one considers the large number of crops grown on the farm. Under certain conditions, a market competition with farmers is feasible, therefore the original feasibility study emphasized that crops for commercial production within the project should be carefully selected in order to avoid undesirable competition with the farmers of the region. The University of Nairobi Master Plan for the Kibwezi Station allocated up to 800 hectares for irrigated agricultural development. It appears that the potential of 800 hectares under irrigation is the main concern to area farmers rather than the 17 hectares cultivated up to date(now expanded to 30 hectares).

**Responses of Farmers:** Seven farmers (5 small, 2 large) were visited to determine their reaction to the project. Four farms visited were signatories to the letter of concern (2 small & 2 large). Farmers were visited on their farms and observations of their production were made. At least 3 of the small farmers were part of the group of 10 with which the project and the Ministry's Extension Service have been working. Small farmers were pleased with the project and showed us examples of techniques changed to improve their productivity. Improved production and profit was the result of a number of factors including crop and seed selection, irrigation management techniques, row spacing improvements, and pest control. The small farmers demonstrated effective adaptation of high-technology practices to a small farmer, low-technology operation. The large farmers visited were appreciative of the technology that could be developed by the project, but stated their concerns about the practicality of the project, the limited help they had received from the project and most importantly the competitive effect it had on their own profitability. Both small and large-scale farmers shared similar needs and expectations from the project including advice on a large number of cultural and irrigation practices with pest control and seed supply heading the list.

**Kibwezi Area Farmer Input to the Irrigation Project:** The Irrigation Project is open to all who come and request information. Field days for area farmers and special tours for numerous groups have also been provided. There is, however, no formal University of Nairobi farmer or regional advisory committee organized to provide input into the goals, objectives, or desired outputs of the Irrigation Project.

**How the Project Activities Contribute to USAID's current program goals:** The project contributes to current USAID program goals as follows:

1. Promoting Sustainable Development (population and health, environment, economic growth, democracy): The project design promotes sustainability by being able to contribute financially to continued operations and outreach activity through produce sales.

A. Health: Developing the techniques to produce high-quality food products using minimal pesticide inputs contributes to the good health. A variety of crops are produced allowing capabilities to improve vegetable quality thus helping meet human nutritional requirements.

B. Environment: No pesticide techniques (plastic strips with an adhesive to trap insects for example) are used to control white fly in tomato and other insect pests. Integrated Pest Management techniques are used which minimize pesticide use (pesticides used as last resort). Abundant labor is available on the farm so hand weeding replaces all herbicide use. When an insecticide is absolutely necessary, biological alternatives (such as Bacillus thuringensis) are used when possible. These pest control techniques are passed on to farmers. Soil conservation techniques are practiced on the project and cooperating small farmers had introduced soil management techniques which conserved both soil and water. Reduced soil erosion and improved water use efficiency will reduce pollution of river waters and maintain the agricultural productivity of the region. Some water-logging exists in the area due to poor irrigation practices. The project can contribute to the sustainability of soil productivity by the introduction of scientifically sound agricultural practices.

C. Economic Growth: The area impacted is an area of many small-holder farmers with low incomes. Proper introduction of technologies, by both small and large-holder farming operations, can increase the returns to agricultural initially by providing crops for export and local markets and later on by providing added value through processing of the crops.

**Summary of Findings:** The University of Nairobi's Irrigation project located on the Kibwezi Dryland Field Station has progressed on schedule (actually ahead of schedule) toward meeting the objectives of Phase I. The project is now ready to enter in Phase II (land needed for Phase II is now in production) and the University has prepared a proposal which addresses the outreach/extension activities planned for the region. The Irrigation Project serves as a viable research and teaching tool for University Faculty. Pilot outreach projects in cooperation with the Ministry's Extension Service have shown the ability to transfer information gathered in a "high technology environment" to a small-holder, low technology environment effectively. Large-scale farmers in the region have expressed concern about the competitive effect commercial operations of the project will have on their livelihood. Other than person-to-person contact, no formal effort has been made to obtain farmers' input into the expectations of the station. The project provides a good example of high technology functioning in an area of subsistence agriculture, with the potential to transfer that technology, in whole or in part, to area farmers.

**Conclusions:** The University of Nairobi, with financial assistance from the joint Israeli/USA Cooperative Development Project (CDP), has developed the capability to conduct research, provide demonstrations on proper horticulture production practices, and provide information for outreach/extension activities to local farmers. By transferring the technology to farmers of the region, the individual output per farmer can be increased, the horticultural industry can expand in the region, and research findings can be developed to improve irrigation knowledge in Kenya. Other conclusions follow:

1. The University of Nairobi has demonstrated its interest in managing such a project and has the capability to assume management responsibility at a later date.
2. The Irrigation Project has successfully completed the objectives of Phase I and should move on to a modified Phase II.
3. Phase II should emphasize transferring the technology to the farmer and expand on-farm service, research, outreach/extension, and training activities.
4. Farmer concern exists regarding the competition of the commercial activities of the project, especially if the expansion activities of Phase III are carried out.
5. CDP funds should not be used to expand commercial aspirations of the University of Nairobi. Although some commercial activity is necessary (and desirable) for the project, such commercial activity should not exceed the current 30 hectares and where possible, commercial activity should be with crops not competitive with local farmers.
6. Stratification of outreach/extension activities should be developed which provide services to all constituents (small and larger farmer) with proportionally more service available to those with greater needs. Constituency groups should be evaluated and targeted for outreach/extension activities.
7. Many outputs of the project serve both small and large farmers (such as pest control & good seed) and these capabilities should be emphasized early in Phase II.
8. The irrigation project, at the current size, does not provide an unfair competitive issue for local farmers. On the contrary, the presence of the project attracts exporters looking for an area from which to purchase increased amounts of quality produce which would be expected as the project positively influences area production (by farmers).

**Recommendations Based on Findings:** Recommendations are divided into two categories, Primary Recommendations needing prompt action and Secondary Recommendations to be considered for possible implementation.

#### **Primary Recommendations:**

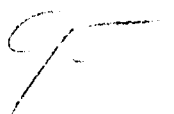
1. The CDP should continue support of the Kibwezi Irrigation Project with mid-course adjustments as follows:
  - A. Phase II and a possible Phase III should not include further expansion of commercial activity of the University of Nairobi's Dryland Field Station.
  - B. Expanded activity of Phase II should continue to include research and teaching support, and expand emphasis on outreach/extension, and training activities. Development and transfer of new technologies should become the program emphasis.
2. The University of Nairobi/Irrigation Project should immediately clarify its position with local farmers regarding commercial expansion activities. The University should assure farmers of their interest in helping farmers rather than increasing their own profitability.
3. The University of Nairobi should develop and establish a method of obtaining "Farmer Input" for the Irrigation Project. The creation of a "Farmers Advisory Committee" for the Irrigation Project should be done within the next 6 months. Suggested makeup would be about 9 farmers (female and male), representing small, medium, and large farmers to meet on a regular basis at least 4 times per year. The committee could give advice for research, outreach, and teaching activities and develop sub-committees for forming joint-ventures, addressing area/farmer problems such as available credit, and providing other input for meeting farmer needs.
4. Targeted outreach activities should be developed for Phase II, stratifying the level of services/education available to the constituencies served.
5. The current Israeli expert has done an excellent job, but may wish to terminate his services in late 1994. CINADCO should consider a replacement who has extension and community development experiences as well as technical knowledge of irrigation.

#### **Secondary Recommendations for Future Directions:**

1. To serve the needs of all farmers in the area, specific programs are suggested for consideration; namely, an improved plant protection advisory service and better seed availability. The University of Nairobi should consider establishing the following:
  - A. An insect/plant disease "scouting program". A trained scout could cover the region on a bi-weekly basis with a motor-bike collecting current pest (insect, disease, weed) problems and inform farmers (with a diagnosis and prescription remedy) of treatment for the problem. Such a program should serve equally the large and small-holders.
  - B. A program for providing better seeds for farmers of the area. This could start on a small scale by the University providing a small quantity of good seed to a farmer who in turn would increase the seed, sell it to her/his neighbors, thus becoming a farmer-in the seed business. The production of plants for transplanting and asexually reproduced plants could be handled in the same manner.
2. The University of Nairobi, the Israeli Embassy, the long-term expert and CINADCO should develop a transition plan for turning the Irrigation Project over to the University. It is suggested that the need for a technical expert should end in no more than 5 years, then giving the responsibility for perpetuating the project to the University.
3. The Israeli Embassy, USAID-Kenya, USAID/CDP, and MASHAV should maintain

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**good channels of communication and review implementation documents (in this case, the feasibility study) when initial funding is provided long-term projects under the CDP.**

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**ATTACHMENT II TO KENYA REPORT: NATIONAL YOUTH SERVICE PROJECT**  
**(Yatta School of Agriculture & Related Sites)**  
**CDP EVALUATION - KENYA**

**Background:** The National Youth Service (NYS) was established in 1964 as one of the first acts after Kenya's independence. The declared double-purpose of NYS is: 1) training of young citizens to serve the Nation; and 2) employment of its members in tasks of national importance. NYS recruits each year about 2,000-3,000 young volunteers, mainly from rural areas, many of them drop-outs, who undergo 3 stages during their service: Basic Training - (3 months); Nation Building, which is a kind of national service in one of the 12 NYS farms, or in other national projects - (1 - 2 years); Vocational Training in one of the 17 vocational training schools-centers - (1 - 2 years).

The NYS - Yatta School of Agriculture, which is one of the 17 centers - was founded in 1982 as a joint Dutch(DGIS) - Israel (MASHAV) Kenya (Office of the President) cooperation project. Thus, the involvement of Israel in the project is a long standing one having as many as 4 permanent long experts.

**Evaluation Methodology:** The following documents were reviewed: Semi-annual interim reports of the MASHAV expert; ATHI RIVER FEASIBILITY STUDY 1992; Socrates Dutch-Israel evaluation report on OTSCs; CINADCO executive summary papers; and other relevant NYS papers and documents. The following meetings and visits took place: USAID Mission in Nairobi; Israeli Ambassador; Embassy staff; MASHAV experts; Commanding Officer at NYS HQ; Yatta School of Agriculture; and ATHI River Production Farm.

**Findings:** The long-term consultant (Chief Agricultural Advisor) to NYS is Dr. David Cohen, whose term is scheduled to end in mid-1994. In addition to his tasks at the Yatta Agricultural School (poultry and horticulture projects), he assists other NYS farms and agricultural projects.

a) MASHAV conducted in 1992 4 OTSC at the farm facilities and one in 1993. In 1992, 6 officers were sent to agricultural training courses in Israel and 4 in 1993. Two short-term consultancies were conducted at the project.

b) The Yatta Agricultural School current enrollment in all three classes includes 115 students, of which 18 are women. The staff totals 25, of which 19 are teaching and 6 are support staff. Since the school was founded in 1984, 148 servicemen/women have graduated from the program.

**Two Activities of the Yatta School Project are:**

1) Yatta School Poultry Project which was planned by Dr. Cohen, and established in 1993 by servicemen under his supervision. It can accommodate up to 1,800 birds.

2) ATHI River Horticultural Crops Project: Also was planned by Dr. Cohen and established by servicemen under his supervision. It consists of 12 acres and plans include production for export and utilization for training.

There is no doubt that in the framework of NYS, its farms, the Yatta school facilities and its two projects, there is a wide range of technical assistance activities by MASHAV (previously in cooperation with DGIS and now with the CDP) which has been going on for many years (since 1982).

Also the integrative nature of these activities cannot be denied. The current technical expert, who is doing a good job, arranges OTSCs, short-term consultancies, sends "his" people to courses in Israel, advises other NYS farms, takes "his" servicemen to the

University of Nairobi-Kibwezi demonstration farm, and carries out other duties as appropriate. The major question regarding NYS is whether the amount of resource in terms of knowledge, experience, energy and finances, which have been invested in this entity over a long period, have a significant and sustainable impact on training the servicemen or servicewomen for their future employment (which may include employment on an NYS farm).

A closely related question is whether these scarce resources should not be invested in other more promising frameworks of activities?

Disadvantages of maintaining support beyond July, 1994: Yatta School is only one vocational center out of 17 NYS schools, its 115 enrolled servicemen/women are out of a total of approximately 6,000 to 9,000 (approximately 2,000 to 3,000 enter each year) (these figures vary depending upon the provider of the information). It appears young people today are not enthusiastic to acquire agricultural training. Worldwide, and also in Kenya, they generally prefer technical training in professions that are more likely to generate employment at a higher level of income, so that chances to change these proportions in the near future are rather slim. The Yatta school had no follow-up data. Therefore, of the 148 graduates of the school to date, we could not get employment figures except on those reemployed by the NYS (about 10 graduates). Primary farmers in Kenya are women and will continue to remain so in the future. Women comprise only 13% of the Yatta School enrollment.

Classrooms, facilities, farm equipment, and staffing suffers from severe and permanent lack of funds. The school estimation of funds needed for Fiscal 93-94 was considerably more than what was actually allocated. It seems that present Yatta management lacks the necessary managerial and organizational capabilities to lead the projects and it does not have the needed power and influence to overcome budgetary and other difficulties in the near future.

Both projects at Yatta have been short of operating funds, which reduces the output for educational functions. Recent efforts of Dr. Cohen (and CINADCO) have been to seek profit by commercialization of the projects, thus deviating from the original main purpose of transfer of technology by training, education and demonstration. This might raise the issue of competition by farmers of the area (See page 9 of the feasibility study of ATHI). Besides that, we question seriously the efficiency of any kind of government ownership and even involvement of government in business activities. A successful flow of capital has been achieved, but government regulations require returns of all produce sold to be deposited in the government general revenue account, thus not allowing the revolving of funds for operational or facilities improvement.

Advantages of maintaining support: The machinery of recruiting unemployed, idle drop-outs, and utilizing them to productive tasks of nation building, and trying to convert them into useful citizens by vocational training is in itself a healthy and constructive concept, similar to what was done in the early days in Israel.

The Yatta school is the one and only practical (as distinct from academic) program in Kenya dealing with vocational training for semi-arid irrigation and intensive agriculture. It would be inconceivable that Israel - which developed this discipline academically, practically and commercially, perhaps more than any other country on the globe - should not share its experiences and achievements in this respect. Furthermore, there is no doubt that the development of intensive crop agriculture in semi-arid areas is one major development which is supposed to introduce some significant differences to Kenya in the present stage of its development. The latest achieved surplus of operational income in the Athi-River horticultural project and the Yatta poultry project, together with the achievement of recognition granting Yatta graduates external, national certificates, are indications of possibilities of improvement.



**Conclusions:** The continuation of any kind of support - financial or otherwise - should completely depend upon being convinced of the existence of a different way of conceptual, organizational, and managerial, direction for the farm and a financially workable structure for the entire Yatta agricultural School project.

This new way should take into consideration strengthening the program in light of aforementioned advantages and disadvantages.

Some combination of non-governmental, private or public free market, commercial management of production and marketing might turn out to be an asset to be considered. It might generate a flow of funds not only for a sound maintenance of the projects, but also to enable a significant contribution to the entire school systems facilities, staff, and program. The very commercial businesslike farm management might contribute a new discipline by itself, to be taught in the school, thus adding enthusiasm and attracting young servicemen/women into an improved Yatta framework.

