

6980405-
②

PD-AAF-501-61 1 FEB 1978

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR FOR AFRICA

FROM: AFR/RA, E. Dennis Conroy *E. Dennis Conroy*
SUBJECT: Project Paper, Regional Rural Development Training
Project No. 698-0405 *1428.*

Problem: We would like your approval of the Regional Rural Development Training project, which authorizes the negotiation of a grant to the Pan African Institute for Development for the purpose of improving the planning and management of rural development programs in Africa.

Discussion: The Pan African Institute for Development (PAID) conducts training, research, and technical assistance programs to serve Africa's rural development planning and management needs. The proposed grant to PAID will support training and research activities at PAID's three regional institutes in Douala, Cameroon; Buea, Cameroon; and Ouagadougou, Upper Volta and at its Central Program Support Service in Douala, Cameroon. The grant also supports PAID's assistance to an estimated 40 national institutions offering new or improved services in rural development management and planning.

AID has contributed to certain of PAID's activities under two prior projects. Project 625-11-690-521, "PAID - Middle-Level Manpower" (FY 1971-1976), provided scholarships and other support to the Buea and Douala Institutes. Project 625-0905, "Training for Project Design and Management" (FY 1973-1977), supported seminars for higher-level officials. In 1975, an AID evaluation of PAID determined that "AID should maintain a strong continuing interest in PAID's activities, including financial support, as long as AID's perception of the unsatisfied needs (for skills in the planning and operation of rural development programs) remains firm and the quality of PAID as a 'chosen instrument' remains high."

The attached Project Paper proposes continuation of AID's support to PAID for an additional five years (FY 1978-1982). The Project Paper determines that PAID's program purposes are in consonance with the objectives of the Foreign Assistance Act and recommends that AID provide assistance to PAID through a General Support Grant. This type of grant differs from grants under the previous projects in that AID funding, instead of being designated to support specific activities, will provide partial support to PAID's total budget. AID funds will be commingled with funds from other donors and will amount to approximately twenty-five percent of PAID's operating expenses.

As General Support Grant funds are commingled with the grantee's other cash resources, subsequent procurements by the grantee are not identifiable with AID financing.

The Project Paper was reviewed and approved by the Project Committee on September 8, 1977. The project was included in the FY 1978 Congressional presentation as part of the Africa Regional program.

Your approval of the Project Paper will authorize the initiation of negotiation and execution of a General Support Grant to PAID. Funding required for the project is in the amount of \$4,700,000 for five years. The project will be incrementally funded. The proposed authorized amount of funding for FY 1978 is \$950,000.

Attached for your approval is a negative determination for the Initial Environmental Examination for this project (Annex K to the Project Paper).

Recommendations:

1. That you approve the project by signing the attached Project Authorization and Request for Allotment of Funds, Part II (Tab A).
2. That you approve the negative determination of the Initial Environmental Examination (Tab B).

Attachments: Project Authorization and Request for Allotment of Funds
Project Paper, 698-0405

Approved: _____

Disapproved: _____

Date: _____

Draft: NGreen:pcz:1/11/78:X28964

Clearances:

AFR/RA: JRuoff _____
AFR/DP: CWard ew
AFR/DR: JWithers (draft) B
DS/DA: NLuykx: (draft) 1/3
GC/AFR: EDragon _____
DAA/AFR: WHNorth WH

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I	1. TRANSACTION CODE <input type="checkbox"/> A ADD <input type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE	PAF 2. DOCUMENT CODE 5
---	---	------------------------------

3. COUNTRY/ENTITY Africa Regional	4. DOCUMENT REVISION NUMBER Original <input type="checkbox"/>
---	--

5. PROJECT NUMBER (7 digits) <input type="text" value="698-0405"/>	6. BUREAU OFFICE A. SYMBOL: AFR B. CODE: <input type="text" value="06"/>	7. PROJECT TITLE (Maximum 40 characters) <input type="text" value="Regional Rural Development Training(PAID)"/>
---	---	--

8. PROJECT APPROVAL DECISION <input type="checkbox"/> A APPROVED <input type="checkbox"/> D DISAPPROVED <input type="checkbox"/> DE DEAUTHORIZED	9. EST. PERIOD OF IMPLEMENTATION YRS. <input type="text" value="05"/> QTRS. <input type="text"/>
---	---

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>78</u>		H. 2ND FY <u>79</u>		K. 3RD FY <u>80</u>	
		C GRANT	D LOAN	F GRANT	G LOAN	I GRANT	J LOAN	L GRANT	M LOAN
(1) EH	660	720	-	950	-	950	-	950	-
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY <u>81</u>		O. 5TH FY <u>82</u>		LIFE OF PROJECT		PROJECT FUNDING AUTHORIZED		A GRANT	B LOAN
	P GRANT	Q LOAN	R GRANT	S LOAN	T GRANT	J LOAN	ENTER APPROPRIATE CODE(S): 1. LIFE OF PROJECT 2. INCREMENTAL LIFE OF PROJECT		2	
(1) EH	950	-	900	-	4700	-				
(2)										
(3)										
(4)										
TOTALS	950	-	900	-	4700	-	C PROJECT FUNDING AUTHORIZED THRU		8	2

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)	13. FUNDS RESERVED FOR ALLOTMENT																				
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">A. APPROPRIATION</th> <th colspan="2">B. ALLOTMENT REQUEST NO. _____</th> </tr> <tr> <th>C GRANT</th> <th>D LOAN</th> </tr> </thead> <tbody> <tr><td>(1)</td><td></td><td></td></tr> <tr><td>(2)</td><td></td><td></td></tr> <tr><td>(3)</td><td></td><td></td></tr> <tr><td>(4)</td><td></td><td></td></tr> <tr><td>TOTALS</td><td></td><td></td></tr> </tbody> </table>	A. APPROPRIATION	B. ALLOTMENT REQUEST NO. _____		C GRANT	D LOAN	(1)			(2)			(3)			(4)			TOTALS			TYPED NAME (incl. SER. EM. FSD) SIGNATURE DATE
A. APPROPRIATION		B. ALLOTMENT REQUEST NO. _____																			
	C GRANT	D LOAN																			
(1)																					
(2)																					
(3)																					
(4)																					
TOTALS																					

14. SOURCE ORIGIN OF GOODS AND SERVICES

000
 941
 LOCAL
 OTHER _____

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

General Support Grant
 See Handbook 1B,
 pages 16-3 through
 16-5.

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE MM DD YY	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE MM DD YY
-----------------------	-------------------------------	-----------------------------	---------------------------------	-----------------------------------

REGIONAL RURAL DEVELOPMENT TRAINING (PAID)

TABLE OF CONTENTS

	<u>PAGE NUMBER</u>
I. Summary and Recommendations	
A. Face Sheet Data	
B. Recommendations	1
C. Description of the Project	1
D. Summary Findings	2
E. Project Issues	3
1. Managerial Leadership and Africanization	3
2. Staff Recruitment and Staffing Patterns	4
3. Importance of Evaluation	5
II. Project Background and Detailed Description	
A. Background	6
1. The Development Problem: Demand for Rural Development Training	6
2. What is PAID?	9
3. Prior AID Assistance to PAID	12
4. PAID's Institutional Reform and Expansion	13
5. Evaluation of PAID, October-November 1975	15
6. PAID Feasibility Study on Establishment of the Ouagadougou Institute	15
7. Colloquy on Establishment of the Ouagadougou Institute	20
8. AID Pre-Project Study of the Ouagadougou Institute	22
9. AID Project Paper (PP) Team	23
10. PAID Feasibility Study on Establishment of the East and Southern Africa Institute	24
11. PAID's Request for Assistance	25
B. Detailed Project Description	25
1. Sector Goal	25
2. Project Purpose	27
3. Project Outputs	28
4. Project Inputs	32
III. Project Analyses	
A. Technical Analysis	39
1. Development Context	39
2. Technological Approach	41
3. Technical Description	48
4. Design Adequacy	60
5. Project Cost Estimates	62
B. Financial Analysis and Plan	63
1. PAID's Total Costs	63
2. PAID's Sources of Funding	64
3. Summary Statement and Tables	71

C. Social Analysis	74
1. Introduction	74
2. Social Analysis: General Comments	75
3. Special Issues	81
D. Economic Analysis	87
1. Measuring Social Benefits	87
2. Cost of Alternative Mechanisms	88
3. Qualitative Impact	89
 IV. Implementation Arrangements	
A. Analysis of PAID's and AID's Administrative Arrangements	91
1. PAID	91
2. A.I.D.	95
B. Implementation Plan	98
1. Monitoring Plan	101
2. Procurement Plan	103
C. Evaluation Arrangements for the Project	106
1. Introduction	106
2. Special Problems	107
3. PAID's Internal Monitoring and Evaluation System	109
4. Special Evaluations	109
5. Suggested AID Contributions and Inputs	111
D. Conditions, Covenants and Negotiating Status	113

ANNEXES

A. AID/W PRP Approval Message
B. Illustrative Equipment List
C. Project Logical Framework
D. Project Performance Tracking Network(PPT)
E. Statutory Checklist
F. PAID's Internal Monitoring and Evaluation System
G. Organization Chart of PAID
H. Recommendations of the Colloquy on Establishment of the Ouagadougou Institute
I. Description of PAID Residential Program Modules
J. Description of PAID Professional Development (External) Seminars
K. Initial Environmental Examination

I. SUMMARY AND RECOMMENDATIONS

A. Face Sheet Data

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <input type="checkbox"/> A ADD <input checked="" type="checkbox"/> B CHANGE <input type="checkbox"/> C DELETE	PP <hr/> 2. DOCUMENT CODE 3
3. COUNTRY ENTITY Africa Regional		4. DOCUMENT REVISION NUMBER Original <input type="checkbox"/>	
5. PROJECT NUMBER (7 digits) [698-0405]	6. BUREAU OFFICE A. SYMBOL: AFR B. CODE: [06]	7. PROJECT TITLE (Maximum 40 characters) [Regional Rural Development Trng. (PAID)]	
8. ESTIMATED FY OF PROJECT COMPLETION FY [8] [2]		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [7] [8] B. QUARTER [1] C. FINAL FY [8] [2] (Enter 1, 2, 3, or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. LC	D. TOTAL	E. FX	F. LC	G. TOTAL
AID APPROPRIATED TOTAL	950		950	4,700		4,700
GRANT:	950		950	4,700		4,700
(LOAN)						
OTHER U.S.:						
1. Host Countries (Africa):	346		346	3,662		3,662
2. OTHER DONORS:	1,944		1,944	11,286		11,286
TOTALS	3,240		3,240	19,648		19,648

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>78</u>		H. 2ND FY <u>79</u>		K. 3RD FY <u>80</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	660	720		950		950		950	
(2)									
(3)									
(4)									
TOTALS				950		950		950	

A. APPROPRIATION	N. 4TH FY <u>81</u>		O. 5TH FY <u>82</u>		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	C. GRANT	D. LOAN	P. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)	950		900		4,700		MM YY 0 16 8 0
(2)							
(3)							
(4)							
TOTALS		950		900		4,700	

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 = NO
 2 = YES

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS. DATE OF DISTRIBUTION.	
SIGNATURE <i>E. Dennis Conroy</i>		MM DD YY 0 1 1 1 7 8	
TITLE E. Dennis Conroy Director Office of Regional Affairs			
		MM DD YY 	

PROJECT AUTHORIZATION AND REQUEST FOR
ALLOTMENT OF FUNDS

PART II

Country: Africa Regional

Project: Regional Rural Development Training (PAID)

Project No.: 698-0405

Pursuant to Part I, Chapter 1 Section 105, of the Foreign Assistance Act of 1961, as amended, I hereby authorize a grant to the Pan-African Institute for Development ("PAID") of not to exceed Nine Hundred fifty thousand United States Dollars (\$950,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The project consists of providing general budgetary support (through a general support grant), for PAID to expand its capacity to serve African rural development planning and management needs by (a) conducting training, research and technical assistance and (b) supporting national-level rural development training, institutional development and research. PAID's program is implemented by three regional institutes located in Douala, Cameroon; Buea, Cameroon; and Ouagadougou, Upper Volta and by a Central Program Support Service in Douala, Cameroon. The operation program of the institutes includes: (a) a variety of long and short-term training programs and seminars; (b) consulting and other technical services to national institutions concerned with integrated rural development planning and management; and (c) applied research related to both rural development training and integrated rural development in general. Project inputs will correspond to partial support for the total operation of PAID which includes personnel, administrative support, support for trainees in residence, seminars

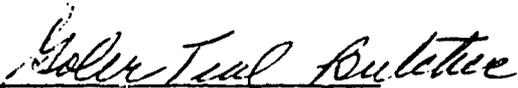
and technical assistance projects and support for field research.

I approve a total level of A.I.D. appropriated funding planned for this project of not to exceed Four million seven hundred thousand United States Dollars (\$4,700,000) grant, including the funding authorized above, during the period FY 1978 through FY 1982, and increments during that period of grant funding up to \$3,750,000, subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of a general support grant agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority, subject to such terms and conditions as A.I.D. may deem appropriate.

Date:

2/2/78


Goler T. Butcher
Assistant Administrator
for Africa

Clearances: As Shown on Action Memorandum

port for field research. By the end of the project, the three regional institutes and SCAP will be operating effectively and efficiently to carry out their assigned roles within PAID. In addition, and, as a further indication of achievement of the project purpose, PAID estimates that through its program it will have assisted 40 African national institutions to develop or improve their capacity to provide training and support in planning and managing integrated rural development programs.

D. Summary Findings

Since its establishment PAID has been committed to the development and utilization of modern educational techniques which are integrated into a training system based on a three-dimensional approach (training, research and field support). This sound technological approach also lends itself to replication and diffusion, a major factor justifying AID support to PAID. The social analysis concludes that PAID's emphasis on social science and research methodology provides PAID trainees with invaluable tools to understand the sociological context of divergent African rural settings and to mobilize local resources and institutions for the benefit of all. The economic effect of any human resources development project is best measured by cost effectiveness and the qualitative measurement of social benefits and impact. As discussed in greater detail in the economic analysis, if adequate numbers of Africans are trained at PAID, if they are employed in the capacity for which they were trained, and if they are used effectively, then the development efforts of the African countries will benefit substantially, with concomitant effects on employment and income. PAID's financial plan for the next five-year period appears sound and reasonably firm. Support from both African governments

and external sources is expected to increase during the life of the project. It can also be concluded that PAID uses its financial resources cautiously and with adequate planning. Based on the conclusions of the technical, social, economic and financial analyses, the project is ready for implementation in FY 1978.

The project meets all statutory criteria. The statutory checklist is attached as Annex E.

E. Project Issues

Perhaps the key issue which must be considered is the capability of PAID to function effectively as the implementing agent of this project. Although PAID has been successful to date, such rapid expansion of services and integration of diverse activities would place a premium on any organization's management capability, especially one operating in an uncertain, often "politically treacherous," environment. Two major factors associated with the success of the project are, therefore, the capability of PAID to (a) assure that competent Africans can continue to be promoted to high-level management positions within PAID and (b) acquire additional staff resources.

1. Managerial Leadership and Africanization

Until its recent reorganization, PAID has demonstrated more than adequate management capability. The Douala and Buea Institute, the Center for Applied Research and the Center for Project Management have all been managed in a reasonably competent manner by Africans who have all held their posts for at least the past three years. Two of these Africans, the former directors of the Center for Applied Research and the Center for Project Management, were originally assistant professors at the

Douala Institute before being promoted to high-level management posts. Two new top-management positions have been created, Director of SCAP and Director of the Ouagadougou Institute. The responsibilities of a third position, SCAP Administrator, occupied for the past three years by an expatriate, have been expanded to include financial monitoring for the entire PAID institution. Africans have been promoted to all three positions. The Director of SCAP and the SCAP Administrator have ably demonstrated their competence in positions somewhat less demanding than those they will be holding during the first years of the project. Although the Director of the Ouagadougou Institute has not previously been responsible for a top-management position, he has demonstrated competent managerial capability in conducting the Sahel feasibility study and in initiating establishment of the Ouagadougou Institute.

2. Staff Recruitment and Staffing Patterns

Staff recruitment is problematical only for SCAP and the Ouagadougou Institute. Of the total of 25 positions in the two staffing patterns, 12 are definitely filled. African candidates for the remaining 13 vacancies have been identified and are being carefully screened. All candidates appear to possess qualifications which are compatible with the job requirements for which they are being considered. Donor agencies, especially the Canadian and Swiss, have also offered long-term advisory services to supplement the two staffs and/or if qualified Africans cannot be hired for some positions. Both the Douala and Buea Institutes have only normal staff turnover. Job vacancies have been predictable, and replacements have been recruited.

3. Importance of Evaluation

In addition to a closer look at PAID's institutional and management capability during the PP design, the issue of the importance of evaluation as a design tool was raised during the PRP review. It was agreed that AID should offer assistance to PAID in conducting both internal evaluations and joint PAID-AID evaluations of the total PAID program. Internal evaluation is a continual process and is an appropriate component of PAID's "action research" program. By maintaining contact with PAID graduates and with the client African governments and development agencies, PAID will be able to monitor the effectiveness of its program and its "spread effect". There is presently a well-trained, full-time professional African evaluator on the SCAP staff. His efforts will be increasingly directed to training the staffs of the regional institutes in the methodologies of self-evaluation and to integrating the recommendations of such evaluations into organizational and program design. During the visit of the PP team, the AID social anthropologist worked closely with the PAID evaluator in designing an internal monitoring/evaluation system, which is attached as Annex F.

The AID social anthropologist also worked closely in designing an evaluation plan for this project which will include (a) a joint evaluation of the Buea Institute in late CY 1977 or early CY 1978, (b) an assessment of the structure and functioning of PAID's internal monitoring/evaluation system in June 1979, (b) a joint mid-term evaluation of PAID's institutional viability and effectiveness in June 1980

and (d) a joint comprehensive, final evaluation in September 1982, including a study of PAID's impact on its direct and indirect beneficiaries. In all cases, these evaluations are not intended as "close supervision" of PAID by AID, but rather will be designed to provide PAID with informal input to managerial decision-making. The evaluations will be conducted by a team of PAID and AID personnel selected specifically for the effort. Both quantitative and qualitative aspects of the operations of the regional institutes and SCAP will be evaluated. A full discussion of this issue is included in Section IV.C., Evaluation Arrangements for the Project.

II. PROJECT BACKGROUND AND DETAILED DESCRIPTION

A. Background

1. The Development Problem: Demand for Rural Development Training

A critical appraisal of the obstacles to development will necessarily focus on the frequent failure in development projects to recognize the inherent importance of popular participation on the lowest ("grass roots") level.

Acknowledging this basic principle, PAID has accepted as its mandate:

to assist...in the economic, social and cultural development of African countries through the training of Africans capable of assuming responsibility on all levels of leading the African populations to a higher standard of living.

In PAID's view of "training", the human being is both the means and the result of development and must be used as the principle resource, responsible for his actions in an organized society. Training is the best means available to make this person capable of actively participating in his own development and in the development of his local, regional and national community. ^{1/}

^{1/} "Guiding Principles of PAID's Program", March 1976.

One of the primary considerations for continuing AID assistance to PAID must be confirmation that PAID's services in rural development, applied research and field support are in fact responsive to the expressed needs of African countries south of the Sahara. The demand for rural development training can be measured both qualitatively and quantitatively. An assessment of the demand in West Africa for the types of services which PAID can offer was made within the context of the PAID feasibility study of the establishment of a new "regional PAID" to service specifically the francophone West African countries. The scope of work and the conclusions of the study will be discussed in detail below; however, the primary finding was that there is a growing demand for middle- and upper-level rural development training in planning and management. This training will complement the technical training programs now being offered at national, regional and international organizations in West Africa.

CILSS ^{2/} was also early in recognizing the importance of education, training and popular participation in the medium- and long-term development plans of the Sahel. The Terms of Reference of the Club du Sahel "Human Resources" Horizontal Team states that "developing human resources should receive priority attention because of its overall and inter-sectoral implications. A program of optimum development for human resources could aim (1) to formulate and apply policies and programs to

2/ CILSS: Permanent Committee for Drought Control in the Sahel.

satisfy short-, medium- and long-term national and sub-regional needs for training linked to the development of infrastructure, transport, hydraulic installations, rural development and the adaptation of human technology...and (2) to finalize policies and programs designed to stimulate popular involvement, participation and mutual assistance from all groups of the population..."^{3/}

Lastly, it has long been acknowledged among donors, including AID, that the success of any development program in any sector depends greatly on the availability of trained personnel with whom to interact effectively and efficiently on all levels. It is therefore in the interest of all parties in the development process, both internal and external, that greater numbers of Africans be trained within the context of integrated rural development.

The demand for rural development training can also be measured quantitatively. Within the context of the services in training, applied research and field support which PAID offers, more than fifteen African governments or international organizations have requested assistance during the last year. In addition to these program-specific requests, PAID receives annually 300-400 applications for training at the Douala and Buea Institutes. The screening process results in the final selection of only 60 students per year for training at the Douala Institute and an average of 55 students for training at the Buea Institute. Given not only the African governments' interest in sending Africans to PAID, but also the increasing numbers of qualified candidates, both institutes chronically accept 10-12 more students than can be accommodated in student housing.

^{3/} "Proposed Summary Record of the First Meeting of the Club des Amis du Sahel Working Group", June 28-30, 1976, Ouagadougou, Upper Volta.

2. What is PAID?

In its "Progress Report, 1973-1976", PAID states that in the past 12 years, it has become "a forum for dialogue, a centre for reflection and a laboratory for creative research." Focussing its attention first of all on the rural sector, PAID stresses "integrated development stemming from the field and its population, who are both its instruments and its end. It has therefore initiated a form of training affording the population fuller participation, and has included applied research as an integral part of that training, using it at the same time in the implementation of specific local and regional development projects in the field."

Established in 1964 under Swiss law, PAID is a private, nonprofit, international organization. Although its General Secretariat is maintained in Geneva, PAID has its operational institutions in the United Republic of Cameroon and the Republic of Upper Volta. The first PAID institution to be established was the Douala institute (formerly called the Ecole des Cadres) in 1965, providing middle-level training to development agents from francophone countries in a two-year, residential program. The Euea Institute (formerly called the DuSautoy College) was established in 1969 and offers a one-year, residential training program for middle-level field agents from anglophone African countries. A third regional institute, the Ouagadougou Institute, was officially established in February 1977. This institute will open in September 1977, initially concentrating on short-term, residential training. As soon as student accomodations have been completed, however, long-term, residential

training for middle- and high-level development agents and officials will be provided. In the meantime, francophone African students will continue to receive long-term, residential training at the Douala Institute. The fourth PAID unit is the Central Program Support Service (SCAP), established in September 1976 and located in Douala. The functions of the three institute and SCAP are discussed in detail in Section II.B. below. See Annex G for the organization chart of PAID.

