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ABSTRACT

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for agriculture. It is intended for individuals involved in Peace Corps agriculture programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the process of programming and training design. The first section of the supplement provides an overview of agriculture projects and explains how using PATS can enhance project effectiveness. Following this introduction, four sections provide sector-specific information on program assessment, project development, training, and evaluation. These sections correspond directly to sections in the PATS manual. Four appendixes provide the following: (1) project goals, objectives, and milestones planning samples; (2) Peace Corps volunteer assignment description cover; (3) form for Peace Corps volunteers quarterly workplan and report; and (4) sample site survey form. (KC)

Programming and Training for Peace Corps Agricultural Projects

Supplement to Peace Corps Programming and Training System Manual

PEACE CORPS
OFFICE OF TRAINING & PROGRAM SUPPORT
INFORMATION COLLECTION & EXCHANGE
T0078

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Programming and Training for Peace Corps Agricultural Projects

Supplement to Peace Corps Programming and Training System Manual

I. Introduction

Throughout its history, Peace Corps (PC) has made substantial and lasting contributions to host-country development through collaborative projects in Agriculture. The Programming and Training System (PATS) Manual provides a general framework for design and management of effective projects within any technical sector. This Supplement has been developed to provide complementary information on key aspects of Peace Corps programming and training for Agriculture.

This Supplement is intended for anyone involved in Peace Corps Agriculture programming and training: Peace Corps staff, contractors, or consultants, and staff of Host Country Agencies (HCAs). The Supplement uses examples drawn from a wide variety of countries to illustrate the process of programming and training design. These examples are printed in boldface.

This first section provides an overview of Agriculture projects and explains how using PATS can enhance project effectiveness. Following this Introduction, four sections provide sector-specific information on program assessment, project development, training, and evaluation. These sections correspond directly to sections in the PATS Manual.

PATS Section	Corresponding Supplement Section
III—Assessing the Country Program	II—Assessing the Agriculture Sector
IV—Planning and Managing a Project	III—Project Development
V—Training	IV—Training
VI—Evaluation	V—Evaluation

For a complete discussion of all the steps involved in the above processes, the two documents should be used together.

Peace Corps Agriculture Sector

Food production and generation of biologically derived materials for industrial input are recurring development themes. Agriculture touches the life of every human being. Food security, nutrition, income generation, and rural land use practices are central issues in virtually all countries where Peace Corps operates. The strengthening of community decision-making bodies and organizational infrastructure are also important elements for agricultural programming.

Peace Corps Agriculture projects typically include one or more of the following components:

- **Food production:** Fruits, vegetables, traditional staples, nontraditional introductions, livestock for meat and dairy, apiculture, aquaculture, urban gardens.
- **Water management:** Irrigation, water harvesting, dry season farming.
- **Soil conservation:** On-farm techniques, agroforestry, special needs for hillside farming, mini-watershed management.
- **Animal traction:** Harnessing innovations, implement design.
- **Self reliance:** School gardens and small livestock, orphanage food production, home gardens, on-farm seed production, food preservation, and storage.
- **Health and environmental safety:** Nutrition, pesticide safety.
- **Marketing:** Creation and support of producers' cooperatives and associations, agribusiness management, product innovations and packaging, food preservation and processing.
- **Infrastructure development:** Formal cooperatives, informal associations, market facilities, production input supply.
- **Human resource development:** Formal vocational education, informal rural extension training, youth development within schools and orphanages through agricultural activities and enterprises.
- **Institutional development:** Training of extension personnel, vocational program development in primary and secondary schools, leadership training for community organizations and commercial enterprises.
- **Income generation:** Farm business management, wool and hide production, marketing of surpluses.

- **Urban agriculture:** Household food production, income generation, utilization of urban wastes, group gardens, processing of agricultural products.

The components listed above reflect the interdisciplinary nature of Agriculture projects. Education, health, income generation, and environmental protection are among the technical factors typically affecting agricultural development goals. For example, 22 percent of Peace Corps Volunteers (PCVs) with Agriculture-related Assignment Areas (e.g., AA 101, 110, 113, 117) are working in projects *not* designated as agricultural. Similarly, 11 percent of PCVs working in Agriculture projects are from nonagriculture Assignment Areas (e.g., AA 131, 140, 141, 161, 162, 182).

The Value of PATS

The PATS approach to programming and training provides a framework for ensuring successful development and implementation of Peace Corps projects. It is designed for use by all those involved in the programming and training process: Peace Corps staff, host-country personnel, Volunteers, and consultants. This framework facilitates the preparation of a solid project plan and an appropriate training plan, and helps avoid serious mistakes of omission or oversight.

PATS provides a project framework that

- Identifies problems that Peace Corps projects can effectively address and for which the appropriate human and material resources are within reach.
- Incorporates the host-country beneficiaries as partners in the design process.
- Uses a system that clearly links purpose, goals, objectives, milestones, and tasks to assure all Volunteer activities are coordinated for maximum impact.
- Permits Volunteers to see how their immediate activities contribute to the accomplishment of long term goals.
- Points the way for appropriate training of PCVs.
- Builds evaluation indicators into the project plan so that regular adjustments can be made during the life of the project.

Non-Project Assignments

Sometimes "projects" that cannot be designed or redesigned to PATS standards are still deemed worthy of continuation. Generally, these involve a country whose economy or general state of development precludes near-term resolution of the need for foreign assistance, or situations where diplomatic considerations compel the continuation of the project. In such cases, "non-project assignments" (NPAs) can be approved by the Regional Director at Peace Corps headquarters. It is important to contact the regional programming and training unit for guidance as soon as non-project assignments come under consideration.

Non-project assignments may also be useful as "seed assignments" in cases where the potential for larger interventions exists.

In both cases it is important to remember that NPAs are meant to be scheduled for a small number of PCVs (probably an input of no more than three per year), and for a brief period (no more than two generations).

Starting the Project Development Process

This Supplement will now examine the steps involved in developing a PATS-based Agriculture project. You may be undertaking this process to

- Develop a new project
- Redesign a current project

You may already be familiar with the Agriculture situation in the host country, enjoy a close working relationship with the appropriate host-country representatives, and have a clear concept of the project you want to develop. If so, you may have already informally completed many of the assessment steps. In this case, you will need to do little more than verify, organize, and document your findings using the next sections as a checklist.

If you are programming for a new-country entry or a new project within an existing program, you should find that following these guidelines and the PATS Manual will help you develop a solid Agriculture project.

It is preferable that all the programming steps be taken in conjunction with at least one representative of the Host Country Agency.

II. Assessing the Agriculture Sector

Gathering Information

Your project must represent a course of action that is compatible with host country governmental policies, consistent with beneficiary priorities, and reliant on available resources, both Peace Corps and host country. The first steps in the project design process focus on assessing the host-country situation and identifying areas in which Peace Corps can contribute to the resolution of problems. You will draw upon written information, conversations and interviews, and your visits to community locations.

The first step is *assessment of host-government policies* for Agriculture and rural development. It is important to compare and cross-check the information obtained, and to resolve any inconsistencies identified.

Sources of information

- Host government reports issued by ministries and other entities
- Conversations with host-government officials
- Assessment documents generated by such organizations as the World Bank, the UN Food and Agriculture Organization, the US Agency for International Development
- Reports generated by private development organizations operating in the host country
- Conversations with local representatives of host government agricultural and rural development projects
- Conversations with representatives of nongovernmental development organizations operating in the host country

Topics to be examined and sample questions

- Which ministry or ministries are responsible for development activities related to Agriculture?

- What are the official governmental priorities? What are the short-term goals, the long-term goals?

- What projects have these ministries supported in the past? Which projects are ongoing? What are the goals of these projects? Who are the immediate beneficiaries of these projects? How are the project goals determined? Are the beneficiaries involved in the project design; if so, to what extent? How is project success measured? Have resources been sufficient to meet the project goals?

- How do governmental projects integrate Agriculture objectives with other factors such as community health, education, income generation, and environmental quality?

- How does governmental policy address the issue of sustainability in project design and implementation?

- What percentage of the national budget is spent on agricultural development, and how does this compare with funding for other development activities?

- What is the collaborative role of international donors and nongovernmental development organizations? What is the host government's assessment of its collaboration with outside donors and organizations?

- How do international donors and nongovernmental development organizations characterize their collaborations with the host government?

- How does the government collaborate with local community organizations in project implementation? What do these local organizations think about the governmental projects and the implementation process?

The next step is the *assessment of beneficiary priorities.* A successful project must address the felt needs of the beneficiaries, and do it in a way that focuses on the causes of the problem, not just the symptoms. Interdisciplinary approaches are usually appropriate. Food security, nutritional well-being, education, income generation, and environmental protection are all common elements in a successful agricultural development project.

Sources of Information

- Conversations with community leaders and rural residents; this should include both men and women as well as representatives of all

population sectors such as children, students, teachers, health workers, religious leaders, political leaders, merchants, and farmers of all types

- Conversations with field workers involved in rural development activities
- Written evaluations of past agricultural and other rural development projects
- Local newspaper articles

Questions to be answered

Land use issues

- What are the land use patterns in the host country?
- What are the land tenure laws within the host country and how do they affect the way land is used for agricultural purposes?
- How is land used for food production and processing within urban settings? What is the governmental position on urban agricultural activities? What are the characteristics of urban agricultural enterprises and the people who are engaged in these activities?
- How do population density and size of land holdings affect food production strategies?
- Has land productivity changed over recent years? If so, why? To what extent are soil erosion, salination, or excessive devegetation of the land significant factors?

Demographic issues

- How has the national demography changed in recent years? Is there seasonal migration? What are the characteristics of rural-urban population trends?
- Are there labor constraints at various times in the Agriculture calendar?
- How do the roles and responsibilities of men differ from those of women? What are the roles of youth?

- What languages are spoken? Do men and women generally have equal ability in the same languages? Is the need for ability in a second language an obstacle in the marketing of agricultural products or in obtaining access to education and extension services?

Health status issues

- What is the health status of the rural population? What are seen as the major health needs? How does rural health status affect agricultural production?
- Which of the health needs relate to food consumption? What is the nutritional status of the rural population—calories, protein, micronutrients?
- Are there health concerns that stem from the environmental impact of agricultural practices such as pesticide use, disposal of agricultural wastes, or water utilization practices?

Community organizational structure

- Is there community organizational infrastructure which provides a framework for local action to address rural problems—such as mothers clubs, conservation committees, production associations, cooperatives, religious organizations?
- How are decisions usually made in rural communities?
- What do the people say about their visions of the future? What felt needs do they express? How do the needs that are expressed vary among the different sectors of the population such as men, women, youth, elderly, and poor, versus wealthy, land owners, tenants, etc.?
- Would rural communities be receptive in general to the presence of a Peace Corps Volunteer working in an agricultural project?

Infrastructure and marketing

- Are roads and bridges adequate for access to markets for buying and selling? Is transportation readily available for marketing of products and acquisition of production inputs? What are the seasonal limitations due to rainfall or other factors?

- What are the sources for agricultural inputs? Are these sources reliable? What and where are the markets for agricultural produce? How are prices determined?
- What are the factors which influence the decision to market livestock?
- How do producers prolong the marketability of perishable products? Are storage and preservation techniques adequate?

Education issues

- How do people learn agricultural skills? Is the education process, and access to it, different for male and female, for youth and adult? What are the formal and informal educational processes for agricultural education? Is the education/extension system adequate for addressing the felt needs of the rural household?
- How do agricultural activities and the school calendar affect each other?