**Recommendations:** The management and direction of the project at the Yatta School (and related farms) has been struggling for many years and offers little promise for future improvement. If it were to meet the above-mentioned changes and be operating effectively and efficiently by FY 1994, then the recommendation might be different. However, based on the past and present situation, it is recommended that funding should be discontinued following completion of the current commitment through June 30, 1994.

**REPORT FOR MALAWI**  
Summary Report of USAID/MASHAV Evaluation Team  
Report of Malawi

Rodney J. Fink, Susan F. Reynolds & Gideon Naor

**MASHAV\CDP Activity in Malawi:** From 1989 through 1992, 164 participants were trained in Israel (58 CDP). In 1992 alone, 37 Malawi participants trained in Israel (17 CDP). Eight On-The-Spot Courses (OTSC) were held in Malawi in the same period (7 CDP). MASHAV sponsored 3 short-term consultancies during the 1989-92 period and 9 person/years of long-term expert assistance (8 CDP) has been provided. Currently, Dr. E. Averbukh serves as a long-term expert in ophthalmology and Mr. Tor Mann, Senior Water Engineer, serves the Malawi Irrigation Project.

**Influence of CDP on country relations:** Currently the status of the Embassy of Israel to Malawi is being reviewed, so discussions with Embassy staff were minimal. The relations with Ministries visited appeared satisfactory and good working relations existed between local counterparts and long-term experts.

**Contacts Made:** In Malawi 16 graduates of In-Israel courses were interviewed as well as 6 graduates of OTSCs. On-site visits were made to the Kamuzu Central Hospital (Dr. E. Averbukh, Ophthalmologist), the Diamphwe (14 farmers at site visit) and Mchenga (17 farmers at site visit) Self-help Irrigation Schemes, the Lilongwe Agricultural Development District offices, the Salima Agricultural Development District offices, and meetings with personnel of USAID, the Department of Personnel Management & Training and the Ministry of Agriculture.

**Linkages:** Working linkages are in place. USAID-Malawi and the long-term Irrigation Expert cooperate to support the irrigation schemes (USAID expert offers marketing/business expertise). Technical assistance to farmers in the irrigation schemes are supported by the extension personnel and private sector cooperation. DEMATT, a parastatal supported by USAID, was supported by having an employee sent to an In-Israel course.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Training:**

Ratios of female to male participants for years 1991-93 were 1/4-1/3 to 3/4-2/3.

Out of 16 participants interviewed, 12 were from the public sector and 4 were from parastatals. Seven of the 16 had attended diploma or short-term courses out-of-country. Those attending other courses outside Malawi seemed to be a slightly higher ratio than seen in other countries.

**Closure of Israeli Embassy:** The embassy is being considered for closure in 1994. Currently the MASHAV program is being coordinated by the Charge de Affairs who is the only Israeli posted at the embassy. It is not yet clear how the MASHAV program will be coordinated should the embassy be closed although it was indicated that a neighboring embassy is likely to coordinate the MASHAV program.

**Air tickets:** Of the 16 participants interviewed, 7 received scholarships which included

the course and air ticket. (All participants attended different courses.) However, the air ticket could not be forwarded to Malawi because of restrictions placed by Air Malawi. The participants were required to go to Nairobi as a first stop on their trip, collect their ticket and then continue on to Israel. It is unclear exactly what happened, but all 7 participants indicated that they had to spend more than 24 hours in Nairobi without adequate notification of what to expect, without prior arrangements made for lodging, etc. and insufficient monies to pay for taxis, food, lodging and airport tax of \$20. One participant said she knew someone there, so she stayed with that friend. Another participant indicated that she contacted the Malawian Embassy in Nairobi and was assisted. All participants indicated that this matter needs to be resolved and that participants need to know what to expect before they travel to Nairobi, arrangements need to be clear about how the ticket is obtained and where they are to stay and how they will pay for taxis, food and airport taxes.

**Shalom Club:** The Shalom Club has been forbidden by the government of Malawi. The Israeli Embassy has tried to get this policy changed, but has not been successful to date. They are once again trying. The embassy would like to get this in place so that there is a mechanism for former participants to exchange information.

**HIV Test:** Participants felt that the test to determine HIV status should be dropped or given to everyone entering the courses (they felt it was unfair to be an "African" only test).

**Advising of Training Resources:** Long-term experts need to be informed of training and short-term consultancy resources: It was indicated that information was not provided in Israel before departure of the availability of training resources.

#### **In-Israel:**

**Recruitment and Selection:** Catalogues are sent to the Human Resource Development Training Division of the Ministry to advertise the courses for the government, parastatals, and private sector, including NGOs. The training officer sends notices of the appropriate courses to both public and private sectors according to where they see a need for human resource development. Any applications that are completed are returned through the ministry and passed along to the Israeli embassy. The embassy is not supposed to distribute catalogues on their own. However, if one of the long-term experts requests that someone is trained in Israel, or if they want an OTSC, they can so request directly to the embassy without going through the government. The ministry is aware that the embassy does this and it has not caused problems.

**Inadequate notification to participants:** Several participants indicated that their ministries and/or the training division did not give adequate notice that they were accepted for the course; some were told only 3 days in advance. [It should be noted that this is the same division that coordinates the travel/air ticket situation.]

Information about what to expect also was inadequate. For example, they felt they should get a letter stating the per diem to be paid, type of accommodations to expect (small single bed in room to share with person from other continent), what transportation connections to expect and what would and would not be paid. Also, some were expected to bring data for a project and they did not know this until they arrived in Israel.

Some of the participants had a few days at the end of their courses before they left for Malawi. They were left on their own during that time without money, a place to sleep, etc. The participants felt that the school should have taken care of them until they left the country.

**Course methodologies:** Some participants indicated that there was 60 per cent plus lecture, followed by traditional coursework exams. They felt that the amount of lecture could be reduced by providing more handouts to support the lectures. The increased time could be used for more small group sessions in which, for example, participants could be visiting small businesses and analyzing associated problems. They felt they learned more from these small group sessions.

Several participants indicated they benefitted from the instruction and experience in making presentations. Three of them adapted materials to their own positions. Others indicated that field trips were well-coordinated and articulated with the rest of instruction in the course.

Some participants indicated (from a small scale agricultural engineering course) that participants in a course should be grouped together by their specializations for project work. By doing this, they could go into more depth.

**Patronizing:** Some of the participants indicated that they felt they were being treated like children. This was especially of concern for some who held fairly high positions.

**Course duration:** Consistently, participants felt that the course durations were too short (conversely, that there were too many topics for the short timeframe).

**For the small business courses:** Some participants indicated that "small businesses" as defined in Israel were much larger than the small businesses that most of the participants worked with in their own countries. They felt that the trainers should be more aware of this and perhaps schedule some site visits to smaller businesses.

**Community Development Course:** One participant indicated that she felt the most valuable part of the course was the training methodologies.

**Curriculum Development Course:** One participant indicated that the topic on computer-aided learning was irrelevant to her and many in the class because they had no access to such things. She also indicated that some of the participants were at too high a level for the course, that they were bored and did not always attend the classes.

**Grain Storage Course:** Practical exercises and lectures were carefully coordinated. The participant learned to identify grain pests and now is able to inspect grain, make diagnosis and direct treatment.

**Computer Applications in Planning Course:** Participant learned to use Quatro-Pro and has applied it in his job (he is a planner in his Ministry).

**Rural Development Course:** There was supposed to be an emphasis on "role of women." However, participant indicated that even though the course was good it had very little on the role of women.

**Curriculum Development in Agricultural School:** Participant felt composition of participants was too broad and diverse creating difficulty for trainers to keep the level of delivery constant.

**Language constraints:** Several of the participants indicated that all of the participants were not proficient in English. They felt that there should be increased screening to ensure a higher level of English because some participants' inability to work in small groups, etc. reduces the effectiveness of the class. Some of the participants indicated that the

trainers/instructors had insufficient English skills. One of the instructors used his training coordinator to assist in translation and the participants felt fairly satisfied with this.

### **On-The-Spot Courses (OTSCs):**

**Income-generation Course:** Participant indicated that most of the participants in her OTSC worked with women's groups starting income-generating activities, but that she did not work in that area and had not worked in that area. She was invited anyway and only uses the information for personal benefit. [This may indicate a greater need for tighter selection of participants.]

**Grain Marketing and Storage Course:** Considered an exceptionally good course. A graduate of an in-Israel course helped plan and facilitate the course.

### **Country-Specific Recommendations, Comments, Suggestions (others will appear in the final report):**

#### **Training:**

1. The problem in dealing with the air tickets that are provided with the scholarships should be resolved between the Israeli Embassies in Malawi and Kenya and the Malawian government and Embassy in Nairobi.

2. Catalogues should be forwarded on a regular basis to the various sector officers at USAID. Where feasible, USAID should be approached for funding of airfares for participants coming from the sectors it supports.

3. Before long-term experts depart from Israel, they should be made aware of training resources available to them, including short-term consultancies. The long-term irrigation expert has utilized some short-term consultancies, but there are other opportunities to explore for in-Israel and OTSCs. Opportunities also exist for the long-term expert at the hospital for sending some of his staff for in-Israel courses. These opportunities should be explored with the intent of maximizing the efforts of the long-term experts.

**Short-term technical assistance:** Three MASHAV short-term experts have been in Malawi since 1989. The most recent was a pest control specialist who worked with those involved with the Mchenga and Diampwe small-farmer irrigation schemes. The technical expert, both farmer groups and local Agricultural Development District personnel said the expert helped them with their pest control problems. Information was not obtained on the earlier two short-term experts.

#### **Long-term Technical Assistance:**

**Mchenga & Diampwe Irrigation Schemes:** Two lift-irrigation sites in the vicinity of Mchenga and Diampwe are serving groups of farmers growing vegetable crops. The first scheme (Mchenga) is located on 5.12 hectares and consists of 63 farmers (22 women, 41 men). The two schemes are irrigated by sprinklers spaced at 12 meters along the lateral and 15 meters between laterals. The Mchenga scheme consists of farmers from the same village and decision-making has centered in a Management Committee which takes care of day-to-day operation. In addition, an Irrigation Committee manages the irrigation tasks, a credit committee requests credit when necessary, and a Task Force Committee handles clearing of plots, waterways, and other such tasks as may be required. The Diampwe scheme is

managed similarly, but consists of fewer farmers (currently 28 including 6 women) and farmers come from 8 villages.

The Mchenga Scheme, consisting of farmers from a single village, appears to be progressing more effectively, probably because of the village leader's ability to intervene more rapidly when conflict occurs. The Mchenga scheme has paid all operational loans and has a cash reserve.

Farmers interviewed reported their major problem was not production, rather the ability to sell their crops. They currently had produce ready for sale without any market demand. Contact has been made with a local entrepreneur who sees potential for agricultural exports. The business person and the farmers have entered into a written agreement (Mchenga farm) to provide a better plan for marketing of the produce. Other findings follow:

1. Management and marketing, not production are the major limitations for farmers in these two schemes. Transportation from the Mchenga Scheme (poor roads and bridges) is also a limitation.
2. Pest control was a major problem on both schemes and the utilization of a short-term consultant effectively assisted the control of pests.
3. Farmers reported that they worry about repair of equipment, mainly the pump, when breakdown occurs. [Steps should be taken to provide instruction to irrigation scheme participants who can be identified for maintenance personnel (perhaps local technicians/trainers can be utilized to provide training for the irrigation scheme personnel).]
4. Farmers interviewed indicated willingness to expand the schemes to include other farmers if good markets existed (they expressed concern about pump capacity). Expansion of existing operations, with the help of the schemes own financing and expertise, should be facilitated if market demand permits. In addition, the business person with the purchasing agreement indicated an interest in helping finance the expansion. The concept of loans, as compared to gifts, should be promulgated as expansion occurs to emulate the concept of sustainability without direct gifts.
5. Acknowledgement is noted of the productive cooperation between donor agencies (USAID-Malawi, MASHAV/CDP), the Government of Malawi, farmers in the schemes and the private sector, all of whom are working together to make these projects successful and profitable.

### **Recommendations for Irrigation Schemes:**

1. Consider utilizing a short-term expert in marketing to work with the schemes to assist the efforts of MASHAV/CDP, USAID-Malawi, Government of Malawi, and the private sector representative (possibly including external firm/s for joint ventures) in developing a marketing strategy.
2. When demand for produce warrants, consider expansion of current schemes (with involvement of current scheme leadership and funds) and the development of a possible additional site (or sites). Expansion should be considered following thorough market analysis and an evaluation of the economic factors related to a non-subsidized unit.
3. Continue to develop self-sufficiency of current schemes (training where appropriate in equipment repair, management, marketing, etc) for stand-alone operation.
4. Facilitate the development of private-sector/grower marketing programs to facilitate movement of produce at a profitable price.
5. Develop models that are realistic economic possibilities for construction, implementation, and sustainable operation (including pay back of debts of initiation).

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**Kamuzu Central Hospital:** Long-term doctors have been supported at Kamuzu Central Hospital for over 30 years. Kamuzu is a government hospital, with no other resident ophthalmologists. This unit serves a regional area of Malawi with a population of approximately 5 million.

The current long-term expert ophthalmologist is Dr. Edward Averbukh, who arrived in August 1993. Under his supervision are 3 opticians and 9 nurses. From August - October, 1993, 256 surgeries were performed by him or under his supervision. Other duties include managing staff, working in the clinic and following-up on patients, and teaching a course for clinical officers from other SADD countries, plus a few students from West Africa.

In the one-year course that he teaches, there are 19 students. Twenty per cent of the course is conducted in the classroom and 80% is spent working in the clinic for practical experience. During that time, the students also provide some assistance to the hospital.

The hospital treats patients who are often identified and referred by Malawian clinical officers who work in the rural areas. Dr. Averbukh interacts with them and occasionally gets into the areas where they work.

In addition to the surgeries accomplished to date, he contributes a philosophy new to his staff. His focus is on "saving the eye(s)" injured from trauma, especially when young people are involved. The past practice has been to remove the eye(s), which can result in the person becoming a burden on society rather being productive. During the past three months, there have been 26 successful repairs.

He has also set up an E-mail system through the university, which allows him access to essential information world-wide. To the extent possible, he shares the information from that system and from journals he receives from abroad. Once a year, he is entitled to attend one professional meeting. He indicated that it would be more effective if he was entitled to attend one professional meeting within the region, i.e., So. Africa, and one professional meeting abroad. Attending the meeting within the region would allow him to make connections between Malawi and So. Africa, from which medicines and equipment are purchased.

He would like one Malawian to be trained as an ophthalmologist, but not trained abroad because past experience has shown that they do not stay in Malawi. The person could be someone with a general medical degree, who then receives additional training in ophthalmology.

To date, no one from his staff has gone to Israel for a course. However, currently he is trying to arrange for a 3-month course for one person. He indicated that OTSCs are not really feasible for what he is doing, but he felt that short-term experts would be useful.

**Conclusions:** The doctor is making a significant contribution in a difficult situation. Not only is he using his expertise in performing surgeries, he is effectively multiplying his efforts by 1) working with staff in promoting new ideas, 2) working with clinical officers that provide direct assistance in the rural areas, 3) teaching a class for 19 students working within the region and across Africa, and 4) identifying professional resources - E-mail system and journals - that can be accessed by him and his staff.