From its establishment in 1964 to the end of the academic year 1975-76, PAID has trained 550 middle-level francophone and 280 middle-level anglophone development agents. Organized seminars and refresher courses have been held for about 600 francophone and 140 anglophone participants. In-service project management training over a period of two years has been provided to more than 100 senior-level anglophone and francophone African officials. The following tables illustrate the students trained and graduated per year per country at the Douala and Buea Institutes:

Douala Institute

Country	65/66	66/67	67/68	68/69	69/70	70/71	71/72	72/73	73/74	74/75	75/76	
Angola										1	2	
Benin	1	1	2	1	1	7	6	3	3	6		
Burundi							4	2	2		2	
Cameroun	23	9	9	11	11	11	10	8	12	9	6	1
Congo Brazza			1	4	3		3	6		6	2	
Cote d'Ivoire				4	1	3	3	8	5	6	4	
Gabon				1	1	4	4		4	5	3	
Haute- Volta		2	5	1	4	3		3	5	6	6	
Mada- gascar				2					1	5	5	
Mali		1					2	3			1	
Mauri- tanie							2	1	6		4	
Niger	3	2	7	1	7		6	11	6	5	4	
R.C.A.	4	3	3	5	3	2	4	6	5	2	6	
Rwanda		1				1	3	2	4	2	2	
Senegal			1						3			
Tchad	1	5	7	3	4	1	2	5		1	3	
Togo	3	6	2	2	8	9	13	7	7	9		
Zaire	1	3	2	6	1	3	2		3	6	1	
Total	36	33	39	41	44	44	64	65	66	69	51	5

Buea Institute

Country	69/70	70/71	71/72	72/73	73/74	74/75	75/76	
Botswana	5		2	1		3	2	13
Camercon	8	12	8	10	8	7	8	61
Ethiopia			1	5	5	2	3	16
Gambia	1	1	1	2	1	1	2	9
Ghana	3	3	3	4	3	6	6	28
Kenya	1		1	3	4	4	4	17
Lesotho		1	2	2	1	1	1	8
Liberia					1	2	1	4
Nigeria		3	6	9	11	13	9	51
Sierra Leone	3	1	1	2	1	2	2	12
Somalia							2	2
Soudan					2		5	7
Swaziland	1	1	1	1	1		1	6
Tanzania			3			6	1	10
Uganda	2			4	3	3	4	16
Zambia			4	2	4	3	3	16
Total	24	22	33	45	45	53	54	276

3. Prior AID Assistance to PAID

AID's interest in supporting PAID dates from FY 1973 when the first of two projects was initiated. "PAID - Middle-Level Manpower" (625-11-690-521) provided scholarship support for students to both the Douala and Buea Institutes, the long-term services of audio-visual and agricultural extension specialists, plus related equipment and operating costs. Concurrent with the implementation of this general support for PAID, additional assistance was offered to support PAID's interest in offering project management training to higher-level African personnel. With support provided under "Training for Project Design and Management" (625-0905), PAID established the former Center for Project Management (CPM) which offered approximately 10 seminars in project design and management to senior-level personnel over the past three years. AID funds provided short-term U.S. consultant services to assist PAID not only in teaching the seminars but also in training PAID staff in the techniques of project management and preparing curriculum and training materials. Funds were also provided for salaries for additional African staff to work specifically in CPM. As discussed in greater detail in the PP, it should be noted that the functions of CPM and the Center for Applied Research were both incorporated into SCAP and delegated to the regional institutes in 1976. Project management training will continue to be provided to senior-level personnel at the regional institutes and at external seminars. AID assistance to this latter project will be phased out in 1978.

The third aspect of AID support to PAID has been offered through a small grant from the world-wide TA/DA project "Improvement of Quality of Training in Project Management" (931-0096). This grant fosters rural development research focussed on rural projects, with explicit provision for feedback from the findings to subsequent project management training. Three case studies are sponsored, plus salary support for two African researchers on the PAID staff. Outputs under this grant should be completed by June 1978. Continuing attention to the importance of integrating research into the project management training curriculum will be incorporated in this project.

4. PAID's Institutional Reform and Expansion

Given the increasing demand from African governments for middle-level management training and related services provided by PAID, PAID's Governing Council adopted the recommendations of the Secretary-General for a progressive reform and expansion of the institution at PAID's Tenth Anniversary Colloquy in Yaounde in July 1975. The reform was aimed basically at multiplying the effects of PAID's activities by:

a) geographical decentralization towards areas other than Central Africa, with the establishment of regional institutes in West Africa (with specific attention to the Sahel) and East and Southern Africa^{4/};

^{4/}Reference was made also to the establishment of a fifth regional institute for the North African (Maghreb) region "at a later stage under specially adapted forms."

b) reorganization of the training and research systems, focussing on their practical aspects: work in direct contact with the rural population and integration of the three basic development dimensions (training, research and field support);

c) concentration on the training of trainers and on support for the establishment of national or regional institutions, including PAID consultant services available upon request; and

d) establishment of a Central Program Support Service (SCAP) to plan and assess PAID programs; to collect, disseminate and analyze information; and to prepare pedagogical material for the regional institutes.

The 23 African government representatives and 22 donor organization representatives also unanimously adopted two major resolutions:

a) African governments should support PAID in its efforts to decentralize, diversify and expand its activities on a regional basis, thereby, linking these activities to local conditions; and

b) African governments should consider making financial and other contributions to PAID as a concrete indication of support and demand for the training of middle- and high-level personnel.

PAID's implementation of the reform measures was initiated following the colloquy, although by nature it will be a continuous process over the medium-term (within the next five years).

5. AID Evaluation of PAID, October - November 1975

In collaboration with PAID, AID conducted an evaluation of PAID's activities as a basis of assessing the impact of AID assistance up to that time and for an internal recommendation on whether or not AID should consider additional assistance to support PAID's plans for reform and expansion. One of the primary recommendations of the evaluation team states "based on PAID's demonstrated acceptance, stability and utility, AID should maintain continuing interest in PAID's activities, including financial support, as long as AID's perception of the unsatisfied needs remains firm and the quality of PAID as a 'chosen instrument' remains high." The evaluation team also endorsed the importance of an effective SCAP organization: "PAID's reform plan for a Central Program Support Services unit to develop and integrate its documentation, information, publications, teaching tools, central planning and related functions should be commended, encouraged and accelerated." An immediate recommendation of the evaluation team was approval of PAID's request to AID for funds to undertake the feasibility study of the Ouagadougou Institute.^{5/} Subsequently, in June 1976, AID provided \$200,000 for this purpose.

6. PAID Feasibility Study on Establishment of the Ouagadougou Institute

With AID financial support for salaries, per diem and travel expenses, two members of the PAID professional staff, an economist and a

^{5/} "Report and Recommendations on the Pan-African Institute for Development," November 1975

sociologist, coordinated the feasibility study in three phases during the period April 1976 - April 1977. The content of the three phases is discussed below. The feasibility study itself will be published in 11 volumes, one volume containing the findings of each site visit in each country. As of May 1977, three of the 11 volumes have been published. PAID will give a complete set of the study to AID upon publication. The findings and conclusions of the study will also be discussed below; the delay in publication is only technical (typing and printing requirements).

a) Phase I (April-August 1976)

The purpose of this phase was to accomplish an in-depth inquiry in the eleven countries which would be serviced by the Ouagadougou Institute. These countries included the member states of CILSS (Niger, Upper Volta, Mauritania, Senegal, Mali, Chad, and The Gambia) with the exception of Cape Verde; the francophone coastal states (Benin, Togo, and Ivory Coast); and Guinea Bissau. Although officially lusophone, Guinea-Bissau is widely French-speaking and is also included in the same socio-cultural context as the francophone West African countries. Guinea did not respond to a request for a site visit and is therefore not being considered as a potential client for the Ouagadougou Institute.

Before initiating the study, certain hypotheses were formulated regarding the appropriate types and targets of training, research and field support (consulting) activities. These hypotheses were then tested in light of the data gathered to determine their viability.

This phase was divided into two sub-phases:

1) literature review: Materials were reviewed which contained country-specific information characterized by a high degree of validity. Given the volume of documentation available, the review was limited to recent works which most fully addressed the concerns of the study, plus economic reports for each country and selected works on the region. This information was then used to document the special nature of each country in the area of rural development and the implications of each country's features for training and research needs.

2) site visits: The two PAID staff members separately visited the 11 countries, spending at least two weeks in each. In each country an average of 20 persons involved or interested in training, research and consulting were interviewed, as well as an equal number of PAID graduates. The Site Visit Guide, or terms of reference, followed the outline summarized below:

i) government and administrative organizations operating on both the national and regional level:

- orientation towards and strategy for rural development
- national development programs and projects
- needs and related problems of training and research;

ii) development-oriented organizations (public, para-public and private):

- objectives; degree of goal achievement; perspectives

- financial means (national and external)
- development agencies
- relationship with research organizations
- proposed departments of research within the organization;

iii) training organizations:

- type: national, public or private; international, public or private; financing
- objectives and areas of training
- follow-up of trainees
- degree to which the training organization responds to staff training
- middle- and long-range outlook (capability of responding to a large demand for training);

iv) research organizations (applied and basic):

- type: national, public or private; international, public or private; financing
- objectives and areas of research
- relationship of research activities to national development objectives
- existence and effectiveness of research coordinating agencies
- middle - and long-range training needs for national researchers;

v) possibilities for establishing a regional PAID institute for francophone West Africa;

vi) alternative responses of a regional PAID institute to the problems revealed by the inquiry.

b) Phase II (October 1976 - January 1977)

This phase included initial staff recruitment for the new institute, review of proposals for the site of the institute and a Colloquy on the Establishment of the Ouagadougou Institute. In Fall 1976 the Director of SCAP toured Europe, Canada and U.S. in search of Africans to fill staff vacancies at SCAP and projected positions at the Ouagadougou Institute. In Europe, more than 100 applicants responded to employment advertisements. After an initial screening, about 20 were personally interviewed by the Secretary-General, the SCAP Director or a frequent PAID expatriate consultant. The PAID sociologist who coordinated the study (and has since been officially designated as the Director of the Ouagadougou Institute) again visited most of the 11 countries in November-December to specifically seek candidates for staff vacancies. In the U.S., the SCAP Director interviewed candidates on a return visit in Spring 1977. Preliminary screenings and arrangements for the interviews around the country were handled through the USDA Development Project Management Center, an invaluable service of which PAID has taken full advantage.

Location proposals for the new institute were received from the Governments of Upper Volta and Ivory Coast. Expressions of interest in having the institute located in their country were also received from at least three other governments. An official announcement that the Government of Upper Volta would "host" the institute was made at the

Colloquy. Given the importance of the Colloquy, it will be discussed in a separate section below.

c) Phase III (February - April 1977)

The final phase concentrated on an analysis of the recommendations adopted at the Colloquy and the formulation of short-term strategies for responding to the recommendations.

Recommendations impacted substantially in two areas: long-term training and support to national development agencies and training institutions. Rather than beginning in September 1977, long-term training will be postponed until conventions, or agreements, can be negotiated with individual governments. Long-term training is expected, therefore, to commence in September 1978 and will continue for two two-year cycles. As previously planned, long-term training will be eclipsed after that period by short-term, in-service, non-degree oriented training.

Concerning the role of PAID in relation to national development agencies and training institutions, participants at the Colloquy attached a much higher priority to support by PAID than had been indicated in the feasibility study findings. As a result, PAID will concentrate on designing in-house seminars with an initial four national-level training institutions and offering three external seminars in 1977-78.

7. Colloquy on Establishment of the Ouagadougou Institute (January 1977)

The Colloquy was held in Ouagadougou from January 19-January 21, 1977. Attending were representatives from 8 of the 12 client

countries^{6/} and 16 training, research and donor organizations. In all aspects of the conference, PAID received enthusiastic and generous support from the GOUV, which was clearly intent on demonstrating to both PAID and the participants its commitment to provide a suitable site for the new institute.

The Colloquy was organized to permit African delegates a large degree of participation in an evaluation of the results of the feasibility study (which had been synthesized in a summary report and distributed to the participants prior to the Colloquy) and in the definition of the broad training and research strategies to be adopted by the regional institute. The PAID presentation stressed especially PAID's commitment to an integrated, three-dimensional approach to training manpower for rural development and PAID's sincere desire to work with the African client governments in formulating solutions to the countries' expressed training and research needs. The recommendations adopted at the final session of the Colloquy fall into three categories: training and training support, research and research support, and financing and external support to the Ouagadougou Institute. Recommendations were also adopted on the modalities of the start-up of the institute. Given the importance of the recommendations and the difficulty in summarizing them, they are included in the PP as Annex H.

^{6/}Benin, Guinea-Bissau, The Gambia and Guinea were not represented. Both Benin and Guinea-Bissau had indicated their intention of sending delegates but were prevented from doing so either by logistic (Guinea-Bissau) or internal political (Benin) problems.

8. AID Pre-Project Study of the Ouagadougou Institute

In the course of preparing the Project Review Paper, it was recognized that a primary focus of AID follow-on assistance to PAID would be support for the Ouagadougou Institute. Given the amount of information which would be required to adequately justify support for the institute, AID financed a contract with Mr. Jim Lowenthal, Associates for Planned Change, Inc., to work with PAID on plans for the institute. He also assisted PAID on the arrangements for the Ouagadougou Colloquy, as a member of the PAID staff. (This role was not unusual, for Mr. Lowenthal has worked frequently over the past several years as a consultant to PAID on management training.) To assist both AID and PAID in thinking through the details of establishing the institute, Mr. Lowenthal was requested in his scope of work to provide the answers, as completely as possible, to 10 "key questions." The mission was carried out in two three-weeks trips, one in November 1976 and the other in January 1977. The focus of the first trip was preparation of the Colloquy. Much of the substance and content of this PP, therefore, is based on his report, "Pre-Project Study for the Proposed PAID/Sahel School, Interim and Final Reports" (Contract No. AID/afr-C-1280).

The 10 "key questions" addressed in the report are:

- a) what are the goals and objectives of the Institute?
- b) how were needs assessed?
- c) who are the target groups?
- d) what are the chief subjects to be taught?
- e) what are the internal goals of the Institute?

- f) what is the management plan for the Institute?
- g) what are the proposed outputs and results based on the operational plan?
- h) what is the financial plan of the Institute?
- i) are there any critical issues to be dealt with?
- j) how can AID best assist the Institute?

The report is available in AFR/RA.

9. AID Project Paper (PP) Team

Following AID/W approval of the PRP on December 20, 1976, planning was initiated on requirements for preparation of the Project Paper. Preferred timing in mid-May through the end of the month was based on PAID's schedule, analysis of the Lowenthal report (discussed above) and availability of AID personnel to participate on a three-week field mission. Team members included:

- RDO/Yaounde Human Resources Development Officer, Norman Green (full-time)
- AFR/RA Project Officer, Dianne Blane (full-time)
- Director, TA Office of Development Administration, Nicholas Luykx (part-time)
- Management consultant, Jim Lowenthal (part-time)
- REDSO/EA/Rural Development Officer, Madison Broadnax (part-time)
- AID/W Social Anthropologist, Carl Dutto (part-time)
- REDSO/WA Procurement and Supply Officer, Bendequz Virah (part-time)
- RDO/Yaounde Accountant, Douglas Sheldon (part-time)

Given the team's familiarity with PAID and PAID's understanding of the requirements for preparation of the PP, primarily individual meetings were held with PAID staff to discuss the specifics of the PAID operation. Team members toured both the Douala and Buea Institutes. Members of the team also attend a course on planning and budgeting for rural development projects at the Douala Institute.

10. PAID Feasibility Study on Establishment of the East and Southern Africa Institute

As has been briefly mentioned previously, included in PAID's expansion are plans for establishing a fourth regional institute to serve the rural development training needs of the East and Southern African countries. The planning model followed for establishment of the Ouagadougou Institute will also be used for the East/Southern Africa Institute. A feasibility study will be undertaken from Spring 1977 - Spring 1978, which will include site visits, needs assessment and inquiries on a proposed site. Financing for the feasibility study is being provided by the Commonwealth Fund for Technical Cooperation (CFTC). The study is being coordinated by a full-time PAID staff member from the Buea Institute, an agro-economist.

It is highly likely that the results of the feasibility study will confirm a demand for PAID's services in East and Southern Africa and recommend establishment of a fourth institute. It is also highly likely that such an institute will be established within the next five years, or within the life of this project. Given the lack of detail, however, and the inadvisability of estimating assistance requirements so far in

advance, it has been decided to limit the scope of this project to support of the existing three regional institutes and SCAP. At such time as PAID requests AID support for its further expansion into East and Southern Africa, additional project design can be undertaken, and this PP can be amended.

11. PAID's Request for Assistance

Initiation of the design of this project, with the submission and approval of an FY 1978 PID, was based on an informal request for AID's continuing support of the PAID program. As a private organization, PAID is eligible to receive a general support grant (Handbook 13, Chapter 3) which is based on a proposal submitted for approval by the grantee. PAID has been provided with the program and management criteria for qualification to receive a general support grant, and a proposal will be submitted by the PAID Secretary-General to the Assistant Administrator for Africa within the next several weeks.

B. Detailed Project Description

A summary of the following narrative description is provided in Annex C, the Project Logical Framework.

1. Sector Goal

The project's sectoral goal is the improved performance of African national institutions in providing support and training for programs in the economic and social development of rural areas.

The project's long-range objectives are concerned with the continuing need for improving national institutions and for developing human resources at the national level to serve the rural sector in countries throughout sub-Saharan Africa. Through the Pan-African Institute for Development and the various multiplier instruments included in this project, African governments will develop their own capacity to support national institutions and to train manpower for managing and implementing rural development programs.

"National institutions" are defined to include a variety of development agencies concerned with the rural sector. Examples are Ministries of Agriculture, Ministries of Planning and other government planning units, regional development agencies, private organizations involved in rural projects, and educational institutions concerned with training managers and technicians for rural activities. A broad range of these institutions will be reached directly or indirectly through this project.

The project's orientation towards rural development is based on two fundamental principles: (a) the need to develop strongly integrated programs to solve rural problems and (b) the necessity of involving rural populations in planning and implementing the development programs. The project therefore directly responds to Africa's enormous human resource and institutional needs for planning and managing integrated development programs involving the active participation of rural populations.

A basic assumption of the project is that African governments will recognize the value and necessity of integrated rural development programs to promote Africa's long-term economic and social development. It is also assumed that the governments will have the political will to promote the necessary involvement of rural populations in planning and implementing development programs.

2. Project Purpose

The purpose of the project is to expand the capacity of the Pan-African Institute for Development to serve African rural development planning and management needs by (a) conducting training, technical assistance, and research and (b) supporting national-level training, institutional development, and research.

PAID has prepared a comprehensive plan to expand its current program to meet rural development needs in Africa. AID will contribute to the implementation of PAID's planned program through means of a general support grant which will provide partial support to PAID's total budget. The statements of purpose, outputs, and inputs in this Project Paper are not limited to AID's contribution but rather describe PAID's total program.

PAID's program planning provides for the operation of three regional PAID institutes, located at Ouagadougou, Upper Volta; Douala, Cameroon; and Buea, Cameroon. (See section II.A.10, above, concerning PAID's preliminary plans for establishing a fourth regional institute in East and Southern Africa.)

The three PAID institutes will conduct a variety of long- and short-term training programs and seminars in their respective regions, offer consulting and other technical services to national institutions concerned with rural development, and carry out applied research activities related to training and rural development. The program activities of the regional institutes are described more fully in the Technical Analysis (III.A.)

PAID's program plans also provide for the operation, in Douala, of a central support service (SCAP), which will supply technical and methodological assistance to the three regional institutes and will coordinate program planning, research, evaluation, publications, and other programs for all of PAID. SCAP's activities are also described more fully in the Technical Analysis.

By the end of the project, the three regional institutes and SCAP will be operating effectively to carry out their assigned roles within PAID. In addition, PAID estimates that, through its programs, it will have directly assisted a minimum of forty national institutions in Africa to develop or improve their capacity to provide support and training in planning and managing integrated rural development programs.

3. Project Outputs

The project outputs are measured in terms of (a) SCAP's capacity to provide services essential to the functioning of PAID and (b) the

program activities successfully completed by the three regional institutes in Ouagadougou, Buea, and Douala.

The specific outputs SCAP will achieve include:

- a) The provision of technical and methodological support to the three regional Institutes;
- b) Coordination of research and evaluation activities by PAID;
- c) Development and dissemination of training materials for use by PAID's regional institutes and by national institutions;
- d) Establishment of a documentation and publications center;
- e) Recruitment and training of staff for PAID;
- f) Guidance for PAID's internal management and organizational systems; and
- g) Coordination of PAID's support to a minimum of forty national institutions concerned with rural development.

PAID's three regional institutes will each provide a three-dimensional program consisting of training, technical assistance, and research.

The training component of the program at each institute includes long-term training, short-term specialized training, and external seminars. The number of persons expected to complete the different types of training at each institute during the life of the project is summarized in Table No. 3.

ESTIMATED NUMBER OF GRADUATES
FROM PAID'S REGIONAL INSTITUTES
AND SEMINARS - FY 1978 - FY 1982

TABLE NO. 3

A. Number of Development Agents and Trainers who will complete long-term training (1-2 years)

	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Totals</u>
Ouagadougou	-	-	50	-	55	105
Buea	64	70	70	70	70	344
Douala	40	35	35	35	35	180
TOTALS	104	105	155	105	160	629

B. Number of trainees who will complete short-term specialized training (3 months)

Ouagadougou	-	24	24	48	48	144
Buea	15	15	15	15	15	75
Douala	175	175	210	210	210	980
TOTALS	190	214	249	273	273	1,199

C. Number of trainees who will complete external seminars (3-4 weeks)

Ouagadougou	120	160	160	160	160	760
Buea	125	125	125	125	125	625
Douala	180	180	210	210	210	990
TOTALS	425	465	495	495	495	2,375

The francophone institutes at Ouagadougou and Douala will offer long-term training lasting two years and consisting typically of five units of instruction. Two of the units will be "core subjects" and three will be "electives" related to specialized areas of interest. The long-term training is offered to middle-level development agents and to trainers from national institutions. The Douala Institute will enroll a new class of thirty-five students each year, while the Ouagadougou Institute will enroll a new class of fifty students every other year. The long-term training offered at the anglophone institute in Buea consists of a single, nine-month course for middle-level development agents and trainers. Seventy students will be admitted each year.

Short-term training will be offered at the Douala and Ouagadougou Institutes for trainees who can not take, or do not need, a full two-year, five-unit course. These trainees will take one or more of the units offered, depending on their special requirements. At the Buea Institute, special three-month training programs will be organized each year according to the needs of selected groups of trainees.

External seminars will be of two types: (a) training in project design, management, and evaluation for higher-level officials; and (b) specialized seminars related to problems in integrated rural development such as food production, water resources, and livestock management. These seminars will be held at the request of host governments or regional organizations.