Analysis of Information Obtained

There are no "right" or "wrong" answers to the above questions, no requirements that you limit your questions to those above (you may, in particular, wish to further develop any areas in which your interest is strongest), and no precise formula for determining from the information gathered whether undertaking an Agriculture project is feasible. But by doing this background research you can identify and begin to weigh the opportunities and constraints that Peace Corps will face in the development and implementation of various types of Agriculture projects.

This information, when combined with overall information on the country status and the Peace Corps country program, as described in Section III of the PATS Manual, will help to set or to update you sector initiatives and priorities. Having completed your assessment, you will be ready to move on to the project planning phase.

III. Project Development

Once you have determined that a Peace Corps Agriculture project fits the Peace Corps country strategy and would be consistent with community needs and political priorities within the host country, the work of actually developing a project in collaboration with the HCA begins. Section IV of the PATS Manual provides guidance for this phase of the process. Although PATS depicts the steps in linear fashion, most design efforts will require overlap and backtracking among these steps as the process unfolds.

This section of the Supplement provides Agriculture-specific recommendations and examples for the following key project development steps:

- Completing the Problem Analysis and Problem Statement
- Developing and Affirming the Project Concept
- Applying Peace Corps Project Criteria
- Finalizing the Project Purpose, Goals, Objectives, Milestones, and Tasks
- Identifying and Securing Necessary Resources
- Selecting, Surveying, and Developing the Site
- Writing Volunteer Assignment Descriptions (VADS) for Agriculture

Completing the Problem Analysis and Problem Statement

The answers to the questions you asked during the sector assessment will be central in preparing the problem analysis. At this point you want to focus more intensively on the specific problems you are exploring. You will need to finalize your determination of which problems lend themselves to Peace Corps intervention.

If you conducted your sector assessment in light of a current project or a project concept, you will be ready to move right into the project development steps below. However, if you are opening the Agriculture Sector in a new or current Peace Corps country, or exploring areas that differ greatly from current Agriculture programming, you may now need to take some time to fully articulate the problems and potential project approaches to those problems that you have identified, developing one or more preliminary project concepts that you will refine or eliminate during each step.

For each problem still under consideration it is necessary to prepare a problem analysis and problem statement.

Problem analysis

In preparing the problem analysis, a balanced evaluation of all views and experiences is required. Input from the individuals and groups most affected by the problems that have been identified is vital, as they will be the primary beneficiaries of the project you are designing. The problem analysis should include scope, consequences, and causes of the problem being analyzed.

By ***Scope,*** we mean a description of the population sectors affected (young, old, male, female, urban, rural, landowners, non-landowners, valley, highlands, etc.), the number of affected persons, and where they live.

The ***Causes*** of the problem should be identified, and the web of cause-and-effect relationships among the contributing factors should be fully discussed. For example, malnutrition may be a consequence of small land holdings, soil erosion due to excessive cutting of trees, and inadequate availability of water for Agriculture. In turn, each of these factors may have its own series of causes.

The term ***Consequences*** refers to the ways in which the problem affects the quality of people's lives (for example, impaired health, inadequate education, displaced families, dysfunctional community organizations).

The use of a *problem tree* is very valuable in this process. It organizes the cause-and-effect relationships among the factors contributing to the problem. A well-developed problem tree will indicate the appropriate point for Peace Corps

intervention in the cause-and-effect relationships of the problem. You want to make certain that your project is truly addressing a cause of the problem, and not just a symptom!

The problem tree on the following page illustrates the relationships among the factors that contribute to the problem being analyzed for the model project.

The diagram should be read from the bottom upward, as follows:

- Unsustainable agricultural practices and devegetation lead to soil erosion and watershed deterioration, which along with a low level of public understanding of environmental ecology result in a shrinking agricultural resource base deteriorating soil quality, and diminished water resources. These consequences, along with other factors, lead to low agricultural productivity.

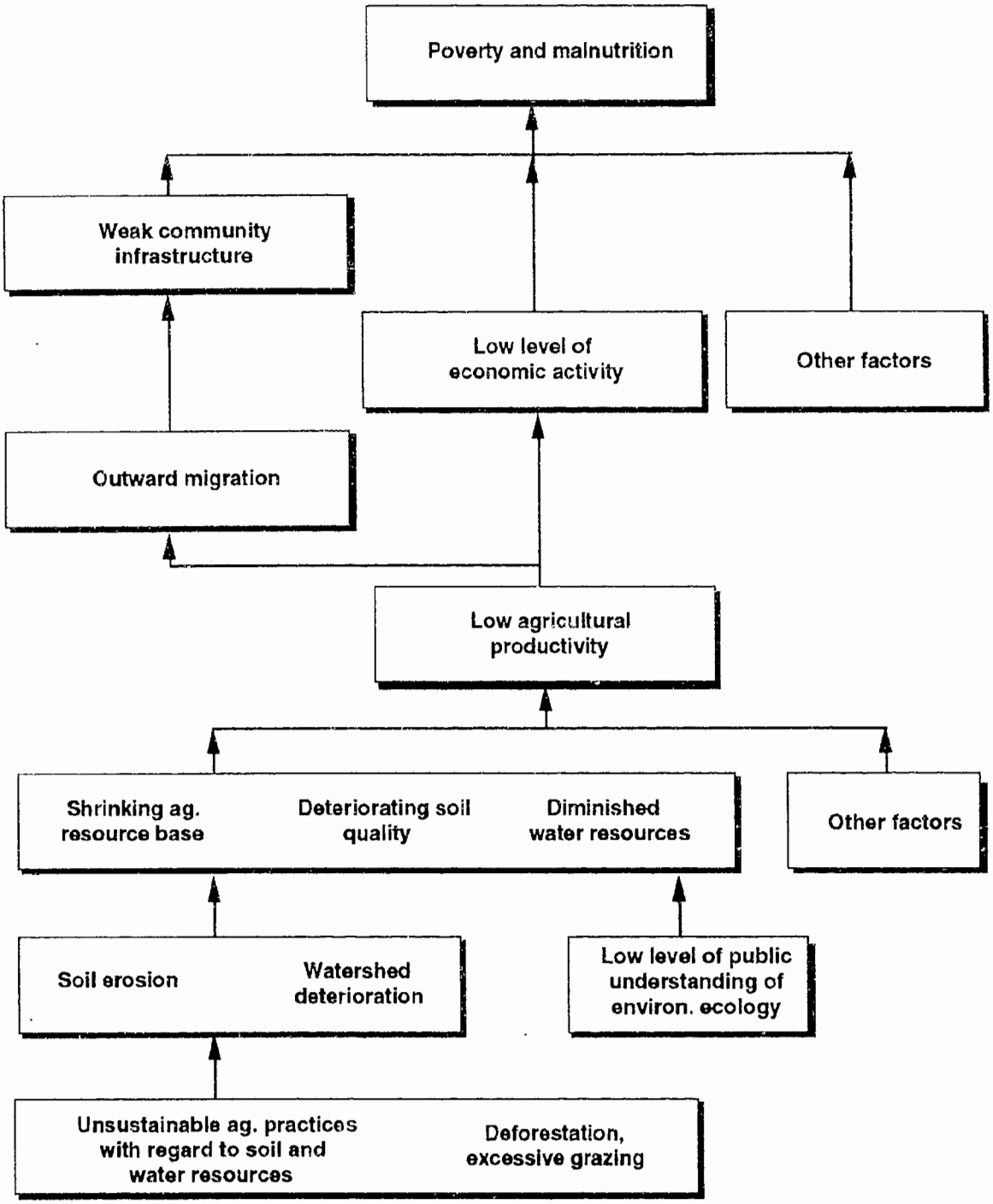
- Low agricultural productivity contributes to a low level of economic opportunity and catalyzes outward migration.

- Outward migration weakens community cohesion.

- Weak community infrastructure, a low level of economic opportunity and other factors lead to a low quality of life among a large portion of the rural sector.

Continue asking *why* a problem is occurring until you have identified all contributing factors. The problem tree is developed from the top downward. For example, why is there poverty and malnutrition? Because there is a low level of economic activity, insufficient agricultural production, and weak community infrastructure for problem solving. Why is the level of economic activity low? Because the agricultural base for the local economy is suffering from low productivity. You continue in this way drawing on the information and insights that you have gathered.

Problem Tree Showing Relationships Among Causative Factors



Problem statement

The elements of your analysis should be brought together and summarized in a problem statement. A well-written problem statement forms the foundation from which a successful project design flows. Remember to include scope, causes and consequences. The following is an example of an appropriate PATS problem statement. The problem statement is a concise summary of the problem analysis.

EXAMPLE—Food security is extremely fragile throughout Bolivia, with 47 percent of the population (approximately 3 million people) operating at subsistence levels and outside of the cash economy, according to the World Bank. The disparity between rural and nonrural per capita incomes reflects the low level of economic opportunity for the majority of the national population that the rural sector represents. Land holdings are small, averaging 0.5 hectare, corresponding to the limited resources available to land holders. Outward migration from the rural sector weakens community infrastructure and threatens already over-stressed urban capacities to absorb migrants. The deterioration of land resources due primarily to erosion and removal of vegetative cover trigger a cause-and-effect chain of events that contribute significantly to the low quality of life in the rural sector.

Developing and Affirming the Project Concept

Developing the project concept

The project concept is a preliminary idea for a potential project. It should summarize the desired results of the project and the main areas of Peace Corps intervention. The following project concept is based on the problem statement in the previous section.

EXAMPLE—The Hillside Farming Project aims to reduce the negative consequences of a deteriorating soil and water resource base by improving the skills of small scale farmers in the deployment of sustainable land use practices. Peace Corps Volunteers will carry out tasks to facilitate training of beneficiaries in appropriate farming techniques, strengthening of community decision-making capacity, and raising of public conservation consciousness.

Affirming the project concept

At this point you have already determined that a felt need exists within the host country consistent with the priorities of the host government, local citizens, and Peace Corps programming strategy.

The concept, which sketched an approach to address the situation described in the problem statement, should now be viewed in terms of collaborative potential. This step will include a look at sociocultural factors, organizational infrastructure, and political support. Questions to be answered include the following:

- Would men and women be accepted equally by host-country personnel as workers in this project? If not, what are the implications for Peace Corps?
- Do local community associations exist that would be advocates for the presence of a Peace Corps Volunteer working in this project?
- Do the views from a sampling of community leaders indicate a receptivity for the project concept?
- Are host government officials at both the national and local levels receptive to the project concept?
- Are there any special language requirements that would represent a limitation for Peace Corps training?

This step helps to determine, as will the Peace Corps criteria, whether the problem, however legitimate, is an appropriate area of concern for Peace Corps.

Applying Peace Corps Project Criteria

The next step in the project design process is to examine your concept in light of the 13 project criteria in the PATS manual. Not every project must satisfy every criterion. However, when a project fails to comply with a criterion, it represents a warning flag that there may be an incompatibility with Peace Corps principles, or a lack of critical resources. You should note why the criterion is not satisfied and why this does not threaten project success. Reviewing the criteria a second time at the end of the design process is recommended.

The following is an example of the application of Peace Corps criteria to the model Agriculture project.

Reflecting Peace Corps development philosophy and host-country need

Project increases local capacities

EXAMPLE—The project will emphasize capacity and infrastructure building at the community level. Volunteers will work with community members to increase individual know-how, and with community leaders to energize sluggish organizations and catalyze the creation of new organizations where appropriate. Some Volunteers will work as members of host agency extension teams, supplementing the team's technical expertise and contributing to long-term institutional strengthening through exchange of know-how with a host agency counterpart.