Since none of the current staff have participated from courses in Israel, OTSCs or short-term consultancies, there are opportunities to utilize these resources.

#### **Recommendations:**

1. Continued support is recommended.
2. Explore opportunities to utilize in-Israel courses for hospital staff.
3. Explore opportunities to use short-term consultants for hospital staff and OTSCs for clinical officers.

**REPORT FOR SWAZILAND**  
Summary Report of USAID/MASHAV Evaluation Team  
Report of Swaziland (Including Lesotho Fruit Tree Project)

Rodney J. Fink, Susan F. Reynolds & Gideon Naor

**MASHAV\CDP Activity in Swaziland:** From 1989 through 1992, 88 participants (46 CDP) received training in Israel. Ten On-The-Spot Courses (OTSCs) (9 CDP) have been conducted. Four short-term consultants (2 CDP) and a total of 9 person-years (8 CDP) of long-term expert assistance was provided to Swaziland.

**Influence of CDP on country relations:** The MASHAV/CDP program is a major component of the Embassy to Swaziland. The liaisons with NGO's and government agencies are strengthened by the opportunities available through the MASHAV/CDP program. The MASHAV/Swaziland program also influenced the improvement of diplomatic relations with Mozambique, for example, by sending some of its decision-makers on courses in Israel.

**Contacts Made:** Initial contact was made with Mr. Michael Lotem, Second Secretary of the Embassy followed by meetings with Mr. Shlomo Yerushalmi, Israel Poultry Expert. Seven graduates of courses in Israel were interviewed as were several graduates of OTSCs. One day was spent with Mr. Dube, Chief Poultry Specialist from the Swaziland Ministry of Agriculture and Extension Specialists of the Districts with the Poultry projects. Visits were made to the Shibani Poultry Project (Pigg's Peak) and the Khutsala Poultry Project including visits to coop farmers sites. Meetings were held with a) the USAID-Swaziland Director and 3 program managers to discuss the status of CDP programs and to outline future possibilities for cooperation, b) Prof. (Ms.) Makubia, Vice Chancellor of the University of Swaziland (regarding Open University), and c) the Shalom Club Executive Committee.

**Linkages:** The Embassy is making contact with a variety of NGO and other donor agencies to facilitate joint program support. Contacts with a Danish project and World Vision appear promising for enabling Israeli training to support ongoing projects. The linkages of the poultry project with the Ministry of Agriculture's Division Officers are working well. USAID/Swaziland is aware of the work of the poultry project and supportive of the program. The Evaluation Team, Embassy Second Secretary and USAID Program Staff (and Mission Director) had a productive session and interacted additionally during the visit to Swaziland. Linkages with former trainees is maintained through the SHALOM Club (over 100 members attended the first two meetings).

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Shalom Club:** A Shalom Club has recently been established and registered (formed 3/93). An active executive committee of approximately 5 persons has met five times to prepare the registration papers and to develop objectives for the group. The executive committee expects to meet monthly, with a general membership meeting annually. About 400 former participants are on the mailing list and about 100 of them have been contacted or participated in a meeting. The Israeli embassy initiated the formation of the executive committee.

Of the executive committee members with whom we met, 2 were from NGOs and 3 were from the public sector (2 were women; 1 from an NGO and 1 from public sector). This mix of executive committee and potential club members offers a way of linking MASHAV to the broader development community.

The purpose of the club is to have a forum to draw on each other's expertise gained from the courses/work experience, in general be mutually supportive to one another, generally share



information about other courses either within MASHAV or other resources, to screen applicants for courses to determine to what extent those persons are likely to use the information gained from the course, and to continue to learn more about Israelis, their culture and customs. This appears to be an innovative approach in a Shalom Club which might have potential for other clubs.

The executive committee specifically indicated that they want people in the Club who are willing to share their skills, not just get access to courses in-Israel.

Eventually, the Club will publish a newsletter which will be an outlet for advertising courses in Israel, OTSCs, share information and ideas.

The Club will also serve to identify other donor projects, organizations, NGOs, etc. with which to coordinate. Evidence for this was indicated by the number of donor projects, NGOs, etc. with which the executive committee was employed (i.e., UNICEF, an environmental NGO, ILO).

One in-Israel participant indicated that she had been invited to the Shalom Club meetings, but that she did not attend because they were all in Mbabane. She felt that there might be more participation if the meetings alternated between Mbabane and Manzini.

### **Training:**

**Air tickets and layovers:** Usually the GOS pays for the air tickets to Israel. In a few cases, however, full scholarships were received. In those cases, the GOS failed to provide for the participant overnight monies for the stay in Johannesburg and the Israeli embassy provided monies to the participant. [Note: MASHAV should also see Malawi report and perhaps check with other embassies to determine to what extent this is a problem in other countries. If this is a problem, it should be addressed to avoid putting participants in a difficult situation and beginning their trip to Israel with a bad start.]

**Recruitment:** Currently the embassy has expanded its mailing and contact list beyond the public sector to NGOs and has gotten response from the NGOs including one which paid both tuition and airfare for one of its staff members. The Second Secretary made an extra effort to go to UNDP to inquire about lists of NGOs that could be contacted.

The embassy indicated that for each course, they get one or two applicants. At times they have potential participants that they would like to send for in-Israel courses, but the potential applicants do not meet all of the academic qualifications stated in the catalog. Therefore, the embassy is not always able to suggest candidates that they feel would best benefit from the course.

One participant indicated that he learned about the courses in Israel when he read an article in the local paper about someone who was about to depart for a course. Although he works for one of the ministries in a mid-management position, he had never heard of MASHAV.

USAID Education/Human Resources staff person indicated that he would like to see more training in the Early Childhood Education area and the Agricultural contractor indicated that he would like to explore opportunities for utilizing a short-term technical expert. USAID staff indicated that the Second Secretary was invited to participate in a "donor lunch group" coordinated by Gary Davis from UNDP. The Second Secretary indicated that he would like more donor input in selecting participants for OTSCs and this would provide a good forum within which to determine how to identify participants that really need and could use the courses rather than someone just appointment by the government to attend a course.

**Complementing In-Israel and OTSCs and developing a critical mass:** Participants indicated that they felt it would be useful to complement OTSCs with those that have had in-Israel training; i.e., training for persons working in HIV to complement someone going to Israel for the course dealing in HIV or an OTSC in small/micro business development to complement

those that have had similar courses in Israel. The Second Secretary also indicated that he thought OTSCs were a good way of developing a critical mass.

**Using MASHAV to build relationships:** Mozambique, for example, had participants in courses in Israel before the diplomatic relation was resumed. The course participants were from higher levels within the government and the embassy felt the participation contributed to resuming relations with Israel.

**Opportunities for collaboration:** The Danish government has an irrigation project similar to the irrigation technology in used Israel. This may be an opportunity for MASHAV to offer training (an OTSC or in-Israel course) to enhance the impact of its training with the project that is in place.

### **In-Israel Training:**

**Recruitment and Selection:** A selection problem was indicated saying that often the director gets selected to attend courses when in fact the people that really need the training (and could best spread the benefits) do not get access to the training.

Also, some participants indicated that the catalogues should be sent to other than the ministries because they do not always disseminate the information.

**Course Methods:** One participant overall was satisfied with a WID course, but felt that some of the trainers lectured more than they should have because of insufficient knowledge of the subject. She indicated that some of the lecture could have been lessened and the topics enhanced by using participatory methods.

**MPH Course:** One participant attended this course and returned to her teaching position in a public health/nursing program. She indicated that most helpful from the course was that it helped her 'to understand what [she] already knew.' The most important topic in the course for her was the Research and Survey Methods and then actually doing a project.

She recommended that participants be told well in advance of the course that they should gain some statistics background and, at the very least, some basic typing skills so that they will be able to use the computer keyboard. Where possible, the participants should be told that it would be helpful for them to gain computer skills.

SBSS (statistical package) was learned in the course, but she has no access to it in Swaziland.

Where the students had difficulties with statistics or computers, the instructors offered their time as needed.

**Facilities for the MPH course:** Concern was raised that apartments were crowded and two students were in each bedroom. Not having a private bedroom created a lot of difficulties for studying and general privacy. If one of the students wanted to sleep and the other wanted to read or study, there was not another alternative. This problem was exacerbated by the fact that the libraries closed at 7 p.m. Students should be made aware, before departure, of their housing situation (shared bedroom, bath, etc.).

**Mix of Participants for the MPS course:** There were approximately 1/3 nurses/others to 2/3 doctors. She indicated that the mix had both pluses and minuses. She felt that if it were just nurses or public health professionals, the course could have had a more specialized focus rather than a general focus.

Overall, she was satisfied with the course topics and methodologies.

**HIV/AIDS Course (5 weeks):** One participant attended this course. She returned to her position as a health education and was then reassigned as Acting Director of HIV/AIDS for 2.5 years. Learned in the course: participatory methods, role-playing, learning assertiveness (teaching women how to say "no"), and adapting the techniques for forming anti-AIDS clubs in the schools. She has used much of the material from the course and indicated it was well organized. The course was reported to be 70-80% participatory instruction.

Since the course, she has put together an AIDS Manual for Swaziland based on materials obtained in the course.

#### **On-The-Spot Courses (OTSCs):**

**Building courses one on the other:** One participant indicated that OTSCs would be improved if they were offered in stages and built one upon the other. The OTSCs he was familiar with were the same basic course presented a few times to a different audience.

#### **Country-Specific Recommendations, Comments, Suggestions (others will appear in the final report):**

##### **Training:**

1. Catalogues should be forwarded on a regular basis to the various sector officers at USAID; Human Resource Development, Agriculture and Health. Catalogues should also be forwarded to the Assembly of NGOs and other private sector organizations as they are identified. As the Shalom Club grows and a newsletter is developed, information about courses should be disseminated through this vehicle.

2. The following USAID projects should be reviewed to determine areas that MASHAV might be able to provide in-Israel, OTSCs, or short-term technical assistance experts: a) Family Health Services (FHS); b) Commercial Agricultural Production and Marketing (CAPM); c) Swaziland Training and Institutional Development (STRIDE); d) Education Policy, Management and Technology (EPMT); e) AIDS Prevention; e) Small Business Development (SBD); and f) Business Management Extension Program (BMEP).

##### **Short-term technical assistance:**

University of Swaziland Open University - A team member visited with the Vice-Chancellor concerning the Open University being considered by the University for non-traditional students of the country. The assistance of the short-term consultant to study the program was appreciated by the University. In addition, the Vice Chancellor visited Israel to review and make recommendations for the Open University program. The development of an "Open University Program" in Swaziland, to serve non-traditional students, appears promising and Israeli expertise can contribute significantly to the development of the program in Swaziland. If the University of Swaziland continues development of the program, continued assistance, probably through short-term consultancies, is recommended.

**Other short-term consultancies:** Short-term consultancies have been used effectively in Swaziland and have continued value, especially in support of programs involving long-term experts. Coordination of short-term consultancies and OTSCs with Lesotho is often an appropriate means of increasing output of such personnel expenditures.

##### **Long-term Technical Assistance:**

**Khutsala Poultry Cooperative:** The Khutsala Cooperative has been in operation for about five years and is exceeding the initial cash-flow projections. The project started with 20 members and has expanded to 60 members. About 100 additional members purchase feed, market produce (eggs) or are otherwise involved with the cooperative. Production of the service center unit and farmer units is good and at the current price level (sales price vs input costs) the operations are turning a nice profit. Based on our interviews with about 12 farmers (board members and coop members), 3 farm visits, and the inputs of the Ministry's Cooperative and Poultry Officers, the living level of the area has benefitted as a result of the poultry business. Of the original 20 members, 15 have expanded and the other 5 are maintaining their current size. Recently the Cooperative financial committee arranged a group loan of 400,000 rand using the Service Center facilities as collateral with the bank. This loan is enabling cooperative farmers to expand their operations and extend facilities to additional members. The cooperative has been operating with 7,000 birds (approximately 2,000 service center birds and 5,000 with farmers) and the expansion will boost the number of birds to 21,000 birds (4,000 at service center, 17,000 with farmers). The Service Center now houses about 4,200 birds. Current price structures will enable repayment of the loan (with interest, currently 17%) over a three year period. Farmers are enthusiastic about the expansion prospects and have prospered with the extra income the enterprise has brought them. Extra income comes to the cooperative through profits from sale of feed to non-members, sale of animal wastes and a small commission from feed sales to members.

Ministry personnel (and COOP board members) said a large percent of the cooperators were minimally literate and the coop helps with the maintenance of records for them (also provides audits). In many cases, these families have children in school and the record-keeping for the project occurs after the children come home from school to assist with the record keeping. One outcome of the poultry enterprises is money to support more children in school for longer periods of study. The poultry operations generally become "family operations" with labor inputs from members of the family and major management and labor coming from the women of the family.

**Shibani (Pigg's Peak) Poultry Project:** Patterned after the Khutsala project, the first birds in the unit arrived in mid-November, 1993. The project consists of a central laying unit capable of housing 2,700 layers (currently housing 2,500), a storage room, and office building (under construction). Members of the coop total about 100 and most are women. Currently about 50 of the coop members have layers and some now raise broilers. Many are planning to switch to layers or add layers to their existing operations to increase their family income. Plans are to provide each individual unit initially with 100 birds. Family units are planned to cover 30 square meters and be suitable for up to 200 layers. Profit from the central poultry unit will be used to improve the services to the members (feed, inputs, and marketing). Land for the service center was provided by the Chief of the region and support is received from the Ministry of Agriculture in the form of technical assistance and support for the Israeli Expert (housing, automobile or truck, and some construction work on the site). Poultry and Cooperative specialists assist the group in developing and implementing the project.

Future training of personnel (both cooperative members and Extension Workers) is planned through courses offered in Israel and through OTSCs such as Poultry Management, Record Keeping, Disease Control and others. The objectives of the Service Center (which contains the main poultry house) follow:

- > To get the magnitude advantage for all the project components; production and marketing.
- > To serve the community members.
- > To serve as an educational center and provide the farmers with technical and professional "know-how".
- > To generate profit to cover some of the running costs of the Service Center

- > To keep 2,500 layers.
- > To serve as a collecting and egg grading center.
- > To serve as a marketing outlet center.

The facility now houses 2,500 birds that are beginning to produce. Cooperative members will not receive revenue from the project for quite some time but they show a great deal of enthusiasm about prospects for success. There is a proposal to combine an aquaculture project with the poultry project and a site has been identified on the compound for that purpose (the Deputy Under Secretary of the Ministry of Agriculture supported the aquaculture proposal). The poultry and aquaculture project would be mutually supportive.

The profitability of egg production in Swaziland is altered by such factors as the competition from South African (high volume production) eggs and poultry placed on the Swaziland market. In addition, poultry feed must be imported which increases the cost of production as compared to South African competition. The issue of cash flow must be considered in the context of a subsidized vs. non-subsidized operation and in the absence of outside funding, could this project be replicated? Current pricing structures are favorable and the Khutsala Cooperative serves as a successful example. Vertical and horizontal linkages for purchasing or diversification need to be considered.

The project needs to provide management training and the newly employed manager will need to be groomed for the job. Although the cooperative is "women owned", they have hired a man to manage the service center.

Currently birds for laying flocks are bought in South Africa. Consideration should be given to establishing a hatchery in Swaziland which could provide a supply of birds for commercial egg and broiler production. An assessment of the market factors (comparative cost of production vs importation) should continuously be monitored to delineate the expected success of the operation.