Each of the regional institutes will also carry out applied research programs related to problems of integrated rural development. Field research will be done by two or three researchers assigned to each institute, working under the coordination of central research staff in SCAP. During the life of the project it is expected that PAID's research program will produce twenty-two, year-long field studies which, in turn, will support the preparation of approximately 88 specialized case studies for use in the instructional programs.

Each of the regional institutes will develop contacts with national institutions which have a supporting or training role in rural development activities. At least forty of these institutions will receive extensive assistance from PAID during the life of the project. PAID's assistance will include consultative services related to planning and managing rural development programs; provision of special institutional-oriented seminars; sharing of research findings and teaching materials; and technical assistance to training activities.

4. Project Inputs

The major inputs from all sources for this project are categorized as follows:

- a) Personnel
- b) Administrative support
- c) Support for trainees in residence
- d) Seminars and technical assistance projects
- e) Support for field research

a) Personnel

Personnel inputs include full-time professional staff, short-term consultants, and staff training.

The estimated numbers of full-time staff required for the operation of SCAP and the three regional institutes during the life of the project is summarized in Table No. 4. A total of 275 person-years of professional services will be needed. PAID's contracts for professional staff and its budgetary requirements in this category cover costs of salaries, housing and utilities, insurance, and transportation costs for authorized home leaves.

Each regional institute and SCAP will require approximately six person-years of service by short-term consultants during the life of the project, making a total of 24 person-years of consultants' services for PAID. The consultants will be utilized to provide specialized instruction in courses, to assist with research and materials development, and to help plan and evaluate PAID's seminars and field support services. Costs for consultants include their fees, per diem, and travel expenses.

An estimated total of twelve person-years of participant-type training and longer term sabbatical training will be provided PAID's professional staff during the life of the project. Training costs include tuition, maintenance allowances, and travel costs.

PAID'S ESTIMATED PROFESSIONAL STAFF, FY 1978 - FY 1982

TABLE NO. 4

	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>TOTAL</u> <u>(Person-Years)</u>
SCAP	11	11	12	14	14	62
Ouagadougou	10	11	13	13	13	60
Buea	13	14	14	14	14	69
Douala	16	17	17	17	17	84
TOTALS	50	53	56	58	58	275

b) Administrative Support

PAID's administrative support requirements for SCAP and the three regional institutes include salaries for secretarial, custodial, and other support staff; rents, utilities, maintenance and insurance fees for buildings; purchase and operating costs for vehicles; acquisition, translation, and printing costs for documents and publications; purchase and maintenance of office equipment and furniture; office supplies; communications; travel and per diem for professional staff; and operational costs for the office of the Secretary General and for PAID's Governing Council.

c) Support for Trainees in Residence

Trainees in residence at the three regional institutes are provided room and board, health services and other incidental campus expenses, support for field training experiences, and round-trip transportation from their home countries. Estimates for the costs of supporting both long-term and short-term residential students are based on person-years of training. The annual estimates for person-years of training at each institute are shown in Table No. 5. It is estimated that support will be required for a total of 1,225 person-years of training at the three institutes during the life of the project.

d) Seminars and Technical Assistance Projects

Each of the regional institutes will conduct external seminars and carry out technical assistance projects with national institutions concerned with rural development. The planned number of seminars and

ESTIMATED PERSON-YEARS FOR TRAINEES
IN RESIDENCE, FY 1978 - FY 1982

TABLE NO. 5

	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Total</u>
<u>Ouagadougou</u>						
a. Long-term Trainees(PYs)	-	50	50	55	55	210
b. Short-term Trainees(PYs)	2	9	9	16	16	52
	2	59	59	71	71	262
 <u>Buea</u>						
a. Long-term Trainees(PYs)	64	70	70	70	70	344
b. Short-term Trainees(Pys)	4	4	4	4	4	20
	68	74	74	74	74	364
 <u>Douala</u>						
a. Long-term Trainees(PYs)	75	70	70	70	70	355
b. Short-term Trainees(PYs)	44	44	52	52	52	244
	119	114	122	122	122	599
Total Person-Years:	189	247	255	267	267	1,225

projects to be conducted annually by each institute is shown in Table No. 6. During the life of the project it is estimated that a total of 67 external seminars and 40 technical assistance projects will require supporting assistance.

Each external seminar requires support for the per diem and travel costs for the participants; travel and fees for short-term instructors; costs for field trips; publications, reports and instructional materials; and administrative and planning costs.

Support required for technical assistance projects will vary according to the nature of the project. Costs may include administrative expenses for workshops, fees and travel costs for special consultants, and secretarial and printing costs.

e) Support for Field Research

PAID's three regional institutes are expected to carry out a total of 22 year-long field research activities during the life of the project. Requirements for supporting field research include costs for vehicle operation, salaries and expenses for research assistance, and travel costs for senior researchers.

ESTIMATED NUMBER OF EXTERNAL SEMINARS
AND TECHNICAL ASSISTANCE PROJECTS,
FY 1978 - FY 1982

TABLE NO. 6

	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Total</u>
1. <u>Ouagadougou</u>						
a. Seminars	3	4	4	4	4	19
b. Technical Assist- ance	2	2	2	3	3	12
2. <u>Buea</u>						
a. Seminars	3	3	3	3	3	15
b. Technical Assist- ance	2	2	3	3	3	13
3. <u>Douala</u>						
a. Seminars	6	6	7	7	7	33
b. Technical Assist- ance	3	3	3	3	3	15
<u>TOTALS</u>						
a. Seminars	12	13	14	14	14	67
b. Technical Assist- ance	7	7	8	9	9	40

III. PROJECT ANALYSES

A. Technical Analysis

The technical analysis will demonstrate that (a) the project is appropriate for the development context and (b) the project is characterized by both adequate planning and reasonable cost considerations. In addition, the extent to which PAID has invested sufficient time and resources into the design of an institutional mechanism capable of responding to demonstrated needs will be discussed.

1. Development Context

There presently exists a significant juncture between the evolution of PAID ideology, the development needs currently expressed by sub-saharan African countries, and the consensus of the donor community concerning the definition of appropriate responses to those development needs. In their attempts to achieve economic self-sufficiency following independence, sub-Saharan African countries have confronted an increasingly hostile environment characterized by drought, population pressure, ecological damage (deforestation, soil erosion), unfavorable trade balances, and declining economic growth rates. The infusion of massive amounts of capital and technical assistance have been often ineffective in stemming these trends. African governments are recognizing that they must rely increasingly on their own resources, especially human resources, in order to achieve a better quality of life for broad segments of their populations. In order to mobilize indigent human resources, the affected countries have demanded that greater attention be focused on the development of trained management personnel capable of planning and implementing projects in rural areas.

In a like manner, the donor community has concluded that large agro-industrial, industrial and infrastructure projects have produced disappointing results in alleviating deteriorating conditions in the LDCs. Social scientists and technicians alike have now largely concluded that economic self-sufficiency can be attained through the mechanism of well-planned rural, agricultural projects, designed and implemented to a large extent in collaboration with the local populations in the target zones. Such an intervention strategy depends, as a minimum, on the regional coordination of smaller scale rural projects. The implication of such a strategy for manpower development dwarfs the meager trained resources of most African countries. For example, a recent report estimated that a rural development strategy of this nature in Niger would require more than 4,000 trained personnel at various levels over the next ten years, while the currently available personnel total barely 300.^{7/}

Concurrently with trends in the donor community and sub-saharan African countries, PAID has evolved a distinct role in human resource development in Africa. From its establishment in 1964, PAID has been concerned with providing African governments with a source of well-trained middle-level development agents and administrators. In the last five years, however, PAID has sharply focused its intervention strategy also to the development of a wide range of management personnel capable of designing and implementing rural development projects. The strategy

^{7/}Viallet François and Françoise de Ravignan, "Global Plans for the Expansion of the Kolo Farm School." United Nations Development Program, Niamey, Rep. of Niger, 1976

is strongly based on the importance of the participation of local populations in all phases of the project cycle. Rather than limiting its ideological approach to purely sector-based projects, PAID stresses the importance of (a) integrated rural development (agriculture, health, social, nutrition, population, etc.), (b) project design by multi-disciplinary teams and (c) the close relationships between the project and the larger socio-economic environment. PAID has expanded its portfolio of intervention techniques to include research and consulting in conjunction with effective training (i.e., the three-dimensional approach).

It should be clear from this brief description that PAID's doctrinal approach to the developmental problems of sub-Saharan African countries is consistent with AID's own mandate for increasing participation of the "poor majority" in the development process, the self-expressed needs of these countries, and the weight of donor (and scientific) opinion.

2. Technological Approach

Recent developments in educational research have demonstrated that training systems are characterized by a particular technological approach. The technological approach, or type of intervention strategy for a training system, refers to the particular mix of human and physical resources and the sequencing and interaction of these resources to achieve the goals of the training system. The teacher-student ratio, degree of

reliance on teaching machines, the degree of student participation, and the physical arrangement of the classroom are all technological characteristics of human resource development systems.

PAID has been committed to the development and utilization of modern educational techniques since its establishment, a fact which distinguishes PAID from the majority of its francophone counterparts. Several of its early directors (Jean Bernard Payet, Loic Barbedette) have now established reputations in France as innovative educators and have contributed to the reform and upgrading of the French national educational system. The PAID staff has always maintained a critical stance toward its own efforts, which motivates continuous revision and up-dating of its program delivery system. The following analysis of the characteristics of PAID's technological approach includes (a) general characteristics of the training system and (b) integration of delivery system components into the three-dimensional approach (training, research and field support).

a) General Characteristics of the Training System

The following characteristics demonstrate the "state of the art" achieved at PAID in delivering training services:

- Modularized curriculum: Instead of a traditional curriculum composed of semester or quarter-long courses PAID has established a curriculum composed of two- and three-month modules. This system permits trainees to build a program ideally suited for their career interests and permits PAID to more effectively schedule and utilize staff resources;

- Learning by objectives: In Fall 1976, the staff of the Douala Institute completely revised its curriculum to conform to a learning-by-objectives format popularized by R.F. Mager in the United States;
- Absence of departments: At the same time as the modularization of the curriculum, PAID abolished its departmental structure. Departments in academic institutions have often been found to promote inter-unit competition and insularization, both antithetical to PAID's insistence on multi-disciplinary approaches and team teaching;
- Multi-disciplinary teams: Integrated rural development requires the input and harmonization of economic, social and technical expertise. PAID attempts to reflect this fact by constituting multi-disciplinary teams for its seminars and by pairing complementary staff resources for its course modules;
- Needs analysis: In the design of its modules and its external seminars, PAID staff conduct needs analyses. Every trainee who applies for long-term training must be nominated by a superior who completes an extensive questionnaire concerning skills and abilities which the trainee should acquire. These questionnaires are reviewed by PAID staff before the beginning of each training cycle. In addition, PAID now conducts an organization analysis and a one- or two-week workshop before conducting an external seminar;

- Field experience: In order to overcome (a) the dichotomy between theory and practice and (b) the general reluctance of techno-bureaucrats to venture out among villagers, all PAID modules and seminars include field training (up to 50% of total time);
- Participation: While not always successful, PAID attempts to promote trainee involvement in its training programs. Trainees are provided some form of participation in governing and designing the training activity;
- Active involvement in learning: The traditional francophone system emphasizes the lecture method and cartesian, deductive logic. PAID's training emphasizes active involvement in the learning process through simulations, structured exercises and case study discussions;
- Mid-stream evaluation: Most of PAID's training is complemented by mid-stream evaluation. The evaluation process is designed to provide "formative" input to trainers (versus only "summative" input at the end of the program) and is strictly tied to program objectives negotiated by trainees and trainers;
- Audio-visual: PAID stresses the use of audio-visual methods. Flip charts, transparencies, slides, and tape-slide presentations are included in all course modules and seminars.
- Continuous day: Most francophone educational systems interrupt the day at noon after four hours of instruction and pick up again for two hours in the afternoon. The Douala

Institute begins at 7:30 a.m. and continues for five and a half hours. This structuring of the day permits students to work on projects or study in the afternoon and the staff to conduct research.

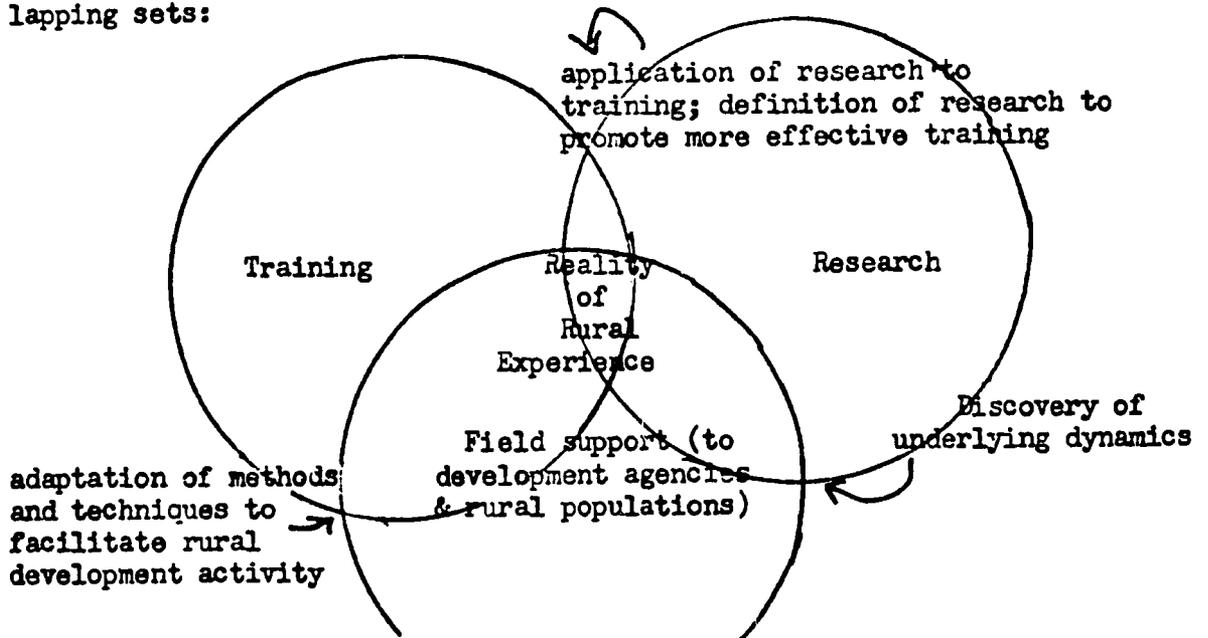
This series of characteristics distinguishes PAID as one of the most innovative training institutions in francophone Africa and reflects a very favorable comparison with modern management training in the United States.

b) The Three-Dimensional Approach

The second major aspect of PAID's technological approach is the concept of three-dimensionality. The three-dimensions are training, research and field support (technical assistance and consulting). While these three dimensions are not, by themselves, much different from the orientations adopted by U.S. management training institutions, both the context in which the functions are performed and the interrelationships between the three functions lend to this concept a highly innovative character.

The concept of three-dimensionality derives chiefly from an understanding that much of the knowledge (e.g. classical cost-benefit analysis) which guided rural development management and planning was deficient; it did not often deal with the socio-economic realities which motivate rural behavior. The three-dimensional approach hopes to overcome this deficiency by bringing both research and training nearer

to the realities of rural African societies. Research discovers the underlying dynamics which animate small farmer behavior, and the results are immediately incorporated into training activities. Training, on the other hand, identifies for researchers (a) the specific areas where techniques are inadequate and (b) the skills and capabilities required for successful intervention into the rural environment. Both training and research are intimately related to the experience of rural populations and can be more effective by direct contact with that experience. Schematically, the concept is presented as three overlapping sets:



The field support function becomes critical as PAID's intervention into the experience of rural societies, either in its own experimental research zones ^{8/} or in collaboration with development

^{8/}"Zones of Guided Integrated Development"(ZOGIDs) at the Buea Institute and "laboratory zones" at the Douala and Ouagadougou Institutes.

agencies. The concept heightens the awareness among PAID staff of the necessary collaboration between training and research and their continuous reliance on understanding the rural experience. The enthusiastic response which PAID received from African delegates attending the January 1977 Ouagadougou Colloquy confirms the appeal of this concept. SCAP, with its coordinating responsibilities, will play a critical role in the successful application of the concept.

c) Replication and Diffusion

A final concern associated with a technological approach is its potential for replication and diffusion. PAID addresses that issue through (a) replication of its institutes in other areas of Africa and (b) providing technical assistance to development agencies in the design and conduct of their own training programs. As previously discussed, replication may ultimately result in PAID's establishment of four (or five) regional institutes .

Diffusion occurs in the technical assistance and consulting services which PAID provides in response to requests for curriculum and program design and training of trainers. Sub-Saharan African countries are increasingly turning to their own institutions and development agencies for trained management personnel. Because PAID has such a high degree of credibility in training personnel of the type sought by these countries, PAID has been more and more frequently requested to assist in the design or upgrading of national rural development training programs. This type of technical assistance can be provided either at

the national institution or development agency or at PAID. PAID also diffuses its methods and technology in the training of trainers. Rather than focusing on the entire program, training of trainer activities usually prepare the individual trainer to deliver a single course (e.g., financial and economic analysis for development projects) or related courses (e.g., also development project management). The growing demand for PAID's direct training services should increase the impact of technological diffusion.

3. Technical Description

al

The PAID organization/entities are the Douala, Buea and Ouagadougou Institutes and the Central Program Support Service (SCAP).

a) The Three Regional Institutes:

The regional institutes offer the three-dimensional approach of training, research and field support. In addition to regional and language differences, the only distinction between them may be the level of training or type of client, national institution to whom the services are provided. For example, long-term training at the Ouagadougou Institute will be oriented towards senior-level administrators (A2 in most francophone countries), while the Douala Institute will continue to meet middle-level manpower needs (B2).

1) Training

- Long-term residential: This type of training consists of a series of course modules covering such topics as management, applied economics, development planning, and rural sociology. The diploma which the trainee receives

is equivalent to the technical diploma which most universities or vocational schools provide and entitles the trainee to a rank in the public administration sector comparable to that held by technically trained personnel. The trainee resides at the regional institute during the training period. The two-year residential programs at the Douala and (eventually) at the Ouagadougou Institutes provide for a summer project to be undertaken in the trainee's home country between the first and second years. A set of sample course module descriptions is attached (Annex I).

- Short-term residential (at the regional institute): It is anticipated that national institutions will become increasingly capable of producing trained rural development personnel at all levels of demand. At the same time, it is recognized that some development agents and administrators will not always be able to attend the long-term program for one or two years or have very special needs. For both reasons, the regional institutes will begin admitting trainees who desire to enroll in only one or two course modules at a time. In this way, the regional institutes can provide relevant, short-term professional development opportunities and achieve some economy of scale in training operations (it is estimated that an additional 10 to 20 short-term students could participate in each of the long-term residential course modules).

- Short-term external seminars: These seminars are designed specifically to meet the short-term development needs of single countries or single organizations. Typically, these seminars last 3-6 weeks and include 30-50 participants. Like the residential programs, seminar content deals with rural development planning, project management, and the financial and economic management of rural development agencies. In addition to these generic rural development topics, specialized subjects common to a number of countries in the region could be treated in short-term external seminars. For example, a set of specialized seminars offered by the Ouagadougou institute might include the management of local food production, water resources management, animal husbandry development, planning and implementation of irrigation projects, nomadic problems and the administration of rural credit institutions. A set of topics and content for external seminars previously offered by the regional institutes is attached (Annex J).
- Training of trainers: The training of trainers component is addressed to trainers in training institutions who already have professional training in disciplines related to rural development (agronomy, economics, sociology or public works engineering), but who lack specific, applied competency in management or planning. The training of trainers component is

designed to provide these trainers with these new competencies and to improve their training style and techniques. There are two types of training of trainer activities, short-term and long-term. In the short-term version, trainers are identified in countries where a regional institute is conducting an external seminar. By attending the external seminar, these trainers can then serve as "building blocks" for the development of a permanent in-country training capability. These trainers are closely associated with the design, execution and evaluation of the in-country seminar and are provided with a complete set of training materials.

In the long-term version, trainers come to the regional institute for an in-depth initiation (one or two years) into the subject matter relative to rural development management and planning. Trainers participate in the resident training events and design and, when possible, conduct pilot training activities in their own country. In both the short- and long-term versions the regional institutes provide follow-up assistance to promote the institutionalization of newly acquired management and planning skills.

2) Research

There are two main types of research activities: PAID - initiated research and client-initiated research. PAID-initiated research consists of research topics identified by SCAP and the researchers at

the regional institutes as relevant to training in rural development. Naturally, these research topics are not determined in isolation of the problems currently experienced by client countries. In fact, by definition they are directly related because they serve as inputs to training which is, itself, directly tied to client-country needs. The criteria for this research is, however, the extent to which the research findings directly contribute to training effectiveness.

The client-initiated research consists entirely in research areas defined jointly by a client organization and the PAID researchers. In this case, an organization concerned about a specific aspect of rural development can approach PAID and request research assistance. Examples are determining the impact of a certain rural development intervention strategy on a specified output criterion or evaluating the role of women in rural development projects. Of course, PAID reserves the right to choose only those research problems which contribute to increasing knowledge about rural development in the particular region and which have some teaching application.

3) Field Support (technical assistance and consulting)

Field support has been defined by PAID as any activity which contributes to the ability of a development agency or a rural population to initiate, design, manage and evaluate rural development efforts. Support may be provided through three different mechanisms: direct support to a rural population, technical assistance to a training institution, and consulting on project design and implementation.

- direct support to rural populations: The laboratory zones (and ZOGIDs), the research component in the three-dimensional approach, are the field sites on which the realities of the rural setting can be observed, analyzed and translated into training programs. On such field sites, PAID staff and trainees work directly with the rural populations in order to promote rural development activities. In these situations, the regional institutes may work independently of any other development agency but in concert with the general rural development scheme of the particular zone.
- technical assistance to training institutions: In this context training institutions refers to any agency which conducts training activities, either directly for its clients or indirectly for its own staff. Included in this definition, then, can be institutions of formal education, such as a national school of administration, and agencies which regularly conduct staff development training for their own personnel. For example, if a ministry of rural development provides a three-week orientation course to field personnel, it would be considered a "training institution" eligible for PAID's technical assistance. The ministry may request PAID to conduct a seminar on general management, project management or planning. This type of intervention is less formalized, more content-specific and responsive to the organization's special requirements than a short-term external seminar.

- consulting on project design and implementation: At this time, project design consulting has not been included as a formal component of the program activities of the regional institutes. Although the institutes do not intend at least initially to market this service, it is possible that staff members can be available to consult on project design activities. This could occur in two ways:

- training-related: In the course of training activities, participants could be involved in a project design exercise which could ultimately be presented to potential funders. It would not necessary identify funding as the objective of the exercise, but in some cases funding could be the implicit objective.