Beneficiaries are among the needy

EXAMPLE—The beneficiaries of the project are the small farmers, and generally the ones with the fewest resources. Those who suffer the most from the effects of soil erosion and watershed deterioration are those with insufficient resources or skills to buffer the negative effects. Furthermore, extension activities will focus on those communities which are among the least accessible and therefore often bypassed by the rural assistance establishment.

Project seeks lasting solutions

EXAMPLE—The project seeks to address the causes of soil erosion and diminishing agricultural productivity, not simply the symptoms of the associated problems. Sustainable farming techniques and land use practices are central to the project goals.

Beneficiaries are part of the project development process

EXAMPLE—Determining the felt needs of the host communities and adapting project activities to adequately address these needs represent the starting point for each Volunteer. Facilitating the creation of effective decision-making infrastructures, such as conservation committees, is recognized as the foundation upon which lasting solutions are built.

Project uses locally available resources

EXAMPLE—The use of locally available resources and the development of locally appropriate technologies is recognized as a prerequisite for project success and sustainability. Volunteers will not encourage the introduction of inputs which create a dependence on resources that may be of uncertain availability in the future or which stress the economic means of the local community. The project emphasizes income enhancement and increased labor efficiency as catalysts for conservation-wise land use practices such as beekeeeping as an income-generating incentive for revegetation of hillside soils with honey producing plants. These innovations will fit within the context of the community's existing felt needs rather than depending upon the community's adoption of radically new priorities.

Volunteer assignments are at local levels where needs occur

EXAMPLE—Volunteers will focus their activities on communities which, because of their difficult accessibility, have been largely bypassed by previous technical assistance programs. Volunteers will live in communities that otherwise would rarely receive the quality or quantity of assistance that the Volunteer will be able to provide by his/her presence.

Volunteers do not displace qualified and available local workers

EXAMPLE—Volunteers will be assigned to host agency development teams in a manner that complements the attributes of the team, rather than duplicating existing skills or creating a counterproductive atmosphere of competition.

Project is complementary to other development activities

EXAMPLE—This project is complementary to other projects within the PC/B [Peace Corps/Bolivia] program, and does not seek to duplicate or compete with the activities of other organizations. Volunteers are encouraged to collaborate with organizations that are deploying parallel activities so that impact can be maximized.

Project has potential for replication

EXAMPLE—Specific techniques for conservation, reforestation, or watershed management may vary from site to site because of the wide variation in ecology, ethnic predispositions, and economic activity characteristics of the country throughout the project area. This variation poses a challenge for development of techniques that can be widely replicated without significant fine tuning. However, the fundamental concept for addressing the problems is consistent throughout the project area, and the approach is valid for adaptation in any region of the country.

Reflecting resource availability

Types and numbers of Volunteers required reflect available applicant pool

EXAMPLE—The use of readily available AA 117s will be central to the project strategy. Volunteers will be clustered in a way that maximizes the use of two scarce skill AA 110 PCVs. A small number of AA 131 and 141 PCVs will be deployed as partof the project's multidisciplinary team. The use of AA 112 PCVs was rejecteddue to the anticipated difficulty is obtaining the necessary Trainee input.

Local Peace Corps operations have staff and resources to support project and Volunteers

EXAMPLE—The project manager has extensive experience in field management of Agricultural projects, as well as academic training in agricultural economics. The staff also includes a water management specialist who will be available for consultation on certain aspects of the project.

Host agencies have staff and resources to support project and Volunteers

EXAMPLE—There will be two host agencies, both of which have sufficient staff with the minimum technical qualifications to provide the necessary support for the Volunteers. The approaching national election is expected to precipitate a complete turnover in the staff of the host agencies during the early part of the coming year. This poses uncertainties for the project in terms of the counterparts who will be responsible for project collaboration following the election. However, the HCA's commitment to the project is not believed to be in jeopardy.

Volunteers are provided with the training and support necessary to complete their assignments effectively

EXAMPLE—Experienced training personnel do not exist in-country. It will be necessary to assemble a training team consisting of short-term personal services contractors from outside the country. Training facilities are available locally through an arrangement with the regional agricultural college. As indicated previously, PC staff and HCA counterparts are expected to provide the required technical support for the PCVs.

Finalizing the Project, Purpose, Goals, Objectives, Milestones, and Tasks (PGOMT)

In finalizing the project purpose, goals, objectives, milestones, and tasks (PGOMT), it is useful to think in terms of *outcomes* and *outputs.*

Outcomes are defined as the changes (impact) for the ultimate beneficiaries that are expected as a result of a product(s) or service(s). Purpose and goal statements will reflect outcomes, using terms like increase, decrease, or improve.

Outputs are defined as the products or services that have been created and their effects on the population targeted for intervention. Outputs are measured at the objective and milestone level, with action-oriented verbs.

The purpose statement provides the overall rationale for the project. It represents a full or partial reversal of the problem statement and answers the question: Why should this project exist? It should identify the beneficiaries of the project and indicate how their condition will change for the better.

The following is an example of a purpose statement flowing from the problem statement above.

EXAMPLE—The purpose of the Hillside Farming Project is to enhance food security among the 7,000 small farm families within the eastern high valley by reversing the deterioration of the soil and water resource base.

The next step in the project development process is to establish the goals, objectives, milestones, and major tasks. This portion of the project plan will be like a map, telling where you are going and how you will get there. The goals, objectives, milestones, and tasks break down the project's contributions to the purpose into manageable parts that are measurable and time-specific.

Goals

- provide overall statements of what is to be achieved within a specific time frame:
- describe how beneficiaries will be affected
- define results and changes for the end of the project
- address both capacity-building and production issues

The following set of goals applies to the purpose statement presented above:

1. **Within four years from the start of the project, 1,000 farmers will adopt at least one soil conservation practice as a result of training and/or technical assistance provided through this project, resulting in one or more of the following: reduced rates of soil loss, enhanced soil fertility, and increased rates of water infiltration.**
2. **Within four years from the start of the project, landholders will bring 200 hectares under comprehensive miniwatershed management through plans involving the integration of efforts by adjoining landholders utilizing water catchment reservoirs, hillside farming techniques, and revegetation practices as appropriate.**
3. **Within four years from the start of the project, community members will strengthen conservation infrastructure by the establishment of 10 new farmer associations that will take active roles in promotion of soil conservation activities.**
4. **Within four years from the start of the project, 600 youth will be applying knowledge of soil and water conservation issues, which will enhance public awareness of importance of conservation for community well-being.**

These project goals focus on the three factors of technology deployment, community institution strengthening, and public education.

Compare these goals to the purpose statement. You should see a direct link that will contribute to the fulfillment of the project purpose when the goals have been accomplished.

Objectives

- provide the final results of project activities that together achieve the goal(s)

- describe specifically what is to be achieved within a specific time frame
- describe the products and/or services to be created
- can relate to both production and capacity

The following set of objectives applies to the first goal listed above:

1.1 620 farmers will participate in soil conservation training workshops and develop demonstrable skills in soil conservation techniques.

1st year ——	70 farmers
2nd year ——	150 farmers
3rdyear ——	250 farmers
4thyear ——	150 farmers

1.2 80 conservation leaders will develop skills in extension methodology and take active roles in training and on-farm technical assistance activities.

1st year ——	10 leaders
2nd year ——	25 leaders
3rd year ——	25 leaders
4th year ——	20 leaders

1.3 17 community associations will establish soil conservation demonstration sites and promote adoption of hillside conservation practices through workshops and on-farm extension.

1st year ——	2 associations
2nd year ——	6 associations
3rd year ——	6 associations
4th year ——	3 associations

The project plan implies that accomplishment of the above set of objectives will result in the fulfillment of Goal One.

Milestones

- provide short-term indicators of progress toward accomplishing objectives
- help explain *what* is to be accomplished and *when*
- use active verbs

- link objectives to Volunteer tasks

Each objective has a set of associated milestones. For example, the following milestones were established for Objective 1.1:

1.1.1 Farmers will participate in discussions of conservation needs, and contribute to the development of community-focused needs assessments for 20 different communities.

1st year ——	**5 communities assessments completed**
2nd year ——	**10 communities assessments completed**
3rd year ——	**5 communities assessments completed**

1.1.2 Ten different community associations will organize a conservation field day demonstration in their respective communities, attracting a total of at least 10 farmer attendees each.

1st year ——	**2 communities**
2nd year ——	**5 communities**
3rd year ——	**10 communities**
4th year ——	**10 communities**

1.1.3 Associations from 10 different communities will sponsor conservation farming workshops involving at least 10 participants each.

1st year ——	**3 workshops in 3 communities**
2nd year ——	**5 workshops in 5 communities**
3rd year ——	**10 workshops in 10 communities**
4th year ——	**10 workshops in 10 communities**

Tasks

- are the specific activities Volunteers must undertake
- explain *how* the Volunteers will accomplish milestones and contribute to objectives and goals

Tasks for the milestone above may include the following:

- Prepare calendar of agricultural activities and social events affecting agricultural activities.
- Collect data on work site(s) about climate, crops, sources of income, sources of employment, community organizational structure, community decision-making processes, etc.

- Identify existing land use practices.
- Identify soil conservation and general farming problems that are apparent.
- Identify soil conservation and general farming problems perceived by the different segments of the community (e.g., farmers, men, women, youth, teachers, political leaders).
- Make an historical calendar of past land use practices that have contributed over time to a change in soil productivity.
- Identify/meet community leaders, agricultural innovators, and other individuals who represent especially valuable human resources for attaining project objectives.
- Identify individuals who are using soil conservation practices, as well as the incentives which led to the adoption of these practices.
- Identify individuals who would be good soil conservation collaborators for extension and demonstration.
- Make farm visits to generate interest and solicit participation in needs assessment.
- Meet with interested farmers to facilitate the organization of a farmer association to promote their felt needs.

Identifying and Securing Necessary Resources

Outlined below are factors to be taken into consideration for identifying resources necessary for a Peace Corps project . It is important to confirm availability of required resources from Peace Corps, the HCA, and other collaborating organizations, and to obtain solid commitments at the earliest practical date. Needed resources and anticipated sources and timing become part of the project plan.

Human resources

Volunteers

The selection of the appropriate AAs is central to project success. Use the *Trends Analysis* to inform yourself about the availability of particular AAs and skill cluster components. If necessary contact the Office of Volunteer Recruitment and Selection (VRS) through the Country Desk Unit to obtain more specific or updated information. Make adjustments to the project design if required to bring the requested Trainee Input into harmony with recruitment realities. Keep in mind that

Volunteers with strong technical credentials (for example, AA 110, 112, 115, 116) are more difficult to recruit than Volunteers without them. In project concepts requiring experienced agriculturists, it may be possible to reduce the number of "scarce skill" Volunteers by placing them with clusters of generalists (AA 117) to form an effective team in which the highly experienced PCV can be a technical resource for the others.

Often HCAs request higher-level credentials than are actually necessary for the Volunteers' assignments. Overstating the qualifications that are needed may result in a low fill for the Trainee Request. Also, Volunteer dissatisfaction may result if higher skills are requested than are actually needed at the site, and thus the overqualified Volunteers feel that their skills are not used.

Counterparts

Host-country counterparts are individuals with whom Volunteers collaborate directly for the accomplishment of project goals. Each PCV should have at least one counterpart.

As an example, in Agriculture projects a government extension agent assigned to cover a large area of rural communities may be the counterpart to a PCV who is covering a subset of the communities. Together they would organize and conduct training for the community members and separately they would conduct the follow-up visits to individual farmers. Agricultural Education Volunteers may have counterparts who are curriculum developers in the Ministry of Education or teachers in the community schools in which they are cooperatively infusing agricultural themes into the curriculum.