**Summary and Recommendations For Poultry Projects:** The Khutsala project is operating effectively and members are making a profit and expanding their operations. The Shibani operation recently introduced birds and is patterned after the successful Khutsala operation. The Service Centers are serving the cooperative members by extending services (at a different price level) to non-members of the cooperative. Using current prices, the operations are profitable and the Khutsala farmers have been able to expand their operations with profits and a recently acquired loan. The developed service centers (such as the Khutsala center) provide opportunities for future economic activity in the regions by providing centers for sales of other produce (vegetables or fish for example) and a source of additional farmer inputs for members. The Shibani project area has adequate water supplies and could be a good environment for expanding vegetable production.

New businesses in all environments are fragile operations and need continuous nurturing to succeed. This is true with these poultry enterprises, but they appear well on the way to success. The long-term expert is enthusiastic, has the respect of the cooperative members and Ministry personnel. He is effectively and productively doing a good job. The following recommendations apply:

1. The poultry projects should be continued.
2. Short-term consultants and OTSCs should support the needs of the project.
3. The economic parameters of the poultry business should be monitored closely, especially because of possible changes in neighboring countries.
4. Contact should be maintained with USAID and other agencies working on macro-levels with economic factors affecting the country.
5. Emphasis should be directed to the marketing and management factors associated with poultry production.
6. Consideration should be given to producing replacement layers (either from fertilized

eggs or day-old chicks) for sale to members and possibly non-members.

**Swaziland Dairy Board:** The Swaziland Dairy Board had the services of a long-term expert for four years beginning in 1989. The principal officers of the Dairy Board praised the services of the long-term expert, crediting him with turning around the operation of the processing plant and placing it on a profitable basis. The Dairy Board reportedly serves 18 Dairy Producers in picking up, processing, and marketing milk. It is a service organization which is government linked and has had various aid donors in addition to MASHAV (Denmark, Canada, and possibly others). The Board is requesting short-term technical assistance on a twice-yearly basis. Based on the visit to the board, the Evaluation Team is unable to make a definitive recommendation for future technical assistance. It is suggested, however, that if future technical assistance is to be provided, the payment for the services should be the responsibility of the Dairy Board.

**Lesotho Fruit Tree, Vegetable, and Irrigation Project:** Lesotho has the services of a MASHAV Expert for orchards, vegetables, and irrigation. The expert works as an advisor to the Ministry of Agriculture and supports a number of projects including the Soil and Water Conservation and Agroforestry Program (SWACAP). The SWACAP is assisted by the International Fund for Agricultural Development (IFAD) and the MASHAV Expert works closely with this project. The application of smallholder fruit and vegetable production to irrigation has been a major thrust of the expert. With SWACAP, 0.4 hectare (ha) farmers fields (20 sites selected in 4 regions, 12 now completed or in progress) have been placed under gravity irrigation (drip systems), enabling high yields of high-value crops with low-cost technology. The goal of the work has been to demonstrate the applicability of low-cost, gravity irrigation systems (no pumps or mechanical devices) for small farmer application. Farmers have adapted readily to the technology and a Lesotho Ministry specialist has been trained to carry out all phases of the program. The following steps are taken:

1. Prepare a catchment basin for collecting spring water.
2. Install a plastic tank for storing the water.
3. Install plastic pipe with ball-valve and filter.
4. Install simple plastic main lines followed by drip lines.
5. Commence irrigation process.

The economics of the program are very practical. Using cabbage as an example, farmers have been able to place 0.1 ha of land under irrigation at a cost of around \$900 (expanding to 0.4 ha adds about \$2,000). The returns from a 0.1 ha site, using current price and yield data, is around \$1,780 (\$ 7120 for .4 ha) - thus the cost of installation can be recovered in one crop cycle. The project provides a viable alternative for the farmers of Lesotho who have access to water which can be used for gravity irrigation. Based on information obtained & reviewed (including video tape and conferences with long-term expert), continuation of the project is recommended.

6. Project continuation is recommended.

**REPORT FOR CARIBBEAN ISLANDS**  
**Report of USAID/MASHAV Evaluation Team**

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Caribbean Islands:** From 1989 through 1992 the following numbers of participants received training in Israel:

	<u>PARTICIPANTS TRAINED</u>	<u>CDP TRAINEES</u>
Antigua	3	(3)
Barbados	14	(7)
St. Lucia	28	(10)
St. Vincent	4	(3)

In 1992, the number of trainees was as follows: Antigua - 3, (3 -CDP), Barbados - 8, (3 - CDP), St. Lucia - 17, (10 - CDP), St. Vincent - 2, (2 - CDP).

In country, On-The-Spot Courses (OTSCs) offered in 1992 were as follows:

<u>COUNTRY</u>	<u>TOTAL NUMBER OF COURSES</u>	<u>NUMBER OF PARTICIPANTS</u>
Antigua	0	0
Barbados	3	76
St. Lucia	0	0
St. Vincent	0	0

One short-term consultant on fruit tree cultivation was utilized in St. Lucia and three long-term experts serve in the region (one each in St. Lucia, St. Vincent, and Antigua).

**Contacts Made:** Arrangements in the Caribbean were made by USAID-Barbados (Richard Owens & Howard Batson). Five participants of MASHAV courses (4 In-Israel, 1 OTSC) were interviewed. TROPRO project personnel and 2 Israeli Experts were contacted regarding the work they were doing. Training courses were discussed with the USAID RDO/C Participant Training Specialist. Visits were made to the Caribbean Agricultural Research & Development Institute (CARDI) offices in St. Lucia, St. Vincent, and Antigua to evaluate the impact of long-term experts stationed on those islands. In St. Vincent, the annual report of the technical expert for 92-93 was verified with CARDI & MOA personnel. Mr. Bernard Gilbert, Honorary Consul General of Israel, provided input on the recruitment and selection process.

**Linkages:** The Cooperative Development Program (CDP) long-term experts are associated with the USAID Regional Development Office/Caribbean through the Caribbean Agricultural Research & Development Institute (CARDI) and the USAID funded West Indies Tropical Produce Support Project. Through CARDI, the CDP experts are linked with the Eastern Caribbean Ministries of Agriculture in countries served.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Training:** Four returnees from Israel and a participant of two OTSCs were interviewed, all from Barbados.

**Selection and Recruitment:** Participants from the ministries, especially agriculture, are getting information about courses in Israel. Some of the participants indicated that it was good

that the information was coming through the ministries, but that the best candidates, in their opinions, were not always the ones selected to attend the courses.

In another case, a candidate was selected through the Ministry of Education (Barbados) to attend a course in Computers in Education. That person is responsible for training teachers (K through university) to put computing in the classroom.

One participant indicated that he felt that a person's experience, and not just the diploma, should also qualify her/him for a course in Israel. He felt that 5 year's experience was adequate background, for example, for the irrigation course which he took. Another participant indicated that he felt 10 years was sufficient experience for the course he took in Animal Production and Management.

A few participants indicated that when problems/questions arose before their courses, they did not know where to get information. They were not aware of the consulate in Barbados and did not know of a regional embassy to contact. In one case, the person said they contacted the training organization in Israel, but without any response.

The Honorary Consul General Of Israel in Barbados makes personal contacts to identify candidates for courses. He takes special interest in the candidates, even to the extent of looking for sponsors to cover the travel cost.

**Course methodology:** One participant from an Agriculture and the Environment course indicated that overall the course was excellent. She would like to have seen a few changes 1) provide more time for the participants to talk about the situations in their own countries and what might be done to resolve problems there, 2) not just focus on what goes on in Israel, but talk about what goes on there and then how to apply that information to their specific countries. This participant indicated that there was a project at the end of the course focusing on their own countries, but by then opportunities had been missed for exploring how to apply previous information.

She indicated that the site visits were excellent and would have been enhanced if at the end of the day the participants could have talked about application to their own countries.

**Follow-up:** The Consulate in Barbados annually invites former in-Israel participants for a social gathering. This provides some opportunity for former participants to interact. There is no Shalom Club in Barbados.

**Class materials:** One participant in the Computers in Education Course has modified handout materials for local use. The planning process used in the course provided guidance for establishing laboratories and curricula for training teachers here.

**Short-term Technical Assistance:** One expert was utilized in 1992, and representatives of AGRIDEV have provided support in 1993. General satisfaction was expressed concerning the quality of the assistance.

**Long-term Technical Assistance:** Three long-term experts have been utilized: Isais Mossak stationed in St. Lucia, Offer Yoel in Antigua, and an unfilled position in St. Vincent (previously Itzhak Guil, now deceased).

When the TROPRO Project Paper was prepared, the three Israeli expert positions (to be funded by CDP) were requested. The TROPRO Project is administered through CARDI and has the following areas of concentration:

1. To increase the quantity and quality of exportable produce.
2. Post-harvest handling.
3. Transportation.
4. Market information systems.



The Israeli experts work on the production components with the following objectives:

1. Introduce suitable irrigation and production technologies.
2. Introduce and develop superior varieties.
3. Improve the production of seedlings.
4. Upgrade the professional level of the Ministry of Agriculture's personnel and the technical proficiency of the farmer.

The objectives are achieved through a variety of means which include field trials (comparison and evaluation of varieties and technologies); demonstration plots in CARDI stations and farmer's fields; planning and establishment of irrigation systems; training activities for farmers, MOA personnel, counterparts and other personnel (workshops, seminars, demonstration days, field days, etc); and by direct technical support. Agricultural imports cost the region in excess of 1 billion U.S. annually, and the TROPRO project is designed to help reduce this deficit.

**General Observations - St. Lucia:** Meetings were held with the CARDI Program Leader, Mr. Barton Clark; MOA Agricultural Officer, Mr. Ezechiel Joseph; MOA Regional Extension Officer, Mr. Paul Francis; and 4 additional Extension Officers attending a pruning seminar held by the Israeli Expert. In addition, one small-scale farmer and one large-scale farmer were interviewed. The large-scale farmer was expanding mango production to 100 acres and using some questionable land management practices. The expert was providing advice on utilization of more environmentally sound practices in establishing the mango orchard. Assistance with pruning and flower initiation of mango was being given to MOA Extension personnel and small farmers (a pruning workshop was in progress and observed by the team). Annual reports, verified by MOA personnel, indicated a variety of activities including one-on-one help, training sessions, field trials, and publications.

**General Observations - St. Vincent:** The long-term expert in St. Vincent, Mr. Itzhak Guil, along with his wife Ada was killed in an automobile accident in Sept. 1993. Mr. Guil was very popular with his coworkers and had stimulated the productivity of the Ministry of Agriculture counterparts. Mr. Guil was defined as an efficient and enthusiastic worker who kept things going. Interviews with farmers, MOA and CARDI staff confirmed this to be true.

Each relationship with a technical expert and host unit may be different but the absence of a long-term expert in St. Vincent enabled discussion of administrative details related to the assignment of a long-term expert. CARDI in St. Vincent had a work plan established with work for the Israeli long-term expert identified under 3 categories, namely:

1. Fruit quality improvement program
2. Mango development and improvement program
3. Technical support.

Sub-categories under each of these three headings helped guide the Israeli expert. After the startup for the expert, the responsibility for the next year's work plan would be prepared by the expert for review and approval by the CARDI supervisor. Although Israeli experts were to work together with CARDI personnel, no prescribed reporting or personnel evaluation was carried out for the Israeli experts. Future assignments should consider requiring the contractor (such as CARDI) to provide personnel evaluations (similar to other professional experts employed) of the long-term Israeli experts. The evaluation could use CARDI guidelines and procedures, and the results could be forwarded on to MASHAV/AGRIDEV as appropriate. Such a system would provide communication between the supervisor and the expert, enabling better understanding of the direction work efforts were taking. In addition, regular evaluation could eliminate possible surprises when things weren't going well.

The expert in St. Vincent had spent a productive year laying out work and planning for future activities. An obvious spirit of cooperation had been developed between all parties (CARDI, MOA, growers) aimed at improving tropical fruit growing in the OECS. The work momentum should be maintained by an early assignment of a replacement expert if possible. CARDI, MOA, & farmers in St. Vincent were pleased with the Israeli (CDP) experts, stating their comparative advantage (as compared to other experts) was based on:

1. Very professional attitude and ability
2. Hands on orientation - "they were not afraid to get their hands dirty", willing to do physical work.
3. They work with us, not above us.
4. They were highly focused in their area of expertise.

When asked what characteristics they desired in a replacement, the reply was "someone identical to Mr. & Mrs. Guil". Mrs. Guil was well known as she helped prepare artistic graphics for use in instructional activities and hosted numerous training/planning activities in her home.

**General Observations - Antigua:** For many years a long-term expert has been housed in Antigua. The previous expert, quite familiar with the programs of MASHAV, served as a link to MASHAV for In-Israel training, OTSCs, technical consultants and support information. Over 10 people have gone to Israel for courses (including two women now in private business), one OTSC has been held, and two short-term (one in marketing) consultants have assisted in Antigua. Original contact was made with USAID for an Israeli expert because of the need for improved water management. The Director of Agriculture in Antigua (Mr. Henry) was pleased with the support provided by MASHAV through courses and assignment of experts (he was a graduate of a MASHAV irrigation course). Further discussion indicated an internal problem with water availability in that domestic use has priority over agricultural use. This issue probably should have been considered when the expert was assigned.

The current expert has been in Antigua for only 4.5 months. As with the newly assigned specialist in St. Lucia, minimal time was spent orienting him to the support (courses in Israel, OTSCs, technical assistance) which might be available in a well-planned program. In addition, little information was provided him about the Caribbean. Even though TROPRO is targeted to farmers producing for export, he also serves farmers meeting local markets. He works on 6 islands doing irrigation work and also provides technical assistance on vegetable production to Antigua (75% time to irrigation and 25% time to vegetable production).

Pesticides are used freely when needed, and an Israeli expert interviewed indicated he wouldn't eat cabbage from the market because of the large amount of pesticide it received. Concerns of the environment on all the islands must be raised because intensive production means a greater total load of pesticides and increased soil erosion (carrying silt, pesticides, nutrients, etc.) due to more intensive land use.

Farm size is small in Antigua, usually less than 10 acres. Expanding irrigation will be difficult unless reservoirs or other sources of water for agricultural use are available. The annual reports show a large number of farmer/MOA contacts including workshops, brochures, seminars and one-on-one contact by the former expert. The continuity of work carried out by an expert appears minimal, as in several cases, the expert was quoted as "doing everything". The current expert also indicated problems in locating irrigation equipment, demonstration plots planted without documentation, or continued monitoring of nursery or research/demonstration sites. Professional collaboration between the expert, the MOA and CARDI needs to be maintained in order to minimize time-loss when experts change. Apparently no MOA

counterpart is assigned to the current expert for continuity of work and training, for assuming the expert's role.

**General Summary of Eastern Caribbean Islands:** Experts assigned to the area have been well received and have made significant contributions to the region. Professional publications have been produced and are available for use to Ministry personnel and farmers. Excellent training opportunities have been provided to farmers and extension personnel to improve their knowledge level in the designated areas. The people (CARDI, MOA'S, Farmers) praised the Israeli experts for their knowledge, willingness to get their "hands dirty", dedication and ability to "get things done". The experts work for AGRIDEV and have minimal reporting/supervisory responsibility to CARDI or the Ministries of Agriculture (although most have worked closely with them). Likewise, counterparts to be trained to continue the role of the experts have generally not been identified.