- contractual: The regional institutes could also perform project design activities in response to specific demands from client governments and organizations. In this case, regional institutes could undertake the assignment for a fee or without charge as a public service. The professional staff could use the trainees to assist, but responsibility for professional qualify would be maintained. This type of consulting could be undertaken only if it did not interfere with the normal training and research programs.

b) Central Program Support Service (SCAP)

SCAP was established in PAID's institutional reform to support the activities of the regional institutes and to perform specific functions

for PAID. A major goal of SCAP is to promote a concerted, coordinated effort on behalf of a rapidly expanding and decentralizing institution. SCAP does not duplicate actions which are undertaken independently by the regional institutes. SCAP will on occasion, however, introduce services on an experimental or pilot basis and then shift the responsibility for providing these services to the regional institutes.

The functions of the SCAP include:

1) External relations: This function consists of activities to acquire resources for PAID and to interface between PAID and its supporters (e.g., international organizations concerned with rural development and African development agencies).

- coordinate relations between PAID and cooperating African organizations: The regional institutes may become involved with development agencies concurrently supported by international organizations. In such cases, SCAP identifies the origin, nature and level of donor support to avoid any duplication of effort by (a) communicating a full description of PAID activities to the external support agency; (b) updating PAID progress reports on a regular basis and (c) arranging meetings between donor representatives and PAID. SCAP will also maintain and make available a complete inventory of development agencies and contact persons with whom the regional institutes are working. This inventory will preserve a record of PAID's relations with development agencies.

- identify consultants: In the course of directing the project management series for senior-level administrators, SCAP identified and utilized the services of a wide range of consultants with expertise relevant to PAID's portfolio of interventions. SCAP is responsible for maintaining a complete file of past and potential PAID consultants and also facilitates efforts of the regional institutes to obtain appropriate consultation services.
- seek external sources of financing: Although the annual operating budget of PAID is assured by donor contributions a year in advance, additional resources will permit PAID to perform services not anticipated or financed at the beginning of PAID's funding year. Sources for this type of financing include both African development agencies and international organizations (such as FAO) who request specific services from SCAP or the regional institutes.
- identify and recruit professional staff: SCAP is responsible for identifying and recruiting professional staff for PAID. SCAP maintains a file of curriculum vitae for the directors of the regional institutes. SCAP also actively recruits potential staff members by (a) placing ads in major international newspapers (e.g., Le Monde); (b) conducting recruiting tours and interviews; and (c) coordinating recruiting efforts made on PAID's behalf by international organizations.

- develop and disseminate marketing material: Finally, SCAP supports the regional institutes developing and disseminating marketing materials concerning their activities. SCAP is also directly responsible for developing and disseminating marketing materials which generally describe PAID & its activities (such as the Progress Report 1973-1976).

2) Methodology

Methodological functions focus on the development of strategies or techniques which support the program of the regional institutes:

- formulate the parameters of the PAID rural development ideology: Although SCAP does not have any greater responsibility than the regional institutes for developing theories and strategies of integrated rural development, it does promote continuous reflection on these themes. SCAP can then systematize results of this reflection or dialogue through its documentation capacity discussed below. SCAP performs this function by organizing internal PAID staff seminars and by periodically publishing position papers.
- support for external seminars and technical assistance to development agencies: Because of its experience in conducting project management seminars for senior-level administrators, SCAP plays a valuable role in continuing to offer external project management seminars. Initially

SCAP will collaborate with the regional institutes in conducting these seminars and progressively withdraw as the regional institutes develop their own capacity.

In a similar fashion, SCAP initially supports the regional institutes in designing, implementing and evaluating technical assistance strategies for development agencies.

- coordinate research and evaluation: SCAP supports the regional institutes in defining and conducting research related to rural development. SCAP is especially useful in defining bases for comparative research, promoting a reflection on specific research topics and conducting research methodology workshops for PAID researchers. SCAP is also the primary source of expertise in the evaluation of PAID program components. While it may not be directly involved in the routine evaluations of the regional institutes, SCAP will be responsible for coordinating evaluation designs, systematizing the evaluations and providing technical support.

3) Technology

Technical functions consist in performing key maintenance tasks for the institution as a whole.

- establish a documentation center: One of the most important tasks performed by the SCAP is the effective operation of a documentation center. The documentation center includes copies of all reports (evaluation, research, consulting),

curricula, key documents (proposals, policy manuals, etc.), and teaching materials originating from both the regional institutes and SCAP. In addition, SCAP acquires comparable materials from other training and research organizations, key reference works in planning, management and rural development, and other publications to support its research activities. Finally, SCAP is responsible for a retrieval and dissemination (for both external and internal use) system and for assuring a meaningful flow of information among the regional institutes. System design efforts are currently underway.

- establish an improved publication capacity: In order to assure an effective dissemination service, PAID must upgrade its current reproduction facilities (three Gestetner 460's, two at SCAP and one at the Douala Institute). SCAP will acquire an offset press and additional printing equipment in order to achieve an improved publication capability. This improved capability will increase both quality and quantity to meet an increasing demand and significantly reduce costs and delays associated with sub-contracting many major reproduction jobs to local and European printers.
- formalize PAID staff development training: One of the greatest needs experienced by PAID is to formalize procedures associated with the professional development training of PAID staff. SCAP will therefore, make a thorough analysis of staff development

needs. Each staff member is presently completing a SCAP questionnaire concerning professional development goals. SCAP will develop a manual of staff development procedures and will collect information on professional development opportunities for PAID staff members. SCAP is also responsible for conducting internal staff development programs, such as workshops (research methodology, training of trainers techniques) and skill development activities for support personnel (secretaries, accountants, office managers),

- promote management and organizational development: SCAP is responsible for developing and updating PAID procedural and operational manuals. SCAP conducts internal audits, develops appropriate organizational systems, and implements new organizational structures on a regular basis.

4. Design Adequacy

PAID has demonstrated its capability for designing, implementing, and evaluating both organizational and program design. After the program of the Douala Institute proved successful, PAID duplicated the design at the Buea Institute in response to needs from Angolophone African countries. Perhaps the clearest indication of successful design was the introduction of training in project management, initially offered through the Center for Project Management (CPM). CPM was an experimental program in which a new type of training was being offered to senior-level francophone African administrators. The program content was undeveloped. The dis-

continuous, four-seminar series format was untested. Nevertheless GPM staff organized eight seminars and two program design conferences. Evaluations of the project management program indicated that, while content can be improved, the program was an unqualified success.

A second indication of the adequacy of PAID design efforts is its capability to respond to changes in organizational strategy, with corresponding changes in organization design. The most recent example is PAID's institutional reform. The reform has resulted in PAID's ability to respond better to African regional differences and to focus its efforts specifically on the problems of integrated rural development. In order to accomplish these objectives PAID decentralized its operations, with regional institutes providing a full range of training, research and support services to African development agencies. At the same time, PAID created SCAP to support and integrate the activities of the expanded institution.

The thoroughness of PAID design efforts is demonstrated by the study establishing the feasibility of the Ouagadougou Institute. Each of study component is described fully in Section II.A. Similar feasibility studies will be undertaken prior to the establishment of additional regional institutes.

Taken as a whole, these design efforts constitute a considerable investment of energy and expertise and have the additional benefit of being based on a survey of needs and elaborated in collaboration with client representatives.

5. Project Cost Estimates

The total costs for PAID's operations during the five-year period covered by this project are estimated to be \$19,648,000, including factors for inflation and contingency. PAID's total estimated costs are presented below according to the major items of project inputs. The estimates are the combined costs for the three regional institutes and for SCAP. A breakdown of the costs, by year and by institution, is provided in the financial analysis.

	<u>Item</u>	<u>Estimated Total Cost</u>
a)	1. Professional staff - 275 person-years at \$23,500 per year (includes salaries, housing and utilities, insurance, home leave travel)	\$6,463,000
	2. Consultants services - 24 person-years (288 person-months) at \$7,000 per month (includes fees, per diem, and travel)	2,016,000
	3. Staff training - 12 person-years at \$10,000 per year (includes tuition, maintenance allowances, and travel)	120,000
b)	Administrative support - estimated at 17 percent of the total budget (includes salaries for support staff, rents, utilities, insurance, vehicles, printing, office equipment and supplies, communications, travel and per diem)	2,620,000
c)	Support for trainees in residence - 1225 person-years at \$2,800 per year (includes room and board, campus services, field training, and transportation)	3,430,000

d)	1. Support for seminars - 67 seminars at \$40,000 per seminar (includes per diem and travel for participants, travel and fees for instructors, field trips, publications, reports, administration)	2,680,000
	2. Support for technical assistance - 40 projects at \$10,000 per project (includes administration, printing, and consulting costs)	400,000
e)	Support for field research - 22 projects at \$14,000 per project (includes vehicle operation, research assistants, travel)	308,000
	<u>Total</u>	<u>\$ 18,037,000</u>
	Contingency - 3%	541,000
	Inflation - 7% after first year	1,070,000
	<u>Grand Total</u>	<u>19,648,000</u>

B. Financial Analysis and Plan

1. PAID's Total Costs

PAID's total costs for its operations and for the achievement of the project outputs planned for the five-year period covered by the proposed AID grant are estimated to be \$19,648,000. This figure does not include the costs of establishing and operating a fourth regional institute in East-Southern Africa. If the fourth institute is established, PAID's operational budget will, of course, be increased.

(p. 65)

Table No. 7 shows PAID's estimated operational costs for FY 1978 through FY 1982. The estimates are based on the unit costs provided in the Technical Analysis (III. A. above) and are derived from the quantity of inputs (number of staff, number of seminars, etc.) listed in the project description. A contingency factor of 3% and an inflation factor of 7% have been included in the table.

2. PAID's Sources of Funding

For the purposes of this Project Paper, PAID's sources of funding are divided into three categories: AID, Other Donors, and African countries. Table No. 8 shows PAID's annual estimated sources of funding for FY 1978 through FY 1982 in relation to PAID's estimated annual operating costs. Dollar amounts (and percentages of the total budget) are provided for each year for each category of donor.

Table No. 8

<u>FY</u>	<u>PAID's Total Est. Budget</u>	<u>PAID's Estimated Sources of Funding</u>		
		FY 1978 - FY 1982 (\$000)		
		<u>AID (%)</u>	<u>Other Donors (%)</u>	<u>African Countries (%)</u>
1978	3,240	950 (29.3)	1,944 (60)	346 (10.7)
1979	3,846	950 (24.6)	2,266 (59)	630 (16.4)
1980	4,096	950 (23.2)	2,376 (58)	770 (18.8)
1981	4,233	950 (22.4)	2,370 (56)	913 (21.6)
1982	4,233	900 (21.3)	2,330 (55)	1,003 (23.7)
<u>TOTALS</u>	19,648	4,700 (23.9)	11,286 (57.4)	3,662 (18.7)
			3,662	
			19,978	

PAID'S ESTIMATED ANNUAL OPERATIONAL COSTS
FY 1978 -1982
(\$000)

TABLE NO. 7

<u>INPUTS</u>	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Totals</u>
A. 1. Professional Staff	1,175	1,246	1,316	1,363	1,363	6,463
2. Consultants	378	378	420	420	420	2,016
3. Staff Training	20	20	20	30	30	120
B. Administrative Costs	450	510	540	560	560	2,620
C. Student Maintenance	530	690	714	748	748	3,430
D. 1. Seminars	480	520	560	560	560	2,680
2. Tech. Assistance	70	70	80	90	90	400
E. Research	42	56	70	70	70	308
Contingency	95	106	110	115	115	541
Inflation	-	250	266	277	277	1,070
TOTALS	3,240	3,846	4,096	4,233	4,233	19,648

A list of PAID's funding sources, the actual amounts received, and the annual financial statements and audits for the past three years will be included with PAID's formal request to AID for a general support grant. The request will also include PAID's statement of its projected budget and show evidence of a realistic financing scheme for the period of the grant. The discussion which follows is based on the AID PP team's analysis of PAID's current funding sources and assumed trends for future funding.

a) AID funding

The AID grant proposed by this project will provide \$4,700,000 to PAID during the five-year period, FY 1978 through FY 1982. According to the terms of a general support grant, AID's contribution will be commingled with funding from other donors to provide partial funding for PAID's total budget. AID's contribution will not identify any specific budget elements to be supported.

The rationale for AID's funding level is based on PAID's own policy that in order to maintain its private, international characteristics no single donor should provide more than 25 percent of PAID's operating budget. As shown in Table No. 8, AID's grant will amount to 23.9 percent of PAID's estimated operational costs for the five-year period. As can also be seen from the yearly figures in Table No. 8, AID's contribution is a declining percentage of PAID's total budget, thus permitting a phase-down of PAID's reliance on AID as the major contributor to its program.

b) Other Donor Funding

Since PAID is a private nonprofit, international organization, its continued existence is largely dependent on contributions (like all PVOs, for example). At the present time, PAID is relying on several major donors to continue support for PAID's operations in the future. In addition to AID, these donors include the Swiss government, the Dutch government, CIDA, FED, and ISI (German foundation). The following list indicates the principal sources of funding from other than African contributions for PAID's budget year 1974/75, according to percentage of donor contributions.

U.S. AID	22.2%
Swiss Government	15.5
Canada (IDRC)	8.2
FED	7.9
ISI (German foundation)	7.6
Ford Foundation	6.3
Dutch Government	6.1
FAC, Belgium (indirect staff salaries)	4.4
Canada (CIDA)	4.1
UNICEF	3.6
Norway (NORAD)	2.9
Belgium	1.5
Great Britain (CFTC)	1.2

It should be noted that the percentage of AID's contribution for PAID's 1976/77 budget increased to 28%, and the Swiss government contribution increased to 23%.

Based on past experience and current expressions of interest in PAID, it may be realistically assumed that Other Donors will provide resources amounting to between 55 and 60 percent of PAID's operating budgets during the life of the project. As shown in Table No. 8, the estimated percentage of Other Donors' contribution gradually declines over the five-year period. The estimated total amount of Other Donors' contribution is \$11,268,000, or 57.4 percent of PAID's total estimated budget.

Contributions from Other Donors include direct financial grants, provision of scholarships for students to attend the regional institutes, commodity support, support for seminars, and provision of technicians and teaching staff.

c) Funding by African countries

For the period covered by the proposed AID grant, estimated contributions by African countries to PAID's operating costs amount to \$3,662,000, or 18.7 percent of PAID's total estimated budget for FY 1978 through FY 1982 (Table 8).

African countries presently contribute approximately 10 percent of PAID's annual operating costs. As shown in Table No. 8, it is estimated that their contribution will gradually increase, reaching a level of 23.7 percent of PAID's budget for fiscal year 1982. It is PAID's goal to increase the contribution to 35 percent by 1985.

Contributions by African countries include direct grants, in-kind support and payments for contracted services. The following are

examples of the various means by which PAID receives these contributions:

1) Scholarships for long-term training: Some African countries pay full or partial costs for their participants to attend PAID's regional institutes. Where partial payments are made, European donors have provided matching funds to cover the total costs of tuition and student maintenance. In the future, PAID plans to press for larger contributions for scholarships from African countries capable of paying them.

2) Payment for short-term training: A special four-month training program was recently completed at the Buea Institute for nine county superintendents from Liberia. The entire costs of the training, including PAID's overhead expenses, were paid by the Liberian government. It is expected that more African governments will sponsor participants to attend specialized training units at the regional institutes in the future.

3) Costs for external seminars: PAID has traditionally requested host countries to contribute to the local costs of seminars. The contributions are negotiable according to the financial capabilities of each country, but they usually include the provision of facilities at the training site, plus per diem and local travel costs for national participants. These contributions amount to about half the costs of a seminar. Contractual arrangements for a series of seminars presently being planned for Upper Volta mark a significant step towards PAID's greater self-reliance. For these seminars, the Government of Upper Volta will pay PAID's entire costs for implementing the seminars as well as all local costs for participants. Similar arrangements for contracted seminars in other African countries will be an important element of PAID's financial resources in the future.

4) Costs for special services: PAID's consulting services, instructional materials, and other forms of technical assistance will be made available to African countries on as near a cost-reimbursable basis as possible. As an example, PAID's expenses for providing consulting services to the ZAPI program in Cameroon are being funded indirectly through ZAPI's project with the World Bank. PAID's policy is to provide its services to national institutions at cost, whenever this is feasible.

5) In-kind support: The Government of Cameroon makes substantial subsidies to PAID's operating budget by underwriting a portion of the costs of utilities for the Buea and Douala Institutes, by providing land for the new buildings at Buea, and by giving PAID the normal privileges granted to other international organizations working in Cameroon. Similar contributions will be made by the Government of Upper Volta for the new regional institute at Ouagadougou.

6) Direct grants: Several African countries have been requested to make direct supporting grants to PAID from their annual national budgets. The Ivory Coast is already doing this, and Nigeria is reported to be considering making a substantial contribution in the near future.

PAID will include a complete account of its sources of funding from African countries when the Grant proposal is submitted to AID. The information gathered by the PP team indicates that PAID's support by African countries is substantially increasing. If all forms of support described above are taken into account, the estimated five-year contribution of \$3.6 million by African countries to PAID appears realistic.

3. Summary Statement and Tables

PAID's financial plan for the five-year period covered by the proposed AID grant appears sound and reasonably firm. The PP team was especially impressed by evidence of increased contributions by African countries to PAID's programs. The team also determined that PAID uses its financial resources cautiously and with adequate planning. The detailed studies completed for the new regional institute at Ouagadougou are a good example of PAID's care in planning new program activities and of PAID's ability to obtain support from African countries and donors carrying them out.

PAID's accounting procedures adequately meet the conditions for handling the financial and implementing requirements of a general support grant. PAID maintains a comprehensive computerized accounting system capable of providing adequate fiscal data for the individual centers, for functional accounts within the centers, and for the preparation of consolidated financial statements. There is a yearly audit performed by an independent Swiss accounting firm. Accounting records and documentation for the project will be maintained in accordance with generally accepted accounting procedures.

Table No. 9 provides a summary cost estimate of PAID's operational expenses according to categories of project inputs. The table also shows the projected amounts to be contributed by AID, other donors and African countries. These amounts were determined by prorating the operational costs according to the estimated percentages of total contributions shown in Table No. 8.

TABLE NO. 9 SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(\$000)

<u>INPUTS</u>	<u>AID</u>	<u>Other Donors</u>	<u>African Countries</u>	<u>Totals</u>
A. Personnel	2,056	4,943	1,600	8,599
B. Admin. Costs	626	1,504	490	2,620
C. Student Mte.	820	1,970	640	3,430
D. Seminars, Tech Asst.	736	1,768	576	3,080
E. Research	76	177	55	308
Contingency	130	310	101	541
Inflation	256	614	200	1,070
TOTALS	4,700	11,286	3,662	19,648

Handwritten notes below table:
 750
 1,200
 1490 = 2390

Table No. 10 arranges the data for operational costs and sources of funding according to project outputs, i.e., the effective operation of SCAP and the three regional institutes. The sources of funding in this summary table were again determined by pro-rating the operational costs according to the estimated percentages of contributions shown in Table No. 8.

Handwritten calculations:

750	16%	120
1950	21%	409
1000	21	210
1000	21	210
1000	21	210

COSTING OF PROJECT OUTPUTS/INPUTS

(\$000)

TABLE NO. 10

	PROJECT OUTPUTS				TOTALS
	1. SCAP	2. OUAGADOUGOU INSTITUTE	3. BUEA INSTITUTE	4. DOUALA INSTITUTE	
<u>INPUTS</u>					
<u>AID</u>					
A. Personnel	477	464	515	600	2,056
B. Administration	95	149	167	215	626
C. Programs*	-	406	446	780	1,632
<u>Other Donors</u>					
A. Personnel	1,150	1,116	1,237	1,440	4,943
B. Administration	230	355	402	517	1,504
C. Programs*	-	975	1,070	1,870	3,915
<u>African Countries</u>					
A. Personnel	364	364	402	470	1,600
B. Administration	75	116	131	168	490
C. Programs *	-	317	347	607	1,271
<u>TOTALS</u>	2,391	4,262	4,717	6,667	18,037
Inflation					1,070
Contingency					<u>541</u>
<u>GRAND TOTAL</u>					19,648

*PROGRAMS: Student Maintenance, Seminars, Technical Assistance, and Research

C. Social Analysis

1. Introduction

Two fundamental characteristics of this project must be considered in the social analysis:

a) The Pan-African nature of PAID

As stated in its constitution, PAID devotes itself to service to Africa and to the promotion of integrated rural development. PAID also attempts to facilitate the exchange of experiences between English-speaking and French-speaking African countries. This effort is demonstrated by the establishment of francophone (Douala, Cuagadougou) and anglophone (Buea) regional institutes.

Because of PAID's pan-African nature, the social analysis deviates from the usual format suggested in Handbook III, Appendix A, which calls primarily for a statement of the feasibility of a particular project within a specific cultural context. Africa's multiple cultures and its diverse political, economic, and social systems, however, remain closely related to PAID's concern for integrated rural development.

b) The nature of the grant

Project funds will be obligated by means of a general support grant, that is, "a grant to provide partial support to the total budget of an organization whose basic program purpose is in consonance with Foreign Assistance Act objectives" (Handbook 13,3-1). The first section of the social analysis addresses whether PAID is qualified to

receive the general support grant by assessing the overall social soundness of PAID's approach to development and its focus on planning and management. The next section will address some more specific social issues, including a discussion of PAID's beneficiaries.

2. Social Analysis: General Comments

a) Conceptual model of "development"

One of the most interesting and positive aspects of PAID's approach to integrated rural development is the move towards a conceptual integration of the physical/technical and human/social aspects of development. It is well known that departments within universities and/or national institutions tend to approach development issues solely from the narrow viewpoint of their disciplines. For example, programs for roads, dams and electricity and other physical infrastructure are often developed in complete isolation from programs in rural organization, training, and rural delivery services. Departments of Agriculture tend to teach and implement research programs in complete isolation from those of departments of sociology, economics, and political sciences. PAID's possible contribution to integrated rural development is rather unique and presents a consistent conceptual and operational effort to define the linkages between the technical and sociocultural elements of development planning and management. Over the past decade, PAID has accumulated wide experience in various kinds of rural development activities, and there is sufficient basis to guarantee PAID's continued commitment to the interrelated technical and social components of development issues and programs.

PAID proclaims that "people are the principal agents of development. They are its beginning, it means, and its end." The basic concept of PAID training programs is "to make people capable of participating actively and intelligently in their own development/and in the development of their local, regional, and national communities." The emphasis on social science and on research methodology provides trainees with invaluable tools to understand the heritage of traditional knowledge in different African rural settings and to mobilize local resources and institutions for the benefit of all.