In some situations the concept of counterparts may be interpreted more broadly to include ultimate beneficiaries. For example, the project plan may target a small group of farmers who show particular aptitude in applying the changes

being introduced, having them serve as models for wider dissemination of project innovations. These individuals may be trained over the course of the project to serve as trainers/advisors for their peers. These farmer leaders function as counterparts for the Volunteer.

PCV counterparts can also be women's group leaders, vocational Agriculture teachers, or innovators in the community. These are the people PCVs work with most closely, transferring skills and building local capacity to continue the work after the Volunteer leaves. These counterparts are also the diffusers of the new technology. Such counterparts can be written into project plans just as government agents would be.

If no regular counterparts of any sort are available, you may need to re-examine whether the project is really viable under PATS criteria.

HCA supervisors

Host Country Agency supervisors are vital elements of the project because they determine details of the PCVs' final responsibilities and provide them with day-to-day guidance. It is therefore important to identify supervisors who are both capable of providing guidance and willing to do so. Problems can be largely headed off by articulating criteria for supervisors during the negotiation of the PC-HCA collaboration. It is important to put this relationship into practice at the earliest point by involving the designated supervisors, whenever feasible, in finalization of project design, the site selection process, and regular meetings during training and prior to placement of the Volunteer.

The relationship between the PCV, supervisors, and Associate Peace Corps Directors (APCDs) should be clearly outlined in discussions leading to Volunteer site assignment, and should be written as part of a formal agreement between the agency and Peace Corps. For example, if supervisors expect PCVs to (1) to spend a certain amount of time in the office, (2) submit periodic reports in addition to PC reports, (3) conduct specific monitoring and evaluation tasks, (4) attend periodic meetings, or (5) get clearance for vacations, these details need to be discussed and agreed upon during the project design process. Access to materials and transportation should also be outlined with the supervisor during project planning. It is best to write all these details out in specific job descriptions, encouraging supervisors to put their expectations in writing as part of development of the job descriptions. If this approach is not possible, an alternative is for the APCD to draft the job description and requirements, and have the supervisor review the draft.

Material and financial resources

Since Peace Corps provides human resources, and rarely equipment or money, the critical issue of material and financial resources must be dealt with during the initial stages of project planning. One of the project criteria emphasizes the use of locally available resources. The HCA must understand Peace Corps limitations. You can solicit support from the HCA, or donor agencies, to fill some of those needs as part of the project-planning process. If collaborating agencies are involved in providing these resources, a formal commitment should be requested before moving ahead with the project and should be written into the project plan.

Facilities and equipment

If the training of host country nationals will require special facilities, sites, or equipment as part of the project, it is important to identify facilities that will be available on a dependable schedule and funding sources for the training.

The location of the Pre-Service Training (PST) facility is more critical for Agriculture training than for most other project types. Climatic factors, topography, and proximity to off-site examples of relevant enterprises are factors which should be given particular attention. For example, a high-altitude site for the training facility may not provide the climate and variety of opportunities necessary to deliver the range of agricultural experiences needed by the Volunteers who will be working in mid- or low-altitude areas.

If the appropriate training resources are not available in-country, the possibility of third country or stateside training could be explored.

Housing

In many PC projects, as part of the host country's material commitment to Peace Corps, the HCA or the village where the PCV will be placed is responsible for providing housing. Agreement should be reached with the HCA on this issue early in the project decision process.

It is important that the PCVs reside in areas permitting close contact with the community members with whom they work.

Transportation

Most agricultural projects involve community outreach that requires PCVs to travel. Sites should be chosen with travel time and means of transportation in mind. Because Peace Corps generally does not provide any means of transportation other than a bicycle, transportation requirements beyond foot, bike, or public transportation need to be provided by the HCA or collaborating agency.

Training funds

A budget estimate should be prepared as part of the project feasibility assessment. Training for certain types of projects can be more expensive if special facilities must be constructed (for example, fish ponds or livestock holding pens), or if logistics dictate costly lodging or transportation requirements.

Site Selection, Site Surveys, and Site Development

Site surveys give you the opportunity to identify the most appropriate placements for Volunteers, based on both working and living conditions. This is also your opportunity to communicate the goals of Peace Corps and the project to the host community and to ensure that professional and personal support will be available to the new PCV. The HCA should play an active role in this process. In some cases the HCA solicits expressions of interest from potential supervisors by letter, by phone, or in a meeting, with the HCA providing a list of recommended sites for Peace Corps review. You should select 30 to 50 percent more sites to visit than your expected Trainee Input.

In many cases, current PCVs and PCV Leaders (PCVLs) can be extremely helpful in identifying new PCV sites. Their recommendations can be discussed with the HCA to get agreement on potential sites. PCVs and PCVLs can also assist in the site selection process by conducting the initial site survey, especially if they are fluent in the local language. Current PCVs can accurately represent what a Volunteer does, and what a community can expect if it is selected for PCV placement.

Before you visit each site, write a letter to the potential supervisor explaining the purpose of your visit and listing the general topics you would like to discuss in your meeting. Ask that other personnel who may be interacting with the PCV as counterparts, colleagues, or supervisors be invited to the meeting. If appropriate, let the supervisor know you would like to visit the proposed Volunteer accommodations. If a HCA representative cannot accompany you on your site visits, ask for a letter of introduction to take with you as you visit potential sites. When you visit the supervisory office, bring an information sheet or brief document that covers the most important information you plan to communicate in person. This written form provides the opportunity for all concerned to revisit the information whenever necessary. In addition, be sure to make courtesy visits to other local officials who, while not necessarily directly involved in PCV work, may be offended if ignored, possibly resulting in future difficulties. These individuals may include village chiefs and local or regional political officials.

Each site survey report should contain general site information such as community interest in and commitment to the project, as well as available accommodations and other information related to Volunteer living. These questions are detailed in the PATS Manual, pages IV–61—IV–64.

Site surveys need to be done for each Trainee Input, including the revisiting of current sites. In deciding whether or not to reuse a site, utilize input from current and past PCVs at the site and APCD site visit reports. It is essential to resolve with the HCA any serious issues identified that could jeopardize the personal or professional well-being of PCVs at a particular site.

The following is an illustrative site visit outline, showing topics you might cover during site-development visits for an Agriculture project.

Sample Site Visit Topics: Community Agricultural Extension

Community Information on Agricultural Systems

- Existing resources
- Felt needs within the community
- Priority ranking of felt needs among various subsectors of the community
- Past efforts to address the felt needs
- Community organizations and their activities

Peace Corps Information

- Peace Corps background and three goals
- Worldwide, regional, and country-specific (past and present) programs
- Agreement with host country and host agency
- Project goals and objectives

Community-HCA Interest in Hosting a Volunteer

- Willingness to support PCV, e.g., providing housing
- Availability of suitable supervisor(s)
- Availability of suitable counterpart(s)

Volunteer Role and Assignment

- Discussion of probable activities
- Identification of geographic area of intervention
- Agreement on host agency supervision and PCV reporting requirements
- Assessment of living arrangements and language requirements
- Concurrence on vacation and absence policy

Volunteer Accommodations

- Housing availability
- Constraints or precautions relating to PCV health and security
- Transportation network

Writing Volunteer Assignment Descriptions (VADs) for Agriculture

The VAD should present a realistic picture of both the job to be undertaken and the lifestyle the PCV can expect to lead. It is important to emphasize working conditions, living conditions, counterpart relations, and the level of professionalism required of Agriculture Volunteers. Specifically, the following elements should be addressed in the VAD:

- Project history
- Assignment description
- Living conditions
- Suggested materials to bring

Project history

Describe the history of the project and how the new Volunteer will fit into its life cycle.

Assignment description

Be as specific as you can. Provide information about PCV duties, working hours, counterparts and supervisors, dress, and daily activities.

Living conditions

Agriculture Volunteers live in a variety of conditions ranging from rural settings with few amenities to areas with running water, electricity, and supermarkets. Since the particular site for any particular invitee can rarely be guaranteed beforehand, it is important to avoid creating expectations for amenities that may not prove to be available. Describe the living conditions as realistically as possible without underestimating the adaptations that the Volunteer may need to make.

Suggested materials to bring

If particular reference materials or technical equipment are needed, specify this requirement in the VAD. Invitees tend to bring unnecessary items as they attempt to anticipate a wide range of needs. The VAD should help the Trainee avoid bringing inappropriate or unnecessary items.

A sample VAD is provided in the Appendix of this Supplement as an example reflecting the points made in this section.

IV. Training

This section of the supplement provides guidance on key elements in the development of a training program that strengthens project implementation. It furnishes an overview of training standards, examples of training designs and competencies, and guidelines for developing various training components. Specific recommendations or examples are provided on the following topics:

- Standards for the training strategy
- The PST for Agriculture, including competencies and behavioral objectives
- The technical IST

Linking Programming and Training

Although the "P" of PATS tends to receive more attention than the "T," the two are tightly connected. Good programming and a well-designed project plan with clear goals, objectives, milestones, and tasks provide the grounding from which the training program emerges, and point the way to ultimate project success.

The training program must bridge the gap between the skills and insights that the Volunteer possesses at the time of recruitment and the skills and insights that are needed in order to accomplish the tasks of the project.

Standards for Training

Peace Corps training philosophy and methodology are based upon principles of experiential adult learning. The PATS Manual and its Training Supplement, as well as PC manuals M0042 *Nonformal Education*, and T–38 *Agricultural Development Worker's Training Manual*, provide useful guidance on training philosophy and methodology.

In designing training, be sure to

- **Use PST and In-Service Training (IST) to model good training practices**

  All Peace Corps training should be based on the principles of adult education. By witnessing and participating in good andragogy practices during training, Agriculture Trainees experience firsthand the techniques that they can use in their own work at site.

Adult Education Principles

- Adults want to be treated with respect and recognition
- Adults want practical approaches to real problems
- Adults can reflect on and analyze their own experisnce
- Different adults have different learning styles
- Adults can be motivated by the possibility of fulfilling their personal needs and aspirations
- Adults need the support of their peers in their learning
- Adults need to communicate their feelings in culturally appropriate ways
- Adults are capable of making their own decisions and taking care of their own development

Source: Peace Corps Nonformal Education Manual, M0042.

- **Integrate the project plan into the training**

Good training should constitute a clear link between the overall project and the Volunteer's individual tasks. During PST, share the project plan with Trainees, especially the goals, objectives, and milestones. Giving Trainees a picture of their role in implementing the project PGOMT will motivate their participation in training activities. Focus on the milestones that they will contribute to achieving, and discuss the tasks they will be performing to accomplish those milestones. Review the evaluation plan, especially Volunteer reporting requirements, since these reports will be a key element of project monitoring. Use ISTs to "check in" on progress towards project milestones and objectives.

In order to help incorporate the project plan into PST, a three-session *PATS PST Module* that introduces PATS, the project plan, and PCV roles in project plans has been developed.

- **Draw on existing training resources**

Many resources for training Agriculture PCVs are available from Peace Corps, and taking advantage of them can help to avoid duplication of effort. First, it is most useful to consult the country's previous training designs for content and approach that may still be valid. If there have been similar training programs in other countries, your Regional Training Officer should be able to provide guidance and resources drawn from those experiences. Also, there are numerous training resources available through Information Collection and Exchange (ICE) and the Office of Training and Program Support (OTAPS) Agriculture Sector at Peace Corps/Washington.