Findings (Based on interviews and materials reviewed):

1. The Experts have generally gained the confidence of CARDI and MOA personnel. Through a variety of workshops, one-on-one-training and demonstrations, farmers and extension workers are being upgraded in their technical skills.
2. The Expert is serving the farmers of the sector using a stratification of services (i.e. serving all, with more services to those with greater needs). Small farmers were being provided a pruning workshop for mangos, and a large farmer was getting advice on expanding a mango orchard during our visit.
3. Increase in production of high-value crops carries risks for a fragile environment - increased use of pesticides and more soil erosion accompanying intensive land use has the potential for environmental damage and depletion of natural resources.
4. The lack of a capable counterpart limits the value of a long-term expert to the time he/she is in the country. Capable counterparts should work with and learn from the experts so as to carry on the "expert function".
5. No administrative responsibility (including personnel evaluation) is identified between the expert and CARDI. Although the working relationship is generally good, future problems might be more easily solved if this linkage is strengthened.
6. On one island, published materials (vegetable growers guides, etc.) were not available for distribution. The guides were well prepared and should be available for farmer use.
7. The process of placing experts on a project in it's beginning (USAID Project Paper) is an effective means of providing planning for the use of Israeli Experts.
8. Recently assigned Israeli Experts should be provided a thorough orientation to MASHAV and the country prior to assignment.

#### **Recommendations:**

1. The program in the Caribbean Islands is effective and should continue as scheduled. The expert for St. Vincent should be replaced (replacement for deceased expert).
2. The administrative structure between CARDI and the experts should be strengthened to include a **statement of expert responsibility** and a **personnel evaluation** as with other CARDI experts. Evaluation statement should be provided to AGRIDEV/MASHAV as appropriate.
3. Each MOA should (with the approval of CARDI) identify a counterpart/s to work with each expert so that the work of the expert could have long-term value.
4. The sharing of experts between islands should be continued to enable sharing of expertise to strengthen the area.

5. Long-term Experts should receive a country and MASHAV orientation prior to assuming their responsibilities.
6. Conservation practices and Integrated Pest Management procedures should be emphasized in all training programs.
7. Post-harvest and marketing information should complement the production practices being transferred to farmers.
8. Consideration by USAID should be given CDP funded courses (In-Israel and OTSCs), when looking at training needs.

**REPORT FOR COSTA RICA**  
**Summary Report of USAID/MASHAV Evaluation Team**

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Costa Rica:** From 1989 through 1992 the following numbers of participants received training in Israel:

	<u>PARTICIPANTS TRAINED</u>	<u>CDP TRAINEES</u>
Costa Rica	210	57

In 1992, the number of trainees was 46 (10 CDP). Nineteen On-The-Spot Courses (OTSCs) were offered in Costa Rica from 1989 through 1992 (9 CDP) and 4 OTSCs (1 CDP) were offered in 1992. Eight person years of long-term technical assistance has been provided between 1989 and 1992 (6 CDP) and one long-term expert (mango, avocado, and citrus specialist) is now serving with the Ministry of Agriculture. Eleven short-term consultancies (4 CDP) were provided between 1989 and 1992.

**Contacts Made:** Arrangements were made by the Israel Embassy in Costa Rica and included arrangements for interviewing 25 graduates of courses in Israel, many graduates of OTSCs, as well as members of various government and private agencies. Field visits included three farmers (sites of expert/Ministry research), the National Learning Institute (INA), personnel of the University of Costa Rica, Ministry of Science and Technology, USAID, and organizers of OTSCs.

**Linkages:** The USAID Mission to Costa Rica has been helpful and supportive of the current Israeli Expert serving with the Ministry of Agriculture. One Cooperative Development Research project is underway and 3 scientists at the University of Costa Rica have cooperative research grants with the Agricultural Research Organization of Israel (funded under the German Research Program). The long-term Expert is associated with the Ministry of Agriculture which provides office and other logistical and counterpart support. Israeli scientists worked with a Costa Rican Physician on a research project evaluating factors affecting automobile accidents (possibly a Cooperative Development Research Project). A Costa Rican scientist and a scientist from the Volcani Center are involved in a joint research project (CDR Project) related to the selection of Avocado rootstocks from native resources of Central America.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Training:** Twenty-five returnees from courses in Israel were interviewed and were enthusiastic about the training they had received.

**Selection and Recruitment:** Most candidates were informed of the training opportunity through their employer. Some were aware of the opportunities through friends who had attended the course and other means (one knew about the Mt. Carmel Institute through a book by Golda Meir).

The embassy sends catalogues to a wide-variety of public and private sector institutions as they pertain to the courses being offered. Most of the applications come from the public sector, however. The Ministry of Foreign Affairs expects that all applications will be screened first by them and they will forward the ones they want on to the embassy, of which very few are

from the private sector.

Occasionally the embassy will get an application from the private sector and will forward it directly to Israel. When the Israeli expert requests certain persons to attend courses in Israel, then those applications are processed through the Ministry of Foreign Affairs, and monitored by embassy staff.

In some cases, persons who have applied for courses have telephoned the embassy to complain that they had not heard from their application, indicating some applicants are screened and do not reach the embassy. Currently, the embassy gets 5-5 applications for each course opening.

In either case, the public or private sector institutes pay for the airfares.

**Language:** Applicants who apply for English-speaking courses are screened and tested through the Ministry of Foreign Affairs. The embassy does not screen persons for English-language capability. It was indicated that very few applicants from Costa Rica have adequate English-language skills for English-only courses.

**Shalom Club:** There is a club that meets occasionally, mostly for social purposes. Sometimes they will recommend certain applicants for training in-Israel. The government is not particularly in favor of the Shalom Club because it might somehow appear to be political. The in-Israel course graduates are from mixed political parties.

#### **Recommendations:**

1. The embassy should work on increasing its list of private sector organizations to which they send the catalog of courses. Also, as on-the-spot courses are organized, an attempt should be made to include staff from private sector organizations. They should also utilize the Shalom Club to identify persons who could benefit from the in-Israel training.

At some point, the embassy might consider targeting the private sector for a certain percentage of the courses available in-Israel. For this group, the embassy should come to some understanding with the Ministry as to who should process the private sector applications. It would probably be preferred that the private sector applications be processed directly through the embassy.

2. Since English-language capability has been mentioned as a problem by many in-Israel participants, it is recommended that the embassy provide a very basic screening of the applicants verbal and written-English skills prior to accepting the person for a course in Israel.

**On-The-Spot-Courses:** Graduates of two OTSCs offered in Costa Rica during 1993 were visited for their reactions about the courses. Both courses were organized by graduates of courses in Israel who wished to expand the knowledge to others with similar needs and interests. The course titled "Integrated Development of Human Resources in Disadvantaged Sectors" was directed towards preparing people for jobs, and was organized by a Costa Rican graduate of a course in Israel titled "Education in Science and Technology". Following completion of the OTSC, graduates have created a commission which has started a program for disadvantaged youth in a San Jose suburb. The Board of the commission meets regularly and credited their actions to the motivation of the OTSC.

A graduate of an Israeli course on Cooperatives in Transportation organized an OTSC on "The Organization and Administration of Cooperatives for Transportation". Israel has assisted the development of transportation systems in Costa Rica since 1970.

**Short-term Technical Assistance:** Short-term consultancies since 1990 are as follows:

1. Fruit Production (April 17-May 11, 1990) -- Working with the Ministry of Agriculture,

the consultant worked to improve the extension and technical services for apple, avocado, and mango growers. Part of the work was for professional and administrative recommendations as Terms of Reference for a long-term expert.

2. Plant Protection (April 1-13, 1991) -- Consultant worked with the Ministry of Agriculture to determine feasibility of establishing a plant clinic offering services to growers.
3. Fruit & Vegetable Processing (April 29-May 10, 1991) -- Consultant worked with CINDE, an NGO dealing with determining potential for industrial processing of fruits and vegetables.

Ministry of Agriculture personnel indicated satisfaction with the consultants and the services they rendered. The plant protection consultant dealt with the Terms of Reference for assigning a long-term expert to establish a plant clinic. An expert was subsequently assigned for that task but commitment or follow-through by the Ministry negated the effort to establish a plant clinic.

### **Long-term Technical Assistance**

Three long-term experts have served Costa Rica since 1987 as follows:

1. Tomatoes For Industry (1987-1990) -- Expert worked with CINDE -- An NGO growers association for the development of crops for industry. The objective was to develop tomato crops for industry in the Guanacaste area with a view towards supplying raw materials to a recently established processing plant.
2. Sub-tropical Fruit Trees (1988-1992) -- Expert was assigned to the Ministry of Agriculture, Fruit Crops Division to help development of programs for avocado, apples, and mango.
3. Subtropical Fruit Trees (1988-1992) -- Expert assigned to the Ministry of Agriculture for work with plant protection and tropical fruits. Original assignment was to work with plant protection problems and develop, with the Ministry, programs for serving farmers with pest and disease control problems. The support for the plant clinic did not materialize and the Expert shifted to working with Ministry researchers developing alternatives for mango, avocado, and citrus production.

**Findings Regarding Current Long-term Expert:** Field visits with the current expert and Ministry of Agriculture coworkers revealed the presence of a productive applied research relationship. Programs to improve avocado, apple, mango, citrus, and related crops are being developed on farmers sites. Results of the work observed appears promising and a good working relationship exists with the farmers of the region, the National Learning Institute (INA), and the appropriate researchers of the Ministry of Agriculture. The expert is giving valuable assistance on such practices as irrigation, pruning, mineral nutrition, pest control, drainage and other cultural practices. Through a close working relationship with the USAID Mission, input of an agricultural economist can help meet a major concern of farmers -- marketing their products. The Israeli expert lends a sense of credibility and confidence to the Ministry researchers by involving them in the "hands on" production practices that often limit the effectiveness of applied researchers. Adequate linkage exists with the Ministry extension workers to enable transfer of developed technology to other farmers.

Developing countries with small-farm size generally have a large proportion of women farmers. The expert and Ministry personnel identified a woman farmer and supported her efforts to develop a small nursery business which is providing improved plant materials to local farmers (and improved farm income). Further efforts should be made to identify women and encourage them to participate in training opportunities (such as OTSCs or in-Israel courses) that are available.

The current expert was originally assigned to the Ministry to develop a plant clinic to provide plant protection services to farmers. The expert arrived before the agreement was signed between the parties involved and the expert was reassigned to mango, avocado, citrus and related fruit production research. The revised plan is working well.

**Conclusions:** Based on the above findings, the following conclusions are suggested:

1. The current expert is working effectively with researcher counterparts in the Ministry of Agriculture and carrying out productive research work with farmer cooperators.
2. Productivity of the expert was impeded early in the assignment because of the problems associated with the assignment, vehicle, and general understanding of the work to be done. USAID-Costa Rica assisted in gaining an understanding with the Ministry as to the role of the expert.
3. Termination of the expert at the end of two years will reduce the overall impact which can be obtained from his services to the Ministry and farmers they are serving.
4. The input of the USAID-Costa Rica, Agricultural Economist is complementing the work of the Israeli Expert.

**Recommendations based on Findings:**

1. The current project should be continued and the incumbent expert encouraged to serve at least one additional year (3 years total) to maximize project outputs.
2. Before placing a long-term expert in a country, all involved (USAID, CINADCO, EMBASSY, MINISTRY, ETC.) should see that the agreement is signed, a work plan is in place, counterparts are assigned, and contingencies in place to reduce loss of time in "project startup". An implementation plan which provides a work plan, personnel reporting plan, and project accountability needs to be in place when a long-term expert begins the assignment.
3. When placing a long-term expert overseas, MASHAV should provide thorough orientation to the country (culture, customs, etc.), language training, and a thorough orientation to programs of MASHAV which might complement the work of the expert.



**REPORT FOR HONDURAS**  
**Report of USAID/MASHAV Evaluation Team**

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Honduras:** From 1989 through 1992 the following numbers of participants received training in Israel:

	<u><b>PARTICIPANTS TRAINED</b></u>	<u><b>CDP TRAINEES</b></u>
Honduras	234	82

In 1992, the number of trainees in Israel was 56 (21 CDP). Twenty-five On-The-Spot Courses (OTSCs) were offered in Honduras from 1989 through 1992 (13 CDP) and 7 OTSCs (5 CDP) were offered in 1992. Two OTSCs have been offered in 1993 (Role of Women in Agricultural Production and a Course for Youth Leaders). Ten person years of long-term technical assistance has been provided between 1989 and 1992 (10 CDP) and one long-term expert (Providing technical training assistance) is now serving jointly with the Federacion Nacional de Agricultores Y Ganaderos de Honduras, a non-government organization, and the Ministry of Natural Resources. Twelve short-term consultancies (10 CDP) were provided between 1989 and 1992 and 1 short-term (1 CDP) was provided in 1992.

**Contacts Made:** USAID-Honduras, Ministry of Natural Resources, personnel of IHADFA (Honduran Institute for the Prevention of Addiction of Alcohol, Drug, and Substance Abuse, participants of OTS and in-Israel courses, Minister of public Education, FENAGH (National Federation of Agriculture and Animal Agriculture), Director of ODEF (Organization of Business Development for Women), Principal of CEDA (Center for Training and Development in Agriculture), Director of Zamorano, and several small and medium sized farmers.

**Linkages:** The long-term expert is assigned jointly with FENAGH and the Ministry of Natural Resources. The expert works closely with USAID-Honduras who takes an interest in and supports his work. The long-term expert works with the National School of Agriculture (teaches lessons on vegetables), FHIA (Honduran Foundation of Agricultural Research), farmers who serve a tomato processing plant and through field days, reaches many others. The Embassy maintains contacts with appropriate government agencies, parastatals and numerous NGO's. Linkages between organizations in Honduras (NGO, private and public) were established in OTSC offerings.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Training:** Sixteen participants from 13 in-Israel courses were interviewed and spoke highly of their Israeli experience. Most of the graduates (Univ. Professors, Doctors, Municipal officers, planners and others) were working in areas related to their schooling and gave substantial examples of how the school had helped them in their work. Participants expressed satisfaction with being exposed to the approaches of development used in the Israeli society. The recruitment process for Honduras tends to be selecting good people as graduates of the Municipal and Regional Administration Course have served as Mayors of Tegucigalpa and San Pedro Sula and other graduates have risen to roles of prominence.

**Selection and Recruitment:** The Ambassador takes a personal interest in seeing that qualified candidates are selected. When course information is received, the Ministry of Foreign Affairs (courtesy notification) and the Ministry of Planning, Coordination and Finance are notified. In addition, other appropriate Ministries and private and public sector organizations

are notified and applications come from all groups (public, parastatal, and private) to the Embassy after receiving approval from the Ministry of Planning, Coordination and Finance. The newspaper is used to advertise some courses. The Ministry approves applications from the private sector without problem and encourages non-government applications. The Ambassador, after reviewing the applications and interviewing the candidates, submits recommended applications to MASHAV for consideration. The current mixture of candidates is about equal for parastatals, private and government organizations. Most participants learned about the course from their employer or directly from the Embassy.

USAID Honduras was supportive of the technical assistance provided by the CDP but had minimal knowledge about the courses (in-Israel and OTS) offered by MASHAV.