The major strength of this training program is a balanced mixture of theory and practice. This approach allows trainees to master not only the principles indispensable to better understand the problems of socio-economic development, but also the techniques to apply these principles concretely to development programs in cooperation with the beneficiary communities. In other words, it is a training program ideally conceived as a response to real needs, present and future, of African rural communities.

The curriculum presently being used at Douala for long-term training provides an example of the dynamic mixing of theory and practice. Each training unit has classroom sessions alternating with practical field applications. The work in the field provides the background against which the trainees learn to appreciate not only the principles of integrated rural development, but also the role and relationship of their individual contributions to the development process as a whole.

Because of its complexity, working within the integrated rural development environment requires:

- (a) a combination of analytical, managerial, and evaluative skills with a broad range of knowledge in various technical fields;
- (b) a familiarity with the sociocultural setting of the beneficiary communities; and
- (c) the ability to communicate effectively with different types of beneficiaries.

Unfortunately, most training programs do not guarantee the achievement of such ideals, and in most cases there is no or little attempt to evaluate trainee performance systematically. Belloncle and Gentil's study of the performance of extension agents in Niger highlights some of these problems: "Staff often went to the field with inadequate technical knowledge, with little understanding of the social customs in the communities in which they were to work, and lacking effective communication skills."^{9/} In Belloncle and Gentil's book Managing Rural Development in Africa, they comment: "Field staff are poorly motivated, lack entrepreneurial attitudes, drink too much, work too little, and spend too much time on their private interests."

^{9/}Belloncle, Guy and D. Bentil, "Pedagogie de l'Implantation du Mouvement Cooperative au Niger," Archives Internationales de Sociologie de la Cooperation, No. 23, January-June 1967.

Even though there is no conclusive evidence of its effectiveness in the field, PAID's three-dimensional approach of training, research and field support seems to be sound. First of all, it attempts to provide an overall conceptual grasp of integrated rural development with its technical, economic, and social components. Secondly, it attempts to develop a practical understanding of planning, management and evaluation, and their application to rural problems. Thirdly, it promotes an awareness of the nature and content of various technical skills and their effective utilization for rural development. Fourthly, it fosters practical, problem-solving, client-oriented, participatory approaches to rural development in specific geographical areas or "laboratory zones." Finally, it encourages the use of effective methods of communications in different social settings.

Even though PAID's concept of development may not approximate the ideal conceptual requirement for a systematic operationalization of development objectives as called for by academicians, PAID has nevertheless maintained a continuous quest towards sharpening its understanding of the development process and how it can be best applied in the African context. This ongoing search parallels the current process within governments and development agencies (including AID) in coming to grips with the true meaning and content of integrated rural development. PAID's approach to development appears, then, to be consonant with the U.S. Foreign Assistance Act's objectives which focus on strategies of participatory development.

b) Focus on development planning and management

According to a World Bank analysis, the shortage of trained manpower is perhaps "the most serious obstacle" to the implementation of rural development programs. "In many countries, particularly in Africa, the scarcity of skills is found at all levels: experienced and junior staff, technical and administrative."

About eighty percent of the rural populations in Africa live at a subsistence level, and the rapid population increase will inevitably pose even greater pressures on food and other natural and human resources. Development projects at national and/or local levels share the overall objectives of maximizing the utilization of available resources, accelerating economic growth and distributing equitably the benefits accruing from this growth. Trained manpower has a key role in the management of these projects, and their performance impinges greatly on project success. Clearly the administrative and management responsibility for such development projects, until now highly dependent on foreign resources and personnel, must be eventually assumed by host governments. Greater attention must be focussed both on training qualified indigenous manpower, which is strongly motivated to work in the rural areas, and also on developing models of effective rural administration. The underlying assumption is that, given their familiarity with local needs and local characteristics, nationals can be more effective than expatriates in planning and administering development projects.

No one design or approach can completely meet the challenge presented by these facts. Contributions will come from many sources, but eventually each country will need to generate its own effective institutional structure for education and training, as well as other aspects of rural development. At the present time in Africa there are few institutions, other than PAID, with a record of positive achievements and a recognized capacity to address effectively the growing planning and management problems involved in African rural development.

In conclusion, strong justification exists for AID's support of PAID, an institution which aims to develop critically needed professional skills in planning, managing, and evaluating development projects in Africa. This institution, staffed primarily by African professionals and focusing on integrated rural development through a three-dimensional approach, has the capacity to draw upon African experience and to work effectively within the African context. Over the past twelve years of its operation, PAID has proven to be a vital resource for the development of management skills in Africa. This is documented by different evaluations conducted by PAID staff and outsiders. No systematic attempt, however, has been made to evaluate the real impact of PAID on its various beneficiaries, e.g., the trainees, the governments and private development agencies assisted by PAID and, ultimately, the rural communities. As will be discussed in Evaluation Arrangements (Section IV.C), a dynamic monitoring and evaluation system needs to be instituted for immediate feed-back into PAID's operations and for an on-going assessment of PAID's impact on African rural development.

3. Special Issues

a) PAID's potential to make substantial long-range contributions to the improvement of living conditions in African rural communities

By the completion of the project in 1983 AID will have helped to expand PAID's capacity to train rural development planners and managers and to assist African development agencies in promoting integrated rural development. Such institution-building projects must be evaluated in terms of the process and impact by which development objectives are achieved. Who are PAID's real beneficiaries? What are the structural linkages which will provide a reasonable guarantee of PAID's viability and effectiveness in reaching the rural populations? What are the major constraints and problems of promoting participatory development at the grass-roots level? No attempt is made to give a comprehensive answer to these questions, but some comments may be appropriate based on consultations with PAID's staff (May 18-25, 1977) and selected readings of PAID's activities.

1) PAID's beneficiaries

In institution-building projects, the most direct beneficiaries are the institution itself, the staff members, and the trainees. At the end of the next five years, PAID will have established four regional institutes to serve different regions of Africa and one central support system (SCAP). The grant will have supported PAID staff members - including administrators, lecturers and researchers - through direct payment of salaries and through support of various

staff development programs aimed at enhancing knowledge, technical skills, and a long-lasting commitment on the part of the staff members to participatory and integrated rural development. The trainees themselves will also benefit directly through a scholarship or student support/assistance program. Both the recruitment criteria, which include substantive experience in rural development activities, mature age and character, and also the quality of the training programs are the best guarantee of success and achievement of PAID's objectives. Ultimately, it is the dedication of the trainees that can speed up the process of integrated rural development most beneficial to the rural poor.

Among the direct beneficiaries will also be an estimated forty African development agencies. Due to the cultural, political, environmental and historical setting of African rural areas, these agencies are normally centralized government institutions which play a vital role in planning and implementing development programs. PAID's effort will be to orient these institutions toward a more efficient internal organization and a more dynamic outreach and commitment to integrated rural development. PAID will have the capability not only to serve as a model for similar development institutions in Africa, but also, as stated in its objectives, it will be able to provide direct technical assistance. Thus, there is a greater likelihood of a continuous spread effect.

Direct beneficiaries will also be the rural communities situated in the "laboratory zones" established by each regional institute. On the one hand, these zones will be used as experimental training grounds by the institutes. On the other hand, the zones will benefit from the professional inputs of the researchers, lecturers and trainees.

These inputs will be sustained through the years because of the firm institutional commitment by PAID to its zones. At the present time the Douala Institute has established two zones and the Buea Institute one. To the extent that the research findings will be used to plan and to improve project performance, the zone's rural communities will benefit greatly.

2) Linkages to the rural poor

PAID's three-dimensional approach, which includes training, research and field support, provides the best guarantee that the trainees will be in direct contact with rural populations. Of course this assumes that the approach will not simply remain a theoretical mode, but will be qualitatively applied in practice. All PAID's trainees are regarded as potential trainers of other Africans, and their improved performance will have a direct spread effect and ultimately reach out to the rural populations. Two other assumptions need to be verified: a) The trainees' level of commitment will remain high; b) the sponsoring development agencies will find a suitable placement for optimum utilization of the trainees' acquired skills. Potentially then, the indirect beneficiaries will be the various rural communities scattered throughout the continent where the trainees will serve as rural development planners and managers. A sound follow-up and feed-back system providing various forms of support to the trainees working in the field will help maintain motivation and improve performance. Among the actual or intended follow-up activities are the following: encouragement of correspondence among trainees and staff members; a quarterly newsletter with articles by ex-trainees, staff and students presently in training; exchange of personal visits; consultation and follow-up workshops; PAID's internal system of monitoring and evaluations; and special evaluations.

3) Some Constraints

- Resource allocation: As more and more agencies attempt to address development issues in Africa, the risks of bureaucratization and inefficient or sub-optimal resource allocation increase rapidly. PAID needs to continue to strive for optimum resource allocation, efficient leadership and qualified staff committed to achieving its lofty goal of meeting the real needs of African rural communities. The waste involved in mismanagement or poor training needs no elaboration.

- Physical requirements: Good physical facilities, combined with high professional training, promote the growth of confidence among trainees and provide for a healthy learning atmosphere. A number of questions arise, however, as to the definition of "good physical facilities. The experience of a number of rural training institutions in Africa is that they tend to provide a shelter where trainees live in isolation from the rural setting and are exposed to a wide range of sophisticated technological tools. Consequently they become ill-adapted to work in the rural setting and often become frustrated because of their own inability to apply the same technological tools used in their training.

Like any institution involved in promoting rural development, PAID must reassess the adequacy and impact of its facilities on the learning process and on the trainees' adjustment to field situations. The development and the use of teaching, management, research and evaluation aids, utilizable both at the regional institutes and in the field, should be given priority. Cultural heritage should be creatively used in developing these appropriate aids.

- Incentives for rural development work: In addition to the professional skills of the staff and the practical orientation of the training programs, incentives offered to the trainees are critical for success. This is particularly true for an institution like PAID which offers in-service training programs primarily to a government clientele which is already upwardly mobile. PAID's programs seem to be oriented towards better qualifications for upward career movement. The partial follow-up of trainees from the Douala Institute indicates that "graduation certificates" tended to strengthen the basis for individual promotions. There seems to be a need for PAID to test systematically special incentives designed to attract the full commitment of African governments while fostering participation by middle- and senior-level government personnel.

Examples of possible incentives include:

a) Financial support for PAID by African governments and formal recognition by these governments for trainees' attendance in training programs;

b) Constant redesign of training programs in response to real needs and available jobs;

c) Recognition of trainees who prove to be effective in rural development, e.g. invitations to assist in in-country training programs, consultancies, etc.

- Self-sufficiency: Will PAID be indefinitely dependent on external support? As discussed in the Financial Analysis and Plan (Section III,B.), PAID aims to increase the contribution from African countries from 10% to about 30% through direct support and remuneration for services rendered. While it is unrealistic to expect PAID's complete self-sufficiency within the next few years, a realistic plan for phasing down AID financial contributions has been developed.

b) PAID's potential contributions to the involvement and participation of African women in African rural development

PAID has an official commitment to the greater integration of African women in rural development. However, in practice, and for a variety of reasons, it falls short of this commitment. A complete discussion, including recommendations, has been included in the PRP. It is expected that within the next five years PAID will explore specific means to address this issue as an integral part of aligning its institutional structure with its development goals.

D. Economic Analysis

The economic affect of any human resource development project, such as this project with PAID, is hard to elaborate. It is obvious that if adequate numbers of people are trained in fields expressly identified by client countries, if these individuals are employed in the capacity for which they were trained, and if they are used effectively, development efforts in the client countries will benefit substantially with concomitant effects on employment and incomes.

1. Measuring Social Benefits

The economic effect could be measured by new methodologies in social accounting in which the "value added" concept is applied to human resources projects. This involves calculating the increased productivity to the society of education, training and improved health through expenditures in human resources development. These benefits can be measured against costs, with the end result that human resource investments can be subject to trade-off analyses like capital investments. Rate of return analyses have also been used in education planning in Africa. This methodology consists of calculating separately the social and/or private costs of education, estimating the discounted social and/or private benefits of education and then comparing the two as a guide to which parts of the educational system should be expanded or contracted. While these studies substantiate the high return from educational projects and emphasize the importance of minimizing costs, the lack of key data and the number of unverifiable assumptions reduced the credibility of such methods.

Clearly these methods are too sophisticated for evaluating the economic impact of the PAID project. PAID will be providing human resource development services to countries in early stages of development where a variety of basic manpower requirements must be satisfied to permit further development. PAID is contributing to client countries' abilities to satisfy these basic requirements or "threshold needs" and, as such, the proposed technical assistance needs little further economic justification.

2. Cost of Alternative Mechanisms

There are various alternative ways of providing similar outputs. Simple comparisons can be made. For example, instead of supporting PAID to train African development agents, these agents could be trained in United States. The cost of adopting such a strategy is at least two times greater than PAID's unit training cost, even assuming comparable quality. This calculation is based on the average cost of \$12,000 for one year of U.S. study versus \$5,000 for a one-year scholarship at PAID. A second alternative would be negotiation of bilateral arrangements between AID and each of the client countries which PAID now is serving or would serve in the near future. The implications of such an assistance strategy would be staggering, from both a financial and an operational point of view. An example of such an effort is the AID Human Resources Development Project with the Government of Chad, one component of which is designed to establish a project management training unit. The cost of the project management training component is approximately \$250,000 per year, or 25%

of the annual AID contribution to PAID. The outputs in the PAID project, however, include not only trained manpower and project management training materials, but also research and technical assistance to some forty development agencies (many of them training institutions) throughout sub-Saharan Africa. It should be clear from this comparison that, while the needs for rural development administration are great, responding to these needs by means of a U.S. bilateral, rather than a Pan-African, mechanism can be extremely costly. In addition, narrow consideration of the cost issue obscures the fact that 75% of PAID's services are delivered by Africans, while the percentage would be substantially reduced in most bilateral AID arrangements. There is, of course, no need to detail the advantages of Africanization of manpower training institutions.

3. Qualitative Impact

Despite the inadequacies of quantitatively measuring the impact of this project, a qualitative assessment of the benefits can be attempted by describing the types of benefits achieved. The benefits can be enumerated at several levels, some of which will be direct and some of which will be indirect.

a) Strengthened institutional capability

The first direct benefit will be the increased capability of a Pan-African institution to provide services urgently needed by developing countries.

b) Career development opportunities in the public sector

Another direct, although somewhat limited, benefit is the career development opportunity offered by PAID to highly capable Africans who have received graduate-level training at universities outside Africa. For political, economic or social reasons, many Africans often choose not to return home, but rather seek employment in the country where they received graduate training. If they do return home, they seek highly paid positions in the private sector. In the next five years the number of PAID's professional staff positions will increase from 30 to 73. In short, PAID is increasingly providing exciting, prestigious and meaningful job opportunities which can attract these trained Africans back into the African public sector where their talents are desperately needed.

c) Mampower development for trained participants

The largest group of direct beneficiaries will be those who participate in PAID training activities. The increased capabilities derived from participation in training will lead, in many cases, to positions of greater responsibility and influence, in addition to an expanded sense of self-esteem.

d) Institutional capability development

The technical assistance which PAID furnishes to training institutions, development agencies and projects should increase these organizations own capabilities for effective performance. Training of

trainers, program development, organization analysis and evaluation are all activities designed to promote organizational effectiveness, not through relationships of dependence but through mutual collaboration and problem-solving.

e) Rural populations

To the extent that all of PAID's training and technical assistance is provided to either development agents or development agencies, rural populations will benefit from the effective behavior of these actors. At the same time, PAID's field interventions ("laboratory zones") will directly affect rural populations and, if successful, will confer direct benefits on these populations.

IV. IMPLEMENTATION ARRANGEMENTS

A. Analysis of PAID's and AID's Administrative Arrangements

1. PAID

a) Management Organization

The following outline of PAID's administrative/management organization is taken from "The Articles of Association of the Pan-African Institute for Development" (January 20, 1964), the Tenth Anniversary Publication (1964-1974) and the Progress Report 1973 - 1976:

- Headquarters: The administrative headquarters of PAID is located in Geneva, Switzerland . PAID was created and is administered in conformity with the rules of procedure and the legislation of the Swiss Government which are applicable to private and nonprofit-making international associations.

- Governing Council (Board of Directors): PAID is administered by a Governing Council consisting of from 9 to 24 persons chosen without discrimination as to race, nationality, origin or religion. Members serve a term of four years. The present Board includes 20 members, of which 12 are African. The Council is also responsible for appointing the Secretary-General of PAID. Its functions include: preparing and defining the general policy of PAID; representing PAID; insuring the general coordination of PAID's management units and programs; facilitating the administrative coordination of donor support for PAID throughout the world; ensuring periodic outside appraisals of the PAID program; and ensuring financial and administrative control and support for the PAID directors.
- Executive Committee: elected by the Council, this Committee has extensive delegated powers for handling current administrative business. It meets frequently to discuss reports from the Secretary-General and to make appropriate decisions.
- Finance Committee: this Committee is responsible for (a) reviewing and approving the operating budget of PAID, which is drafted by the directors of the regional institutes and SCAP and is submitted annually to the Council; and (b) financial control of PAID on the basis of the auditor's reports.
- Scientific and Pedagogical Committee: a consultative committee established by the Council, this Committee provides guidance in PAID's training and research programs. Subcommittees have

recently been established to collaborate with PAID staff in designing an evaluation and monitoring system and in implementing PAID's three-dimensional approach in training, research and field support.

- Secretary-General: PAID's chief executive is charged with implementing the Council's and the Executive Committee's decisions. Assisted by a part-time senior advisor, he is responsible for coordinating, supervising and representing PAID. Although his offices are in Geneva, he is required by the nature of his duties to travel extensively, including frequent visits to SCAP and the regional institutes and to the African client countries. In view of PAID's expansion, the need for a Deputy Secretary-General, resident in Africa, is recognized. African candidates are currently being reviewed, and selection is expected by the end of 1978.

- Management Committee: presided over by the Secretary-General, the Committee includes directors of each of the regional institutes and SCAP, plus the research coordinator. It is responsible for major operating decisions such as program planning, staff recruitment and major purchases and facilities.

b) Management Capability

As described above, PAID's administrative environment is based on an orderly system of both internal and external controls. Keenly aware that its continued existence is dependent upon external support, PAID must insure its internal management capability to attract this

support. Financial and program files are rigorously kept by the administrative office at each regional institute and at SCAP. A computerized budget accounting system is maintained, and annual audits are conducted by the Swiss firm of Marcel Lauper. The latest AID audit report is dated May 25, 1976, and PAID financial accounting was found sound. The auditors "reviewed the local currency expenditure records maintained by the Center for Project Management and found that generally the expenditures claimed were properly supported and in accordance with the Grant Agreement."

PAID is also presently updating its internal management manuals relating to personnel, travel and procurement. This will assure standardization of procedures for contracting with consultants, recruiting new staff and procuring equipment for the Ouagadougou Institute. This should not imply that present procedures are lacking or unacceptable. PAID presently lets contracts for short-term consultant services and ably administers contracts for long-term advisory services with external donors, including AID. PAID has also negotiated a major contract with the Government of Upper Volta and the World Bank for undertaking an in-country, in-service training program for rural development personnel. PAID will also be contracted by the Government of Chad to establish and institutionalize a project management training program with financing from AID.

Another important aspect of proving PAID's management capability is its administrative arrangements to involve the target population in its

decision-making. In offering training, research and field support, PAID is inherently dependent on attracting "client" African governments. In the area of training, PAID has worked with governments in establishing selection committees to screen and interview student trainees. In countries where there is presently no organized selection committee, PAID staff members visit and personally conduct interviews. In the area of research, the target population is even more directly involved: they are not only the target but also the beneficiary of the results of the research. This methodology is discussed in the Technical Analysis (Section III.A.). In the area of field support and consulting, interventions are made only upon the request of the client government. The client governments to be served by the Ouagadougou Institute have insisted on being involved directly in decisions relating to training, research and field support. Over the next year PAID will be negotiating bilateral agreements with these governments which will outline specifically the most relevant and appropriate functions which PAID can perform to assist them.

2. A.I.D.

As a private organization, PAID falls within the category of those grantees who are eligible to receive either a specific or a general support grant. The assistance projected, and requested by PAID, over the next five years will support the institution itself and its programs, as stated in the project purpose. Under these circumstances, assistance to PAID fits the definition of a general support grant as stated in

Handbook 13, Chapter 3: "a grant to provide partial support to the total budget of an organization whose basic purpose is in consonance with Foreign Assistance objectives, without identifying any specific budget elements which are to be supported." The substance of this Project Paper substantiates the appropriateness of this funding mechanism. The Financial Analysis and Plan (Section III.B) reflects a budget based on outputs rather than specific budget elements, such as itemized equipment lists and numbers of man-months of U.S. consultant or long-term advisory services.

Assistant
Following the Administrator's approval of the project, based not only on this project design, but also on the determination that PAID is qualified to receive the general support grant, a PIO/T for the amount of the grant will be prepared by the AFR/RA Project Officer. (The project is included in the Africa Regional program administered by the Office of Regional Affairs (AFR/RA).) Although the SER/CM Grant Officer will be responsible for preparing the Grant Letter/Agreement, substantive project monitoring will be shared by the AFR/RA Project Officer and the Human Resources Development Officer in the Regional Development Office in Yaounde. (Prior AID projects with PAID have been included in the RDO/Yaounde program and managed by that office). Given the willingness of RDO/Yaounde to continue in this field liaison capacity, the assignment of an AID Project Manager is not considered necessary. Additional supporting services, as required, can be provided

by the RDO/Yaounde Controller and the REDSO/WA Regional Supply Advisor. The Country Development Office in Ouagadougou (CDO/Ouagadougou) will also be requested to monitor informally the operations of the Ouagadougou Institute, including advising AID/W of problems for which AID could provide remedial assistance. CDO/Ouagadougou may also be requested on behalf of PAID to assist in receiving and temporarily storing some of the U.S.-procured equipment and supplies. Given the close collaborative PAID-AID relationship which has developed over the past six years, it can be assumed that all AID Missions will welcome and seek contact with PAID personnel.

Under the conditions of a general support grant exceeding \$250,000, the method of AID disbursement will be through a Federal Reserve Letter of Credit (FRLC). PAID will establish the FRLC through a commercial bank of its choice. Signature cards (SF-1194) will be prepared for (a) the PAID officials authorized to sign payment vouchers and (b) the PAID official who authorizes them to sign. Upon the bank's confirmation that the FRLC is open and available, PAID will submit payment vouchers (Form TUS 5401) with supporting documentation signed by the appropriate officials to the commercial bank. Payment will then be made in local currency. PAID will submit a monthly status report on the FRLC to SER/FM, quarterly reports on accrued expenditures, and a certified annual financial statement.

B. Implementation Plan

The following schedule lists major project actions necessary for the accomplishment of project purposes and the successful implementation of the proposed AID grant. The most critical of these items are included in the PPT Network Chart, Annex D.

Because of the complexity of stating significant milestones for each of PAID's regional institutes, the schedule simply lists an Annual Program and Management Review which is a required part of the grant procedure. At the time of the review, an assessment is made of PAID's actual achievement against its proposed outputs in terms of national institutions assisted, persons trained, seminars held, research projects completed, and SCAP's progress toward providing satisfactory support to the regional institutes. These measurements will determine the accomplishment of the purposes of the project and the grant.

Prior actions

1. PAID submits request for a General Support Grant, with required documentation and attachments
2. PP approved, supporting PAID's proposal
3. Survey report completed, certifying PAID's competence to receive a General Support Grant
4. Certification of PAID's procurement capability completed by REDSO/WA
5. PAID signs agreement with Government of Upper Volta for establishment of Ouagadougou Institute

6. Ouagadougou Institute begins operations; essential equipment and staff in place (supported by ^{AID} Project 625-0905)

FY 1978

1. 11/77 Grant Agreement Letter signed (PAID, AID)
2. 11/77 Federal Reserve Letter of Credit (FRLC) opened (AID)
3. 12/77 Special evaluation of Buea Institute completed (PAID)
4. 1/78 Staff recruitment on target (PAID)
5. 1/78 PAID submits first monthly status report on FRLC TO AID (PAID)
6. 3/78 PAID submits first quarterly accrued expenditure report to AID (PAID)
7. 6/78 Feasibility study for fourth regional institute in East/Southern Africa completed (PAID)
8. 8/78 PAID submits annual report and audited annual financial statement (PAID)
9. 9/78 Annual Program and Management Review held to assess progress towards achievement of project purpose at each regional institute and SCAP (based on measurements in annual report of person-years of resident training, number of seminars and seminar participants, number of technical assistance and research projects carried out, etc.) and financial status of project (based on financial statement) (AID)
10. 9/78 Ouagadougou Institute begins long-term training program (PAID)

FY 1979

11. 10/78 Amendment to Grant Agreement Letter signed, extending grant for one year (AID, PAID)
12. 12/78 Deputy Secretary General appointed (PAID)
13. 1/79 Staff recruitment on target (PAID)
14. 1/79 Determination made concerning establishment of 4th regional institute (PAID, African countries)

15. 3/79 Publications and Documentation Center in operation at SCAP (PAID)
16. 6/79 Assessment of internal evaluation systems at each institute completed (PAID)
17. 7 8/79 PAID submits annual report and audited annual financial statement (PAID)
18. 9/79 Annual Program and Management Review held (AID) (See Item 9.)

FY 1980

19. 10/79 Amendment to Grant Agreement Letter signed, extending grant for one year (AID, PAID)
20. 1/80 Staff recruitment on target (PAID)
21. 6/80 Mid-project in-depth evaluation completed (AID, PAID)
22. 4 8/80 PAID submits annual report and audited annual financial statement (PAID)
23. 9/80 Annual Program and Management Review held (see Item 9) (AID)

FY 1981

24. 10/80 Amendment to Grant Agreement Letter signed, extending grant for one year (AID, PAID)
25. 1/81 Staff recruitment on target
26. 7 8/81 PAID submits annual report and audited annual financial statement (PAID)
27. 9/81 Annual Program and Management Review held (see Item 9) (AID)

FY 1982

28. 10/81 Amendment to Grant Agreement Letter signed, extending grant for final year (AID, PAID)
29. 2/82 Staff recruitment on target (PAID)

30. 8/82 PAID submits annual report and audited annual financial statement (PAID)
31. 9/82 Three regional institutes and SCAP operating effectively, providing training, technical assistance, and research (PAID)
32. 9/82 40 national institutions providing improved support and training for planning and managing integrated rural development programs (PAID)
33. 9/82 Comprehensive final evaluation completed (PAID, AID)

As noted under "prior actions," PAID must submit a grant proposal which, in conjunction with this Project Paper, satisfies the conditions for receiving a general support grant. The PP team is of the firm opinion that PAID is well qualified in terms of its program and managerial capabilities and that this will be confirmed by the survey report. It is therefore not foreseen that these steps in the grant process will create any serious problems.

1. Monitoring plan

Under the terms of the general support grant, PAID will provide the following reports to AID:

- a) Monthly status report on the Federal Reserve Letter of Credit;
- b) Quarterly report on accrued expenditures;
- c) Audited annual financial statement;
- d) Annual report.

The monthly status report on the FRLC indicates the cumulative draw-down against the letter of credit and the grantee's cash flow during the month. This report, prepared on the format shown in Handbook 13, p. 3-24, will be submitted by PAID to the Office of Financial Management (SER/FM), AID/Washington.

The quarterly expenditure report categorizes expenditures by line item in accordance with the project inputs as detailed in the Financial Analysis section. This report will detail both actual and accrued expenditures for the quarter. Line items which represent regular expenditures, such as personnel, administrative support and student maintenance, would accrue on the basis of an average monthly cost. As the costs applied to periodic activities, such as seminars, field research, and specific technical assistance projects, are limited to their direct costs (excluding staff salaries and administrative overhead), accrued expenditures would be calculated on the basis of the specific budget prepared for the activity/occurs. This report, prepared in the format shown in Handbook 13, p. 3-28, will be submitted to the Grant Officer and the Office of Regional Affairs of the Africa Bureau (AFR/RA), AID/Washington.

The annual financial statement will be prepared in accordance with generally accepted accounting principles and certified by an independent public accountant.

The annual narrative report prepared by PAID will provide a brief discussion of progress towards program objectives of the past calendar year, of significant program developments anticipated during the current year, and a statement of projected accomplishments for the coming year. Tables will be provided to show details of each program. This report will be a primary tool for AID's Annual Program and Management Review, where a recommendation is made to continue grant support for an additional year.

In addition to the various monitoring activities described above, a comprehensive evaluation plan concerning PAID's substantive activities is described in Section C below.

All logistic support for project activities will be provided by PAID, working in cooperation with host countries and institutions. PAID has demonstrated its capacity to operate regional institutes successfully over the past twelve years. It has also acquired a great amount of experience in overcoming the difficult logistic problems involved in organizing and implementing seminars in many African countries. There is no doubt that PAID's capacity to provide logistic support is entirely adequate for carrying out the planned program activities.

PAID will not contract other institutions or agencies to implement project activities. PAID will, however, make numerous personal services contracts for long-term staff employees and short-term consultants and instructors. PAID's well-established procedures for contracting personnel will be included as attachments to PAID's grant proposal. The Grant Agreement Letter should stipulate that copies of all contracts funded the by/AID grant will be submitted to AFR/RA.

2. Procurement Plan

Under the terms of the general support grant, PAID, the grantee, will be responsible for procurement implementation. It is expected that PAID will execute most of the procurement through its representatives in Douala and Ouagadougou. Some U.S. source procurement may be entrusted

to a commercial procurement services agent. REDSO/WA will be requested to review and certify PAID's capability to transact procurement in accordance with good commercial practices.

Procurement of all equipment, vehicles, supplies, materials and services, the costs of which will be attributed to this Grant, shall be in accordance with the Grantee's procurement systems, as reviewed and approved by the Grant Officer.

Local currency procurement is authorized for the total amount of the project commodity element for items produced in the country in which the activity is to be performed. As far as feasible, equipment and commodities required for this project will be of U.S. origin, procured from the U.S. or in the country in which the activity is to be performed.

Procurement Implementation Schedule

- a) Review and certify PAID's capability to act as procurement agent
- - NLT August 15, 1977 (REDSO/WA);
- b) Contact AAC about handling portion of procurement - NLT
August 15, 1977.

(Note: Pages 104 and 105 of the original PP have been replaced by page 104a.)

- c) Prepare specifications for equipment required during first year of project - NLT October 1, 1977;
- d) Designate procurement priorities - NLT October 1, 1977;
- e) Purchase Contract Awards: Local purchase NLT 30 days after signing Grant, and U.S. Purchases NLT 90 days after signing Grant;
- g) Equipment delivered: Local - 30 days after signing Grant, and U.S. - 120 to 180 days after signing Grant.

C. Evaluation Arrangements for the Project

1. Introduction

A fundamental issue facing rural development planners, administrators and trainers is the need for prompt and reliable feedback of experiences gathered during training, planning, and project implementation. The inclusion of a comprehensive monitoring and evaluation plan in the process of institution-building serves several purposes:

- a) it provides a practical tool for better management;
- b) it provides fast, systematic, and continuous information flow and feedback for the policy- and decision-makers at all levels; and
- c) it provides a better base for subsequent training and research programs in order to bridge the gap between the theory of integrated rural development and its practice.

Although PAID has been in existence for 13 years, limited progress has been made in developing a comprehensive and dynamic internal monitoring and evaluation system which would systematically provide timely inputs

into its operations. The inclusion of a full-time evaluation specialist on the PAID staff is a significant step. It has resulted in a number of evaluation activities, such as evaluations of management seminars and follow-up courses on integrated rural development.

Two major evaluations have been conducted by FAID donors, one by Swiss donors in 1972 and one by AID in 1975, but they were primarily concerned with PAID's internal structure and management. No comprehensive evaluation has yet been done to assess PAID's impact on rural development in Africa and, more specifically on its various beneficiary groups.

There seems to be an urgent need:

a) to assist PAID's different institutional units, namely SCAP and the regional institutions, to set up an efficient internal monitoring and evaluation system as a management tool to provide the basic information to (1) check the performance of various components and aspects of each unit; (2) and to allow for adjustment when necessary toward the achievement of the objectives;

b) to assist PAID to conduct special evaluations on its institutional development capability and on its impact on African rural development and specific beneficiary groups; and

c) to assist PAID to develop in its curriculum a strong evaluation component in order to impart effectively to trainees both theory and practical evaluative methodologies of rural development planning and management.

2. Special Problems

a) Geographical scope and cultural diversity: PAID can potentially

reach every geographical area of Africa. This poses special problems in any attempt to measure its effectiveness and impact on direct and indirect beneficiaries. In an evaluation, critical issues needing investigation need to be identified and, subsequently, appropriate methodologies, e.g. sampling techniques, need to be selected.

b) Financial and manpower constraints: These constraints impose tight limits and should not be ignored in the design of the evaluation system to avoid disappointing results. Having the central evaluation unit in SCAP may help in reducing cost and in coordinating the optimum use of personnel and resources.

c) Methodology of evaluation: Alternative evaluation methodologies need to be studied in light of the specific objectives of each evaluation activity and specific data requirements.

d) Indicators for the measurement of performance: The identification of sets of practically applicable indicators for use in specific evaluation activities needs careful attention in order to avoid wasteful use of resources. This may be necessary because some variables relating to "outputs", "effects", and "impacts" may be either impossible or very difficult to measure directly. In these cases, the best approach is the use of indicators.

e) Evaluation team: Evaluations require an appropriate mix of technical and professional skills. Careful attention should be given to specific skills needed in each case. Ideally a team should comprise Africans and expatriates who would work jointly and provide complementary

points of view. Each team should have a social expert with a strong methodological background.

f) Evaluation findings: To avoid evaluation reports becoming static documents to be shelved in offices, the participation of one or two PAID staff members of the unit being evaluated should be an integral part of the evaluation process. Also, a report system with required feedback and a plan of action on the recommendations needs to be instituted.

3. PAID's Internal Monitoring and Evaluation System

See Annex F. for a description of PAID's system, prepared by Mr. Luther Banga, PAID's professional evaluator on the staff of SCAP.

4. Special Evaluations

The following is a summary statement of needs for special evaluations for the next five-year period outlined by institutional units. It is based on discussions with the PAID staff during the PP team visit.

	1978	1979	1980	1981	1982
<u>SCAP</u>					
- its objectives	organization of	evaluation system	mid-term evaluation	-	comprehensive final evaluation
- its major functions and components	internal monitoring and evaluation system	assessment			
<u>Regional Institutes</u>					
Douala	organization of internal monitoring and evaluation system	evaluation system assessment	mid-term evaluation		comprehensive final evaluation

	1978	1979	1980	1981	1982
Busa	a) special evaluation				
	--	evaluation system assessment			
	b) organization of internal monitoring and evaluation system		mid-term evaluation		comprehensive final evaluation
Cuagadougou	a) experimentation and planning	evaluation system assessment			
	b) organization of internal monitoring and evaluation system		mid-term evaluation		comprehensive final evaluation

The special evaluations will address the following two central issues:

a) effectiveness of institution-building under PAID organizational strategy and the three-dimensional approach to integrated rural development; and

b) PAID's impact on African rural development, specifically:

- PAID's effectiveness in assisting African development agencies;
- effectiveness of PAID's trainees in the field; and
- degree and the kind of participatory development promoted by PAID in selected African rural communities.

5. Suggested AID Contribution and Inputs

Assuming resources are available, AID's contribution to PAID's evaluation activities would be timely at four different stages:

a) Late 1977-Early 1978: Special evaluation of the Buea Institute

- Objectives:

- 1) to assist the Institute to conduct a special evaluation of its own institutional capability and of the former trainees' effectiveness in promoting participatory and integrated rural development in the areas where they are working;
- 2) to assist the Institute in setting up a comprehensive internal monitoring and evaluation system;
- 3) to assist the Institute in developing its curriculum on evaluation;
- 4) to derive lessons from the Institute's experiences which may be applicable in the process of planning and establishing another anglophone regional institute in East/Southern Africa.

- Personnel: two evaluation specialists to consult on curriculum and an internal system for monitoring and evaluation and to participate in a special evaluation on trainees in cooperation with SCAP's evaluator.

- Time needed: three months (six person-months of consultancy)

b) Mid-1979: Assessment of PAID's internal monitoring and evaluation system

- Objective: to assess the structure and functioning of the internal monitoring and evaluation systems in SCAP and in each of the regional institutes (about 18 months after initiation of the project).

- Personnel: One AID evaluation specialist, in cooperation with the SCAP evaluator.
- Time needed: two-three weeks.
- c) Mid-1980: Mid-term evaluation of SCAP and the regional institutes
 - Objectives:
 - 1) to evaluate PAID's institutional viability and effectiveness with reference to the institutional reforms;
 - 2) to make recommendations and assist PAID in strengthening its organizational effectiveness.
 - Personnel: team of two AID evaluation specialists and two African evaluation specialists, in cooperation with the SCAP evaluator.
 - Time needed: 4 weeks (one week for SCAP and one week for each of the regional institutes.)
- d) Late 1982: Comprehensive final evaluation
 - Objective: Comprehensive evaluation of PAID's organizational units, activities and impact on direct and indirect beneficiaries.
 - Personnel:
 - One long-term AID evaluation specialist to assist the SCAP evaluator and the regional institutes' "evaluation coordinators" in planning and executing a study of PAID's impact on direct and indirect beneficiaries;
 - Two AID evaluation specialists and two African consultants to prepare final evaluation reports in cooperation with the SCAP evaluator.
 - Time needed: Six months for the long-term evaluation specialist, and 8 weeks for the AID and African consultant team.

D. Conditions, Covenants and Negotiating Status

The framework of this project has been developed jointly with PAID over the past year. As discussed previously, the basic document required for submission by PAID is PAID's request and proposal for AID assistance. This document will be the basis for approval of a general support grant to PAID. The "prior actions" outlined in the Implementation Plan (p. 98) can be completed prior to the signature of the Grant Agreement/Letter, so that no covenants or conditions precedent to disbursement will be required in the Grant Agreement. Since the Project Paper reflects a strong collaborative effort between AID and PAID, no difficulties in negotiating the Grant Agreement are anticipated.

UNCLASSIFIED
Department of State

HIVIER H.
OUTGOING
TELEGRAM

PAID

PAGE 01 STATE 311225
ORIGIN AID-44

7336

STATE 311225

DRAFTING OFFICE COPY

INFO OCT-01 AF-06 EB-07 16A-02 L-03 /065 R

DRAFTED BY AFR/RA:DMOLANE:BJ
APPROVED BY AA/AFR:SSSCOTT
AFR/SFWA:DSHEAR (DRAFT)
AFR/DR:TLEE (DRAFT)
GC/AFR:JPATTERSON (DRAFT)
PPC/PDA:JERIKSSON (SUBS)
AFR/CANA:RCRIST (DRAFT)
AFR/RA:JHILL (DRAFT)
AFR/RA:EDCONROY (DRAFT)
AFR/DR:SCOLE (SUBS)
COM/ALI:PEL ISSABIDE (DRAFT)
AFR/SFWA:MSHAM (SUBS)
AFR/RA:JHILL (DRAFT)
PPC/DPRE:JARTAUD (DRAFT)
DAA/AFR:WHNORTH
AFR/DR:MOHASHI (INFO)
TA/DA:KKORNHER (INFO)
DESIRED DISTRIBUTION
7C ACTION AFR 15 CHRON 1 2 3 8 INFO AATA TA/DA IDC PPC GC GCAF GCFLD
C CALL CPS CT ED TA/RD 44P

-----280345Z 085051 /70

P R 272118Z DEC 76
FM SECSTATE WASHDC
TO AMEMBASSY YAOUNDE PRIORITY
INFO AMEMBASSY NAIROBI
AMEMBASSY ABIDJAN
AMEMBASSY OUAGADOUGOU

UNCLAS STATE 311225

AIDAC

E.O. 11652: N/A
TAGS:

SUBJECT: Y 19/6 PRP: REGIONAL RURAL DEVELOPMENT TRAINING (PAIF), 625 - 985

REF: (A) YAOUNDE 4744 (NOTAL), (B) STATE 282215 (NOTAL), (C) YAOUNDE 4826

1. ECPR APPROVED SUBJECT PRP DECEMBER 20. ECPR AGREED FOLLOWING POINTS BEAR FURTHER CONSIDERATION DURING PP DESIGN EFFORT, TENTATIVELY SCHEDULED MAY 1977. SCOPE OF WORK FOR PP DESIGN TEAM WILL INCLUDE SPECIFIC REFERENCE TO THESE POINTS:

(A) FURTHER CONSIDERATION OF PAID'S INSTITUTIONAL AND MANAGEMENT CAPABILITY. AS SUGGESTED IN REF (A), PARA. 3.C, INCLUDED IN TECHNICAL ANALYSIS WILL BE ASSESSMENT OF PAID'S EFFORTS TO RECRUIT ADDITIONAL STAFF AND IMPLICATIONS FOR PROJECT IF RECRUITMENT NOT SUCCESSFUL. AS PAID IMPLEMENTS EXPANSION PLANS AND ATTEMPTS TO COPE WITH STEADILY GROWING DEMAND FOR PAID'S SERVICES, QUESTION OF MANAGEMENT CAPACITY ALSO BECOMES VITALLY IMPORTANT. DURING INITIAL YEARS OF PROJECT IMPLEMENTATION AT LEAST, AID SHOULD WORK WITH PAID TO ASSURE THAT ITS OPERATION DOES NOT BECOME

OVEREXTENDED. IN THIS REGARD, CLARIFICATION OF ROLE/FUNCTION OF SCAP WILL ALSO BE REQUIRED (PER REF (A), PARA 3.A AND B).

(B) PROVISION OF AID ASSISTANCE FOR INTERNAL AND JOINT EVALUATIONS. AID SHOULD BE WILLING TO ASSIST PAID IN STRENGTHENING ITS CAPACITY FOR SELF-EVALUATION, WHICH IS APPROPRIATE COMPONENT OF "ACTION RESEARCH" PROGRAM OF SCAP AND REGIONAL INSTITUTES. IN ADDITION, PP DESIGN TEAM WILL DISCUSS WITH PAID DESIRABILITY OF CONDUCTING JOINT EVALUA-

THE FIRST YEAR OF THE WEST AFRICA-SAHEL INSTITUTE WITHIN FIRST TWO YEARS OF PROJECT IMPLEMENTATION (REF (A) PARA. 3.D). WHILE EVALUATION IS BEING CONDUCTED UNDER CLOSE SUPERVISION OF SCAP AND WILL BE CONDUCTED IN CLOSE COOPERATION WITH PAID, IT SHOULD BE DESIGNED AND CONDUCTED JOINTLY TO ASSESS THE NEEDS OF PAID ACTIVITIES IN THE VARIOUS COUNTRIES AND TO PROVIDE PAID WITH INFORMATION WHICH WILL LEAD TO BETTER DECISION-MAKING CAPACITY.

(C) COORDINATION WITH AID AND OTHER DONOR BILATERAL ASSISTANCE PROJECTS INVOLVING RURAL DEVELOPMENT-RELATED TRAINING. END-OF-PROJECT STATUS INCLUDES PAID'S "TIMELY ASSISTANCE OFFERED TO ESTABLISH OR DEVELOP 40 NATIONAL INSTITUTIONS AND/OR "STRUCTURES" OFFERING SERVICES IN RURAL DEVELOPMENT MANAGEMENT AND PLANNING." GIVEN LIKELIHOOD THAT AID AND/OR OTHER DONORS WILL CONCURRENTLY RELATE TO SOME INSTITUTIONS/"STRUCTURES," PP DESIGN TEAM SHOULD CONSIDER HOW MECHANISM FOR COORDINATION CAN BE BUILT INTO PAID PROJECT. THIS MECHANISM WILL ALSO FACILITATE AID EVALUATION PROCESS BY PROVIDING FEEDBACK INFORMATION ON EFFECTIVENESS OF PAID SERVICES.

(D) DIALOGUE WITH PAID ON PHASE-OUT SCHEDULE FOR AID ASSISTANCE. PP SHOULD INCLUDE DISCUSSION ON WHETHER OR NOT AID INPUTS WILL BE NECESSARY WHEN PURPOSE/END-OF-PROJECT STATUS HAS BEEN ACHIEVED. ALSO, ON HOW WILL PAID REDEFINE ITS ROLE WHEN ESTIMATED 40 INSTITUTIONS/STRUCTURES HAVE BEEN ESTABLISHED.

(E) ELABORATION OF IMPLEMENTATION PLAN, INCLUDING (1) RECOMMENDATIONS ON COORDINATION WITH AID MISSIONS ON HOW TO CHANNEL CANDIDATES FOR PAID TRAINING AND (2) TIMING OF U.S. SOURCE/ORIGIN PROCUREMENT ACTIONS.

(F) AS SUGGESTED REF (A), PARA. 3.E, CLARIFICATION OF RESPECTIVE ROLES OF AFR/RA, RDO/YAOUNDE AND REGIONAL CONTROLLER IN PROJECT IMPLEMENTATION.

2. ON BASIS REVIEW COMMITTEE DISCUSSIONS, PRP LOGICAL FRAMEWORK HAS BEEN RESTRUCTURED AND WILL PROVIDE BASIS FOR PP DESIGN EFFORT. COPIES OF ISSUES PAPER AND LOGFRAME TOUCHED ADDRESSEES THIS DATE. 12/27/76

3. NEXT STEP: AA/AFR HAS RECEIVED INVITATION FROM PAID SECRETARY GENERAL VINCENT FOR AID REPRESENTATION AT PAID COLLOQUY ON WEST AFRICA-SAHEL INSTITUTE TO BE HELD OUAGADOUGOU JANUARY 19 - 21, 1977. PURSUANT REF. (C), AID/W WILL PREPARE RESPONSE INDICATING THAT AFR/RA PROJECT OFFICER BLANE, SAHEL DEVELOPMENT TEAM CHIEF MICHAEL FELDSTEIN AND RDO/Y HUMAN RESOURCES DEVELOPMENT OFFICER GREEN WILL ATTEND. REQUEST RDO/Y CONFIRMATION ASAP THAT GREEN ABLE TO ATTEND. PER VINCENT INSTRUCTIONS, RESPONSE TO INVITATION WILL BE SENT TO DIALLO/OUALA WITH COPY TO VINCENT/GENEVA. PERSONAL SERVICES CONTRACTOR LOWENTHAL ALSO PREPARED ATTEND AS MEMBER PAID STAFF, ARRIVING OUAGADOUGOU O/A JANUARY 13.
ROBINSON

UNCLASSIFIED

ANNEX B

Illustrative Equipment List

Office and classroom furniture

Office desks
Secretary desks
Student desks or tables
Conference tables
Work tables
Office chairs
Student chairs
Blackboards
File cabinets
Storage cabinets
Bookshelves
Bulletin boards
Easels
Wastepaper baskets

Dormitory and dining room furniture

Beds
Study tables
Chairs
Reading lamps
Wardrobes
Dining tables and chairs
Stoves
Refrigerators
Kitchen equipment
Camping gear (for field work)
Mattresses
Bed linens
Maintenance and cleaning equipment

Office equipment and A/V equipment

Typewriters
Calculators
Slide projectors with attachments
Movie projectors, with attachments
Overhead projectors
Mimeograph machines
Photocopying machines
Viewing screens
Air conditioners
Fans
Offset printing equipment

Vehicles

Passengers cars
Four-wheel drive vehicles
Bus

Books, journals, and reference materials

Office and classroom supplies

MB 1000-00 (11-79)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL
FORM WHICH CAN BE USED AS AN AID
TO ORGANIZING DATA FOR THE PAR
REPORT. IT NEED NOT BE RETAINED
OR SUBMITTED.)

Life of Project:
From FY 78 to FY 82
Total U.S. Funding \$4,700
Date Prepared: 6/77

Regional Rural Development Training

Project Title & Number: (PAID) 698-0405

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: (A-1)</p> <p>The improved performance of African national institutions in providing support and training for programs in the economic and social development of rural areas.</p>	<p>Measures of Goal Achievement: (A-2)</p> <p>Trends among African governments toward: (a) greater appreciation for, and commitment to, support/training activities in national programs for integrated rural development; (b) more extensive use of systematic approaches in providing operational support for national programs in integrated rural development; (c) greater use of internal/external evaluation of problems of institutional operations; (d) greater willingness to use such evaluations as feedback for changing or reforming such operations.</p>	<p>(A-3)</p> <p>Development plans, studies, evaluations, declarations of intent, etc. that bear on national governments' performance and capability in the general area of economic and social development of rural areas.</p>	<p>Assumptions for achieving goal targets: (A-4)</p> <p>African governments recognize the value and necessity of an integrated rural development approach to promote Africa's long-term social and economic development.</p>

AID 1000-00 (11-79)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: **Regional Rural Development Training**
(PAID) 698-0405

Life of Project:
From FY 78 to FY 82
Total U.S. Funding \$4,700
Date Prepared: 6/77

PAGE 2

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose: (B-1)</p> <p>To expand PAID's capacity to serve African rural development planning and management needs by (a) conducting training, technical assistance, and research and (b) supporting national-level training, institutional development and research.</p>	<p>Conditions that will indicate purpose has been achieved: End-of-Project status. (B-2)</p> <p>Three regional institutes (Ouagadougou, Buea and Douala) and a central support service (SCAP) operating effectively to serve the rural development needs of Africa.</p> <p>40 national institutions offering new or improved services in rural development management and planning.</p>	<p>(B-3)</p> <p>PAID in-house evaluations and reports.</p> <p>External evaluations and audits.</p> <p>Number of African government request.</p> <p>Number of African government requests which PAID can fulfill effectively and efficiently.</p>	<p>Assumptions for achieving purpose: (B-4)</p> <p>PAID receives African and donor financial support.</p> <p>African development agencies request PAID's services.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Regional Rural Development Training

Project Title & Number: (PAID) 698-0405

Life of Project:
From FY 78 to FY 82
Total U. S. Funding \$4,700
Date Prepared: 5/77

PAGE 3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Outputs: (C-1)	Magnitude of Outputs: (C-2)	(C-3)	Assumptions for achieving outputs: (C-4)
<p>1. Development of SCAP's capacity to provide essential services.</p> <p>2. Ouagadougou Institute established and providing three-dimensional program in training, technical assistance and research.</p>	<p>1. SCAP providing:</p> <ul style="list-style-type: none"> a. Technical and methodological support to 3 institutes. b. Coordination of research and evaluation. c. Development and dissemination of training materials. d. A documentation and publications center e. Staff recruitment and training. f. Guidance for management and organizational systems. g. Coordination and support to 40 development agencies. <p>2. Ouagadougou:</p> <ul style="list-style-type: none"> a. 100 Development Agents and Trainers complete 2-year training. b. 144 trainees complete 3-month short courses. c. 19 seminars conducted for 760 participants. d. 12 development agencies provided technical assistance. e. 6 year-long field research projects completed supporting preparation of 24 case studies 	<p>Periodic project reports.</p> <p>AID monitoring reports.</p>	<p>Government of Cameroon continues accord and assistance for PAID's in-country activities.</p> <p>Government of Upper Volta provides accord and supporting assistance for Ouagadougou Institute.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project: 78 to FY 82
From FY _____
Total U.S. Funding \$4,700
Date Prepared: 6/77

Regional Rural Development Training

Project Title & Number: (PAID) 698-0405

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Outputs: (C-1)	Magnitude of Outputs: (C-2)	(C-3)	Assumptions for achieving outputs: (C-4)
<p>3. Buea Institute providing three-dimensional program in training, technical assistance and research.</p>	<p>3. <u>Buea</u>:</p> <ul style="list-style-type: none"> a. 344 Development Agents and Trainers complete one-year training. b. 75 trainees complete 3-month short courses. c. 15 seminars conducted for 625 participants d. 13 development agencies provided technical assistance. e. 8 year-long field research projects completed supporting preparation of 32 case studies. 		
<p>4. Douala Institute providing three-dimensional program in training, technical assistance, and research.</p>	<p>4. <u>Douala</u>:</p> <ul style="list-style-type: none"> a. 180 Development Agents and Trainers complete 2-year training. b. 980 trainees complete 3-month short courses. c. 33 seminars conducted for 990 participants d. 15 development agencies provided technical assistance. e. 8 year-long field research projects completed supporting preparation of 32 case studies. 		

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Regional Rural Development Training

Project Title & Number: (PAID) 698-0405

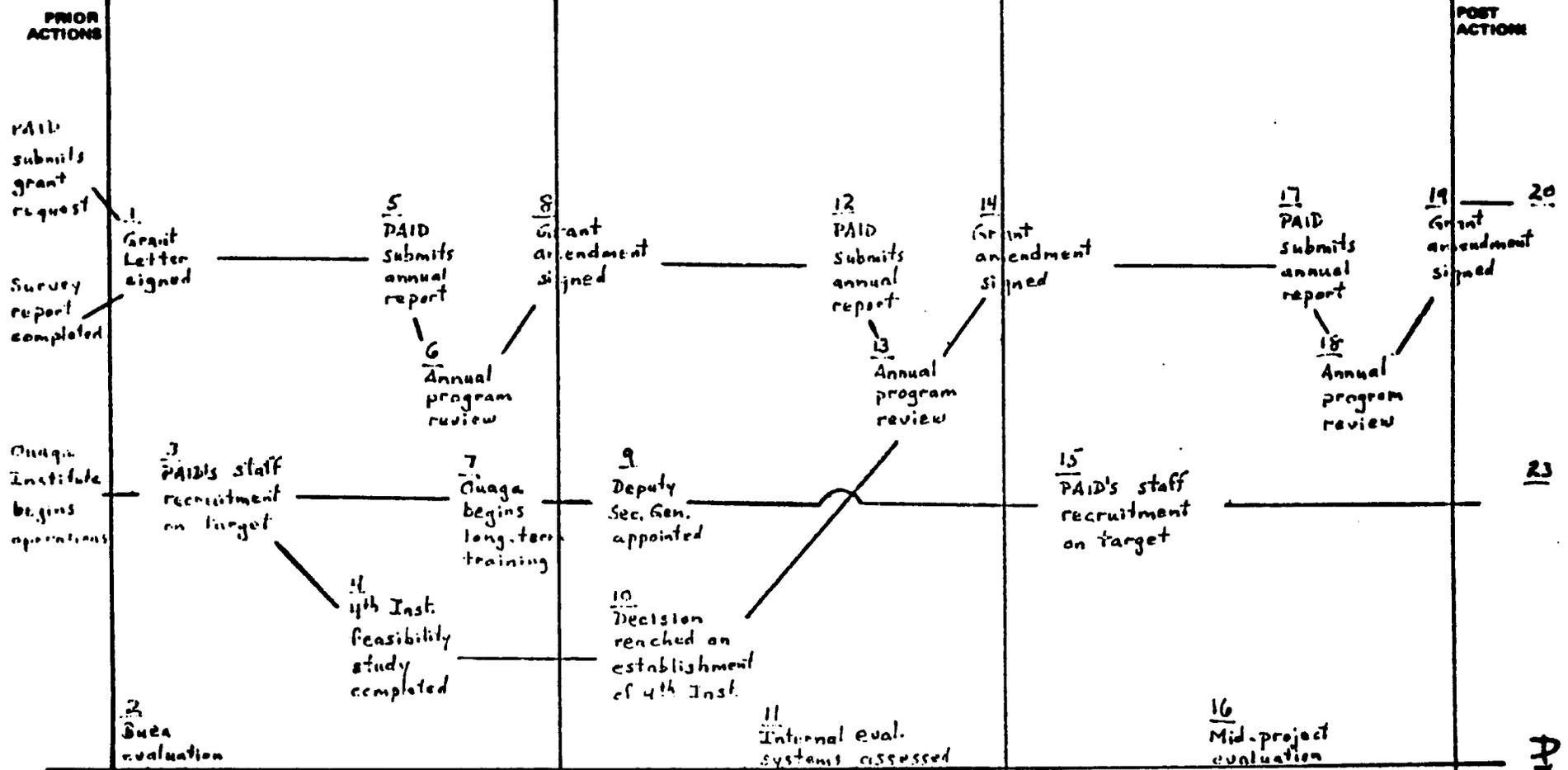
Life of Project: 78 to FY 82
From FY 78 to FY 82
Total U.S. Funding \$4,700
Date Prepared: 6/77

NARRATIVE SUMMARY Project Inputs: (D-1)	OBJECTIVELY VERIFIABLE INDICATORS Implementation Target (Type and Quantity) (D-2)		MEANS OF VERIFICATION (D-3)			IMPORTANT ASSUMPTIONS Assumptions for providing inputs: (D-4)
	SCAP	Ouagadougou	Buea	Douala	Total	
1. Personnel						Donor resources are available and forthcoming in a timely manner.
a. Professional staff services (PYs)	62	60	69	84	275	
b. Consultants services (PYs)	6	6	6	6	24	
c. Staff training (PYs)	3	3	3	3	12	
2. Administrative support	X	X	X	X	X	
3. Support for trainees in residence (PYs)	-	262	364	599	1,225	
4. Seminars and technical assistance projects (number)	-	31	28	48	107	

Annex D

COUNTRY AFR. REG.	PROJECT NO. 698-0405	PROJECT TITLE Regional Rural Development Training (PAID)	DATE JUNE 1977	<input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> REVISION #	APPROVED
----------------------	-------------------------	---	-------------------	---	----------

FY OR CY 1978	1979												1980						
MONTH	FE	AP	JU	AU	OC	DE	FE	AP	JU	AU	OC	DE	FE	AP	JU	AU	OC	DE	
	JA	MA	MA	JL	SE	NV	JA	MA	MA	JL	SE	NV	JA	MA	MA	JL	SE	NV	
	0						12						24					36	



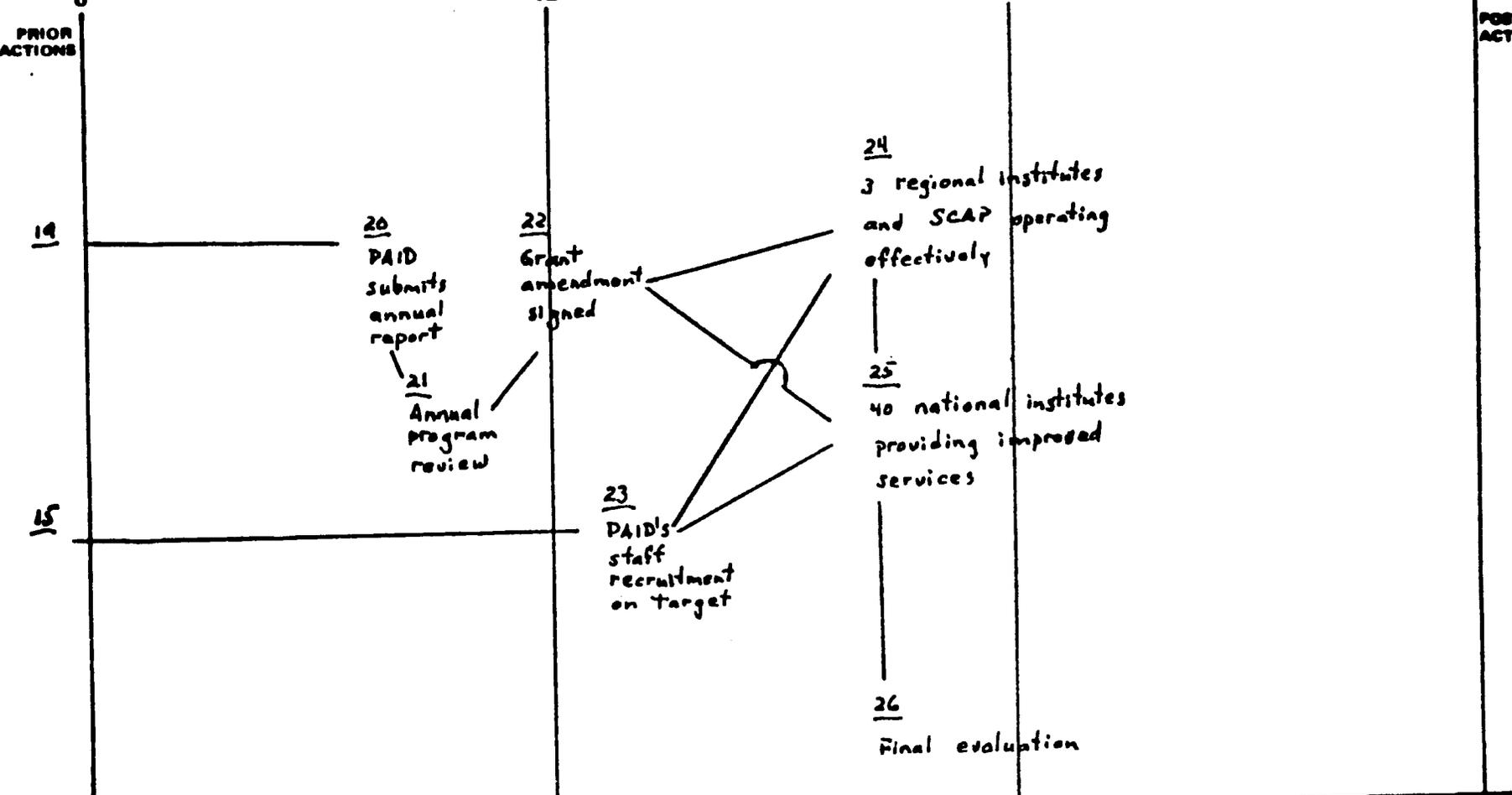
ANALYSIS SCHEDULE:																		
PROGRESS VS FINANCIAL										X								X
EVALUATION SCHEDULE										X								X

CRITICAL PERFORMANCE INDICATOR (CPI) NETWORK

ANNEX D

COUNTRY AFR. REG.	PROJECT NO. 698-0405	PROJECT TITLE Regional Rural Development Training (PAID)	DATE	ORIGINAL REVISION #	APPROVED
----------------------	-------------------------	---	------	------------------------	----------

OR FY CY 1981	1982											
MONTH	FE	AP	JU	AU	OC	DE	FE	AP	JU	AU		
	JA	MA	MA	JL	SE	NO	JA	MA	MA	JL	SE	
	0						12			24		36



ANALYSIS SCHEDULE: PROGRESS VS FINANCIAL	X	X	
EVALUATION SCHEDULE		X	

CRITICAL PERFORMANCE INDICATOR (CPI) NETWORK

COUNTRY	PROJECT NO.	PROJECT TITLE	DATE	<input checked="" type="checkbox"/> ORIGINAL	APPROVED
Afr. Reg.	698-0405	Regional Rural Development Training (PAID)	6/77	<input type="checkbox"/> REVISION #	

PROJECT PURPOSE (FROM PRP FACESHEET)

To expand the capacity of the Pan-African Institute for Development to serve African rural development planning and management needs by (a) conducting training, technical assistance, and research and (b) supporting national-level training, institutional development, and research.

CPI DESCRIPTION

Prior Actions

- 8/77 PAID submits request for a General Support Grant, with all required documentation and attachments.
- 9/77 Survey report completed, certifying PAID's competence to receive a General Support Grant.
- 9/77 Ouagadougou Institute begins operations; essential equipment and staff in place.

CPI Description

- 1. 1/78 Grant Agreement Letter signed (PAID,AID)
- 2. 1/78 Special evaluation of Buea Institute completed (PAID)
- 3. 2/78 Staff recruitment on target (PAID)
- 4. 7/78 Feasibility study for fourth regional institute in East/Southern Africa completed (PAID)
- 5. 8/78 PAID submits annual report and audited annual financial statement (PAID)
- 6. 9/78 Annual Program and Management Review held to assess progress towards achievement of project purposes and financial status of project (AID)
- 7. 10/78 Ouagadougou Institute begins long-term training program (PAID)
- 8. 12/78 Amendment to Grant Agreement Letter signed, extending grant for one year (AID,PAID)
- 9. 2/79 Deputy Secretary General appointed (PAID)

- 10. 2/79 Determination made on establishment of fourth regional institute (PAID)
- 11. 6/79 Assessment of internal evaluation systems at each institute completed (PAID)
- 12. 8/79 PAID submits annual report and audited annual financial statement (PAID)
- 13. 9/79 Annual Program and Management Review held (AID)
- 14. 12/79 Amendment to Grant Agreement Letter signed extending grant for one year (AID,PAID)
- 15. 2/80 Staff recruitment on target (PAID)
- 16. 6/80 Mid-project in-depth evaluation completed (AID, PAID)
- 17. 8/80 PAID submits annual report and audited annual financial statement (PAID)
- 18. 9/80 Annual Program and Management Review held (AID)
- 19. 12/80 Amendment to Grant Agreement Letter signed, extending grant for one year (AID, PAID)
- 20. 8/81 PAID submits annual report and audited annual financial statement (PAID)
- 21. 9/81 Annual Program and Management Review held (AID) ;
- 22. 12/81 Amendment to Grant Agreement Letter signed, extending grant for final year (AID,PAID)
- 23. 2/82 Staff recruitment on target (PAID)
- 24. 9/82 Three regional institutes and SCAP operating effectively, providing training, technical assistance, and research (PAID)
- 25. 9/82 40 national institutions providing improved support and training for planning and managing integrated rural development programs (PAID)
- 26. 9/82 Comprehensive final evaluation completed (PAID,AID)

STATUTORY CHECKLIST

I. COUNTRY CHECKLIST

Not applicable, regional project.

II. PROJECT CHECKLIST

6C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
(b) Is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

The project is presented in the FY 1978 and FY 1979 Submission to the Congress. The proposed assistance is within the Operational Year Budget.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) Yes; financial, procurement and management plans have been prepared prior to obligation; (b) Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

An agreement with the GOUV for establishment of the Douala Institute will be negotiated by PAID prior to the obligation of the FY 1978 Grant Agreement.

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)?

Not applicable.

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Not applicable.

A.

6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?

This is a regional project. Assistance provided through this project will strengthen and support other regional development programs.

7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

The project will impact in a positive manner; (b) through competitive local procurement; (c) through training programs on and research and field support to cooperatives; (c) through training research and field support on rural development management and planning.

8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

To the maximum extent feasible, commodities will be procured in the U.S. U.S. consultant services will also be procured.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

PAID client countries will increasingly contribute (in local currency) to PAID's operating budget. U.S.-owned local currencies are not available.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

No U.S.-owned excess foreign currency is available for this project.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

(a) The indirect beneficiaries of this project are the "poor majority" who will be more directly involved in the rural development process; (b) PAID graduates will often be involved in developing rural cooperatives and otherwise encouraging democratic private and local governmental organizations.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

The goal of the project is the improved performance of African national institutions in providing support and training in the economic and social development of rural areas. A spread effect will be the increased productivity and income of the rural poor.

(2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

As stated above, the project goal will strengthen the management capability of institutions and development agencies to enable the "poor majority" to participate in development.

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(b) to help alleviate energy problem;

(c) research into, and evaluation of, economic development processes and techniques;

(d) reconstruction after natural or manmade disaster;

(e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

81

(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

PAID client countries and donor organizations will contribute at least 70% to the PAID operating budget.

Not applicable.

The PAID program of training, research and field support is offered within the context of integrated rural development, thereby impacting on all the items in this section.

PAID focusses attention on the rural sector, stressing "integrated rural development stemming from the field and its populations". The intellectual resources of the client countries' will be utilized to encourage institutional development. PAID offers training in rural development, a prime skill for effective participation in government development programs.

81

g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

The project does give reasonable promise of contributing to the increase of the productive capacity of the rural poor and to the development of national institutions and development agencies directed toward social progress. The PP includes analyses confirming the project's economic and technical soundness.

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

Procurement of commodities and technicians' services will be furnished safeguarding the U.S. balance-of-payments position.

2. Development Assistance Project Criteria (Loans only)

Not applicable.

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

3. Project Criteria Solely for Security Supporting Assistance

Not applicable.

FAA Sec. 531. How will this assistance support promote economic or political stability?

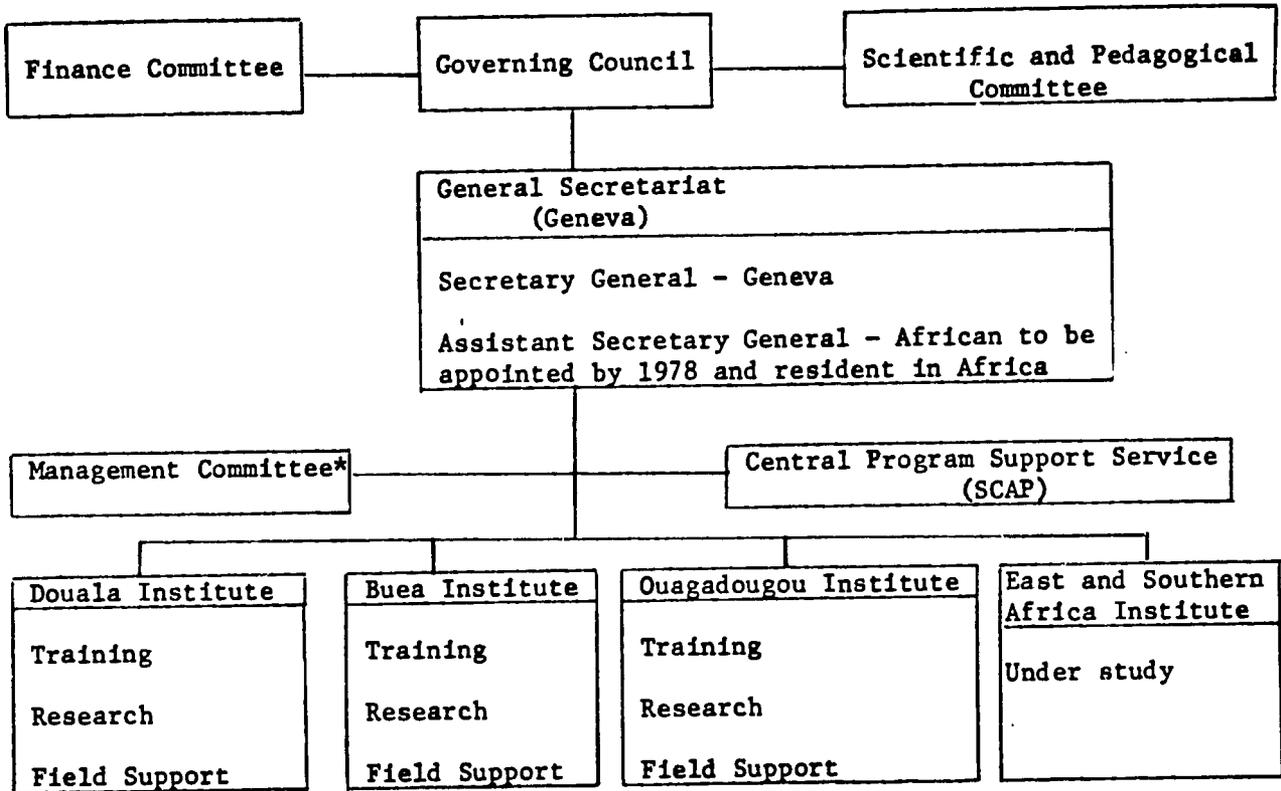
4. Additional Criteria for Alliance for Progress

Not applicable.

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

ORGANIZATION CHART OF PAID*** Membership:**

1. Secretary-General
2. Director of SCAP
3. Directors of the regional institutes

Training and Training Support

Source: "Pre-Project Study for
the Proposed PAID/Sahel School,"
by Jim Lowenthal, pps 11-13.

1. The priority, although not exclusive, emphasis of PAID/Sahel training should be on training trainers and high-level administrators.
2. PAID/Sahel should provide training in the areas of management and regional planning related to integrated, grassroots rural development.
3. PAID/Sahel should expand its training content to include specialized topics of interest to members of the various zones addressed by the new school and a greater emphasis on human relations.
4. PAID/Sahel should concentrate on providing short-term in-service training.
5. Long-term training should be provided only if it does not in any way duplicate current efforts, if it is precisely adapted to the country's specific manpower needs, if it is congruent with a country's civil service scheme, and if its value is widely recognized by the user organizations.
6. Long-term training does not necessarily need to be diploma-oriented training and can be discontinuous as well as continuous (cf. the Center for Project Management model).
7. The PAID/Douala should continue providing middle-level administrator training for the PAID/Sahel catchment area until local institutions can take up the slack.
8. PAID/Sahel should place a high priority on providing training support activities to national training organizations. These support activities include, but are not limited to, reorganizing the institution's training approach, designing training strategies, developing and conducting courses in management and regional planning, and evaluating program effectiveness.
9. PAID/Sahel should design its specific interventions based on a thorough analysis of user organization requirements and an explicitly negotiated mandate with the user organization to provide a given type of training.
10. PAID/Sahel should, before conducting any training, establish cooperative relations with local, national and regional training organizations so that unnecessary overlap and wasteful duplication of effort can be avoided.
11. PAID/Sahel should follow through on its intention to seek a tight integration between training and the results of research.

Research and Research Support

1. PAID/Sahel should develop and implement a program for training national researchers and should provide support to national research organizations in formulating research strategies related to integrated rural development.

2. PAID/Sahel should play an active role in disseminating the results of research, both its own and that of other institutions, which is related to rural development.
3. PAID/Sahel should immediately begin establishing a materials documentation center in the area of integrated rural development, which while not attempting to duplicate the entire holdings of other research institutions, would be selective and focused on PAID/Sahel's area of competence and interest.
4. PAID/Sahel should concentrate on the development of research techniques and designs which lead to a greater understanding of the inter-relationship between micro socio-economic motivational patterns and macro politico-economic planning.
5. PAID/Sahel should provide support to rural development agencies in the applying of more systematic research methods to their activities.
6. PAID/Sahel should work with national research institutions in designing methods for associating villagers in the formulation and implementation of rural development research projects.
7. PAID/Sahel should give priority to research projects designed and implemented in collaboration with national research institutions; independent research activities should be designed so that their results can be immediately applicable in PAID/Sahel's training activities.
8. PAID/Sahel should develop collaborative relations with all national and regional research institutions in its zone so as to avoid duplication of effort and to play an active role in the coordination of inter-institutional research activities.
9. All PAID/Sahel research activities should be multidisciplinary in nature.
10. PAID/Sahel should explicitly negotiate all research projects with governments and interested national research institutions so that research can be closely coordinated with national plans.

Financing and External Support to PAID/Sahel

1. The Secretary General requested that, in the long run, the African governments contribute up to 50% of PAID/Sahel's operating budget. Contributions can be made through providing scholarships, through establishing direct annual subsidies in the national budget or through negotiating specific contributions at the time of PAID/Sahel interventions. PAID/Sahel would also expect African countries to permit access to DOCUMENTS related to the preparation of teaching materials and to the conducting of research.

2. Representatives from the African countries accepted the principle of increasing African financial contributions though avoided making any specific commitments. Representatives unanimously stated the necessity of negotiating specific bilateral agreements before any financial commitments be made.
3. The Swiss Technical Assistance agency pledged to underwrite 20% of PAID's operating budget (with no restraints established for line-item expenditures), while strongly reminding PAID to remain an instrument of African governments' desire for self-help and self-sufficiency.
4. USAID pledged to support financially a variety of PAID/Sahel activities for the next five years.
5. The Konrad Adenauer Foundation (West German NGO) indicated both financial and personal support to PAID/Sahel (unstated level).
6. All international donor organizations stressed that, although their roles might initially reflect majority support, they intended to be minority partners in the long run, available to complement deficits in African contributions.
7. Regional organizations did not make any financial commitments but did pledge to make available whatever documentation they had relative to PAID/Sahel's interests.

Start-Up

1. All representatives accepted the principle that PAID/Sahel would officially begin activities, specifically in the domain of short-term training, as of September 1977.
2. Prior to September 1977, PAID/Sahel should continue to extend its study of the specific needs and national training systems.
3. As soon as possible PAID/Sahel should begin negotiating bilateral agreements with countries in the zone. These agreements can be generalized guidelines for relations with PAID/Sahel, specific guidelines or contracts for PAID/Sahel interventions, or arrangements which permit the exchange of staff resources.
4. Ouagadougou was proposed by PAID as the site of the new PAID/Sahel, a choice which was generally, though not unanimously, accepted by African participants.
5. PAID/Sahel was strongly encouraged to begin establishing collaborative relations with regional, national, and private training and research organizations.
6. African delegates urged that PAID consider permitting increased participation of African governments in its governing bodies (Board of Directors, Training and Research Advisory Committee).

Source: "Pre-Project Study for the Proposed PAID/Sahel School" by Jim Lowenthal, February 13, 1977, pps. 76-79. (Contract No. AID/afr-C-1280)

DESCRIPTION OF RESIDENTIAL PROGRAM MODULES

A. Over-all View of the Program

During the initial phase of the residential program, there will be nine modules offered. Three of the modules will be core modules while the six others will be equally divided between a management stem and a regional planning stem. The students will alternate between core modules and stem modules, all of which last three months. One of the distinctive characteristics of the modules is that they each include field experience. The residential students will be spending, then, about one third of the time in field situations.

The sequencing of the nine modules is displayed below:

Regional Planning Stem		Roles and Mechanisms of Rural Development Planning		Regional Planning Techniques	Promotin Rural Developm
Core	Environmental Analysis		Social Psychology of Rural Development		Development Project Management
Management Stem		Needs Analysis		General Management Techniques	Organiz ationa Analysi
		First Year			Second Year

Parallel with the sequencing of these modules is the training of trainers program in management and regional planning. The trainers will be involved in the planning, conduct and evaluation of teaching sessions for the core and stem modules in order to develop both training skills and substantive competencies. The training of trainers component is expected to last two years.

The final aspect of the residential program includes practicing administrators who come for only one or two of the program modules as a means of professional development. As the program evolves, other modules will be created (on the basis of experience in the specialized seminars) and the whole program should shift almost completely from a diploma-orientation to one of professional development alone. While the training of trainers component would remain, all other residential students would come for only one or two modules.

B. Core Modules

1. Environmental Analysis

Students participating in this module will acquire the concepts and the techniques required to analyse the dynamics of a given environmental context. Among the skills that students will develop are the ability to identify the cultural referents of each interest group, to recognize the key problems in production, productivity, and exchange of goods and services, to use various research techniques for discovering the causes of these problems¹ and to present the findings of such inquiries in such a way as to represent each interest-group's point of view.

2. The Social Psychology of Rural Development

This module is designed to provide participants with an in-depth awareness of the meaning of poverty to rural dwellers, an understanding of the effects of their personal leadership styles on peers and subordinates, and the skills to promote collaborative interpersonal relationships. Students will learn how to determine the nature of villager rationality, the economic and social objectives which flow from that rationality, the factors which influence that rationality, how villager rationality diverges from planning rationality, the comparison of different villager rationalities, and the implications of that rationality for promoting grass-roots rural development. With regard to their leadership style, students will learn to identify different styles, the advantages and disadvantages of each style, the dominant characteristics of their own styles, the reactions of peers and villagers to different styles, the characteristics of conflict-producing situations, and the methods for resolving interpersonal and inter-group conflict. The methods for this module will be highly experiential in nature, including living with village families and structured and non-structured exercises in human relations.

¹ Nutritional, demographic, agricultural, ethnological and socio-economic

3. Development Project Management

This module is designed to introduce students to the concepts and techniques associated with the methodology of project management and to demonstrate the application of these techniques at various phases of the project cycle. Students will view the activities of project management personnel in the initiation of the project, the presentation and appraisal of the project, the implementation of the project and the final evaluation. Among the specific skills which students will acquire are the capability to design a rural development project on the basis of a project idea identified by villagers, to determine the impact of the project on its environment, to conduct studies necessary to present the project to a funding source, to prepare the project file, to establish an appropriate project structure, and to evaluate the project's qualitative and quantitative impact upon its termination.

C. Management Stem Modules

1. Needs Analysis

This module is designed to demonstrate the importance of preliminary analysis in any development activity and to provide a methodology for accomplishing this analysis. In this module, students will be expected to develop the ability to identify and interpret needs and to design solutions which can satisfy those needs. Among the specific skills which students will acquire are the ability to conduct an inquiry, to identify the most important and relevant sources of information, to select and use the most appropriate forecasting techniques, to apply statistical techniques to data for decision making, to calculate price elasticity, to determine prices, to calculate marginal costs, and to identify distribution channels.

2. General Management Techniques

This module is designed to produce administrators who can function in combined rural development roles as managers, trainers, and change agents. Students who participate in this module will acquire skills such as the ability to identify the necessary components required to establish a development agency, to analyse roles and functions, to analyse production, supply and distribution systems, to identify the material, human and financial resources required for effective functioning, to establish information systems for planning, control and evaluation, and to promote the participation of local villagers in the management of a cooperative or other development agency.

3. Organizational Analysis

This module is designed to provide students with knowledge about the internal functioning of an organization and its relationship with the environment. This knowledge will enable students to diagnose problem situations within the organization and to create solutions to those problems. Students should also be able to evaluate the effectiveness of organization functioning. Among the specific skills that students will acquire in this module are the ability to establish goals and objectives for the entire organization as well as sub-units within the organization.

instruments for measuring goal attainment, to design information systems required for evaluating organizational effectiveness, and to analyse the informal relations within the organization and their impact on organizational effectiveness.

D. Regional Planning

1. Roles and Mechanisms of Rural Development Planning

This module serves as an introduction to the structural process of regional planning and development. Students are exposed to the various roles and functions which make up the formal structure of regional planning as well as the inter-relationship among the roles and functions. In addition to defining and identifying roles, students will acquire the ability to analyse the actions of various actors or agencies in terms of their impact on the regional planning process, to propose alternative actions, and to formulate strategies for inducing structural change in the regional planning process.

2. Regional Planning Techniques

Students who complete this module should acquire the necessary knowledge, both conceptual and practical, to intervene in the process of regional development. After completing this module, students will be able to analyse the principal problems of the region and propose a structure for organizing and coordinating development activities. Among the specific skills which students will acquire are the ability to determine the information sources relative to regional development planning, to select and re-organize data for planning purposes, to evaluate the reliability of data, to promote and organize local participation in goal setting exercises for the region, to establish priorities for the region, to develop strategies for goal attainment, and to harmonize regional and national development strategies.

3. Promoting Rural Development

This module is designed to focus the student's experience on the grass-roots dynamics of rural development. Students will be able to gain an appreciation for the interplay of village politics, regional priorities, and national planning targets as seen from the village level. Among the specific skills students will acquire in this module are the ability to identify opinion leaders and local influence networks, conduct problem identification, planning and evaluation meetings at the village level, design mechanisms and structures for rural development activities (especially cooperatives), analyse the blockages which impede rural development and propose and carry out interventions capable of overcoming those blockages.

Source: "Pre-Project Study for the Proposed PAID/Sahel School" by Jim Lowenthal, February 13, 1977, pps. 80-81. (Contract No. AID/afr-C-1280)

DESCRIPTION OF PROFESSIONAL DEVELOPMENT SEMINARS

A. PROJECT MANAGEMENT

1. Introduction to the Methodology of Project Management (six weeks)

This seminar is designed as an introduction to the concepts, methods, and techniques of development project management. The first phase of the seminar deals with the project and its environment. Participants are briefly exposed to the relations between plans, projects and programs and are given the opportunity to discover the elements of input/output analysis thru the study of actual project files. In the second phase, the quantitative and qualitative techniques of project management are introduced and students work either individually or in small groups or practical exercises. The key techniques presented are project accounting, discounted cash flow analysis, cost-benefit analyses and scheduling (Gantt, PERT). Qualitative techniques include decision-making by consensus, group problem solving, communication skills and team-building. The third phase of the seminar is a field exercise in which groups of participants visit and analyse an on-going project. Participants are responsible for writing up the results of the project and presenting them to local government and project officials.

2. Needs Analysis and Market Studies (three weeks)

This seminar is designed to sensitize participants to the importance of preliminary analysis in project management and to provide a methodology for accomplishing this analysis. Participants are expected to develop the ability to identify and interpret needs and to design solutions which can satisfy those needs. During the first phase of the seminar, participants are confronted with an actual situation and are required to determine the sources of information necessary to identify and verify existing needs. During the second phase, a methodology for conducting needs analysis and market studies is presented and applied to the situation previously studied by the participants. In the final phase of the seminar, a systematic study of each technique (environmental surveillance, trend analysis, supply and demand analysis, etc.) is made and students are given the opportunity for practice through the application of exercises and case studies.

3. Financial and Economic Analysis (three weeks)

This seminar is designed to provide participants with the opportunity to develop in-depth competence in the financial, economic and scheduling techniques of project management. Relying heavily on case studies, this seminar presents and systematically examines the following techniques: break-even analysis, ratio analysis, sources and uses funds flow, discounted cash flow, rate of return, PERT-cost, PERT-time, financial appraisal and cost benefit analysis.

4. The Role of Project Management in Rural Development (four weeks)

This seminar has a double objective: to synthesize the concepts and techniques presented in previous seminars into a coherent methodology of project management and to examine the role of the change agent in strategies of rural development. Whereas previous seminars were more technique-oriented, this seminar attempts to integrate a concern for the relationship between change agent and change target with the relationship between local project strategies and national priorities. Finally, the current techniques of socio-economic analysis are critically examined in the light of the existing realities of rural development.

B. Regional Planning (three weeks)

This seminar is designed to prepare students to undertake roles as regional planners in situations where planning has recently been decentralized from the national level. The seminar is tailored to take into account the specific characteristics of the planning agency in which the student will operate. The seminar is divided into four phases. In the first phase, students are introduced to the concepts and techniques of regional planning: regional analysis, problem diagnosis, and strategy formulation. In the second phase, students are introduced to techniques of promoting local participating in plan formulation, of coordination with other agencies on the regional level, and of programming. In the third phase, students are introduced to the concepts and techniques of program and project management which are essential for the successful implementation of a regional development plan. Finally, students analyse the implications of their role and functions on both horizontal and vertical structural relations.

INITIAL ENVIRONMENTAL EXAMINATION

Project Location: Regional

Project Title: Regional Rural Development Training (PAID)
(698-0405)

Funding (Fiscal Year and Amount)

FY 1978 - \$950,000

FY 1979 - 950,000

FY 1980 - 950,000

FY 1981 - 950,000

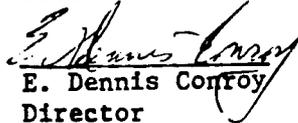
FY 1982 - 900,000

Life of Project: \$4,700,000

IEE Prepared By: Dianne Blane
Project Officer
AFR/RA

Date: August 16, 1977

Environmental Action Recommended: Negative Determination. See Page 2
for Recommendation of Environmental Action.

Concurrence: 
E. Dennis Conroy
Director
Office of Regional Affairs
Bureau for Africa

Date: Jan. 11, 1978

Assistant Administrator's Decision:

Date: 2/7/78

APPROVED:  _____

DISAPPROVED: _____

INITIAL ENVIRONMENTAL EXAMINATION

1. Examination of Nature, Scope and Magnitude of Environmental Impacts

A. Description of Project

Through the mechanism of a general support grant, AID will assist the Pan-African Institute for Development (PAID) to expand its capacity to serve African rural development planning and management needs by (a) conducting training, research and technical assistance and (b) supporting national-level rural development training, institutional development and research. PAID's program is implemented by three regional institutes located in Douala, Cameroon; Buea, Cameroon; and Ouagadougou, Upper Volta and by a Central Program Support Service in Douala, Cameroon. The operational program of the institutes includes: (a) a variety of long- and short-term training programs and seminars; (b) consulting and other technical services to national institutions concerned with integrated rural development planning and management; and (c) applied research related to both rural development training and integrated rural development in general.

Project inputs will correspond to partial support for the total operation of PAID which includes personnel, administrative support, support for trainees in residence, seminars and technical assistance projects and support for field research. By the end of the project, the three regional institutes and SCAP will be operating effectively and efficiently to carry out their assigned roles within PAID. In addition, and, as a further indication of achievement of the project purpose, PAID estimates that through its program it will have assisted 40 African national institutions to develop or improve their capacity to provide training and support in planning and managing integrated rural development programs.

B. Identification and Evaluation of Environmental Impacts

See attached Impact Identification and Evaluation Form.

II. Recommendation for Environmental Action

The nature of this project provides general support to the Pan-African Institute for Development, a private, nonprofit, international organization, to implement a rural development training program in Africa. The AID Environmental Procedures in Section 216.2 provide that Environmental Impact Statements and Environmental Assessments will not normally be required for education or training programs not designed to result in activities directly affecting the environment; controlled experimentation; analyses, studies, academic or investigative research, workshops and meetings. A Negative Determination is appropriate.

Attachment:

Impact Identification and Evaluation Form

AFR/RA:DBlane

Clearances: CC/AFR, EADragon ^{EAD}
AFR/DR:DDibble ^{DD}

IMPACT IDENTIFICATION AND EVALUATION FORM

<u>Impact Areas and Sub-areas 1/</u>	<u>Impact Identification and Evaluation 2/</u>
A. LAND USE	
1. Changing the character of the land through:	
a. Increasing the population -----	N
b. Extracting natural resources -----	N
c. Land clearing -----	N
d. Changing soil character -----	N
2. Altering natural defenses -----	N
3. Foreclosing important uses -----	N
4. Jeopardizing man or his works -----	N
5. Other factors	
_____	-
_____	-
B. WATER QUALITY	
1. Physical state of water -----	N
2. Chemical and biological states -----	N
3. Ecological balance -----	N
4. Other factors	
_____	-
_____	-

1/ See Explanatory Notes for this form.

2/ Use the following symbols: N - No environmental impact
L - Little environmental impact
M - Moderate environmental impact
H - High environmental impact
U - Unknown environmental impact

C. ATMOSPHERIC

- 1. Air additives ----- N
- 2. Air pollution ----- N
- 3. Noise pollution ----- N
- 4. Other factors -----
- -
- -

D. NATURAL RESOURCES

- 1. Diversion, altered use of water ----- N
- 2. Irreversible, inefficient commitments ----- N
- 3. Other factors -----
- -
- -

E. CULTURAL

- 1. Altering physical symbols ----- N
- 2. Dilution of cultural traditions ----- N
- 3. Other factors -----
- -
- -

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns ----- L
- 2. Changes in population ----- N
- 3. Changes in cultural patterns ----- N
- 4. Other factors -----
- -
- -

G. HEALTH

- | | |
|---|---|
| 1. Changing a natural environment ----- | N |
| 2. Eliminating an ecosystem element ----- | N |
| 3. Other factors | |
| _____ | - |
| _____ | - |

H. GENERAL

- | | |
|---------------------------------|---|
| 1. International impacts ----- | L |
| 2. Controversial impacts ----- | N |
| 3. Larger program impacts ----- | N |
| 4. Other factors | |
| _____ | - |
| _____ | - |

I. OTHER POSSIBLE IMPACTS (not listed above)

- | | |
|-------|---|
| _____ | - |
| _____ | - |
| _____ | - |