- **Include host-country representatives, supervisors, and counterparts**

Just as host-country involvement in program development is necessary, the contribution of the HCA, supervisors, and counterparts in both developing and implementing the training is crucial. Invite HCA representatives to make presentations and participate in panel discussions on some of the training topics related to agricultural policies and projects. Provide opportunities during PST for structured meetings with counterparts, where the Trainees and the counterparts share their expectations for the Volunteers' work. Hold a meeting between supervisors and Trainees at the end of PST to clarify roles and responsibilities. During ISTs, hold meetings for PCVs, counterparts, and supervisors to discuss progress and problems.

- **Draw on the knowledge and skills of experienced PCVs**

Experienced PCVs can enhance training by providing insights into the realities of Volunteer life and work. They can explain the complexity of motivating villagers to undertake reforestation or conservation activities, or demonstrate successful ways of dealing with rigid bureaucracies. They can also advise on what should have been added to or eliminated from their own training, and can serve as co-trainers, providing the point of view of someone who has "been there."

- **Take field trips**

  Trainees can gain substantially from experiencing the realities of the field through field trips and site visits. Field trips, which may last a few hours, a day, or a few days, help Trainees understand the physical environment, the level of technology, the type of resources and expertise available, and the realities of working on agricultural projects in the country. Examples of field trip sites for Agriculture Trainees include representative farms, examples of both appropriate and inappropriate strategies, meetings of rural associations, agricultural research and demonstration facilities, project sites of other development organizations, agricultural produce markets, and product-processing enterprises.

Field trips can be led by local technical experts, the technical trainer, or current Volunteers, and should be well-structured with specific goals and objectives in the same manner as any other training session.

- **Integrate training components**

Link language training with technical training by introducing the agricultural vocabulary into language training sessions. Language training competencies should, in fact, address the range of Volunteers' professional needs. For example, Trainees should get practice in presenting themselves to authorities, conducting administrative tasks, interacting with colleagues, and discussing issues that are particular to the context within which the Agriculture Volunteer will be working.

- **View training as a continuum**

Link all phases of training by building basic skills during PST and identifying additional skills which Volunteers will need in their assignments, and that can be developed during ISTs. For example, if the Volunteers are expected to train host-country farmers in soil conservation practices, in PST they could learn to conduct a needs assessment. Afterwards, during their first three months at their sites, they could gather baseline data about their sites and the farmers' needs. Then a technical IST could prepare the Volunteers (and participating Host Coutnry Nationals [HCNs]) to actually conduct workshops for the farmers.

- **Build appropriate monitoring and evaluation tools into the training design**

  Effective evaluation of training will permit you to know during training if you are on track with the achievement of your training goals and objectives, permitting you to make necessary mid-course corrections. Once a training activity is complete, evaluation will assist you in planning the next training event for that group of Trainees or PCVs, or to make adjustments for the next time the same training is offered.

The Plan for Pre-Service Training

The plan for PST should detail the following elements:

- Training goals and objectives
- Training philosophy and methodology
- Lesson plans (for each session)
- Schedule (hourly, day by day)
- Necessary resources (staff, finances, facilities, materials, transportation, meals, lodging, communications)

The task analysis from the PGOMT phase of project design defines the agenda for an appropriate training program. The Volunteers who are responsible for carrying out the daily activities of the project must be equipped with the technical, cross-cultural, and methodological skills sufficient for meeting the goals of the project. The training activities should be explicitly articulated and all preparations made by the training staff prior to the start of PST. Minor adjustments can be made along the way in response to an assessment of trainee strengths and weakness early in the training program. The Training Section of the PATS Manual provides a framework for defining competencies and designing a syllabus.

Training should consist of components which address acquisition of technical skills, cross-cultural adaptation, language competency, and personal health and safety. A set of generalized PST goals may look like those below.

Upon completion of PST, the Trainees will have

- Adapted the technical skills they possessed on entry to fit the host-country context.
- Demonstrated mastery of the new skills—technical, linguistic, cross-cultural, and health/safety—that are necessary for successful completion of their assignments.
- Clearly articulated how their assignments fit into the project plan and their roles as PCVs in host-country development.
- Developed the interpersonal skills necessary for successful relationships with their host-country collaborators and beneficiaries.
- Demonstrated knowledge of the resources available to them in-country and the ability to access these resources.

Allocation of time

PSTs for Agriculture typically consist of between 150 and 300 hours of Agriculture-specific training spread over a period of approximately 12 weeks. The scope of PST depends entirely on the gap between the skill levels of the incoming trainees and the competencies which they must possess in order to meet the demands of their jobs. In the rare instance where language training is not part of the PST agenda, the Agriculture training can be compressed into a shorter total time frame.

Content

Agriculture Volunteers usually bring with them the expectation that their job will consist primarily of showing people how to do things. If the task analysis is examined for a typical Agriculture project, the activities of a Volunteer can usually be seen to fall into two categories.

Category I	Category II
Understanding	Demonstrating
Planning	Teaching
Organizing	Promoting
Coordinating	

PCV frustrations and failures are frequently a result of being unable to carry out the Category-I tasks that set the stage for demonstrating, teaching, and promoting. Therefore, the PST must prepare the Volunteers to be effective community development facilitators, a responsibility that includes much more that simply being a good agricultural technician or engineer. The Agriculture Volunteers must develop the community organization skills and cultural insights necessary to analyze, plan, organize, and coordinate the people and resources around them so that they are able to go forward with the Category-II activities. Participatory Rural Appraisal techniques have proven useful for preparing Volunteers in this regard. The Agriculture Sector/OTAPS can provide materials and guidance on this subject.

The typical PST for Agriculture PCVs covers the following important areas:

- The relationship between the local agricultural system and the sociocultural context within which it exists—why people do what they do, how decisions are made, determination of local priorities, and the roles of values and beliefs in the development process
- Information about the host country's national agricultural system, including policies and priorities
- Specific technical know-how applicable to the assignment awaiting the PCV
- Knowledge of community organization strategies, adult education techniques, and extension methodology as these relate to the PCV's assignment
- An understanding of the project plan under which the PCV will be working, and the role of the current cycle of Volunteers in the project's life span
- Skill in creating workplans

Competencies for Agriculture Volunteers

Competencies are statements of what the Trainees will be able to do at the end of the training. The competency statements guide the design and evaluation of the training sessions and activities. Following is a listing of training competencies that would be common to any Agriculture project.

Sample PST Competencies for All Agriculture Projects

At the end of the Pre-Service Training, the Trainees will be able to

- Describe and discuss major agricultural issues facing the country.
- Describe the political and administrative structure in the country, how it operates, and how to work within it.
- Discuss national priorities, programs, and institutional structures in the Agriculture sector.
- Describe the food security status of the nation and of the various subsectors of the national population, and discuss the factors which determine food security and coping strategies used by population subsectors.
- Discuss the farming system and household food security strategies utilized by host communities.
- Articulate the rationale for, and content of, the Agriculture project.
- Discuss the role of the Volunteer in the development process.
- Describe procedures for communicating with the Ministry of Agriculture and other Host-Country Agency representatives.
- Conduct community needs assessments using participatory processes.
- Develop an action plan for the first six months.
- Demonstrate the framework for providing evaluation data through well-prepared PCV reports.

Sample PST Competencies for a Large Animal Husbandry Project

At the end of the Pre-Service Training, the Trainees will be able to

- Relate the five basic components of livestock development and demonstrate an understanding of how their interaction determines the appropriate level of production under specific host country conditions.
- Evaluate livestock operations to determine the level of production.
- Describe the livestock management practices prevalent among local small-scale producers.
- Make management recommendations based on local conditions and resources.
- Describe the major climatic zones and their respective characteristics and the forage production practices for each zone.
- Mix a balanced feed ration using the Pearson square method.
- Maintain a field notebook and keep production records.
- Discuss the basic concepts of livestock nutrition.
- Discuss the role of livestock products in human nutrition and how livestock production methods affect nutritional value for humans.
- Demonstrate a clear understanding of the causes, transmission, treatment, and prevention of locally prevalent livestock diseases.
- Use the Farmer Livestock Survey to determine the production levels of different animals under different management situations.
- Demonstrate the proper technique for applying livestock immunizations.
- Provide the proper treatment for parasites.

Behavioral objectives

Behavioral objectives are used to break down competencies into target skills. They always include a verifiable behavior that can prove the Trainee has acquired the target skill. An example taken from the above competencies illustrates the development and use of behavioral objectives in PSTs.

EXAMPLE—

Competency
Evaluate livestock operations to determine level of production.

Behavioral objectives
- **Determine the carrying capacity of the feed production source.**
- **Determine the nutritional intake of the livestock.**
- **Determine the breeding efficiency of the herd.**
- **Determine average mortality rate among herd.**
- **Evaluate livestock health status and describe current practices.**
- **Describe the marketing strategy of the producer.**
- **Determine market value of livestock under current practices.**

The Technical IST

The technical IST is an opportunity to build upon PST by further developing technical, cross-cultural, and language skills. Often host-country counterparts are included, providing opportunities for enhancing collaboration and increasing local capacities. Normally a technical IST is held no sooner than three months following the arrival of a Volunteer at site. This gives the PCV time to digest the activities of PST and to become familiar with the site where all future work will take place. ISTs are rarely held in the last six months before Close of Service (COS) due to insufficient time remaining in the Volunteer's service to allow meaningful application of the training.

Agriculture training poses seasonal constraints that are not encountered in some other technical areas. Climatic limitations, seasonal obligations of potential participants, and availability of plant and animal resources must be taken into consideration in scheduling.

Identifying training needs for IST

The timing and topic for an IST should be a product of the APCD's best judgment regarding the direction of the project and the input of the PCVs. There is sometimes a tendency on the part of PCVs to want to overtrain, to try to address all the problems that they see. The APCD must resist any tendency for PCV activities to drift away from the most effective focus for a given phase of the project. Supplemental training afforded through a focused IST can help to ensure accomplishment of project milestones.

The APCD can draw from a variety of sources in making the IST decisions. The following process can be used:

1. Review reports from Volunteers and your own site visit reports.

2. Meet with PCVs, supervisors, and counterparts and observe them in action. Query them about their perceived technical needs. During observation, be alert to scenarios and critical incidents that might serve as the basis for discussion during the IST. Observe how closely Volunteers and their counterparts work together—is it a strength the IST can build on or a problem the IST needs to address?

3. Distribute a needs assessment questionnaire to Volunteers and counterparts (see below for sample).

4. Identify competencies needed by Volunteers and counterparts and develop objectives for the IST.

5. Identify material and human resources for the IST, including Volunteers and counterparts who may be able to assist in the presentations at the IST and other host-country experts who might participate.

6. Prepare an announcement/invitation for Volunteers and counterparts. Announce the goals of the IST and ask participants to bring projects, problems, etc.

7. Develop a training design, stressing participatory activities.

8. Develop an evaluation instrument for feedback on the success of the IST.

Training duration and scope of topics covered

When PCVs are convened for a training event, it is tempting to try to capitalize on the effort that went into getting everyone together by crowding multiple activities into the available time. Experience has shown that an effective IST should center upon only one topic, and no more than two or three aspects of that topic. For example, an IST on Soil Water Management could include a focus on increasing soil organic matter and using mulch for moisture conservation. The long-term retention of information diminishes rapidly when too much material is covered. When HCNs are participating, it is important to keep in mind that they have other commitments that are waiting for them at home. A training event that is too long will either discourage their participation, prompt their early departure, or cause their minds to drift to other concerns. Likewise, the amount of time a PCV spends away from site can be costly in terms of project opportunities foregone.