**Methodologies:** Participants working in education reported on use of materials and knowledge in their own teaching or educational programs. The same was true for those trained in medical subjects (2 physicians health, 1 health services). These trainees provided good examples of the "multiplier effect of training received".

**Language:** Most of the participants took courses offered in Spanish. No major language problems were indicated by the participants interviewed.

**Shalom Club:** Logistical and local problems have prevented the local Shalom Club from being active in Honduras.

**On-The-Spot-Courses:** Twenty participants from 7 OTSCs were interviewed for their reactions and implementation of information from their course. Participants were from a variety of occupations including education, agriculture, health occupations and youth leaders.

The organizers of two OTSCs on Drug addiction were interviewed for their reaction to the courses (courses offered in 1991 & 1992). The courses were sponsored by the IHADFA (Honduran Institute for the Prevention of Alcohol, Drug, and Pharmaceutical dependency. The participants were from a mixture of government, parastatal and private organizations brought together to study a serious problem. IHADFA was trying to add a detoxification unit in San Pedro Sula, without success, until the course made leaders in the Ministry of Health aware that the center was needed. The center is now in operation. The idea for initiation of the course came from Israel Ambassador.

From some of the OTSC participants, it was indicated that participants were included in some of the OTSCs that were not appropriate. In one case, in particular, a former participant indicated that the Director of the organization arbitrarily selected people without consulting the department heads for input. This participant indicated that he felt the selection process would have improved if the department heads were each requested to recommend participants.

**OTSC - The Role of Women in Agriculture:** One participant, who is director of an NGO, was directly contacted by the ambassador to determine her interest in organizing the course. Course was organized jointly with the University of the North, which provides all of the facilities, audio-visual equipment, etc. Funding for the remainder of the costs came partially from the NGO (which is funded by a wide-variety of donors) and one other organization. The participants paid for their own transportation and lodging.

Some participants were invited from the public sector, which seemed to open some communications between the NGO and the public sector agency.

Both the director of the NGO and some participants indicated that one of the most important things learned from the OTSC were the participatory methodologies. The NGO had been using them, but the training provided some new exercises. Another key point gained from the training was how to prepare projects for working with women in raising their self-esteem.

33 attended the course. 3 other staff members from the NGO attended the OTSC and just

recently presented what they learned from the course to other staff members of the NGO (total of 52 staff).

**In-Israel vs. OTSCs:** One participant indicated that he organized an OTSC after returning from his in-Israel course. The in-Israel course was beneficial to him, but the OTSC provided a forum for which they could focus on national programs (working with youth), problems, interests, and politics. After having one in-Israel course and one OTSC, he was not quite if he would be able to repeat the course without some assistance. Initially, he indicated that he would need help of the Israelis because assistance was still needed in the areas of planning, administration, management and group dynamics. However, after further discussion, he indicated that people with these skills were available in Honduras.

Participants from two OTSCs in agriculture directly applied what they had learned by working with dairy farmers on feed concentrate issues. The second OTSC focused more on extension than the first. These participants felt that extension methods were not well-developed yet in this country and training in this area is still needed. They were impressed with the teaching methodology used in the course, which divided the trainees into four groups that actually worked with farmers to apply the extension methods on-the-spot as they were learning them.

**Occupational Health Course:** One participant indicated that the course tried to cover too much in too short of a time; i.e. covering both areas of Community Medicine and Occupational Medicine. He felt that these should be divided and given as two separate courses. He also felt that the course was too theoretical, and not enough focus was spent on practical application. This participant is a doctor and works in a section that covers occupational health, but he has little background and knowledge in that area. Therefore, this course was helpful to him and has increased his capacity to supervise his section.

**Early Childhood Education Course:** Participants indicated that the most useful thing learned from the course was how to use "recycled" materials. For them this was important because it used what they had without having to import something. Another point is that the course also focused on how to involve fathers in the education of young children, which is a point usually not addressed.

**Follow-up:** The participants from the ECE OTSC indicated that they would like to have some sort of follow-up from the OTSC training institute so that they can get some feedback as to how effectively they are using what they learned.

**Recommendations:**

1. The Embassy of Israel should continue to expand the circle of NGO and private sector possibilities for in-Israel courses. The USAID-Honduras training officer should be appraised of offerings as they are received (as well as subject matter specialists such as private sector, agriculture, etc.). Donor organizations should review their project training needs and use MASHAV resources as appropriate.
2. Additional criteria should be developed to (as nearly as is possible) help screen participants from courses who are not likely to benefit from the information.
3. Trainers from Israel should establish a follow-up procedure for participants to assist them in determining the extent past participants are effectively using what they have learned in the course.

**Short-term Technical Assistance:** Short-term consultancies since 1990 are as follows:

- Sep. 1990 (4 weeks) Artificial Insemination.
- May 1990 (2 weeks) Phytosanitation/Tomatoes.
- Nov. 1990 (3 weeks) Milk Product Marketing.
- Apr. 1991 (1 week) Plant Protection.
- July 1991 (2 weeks) Extension for Dairy Cattle.

**Utilization of Short-Term Consultants:** Short term consultants have been effective when the request was initiated in-country, was task oriented, and included a thorough plan of work.

**Long-term Technical Assistance:** Long-term experts have served Costa Rica since 1987 as follows:

- 1989-1993 (3.5 years) Dairy Cattle Management.
- 1988-1989 (2 years) Irrigation Systems.
- 1989-1991 (2 years) Irrigation & Vegetable Production
- 1992-present (1.5 years) Irrigation Systems - Tomato & Vegetable production.

**Tomato & Vegetable Production (Current Expert):** The current long-term expert is working with an NGO in the Comayagua Valley to help improve techniques of tomato production. The work includes improvement of all cultural practices associated with tomato production including irrigation. He also works with other vegetable crops, provides research and demonstration trials accompanied by field days for farmers, researchers, extension workers and others associated with vegetable production. The current relationship with FENAGH has provided a good working relationship for the assignment of the technical expert. Project documents (prior to placement of expert) between the Ministry of Natural Resources, FENAGH, Embassy of Israel, and MASHAV indicated advanced planning preceded the placement of the expert in Honduras.

The expert has worked with farms supporting a tomato processing plan and has helped improve cultural practices and profit for tomato growers. Two other experts have worked with the tomato producers and the acreage has grown from 100 hectares to over 1,000 hectares in the past 3 years. Cultural practices have been improved, disease and insect problems identified and controlled and yields thus have increased considerably (tripled). The expansion of the acreage and accompanying plant processing has provided over 3,000 jobs to an area losing jobs due to a military base down-sizing. The tomato production and processing in the Comayagua Valley is a modern and efficient operation.

The Director and staff of USAID-Honduras indicated good communication with the work of the project and they approve and assume responsibility for the project. Appropriate recognition of the USAID/Israeli MASHAV relationship is provided by the EMBASSY and the expert at presentations or site identification markings.

**Conclusions Based on Findings:** The long-term expert is effectively serving vegetable growers in Honduras. The current sponsor relationship provides an effective working relationship for the expert.

1. USAID-Honduras is aware, positive, supportive and accepts responsibility for the long-term expert (and also for previous experts) assigned to Honduras through the CDP - perhaps the most positive Israeli/USAID Mission interaction of countries visited. USAID Mission personnel apparently were not involved in the planning for the project until late in the process.
2. The dairy cattle management long-term expert worked under the sponsorship of FENAGH and the current long-term expert was likewise assigned to FENAGH because of the previous relationship. The assignment appears to be working well.

3. An evaluation of documents and records of the current expert reveals a successful role in tomato and related crop production. Effective procedural manuals have been prepared, field days conducted and demonstration and research plots established.
4. The work with the private sector growers and processing plant of the Comayagua Valley is a highly developed, productive program and credit for the expansion is largely credited to the Israeli experts ability to solve cultural problems (based on statements of producers, Regional Extension Officers, and tomato plant processing personnel).

**Recommendations Based on Findings and Conclusions:**

1. The current long-term expert should be retained under the current sponsorship.
2. When considering assignment of future long-term experts, assignment to organizations closely aligned to the expertise of the expert should be considered.
3. Early involvement of USAID-Mission resources accompany future consideration of long-term expert portions.
4. Terms of reference should include requirements for a plan of work, initial work plan, reporting requirements, counterparts, transport, office, and working supplies, and a system of accountability (including evaluation ).

**REPORT FOR GUATEMALA**  
**Report of USAID/MASHAV Evaluation Team**

Rodney J. Fink, Susan F. Reynolds & Shimeon Amir

**MASHAV\CDP Activity in Guatemala:** From 1989 through 1992 the following numbers of participants received training in Israel:

	<u>PARTICIPANTS TRAINED</u>	<u>CDP TRAINEES</u>
Guatemala	244	80

In 1992, the number of trainees in Israel was 63 (27 CDP). Seventeen On-The-Spot Courses (OTSCs) were offered in Guatemala from 1989 through 1992 (10 CDP) and 3 OTSCs (3 CDP) were offered in 1992. Six person years of long-term technical assistance has been provided between 1989 and 1992 (5 CDP) and one long-term expert (Providing assistance in Micro-enterprises) is now serving newly developing small industries. Twelve short-term consultancies (6 CDP) were provided between 1989 and 1992 and 3 short-term (3 CDP) short-term consultancies were provided in 1992.

**Contacts Made:** Contacts were made with the Vice-President of Guatemala, members of the Ministries of Agriculture, Water & Drainage, Education, and Rural and Urban Development, Rector of San Carlos University, Personnel of Secretary General of Planning, Three micro-enterprises (Quiche, Brick Stores Project, and Sucatepeques), USAID personnel, and ex-participants of in-Israel and OTSCs.

**Linkages:** The Embassy has effective linkages with most of the groups listed under "Contacts Made". The Micro-enterprise Expert links with Government of Guatemala personnel working with Micro-enterprise Development, other donors, and NGO's throughout the country. The Minister of Education suggested using the returning trainees for wide dissemination and multiplication of learning of values learned in Israel. The Vice Minister of Foreign Affairs spoke highly of the importance of the trilateral program for Guatemala.

**Findings (General Findings, Achievements and Constraints for Achieving Effective Results):**

**Training:** A combination of 25 OTSC and in-Israel participants were interviewed. One person was in-Israel for a course and also organized an OTSC.

A review of the questionnaires indicated that about 3/4 of these participants had been to courses in neighboring countries, South America, and in the US in addition to the in-Israel and OTSCs.

Several of the participants had attended courses in the medical field, with overall satisfaction. These additional comments were made:

In an in-Israel course dealing with hospital management, the doctor suggested an additional subject area of epidemiology specifically because that is a problem for developing countries, especially in Guatemala. There was also a request for more materials on statistics.

In an in-Israel course on Occupational Health, the doctor indicated that the course was too intense and that it would be better if the course was divided into two courses; one on community health and one on occupational health. (Another doctor in Honduras made the same suggestion for the OTSC he attended.)

Two doctors that attended courses at Tel Aviv University (@ 1990) indicated that in both of their groups doctors, got to Tel Aviv to find that what they had signed up for was not available. One doctor is a gynecologist and signed up for work in the area of emergency gynecology.

When he got to Tel Aviv, he was told that was not available and that he would be offered in-vitro fertilization, for which he had little practical application. Guatemala does not have the technology, and the one doctor who is working in this area apparently does not want partners. The doctors indicated that the only information they had prior to the course was that they were accepted. No other information was provided by the embassy and no contact was made by the university.

**Language:** Two of the doctors indicated that it was essential to have a working knowledge of English to benefit from their course and several of the participants did not have sufficient language skill.

**Recruitment and Selection:** Two of the participants from in-Israel courses indicated that the course participants were too heterogeneous, which took away from the course rather than adding. (The participants came from too diverse of backgrounds.)

**OTSC:** The organizer of the OTSC indicated that they were given approximately 5 weeks' notice to organize the course and identify 25 participants. Although there was a short lead-time, the course was successful and the trainers (from the Latin American Institute) left (with each of the participants) a training design and some materials with which to replicate the course. There are sufficiently trained people within Guatemala to repeat the course. The course content was not new to the participants, but it was presented in a more practical way than their academic work. Also, the methodologies (participatory training) were not new. They were methodologies that the staff had been using and some of the staff had received training in the US.

**Short-term Technical Assistance:** Technical assistance has included the following:

1. Fruit trees - apples: Two weeks in Sept. 1991
2. Tropical fruit specialist: Three weeks, April-May, 1993
3. Labor studies- 1992
4. Science & technology (textile program): 1992

**Long-term Technical Assistance:** Long-term assistance has served agriculture and the development of micro-enterprises since 1989 as follows:

1. Water Management Specialist - Worked with the Ministry of Agriculture/DIGESIA/DIRYA/ to improve water management for agricultural purposes. Dates: 1988-1991
2. Micro-enterprise Specialist - Industrial engineer works with NGO's in assisting new industries develop (arranges training, gives technical advice as he works with the small industries). Dates: 1990 - present

**LONG-TERM EXPERTS:** Meetings were held with personnel who were counterparts of a long-term expert in Irrigation and Water management and the current long-term expert in Micro-enterprises arranged site visits to enable monitoring of his work.

**Small Scale Industry Long-Term Expert:** The current long-term technical assistant is working with a variety of NGOs that are under an umbrella organization "Micro-Empresas" out of the Vice President's office. The government currently provides funding for the staff of the umbrella organization, and the 14 different NGOs receive donor monies from a wide-variety of international donors. International donors have also provided extensive support to the micro-enterprise program (for example, up to 15 international and local technical experts and monies for a credit fund).

When the expert arrived in-country, there was no plan or system for utilizing his assistance.

No continuous support was received from the government and it was only after a third Vice President was in office that some support was obtained. It was on the expert's own initiative that a relationship was developed with two partner organizations of the umbrella organization (mentioned above). It was through these partner organizations that the expert began working with NGOs that had viable businesses or groups with which to work, had operating money, and had staff that would act as trainers or technical assistants.

After groups or businesses are identified, the expert conducts assessments to determine areas in which he can provide assistance, then works with the businesses in implementing the assistance and provides follow-on assistance as needed.

Currently, he is working with 12 businesses. Examples of two businesses with which he is working are: a business in El Progreso operated as a family business (3 generations; grandfather, father, and son) primarily manufacturing roof tiles and clay products). They were using a traditional, inefficient oven to bake the tiles. The expert worked with them in building new ovens and in teaching them how to operate a more efficient system of 3 inter linked ovens that are more fuel efficient and cost effective than the traditional ovens. The savings on the fuel alone more than compensated for the small costs of building the ovens.

Another business is village based and is in the heart of the Quiche area of Guatemala. This is a village-based business operated by several women who make pottery. A simpler version of the above-mentioned oven was introduced into the village. They have now requested assistance for building a second oven.

The tile-maker from the first business is now being utilized to train others in how to build these ovens. He will be going to the village-based business to train those people how to build the second oven. Two textiles businesses were visited near Sucatepeques. For the textile business, under the guidance of the same expert, some 10 to 12 similar business operate, each employing 8 - 10 persons. The training and guidance of the expert consist in teaching a weekly class, time measurements for each item, and better methods of cutting the materials. The businesses serve as sub-contractors for sewing ready-made parts. In addition to weekly classes, the businesses are visited by the instructor to serve their special problems. As a result of this training, one of the businesses visited, doubled production in one year, adding three employees. The business received a loan of \$1,000.00 which is being paid back in one year, for purchasing a fabric locking device.

The expert currently provides technical assistance, based on request, from neighboring countries in Central America and, in addition, has provided technical assistance to the Vice President's office in developing a plan of assistance to micro-enterprises.

USAID was aware of the work that the expert has been doing. However, there has been little interaction between this expert and USAID. USAID has been funding micro-enterprise activities in Guatemala, but will not continue to do in the future.

### **Conclusions Based on Findings:**

The long-term expert is working effectively in his technical area. Technology has been introduced and transferred that is at an appropriate level, cost effective and culturally appropriate. The overall effect has resulted in increased profits from the business because of reducing costs.

Informally, he has "adopted" counterparts in the two partner organizations of the umbrella organization, in addition to working with staff and trainers of a wide-variety of NGOs across the country. Perhaps, most importantly, is that the business owners are getting involved in transferring their knowledge with others as is the case with the tile-maker.

Effective linkages have been developed with organizations as the result of the expert's own initiative. Although now the linkages are tied to a system within which to work, the expert's posting was made when no system was in place and with little support of the government.



### **Recommendations Based on Findings and Conclusions:**

1. Before agreeing to place an expert, more investigation is needed into whether or not there is a system in place for utilizing the expert. Any future assignments should be directly linked with an umbrella organization, as mentioned above, or directly with an organization closely aligned to the expertise of the expert. These assignments are likely to be more successful if the assignment is made with NGOs or the private sector.
2. Terms of reference should include requirements for a plan of work, initial work plan, reporting requirements, counterparts, transport, office, and working supplies, and a system of accountability (including evaluation). The TOR needs to be developed with the organization that is actually engaged in carrying out the activities with which the expert will be assisting. Where possible, someone from the Embassy should meet the counterpart(s) and conduct at least one field visit to see an example of what the expert is expected to do.
3. It is recommended that 4 months before the end of the experts' contract, a thorough assessment of the status at that time (including the government commitment, availability of counterparts, etc.) be made to determine the advisability of continued retention by MASHAV.

## **ANNEX # VII: PERSONS INTERVIEWED DURING EVALUATION**

### **ISRAEL**

#### **MINISTRY OF FOREIGN AFFAIRS (MASHAV)**

Mr. Shimeon Amir

Mr. Yigal Antebi, Director, Africa II Division

Mr. Dan Ben-Eliezer, Director of Projects, International Cooperation Center (MASHAV)

Mr. David Cohen, Head of Latin American Division

Mr. Ehud Gol, Director of MASHAV

Mr. Gadi Golan, Director, External Relations (MASHAV)

Mr. Yaacov Keinan, Director Africa Division - 1 (MASHAV)

Mr. Gideon Naor, Executive Secretary, IGUD

Mr. Yaacov Paran, Director, Training Division, International Cooperative Center (MASHAV)

#### **TRAINING AND EDUCATION ORGANIZATIONS**

Mr. Rafael Barel, Director General of the Development Study Center

Mr. Yitzhak Abt, Director of Center of International Development and Cooperation (CINADCO) and following staff members: Avraham Goldstein, Zvi Herman, Raanan Kazir, Ms. Miriyam Bar-Lev, Ms. Ofra Baram-Broyde, Ms. Lea Farkas, Yehuda Rozenblum, Avraham Edri, Micha Carmel, & Michael Izak.

Mr. Yehuda Paz, Director & Principal of International Institute for Labour Development and Cooperative Studies. Also interviewed 2 students (from Russia & Nigeria) enrolled in courses.

Isaac Korenfeld, Adjunct Director, Center of Cooperative & Labor Studies for Latin America, Spain, & Portugal.

Mr. Ronny Maimon, Head of International Postgraduate Training in Medicine Program of Tel Aviv University.

Ms. Fannette Modek, Director and Ms. Mazal Renford, Deputy Director of The Golda Meir Mount Carmel International Training Center, staff of the Center, and classes (30 students per class) of "Gestion de la Microempresa" and "The Education of the Young Child with Special Needs".

Prof. (Ms) Elisheva Simchen, Director of the Hebrew University-Hadessah, School of Public Health and faculty members Dr.(Ms). Varda Soskoline,

Dr. James Gofin, and Dr. Inon Schenker.

Mr. Dov Sitton & Dr. Yosi Mizrachi of the Institute for Applied Research of the Negev.

Dr. Amor Richmond, Mr. Elliot Birnbaum, staff members and MASHAV students doing special studies (advanced studies following class completion) at the Blaustein Institute for Desert Research, Sca Boker Campus.

### **NEPAL**

Mr. Ilan Maor, Charge D' Affaires A.I., Embassy of Israel

Mr. Kiram Sharma, Embassy of Israel

Ms. Theodora Wood Stervinou, Deputy Director, USAID/Nepal

Ms. Sally Patton, Deputy Chief, Program Project Development Office, USAID/Nepal

Mr. Ram Binod Bhattarai, Joint Secretary of Ministry of Finance - Foreign Aid Division

Mr. Maahesh Karki, Section Officer of Ministry of Finance - Foreign Aid Division

Mr. Jagannath Thapaliya, Joint Secretary (in charge of planning and training) of the Ministry of Agriculture

Mr. Rabindra Kumar Shakya, Member Secretary, National Planning Commission Secretariat (1976 MASHAV Participant)  
Mr. Purusuttom Amatya, Executive Director of National Agricultural Research Council (NARC)  
Mr. S. K. Adhikary, Ag. Engineering Dept., NARC  
Mr. Shukra Pradhan, Fisheries Development Officer, Dept. of Agric.  
Mr. Ramola Ranjit, Asst. Fisheries Development Officer, Dept. of Agric.  
Mr. Shivatand Yadav, Asst. Fisheries Dev. Officer, Dept. of Agric.  
Mr. Kanti B. Karki, Asst. Fisheries Dev. Officer, Dept. of Agric.  
Mr. Rajendra U. C. Farm Manager, Dept. of Agric.  
Mr. B. R. Kajte, Central Ag. Training Center, Dept. of Agric. Dev.  
Mr. S. K. Shakya, Director of Crops, Dept. of Agric.  
Mr. M. B. Pantka, Director Fisheries, Dept. of Agric.  
Mr. S. K. Shretua, Director Livestock, Dept. of Agric.  
Ms. R. B. Paradhan, Director Plant Protection, Dept. of Agric.  
Mr. Bekha L. Maharjan, Dept. of Agric. Development

#### NEPAL Participants of Courses in Israel

Mr. Rabindra Kumar Shakya, National Planning Position  
Mr. S. K. Adhikary, Ag. Engineering, NARC  
Mr. Shukra Pradhan, Fisheries Development Officer, Dept. of Agriculture  
Biotechnology course at Blaustein Institute for Desert Research, Sde Boker Campus (2 graduates)  
NEPAL graduates of On-The-Spot courses in Nepal  
Aquaculture Courses (2 courses in 91 & 93) 7 participants

#### THAILAND

Mr. Noah Gal, First Secretary of Embassy of Israel to Thailand  
Dr. Morakot Tanticharoen, King Mongkut's Institute of Technology Thonburi, Bangkok  
Mr. Pairojana Sornjitti (and three staff members), Director of Planning, Evaluation, & International Affairs Bureau, Population and Community Development Association, Bangkok  
General Pichitr Kullavanijaya, Deputy President, Chulabhorn Research Institute Institute, Bangkok  
Mr. Karoon, Project Manager (CDR) USAID-Thailand, Bangkok

#### PHILIPPINES

Mr. Amos Shetibel, Ambassador of Israel to the Philippines - Manila  
Mr. Danny Shaham, Second Secretary, Embassy of Israel to the Philippines  
Mr. Godofredo N. Alcasid, Jr., Director of Bureau of Soils and Water Management, Dept. of Agriculture, Manila  
Mr. Renato B. Padilla, Undersecretary, Department of Agrarian Reform, Manila  
Mr. Paul Ramos, Agricultural Training Institute, Manila  
Mr. Placido D. Zinampan, Senior Agriculturalist, Agricultural Training Institute, Manila  
Ms. Nancy B. Balantac, Mariano Marcos Memorial State University, Batac, Ilocos Norte, Philippines  
Representatives of Agricultural Training Institute, Regional Office of the Department of Agriculture; Dept. of Education, Culture and Sports, and SEARSOLIN of Cagayan de Oro City, Philippines  
Mayor of Cagayan de Oro City, Philippines  
Mr. Yeshayahu Stern, Extension Service, State of Israel (Instructor of On The Spot Course in Beekeeping in MMMSU), and 2 former Israel students, now assisting with the beekeeping course.  
Mr. Diamar P. Kadon, Director of Regional Office of Education, Cagayan de Oro

Ms. (Dr.) Sol F. Matugas, Assistant Director of Regional Office of Education,, Cagayan de Oro  
From Division of City Schools, Cagayan de Oro - Ms. Letiecia A. G. Avila, Ms. Wilfreda  
Famador, Mr. Juan Amor (President of School Board), Many other public school teachers.  
Ms. Erlinda A. Ayson, Ag. Training Institute, Farmers Training Center, El Salvador and from  
same location - Mr. Ruperto Baconguis, & Ms. Lydia Echav  
Mr. Leo Dayanan, Cebu City, (Dept of Ag.)  
Director of Agrarian Reform, Cagayan de Oro  
Mr. & Mrs. Anselmo Mercado, Director/employee of SEARSOLIN, Cagayun de Oro City  
KENYA

Dr. Arye Oded, Israel Ambassador to Kenya  
Mr. Roey Gilad, Second Secretary of Israel Embassy in Kenya  
Mr. Roger J. Simmons, Deputy Director USAID Mission to Kenya  
Mr. Dennis B. McCarthy, Agriculture Development Officer USAID Mission to Kenya  
Ms. (Dr.) Maria Mullei, Program Specialist, USAID Mission to Kenya  
Mr. Jimmy N. Muinde, P.O. Box 45690 - Nairobi, Representative for Kibwezi local  
horticultural farmers  
Mr. Eli Barak, Israeli Expert at Kibwezi Experiment Station  
Farmers in the Kibwezi region - Mr. Charles, Mr. Mutinba, Ms. Nthiwa, Ms. Makau, Ms.  
Kalungu, Mr. Mullei, and Mr. Muinde.  
Paul K. Ngethe, assistant on Kibwezi farm.  
Mr. David Cohen, Israeli Expert at National Youth Service headquarters, Yatta School and  
related projects.  
Mr. (Prof). P.L. Shalo, Director of Research and Technology, Egerton University, Njoro,  
Kenya  
Mr. Dominic Oduor Okello, Principal, College of Agrciultural and Veterinary Sciences,  
University of Nairobi  
Mr. George K Njguna, Internal Auditor, University of Nairobi  
Mr. Daniel Mujunya, Dean, Faculty of Agriculture, University of Nairobi  
Mr. Charles Mukindia, Irrigation Project Manager, Kibwezi Station, University of Nairobi  
Mr. Kassim O. Farrah, Chairman Dept. of Range Sciences, Univ. of Nairobi  
Dr. N. K. R. Musimba, Univ. of Nairobi/Kibwezi Dryland Field Station  
Major Langa't and headquarters staff of the National Youth Services and the Faculty of the NYS  
Yatta School of Agriculture  
Mr. Wilson K. Yabann, Dept. of Natural Resources, Egerton Univ.  
Mr. Luis Mumera, Dept. of Agronomy, Egerton Univ.  
Ms. Eva Kauria, Ms. Mary Njorge, and Mr. Gerald Mbuthia, Training & Information for  
Informal Sector, Ministry of Technical Training & Applied Technology, Nairobi

#### MALAWI

Mr. Tor Mann, Senior Water Engineer, USAID-ISARAEL Malawi Irrigation Project. Embassy  
of Israel  
Dr. Edward Averbukh, Ophthlamologist, Kamuzu Central Hospital (Long-term expert), Embassy  
of Israel  
Mr. Bill Itaye, Commercial Director, Son - Chong Int. Ltd. Lilongwe Mr. Rogers Kamanga,  
Acting Deputy Secretary Division of Personnel Management and Training.  
Mr. Games L. Gulley, Group Training Coordinator, International Institute of Tropical  
Agriculture, OyO Road, PMB 5320, Ibadan, Nigeria  
Ms. Adina Rosenthal, USAID-Malawi  
Mr. Mancoledji, Training Officer in Ministry of Education  
Mr. S. J. Muyaya, Program Manager, LADD  
Mr. A.F.T. Kumwenda, Divisional Agricultural Officer, LADD  
Mr. M. J. Manda, Land Husbandry Officer, LADD

Mr. E. C. Bengo, Irrigation Officer, LADD  
Mr. A. W. Phiri, Horticultural Officer, LERDP  
Mr. Gerdson, Development Officer, LERDP  
Mr. Kamanga, Field Assistant, LERDP  
Mr. J. Tulekano, Field Assistant, LERDP  
Mr. Robert Padambo, Senior Irrigation Engineer, Salima Agricultural Development Division;  
Salima, Malawi  
Mr. F. J. Chakhoboma, Acting Deputy Program Manager, Salima Agricultural Development  
Division  
Fifteen Farmers at Mchenga Irrigation Project Site  
Fourteen Farmers at Diampwe Irrigation Project Site

#### SWAZILAND

Ambassador Pinchas Lavie, Ambassador of Israel to Swaziland  
Mr. Michael Lotem, Second Secretary of Israel Embassy to Swaziland  
Mr. Shlomo Yerushalmi, Israel Poultry Expert to Swaziland (Shibani)  
Ms. Monica Ngidi, Poultry Extension Officer  
Ms. Glory Malambe, Poultry farmer  
Ms. Beauty Maiako, Cooperative Officer  
Mr. Dube, Chief Poultry Specialist, Ministry of Agriculture  
Mr. Siphon A. Nxumalo, Ministry of Agricultural Cooperatives  
Cooperative members (about 50) of the Shibani Cooperative Unit  
Ms. Colani N. Simelane, Extension Poultry Advisor for Northern Hhohho  
Ms. Valerie L. Dickson-Horton, Director - USAID/Swaziland, Mbabane, Swaziland  
Mr. Steve H. Goertz, Project Manager, Commercial Agricultural Production and Marketing,  
USAID/Swaziland  
Mr. Donald Foster, HRD, USAID/Swaziland  
Ms. Pindenelle, USAID/Swaziland  
Mr. Jacob Brio, Israeli Long-term Expert to Lesotho  
SHALOM Association Executive Committee Members Mr. Jerry Nxumalo, Ms. Eunice  
Maisura, Mr. Maluntiso A. Dlamini, Mr. Dumisani B. M. Michumane, Ms. Mehlaphi  
NanniTyser  
Mr. Nick T. Gumede, General Manager of Swaziland Dairy Board  
Mr. Mandla J. Nkambule, Deputy Manager of Swaziland Dairy Board  
Mr. E. Magongo, Factory Manager, Swaziland Dairy Board  
Mr. A. F. Hiatswayo, Acting Principal Secretary of the Ministry of Agricultural Cooperatives  
Mr. Nxumalo, Acting Director of Veterinary Services  
Mr. Don Foster-Gross, Deputy P.D.G.O, USAID, Swaziland  
Mr. H. Gene Peuse, Chief of Party, Swaziland Training and Institutional Development Project  
(STRIDE), Mbabane, Swaziland  
Ms. Phindile Dlamini, Project Officer, USAID-Swaziland  
Ms. Yvonne Thusi, Poultry farmer, Khutsala, Swaziland (Vice-Chairman of Khutsala Poultry  
Committee  
Ms. Janet Mnguni, Poultry Officer, Govt. of Swaziland  
Members of Board and Cooperative Officers of Khutsala Poultry Project  
Three farmers who were members of Khutsala Poultry Cooperative  
Mr. A. F. Hlatho Wako, Deputy Under Secretary, Minister of Agriculture, Mbabane, Swaziland