Excessively Broad Agenda	**Appropriate Agenda**
1. Soil water management	1. Soil water management
a. Increasing soil organic matter b. Soil cover for moisture retention c. Irrigation systems	a. Increasing soil organic matter b. Soil cover for moisture retention
2. Construction of terraces	
3. Marketing of citrus	

It is indeed appropriate to use PCV input in the programming of any In-Service Training event. Nevertheless, the Peace Corps project manager should define the focus of any workshop in a way that maximizes the impact of the training resources and keeps the Volunteers centered on the project priorities. An example of a form for soliciting PCV input is given below.

Sample IST Needs Assessment Questionnaire

Name: _____ COS Date: _____

Site: _____

Host Agency: _____

Primary activities: _____

1. What have been your successes thus far?

2. What are your greatest concerns at this time?

3. Indicate any skills in which you would like to receive training and explain how you would apply the benefits of this training in your work.

4. Are there HCNs with whom you work who could benefit from participating in this training event? Is so, list their names and roles within the community and/or host agency.

5. Do you have any activities or strategies you would like to share with others during an in-service workshop? Please describe:

V. Evaluation

Monitoring and evaluation are ongoing processes which utilize a combination of tools. These tools include scheduled site visits, formal interviews with host-country counterparts and host agency officials, quarterly workplans and reports submitted by PCVs, and discussions with PCVs and project beneficiaries. Periodic evaluation by an outside consultant should be an element in this process.

A summary of several instruments that can be used in the monitoring and evaluation process is given below.

Instrument	Description	Frequency
Baseline data	Baseline data provide information on status of the variable which the project will be attempting to influence and necessary information for before-and-after monitoring of project impact.	Collected prior to start of project
Project plan review	Project Plan will be reviewed by programming staff. Project accomplishments will be evaluated vis-a-vis stated goals. Constraints and emerging opportunities defined and appropriate adjustments made.	Annually
PCV workplans	Each PCV is required to submit a detailed workplan signed by his/her counterpart. The format for the workplan links the PCV activities tightly to the stated project goals and interfaces with PATS guidelines. Viability of project goals as well as PCV effectiveness can be monitored and evaluated using this instrument in conjunction with quarterly PCV reports.	Quarterly, or as established by project manager

PCV reports	Each PCV is required to submit a report of his/her activities and accomplishments, signed by counterpart or supervisor. This report interfaces with the quarterly workplan. Any emerging problems or opportunities are highlighted in the report.	Same as workplans
Briefings with host agencies	Face to face discussions with host agency officials and field level counterparts. PCV performance and institutional relationships are discussed.	Several times annually
Site visits by APCD	APCD visits PCV sites for purpose of viewing project activities and discussing workplan with PCV.	Twice annually, or more often when warranted
All Volunteer conference	All PCVs and staff meet to discuss program issues.	Annually
Office visits by PCV	PCVs meet individually with APCD as needed to discuss project activities and institutional relationships with host agencies.	As needed, generally no less than twice annually in conjunction with PCV visits to office for immunizations
Interim tracking by Program and Training Officer (PTO)	The PTO consolidates the input from the APCDs and prepares summaries which are useful for monitoring and coordinating activities among the program's various projects.	Continuously, with quarterly summaries
Periodic evaluation by consultant	An outside expert will be contracted to perform a comprehensive evaluation of the project.	At the end of five years, or earlier if deemed advantageous

Selecting Indicators for Agriculture Projects

Indicators measure the progress we are making toward the desired achievements or changes identified in our PGOMT. Following are examples of typical indicators used to report achievements in Agricultural projects and sources that can be used to obtain data. When selecting indicators, remember that project goals reflect changes for the ultimate beneficiaries, and that

objectives and milestones reflect the products or services produced or their immediate effects on the targeted population

Typical indicators

Below are a few examples of typical indicators used in Agriculture projects. The most important sources of the data are the farmers themselves and PCV records and reports. *Accordingly, it is essential that PCVs be trained in appropriate observation, monitoring, and data collection techniques.* It should be obvious that the examples below are not meant to represent an exhaustive list of project types and indicators, but rather only a short sampling of possibilities to give ideas of types of indicators that could be used.

Strengthening of local institutions and building of organizational infrastructure

- Participation by targeted beneficiaries in training events
- Attendance by targeted beneficiaries at association meetings
- Farmer leaders hosting on-farm demonstrations

Crop productivity indicators

- Yield per unit of land
- Yield per unit of labor
- Labor per unit of land

Soil conservation indicators

- Soil loss rates
- Changes in topsoil depth
- Conservation practices implemented
- Percentage of soil surface protected with vegetative canopy cover during year

Integrated pest management

- Changes in amount of pesticide used
- Population numbers for insect predators and parasites
- Amount of pest damage on harvested produce
- Population numbers for insect pests

Livestock health

- Changes in livestock mortality rates
- Immunization records
- Changes in livestock health care practices
- Weaning weights
- Changes in egg production
- Rate of weight gain
- Reproductive efficacy

Appendices

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Appendix 1: Project Goals, Objectives, and Milestones

Appendix 1: Project Goals, Objectives, and Milestones

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
1. Within four years from the start of the project, 1000 farmers will adopt at least one soil conservation practice as a result of training and/or technical assistance provided through this project which will result in one or more of the following: reduces rates of soil loss, enhanced soil fertility, increased rates of water infiltration.	A. 620 farmers will participate in soil conservation training workshops and develop demonstrable skills in soil conservation techniques.	70 farmers	150 farmers	250 farmers	150 farmers
	MILESTONES				
	i. Farmers will participate in discussions of conservation needs and contribute to the development of community focused needs-assessments for 20 different communities.	5 assessments completed	10 assessments completed	5 assessments completed	
	ii. Ten different community associations will organize conservation field day demonstration in their respective communities involving a total of at least 10 participants each.	2 communities	5 communities	10 communities	10 communities
	iii. Associations from different communities will sponsor conservation farming workshops involving at least six participants each.	3 workshops in three communities	5 workshops in five communities	10 workshops in ten communities	10 workshops in ten communities

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
	B. 55 conservation leaders will develop skills in extension methodology and take roles in training and on-farm technical assistance activities.	6 leaders	15 leaders	20 leaders	14 leaders
	MILESTONES				
	i. Potential conservation leaders will agree to participate in training on extension methodology.	10 leaders	20 leaders	30 leaders	23 leaders
	ii. Conservation leaders will participate in training on the methodology of conservation extension.	8 leaders	18 leaders	25 leaders	18 leaders
	iii. Designated community extensionists will take leadership roles in field day demonstrations and extension visits.	6 leaders	15 leaders	20 leaders	14 leaders
	C. 17 community associations will establish soil conservation demonstration sites and promote adoption of hillside conservation practices through workshops and on-farm extension.	2 associations	6 associations	6 associations	3 associations
	MILESTONES				
	i. Long-standing community associations will host conservation presentations for purpose of building awareness within their organizations.	4 associations	9 associations	9 associations	5 associations

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
	ii. At least 10 community associations will host technical assistance workshops for the purpose of training acciation personnel in the design of conservation promotion or demonstration projects.	2 associations	3 associations	3 associations	2 associations
	iii. Community assoiations will establish and maintain seedling nurseries and/or seed banks for providing plant material for conservation purposes.	3 nurseries/banks	5 nurseries/banks	5 nurseries/banks	5 nurseries/banks
2. Within four years from the start of the project, 200 hectares will be brought under comprehensive mini-watershed management through plans involving the integration of efforts by adjoining landholders utilizing water catchment reservoirs, hillside farming techniques, and revegetation practices as appropriate.			50 hectares	50 hectares	100 hectares
	A. At least 7 community conservation associations will endorse and promote the development of comprehensive mini-watershed management plans.	1 association	2 associations	2 associations	2 associations
	<u>Milestones</u>				
	i. Personnel from local conservation associations will participate in leadership training for mini-watershed management.	2 associations	2 associations	3 associations	
	ii. Local conservation associations will convene forums for public discussion of mini-watershed management plans.	2 associations	2 associations	3 associations	

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
	B. At least 5 associations will develop plan designs for mini-watershed areas and give leader farmers roles in the design proc[illegible]s.		1 association	2 associations	2 associations
	Milestones				
	i. Conservation associations will identify mini- watershed management plan zones.		1 association	2 associations	2 associations
	ii. Farmer leaders from each watershed zone will receive training in mini-watershed management principles and techniques.		farmers from 50% of zones	farmers from 50% of zones	
	iii. Host agencies will provide technical support to local associations in design of watershed management plans.		1 association	2 associations	2 associations
	C. Sponsoring associations will begin deployment of mini-watershed management plans.		50 hectares	50 hectares	100 hectares
	Milestones				
	i. One household member from each land holding family within the mini-watershed plan zones will receive training in principles and techniques of mini-watershed management.		50% of families	50% of families	
	ii. Local sponsoring conservation associations will designate watershed plan coordinators who will take management roles in deployment of the conservation plans in each mini-watershed zone.		1 association	2 associations	2 associations

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
3. With four years from the start of the project, community conservation infrastructure will be strengthened by the establishment of 10 new farmers associations which will take active roles in promotion of soil conservation activities.		2 associations	3 associations	3 associations	2 associations
	A. At least 20 groups will be established for the production and/or marketing of conservation by-products such as fruit, fish, honey, forage, or wood.	2 groups	4 groups	6 groups	8 groups
	Milestones				
	i. Farmers will adopt sustainable conservation practices which link to their felt needs for the production of commodities for market or home consumption.	75farmers	125 farmers	200 farmers	200 farmers
	ii. Farmers will establish small self-help groups of 2 or more members each for the purpose of pooling resources for sharing and procuring necessary material, know-how, labor, or market access.	5 groups	5 groups	5 groups	5 groups
	B. Leaders from at least 11 communities will provide political and organizational leadership for establishment of conservation associations.	2 communities	3 communities	3 communities	3 communities
	Milestones				
	i. Conservation awareness presentations will be hosted by agricultural and civic organizations.	4 organizations	8 organizations	8 organizations	8 organizations

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
	ii. Community leaders will visit conservation project sites for the purpose of promotion and education (1 or more leaders per site visit).	8 site visits	12 site visits	12 site visits	12 site visits
	iii. Communities will declare conservation awareness days, supported by political officials, for the purpose of mobilizing interest and support for conservation initiatives.	3 communities	15 communities	15 communities	15 communities
4. Within four years from the start of the project, 600 youth will gain knowledge of soil and water conservation issues which will enhance public awareness of the importance of conservation for community well being as measured against baseline survey performed prior to project start.		60 youth	100 youth	175 youth	265 youth
	A. Environmental education materials will be introduced into the curricula of twenty primary and secondary schools, exposing a minimum of 500 students to soil conservation and revegetation issues on a recurring basis.	4 schools	6 schools	6 schools	4 schools
	Milestones				
	i. Schools will host conservation presentatoins by knowledgeable outside personnel	4 presentations	8 presentations	15 presentations	15 presentations
	ii. School Directors will endorse conservation education activities within his/her school	2 schools	5 schools	12 schools	8 schools

GOALS	OBJECTIVES	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
	iii. Schools will have one or more teachers develop and use conservation education materials for his/her class(es).	1 school	3 schools	8 schools	12 schools
	B. At least 10 formally organized youth groups (such as 4-H, scouts) will incorporate conservation activities into their programs, raching 100 youth.	2 groups	3 groups	3 groups	2 groups
	Milestones				
	i. Youth groups will host one or more conservation presentations by knowledgeable outside personnel.	2 youth groups	4 youth groups	2 youth groups	2 youth groups
	ii. Youth group leaders will become trained in conservation leadership .	2 leaders	4 leaders	4 leaders	
	iii. Youth groups will develop conservation education and activity materials.	1 group	3 groups	4 groups	2 groups

Appendix 2: Peace Corps Volunteer Assignment Description Cover

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION COVER
(To be completed by in-country staff and submitted with VAD)

Country/Training Class Name:	Honduras: Hillside Farming/Aquaculture/Small Business	
Training Class/Assignment:	522-94-02/01	
Assignment Area:	110	
Assignment Title:	Hillside Farming Extensionist A	
VAD Code:	522AG01A	
Trainees Requested:	6	
Fill Restriction:	No X	Yes
Married Couples Accepted:	No X	Yes

Requirements/Restrictions:

A. BS/AS Agronomy, Horticulture or other agricultural discipline, or

B. Three years full-time farm experience, or

C. BA/BS any discipline with 18 months full-time farm experience.

All candidates must hold a university degree. Strongly preferred that all candidates have at least eight credit hours in biology or natural sciences.