#### BARBADOS

Mr. Richard Owens, Project Manager, USAID-Barbados  
Mr. Howard Batson, USAID-Barbados  
Gene C. Wilken, Ph.D. Regional Environmental Development, USAID-Barbados

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Ms. Sylvia A. Samuels, Participant Training Specialist, USAID-RDO/C, Barbados

#### ST. LUCIA

Mr. Barton Clarke, Programme Leader of Caribbean Agricultural Research & Development Institute, St. Lucia

Mr. Isaias Mossak, Israeli Technician in St. Lucia

Mr. Ezechiael Joseph, Agricultural Officer (Extension), Ministry of Agriculture (MOA), St. Lucia

Four Extension Officers of the MOA in St. Lucia

Mr. Paul Francis, Extension Officer, MOA of St. Lucia

Two small farmers with demonstration plots near southern end of St. Lucia

Mr. Solen Hofftenall, Large mango, pineapple, and banana farmer in St. Lucia

#### ST. VINCENT, W.I.

Mr. Azim Hosein, Agronomist, Deputy Head of Caribbean Agricultural Research and Development Institute (CARDI), Kingstown, St. Vincent

Mr. Arthur F. Donelan, Head of CARDI, St. Vincent

Mr. Philmore Isaacs, Chief of Agriculture, MOA, St. Vincent

Mr. Ashley Caine, Deputy Chief of Agriculture, MOA, St. Vincent

Mr. Carlton Samuel, Permanent Secretary, MOA, St. Vincent

Mr. Marcus Richards, MOA, AI, Plant Protection & Quarantine, St. Vincent

Ms. Jackie Minors, Farmer (specializing in Passion Fruit), St. Vincent

Mr. Leslie Grant, Tree Crop Expert, MOA, St. Vincent

#### ANTIGUA

Mr. Iftekhar Ameen, CARDI Representative for Barbuda and Antigua

Mr. Offer Yoel, Irrigation and Water Management Specialist (Israeli)

Mr. Francis A. Henry, Director of Agriculture, MOA, Antigua

Mr. Clayton Issac, Farmer using drip irrigation and cooperates with Israeli expert, Antigua

Mr. Carlton Samuel, Chief Agricultural Extension Officer, MOA, Antigua

Mr. Danwedge Joseph, Extension Officer, MOA, Antigua

#### GUATAMALA

Mr. Eyal Sela, Second Secretary and Consul, Israel Embassy to Guatemala

Ms. Kimberly J. Delaney, Office of Trade and Investment, USAID-Guatemala

Mr. Roberto Matheu, Coordinator General, Ministry of Agriculture, Planning Sector. MAGA-USPADA, Guatemala

Mr. Pinhas Maor, Israeli Long-term Expert of Microenterprises to Guatemala

Mr. Miguel Angel Figueroa, Coordinator, Project of Small and Medium Businesses, Foundation-Friedrich-Ebert, Guatemala

Three NGO representatives of a small business NGO of Quiche (Indian District in NW Guatemala) and a family pottery business near Patzite.

Mr. Ruben Estrade, owner of a clay (tile and brick business) on the factory site, located near Agua Salobreje (near El Progreso)

Mr. Fernando Gonzales Davison, Vice Secretary General of SEGEPLAN

Ms. Maya Camey, Secretary General of Economic Planning, SEGEPLAN

Mr. Alfonso Fuentes Sorta, Rector of San Carlos University, Guatemala

Mr. Teofilo Alvarez, Dept. of Irrigation & Drainage, Ministry of Agriculture, Guatemala

Mr. Roberto Mota, Dept. of Irrigation & Drainage, Ministry of Agriculture, Guatemala

Vice-President Arturo Herebruger Asturias, Vice-President of Guatemala

Meeting with Small Business group in San Pedro Sacatepeques, Guatemala

Mr. Alfredo Tay, Minister of Education, Guatemala City

Mr. (LIC) Gustavo Adolfo Chehg Becker, Vice Minister of Urban & Rural Development, Guatemala City

Mr. Salomon Cohen, Vice-Minister of Foreign Affairs, Guatemala City

#### COSTA RICA

Mr. Zvi Herzog, Israeli Expert, San Jose

Mr. David Hessen, Agricultural Officer, USAID-Costa Rica

Mr. Arturo Villalobos F., Agricultural Economist, USAID-Costa Rica

Ing. David Rojas Gomez, Consultoria de Sistemas de Information, San Jose, Costa Rica

Mr. Miguel A. Mora, Director, Centro para Investigaciones in Granos Y Semillas. University of Costa Rica, San Jose, Costa Rica

Mr. Juan Mora Montero, Ingeniero Agronomo, Ministerio de Agricultura y Ganaderia, San Jose

Mr. Enrique Villalobos, Director, Agricultural Research Institute, Univ. of Costa Rica, San Jose

Mr. Alberto Saenz Chaverri, Jefe del Programa de Investigacion en Frutales, Ministerio de Agricultura, San Jose

Mr. Abraham Solis Molina, Coordinator del Cultive de Aguacate, Ministerio de Agricultura, San Jose

Mr. Juan Mora Monteverde, Coordinador de cultivo de Mango, Ministerio de Agricultura, San Jose

Farmers Ms. Mina and Mr. Juan E. Monteverde near Liberia, Costa Rica

Mr. Avelino Fallas, President of the National Institue for Transportation Cooperatives, San Jose

Prof. Carlos Araya, B., ITCR, San Jose.

Ms. Maria del Carmen Hernandez C. PANI, San Jose

Ms. Sandra Carazo C. Instituto of Rehabilitation

Ms. Mariene Torres G., Ministry of Health, San Jose

Mr. Angel Marin Z. MEP, San Jose

Ms. Isabel Torres, MICIT, San Jose

Mr. Kenneth Rivera Rivera, Vice Minister of Science and Technology, San Jose

Dr. Roberto Ortiz Brenes, Jefe of Project titled "Proyecto Modificacion Del Comportamiento De Los Conductores, San Jose

#### HONDURAS

Ambassador Shimeon Agour, Ambassador of Israel to Honduras

Mr. Meir Shani, Agricultural Expert specializing in tomatato production

Mr. Marshall Brown, Director of USAID-Honduras, Tegucigalpa

Ms. Elena Brineman, Vice-Director of USAID Honduras

Mr. Wesley Kline, Assessor de Investigacion, FHIA - Honduras with USAID-HONDURAS project

Mr. Albert Merkel, Mr. Dwight Steen, Mr. Cusumano, USAID Honduras

Dr. Kenneth Vittetoe and Lic. Elena Marin, Instituto Hondureno Para la Prenvencion del Alcohol, Drogadiccion y Farmocoddependencia (Coordinators of two OTSCs on alcohol addiction)

Mr. Raul Flores Gome, President, Una Sociedad No Lucrativa De Servigid Voluntaria, Tegucigalpa

Mr. Santa Euceda, Director of Organization of Business Development for Women, Tegucigalpa

Mr. Keith L. Andrews, Director, ZAMORANO, Tegucigalpa

Mr. Ronald Cave, Dept. of Plant Protection, ZAMORANO, Tegucigalpa

Mr. Napoleon Reyes Discua, Principal of CEDA (Centro de Entrenamiento y Desarrollo Agricola), Comayagua

Mr. Humberto Gaekel, Mr. Ellias Domingues, & Mr. Victor Tercero, Agricultural Regional Office, Comayagua

Mr. Pedro Antonio Mejia, General Manager, CRESSIDA Corporation, Comayagua

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Mr. Conrado Rivera Navas, Vice President, CRESSIDA Corp., Comayagua

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ANNEX# VIII. Partial List of Documents Reviewed During the Evaluation.

MASHAV, "Report of Training Activities 1992."

The Abraham Alon Center for Cooperative and Labor Studies for Latin America, Report on Courses in Israel, Course: Agricultural Cooperative Development, from April 18, 1993, to June 11, 1993.

Centro Internacional de Capacitacion "Golda Meir" Monte Carmel, Curso de Educacion Preescolar y Interaccion Institucional, 19 de Abril al 16 de Mayo de 1993.

The Golda Meir Mount Carmel International Training Centre, Course on Community Development - Training and Supervision, 5 January 1993, 28 February 1993.

U.S. - Israel Cooperative Development Research Program, April 1987.

MASHAV, Israel's International Development Cooperative Program, January 1992.

Kibwezi Irrigation Project, 5th Semi-Annual Report, January-June 1993 by Eli Barak, July, 1993, and December, 1992.

Tropro Project, Production Support Module, Irrigation and Vegetable Production Technical Assistance Report, June 1990 - July 1993, by Asher Azenkot, Israeli Specialist, Antigua, July 1993.

Tropro Project, Production Support Module, Mango and Quality Improvement Program, Technical Assistance Report, June 1990 - July 1993, by Itzhak Kosto, Israeli Specialist, St. Lucia, July 1993.

USAID - Israel Action Memorandum for CDP and Amendment 8 (1993) and Cooperative Program Agreement (1988)

Sylvagro, "Canada Israel Joint Training Program in Agriculture and Rural Development, Mid-term Program Evaluation," CIDA, April 1993.

Joint Evaluation of On-the-Spot Courses as part of the Netherlands-Israel Programme for Development Co-operation (January 1993).

Courses in Israel, 1993 Catalog

Financial Report of F/Y 1992 in the Framework of the AID-ISRAEL Cooperative Development Programme No. 930-0815.

Financial Report of F/Y 1991 in the Framework of the AID-ISRAEL Cooperative Development Programme No. 930-0815.

Financial Report of F/Y 1990 in the Framework of AID-ISRAEL Cooperative Development Programme No. 930-0815.

Various 1993 reports from: Ivory Coast, Lesotho, Malawi, CAR, Thailand, Swaziland, Kenya

Science in Israel: A Practical Guide, Ministry of Science & Technology, 1991.

Scientific Activities: 1991-1992, The Jacob Blaustein Institute for Desert Research; Ben-Gurion University of the Negev, 1993.

International Postgraduate Training in Medicine, Descriptive Bulletin, 1992.

International Postgraduate Training Program in Medicine, Courses 1-13, Vital Statistics, 1993.

Twenty Course Outlines & Handouts of the International Institute for Labour, Development and Cooperative Studies, Histadrut, ILDEC, Israel, 1993.

Amir, Shimeon, Israel's Development Cooperation with Africa, Asia, & Latin America, 1974.

Centro de Estudios Cooperativos y Laborales para America Latina Abraham Alon: 1962-1992 (Bulletin).

Twenty course brochures and descriptions of the Centro de Estudios Cooperativos y Laborales Abraham Alon, 1993.

CINADCO Slide Sets (one on Irrigation Systems and one on Regional Development), 1993.

The Braun Hebrew University - Hadassah School of Public Health, Publications 1990-1993, 1993.

Six course descriptions brochures from The Golda Meir Mount Carmel International Training Centre, 1993.

Centro de Estudios Cooperativos y Laborales, Courses of Study, 1993.

U.S. - Israel Cooperative Development Research Program, USAID Bulletin, 1987.

Cooperative Programme Agreement, AID - Israel Cooperative Development Programme, 1992.

Cooperative Programme Agreement, AID - Israel Cooperative Development Programme, 1993.

Five brochures of the Special International Program, Master of Public Health, The Hebrew University - Hadassah, School of Public Health & Community Medicine, 1993.

International Course on Crops for Arid & Semiarid Zones (Bulletin), The Institutes for Applied Research, Ben-Gurion University of the Negev, 1993.

Thirty Years of Israel's International Technical Assistance & Cooperation, The Hebrew University of Jerusalem, 1990.

Publications on Integrated Rural Development: Planning Project for the Meru District, Kenya, Settlement Study Centre, 1985.

AID - Israel Cooperative Development Program (CDP), (Amendment No. 8), August, 1993.

A Training Impact Evaluation Methodology & Initial Operational Guide, Prepared for Agency

for International Development Africa Bureau, 1991.

MASHAV Activity Report for 1992, Prepared by Ministry of Foreign Affairs, Division of International Cooperation, 1992.

Conducting Mini Surveys in Developing Countries, AID Program Design & Evaluation Methodology, Report No. 15, 1990.

SHALOM, Magazine for Alumni of Israel Training Courses. Jerusalem 1993, No. 1. (Published twice yearly for the Alumni of Israel Training Courses in English, Spanish, and French and sent to former participants free of charge).

Summary of "On-The-Spot Training Courses in Aquaculture (1991 & 1993) in Nepal.

Israel - Nepal Cooperation \ Short Summary Prepared by Israel Embassy in Nepal.

Proposal for a Training and Development Program for Beekeepers in Norther Philippines. Don Mariano Marcos Memorial State University, Bacnotan, La Union, Philippines (1993).

A Proposal for the Establishment of an Irrigation Project at the Kibwezi University Dryland Field Station by a Joint Kenya - Israel Team. University of Nairobi Faculty of Agriculture. September, 1990.

Response to USAID Document Regarding Phase I Activities and Phase II Proposals for Kibweze Irrigation Project (1993).

Letter addressing concerns of Kibwezi Local Farmers on the Activities of Public/Donor Funded Projects dated 28 March, 1993.

Kibwezi Irrigation Project - Proposal for Phase II. 5 pages, 1993

District Profile Makueni District Eastern Province. Profile prepared by the District Agricultural Office, District Irrigation Unit, Makueni District, November, 1993

West Indies Tropical Produce Support Project Paper, Regional Development Office/Caribbean, Barbados (Project Number 538-0163)

Memorandum of Understanding Between the Organization of the Eastern Caribbean States and the Government Of the State Of Israel, acting through MASHAV

Technical Assistance Reports of Itzhak Guil, Itzhak Kosto, & Asher Azenkot, TROPRO Project, Antigua, St. Vincent, & St. Lucia.

Progress reports of Long-Term experts in Costa Rica & Honduras

Reporte Final en Frutales. Dec. 1988 to Dec. 1992. Costa Rica. Ing. Agr. Emanuel Peri(51 page summary report).

A Mission for Water Management in Guatemala, May 15, 1988 to Oct. 27, 1991 by David Ouzi, C.E.; (Summary Report of 11 pages)

Informe Final Sobre El Tomate Industrial. July, 1990 (31 page manual on the tomato industry in Costa Rica)

Central America Report of Short and Long Term Projects (USAID-MASHAV-CINADCO-ISRAEL Cooperation. Summary report of 1990 - 1993 prepared by Raanan Katzir, Oct. 12, 1993 (25 pages).

Agricultura Ganaderos by National Federation of Agriculture and Livestock of Honduras (FENAGH). 20 pages includes article by Israeli long-term expert.

MASHAV 1994 CATALOG of Courses Abroad and in-Israel