Sixteen credit hours in Spanish required.

Strongly preferred that all candidates have teaching experience either formally or informally.

This position requires physically demanding work in mountainous terrain and very harsh environmental conditions. Work as a hillside farming extensionist requires several hours of daily hiking on steep slopes. Most areas are remote and may pose personal safety problems for female volunteers.

Sector changes during training or PCV service will not be possible.

Project Background

The Hillside Extension Farming Project was started in September of 1989, even though Peace Corps Honduras has worked in this field for over 10 years. Just a few years ago, several other projects, such as Small-Scale Irrigation and Agribusiness, were phased out to concentrate our efforts in this program. At present, we feel that this project has a very solid base, clearly defined goals and objectives, and a sound development philosophy and methodology.

The Hillside Farming Extension project was designed in response to the strong need to assist thousands of small farmers who live in the hillside areas of the country. The vast majority of these farmers are extremely poor, with an income per capita of about $300 per year.

The limited arable land found in the valleys is usually owned by large and middle size owners and represent only about 25 per cent of the nation's territory. Most small farmers in Honduras cultivate on very steep slopes that fluctuate between 15–80 percent grades. Most of these farmers do not receive any kind of technical assistance, or the assistance is often inappropriate to their needs. Most of them practice migratory agriculture, which consists of slashing and burning the trees of a parcel of land that they cultivate for 3–5 years or until further cultivation is not feasible due to soil depletion. Farmers usually abandon these parcels or plant them with pasture to rent or sell to cattle owners. At the same time, they usually move to new virgin forest to repeat the process. In most areas of the country, however, the practice is no longer viable because the forest has been severely destroyed already and the rapid population growth of approximately 3.5 percent creates substantial pressure on existing virgin land.

The hillside farmer produces an average of 15 bushels per acre of corn and 8 bushels per acre of red beans, their staple food. This yield is usually higher after they clear the forest and lower when the topsoil has been totally washed away and the environmental conditions have been severely deteriorated. The income generated with this production is far below the level required to meet their basic needs of food, health and education.

Hillside Farming Extension, therefore, is not only important for rural families of Honduras to meet their food needs, but as a source of income to generate cash for other basic needs. It is also essential to protect the environment. Some rough estimates indicate that just migratory agriculture alone contributes to the deforestation of about 200,000 acres of land per year. It is also estimated that an average of 75 metric tons of soil per acre are lost every year. The loss of soil fertility is clearly the leading factor contributing to low crop yields, which can be attributed to the lack of exposure and knowledge of farmers to hillside farming techniques.

Currently 24 Volunteers are in this project. Approximately 50 percent will be first generation Volunteers and the other 50 percent will be second generation. About half of the Volunteers in this program are female and 80 percent are generalists. All Volunteers in this program are assigned to the Ministry of Natural Resources. The attrition rate in this sector is very low and the level of satisfaction is very high.

Project Objectives and Volunteer Duties

The Peace Corps in Honduras has developed a project plan that contains the necessary guidelines to implement the proposed goals and objectives of this program. In general terms the major goals are: (a) increase crop yields of basic grains of selected hillside areas by 300 per cent after a 6 year period; (b) increase the area cultivated with vegetables for self-consumption and surplus; and (c) establish people-centered sustainable agricultural programs in different parts of the country that can serve as a source of training and motivation for surrounding villages.

In order to be able to achieve the program goals you can expect to carry out the following tasks:

1. Get to know the people of your work area.
2. Gather data about your work site (climate, crops grown, pests, agricultural practices, etc.).
3. Identify the factors that limit the production of crops grown in the area (soil fertility, soil erosion, insects and diseases, etc.).
4. Select technologies that are most appropriate to address major limiting factors (i.e., green manures to restore soil fertility).
5. Organize field trips and field days to successful Hillside Farming projects in order to expose and motivate farmers to adopt improved Hillside Farming extension technologies.
6. Organize groups of farmers at village level to offer agriculture courses.
7. Encourage and assist farmers to start their own individual trial plots using technologies that are likely to produce recognizable success.
8. Design a training plan for each agricultural group based on their training needs.
9. Write class plans for each session/topic to be taught.
10. Conduct agriculture classes in the areas of soil conservation (contour ditching, dead and live barrier construction terracing); soil improvement (in row tillage, use of cover crops, composting); integrated pest management (pest identification, chemical and non-chemical insect and disease control); cultivation of corn, beans and vegetables (seed selection, planting methods, water management and irrigation, crop

rotation) and other topics that may be specific to your work area. These classes are 80 percent in the field and 20 percent in the classroom.

11. Visit farmers at their plots to provide them with individual technical back-up and moral support.
12. Identify and train local villagers to become extensionists. This training involves offering special classes on more advanced technical issues, teaching and motivational techniques.
13. Prepare proposals to obtain necessary funding to cover the financial needs of the program (field trips, leadership training, audiovisual materials, compensation of leaders), including the management of approved funding.
14. Prepare and/or update a 6-year project plan specific to your site that includes
    a. project background
    b. problem analysis
    c. problem statement
    d. goals and objectives
    e. expected results
    f. monitoring and evaluation
15. Prepare work plans and work reports for your host country agency and the Peace Corps.
16. Negotiate and obtain necessary support for specific activities of your site (transportation for field trips and field days, specialized training for leaders from collaborating agencies).

Job Description

The Hillside Farming program has been designed to implement pilot projects in selected rural communities that can serve as a source of motivation and training to farmers of surrounding villages. Each target area usually consists of a central village of 1,000 to 2,000 people and about 10 villages of 100 to 300 inhabitants each. The goal is to reach 40–50 percent of the farmers after 6 years of Peace Corps work in each selected area.

This goal requires the assignment of three generations of Volunteers to each project site. Depending on your technical skills, language command and other factors you may be a first, second or even third generation Volunteer. In any case, at any level, your assignment will be challenging and demanding.

As a general rule, the first-generation Volunteers concentrate their efforts on motivating farmers and creating enthusiasm for the program. This process usually involves exposing farmers to already existing successful projects and developing small trial plots with selected technologies that can produce visible results. The first-generation Volunteers usually concentrate in only 2–3 villages.

The second generation of Volunteers concentrate more on multiplying the initital successes of the program.

If things are working as planned, after two years it is expected that a good number of farmers will have experienced success. New farmers, therefore, should be interested in adopting the technologies that have proven to be effective. Volunteers in this phase of the program are expected to work with local leaders expanding the effort of the program to new villages and new farmers of previous communities. In your work as a Volunteer, you will need to identify and train local leaders on technical aspects, teaching and motivational skills. You will also need to provide further training for advanced farmers on new technologies and more in-depth concepts of agriculture.

During the first two years of the program, the emphasis will be corn and beans, as it will be with almost any new community, but during the next phase, it is expected that many farmers will show interest in diversifying to new cash crops. In the third phase of the program (or third generation of Volunteers), you can expect to be fully involved working with leaders providing them with advanced technical training and teaching and motivational skills. At this point, the program would expect to reach the critical mass; therefore it is expected to reach all remaining villages with the help of local leaders. At this phase, the Volunteer may expect to do a lot of administrative work since the program is getting prepared to be phased out.

This project is using World Neighbors development philosophy and methodology because it has proven to be highly appropriate to the needs of small scale farmers. This philosophy/methodology consists of empowering farmers to take control of their lives by increasing their self-esteem and self-image; creating enthusiasm among farmers through recognizable success; avoiding all kinds of paternalism and donations; using local resources as the basis of the program (local seed, organic fertilizers, etc); starting small and slow; selecting and using a very limited number of technologies; teaching farmers to pratice small-scale experimentation to continually improve their agriculture, and; developing a multiplier effect within the program through the use of local leaders in sharing experiences with felllow farmers.

The Hillside Extension Farming program hopes to provide farmers with the necessary knowledge and skills to improve their agriculture, but also with the attitudes required to empower them to take control of their own lives. For this reason, you can expect to be using a variety of different teaching techniques for each one of the different areas. These techniques include practical examples or simulations to demonstrate a topic, such as the importance of organic matter for plant growth, group discussions to analyze the methods (cultural, biological and chemical) to control a particular pest, and/or a group dynamic to reflect on the importance of cooperative work. The methodology used in this program is, therefore, highly participatory and based on adult education principles.

Working Conditions

The project's target areas will require extensive travel by foot or by horse to the outlying communities, which may be as close as one mile and as far as ten miles from your site. In some cases, you will find it more practical to stay in these villages for 2–3 days at a time because of their remoteness. In any case, two to three hours of daily walking in extremely hilly terrain is considered normal by Volunteers in this project. This assignment is physically demanding and is definitely not for Volunteers who can not endure extreme physical exertion in adverse environmental conditions, such as high temperatures and humidity.

Your work schedule will accomodate the *campesinos'* daily routine, which begins at 5:30 a.m. and finishes around 4:00 p.m. Campesinos often work from Monday through Saturday. Sunday is set aside for relaxation, shopping in the market, or visiting friends or relatives. In order to earn their respect, you will usually need to work the whole day hand-in-hand—digging a contour ditch with a pick and shovel, constructing a dead barrier with rocks, or hauling cow manure in sacks from nearby farms. The emphasis of this project is on the use of local resources and appropriate technologies; therefore no sophisticated equipment will be available and/or necessary. Common tools used by Honduran farmers are machetes, hoes, picks, shovels, and oxen-drawn implements. A few farmers have access to back-pack sprayers for the application of chemicals.

The supervision that you can expect to receive from both the Peace Corps and your Host Country Agency (HCA) is going to be limited. The Peace Corps will provide you with guidelines for your work through the Hillside Farming Extension Project Plan. During the in-site visits that your Program Director (APCD) will carry out twice a year, you will have the opportunity to discuss the progress of your work and to receive additional needed support.

You will be asked to maintain friendly and open communication with your HCA supervisor and co-workers. They will not provide you with much supervision, although they may visit your program area and give you some support, if asked. Throughout your service, you will also be encouraged to participate in additional workshops and courses related to your work.

Female applicants may find the experience of working as agricultural extensionists difficult but not impossible. Honduras, like many Latin countries, is very male oriented. Traditionally the woman's role is to attend to household activities, while the men's role is to work exclusively in the field. There are a few exceptions to the rule, but very few. All Volunteers have to overcome the difficulty of being accepted and respected. Female Volunteers, however, must also overcome the skepticism of their counterparts, as well as the *campesinos,* who are unaccustomed to working with women in agriculture. It is fair to say,

however, that most female Volunteers feel quite comfortable working at the village level. They generally find the farmers very respectful and humble, even though they recognize that farmers' perceptions of a female agricultural extensionist is somehow different. The general feeling of harrassment towards women Volunteers in the larger towns is seldom experienced at village level.

Secondary projects are discouraged in this assignment. As a general rule, they tend to distract Volunteers from their primary assignment. The project is also very ample and does offer the opportunity to use a large variety of the skills that Volunteers may have that could be used for the benefit of the entire project.

You are going to be required to behave and dress according to culturally accepted patterns. The Peace Corps recognizes your individual rights as far as personal matters, however, being a guest in a foreign country does have the responsibility to ensure that country specific norms are followed. In Honduras, for instance, men with long hair may not be taken seriously; men wearing earings may look suspicious to many people; women, as well as men, wearing shorts in an office may not be treated as professionals by host-country officials. Your appearance may affect not only your personal image but overall respect for Peace Corps professionalism.

Training

Your training will take place in two phases. The Enhanced Skills Training phase will last six weeks followed by the 12-week Pre-Service Training (PST). Both phases will take place at the Santa Lucia Training Center. Below is a breakdown of skills you will acquire during this training period.

The training has been designed to provide you with the necessary basic technical skills that you will need during your service. A large portion of your training will be hands-on/experiential and will include four field trips, where you will apply the technical theories learned in a classroom setting. You will work with local hillside farmers under the guidance of experienced trainers. Combined with some classroom work and out-of-class readings, you will be "learning by doing" most of the technical subjects that you need in your job, including soil conservation, extension methodology, corn and bean production, and vegetable crop cultivation. An effort will be made to train you with the same teaching methodology that you will use during your service, so that, you gain a thorough understanding of the what, why and how of each practice. Your training is going to be extremely demanding, both physically (ditching, terracing, planting) and mentally, since you will be required to absorb a lot of technical information in a short period of time. This way of doing training is designed to provide you with the necessary self-reliance and self-sufficiency that you will need in your future job. A strong emphasis will be placed on "learning how to learn" so that you can find solutions to the specific problems that you encounter

in your work. However, "learning how to learn" cannot be accomplished unless you have a strong interest and enthusiasm for working in agriculture. Spanish language teachers will be available during field trips to continue language training and familiarize you with the technical vocabulary you will need in your work.

The training will take place in a small village situated near the capital, Tegucigalpa. You will be primarily studying Spanish in small classes of 4–5 students of about the same proficiency level. Also, you will be living with a Honduran family which will give you the chance to practice Spanish and become acquainted with local habits and customs. Your time will be split between language, cross-cultural and technical training. In the cross-cultural classes, you will be discussing the major cross-cultural issues that may have a direct or indirect influence on your success as a Volunteer, such as relations with your HCA and the politics, history, and values of Honduras. It is important to note that PC/Honduras requires of all trainees a minimal level of Intermediate Medium on the ACTFL Rating Scale in Spanish language in order to qualify as a Volunteer.

Only upon successful completion of all training objectives will you be invited to be a Volunteer and begin your two years of service.

Living Conditions

You can expect to be assigned to a small rural village of 500–1,000 people. At times, however, they are a little bit smaller or a little bit larger. These villages are usually very remote and exhibit very limited, if any, comfort. For instance, most of them have running water, but it is not unusual to find some that do not. Electricity is seldom a possibility in this assignment. Some of the sites have a relatively good transportation system with trucks or buses running every day. There are sites where transportation is limited to once a week. Because of poor road conditions, accessibility by car may be limited to six months of the year in some situations. If so, this situation might require from one to four hours of hiking to the closest accessible place. In the same way, mail reaches several of these villages, but quite often there is no post office and Volunteers have to wait a few weeks to pick up their correspondence at the nearest town.

Most Volunteers, both male and female, rent a house in the village where they live. Houses are generally available for rent, but in some cases Volunteers need to adjust to living with a local family. Some Volunteers, especially females, prefer to live with a local family for 3–6 months until they get to know the people of the community and vice-versa. Depending on the circumstances, the houses may have a latrine and occasionally a toilet, but in some cases, neither may exist.

Most Volunteers prefer to cook their own meals. Most sites do not have a good supply of food items, and many Volunteers leave their sites every 2–4 weeks to purchase them. Within a 2–4 hour ride or hike, you can usually get a good number of food items, such as canned meat, dried soups, or fresh fruits and vegetables. A few sites have relatively good grocery stores where you can buy most of what you may get in nearby towns. Quite often, many Volunteers combine their habits by taking some meals with a local family. In some special cases, Volunteers take all their meals with a local family.

The Honduran diet is mainly composed of maize tortillas, red beans, rice, and occasionally eggs, milk curds and chicken. Vegetables are relatively common in some areas and may include cabbage, tomatoes, onions, cassava, bell pepper, potatoes, pumpkin, and "chayottee." Once again, availability may vary with the geographic region. In any case, you will need to adjust to the local diet, since quite frequently, you will be offered something to drink or eat, and the villagers may feel insulted if you turn it down.

The climate in Honduras is subtropical with temperatures ranging from 55º to 95º F. Rainfall patterns are also quite variable, but usually are between 25 to 200 inches per year. Typically, the rainy season takes place from May to November and the dry season from December to April. Depending on the rainfall pattern, there may be one to two planting seasons. Irrigation is usually limited to the large valleys of the country. Small hillside farmers rarely enjoy the privilege of having an irrigation system.

In these communities, little if any entertainment exists, and most people relax by visiting and talking with neighbors and friends. Therefore, you may expect a lot of people visiting you at your house including farmers, neighbors, and lots of kids. In the same way, they will welcome and feel honored if you visit their homes. Your participation in social events such as local parties and sports, may help you adjust better to your community and become a part of it. As an Agriculture Volunteer, you will be living in a remote village most likely located many hours from other Volunteers. You may encounter times of loneliness that you need to be prepared to deal with.

Medical Facilities

Peace Corps Honduras provides medical attention to Volunteers and Trainees during training and during Peace Corps service. The medical program is primarily a preventive program designed to provide you with information, inoculation, and medical attention in order to prevent illness and to keep you healthy. When illness occurs, the Peace Corps Medical Contractor (PCMC) in Honduras will either treat the illness herself, refer you to a specialist for treatment, or if necessary, see that you are sent to Washington for medical

consultation. Medical services are available in the capital city and in most large cities.

Cultural/Economic/Political Context

Honduras is located in Central America. It is a small country with a population of about 5.1 million people. It is the size of the state of Ohio (112,000 square kilometers). Honduras gained independence from Spain in 1821. Most Hondurans are Catholic, but there is also a large variety of Protestant religions represented. The official language is Spanish, but local dialects are spoken in some areas of the country.

Honduras has enjoyed a democratically elected government since 1981, following 18 years of military rule. There are four legally recognized political parties. Economically, Honduras is the second poorest country in Latin America, with an average per capita income of about $485. The most important economic activity is agriculture; bananas, coffee, sugarcane, pineapples, beef and lumber constitute the main exports. Hondurans are friendly and enjoy talking, dancing, watching soccer and participating in politics.

Flexibility and Commitment

Excessive bureaucratic procedures and what is often interpreted as indifference on the part of the HCA will be a primary source of frustration. A low level of interest, motivation and participation by some community members and co-workers can also be frustrating. You will encounter unusual social and cultural situations, which will require flexibility and understanding on your part. Satisfaction will be derived from helping to improve the living conditions of local people and learning a new culture and language. As you communicate honestly and demonstrate your interest, you will soon be able to enjoy your community, its customs and people and your role as a Volunteer.

Peace Corps is not for everyone. More than a mere job, it requires greater dedication and commitment to serve than do most other assignments. It is for confident, self-starting, concerned individuals who are interested in assisting the world's poor and increasing human understanding across cultural barriers. The key to satisfying work as a Peace Corps Volunteer is the ability to establish successful human relations at all levels, which will require patience, sensitivity, and a positive attitude. The romance and excitement of working in a developing country wear off quickly. Homesickness, the need to adapt culturally, and the lack of amenities usually taken for granted in the U.S. will discourage those who join without having the required commitment. If you have the personal qualities

needed to accept the challenge described above and can demonstrate them in two years of service to Honduras, you will have a rewarding, enriching experience, while at the same time making a much needed contribution to the Honduran rural people. Call the Country Desk Unit for Honduras at (800) 424–8580, ext. 2271 (toll-free), or locally at (202) 606–3620 for additional country-specific information.

Appendix 3: Form for PCVs Quarterly Workplan and Report

PCV Quarterly Workplan

Period _____

Volunteer _____ Volunteer's Signature _____

Host Agency _____ Host Agency Supervisor's Signature _____

Schedule of Activities
(Week of planning period)

Objectives	Milestones	Activities	1	2	3	4	5	6	7	8	9	10	11	12

Comments and Observations by APCD:

PCV Quarterly Report

Period _____

Volunteer _____

Volunteer's Signature _____

Host Agency _____

Host Agency Supervisor's Signature _____

Refer to Quarterly Workplan Submitted for the Period Covered by this Report:

Obj/Milestone Number	Accomplishments	Problems

Secondary Activities:

APCD Comments and Observations:

Appendix 4: Sample Site Survey Form

SITE SURVEY
PEACE CORPS

Site_____

Date of Interview_____ Interviewer_____

Person(s) Interviewed

	Name	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____

A. Generalities

District _____ State_____

Number of families_____

Number of inhabitants_____

Facilities: Electricity ___ Potable water ___ Telephone___

Banks (indicate names) _____

Towns near-by:

	Name	Distance	Number of Inhabitants
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Mode(s) of Transportation to Regional Capital:

	Method	Frequency	Cost
1.	_____	_____	_____
2.	_____	_____	_____

Principal Activities at the site:

Cattle ___ Commerce ___ Crops ___ Industry ___ Logging/Sawmills ___

Principal Agriculture products (for sale and for local consumption):

Other economic activities:

Community Institutions:

Church ___ Health post ___ School(s) ___ Post office ____

Government Head Quarters ___ Short-wave Radio Linkage ____

Others:

Local Community Associations: health ___ parents ___ church ___

Others:_____

Clubs:_____

Social Activities:_____

_____

_____

Has a Volunteer worked in this community before?

Host Agency activities within this community:

Possible role for Volunteer voiced by community leaders:

B. Potential Beneficiaries

What are the principal felt needs in this community as expressed by the people?

What are the problems for which the community is most interested in having a Volunteer address?

Which of these problems would be appropriate for the Volunteer?

What would be the initial activity of the Volunteer?

Community Authorities and local leaders:

Name	Role or Title
1.	
2.	
3.	
4.	
5.	

C. The Volunteer

Is suitable housing available?

If the community has had experience with Volunteers in the past, when and in what capacity did the Volunteer work?

What is the distance to the nearest site where a Volunteer is currently assigned?

Language required of the Volunteer:

Distance and location of nearest health post or hospital:

If a bank does not exist at site, what are distance, location, and name of nearest bank?

Additional comments:

Sketch map of area showing roads and distances to neighboring towns and communities:

D. Health and Sanitation

Volunteer Housing

indoor toilet: latrine: potable water:

Water source: sealed ceiling:

Community and vicinity:

Altitude—

Climatic zone—

Vegetation type—

Insects, snakes, rodents—

Clinics/hospitals:

Where is nearest clinic?

Number & description of clinic personnel

Physicians—

Nurses—

Analysis laboratory facilities—

Pharmacy:

Name and Location of nearest pharmacy—

List Common diseases in the region

Source of information—

Resources for medical evacuation:

Air transport - location & condition of nearest runway; type of airplane available; name of owner/administrator of runway:

Land evacuation resources - (indicate whether ambulance, private vehicle, etc.), name of owner, and method of contact: