

603-0006004401
PD-AA6-751-B1

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HUMAN RESOURCES PROGRAM

DJIBOUTI

Revised Version
May 1981

International Human Assistance Programs

OPERATIONAL PROGRAM GRANT PROPOSAL
REVISED VERSION

Country: Djibouti

Project Title: Human Resources Development

National Executing Agency: Ministry of Labor
re:
(a) Labor Office
(b) Professional Training Center
For Adults

International Executing Agency: International Human Assistance Programs, Incorporated
360 Park Avenue South
New York, New York 10010

Duration of Project: Five Years (8/6/80 - 8/6/85)

Starting Date of Project: July 1980 .

Date of Submission to AID: May 14, 1981

Total OPG Request: \$2,801,959

Project Number: 603-0006

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I. Introduction (Background and Baseline Information)

A. Background

1. Introduction

The former French Territory of "Afars and Issas," known as such between the period 1967-1977, became the Republic of Djibouti on 27 June 1977 after approximately eighty years of French rule (1896-1977). Before 1967 the country was identified as "Cote Francais de Somali."

Djibouti held its elections prior to obtaining its independence through a plebiscite from a referendum dated 8 May 1977. The President of the Republic is His Excellency Hassan Gouled Aptidon. There is a National Assembly composed of 65 members elected by the people. Both the President of the Republic and members of the National Assembly are elected for a five-year term of office and may be re-elected after that period. There are eleven ministries in the government (refer to Attachment A) at the present time (August 1979).

The Republic covers an area of approximately 23,000 SQUARE KILOMETRES (8,500 square miles), is situated at the entrance of the Red Sea on the Gulf of Aden and borders to the north with Eritrea, to the southeast with the Republic of Somalia and to the south and west with Ethiopia.

The texture of the land is in large measure made up of bush, sand and rocky soil (90% is lava-strewn desert; 10% for grazing purposes only), with a hot, arid and frequently windy climate. Climatic variation, both in terms of average total rainfall

and temperature (minimum/maximum) covering a seven-year period 1970-1977, including severe drought conditions experienced in the country during 1976, are shown in Attachment B of this document.

The topography of the country is characterized by marked variations, the highest point which is approximately 2,000 meters (6,562 feet) above sea level is at Mount Moussa Ali on the Eritrean border in contra-distinction to Lake Assal, which is approximately 150 meters (492 feet) below sea level, geographically situated near the area of "Ghoubet-el Khakar," a body of water which is part of the Gulf of Tadjoura (Attachment C).

There has never been a population census taken in the country nor are there any official population statistics. The total population is estimated to be approximately 300,000 which does not include a large number of refugees who represent approximately 7% of the estimated total population who have migrated to Djibouti from adjacent areas. Neither does it include foreigners of European extraction who are permanent residents and are said to number approximately 10,000.

It is reported (ref: "War Clouds on the Horn of Africa; the Widening Storm" Tom J. Farer, Second Revised Edition) that "members of the Somali-speaking Issa clan who predominate in the southern part of the Territory around the coastal city of Djibouti are thought to constitute between

50%-60% of the estimated total population... Their ethnic cousins and Muslim coreligionists, the Afar (or, as they are often called, the Danakil) cluster in the north and west where they straddle with Ethiopia and Eritrea."

In accordance with the five administrative districts in the Republic, the percentage distribution of the estimated total population (300,000) is as follows:

(1) Djibouti	61.1%
(2) Tadjourah	41.1%
(3) Dikhil	12.5%
(4) Ali Sabieh	5.9%
(5) Obock	5.9%

Approximately six months after he had taken over the reins of the new Republic, His Excellency President Hassan Gouled Aptidon made a statement to the General Assembly of the United Nations from which the latter adopted resolution 32/93 dated 13 December 1977 entitled "Assistance to Djibouti." The President expressed:

- (a) the economic difficulties confronting his country and the need for improving and enlarging its social and economic infrastructure.
- (b) deep concern at the situation prevailing in the country, aggravated by drought and other factors seriously affecting its economic and social life and appealed to Member States and to the international institutions concerned to give effective and sustained assistance to Djibouti and requested the Secretary-General of the

United Nations to mobilize financial, technical and economic assistance from the international community and to keep the question under review." Approximately three months after the President of the Republic made the statement to the United Nations General Assembly, a United Nations' Mission arrived in Djibouti on 6 March 1978 for a period of seven days. The United Nations' Report provides an overview and reflects the complexity as well as the magnitude of the problems confronting the Republic. Some of the highlights of that report, which are relevant to this day, are the following:

1. The country's borders are relatively open and migration is uncontrolled to a large extent.
2. Investment in economic and social infrastructure had been minimal since prior to independence most of the investment in infrastructure focused on the city of Djibouti, the airport, the railroad and the port.
3. The cost of Government services provided for the country exceeds the revenues available from National sources. GNP (per IBRD) indicates \$450 for 1979.
4. The French Government provides budget support to the Republic of Djibouti amounting to \$4.7 (million) to cover the services it operated directly prior to independence. For the 1978 budget the cost of the new services

which the Government of Djibouti has had to introduce and thus assume as a new republic reflects an increased expenditure amounting to \$6.2 (million).

5. Internal migration from the rural areas to the capital continues unabated.
6. Refugees and displaced persons who have found asylum in the Republic of Djibouti reportedly represent as much as 7% of the estimated total population.
7. The Republic is in dire need of financial assistance as well as technical assistance and training in practically all sectors i.e. project preparation, general economic management, public administration, institutional development and co-ordination of Governmental activities.
8. The lack of population statistics makes it very difficult for the Government to draw a manpower plan. However, steps could be taken by carrying out a detailed study of the technical assistance and training needs in the major sectors. There are few opportunities in Djibouti for advanced education, hence training abroad is necessary for all high-level and most middle-level manpower. The education infrastructure in the country for skilled, semi-skilled and technical levels is sadly deficient. Identifying urgent

training needs and short-term training programs should be given priority.

9. Short, medium and long-term projects requiring funding assistance from bi-lateral and multi-lateral sources, amounting to a grand total of \$103.1 (million), covering a broad spectrum of assistance or Djibouti have been identified and divided into six major categories. The percentage distribution of the grand total per category is as follows:

(a) Port Improvements	4.2%
(b) Improve the service economy	11.9%
(c) Improve transport links	23.6%
(d) Improve services to benefit the poor	55.8%
(e) Pilot studies	2.0%
(f) Refugee Assistance	2.5%

2. IHAP's Role in Djibouti

In October 1978 IHAP's Director of the Program Department visited Djibouti and conferred with Government and non-government officials and with officials of the U.S. Government stationed in that country in matters pertaining to IHAP's program development objectives. As a direct result of his visit a draft proposal for an OPG, dated February 1979, was presented to USAID for a training program encompassing (a) secretarial skills, (b) nursing and para-medical, (c) vocational (sewing, clothing, design, etc.). Further discussions with USAID on the draft proposal pointed out

the need for IHAP to re-examine this document and sharpen the focus of any proposed activity. In May 1979 IHAP dispatched a short-term consultant to review specifically the operational activities of the Centre de Formation Professionnel pour Adultes - the CFPA - and determine project development possibilities in commercial education for the Center. Based upon that trip and subsequent AID-IHAP discussions held in July 1979, IHAP agreed to the terms of AID/W Scope of Work for an IHAP mission to Djibouti (29 July-20 September).

The AID/W Scope of Work for the IHAP Mission outlined the task as follows:

To design a four year technical assistance project in commercial education for unemployed school leavers in Djibouti and also to upgrade skills of Government and private sector workers. More specifically, the project design will focus on structuring a series of training programs in such subjects as typing, shorthand, bookkeeping and the like for unemployed out-of-school adults. Additionally, the design will include setting-up a job placement service for trainees.

The IHAP Mission undertook the task assigned to it in Djibouti between the period 29 July and 16 September 1979 at which time an OPG proposal was prepared. During 16 to 29 September the Mission was in Nairobi, Kenya, with REDSO, (Regional Economic Support Office-USAID/Nairobi) at which time the OPG proposal was reviewed and revised by a team represented

by the IHAP Mission, USAID/Djibouti, REDSO/Nairobi and USAID/W. The revised project (1979 version) contained two major components as follows:

- (i) A Manpower Analysis Component which called for the establishment in the Ministry of Labor of an "Employment/Manpower Training Needs Office" to determine the magnitude and nature of unemployment, to identify employment opportunities and to determine the kinds of training programs that will increase employment." To this end, the following activities were programmed:
 - a. Design and execution of appropriate household sample surveys to obtain unemployment data.
 - b. Analysis of the results of the household sample survey.
 - c. Design and execution of a survey of "firms" (public and private) to obtain data on employment opportunities.
- (ii) A Commercial Education Component designed to introduce and test the practicability of a technical skills training program and commercial education directed towards (a) the unemployed, partly employed underprivileged, out-of-school adolescents/adults, sixteen years of age and above who have completed primary school but have surpassed the age requirement for admissions to secondary school and (b) the upgrading of the technical skills of

administrative support services personnel in the various Government Ministries, in selected para-statal organizations and private firms.

After a series of meetings held in Djibouti between USAID/D, IHAP's Chief Project Advisor stationed in that country and representatives of other specialized Agencies, the Government of Djibouti (GROD) requested that the project's manpower analysis component be deleted since it was the GROD's decision to assign the task to the International Labor Organization (ILO). With USAID's concurrence and the participation of the Engineering Department of REDSO/N, IHAP carried out a "project re-design mission" to Djibouti during the period 26 January to 11 February 1981.

As a direct result of the changes mentioned, a new element has now been added to the project as an integral part of the OPG, namely, the construction of the physical plant for the technical skills training program and commercial education. It will be recalled that in the previous USAID-approved project document this item was not part of the OPG per se. Instead, it represented the GROD's contribution to the project.

This document represents the final version of the discussions held and agreed upon (covering

the period 26 January to 17 February 1981) between the IHAP Mission, USAID/Djibouti, REDSO/Nairobi and representatives from USAID/W.

The long-awaited agreement between IHAP and the Government of Djibouti with the Ministry of Labor as signatory was signed on 9 February 1981. (Refer to Attachment D).

3. Role of Djibouti's Ministry of Labor vis-a-vis the Project

The Ministry of Labor, through the CFPA, Centre de Formation Professionnel pour Adultes, will be the Executing Agency for this Project. As such, it will provide all the necessary back-up support for the formulation and implementation of the Project.

The CFPA will provide rent-free, the existing physical plant facilities and manpower support for the establishment of IHAP's CFPA set-up for the Project's commercial education training components.

It will be the responsibility of the Ministry of Labor, through its Labor Office and CFPA to (a) obtain all the necessary clearances from Governmental and non-governmental sources in order to ensure the Project's successful implementation, (b) assume full accountability for the Project funds received at the country level, (c) be responsible for the selection of IHAP's local staff, (d) collaborate fully with IHAP's staff in order to achieve the Project's objectives, (e) establish proper co-ordination with other

International Agencies, and (f) maintain lines of communication and co-operation with pertinent Ministries to ensure proper program development.

4. IHAP's Role in Project Development in Various Parts of the World

Refer to Attachment J.

B. Baseline Information

1. Djibouti School System

The school system in Djibouti is patterned after the French educational system. The age of the individual, in balance with the student's achievement and performance at school plays a decisive role in the entire process.

Age requirement for admission to primary school begins at the age of six, with entry to kindergarten and continues up to the completion of "Cours Moyen II" (refer to Attachment E), at which time the student, if he has kept the pace, is about eleven years old. Upon completion of primary school the student receives a certificate known as "CEP" - Certificat d'Etudes Primaires - issued by the Ministry of Education.

Age requirement for admission to secondary school usually begins at the age of twelve, if the student has kept pace during the primary school process. By the time of graduation from secondary school the student is usually eighteen years of age. At this point, a certificate of completion (Baccalaureat) is issued by the Ministry of Education.

If, for a variety of reasons, the student, during the primary school phase, is delayed in achievement and performance and becomes of age, say 16 years, admission to secondary school for this particular individual is precluded. In order to better serve this adolescent group bordering adulthood who have been barred from entry into the secondary school system, the French Government established in 1968 a "Centre de Formation Professionnel pour Adultes" - CFPA; Professional Training Centre for Adults - a vocational training school which is currently operational under the Ministry of Labor.

Students who begin to falter academically during the secondary school phase, particularly at the 5th, 4th, and 3rd level, at which time they have attained the respective ages of 13, 14 and 15, are channeled into the "Lycee d'Enseignement Professionnel" - LEP, Professional Technical Institute, a vocational and commercial educational training school, which is currently operational under the Ministry of Education.

Despite the alternative pathways mentioned above to salvage those who do not make the grade, it is reported (Vallet, ILC Consultant Mission to Djibouti, 1979) that for the current year (1979) approximately 300-400 primary school students with or without the "CEP" Certificate and about an equal number from the secondary school system leave the mainstream of formal education and the alternatives thereof (Refer Attachment E) However, the following tabulated information obtained from the Ministry of Education

DJIBOUTI SCHOOL SYSTEM
STATISTICAL INFORMATION (1978-1979)

1. Primary School System

A. Schools

LOCATION	NO. SCHOOLS	NO. CLASSES	NO. COURSES	NO. STUDENTS
DJIBOUTI CITY	14	154	204	9,530
DJIBOUTI DISTRICT	4	166	16	629
ALI-SABIEN	4	21	21	757
DIKHIL	4	24	24	773
TADJOURAH	8	31	31	958
OROCK	3	3	11	355
TOTAL	37	399	307	17,002

B. Teaching Staff In the Primary Schools

LOCATION	INSTRUCTORS			ASSISTANTS
	FRENCH VOLUNTEERS (PEACE CORPS)	TUNISIAN VOLUNTEERS (PEACE CORPS)	DJIBOUTIAN CIVIL SERVANTS	MIXED GROUP
DJIBOUTI CITY	91	36	69	25
DJIBOUTI ENVIRONS	3	0	6	7
AIT-SABTEH DISTRICT	2	7	7	5
DIKHLI DISTRICT	4	8	3	10
TADJOURAH DISTRICT	1	8	9	14
OBOK DISTRICT	0	6	4	1
TOTAL	101	65	98	62

II. Secondary School System

INSTITUTIONS	NO. CLASSES	NO. TEACHERS	NO. PUPILS
Lyceé - Z.P.S.	C = 27 L = 5	French = 67 Tunisian = 2 Djibouti Nationals = 2	1,118 (384 French)
L.E.P.	C = 22 L = 1	French = 51 Tunisian = 2 Djibouti Nationals = 3	843
C.E.S. Boulaos	C = 24 L = 2	French = 44 Tunisian = 5 Djibouti Nationals = 2	1,052
C.E.S. Tadjourah	C = 5 L = 0	French = 0 Tunisian = 0 Djibouti Nationals = 6	215
C.E.S. Dikhil	C = 2 L = 0	French = 2 Tunisian = 0 Djibouti Nationals = 1	60
C.E.S. All Sableh	C = 4 L = 0	French = 2 Tunisian = 2 Djibouti Nationals = 1	120
TOTAL.	C = 84 L = 8	French = 166 Tunisian = 11 Djibouti Nationals = 15 TOTAL: 192	3,408

Legend:

C = Classroom

L = Laboratory

Prior to Independence (27 June, 1977) attendance in schools was :- French: 51%, Djiboutian Nationals 49%

Since Independence attendance in schools is:- French 30%, Djiboutian Nationals 70%.

illustrates the magnitude of the problem involving out-of-school youths. It will be noted that for the school year 1978-1979 the total student population in the primary school system totalled 13,002 students whereas the total population in the secondary school system totalled only 3,408 students.

2. Centre de Formation Professionnel pour Adultes (CFPA)
(Professional Training Centre for Adults)

(a) Introduction

CFPA was established on 8 April, 1978 (Decree No. 465/60L, adopted by the Assembly of Deputies) under the jurisdiction of the Ministry of Labor (Refer to Attachment M). The CFPA officially began its training operation in mid-June, 1970, in response to (a) the need of qualified manpower in vocational skills, mainly in the construction and/or building trades and (b) the need to provide vocational skills training to primary school graduates, who were either unable to make the grade for secondary school or had surpassed the age limit for secondary school education.

The CFPA has close ties with AFPA (Association Francaise Professionnelle pour Adultes) a French Government entity under the Ministry of Labor, from whom the equipment and other paraphernalia for the vocational training courses was received.

The courses offered by the CFPA were developed gradually in the following sequence:

- (a) Masonry - 1970
- (b) Auto Mechanics - in 1973 (February)
- * (c) "Hotelleries" - (Cuisine and Service) in 1973
- (d) Refrigeration - 1973 (September)
- (e) General Studies (pre-training phase) in 1975
(January)
- (f) Welding - in 1976

In 1976, the CFPA established a branch at Tadjourah, (three-hour boat crossing across the Gulf of Tadjourah from Djibouti) for the purpose of initiating a plumbing training section in that area. Because of a lack in student enrollment as well as the unavailability of obtaining training instructors (moniteurs) the CFPA branch in Tadjourah never opened and remains closed to this day. All the necessary equipment and supplies for the plumbing courses are currently stored within CFPA's premises.

The CFPA operates on a yearly budget, totalling approximately DF. 99,773,000 (US\$ 570,131) of which the amount of DF. 35,000 (US\$ 200,000) is earmarked for the "Hotelleries" Restaurant School Section at Arta. Thus the CFPA operating budget for the vocational training course totals DF. 64,773,000 (US\$ 370,131).

- (b) General Appraisal (of the current situation as conducted by IHAP's Technical Staff during July-

* The "Hotelleries" Restaurant School Section of the CFPA is situated in Arta, which is 42 kilometers south-west of Djibouti proper. This Section began operations in 1973, was closed in 1976, re-opened in June, 1978 and is currently operational.

August, 1979)

1. Physical Plant

The CFPA is located approximately 4-5 miles from the centre of Djibouti City, on a two-acre tract with additional space available for expansion purposes (Refer Attachment K). Currently there are five buildings of cinder block construction and asbestos roofing. Each building has a classroom area, a workshop area and a store room for spare parts, tool boxes, etc. For description purposes, the building facilities have been divided into the following categories:

(i) Building A: For Administration

size = 45 ft. x 48 ft.

area = 2,160 sq. ft.

Houses the Director's Office and general administration staff.

(ii) Building B: For Auto Mechanics Training Course

size = 42 ft. x 96 ft.

area = 4,032 sq. ft.

Equipment consists of 8 Renault Engines, 1 truck engine, two cars, car lift tools and other paraphernalia.

(iii) Building C: For Masonry Training Course

size = 42 ft. x 96 ft.

area = 4,032 sq. ft.

Equipment consists mainly of cement mixer equipment, cinder block manufacture; building area

to learn cinder block laying techniques, tools.

(iv) Building D: For Refrigeration Training Course

size = 42 ft. x 96 ft.

area = 4,032 sq. ft.

Equipment consists of six commercial freezers, refrigerators, chest-freezers, 8 air conditioning units, tools.

(v) Building E: For General Studies Training Course

size = 45 ft. x 96 ft.

area = 5,050 sq. ft.

Equipment consists of grinders, welding equipment, vises, refrigeration, drilling machine, tools, electrical equipment.

(vi) Building F: For Welding Training Course

size = 39 ft. x 28 ft.

area = 4,992 sq. ft.

Equipment consists of fifteen complete welding units, tools.

2. Composition of Staff and Salary Scale - CFPA

A. Administrative Staff

	No.	DF/mo	DF/year	\$/mo	\$/year
*1. Director	1	186,240	2,234,880	1,064	12,768
2. Asst. Director	1	200,376	2,404,512	1,374	16,488
3. Secretary No.1	1	59,600	715,200	340	4,080
4. Secretary No.2	1	45,600	547,200	260	3,120
**5. Bookkeeper	1	86,920	1,043,040	496	5,952
6. Driver	1	21,600	259,200	123	1,476
7. Maintenance No. 1	1	61,776	741,312	353	4,236
8. Maintenance No. 2	1	34,668	416,016	198	2,376
9. Gardener No. 1	1	27,824	333,888	158	1,896
10. Gardener No. 2	1	25,074	300,888	143	1,716
11. Gardener No. 3	1	18,012	216,144	102	1,224
TOTAL	11	767,690	9,212,280	4,611	55,332

Legend:

- * The Director resides in the CFPA premises and is provided with housing facilities, all utilities and the use of a Government vehicle.
- ** The Bookkeeper is provided with transportation allowance of DF. 8,000 (US\$ 46/mo) per month in addition to his monthly salary.

CFPA

B. TEACHING STAFF ("MONITEURS")

COURSE	NO.	NATIONALITY	DF/mo	DF/yr	\$/mo	\$/yr
1. Refrigeration	1	*French	309,221	3,710,652	1,767	21,204
2. Gen. Studies	1	French	155,800	1,869,600	890	10,680
3. Gen. Studies	1	Djiboutian	86,920	1,043,040	497	5,964
4. Gen. Studies	1	Djiboutian	86,920	1,043,040	497	5,964
5. Auto Mechanics	1	Djiboutian	86,920	1,043,040	497	5,964
6. Masonry	1	Djiboutian	93,120	1,117,440	532	6,384
7. Welding (acetylene)	1	Djiboutian	93,120	1,117,440	532	6,384
8. Welding (electric)	1	Djiboutian	93,120	1,117,440	532	6,384
TOTAL	8		1,005,141	12,061,692	5,744	68,928

2. Criteria for Admission to CFPA and Stipend Scale

Students are admitted to CFPA at the age of 16 and above and must have the "Certificat d'Etudes Primaires" - CEP - Certificate of completion of primary school, issued by the primary school system of the Ministry of Education or the "Certificat d'Aptitude Professionnelle" - CAP - certificate of completion of Professional Aptitude Course, issued by the "Lycee d'Enseignement Professionnelle," under the Ministry of Education.

The CFPA provides each student admitted to the vocational training course with a monthly stipend amounting to DF. 13,750 (US\$ 79). The student receives half of this amount each month, the second half is given in a lump sum at the completion of the school year.

The maximum number of students admitted to the course each year totals 60, which for instruction purposes are divided into four groups of fifteen students each.

3. Conduct of the Training Course

The school year covers a training period of ten months from September to the end of June, with the training activity divided into daytime sessions (every day of the week excluding Fridays, from 0600 hours to 1300 hours) and evening sessions (three times a week - Sunday, Tuesday, Wednesday, every other Thursday, from 1730 hours to 2000). During the months of July and August, the CFPA is closed.

The CFPA vocational training courses have a total duration of two years. The first school year, usually referred to as the "initiation year" is devoted to a General Studies Program in vocational skills training in which the student rotates within each of the four specialized courses (auto mechanics, masonry, refrigeration and welding) for a period of 2-3 months. It also includes: mathematics and language (French) instruction. Under this program of study 2/3 of the time is devoted to the theoretical aspects and 1/3 of the time is devoted to the practical aspects. Aptitude tests carried out by a French psychologist at the end of the first school year determine the type of specialization best suited for the student during the second school year.

As already mentioned, four specialized courses are given during the second school year, namely, (1) auto mechanics, (2) masonry, (3) refrigeration and (4) welding (acetylene and electric). Mathematics and language are not given during the period of specialization. Under this program of study, 1/3 of the time is devoted to the theoretical aspects with the remaining 2/3 being devoted to the practical application.

Upon completion of the two-year course, students receive a "Certificat Provisoire de Formation Professionnelle" - temporary certificate (Refer Attachment F), issued by the Director of the CFPA, followed by a "Certificat de Formation Professionnelle" - certificate of achieve-

ment (Refer Attachment G), issued by the Ministry of Labor.

4. Expansion Plans

At the time of this appraisal (29 July - 16 September 1979) the CFPA is seriously considering the expansion of the "Auto Mechanics" Course, to include Diesel Training. Plans are currently being prepared with the technical advisory assistance of the International Labor Organization (ILO), to provide the CFPA with a technical expert, (French expatriate), in diesel, the equipment necessary, plus assistance for the expansion of the building which houses the "Auto Mechanics" Course.*

Observations and Comments

1. The administrative aspects of CFPA require strengthening. The new Director of the school has only recently (June, 1979) assumed his post and finds himself still in the process of orientation. Recent events which have occurred in the school, prior to the appointment of the new Director, point out the need to establish an adequate administrative support personnel, particularly, those in the clerical, secretarial and bookkeeping/accounting sections. There is a need to develop a strong sense of purpose and motivation in the

*During IHAP's project re-design mission to Djibouti (26 January - 11 February 1981) it was observed that the actual construction/expansion of the building referred to above was in progress.

school's infrastructure.

2. The CFPA appears to have difficulties in recruiting French "Moniteurs" and retaining them in their posts. For the coming school year (September, 1979) the CFPA will only have two French Moniteurs, rather than the four previously employed. The two remaining Frenchmen will teach in the "General Studies" Course and the "Refrigeration" Course. Current negotiations are being undertaken to acquire the services of a French Moniteur for the "Auto Mechanics" Course. At the time of this appraisal, discussions were held with the ILO (International Labor Organization) Advisor visiting CFPA. It was indicated to the IHAP Mission that students specializing in the "Auto Mechanics" Course will have to extend their stay an additional year to a total of three years when the Diesel Course becomes operational.

3. The CFPA vocational training program is a replica of the French system. The equipment and supplies, as well as all of the spare parts, are French-made and were acquired through the French Government Co-operation Program for Djibouti and also through assistance from AFPA.

4. There is a need to develop the theoretical knowledge of the Djiboutian "Moniteurs" at the CFPA, who are said to be well-versed in the practical know-how but very weak in the theoretical aspects, despite the fact they have had one year of theoretical training in France. There are no indications at the present time, that CFPA will be developing

in the near future a serious training program for the Djiboutian "Moniteurs" in order to improve their teaching capabilities and achieve self-reliance.

5. With an operating budget totalling DF. 64,773,000 per annum (US\$ 370,131), the cost per student amounts to \$3,084 and the cost per graduate amounts to \$6,169. The CFPA buildings are spacious enough to accommodate twice the number of students currently admitted to the school. With a minimal budget increase mainly for stipend support as well as for "Moniteur" support for additional time, a 20%-30% reduction in per student and per graduate costs is possible.

6. Teaching materials for vocational skills training are scarce and inadequate. The CFPA does not have a reference library. Manuals are available only for the "Masonry" training course and for the "Welding" course. The students are not provided with adequate learning materials.

7. The CFPA has three courses which offer a potential for income generation and self-reliance which, if developed properly will redound to the benefit of the "Center".

These courses are the following:

- (a) Masonry Course - cinder block manufacture.
- (b) Auto Mechanics Course - Maintenance and repair. Given the large number of air-conditioning units in Djibouti, maintenance and repair at nominal cost will provide the CFPA with an income it can use.

8. Insofar as the physical plant of CFPA is concerned,

it was noted that the buildings are adequate, spacious and well kept structurally; however, they were dusty and require proper screening to prevent the entry of birds, etc., and require protection probably in the form of louvers to prevent sand being blown in on the classroom-workshop areas and cause equipment damage. Because of a windy climate preponderant during the months of July and August, the school grounds would greatly benefit from adequate landscaping and paving of the area. The measures described will minimize environmental health hazards in the "Center".

9. It does not appear that any kind of feasibility and/or analytical study was ever undertaken by CFPA linking manpower employment opportunities and needs, both in qualitative and quantitative terms, with the types of training programs required by the Centre. It is not known if the subject matter currently being taught in vocational skills fulfill the current and/or future unmet needs of the job market.

10. The CFPA does not provide the graduate with employment assistance of any kind. No records are kept and no follow-up of graduates is carried out to determine if the individual has (a) found employment (b) remained idle (c) left the country for employment elsewhere.

11. In view of the fact that the CFPA does not keep records of graduates in the job market, it is difficult to determine, at this time, whether there is the desire on the part of

the student to learn a vocation for gainful employment or whether the stipend serves as the only incentive for the student to enter school.

12. Testing of students to measure performance and achievement is undertaken on a yearly basis. It does not appear that testing procedures for students both in theory and in practise are carried out adequately at CFPA. Justification for receiving the stipend is based entirely on physical presence during the school year rather than on performance and achievement.

3. The "Lycee d'Enseignement Professionnelle - LEP" - Professional Training College.

(a) Introduction

The LEP, a vocational and commercial training school, was formerly known as CET - College d'Enseignement Technique, when prior to September, 1978, it formed part of the "Lycee du Djibouti," the country's secondary school, which covers in a seven-year span, grades from the sixth level to graduation with a Baccalaureat. Both the "Lycee du Djibouti" and the LEP fall under the jurisdiction of the Ministry of Education.

The courses offered by LEP encompass two main areas, namely (a) industrial (vocational) training and (b) training in commercial education. The substantive content, as well as the methodology of the training process involved in both activities, are replicas of the French system.

In addition to the two main areas mentioned above, LEP offers a modified version (omits history, geography, science, geometry) of the first two years (sixth and fifth level) of secondary school education, a specially tailored preparatory course for those students who were unable to complete the sixth and fifth level of formal education in the secondary school system at the Lycee. Said course constitutes a mandatory requirement for those seeking admission for vocational and commercial education at LEP.

As previously mentioned in this document under the caption of "Djibouti School System," the LEP is the recipient of students who have faltered academically during the first four years (sixth, fifth, fourth, third level) of formal education in the secondary school system at the Lycee.

The courses offered in industrial (vocational) training and the time required to complete these are as follows:

- | | |
|------------------------------------|---------|
| 1. Repair of electrical appliances | 3 years |
| 2. Masonry | 3 years |
| 3. Plumbing | 3 years |
| 4. Carpentry | 3 years |
| 5. Painting | 1 year |
| 6. Construction (metal work) | 3 years |
| 7. Auto Mechanics | 2 years |
| 8. Lathe work | 2 years |
| 9. Drill work | 2 years |

Courses offered in commercial education and the time required

for completion are the following:

- | | |
|------------------------------------|---------|
| 1. Office Clerk | 3 years |
| 2. Assistant Bookkeeper/Accountant | 3 years |
| 3. Stenographic Typist | 2 years |

The LEP operates on a yearly budget totalling DF. 8,000,000 (US\$ 45,715). This amount, however, does not include the salaries of the French teaching staff or the Djiboutians employed by the school. It is reported that salaries for the French teaching staff fall within the range of \$2,000 to \$2,300 per month plus comprehensive fringe benefits.

- (b) General Appraisal (of the current situation as conducted in the field by IHAP's Technical Staff during July - August, 1979).

(1) Physical Plant

The LEP is located approximately one-half mile from the center of Djibouti City in a spacious, well-kept compound which houses a total of 6 to 7 buildings of cinder-block and reinforced concrete and asbestos roofing. Each vocational training activity has its own classroom area, a workshop area and a store room for spare parts, tool boxes, etc.

Each vocational training activity is endowed with appropriate equipment, in good repair.

(2) Composition of Staff

The LEP teaching staff is composed of a total of seventy instructors of which 10-12 are assigned to the vocational

training courses. All of the instructors are French. The Director of the school is Djiboutian and was appointed to the post one year ago.

(3) Criteria for Admission to LEP and Stipend Scale

The age requirement for admissions to LEP's vocational and commercial education courses is between the age of 13, 14 and 15 years of age. The student must have (a) the Certificat d'Etudes Primaires - CEP, Certificate of completion of primary school, issued by the Ministry of Education and (b) must have completed LEP's two-year specially tailored mandatory secondary school course in lieu of the sixth and fifth level at the Lycee with the certificate known as BEPC - Brevet Elementaire du Premier Cycle, (Refer Attachment E).

The LEP provides stipends only to those students whose families have a monthly income of less than DF. 50,000 (\$286). A monthly stipend amounting to DF. 4,000/mo. (\$22.86) payable on a quarterly basis is awarded to students residing in Djibouti City and environs. Students residing in such areas as Ali-Sabieh, Obock, Tadjourah, etc., secure a monthly stipend amounting to DF. 5,000 (\$28.57) payable also on a quarterly basis.

(4) Conduct of the Training Course

The school year covers a training period of 9 and 1/2 months from 15 September to the end of June, with the

training activity divided into morning and afternoon/early evening sessions. The school opens at 0700 to 1200 and re-opens at 1430 to 1900 hours. During the months of July and August the LEP is in summer recess.

Upon completion of LEP's mandatory course, the student is allowed to branch out in either of two directions, namely (a) industrial (vocational) training or (b) training in commercial education. For commercial education the student has two choices, namely (a) course for Office Clerks (Employes de Bureau) or (b) course for Assistant Bookkeepers (Aides Comptables). Each of these courses is of three years duration.

The course for Stenographic Typists, leading to BEP - (Stenodactylographe Correspondancier), which is of two years duration, is reserved mainly for students who have completed the third level of the secondary school at the Lycee and are holders of the BEPC - Brevet Elementaire du Premier Cycle. However, LEP students who have completed and excelled in the courses for Office Clerks and Assistant Bookkeeper/Accountants may be admitted to the Stenographic Typist's Course.

On completion of the vocational training course the student is awarded a certificate known as "CAP Industriels". For the commercial training course, the student is awarded a certificate known as "CAP" for each of the two courses (Employes de Bureau and Aides Comptables)

and a certificate known as "BEP - Brevet d'Enseignement Professionnelle" for the Stenographic Typist Course.

(5) Student Population

For the school year just ended, covering the period 15 September, 1978 to 30 June, 1979, the LEP's total student population was approximately 843 students. Of this total, 470 students were enrolled in the technical departments as follows:

(1) For industrial (vocational) courses	304
(2) For commercial education courses	166
TOTAL:	<u>470</u>

The percentage distribution of the student population enrolled in the technical departments of LEP by training categories is as follows:

I. <u>Industrial (Vocational) Training</u>	<u>No.</u>	<u>%</u>
a) Repair of electrical appliances	52	17.1
b) Masonry	33	10.9
c) Plumbing	48	15.8
d) Carpentry	38	12.5
e) Painting	24	7.9
f) Construction (welding metal work)	49	16.1
g) Auto Mechanics	28	9.2
h) Lathe work	15	4.9
i) Drilling work	17	5.6
	<u>304</u>	<u>100.0</u>

II. <u>Commercial Education Training</u>	<u>No.</u>	<u>%</u>
a) First Year Commerce	70	42.2
b) Office Clerks (Employes de Bureau)	41	24.7
c) Assistant Bookkeeper/Accountant (Aides Comptables)	48	28.9
d) Stenographic Typist	7	4.2
TOTAL:	<u>166</u>	<u>100.0</u>

Observations and Comments

1. The school appears to be well-organized, well-managed and well-equipped. Although centrally located, it does not allow much room for expansion possibilities spacewise.
2. Like the CFPA, it does not appear that the LEP has undertaken any kind of feasibility and/or analytical study linking manpower employment opportunities and needs in the job market both in qualitative and quantitative terms, with the types of training programs being undertaken by the school.
3. The LEP's admission requirements are of a higher academic standard than those required by the CFPA.
4. It appears that testing procedures for students both on theory and practice are carried out adequately at the school.
5. There are no indications at the present that the LEP will be developing in the near future a serious training program for Djiboutian Nationals in order that they may at

some future date assume the teaching role.

6. Like the CFPA, the LEP does not have a library.

4. Baseline Information - Employment Characteristics in Djibouti

An exploratory mission conducted by the International Labor Organization (ILO) about a month prior to independence (17-27 May, 1977) reported finding a dire lack of available information in the country pertaining to the self-employed sector; this is still relevant to this day. Information pertaining to the wage-earning urban population sector (Djibouti City) was obtained by ILO from employment records of the Labor Inspection Bureau of the Ministry of Labor and the Social Security System. On the basis of these records and on the assumption made that the total active population of Djibouti City per se totalled approximately 37,500, with a total employment numbering 14,069 (Refer Attachment H) the following characteristics of the economic structure and the employment picture for 1975 were derived:

- (a) Slight industrial development which only represents 3.6% of the total employment.
- (b) Large predominance of the tertiary sector (commercial/secretarial/clerical/administrative) representing 85% of the paid employment.
- (c) Importance of the public sector in relation to the global employment, (35% of the total)
- (d) Presence of a large number of Foreigners (Somalis,

Ethiopians, Yemenites) in competition with national citizens (15.6%).

(e) Importance of the domestic sector, which represents 16% of the total employment.

(f) Fairly large degree of female employment (20%)

From December, 1976 to April, 1977, the unemployment picture in Djibouti showed the following trend:

Unemployment Picture at the End of April, 1977

	<u>Seeking Jobs</u>	<u>Jobs Provided</u>	<u>Waiting for Jobs</u>
December, 1976	9,565	5,045	4,520
April, 1977	17,808	8,970	8,838
% Increment over 1976	46.3%	43.8%	49.0%

C. Project Rationale

1. Increase the Relevance of Vocational Skills Training Programs

It is quite evident from the baseline data obtained that Djibouti does not possess the institutional capability to undertake manpower analysis activities at a sustained level to define its manpower needs more precisely. Employment surveys which have been carried out in the past by private agencies have been sporadic. Statistical information regarding the employment and unemployment situation in the country continues to be incomplete, imprecise and in very short supply.

The two vocational schools currently in operation in the

country, namely CFPA - "Centre de Formation Professionnel Pour Adultes" under the Ministry of Labor and the LEP - "Lycee d'Enseignement Professionel" under the Ministry of Education, have not, to this date, established the relevance of their training programs as these relate to employment opportunities. The schools continue to produce "graduates" for the limited job market without full knowledge as to whether they (a) are employed after graduation in the same slot for which they have been trained, (b) perform well on-the-job, (c) remain unemployed, (d) leave the country for job opportunities elsewhere.

2. Test the Practicability of a Training Program in Commercial Education

Historically Djibouti has existed and grown in direct proportion to the port facilities it offers. It has traditionally served as the point for Ethiopian imports and exports as well as a key link in international transshipment. Based upon other Donor observations, namely the special commission of the Economic and Social Council of the United Nations and World Bank survey teams, the port will continue to be the crucial mechanism for Djibouti's attaining long-term self-sustaining development. The Secretary General of the United Nations' Report on "Economic Assistance to Djibouti", 5/31/78, states the following: "The economy of Djibouti is very heavily dependent on the level of activity in the port."

In the long-term, the economic future of the Republic depends

on its taking full advantage of its port facilities and its location.* The long-term growth will be related to the ability of the port to remain competitive with other ports in the region in the services it offers. The main thrust of long-term development activities, and the institutions which need to be strengthened and created to sustain them, must be geared to ensuring a healthy, viable port and transshipment operation in Djibouti.

In addition, a number of supplementary activities give prospects of increasing the levels of real income. These include whatever developments are possible in the fields of agriculture, animal husbandry, forestry and fisheries as well as the exploitation of mineral resources and geothermal energy.

Nevertheless, the long-term development of Djibouti will be influenced to a large extent by the rates of growth and development in adjacent countries and on the extent to which investment is directed towards ensuring that Djibouti remains a major port for the region's imports and exports. Particularly important will be the improvement of the railway from Djibouti to Addis Ababa and the development of a highway system to complement the railway in moving goods into

*IMF quarterly report indicates GROD statistics substantiate the port has/continues to be responsible for in excess of 50% of gross domestic product.

and out of Ethiopia as that country develops.

Whether or not Djibouti will be able to influence the long-term external developments referred to above depends in part on its shorter-term development program. The U.N. mission believes that development in Djibouti should focus on three broad areas:

- (a) Activities to maintain and improve the service as a major port, shipping and transit centre;
- (b) Immediate steps to provide education, health, housing and other social services for the rural and urban poor;
- (c) Feasibility studies, pilot projects and surveys of potential activities to supplement the contribution of the port and other services to the national economy in the longer term.

The Republic of Djibouti requires significant amounts of financial assistance. In view of the serious financial situation of the Government and the difficulty of generating new revenues, assistance should be provided on the basis of grants or highly concessionary loans.

Parallel to the need for financial assistance is a critical need for technical assistance and training. These are required in virtually all sectors but especially in project preparation, general economic management, public administration, institutional development and co-ordination of governmental activities.

In discussions with the Government, the U.N. mission identified a number of projects in line with the broad objectives outlined above. The projects, which relate to the improvement and enlargement of the social and economic infrastructure and to the economic difficulties being experienced by Djibouti, have been classified under the following headings:

- (a) Projects to improve the port;
- (b) Projects to strengthen the service economy of Djibouti;
- (c) Projects to improve transport links between the capital and the rest of the country;
- (d) Projects to alleviate the situation of the poor and to provide improved services;
- (e) Pilot projects, studies and surveys looking towards longer-term development;
- (f) Technical assistance and training.*

Per the Small Program Statement and the recent FY 1981 Annual Budget Submission, USAID Djibouti development strategy is to upgrade the poor majority's standard of living through increased access to employment opportunities/concomitant improved health. To realize the above, USAID project assistance to date has consisted of:

- (1) emergency government to government food relief grants to refugees and distressed nationals;

*United Nations: Report of the Economic and Social Council Assistance to Djibouti. Report of Secretary-General.

- (2) development of an indigenous soils and water resource analysis capability to ascertain agriculture potential and providing means for national decisions by the GROD and USAID on subsequent development interventions;
- (3) assistance to the fishing sector which to date is most neglected but yet possesses great potential for offering both increased employment/earnings for the poor, and excellent possibilities for addressing the nutritional deficiencies of the poor;
- (4) providing self-help funds to stimulate and support local efforts to upgrade MCH (Mother/Child Health Clinic) health facilities.*

Further development assistance beginning in FY 80 per the ABS would increasingly "focus on identifying long-range development objectives in the human resources sector. Specifically....an implementation of a four year OPG geared to upgrading commercial skills among Djibouti's most disadvantaged; i.e., unemployed school leavers..... would be developed in collaboration with the GROD which in the short run would also provide a training element supportive to the institutionalization of this capability within the GROD to resolve institutional bottlenecks."*

The Proposal contained herein is clearly in line with the

*AID Annual Budget Submission FY 1981 - Djibouti

Annual Budget Submission and Small Program Strategy Statement. Moreover, it is USAID's intention that this Project serve as the mechanism for future and larger involvement in the Human Resources Sector, should project data and results so warrant. The Proposal admittedly relies upon a hypothetical scenario: that as the port modernizes and expands as a result of other donor investment the demand for commercial skills will not only increase, but be absolutely dependent upon an increased supply of personnel possessing commercial skills. While the existing vocational school provides approximately 100+ additions to the commercial sector, this would obviously be inadequate in view of above scenario not to mention extant demand. The majority of secretarial positions are filled by expatriates. Given the fact that there presently exists no planned effort, outside this proposal, to train Djiboutians to replace these expatriates, one must conclude that realization of the above scenario would necessitate increased demand for expatriates and consequently minimize aspects of port growth due to foreign exchange loss and social-economic disruption caused by expatriates filling increasing numbers of positions concurrent with rising Djiboutian unemployment.

This proposal attempts to resolve two urgent needs facing Djiboutian development. In the long-term assure that necessary skilled people are available to satisfy demand/spur growth of Djiboutian commercial sector by providing requisite skills. In the short-term alleviate Djibouti's most pressing

socio-economic problem - rising unemployment, by providing the means for the major source of unemployment, primary school leavers, who, due to the existing school system are denied access to adequate income earnings, to obtain the opportunity for their very participation in the country's development.

In final analysis, the above is dependent upon capability of port to respond adequately to investment and remain competitive. In the face of existing data vacuum, it is USAID/IHAP's contention that Other Donor investment in the port will only be forthcoming if they are convinced that the above is probable. Given as yet unfinished World Bank Proposal, recommending that institution's heavy financing of the port and railway, we must conclude that the underlying premise of this activity is sound and timely.

D. Issues

1. The appropriateness of a VOLAG, IHAP in particular, for implementing a Human Resources Project as described herein:

- (a) Reduced costs)
- (b) Experience).- Refer to project content and attachments
- (c) Personnel resources)

2. Funding for the construction of a facility for vocational skills training purposes in commercial education, is the key element to this proposal and it is recommended that through this project funding support be obtained for that purpose.

3. Can GROD assume recurrent costs following Project termination?

4. As a result of numerous discussions with the GROD both USAID and IHAP are convinced as per the Minister of Labor's letter September, 1979 (Attachment I), that commercial skills training is an area of immediate importance that has to be addressed.

USAID/Djibouti and IHAP concur in that indications of Other Donor support/investment to the port and conversations held with Government authorities are sufficiently great to reinforce the scenario cited in the Project's Rationale and thus in the long-run minimize risk.

II. Project Purpose and Description

A. The general long-term objective of this Project is in line with national policy, which is to increase employment through the development of relevant training programs for adults and youth and to increase the efficiency of Governmental, as well as non-governmental sector middle-level administrative support services.

Direct recipients (target group) of the benefits to be derived from this project comprise the following:

1. The Ministry of Labour which through assistance from this project will establish a "Placement/Evaluation Office at the CFPA which in turn will establish a system capable of collecting reliable statistical data regarding the employment/unemployment situation of its graduates in the country VIS-A-VIS its vocational skills training program at the CFPA and thus be able to determine the kinds of vocational training programs that need to be developed and/or modified to increase employment.
2. Adolescents/adults, sixteen years of age and above, who have completed primary school but are out of the mainstream of formal education.
3. Middle-level administrative support services personnel, of both sexes, civil servants or not, who are actually employed by the Government in its various Ministries and in the private sector.
4. Academically qualified adults seeking advancement opportunities in commercial education for teaching-position

roles.

B. The specific short-term objectives of this Project are designed to provide the national Government with the necessary support (technical assistance, financial and material support) in order to achieve its long-term objectives, within the framework of an activity directed to test the practicability of developing a technical skills training program in commercial education. The Project's main short-term thrust will be directed towards the improvement of current and future operations and the expansion of current operation of the "Centre de Formation Professionnel pour Adultes - CFPA/Professional Training Center for Adults in accordance with the following parameters:

1. Improve Current and Future Operations

(a) To increase the relevance of the training programs provided by CFPA by means of:

(1) Establishing a "Placement and Evaluation Office" (non-existent at the present time) with the following functions:

- (i) Job placement of graduates
- (ii) Follow-up and evaluation of job performance
- (iii) Recording employment history of graduates

2. Expand Current Operations

Increase the efficiency of the training program provided by the Center (CFPA) through the introduction of accounting, management and educational evaluation procedures aimed at increases in the overall efficiency including improved

technical and academic performance, reduced student wastage and reduced per student costs.

3. Expand Future Operations

Introduce and test the practicability of a skills training program in commercial education by means of:

(a) Establishing a technical skills program in commercial education (non-existent at the present time) directed towards unemployed, partly employed, underprivileged out-of-school adolescents/adults, sixteen years of age and above, who have completed primary school but have surpassed the age requirement for admission to secondary school.

(b) Establishing a skills training program in commercial education (non-existent at the present time) directed towards upgrading the technical skills of administrative support services personnel in the various Government Ministries, in selected para-statal Organizations and private firms.

(c) Establishing a technical skills training program in commercial education (non-existent at the present time) directed towards developing a teaching staff of Djiboutian Nationals who will assume responsibility for the Project's training program, prior to and beyond its termination date.

C. Project Description

1. Concept

The project will be developed within the conceptual framework of testing the practicability of developing a technical skills training program in commercial education encompassing a number of components outlined under short-term objectives. These should be maintained in equilibrium during the implementation phase throughout the life of the project and beyond the date of termination - if the full impact of the Project's objectives is to be achieved. Its salient features are as follows:

(i) It will be developed within the framework of the Djibouti school system, which is patterned after the French educational system, although the project will shy away from providing stipends or other financial incentives.

Instead the project rests on the conceptual base of encouraging individuals to achieve self-reliance through self-improvement mechanisms.

(ii) It will be developed within the framework of an evaluation mechanism capable of measuring student performance and achievement as well as the relevance of the training activity.

(iii) It will provide the unemployed, under-privileged, out-of-school adolescents/adults of both sexes as well as those currently within the employment

sphere with the tools required to achieve self-reliance, gainful employment and security in employment situations.

2. Project Description by Objectives

(a) To Improve Current and Future Operations

(1) To Increase the Relevance of CFPA's Training Programs

i) Through this project, technical assistance (financial and material support) will be provided in order to establish within the Ministry of Labor, at the level of CFPA a "Placement and Evaluation Office" (non-existent at the present time) capable of undertaking adequately the task of:

- (a) job placement of graduates
- (b) follow-up and evaluation of the graduate's performance in the job market to the extent possible
- (c) recording employment history of graduates

Proper records and control system linking CFPA's graduate output with the business community will be carried out. The linkage will:

- (a) establish an outreach mechanism for CFPA (non-existent at present time)
- (b) determine the graduate's performance on-the-job
- (c) duration of employment
- (d) reasons for leaving employment (if such had occurred)

Follow-up of graduate's performance in the job

market will assist CFPA to determine how many of its graduates remain employed, partly employed or unemployed in the National Labor Market and how many have left the country for the International Labor Market.

- (2) To increase the efficiency in the overall management of the CFPA through the introduction and implementation of appropriate methodologies.

Throughout this project, the CFPA will receive much-needed strengthening of its current administrative capability in terms of substantive content and upgrading the performances of its existing personnel. An adequate records and control system, (including a socio-economic profile of the students enrolled in the school) will be designed encompassing all aspects of the entire operation; i.e. (a) the vocational training activity which is CFPA's ongoing training program and (b) the commercial training program to be developed through assistance (technical, financial and material support) from this project. Current management and administrative procedures and guidelines will be strengthened and new ones established to conform with the additional input this project will have on the CFPA. An adequate data collection system will be established, which will allow proper analysis of the information obtained (e.g., estimated costs per student and per graduate by training category, measurement of student's achievement and performance), which in turn will allow proper planning operations.

Likewise, procedures aimed at reducing operating costs will be carried out.

Through this project technical assistance will be provided to undertake feasibility studies in the form of informal inquiry, which will determine the CFPA's capability to develop its potential for income-generating activities from end-products of the vocational training activity. Such products as cinder block manufacture, which is part and parcel of the Masonry Training Course, could be sold on the open market. Servicing of automobiles, for a nominal fee, at CFPA's workshop for the Auto Mechanics Course, could provide additional income. Servicing of air conditioning units for a nominal fee, could be one of the end-products of CFPA's Refrigeration Course and represent another income-generating activity.

(b) Expand Current Operations

- (1) Introduce and test the practicability of a Skills Training Program in Commercial Education for the unemployed, partly employed, underprivileged out-of-school adolescents/adults.

The training activity under this caption will be directed towards a target group of individuals who, for a number of reasons, including academic restrictions have been completely barred from opportunities for self-improvement within the educational system (refer to Djibouti school system, Page 11) and represent a floating population in dire need of purpose and/or direction. It will be car-

ried out on a part-time basis in order to (a) allow the unemployed individual while undergoing self-improvement to secure gainful employment and (b) provide the partly employed individuals, 16 years old and above, with the opportunity for self-improvement. The criteria for admission to this specific training activity will be limited to the unemployed or partly employed individuals, 16 years old and above, who have completed primary school with a "CEP Certificate" - (Certificat d'Etudes Primaires) and who come from a family with a monthly income of less than DF. 50.000 (US\$ 286).

The project will provide technical assistance for the formulation and implementation of appropriate pre-testing and screening procedures for this particular target group at the point of entry per the "Training Flow Chart" scheme shown in Attachment N. Periodic testing procedures will be undertaken throughout the training activity to measure achievement and performance.

A Certificate of Achievement and Proficiency will be awarded to the individual who has met the requirements for achievement and performance, to be established by the project for this particular training process.

The project will set up the appropriate technical-skills curriculum for this training category given the fact that the target groups under this caption have attained only the primary level of education. Thus the Certifi-

cate of Achievement and Proficiency to be awarded by the project for this training category will represent the sub-level of a CAP Certificate (Certificat d'Aptitude Professionnelle).

The curriculum parameters are as follows:

(a) Clerk Typist -(sub-level to a CAP)

	<u>HOURS</u>	<u>%</u>
I. Language: French	460	46.0
II. Business Administration Techniques	450	45.0
(a) office practices, filing, record keeping		
(b) typewriting		
III. Basic Mathematics	100	9.0
TOTAL:	<u>1,010</u>	<u>100.0</u>

(2) Training Program to upgrade technical skills in Commercial Education of middle-level employed personnel in both the public and private sectors.

The training activity under this caption will be directed towards much-needed improvement of the current performance of the employed individual. It will be carried out on a part-time basis in order not to cause disruption of the day-to-day activities in both the public and private sectors. The criteria for admission to this specific training activity will be limited to the currently employed middle-level administrative support services individuals from both the public and private

sector with adequate academic credentials.

The project will provide technical assistance for the formulation and implementation of appropriate pre-testing and screening procedures, in order to establish the knowledge level of the individual at the point of entry. With this information recorded, the individual will be assigned to the appropriate training slot. Periodic testing procedures will be established and implemented throughout the entire period of the individual's training activity, in order to measure performance and achievement.

A Certificate of Achievement and Proficiency will be awarded to the individual who has met the standards of achievement and performance to be established by the project for each of the five training categories under this caption and will depend upon the final evaluation of the individual's record during the entire training period.

For the target group of individuals included under this training activity, the project will set up the appropriate curriculum adjusted to meet the needs of the country within the framework of a French educational system. Thus, the Certificate of Achievement and Proficiency to be awarded for each of the five training categories will represent an adaptation to local conditions of the following certificates awarded by the French educational

system:

1. The CAP Certificate for Secretary Typists at the basic level - "Certificat d'Aptitude Professionnelle".
2. The BEP Certificate for Administrative Secretaries at the middle-level - "Brevet d'Etudes Professionnelles"
3. The BTS Certificate for each of the three types of secretaries, namely, Administrative Secretaries, Management Secretaries, Stenographic Typists- "Brevet de Technicien Superieur".

The five training categories arranged by order of ascendancy and the corresponding technical skills curriculum parameters by category are as follows:

Training Categories

- (a) Basic Level - Secretary Typist
(Secretaires Dactylographes)
- (b) Middle-Level - Administrative Secretary
(Secretaires d'Administration)
- (c) Superior Level -
 1. Management Secretary
(Secretaires de Direction)
 2. Bookkeeper Secretary
(Secretaires Comptables)
 3. Stenographic Typist
(Secretaires Steno-dactylographe correspon-
dancier)

Technical Skills Curriculum by Category

- (a) Secretary Typist
(Secretaires Dactylographes)

	<u>Hours</u>	<u>%</u>
i. Language: French	420	50.0

	<u>Hours</u>	<u>%</u>
ii. Business Administration Techniques	380	46.0
Office practice		
Typewriting I		
iii. Business Management Techniques	32	4.0
Introduction		
TOTAL:	<u>832</u>	<u>100.0</u>

(b) Administrative Secretary
(Secretaires d'Administration)

i. Language: French	295	30.0
Arabic (basic)	85	9.0
(elective)		
English (basic)	85	9.0
ii. Business Administration Techniques	340	35.0
Budget		
Basic Bookkeeping		
Staff Management		
Business Mathematics		
TOTAL:	<u>975</u>	<u>100.0</u>

(c) 1. Management Secretary
(Secretaires de Direction)

i. Language: French	320	22.0
Arabic (middle level)	85	6.0

	<u>Hours</u>	<u>%</u>
(elective)		
English (middle level)	85	6.0
ii. Business Administration Techniques	500	34.0
Secretarial		
Letter and Deed Writing		
Typewriting II		
Shorthand		
Transcription II		
iii. Business Management Techniques	340	23.0
Financial Management in the business sector		
Staff Management Procedures		
Business Mathematics		
iv. Organizational Methods in Business Administration and Management	125	9.0
TOTAL	<u>1,455</u>	<u>100.0</u>

(c) 2. Bookkeeper Secretary
(Secrétaires Comptables)

i. Language: French	320	22.0
Arabic (middle level)	85	6.0
(elective)		
English (middle level)	85	6.0
ii. Business Administration Techniques	310	21.0
Secretarial		
Letter and Deed Writing		
Typewriting II		

	<u>Hours</u>	<u>%</u>
Shorthand		
Transcription II		
iii. Business Management Techniques	570	39.0
Bookkeeping Procedures		
Financial Management in the Business Sector		
Staff Management Procedures		
Business Mathematics		
iv. Organizational Methods in Business Administration and Management	85	6.0
TOTAL	<u>1,455</u>	<u>100.0</u>

(c) 3. Stenographic Typist
(Stenodactylographe
Correspondancier)

i. Language: French	320	22.0
Arabic (middle level)	85	6.0
(elective)		
English (middle level)	85	6.0
ii. Business Administration Techniques	690	47.0
Correspondence Procedures - commercial, administrative and managerial		
Typewriting III		
Shorthand		
Transcription		

	<u>Hours</u>	<u>%</u>
iii. Business Management Techniques	275	19.0
Basic knowledge of business sector operations		
Business Mathematics		
TOTAL	<u>1,455</u>	<u>100.0</u>

- (3) Training Program aimed at developing a teaching staff of Djiboutian Nationals who will assume the teaching role prior to and beyond the Project's termination date.

The training activity under this caption will be directed towards a target group of Djiboutian Nationals who have obtained certificates in commercial training at LEP.

Minimum requirement for selection of candidates as project staff assistants will be a BEP Certificate for Stenographic Typist (Stenodactylographe Correspondancier). The project will provide technical assistance in the formulation and implementation of an on-the-job training program for this target group consisting of:

- (a) performance of secretarial chores for the school.
- (b) participation as assistant instructors under tutorship.
- (c) upgrading technical skills.

- (4) Construction of the physical plant to house the Technical Skills Training Program in Commercial Education.

The project will provide technical/financial/material assistance for the construction of the physical plant facility (please refer to Architect's Plans and Specifications) to accommodate the teaching

staff and student body called for in the project and provide an environment conducive to productivity and self-improvement. It is expected that at the termination of this project, the CFPFA will possess an on-going training program endowed with the necessary elements to enable the trainee to become self-reliant on his/her work upon completion of the training process.

III. Project Analysis

A. Socio-cultural and Economic Effects

The Project's main socio-economic objective is directed towards a target group of individuals who represent a floating population of unemployed, partly employed, underprivileged, out-of-school adolescents/adults, 16 years and older. The Project will provide a rehabilitation mechanism for the individual of this target group who has attained a degree of basic knowledge by completing primary school. It will give him/her the opportunity to achieve self-reliance, through a vocational training process designed to make this person a productive member of society and an integral part of the national development process. Current social conditions affecting this target group are of such magnitude that remedial measures, no matter how modest, will have a high-visibility-high-impact value.

It is the general consensus in the country, whether it be from Government sources from para-statal organizations, or from the Djibouti Chamber of Commerce, that there is a dire need to improve and thus upgrade the skills of employed middle-level administrative support services personnel in commercial education, if productivity, efficiency, self-reliance and security in employment situations is to be achieved in socio-economic terms.

Baseline information obtained during the preparatory phase of this project reveals a lack of qualified national manpower resource in the country for academic and technological

purposes including those required for vocational and commercial training programs. The project will, within its socio-economic and human resources development framework train a national staff who will assume the teaching role prior to and beyond the project's termination date.

B. Women in Development

This project has taken special cognizance of the fact that the vast majority of secretarial positions in Djibouti are held by women and that the general consensus in the country is that this is the target group in most need of skills training and upgrading. Through assistance from this project, CFPA will, for the first time since its inception, have a type of vocational training program which will provide women with the opportunity to achieve self-reliance as well as hasten their role in the country as productive members of society.

C. The Primary implementing organization for this project will be the Ministry of Labor of Djibouti, through the CFPA Centre de Formation Professionnel pour Adultes, for the vocational skills training program in commercial education.

D. This project is in line with the "Guidelines governing funding for Private and Voluntary Organizations in connection with Development Assistance under the Foreign Assistance Programs": thus the project will:

(a) have a direct impact on groups who constitute

the poorest majority and who are beyond the reach of
of public services

- (b) have the potential to branch out to serve larger numbers of beneficiaries
- (c) have the potential for replication on a national basis
- (d) tie in with other programs (Ministry of Labor and Ministry of Education) which assure complementary efforts

E. Institutionalization

As stated under the caption of "Project Summary" (page 81), and under "Budget" - (refer to Attachment O), most of the financial aspects of all new posts established at CFPA will gradually be assumed by the Government of Djibouti prior to the termination of the project. Given the general economic situation of the country it is difficult to ascertain the degree of domestic resource inputs which will become available to the CFPA in the course of time. One of the objectives of this project is to develop some of CFPA's vocational training programs as a source of income-generating activity in order to reduce the Government of Djibouti's recurrent costs with the CFPA operation.

IV. Project Design and Implementation

A. Project Design

This program is designed to provide the Ministry of Labor, through the CFPA, with the means to (1) increase employment through relevant training programs for adults and youths and (2) increase the efficiency of Governmental and private middle-level administrative support services. These objectives are expected to have been realized at the conclusion of this four-year activity (1981-1985). However, implementation of a PHASE II (1986-1988) will be undertaken subject to the availability of funds and to the results of an in-depth evaluation, which will be undertaken to measure the achievements obtained during PHASE I, approximately nine months prior to its termination. The evaluation will also determine whether there is need to expand the school building or not subject to the availability of funds.

B. Project Implementation by Objectives

1. Increase the relevance of CFPA's training program as previously mentioned and fully described under the caption of "Project Purpose and Description" (page) the project will provide assistance (technical, financial and material support) for setting up:

(a) a "Placement and Evaluation Office" at CFPA.

In connection with the "Placement and Evaluation Office" at CFPA, the project will provide salary support for a Djiboutian National, who will assume the responsibi-

lity of managing this office under the jurisdiction of CFPA's Director. The Project's Chief Advisor will provide the necessary technical assistance.

2. Increase the efficiency in the overall management of CFPA.

Through this project, the CFPA administrative infrastructure will be upgraded. CFPA's Director, who has recently assumed his post has had no previous experience in running a vocational school. With the commercial education training program as an adjunct to the current CFPA operation, the Director will be faced with another situation in which he has had no previous experience. Therefore, through assistance from the Project, the CFPA Director will be sent overseas for a period of two months for a study/orientation tour of vocational and commercial education training facilities. The CFPA's secretarial personnel will be upgraded at the local level by the project's commercial training activity. Methodologies to upgrade the administrative functioning of CFPA, including studying the potential for the development of income-generating activities, will be provided for by the Project's Chief Advisor.

3. Test the Practicability of a Skills Training Program in commercial education for unemployed, partly employed, underprivileged out-of-school adolescents/adults.

(a) The training activity under this caption will be carried out during the second project year on a part-time, half-day, five-day a week basis between 0900 hours and 1200 hours. It

will be the responsibility of the individual to arrange his/her own transport to and from the school. The project will provide the required training materials.

(b) As mentioned previously, admission to the school is predicated upon the individual having a CEP Certificate (Certificat d'Etudes Primaires) attesting completion of primary school. Periodic testing of the individual's performance throughout the training period will be carried out with a final evaluation at the end, being a determining factor as to whether or not the individual should receive a Certificate of Achievement and Proficiency for this training category.

(c) Standards of Achievement and Proficiency in technical skills in commercial education will be set by the project for the target group under this caption.

(d) Unemployed, partly employed individuals of both sexes, 16 years old and above represent the target group.

4. Training Program in Commercial Education to upgrade skills of employed middle-level administrative support services personnel in both public and private sectors.

(a) The training activity under this caption will be carried out during the second project year on a part-time, half-day, five-day a week basis, between 1500 hours and 1800 hours. It will be the responsibility of the Government, para-statal organizations and private firms to arrange for the transport,

to and from the school, of the personnel to be trained or re-trained. The project will provide the required training materials.

(b) Upon admission to the school the individual will be pre-tested to determine the level of knowledge and proficiency at the point of entry. With this level recorded, the individual is then assigned to the proper training slot in accordance with the five training categories mentioned under the caption of "Project Purpose and Description". Periodic testing will be carried out with a final evaluation at the end, which will determine the individual's securing a Certificate of Achievement and Proficiency.

(c) Standards of Achievement and Proficiency in technical skills in commercial education will be set up by the project.

For the typewriting course, for example, by order of ascendancy the individual in its basic phase will aim at attaining a speed of 25-30 wpm with emphasis on speed and accuracy, gradually increasing speed to 45-50 to 60-65 wpm and above.

For the shorthand course, to cite another example, the individual in its basic phase will be taught a good comprehension of the basis of shorthand with emphasis on penmanship, legibility and development of basic vocabulary. From this point, speed of 50 wpm up to 90-120 wpm by order of ascendancy.

5. Project Goals of Target Population

A. Estimated Number of Students & Graduates From Both
Adolescents/Adults & Public-Private Sector

No. Students by Project Yr.	II	III	IV	Target Pop. Total	%
1. Out-of-School A/A	15	15	15	45	36.5
2. Public-Private Sector	26	26	26	78	63.5
TOTAL	41	41	41	123	100.0

No. Graduates by Project Yr.	II	III	IV	Target Pop. Total	%
1. Out-of-School A/A	12	15	12	39	45.9
2. Public-Private Sector	10	23	13	46	54.1
TOTAL	22	38	25	85	100.0

ASSUMPTIONS:

1. That within the 3-yr. period a total of 123 students will be trained of which 38% or 45 individuals will be out-of-school A/A and 63.5% or 78 individuals will originate from the public-private sector.
2. That within the 3-yr. period, a total of 85 students will graduate, of which 45.9 or 39 individuals will be from out-of-school A/A group and 54.1% or 46 individuals from the public-private sector group.
3. That from the public-private sector student group totalling 26 the breakdown by training category will be as follows: 38.5% = secretary-

typist; 38.5% = administrative secretary; 7.7% = management secretary;
7.7% = bookkeeper-secretary; 7.7% = stenographic typist.

(Continued on next page)

B. Estimated Number of Students From Both Sectors by Training Category

Training Category by Project Year	II	III	IV	TOTAL	%
1. Clerk Typist					
Full Time	12	12	12	36	45
Part Time	3	3	3	9	
2. Secretary Typist					
1/2 Part Time	5	5	5	15	30
Full Time	5	5	5	5	
3. Administrative Sec.					
1/2 Part Time	5	5	5	15	30
Full Time	5	5	5	15	
4. Management Sec.					
1/2 Part Time	1	1	1	3	6
Full Time	1	1	1	3	
5. Bookkeeper Sec.					
1/2 Part Time	1	1	1	3	6
Full Time	1	1	1	3	
6. Stenographic Typist					
1/2 Part Time	1	1	1	3	6
Full Time	1	1	1	3	
TOTAL	41	41	41	123	123

ASSUMPTIONS:

1. That 80% of the total number of out-of-school A/A (45) will be on a full-time basis and 20% on part-time basis.
2. That 50% of the total number of public-private sector students (78) will be trained 1/2 of the time required for part-time on the assumption that these groups possess greater capacity for upgrading.
3. That the remaining 50% of public-private sector students will be

trained for the full-time required for part-time on the assumption that they require more training.

6. Developing a Djiboutian National staff for Teaching Positions.

(a) For recruitment purposes, the Project will follow a strict selective process of candidates wishing to join the school for teaching positions.

(b) Through technical assistance provided for by this Project, a careful selection of individuals with proper credentials will be carried out and a total of six recruited for the project. These individuals will secure on-the-job training at the project's commercial school in Djibouti for a period of one year under the tutorship of the project's Advisor. Of this group, three will be selected to become assistant instructors at the school during PHASE I and are to be trained overseas during PHASE II. The remaining three, the end-result of a more careful selective process, will be sent abroad for further training to obtain a Teacher's Certificate in Commercial Education (or equivalent).

Upon their return to Djibouti, the graduates will, under a tutorship arrangement with the project Advisor, gradually assume total responsibility for the training activity prior to and beyond the project's termination date.

7. Administrative and Organizational Activities.

IHAP will station a "Chief Project Advisor" in Djibouti,

who will assume responsibility for the direction and management of the project in the country with the necessary technical backstopping from IHAP/New York Headquarters. The Chief Advisor will:

(a) provide technical assistance and teaching input to the commercial education training component of this project in all its facets of development.

(b) act as IHAP's liaison officer in the country. In addition, IHAP will station two Advisor-Instructors in Commercial Education for the commercial education training component of this project who will assume direct teaching roles. Said Advisors will be under the direction and supervision of the Chief Advisor, who will as mentioned also provide teaching inputs.

8. Proposed Project Disbursement Procedures (Project cash flow)

Essentially, the pathway through which project funds will flow will be as follows:

(a) Project funds will be remitted by IHAP/New York Headquarters directly to IHAP's Chief Project Advisor stationed in Djibouti.

(b) Upon receipt of project funds, (a) the CFPA and IHAP will open an account with the British Bank of the Middle East, under the name of IHAP - CFPA - "HUMAN RESOURCES DEVELOPMENT".

(c) The initial fund remittance, the amount of which will be determined at the opportune time by IHAP/New York, will be adequate to establish revolving funds for the project.

(d) Withdrawal of funds from the said revolving funds will require the signatures of the Director of CFPA or a Representative appointed by the Government and IHAP's Chief Project Advisor.

(e) Replenishment of the revolving funds will be made by IHAP/New York on the basis of receipts for expenditures made.

(f) Project expenditures or disbursements will be made only with the joint concurrence of the Director of CFPA OR A Representative appointed by the Government and the IHAP's Chief Project Advisor.

(g) The CFPA and IHAP will jointly keep a bookkeeping and accounting system for the project and will be fully accountable for the project funds received by them.

9. Evaluation

Assessment of Program performance and achievement of the various project components will be carried out on an on-going basis through a records and reporting system, field visits and sustained technical assistance from IHAP. A joint review between IHAP and the Ministry of Labor, through the Directors of the Labor Office and CFPA, of the Project's achievements vis-a-vis the short-term objectives

will be conducted at the end of each year and a final joint PVO, USAID evaluation exercise will be undertaken prior to the conclusion of PHASE I. The said exercise will determine formulation and implementation of a possible PHASE II, subject to the availability of funding assistance. As mentioned, on-going appraisals will be carried out, the results of which will allow the project to be corrected and modified throughout the implementation phase.

10. Summary of the Construction Plans
(Plans 1 - 2 - 3 of March 3, 1981
and Plan # 4 of April 26, 1981)

The proposed layout is described in the general plan (plan* No. 1) which features 3 buildings which are independent of each other and which can later be expanded. Around these buildings is a central open area.

On each side of the entrance 2 one-floor buildings are planned, one on the west side, with:

- a reception area
- a storeroom

The other on the east side comprises:

- 5 offices for the teachers
- a documentation room
- 2 restrooms

These two buildings can be expanded upon, particularly the office building, to which could be added a conference room.

To the south is situated the building with classrooms on two levels, with:

- 2 classes on the ground-floor
- 1 class, the library and restrooms on the second floor
- the possibility of making a conference room by opening a divide between the 2 classes on the ground floor

* Refer to Attachment L

Provision is made for enlarging the number of classrooms if need be.

The layout of the buildings from the entrance is asymmetrical thereby giving the impression of a coherent whole, both for what is planned and what could be constructed later.

Two major concerns determined the orientation of the buildings and their external appearance:

- protection from the sun
- protection from the West winds

Hence it is that the classrooms are open only to the North where there is no sun or to the South. The openings that there are are protected by sun screens.

The other two buildings also have openings to the East, the direction from which is received fresh winds in the cool season. They are closed to the West, the direction from which come the hot summer winds.

The windows can be screened either with rolling shutters or indoor blinds.

The primary materials to be used are:

- reinforced concrete that is earthquake resistant
- either concrete screen or cement breeze blocks for the masonry
- the carpentry work: metal frames for the exterior (aluminum) and wood for the interior
- air conditioners in each room except the store room and toilets
- On the roof: multi layered waterproof covering with thermal insulation
- window covering on the sunny sides with sun screens
- facing masonry: ground covered with granite ('sol en granite')

1. The Areas of the different rooms are:

- Classroom Building, Library, Restrooms:

1 Classroom of 12.00 m	x	7.00 m	=	84 m ²
1 Classroom of 12.00 m	x	7.00 m	=	84 m ²
1 Classroom of 10.00 m	x	9.20 m	=	92 m ²
1 Library, restrooms				
(approximate)			=	100 m ²
Stairwells			=	120 m ²
				<hr/>
				480 m ²

- Office Building 100 m2
- Reception Building = 50 m2

*2. Evaluation (Estimate of Construction Costs)

Approximate cost of the Reception Building and Classroom Building (Plan # 4) is 110,304 F. per m2:

	<u>Djibouti Francs</u>	<u>\$</u>
480 m2 + 50 m2 = 530 m2 equals: 530 m2 x 110,304 F.	58,461,112	330,587
Approximate Cost of Office Building is 119,496 F. per m2, equals: 100 m2 x 119,496 F. =	11,949,600	67,573
	<u>70,410,712</u>	<u>398,160</u>
Landscaping, fencing, utility hook-up =	8,000,000	45,239
Architects Fees =	5,400,000	30,536
	<u>83,810,712</u>	<u>508,935</u>
New Wall =	2,900,000	16,400
Site fill-in, equals: 800 m3 x 1,174 F. =	939,200	5,310
	<u>87,649,912</u>	<u>495,645</u>
TOTAL	87,649,912 FD /	\$495,645

*Construction costs including architect's services have been pegged at \$500,000. In addition, a 20% contingency allotment amounting to \$100,000 (20% of \$500,000) has been made in the project budget following REDSO's/N recommendation. This contingency allotment of \$100,000 is not considered part of the initial construction contract but will be held in reserve to cover unforeseen expenditures which may be incurred during the course of the actual construction of the buildings.

11. Financial Plan

The Operational Program Grant Request is for the amount of \$2,801,959 covering a time frame of five years (8/6/80 - 8/6/85).

The criteria and/or guidelines followed in the preparation of the financial plan conform with those of the Republic of Djibouti, insofar as salary support for national staff is concerned.

The Budget Summary is as follows:

	OPG SUMMARY				TOTAL	
	I	II	III	IV		
<u>SALARIES</u>						
A. COP	32.000	34.240	36.637	39.201	-	142.078
B. ADV-INSTR NO 1	-	-	28.890	33.801	45.842	108.533
C. ADV-INSTR NO 2	-	-	28.890	30.912	41.923	101.725
D. CONSULTANTS	-	5.400	5.940	6.534	7.187	25.061
<u>SUBTOTAL</u>	<u>32.000</u>	<u>39.640</u>	<u>100.357</u>	<u>110.448</u>	<u>94.952</u>	<u>377.397</u>
<u>II TRAVEL/ALLOW</u>						
A. COP						
1. 25% DIFF	8.000	8.560	9.159	9.800	-	35.519
2. COLA	5.075	5.583	6.141	6.755	-	23.554
3. HOUSING	25.000	27.500	30.250	33.275	-	116.025
4. SHIPPING	12.000	-	-	13.300	-	25.300
5. MED INS	1.500	1.500	1.500	1.500	-	6.000
6. TRAVEL	4.044	8.896	-	5.256	-	18.196
7. PER DIEM	5.400	-	-	-	-	5.400
8. EDUC.	800	880	968	1.065	-	2.713
<u>SUBTOTAL</u>	<u>61.819</u>	<u>52.919</u>	<u>48.018</u>	<u>70.951</u>		<u>233.707</u>
B. ADV-INSTR NO 1						
1. 25% DIFF	-	-	7.223	8.450	11.460	27.133
2. COLA	-	-	5.379	5.917	8.300	19.596
3. HOUSING	-	-	30.250	33.275	46.668	110.193
4. SHIPPING	-	-	12.000	-	13.300	25.300
5. MED INS	-	-	1.500	1.500	1.875	4.875
6. TRAVEL	-	-	4.448	9.788	5.784	20.020
7. PER DIEM	-	-	2.700	-	-	2.700
8. EDUC.	-	-	968	1.065	1.493	3.526
<u>SUBTOTAL</u>	<u>-</u>	<u>-</u>	<u>64.468</u>	<u>59.995</u>	<u>88.880</u>	<u>213.343</u>

	I	II	III	IV	V	TOTAL
C. ADV-INSTR NO						
1. 25% DIFF	-	-	7.223	7.728	10.480	25.431
2. COLA	-	-	5.379	5.917	8.300	19.596
3. HOUSING	-	-	30.250	33.275	46.668	110.193
4. SHIPPING	-	-	12.000	-	13.300	25.300
5. MED INS	-	-	1.500	1.500	1.875	4.875
6. TRAVEL	-	-	4.448	9.788	5.784	20.020
7. PER DIEM	-	-	2.700	-	-	2.700
8. EDUC	-	-	968	1.065	1.493	3.526
<u>SUBTOTAL</u>	-	-	<u>64.468</u>	<u>59.273</u>	<u>87.900</u>	<u>211.641</u>
D. CONSULTANT TRAVEL	8.088	6.470	12.008	7.827	9.364	43.757
E. CONSULTANT PER DIEM	4.650	8.010	10.071	9.692	11.870	44.293
<u>SUBTOTAL/TR/ALLOW</u>	<u>12.738</u>	<u>14.480</u>	<u>22.079</u>	<u>17.519</u>	<u>21.234</u>	<u>88.050</u>
III. PERSONNEL (NATIONAL)						
SALARIES	<u>13.680</u>	<u>98.310</u>	<u>92.063</u>	<u>52.800</u>	-	<u>256.853</u>
IV TRAINING	<u>80.830</u>	<u>64.272</u>	<u>72.285</u>	-	-	<u>217.387</u>
V EQUIP/SUPPLIES	-	<u>386.955</u>	-	-	-	<u>386.955</u>
VI EVALUATION	-	-	-	-	<u>15.095</u>	<u>15.095</u>
VII CONSTRUCTION OF BUILDING		<u>500.000</u>				<u>500.000</u>
20% CONTINGENCY FOR CONSTRUCTION		<u>100.000</u>				<u>100.000</u>
<u>TOTAL</u>	<u>201.067</u>	<u>1,154.218</u>	<u>463.738</u>	<u>370.986</u>	<u>308.061</u>	<u>2,498.070</u>
69% IHAP INDIRECT COSTS	<u>27.600</u>	<u>29.532</u>	<u>81.435</u>	<u>89.626</u>	<u>75.696</u>	<u>303.889</u>
<u>GRAND TOTAL OPG</u>	<u>228.667</u>	<u>1,183.750</u>	<u>545.173</u>	<u>460.612</u>	<u>383.757</u>	<u>2,801.959</u>

Project Summary

1.	<u>Duration of Project</u>	= Five years (8/6/80 - 8/6/85)	
2.	<u>Total cost of Project</u>	= \$3,520,835	
3.	<u>Government contribution to total OPG cost is as follows:</u>		
(a)	<u>Cost of land</u>		<u>%</u>
	\$75/sq meter (improved x 2784 sq.m	= \$ 208,800	7.7
(b)	<u>Utilities</u>		
	\$1,500/ms x 60	= \$ 90,000	3.3
(c)	<u>CFPA Director's Time</u>		
	\$1500/ms x 60 x 30%	= \$ 30,000	1.1
(d)	<u>CFPA Moniteur's Time (20%)</u>		
	ADMINISTRATION LINKAGE WITH IHAP'S CHIEF PROJECT ADVISOR	= \$ 25,000	1.0
(e)	<u>Personnel Time</u>	= \$	
	FROM VARIOUS MINISTRIES AND PARA- STATAL ORGANIZATIONS		
	\$ 125/ms x 10 mos x 90	= \$ 112,500	4.2
(f)	<u>SALARY SUPPORT OF NATIONAL STAFF HIRED BY THE PROJECT</u>	= \$ 252,576	9.3
	TOTAL GOVT CONT	= \$ 718,876	26.6
	TOTAL OPG COST	= \$2,801,959	100.0
	TOTAL PROJECT COST	= \$3,520,835	

4. Project Purpose

The project will provide the Ministry of Labor with assistance (technical, financial, material support) at the Professional Training Center for Adults (CFPA) as follows:

To test the practicability for institutionalizing the Government's capability to respond to an increasing demand for

commercial skills training for Djiboutian unemployed.

Thus the project will:

- (a) Establish a vocational skills training program in Commercial education (non-existent at the present time) directed towards unemployed, partly employed, under-privileged out-of-school adolescents-adults, sixteen years of age and above, who have completed primary school but have surpassed the age requirement for admission to secondary school.
- (b) Establish a training program in Commercial education (non-existent at the present time) directed towards upgrading the technical skills of administrative support services personnel in the various para-statal organizations and private firms.
- (c) Establish a training program in commercial education (non-existent at the present time) directed towards developing a teaching staff of Djiboutian Nationals who will assume responsibility for the project's training program, prior and beyond its termination date.
- (d) Increase the efficiency in overall management of the "Center" (vocational and commercial education) through appropriate methodologies.
- (e) Increase the relevance of the training programs provided by the "Center".
- (f) Establish in the "Center" a "Placement and Evaluation Office" with the following functions:
 - (i) job placement of graduates
 - (ii) follow-up and evaluation of job performance

(iii) recording employment history of graduates

5. Background and Progress to Date

The GROD recognized the need to establish a viable non-formal training activity at the CFPA which can impart marketable skills to provide jobs/increased earning while complying with Djibouti's labor demands. CFPA is currently targeted to expand and provide skills for which the public and private sector have urgent need: clerks, typists, stenographers, bookkeepers/accountants, but for which the formal system has provided insufficient numbers, among which the majority are upper-middle class.

6. Host Country

(a) The GROD will provide the land for the project while the latter will provide the appropriate physical plant (non-existent at the present time) spacious enough to accommodate project needs. Construction costs including architect's services have been pegged at \$500,000. In addition, a 20% contingency allotment amounting to \$100,000 (20% of \$500,000) has been made in the project budget following REDSO's/N recommendation. This contingency allotment of \$100,000 is not considered part of the initial construction contract but will be held in reserve to cover unforeseen expenditures which may be incurred during the course of the actual construction of the buildings.

(b) The GROD will provide for salary support of National

staff required for the commercial training program on a graduated-scale basis, beginning with the project's second year.

7. Beneficiaries

The training activity at the CFPA will be set up to accommodate a total of 123 students within a three-year period. Of this number, 78 (63.5%), will originate from the public and private sector (upgrading) and 45 (36.5%) from out-of-school adolescents and adults.

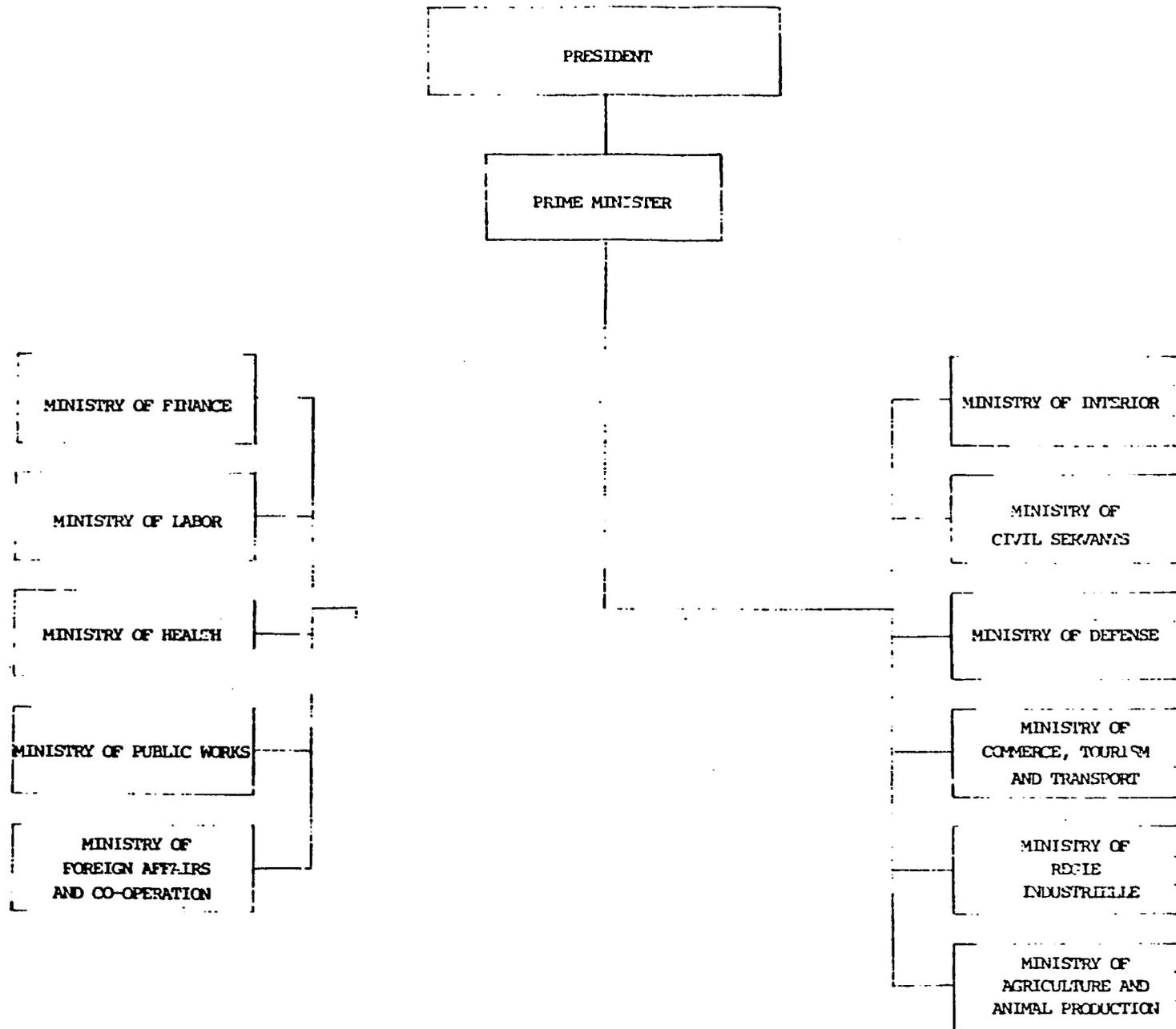
8. Major Outputs

	<u>ALL YEARS</u>
- job-oriented two-three year curriculum developed in 6 areas	X
- staff; instructors trained	6
- students trained	123
- graduates (estimated)	85
- job placement and follow-up for graduates functioning	X

9. OPG - Financial Inputs:

Refer to OPG Budget Summary by Component on pages 79 and 80.

ORGANIZATIONAL CHART OF THE REPUBLIC OF DJIBOUTI



ATTACHMENT A

ATTACHMENT B 1.

WEATHER PROFILE

AVERAGE RAINFALL IN INCHES

	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
	1974			1975			1976			1977			1978		
QUARTERLY															
FIRST Q AVERAGE	5.08	3.36	2.53	0.13	1.89	0.00	0.06	0.00	0.00	1.85	2.81	4.00	8.70	9.55	0.00
SECOND Q AVERAGE	2.04	1.95	0.00	0.45	0.00	5.93	0.13	0.09	0.00	0.70	1.75	0.00	0.73	0.51	0.00
THIRD Q AVERAGE	0.60	2.20	2.37	0.26	1.19	3.77	0.00	0.12	0.00	0.95	0.65	0.00	NOT AVAILABLE		
FOURTH Q AVERAGE	0.00	0.00	0.02	0.02	0.00	0.00	0.19	0.06	0.08	6.54	9.42	0.00	NOT AVAILABLE		
TOTAL/YEAR (INCHES)	7.72	7.51	4.98	0.86	3.08	9.70	0.38	0.27	0.08	10.04	14.63	4.00	NOT AVAILABLE		

LEGEND:

- I DJIBOUTI AIRPORT
- II DJIBOUTI CITY AREA
- III ARTA

ATTACHMENT B 2.

WEATHER PROFILE

AVERAGE MINIMUM TEMPERATURE

(EXPRESSED IN FAHRENHEIT)

	I	II	III	I	II	III									
	1974			1975			1976			1977			1978		
QUARTERLY															
FIRST Q AVERAGE	72.6	74.1	57.2	72.8	74.6	59.5	73.3	75.5	64.9	72.6	74.4	65.1	73.5	75.4	64.5
SECOND Q AVERAGE	80.4	81.7	69.4	81.3	82.5	74.1	80.9	82.5	80.4	82.0	83.4	75.5	81.1	82.7	76.4
THIRD Q AVERAGE	86.1	85.4	74.3	86.3	85.8	77.5	85.1	85.0	79.7	87.5	87.0	78.4	NOT AVAILABLE		
FOURTH Q AVERAGE	72.5	75.9	63.8	73.4	76.4	66.9	75.3	77.3	67.2	75.9	77.7	65.6	NOT AVAILABLE		
TOTAL/YEAR AVERAGE	77.9	79.2	66.1	78.2	79.8	69.5	79.0	80.0	73.5	79.5	80.6	71.0	NOT AVAILABLE		

ATTACHMENT B 3.

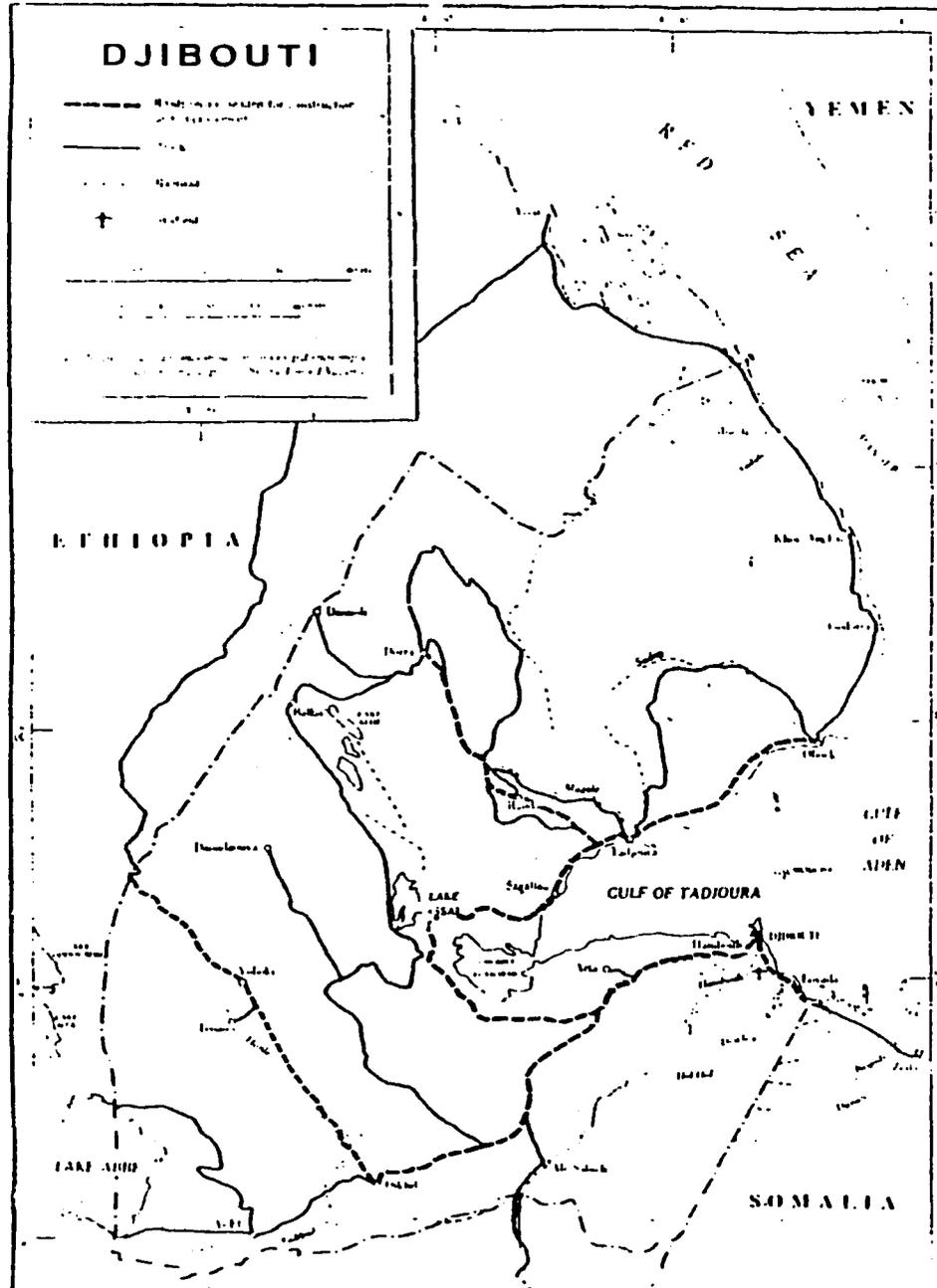
WEATHER PROFILE
AVERAGE MAXIMUM TEMPERATURE
 (EXPRESSED IN FAHRENHEIT)

	I	II	III	I	II	III									
QUARTERLY	1974			1975			1976			1977			1978		
FIRST Q AVERAGE	83.80	81.60	74.30	85.80	82.90	75.90	85.10	82.70	75.50	84.00	83.40	76.80	84.30	83.40	75.50
SECOND Q AVERAGE	95.18	92.30	90.60	97.80	94.10	90.80	103.10	93.20	90.10	95.30	95.10	92.10	97.50	95.30	93.90
THIRD Q AVERAGE	104.00	101.10	96.80	105.80	104.10	96.20	104.00	101.40	96.90	106.10	102.90	98.20	NOT AVAILABLE		
FOURTH Q AVERAGE	88.50	86.90	81.10	89.90	87.00	87.80	86.70	86.30	79.50	77.60	87.20	80.20	NOT AVAILABLE		
TOTAL/YEAR AVERAGE	92.80	90.40	85.70	94.80	91.30	87.60	94.70	90.90	85.50	93.20	92.10	86.80	NOT AVAILABLE		

LEGEND:

- I DJIBOUTI AIRPORT
- II DJIBOUTI CITY AREA
- III ARTA

ATTACHMENT C



MEMORANDUM D'ENTENTE ENTRE

LE GOUVERNEMENT DE LA REPUBLIQUE DE DJIBOUTI

ET

LES PROGRAMMES INTERNATIONAUX D'ASSISTANCE

AUX PERSONNES, SA. . . U.S.A.

§ § § § § § § §

Le Gouvernement de la République de Djibouti représenté par le Ministère des Affaires Etrangères (ci-après dénommé "Le Gouvernement" ou "Le Ministère") et les Programmes Internationaux d'Assistance aux Personnes, SA. . . U.S.A. (ci-après dénommé "I.H.A.P.") étant désireux de développer le potentiel productif humain et la main-d'oeuvre qualifiée dans la République de Djibouti par l'éducation et la formation et en dotant le Centre de Formation Professionnelle pour Adultes (ci-après dénommé le "Centre" ou "C.F.P.A.") du Ministère du Travail, de l'équipement et des installations de base nécessaires à la formation, d'experts en orientation professionnelle et d'une assistance technique; ont convenu de ce qui suit:

ARTICLE 1.-

Les Parties à cet accord ont convenu que leurs relations, coordination et assistance mutuelles seront régies par cet accord eu égard au planning et à l'exécution du Programme de Développement des Ressources Humaines (ci-après dénommé le "Programme") dans la République de Djibouti développé par l'I.H.A.P. en étroite collaboration avec le Ministère et avec l'aide de l'Agence Américaine pour le Développement International (ci-après dénommé l'U.S.A.I.D.) et établies comme suit. Le texte de la Proposition de Programme sera partie intégrante de cet accord.

ARTICLE 2.-

Les Parties à cet accord conviennent que les programmes et projets arrêtés et désignés dans le Programme sont utiles et essentiels pour le développement du potentiel productif humain et de la main-d'oeuvre qualifiée par l'éducation et la formation; que le Programme jouera un rôle important dans le développement socio-économique de la République de Djibouti, améliorera et renforcera de façon significative le fonctionnement du C.F.P.A.; que les Parties coopéreront afin de réaliser les objectifs du Programme et seront conjointement responsables de son exécution de la manière et selon les méthodes exposées dans la proposition du Programme et ce durant une période de trois à quatre ans.

ARTICLE 3.-

Dans le but de réaliser avec efficacité le Programme, les Parties ont convenu de répartir les responsabilités comme suit:

A) Le Gouvernement de Djibouti par l'intermédiaire du Ministère du Travail:

a-Pourvoira au budget ainsi que prévu dans la proposition et débloquera ces fonds suivant les besoins;

b-Fournira pour la construction d'un bâtiment un site au C.F.P.A. pour les programmes de formation professionnelle;

c-Consentira à la résidence dans la ville de Djibouti d'une équipe de trois conseillers au projet, nommés par l'I.H.A.P., pour la durée du projet afin

de coordonner, administrer, exécuter et évalué le Programme. L'équipe des conseillers au projet de l'I.H.A.P. sera dirigée par un Chef de Mission qui agira également en tant que Représentant de l'I.H.A.P. dans la République de Djibouti;

d- Recevra d'autres experts techniques nommés par l'I.H.A.P. envoyés afin d'apporter une assistance technique spécialisée au Projet à court terme;

e- Fournira aux conseillers au projet des locaux appropriés à usage de bureau nécessaires pendant la mise en exécution du Programme;

f. Accordera aux conseillers au projet, experts techniques et à leurs familles les autorisations indispensables leur permettant d'entrer dans le pays et d'en sortir à n'importe quel moment;

g. Permettra l'entrée hors taxes dans la République de Djibouti de tout équipement, fournitures, véhicules, pièces de rechange et autres matériels importés par l'I.H.A.P. devant être utilisés dans le cadre du Programme et pour soutenir des projets et activités entreprises et mises à exécution à Djibouti; et sous réserve de l'approbation préalable du Gouvernement, cette franchise peut également être étendue aux effets personnels et véhicules utiles aux conseillers au projet, experts techniques et leurs familles résidant à Djibouti;

h. Exemptera les conseillers au projet et les experts techniques d'impôts sur le revenu, sur les traitements et/ou les indemnités payés par l'I.H.A.P. pour leur travail à Djibouti dans le cadre du programme et de cet accord;

i. Fournira dans la mesure du possible aux conseillers et aux experts techniques toute assistance et coopération nécessaires à l'accomplissement effectif de leurs tâches et responsabilités à l'exercice de leur programme

j. Convient de consulter au préalable le siège principal de l'I.H.A.P. à New York directement ou par l'intermédiaire du chef de mission au projet résidant à Djibouti pour toute question importante concernant le programme

B) Les Programmes Internationaux d'Assistance aux Personnes :

a. Fourniront une équipe de trois conseillers dirigés par le chef de mission du projet que aura qualité pour représenter l'I.H.A.P. à Djibouti, durant une période de trois à quatre ans, dans le cadre du programme et selon cet accord;

b. Sera responsable de la supervision et de la construction du bâtiment (fourniture de matériel de construction incluse) destiné au Programme (de formation professionnelle), les détails se trouvant dans la proposition du projet;

c. Débloqueront des fonds dans les limites du budget alloué au programme selon les prévisions du plan de financement-lesdits fonds exclusivement destinés à l'usage-et à l'exécution du Programme de la manière et suivant les méthodes prévues dans la proposition et selon les engagements contractés par l'I.H.A.P. quant aux clauses et stipulations concernant la gestion et le déblocage des fonds;

d. Fourniront une assistance technique au C.F.P.A. au moyen des membres du personnel de l'I.H.A.P. et/ou d'organismes et/ou experts qui pourraient être nommés par l'I.H.A.P. pour fournir une aide technique permettant l'exécution effective et rapide du programme;

e. S'assureront que les conseillers au projet experts techniques et leurs proches observeront fidèlement les lois et règles ayant cours dans la République de Djibouti et s'y conformeront durant la période où ils y seront affectés;

f. Fourniront les fonds et services pour l'achat et l'acheminement de tout équipement, toutes fournitures et autres matériels nécessaires au programme et inscrits au budget du programme;

g. Prendront les dispositions nécessaires pour sélectionner les homologues pour une formation professionnelle à l'étranger; y compris les dispositions concernant leur soutien logistique grâce à des fonds prévus dans le budget du programme et ce durant leur période de formation, ainsi que tout autre soutien utile, nécessaire à leur formation et l'établissement de leur résidence légale;

h. Consulteront au préalable le Ministère directement ou par l'inter-

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intermédiaire de leur chef conseiller au projet ou de tout autre membre de l'équipe des conseillers, pour toute révision ou modification jugée nécessaire dans le cadre du Programme des projets objectifs et autres constituants de celui-ci.

ARTICLE 4.

Le gouvernement convient que les fonds destinés au programme seront administrés par l'I.H.A.P. par l'intermédiaire de son chef conseiller au projet qui déposera ces fonds transformés en monnaie locale sur des comptes bancaires qui seront ouverts à cet effet; lesquels fonds ne seront débloqués que pour l'exécution du programme de la manière et suivant les méthodes prévues dans la proposition.

ARTICLE 5.-

Le Ministère convient que le C.F.P.A. aura un système de comptabilité pour contrôler les fonds fournis par l'I.H.A.P. et qu'il fera parvenir à l'I.H.A.P. des rapports mensuels ou trimestriels concernant ces fonds et ce selon les modalités qui pourront être établies par l'I.H.A.P.

ARTICLE 6.-

Les deux parties conviennent que tout équipement, toutes fournitures et autres matériels devant être importés à Djibouti pour le programme selon les Articles 3A g- et B f- seront expédiés au Chef de Mission, lequel sera le responsable du transfert de ces articles au C.F.P.A. suivant les termes de la proposition du projet (pour le Développement des Ressources Humaines).

ARTICLE 7.-

Les deux parties conviennent que l'évaluation de l'exécution du programme de la réalisation de ses différentes parties s'effectuera d'une façon permanente et qu'une évaluation et un compte-rendu annuels seront rédigés à la fin de chacune des années du projet et que ce compte-rendu et cette évaluation seront effectués pour permettre toute modification ou rectification trouvée nécessaire au cours de la phase de mise en exécution du programme et dans le cadre de celui-ci.

ARTICLE 8.-

Cet accord prendra effet dès signature par le Gouvernement de Djibouti et l'I.H.A.P., restera en vigueur durant une période de quatre ans et pourra être modifié ou étendu par consentement mutuel des deux parties.

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ARTICLE 9.-

En cas de divergences de points de vues dans l'interprétation ou l'exécution de cet accord, celles-ci se résoudront au moyen d'une réunion entre les deux parties, dans un esprit d'amitié et de coopération mutuelles et de sauvegarde des intérêts des deux parties.

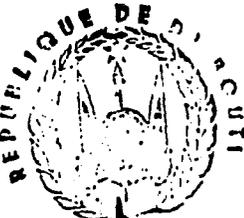
ARTICLE 10.-

Le Programme fera l'objet de discussions ultérieures entre le Gouvernement Djiboutien et IHAP.

POUR LE MINISTRE DES AFFAIRES ETRANGERES

DR MYLES K. REN
VICE PRÉSIDENT ET
ADMINISTRATEUR EN CHEF
PROGRAMMES INTERNATIONAUX D'
ASSISTANCE AUX PERSONNES, SA
(IHAP) NEW YORK, USA

AHMED HASSAN LIBAN
Ministre du Travail



MINISTRE DU TRAVAIL



POUR LES PROGRAMMES INTERNA-
TIONAUX D'ASSISTANCE AUX
PERSONNES (IHAP)

MEMORANDUM OF UNDERSTANDING BETWEEN
THE GOVERNMENT OF THE REPUBLIC OF DJIBOUTI
AND
INTERNATIONAL HUMAN ASSISTANCE PROGRAMS, INC., USA

The Government of the Republic of Djibouti represented by the Ministry of Foreign Affairs (hereinafter called "The Government" and/or "The Ministry") and International Human Assistance Programs, Inc., (hereinafter called "IHAP"), wishing to develop productive human resources and skilled manpower in the Republic of Djibouti through education and training and by providing the Centre de Formation Professionnelle pour Adultes (hereinafter called the "CFPA") of the Ministry of Labor with the Basic training equipment, facilities, vocational training experts and technical assistance, have agreed as follows:

ARTICLE 1

The parties to this Agreement have agreed that their relationship, mutual co-ordination and assistance will be governed by this Agreement, in respect to the planning and execution of the Human Resources Development Program (hereinafter called the "Program") in the Republic of Djibouti developed by IHAP in close cooperation with the Ministry of Labor and with the support of the United States Agency for International Development (hereinafter called USAID) and funded thereby. The text of the Program proposal shall be an integral part of this agreement.

ARTICLE 2

The Parties to this Agreement agree that the programs and projects planned and designed in the Human Resources Development Program proposal are useful and essential in the development of human resources and skilled manpower through training and education, that the program will play an important role in the socio-economic development of the Republic, will significantly improve and strengthen the overall capabilities of the CFPA, that the Parties will mutually cooperate with each other to achieve the objectives of the Program, and will jointly be responsible for its implementation in such manner and methods as outlined in the Program proposal for a period of 3 to 4 years.

ARTICLE 3

For the effective implementation of the Program, the Parties have agreed to the following responsibilities:

- A. The Government of Djibouti through the Ministry of Labor will:
 - a. Provide the appropriate site at the CFPA for the construction of a facility suitable for the conduct of commercial skills training programs;
 - b. Provide the budget as specified in the proposal and release as required;
 - c. Agree to IHAP's stationing in Djibouti a team of 3 project advisers appointed by IHAP for the duration of the project to coordinate, administer, execute and evaluate the program. IHAP's team project advisers will be headed by a Chief Project Adviser who will also act as the Representative of IHAP in the Republic of Djibouti;
 - d. Receive other technical experts appointed by IHAP who will be dispatched at the opportune time for the purpose of providing specialized technical assistance to the project on a short-term basis;
 - e. Provide the project advisers with suitable office space in the CFPA as may be required by the Program during its implementation period;
 - f. Grant the necessary permits to the project advisers, technical experts and their dependents to enter or leave the country at any time;
 - g. Provide duty-free entry into the Republic of Djibouti for all equipment, supplies, vehicles, spare parts and other materials being imported by IHAP for use in the Program and in support of projects and activities being undertaken and carried out in Djibouti; and subject to the prior approval of the Government, this allowance for duty-free entry may also be accorded the personal effects and vehicles that are required by the project advisers, technical experts and their dependents who are stationed in Djibouti;
 - h. Exempt the project advisers and technical experts from income taxes on income and/or allowance paid by IHAP for their services in Djibouti under the Program and this Agreement;
 - i. Provide, to the extent possible, such assistance and cooperation for the project adviser and technical experts as may be required for their effective discharge of duties and responsibilities under the Program;
- Agree to consult in advance with IHAP Headquarters in New York or through the Chief Project Adviser stationed in Djibouti any matter of importance that affects the Program.

- B. *International Human Assistance Programs will:*
- a. *Provide a team of 3 project advisers headed by the Chief Project Adviser who, in his capacity, represents IHAP in Djibouti, for a period of 3 to 4 years under the Program and in accordance with his Agreement;*
 - b. *Be responsible for the supervision and construction of the physical plant (including the provision of the construction materials) that will house the Human Resources Development (commercial education) Program, specifications of which are contained in the program proposal;*
 - c. *Disburse funds within the limits of the budget for the Program provided in its financial plan - funds solely for the purpose and execution of the Program in such manner and methods as are provided for in the proposal and according to the provisions and stipulations as being contracted by IHAP for the management and disbursement of the funds;*
 - d. *Provide technical assistance to the CFPA through IHAP's professional staff members and/or through such organizations and/or experts who may be appointed by IHAP to provide technical expertise for the effective and timely execution of the Program;*
 - e. *Ensure that the project adviser, technical experts and their dependents will faithfully observe and abide by the laws and regulations of the Republic of Djibouti during their assignments therein;*
 - f. *Provide funds and services for the purchase and shipment of all equipment, supplies and other material needed for, and budgeted in, the Program;*
 - g. *Make necessary arrangements for the selection of in-country counterparts for commercial education training abroad including their logistic support from funds provided in the budget of Program during the period of their training and such other necessary support as may be required for their training and legal residence;*
 - h. *Consult in advance with the Ministry directly or through its Chief Project Adviser or any other member of the advisory team on any revisions or modifications, if deemed necessary within the framework of the program, in the plans, designs, and any components thereof.*

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ARTICLE 4

The Government agrees that the funds appropriated for the Program shall be administered by IHAP through its Chief Project Adviser who will channel the funds in local currency to the accounts to be established, which will be disbursed solely for the implementation of the Program in such manner and methods as provided for in the proposal.

ARTICLE 5

The Ministry agrees that the CFPA will keep accounting books for the funds provided by IHAP with status reports on the funds channeled thereto in such form as may be requested by IHAP on a monthly or quarterly basis.

ARTICLE 6

The two Parties agree that all equipment, supplies and other materials to be imported into Djibouti for the Program under Article 3.Ag and B.f shall be consigned to IHAP's Chief Project Adviser who will be responsible for the transfer of such goods to the CFPA in accordance with the terms of the Program proposal.

ARTICLE 7

The two Parties agree that assessment of program performance and achievement of the various components will be undertaken on an ongoing basis, that annual review and evaluation of the Program will be conducted at the end of each project year, and that such review and evaluation will be carried out to allow such modifications or corrections as deemed necessary throughout the implementation phase, within the framework of the Program.

ARTICLE 8

This Agreement will become effective upon signature by the Government of Djibouti and IHAP and will remain in force for a period of four years, and can be modified or extended by mutual consent of both Parties.

ARTICLE 9

In case of differing viewpoints in the interpretation or execution

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of this Agreement, the differing viewpoints will be resolved through meeting between both parties in a spirit of mutual friendship and cooperation considering the interests of both Parties and the Program.

ARTICLE 10

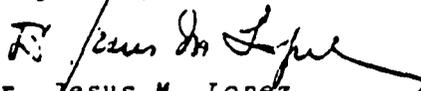
The Project proposal will be subject to further discussions with the Government of Djibouti and IHAP.

For the Ministry of Foreign Affairs

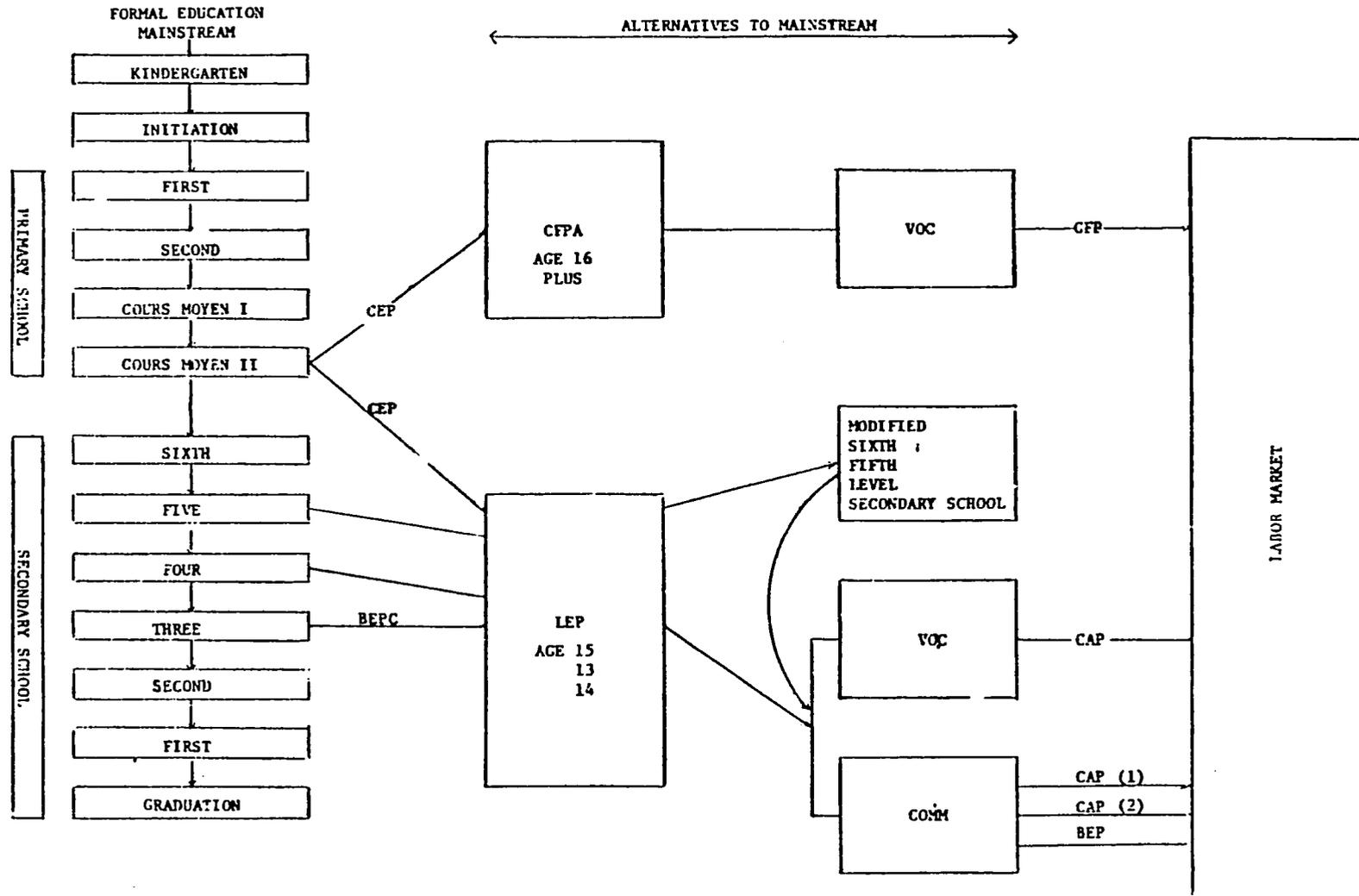
Dr. Myles K. Ren
Executive Vice President
& Chief Executive Officer
International Human Assistance
Programs; Inc., New York, USA

Ministry of Labor

For International Human Assist.
Programs (IHAP)


Dr. Jesus M. Lopez
Director, Program Dept.
IHAP, N.Y.

SCHEMATIC ILLUSTRATION OF EDUCATIONAL SYSTEM - DJIBOUTI (1979)



LEGEND:

CEP = Certificat d'Etudes Primaires.

BEPC = Brevet Elementaire du Premier Cycle.

CFPA = Centre de Formation Professionnel.

LEP = Lycee d'Enseignement Professionnel.

VOC = Vocational

COMM = Commercial

CFP = Certificat Formation Professionnel

CAP = Certificat d'Aptitude Professionnel (1) Employé Bureau (2) Aides Comptables

BEP = Brevet d'Etudes Professionnel

TERRITOIRE FRANÇAIS DES AFARS ET DES ISSAS

MINISTÈRE DU TRAVAIL

CENTRE DE FORMATION PROFESSIONNELLE DES ADULTES DE DJIBOUTI

**CERTIFICAT PROVISOIRE
DE FORMATION PROFESSIONNELLE**

NOUS, soussignés, certifions :

que Monsieur,

Né le

a effectué un Stage de Formation Professionnelle, section

du

au

au Centre de Formation Professionnelle de DJIBOUTI

et a été reçu à l'EXAMEN DE FIN DE STAGE, le

ce qui lui confère le CERTIFICAT DE FORMATION PROFESSIONNELLE

FAIT à DJIBOUTI, le

LE MINISTRE du TRAVAIL,

Le DIRECTEUR du CENTRE
de FORMATION PROFESSIONNELLE.

REPUBLIQUE DE DJIBOUTI

MINISTÈRE DU TRAVAIL

CENTRE DE FORMATION PROFESSIONNELLE DES ADULTES
DE DJIBOUTI

CERTIFICAT
DE FORMATION PROFESIONNELLE

NOUS, soussignés, certifions :

que Monsieur MOHAMED HASSAN FAROUH

Né le 30/4/59 à OBOCKE

a effectué un Stage de Formation Professionnelle, section REPARATION AUTO

du 6 SEPTEMBRE 1977

au 22 JUIN 1978

au Centre de Formation Professionnelle de DJIBOUTI

et a été reçu à l'EXAMEN DE FIN DE STAGE, le 22 JUIN 1978

ce qui lui confère le CERTIFICAT DE FORMATION PROFESSIONNELLE

FAIT à DJIBOUTI, le 22 JUIN 1978

Le MINISTRE du Travail

MOHAMED HASSAN FAROUH



Le Directeur du CENTRE
de FORMATION PROFESSIONNELLE
ABDI ELRAHIM ELREZ

ATTACHMENT H

TABLE NO. 1. EMPLOYMENT FIGURES FOR THE END OF 1975 (DIVIDED BY NATIONALITY AND SEX) (FRENCH METROPOLITAINS EXCLUDED)

SECTION	FRENCH			FOREIGNERS			OVERALL TOTAL		
	H	F	total	H	F	total	H	F	total
Transport (Rail, road, air)	535	71	670	29	10	39	626	83	709
Building and Public works	1501	20	1521	103	2	105	1514	22	1536
Industry & Workshops	458	30	488	14	4	18	472	34	506
Handling, transit, shipping	1652	48	1700	95	5	100	1747	53	1800
Petroleum, motor fuel	167	7	174	19	1	20	186	8	194
Banking	263	129	392	12	8	20	275	137	412
Commerce	674	155	829	169	59	228	843	214	1057
Restaurants, hotels, bars	152	49	201	31	77	108	183	126	309
Private Education, insurance liberal professions	47	29	76	30	13	43	77	42	119
<u>SUBTOTAL - Private Sector</u>	5449	538	5987	502	179	681	5951	717	6668
Servants	420	490	890	450	980	1430	870	1470	2340
Territorial Public Services	2940	276	3216	22	12	34	2962	288	3250
Public Offices (Social Security, Electricity Post Office and Telecommunications)	719	105	824	-	5	5	719	110	829
Public Services	277	101	378	1	9	10	728	110	388
Military establishments	456	101	557	4	33	37	460	134	594
<u>SUBTOTAL - Public and Parapublic Sectors</u>	4392	583	4975	27	59	86	4419	642	5061
Total Employed	10261	1611	11872	979	1228	2197	11240	2829	14069

REF: International Labor Organization
Mission in Djibouti (17-27 May 1977)
"Exploratory Mission in the Fields of
Employment and Professional Training"

ATTACHMENT I

Ministry of Labour
and Social Regulations
Djibouti

To the American Embassy

For the attention of the Director
of the USAID

I have the pleasure to inform you that your project to create a training institution within my Ministry is getting my approval and that the funds for this project are going to be committed as soon as possible in order to begin the implementation of the project within a short period of time.

The need for middle management staff training in the Djiboutian administration is urgent and your assistance in this matter will be greatly appreciated, also in the private sectors.

The construction of the commercial building would be financed by Saudi Arabian funds. According to expert advice, the staff, the commodities and programs would be completely funded by the American Government within the FY 80 Project, in agreement with the Ministry of Education.

This four year part-time project will include:

- a) adult training: recycling and improvement the employees in administrative and commercial firms;
- b) training of 16 year old students or over who have failed in their secondary studies or who are too old to be accepted in secondary school (Arabic shorthand and typing and possibly English);
- c) training for Djiboutian instructors in order to carry on the work of the American expatriats on the completion of the Project, when this commercial section becomes part of Adult Vocational Training Center;

The development of a viable training institution is essential to give the Djiboutian Government skilled technicians, able to compete with foreign workers and to improve the public services in the country.

This project will extend the activities of the Vocational Training Center and adapt them to the needs of this developing country, and is of social benefit and interest to all Djiboutians.

Sincerely,

Ahmed Hassan Liban

Translated from the French by
the USAID/Djibouti Interpreter

JHAP PROJECTS IN VARIOUS STAGES OF IMPLEMENTATION

PHILIPPINES

1. Sorsogon Integrated Development Project

To establish a system for delivering comprehensive and integrated services in agriculture, nutrition, health, family planning and environmental sanitation in 10 target barrios (villages) in the Province of Sorsogon through the development of human resources, leadership and community organizations and also to identify and initiate income-generating projects that will improve the socio-economic level of the people in the participating barrios through their self-help efforts. The project has organized and strengthened Barangay development councils, trained leaders and volunteer workers, established barrio health units and pharmacy services and undertakes many agriculturally related income generating activities with the active participation of the barrio people. The project has been partially supported by USAID the last two years.

2. RUSAC Women's Cooperative Needlecraft Program

To improve the economic condition of the rural families in San Marcos, Province of Bulacan by providing unemployed barrio women (25 initially) with training in sewing skills and funds for facilities, equipment and materials for the production of children's clothing. 20 additional women have been trained and all are engaged in making clothes. The program is partially supported by Castle & Cook Co. of the U.S., and is implemented with the cooperation of the Bulacan Social Action Council.

3. Maguindanao Integrated Development Project

To help improve the socio-economic conditions of the people in four barangays in the Province of Maguindanao, which were hit by the 1976 tidal wave, through the training of paramedics in preventive and curative health care and the provision of income-generating activities including a pure water supply system. The program is supported partially by the Soroptimist International of the Americas.

4. Sorsogon Crop Diversification Project

To promote intercroops and alternatives to coconut in the vast upland areas not suited to grains production, thus generating additional incomes for small farmers and tenants. A total of 80,000 seedlings of coffee, cacao, black pepper and ipil-ipil will be produced through nursery for free distribution to the participating farmers and tenants for their additional family incomes. This program is partially funded by USAID.

5. Sorsogon Bachac Housing Material Production Project

To produce such household items as laminated wall dividers, ceiling and wall boards and sliding doors by utilizing abaca bark - bachac - and employing out-of-school youth. The project involves the training of 25 youth in the skills of defibering, flattening, glueing and laminating of bachac strips to produce finished products. This project is implemented with the cooperation of the Philippines Cottage Industry Development Enterprise.

6. Zamboanga Goat Dispersal Center Project

To restore goat population and provide nutrients and income for the Muslim people in Mindanao, a goat dispersal center was established in cooperation with the Muslim Community Leaders Development Board (CLDB) in Zamboanga with a supply of 22 pure-bred Anglo-Nubian goats and 15 native goats, together with goat houses, a water supply system, medicine and training of five caretakers. The goats bred at the center will be distributed to the Muslim people for their goat raising and income. This project is carried out with the cooperation of CLDB and the National Rural Life Center in the Philippines.

7. Simunul Goat Dispersal Center Project

This project is implemented in Simunul Island off Mindanao with the cooperation of the Simunul Community Program and Development Board (SCPDB) for the same objectives and operating procedures as the Zamboanga Project. Added to the center is a duck raising program with a supply of 25 Peking ducks for breeding and distribution to the local Muslim population. The center also offers training in goat and duck raising to the upper class students of a primary school on Simunul.

8. Sorsogon Dairy Development Project

To improve the income of the farmers in Sorsogon by means of cooperative activities and collective actions, to improve the nutritional level through the production of more milk and meat, and to establish a prototype dairy farmers association. IHAP has helped them to organize the Sorsogon Dairy Farmers Association and provided funds for dairy cattle, goats, farm facilities, a water supply system, fertilizers, veterinary drugs, etc. Technical assistance is provided by such Philippine agencies as the National Rural Life Center and the Bureau of Animal Industry.

9. Negritos Functional Literacy Training Program

The Negritos (or Aetas), are the earliest inhabitants of the Philippines living on the western base of the Zambales Mountain Range. The project serves to give them skills training in vegetable gardening, poultry raising, carpentry, blacksmithing, dressmaking, tailoring, food preservation, and handicrafts to enable them to make farming tools, clothes and furnitures for their daily needs and to produce foods, livestock and tools for sale, thereby generating income. This project is implemented with the cooperation of The Ecumenical Foundation for Minority Development for about 12,000 Negritos in 16 villages. IHAP also provided funds to construct a potable water system for the villagers of Kili.

10. Jomalig Island Credit Union Project

IHAP provided funds to establish a fishermen's credit union to purchase and operate motor banks fishing boats - 4 boats purchased with the funds are now in fishing operations. Technical and management assistance is being given to the Union by the members of the Makati Rotary Club.

11. Masbate Tuberculosis Phaseout Project

To eradicate tuberculosis in the province of Masbate through the establishment and operation of an effective, low-cost domiciliary TB control program. Component parts of the program are an immunization program, provision of TB case finding services with a referral system for laboratory examination, ambulatory and domiciliary treatment to identified TB cases and development of greater community participation through health education activities. This program is partially funded by USAID and implemented with the cooperation of the Philippine Tuberculosis Society and WHO Office in Manila.

12. Malolos Family Planning and Nutrition Project

To provide 5,000 married couples and other lowest income groups in Malolos, Province of Bulacan, with education and training in family planning and nutrition to promote health growth and to improve the quality of life. The project is implemented in cooperation with the Bulacan Social Action Council with partial funding from USAID.

13. Children's Nutrition and Rehabilitation Ward Project

To provide funds for the Bohol Provincial Hospital to construct a Nutre ward within the hospital compound and to purchase equipment for medical treatment and weight-gain and special feeding for malnourished children, as well as nutrition and health education and training for their mothers while children are accommodated in the ward and follow-up service by a special hospital team.

14. Barefoot Doctors Training Program

To provide funds for the Health Region V Office in Legazpi to train 30 out-of-school youth for a three-months training in first aid knowledge and skills, maternal and child care, environmental sanitation and hygiene, family planning, and health protection, and then to work in the rural barrios under the supervision of the Rural Health Units in the Province.

15. Center for Rehabilitation Medicine of the University of Philippines General Hospital and Occupational Therapy, Training and Employment of Handicapped

To construct a center for the Department of Rehabilitation Medicine of the University of Philippine General Hospital (UP-PGH); to provide medical/rehabilitation equipment and supplies; and to conduct occupational therapy, vocational training and employment service for handicapped. The center building was constructed with the support of Kiwanis International Foundation and the other components of the project are implemented with the cooperation of UP-PGH, Philippine College of Art and Trade.

16. Model Water Supply System Project

To provide a model pure water supply system for the people of three barrios in the provinces of Panapanga, Datangas and Albay. Goals of the project are 1) to enhance the physical well-being of the people, 2) to organize community development councils in each target barrio to operate the system, and 3) to identify and undertake income-generating projects at the village level. The project has been implemented with the cooperation of the National Electrification Administration. INAP also undertook two other water supply and well improvement projects in the provinces of Misamis Occidental and Pangasinan with the cooperation of US Peace Corps volunteers stationed in the Philippines.

17. Education Center for Young Citizen Producers Project

To provide vocational skills and employment opportunities for 1,000 out-of-school rural youth (both female and male) through training in dress making, tailoring, cosmetology, swine and poultry raising and community development at the Camarines Sur Agricultural College in Pili, together with revolving loan funds for a selected number of qualified graduates to initiate their own business. The program is implemented with the cooperation of the Camarines Sur Agricultural College and the Foundation for Youth Development in the Philippines.

18. Holy Cross College of Digos Vocational Training Project

To provide vocational skills for out-of-school youth in Digos and other municipalities of Davao del Sur through training in automobile repair, auto/truck body building, painting and welding, together with training equipment and tools. A total of 90 youth are being trained at the training center in the Holy Cross College of Digos. This program is partially supported by the Makati Rotary Club Foundation.

19. Davao Mobile Library Project

The primary objectives of this project are to provide the people of 11 municipalities of the Province of Davao del Sur with an opportunity for self-development to enhance the effective performance of their role in their community development; an opportunity for improving and learning special skills for more productive and rewarding activity; and an access to books and other reading materials to help

-6-

expand the basic knowledge skills obtained from other special training and education programs. The project is implemented with partial funding from both the L.J. Skaggs and Mary C. Skaggs Foundation in California and the Loyola Foundation in Washington D.C.

THAILAND1. Tambol Development Project

Currently under implementation in the northeast section of Thailand (a) to encourage rural women and youth to participate actively in the village development process, (b) to provide training in agriculture and new occupational skills and techniques, (c) to increase the income-earning capability of rural women and youth and (d) to promote self-esteem and confidence among rural youth and women for the betterment of their living conditions. The project places major emphasis on providing training and a rural credit system through a "Tambol Revolving Loan Fund" as a means of developing the capabilities of rural women and youth to initiate income-generating projects in their villages with the participation of other villagers. This project is being implemented with partial funding from USAID and in cooperation with the Thai Department of Community Development.

2. Rural Women's Leadership Training Project

To train a group of 50 adult female village development leaders in Udon Thani District in an attempt to expand the leadership and participation of Thai women in the rural development process as co-equals. After a four-month training in leadership principles, group organization and dynamics, agricultural and other farm related skills and techniques, village development planning and peer training practice, the trainees will implement specifically designed small-scale income-generating pilot projects supported by a revolving fund and technical assistance. This project is implemented with the partial funding support of IBM World Trade Americas/Far East Corporation.

3. Mae Hong Sun Hill Tribe Health and Family Planning Project

Currently under the final stage of preparation for implementation is a health and family planning project for over 60,000 members of highland tribes in the Province of Mae Hong Sun. This project will provide the highlanders with primary health care and family planning education through such program activities as training of about 500 volunteer village health workers in primary health care, maternal and child care, environmental sanitation and

-2-

hygiene, together with such action programs as the prevention and control of tuberculosis, malaria and other epidemic diseases, treatment and prevention of parasitic infection, organization of a village health committee to support the health workers, and establishment of two-way public health services through a referral system. The project will be implemented with the partial support of USAID.

4. Community Services Center Project in the Bangkok Metropolis

The proposed Community Services Center project has been designed to serve 9,500 residents of two of Bangkok's housing projects through expansion of maternal-child care, education, recreation and welfare services. Of the 9,500 residents, 7,500 are disadvantaged children (under 15 years of age) of the urban poor. Self-help is the framework through which the needy children and their parents will be assisted and the project's activities aim at motivating local leadership to make a contribution towards the development of programs for their own children and youth as well as promoting the sense of participation and involvement in the development of solutions to the social, educational and health care needs of their children. The project will be implemented with the active cooperation of the Thai Department of Public Welfare and with partial funding from USAID.

KOREA1. Sosa Demonstration and Training Farm and 4-H Rural Leaders Training

Operation and management of a demonstration and training farm - 25 acres and conduct of 4-H rural agricultural leaders training program for 50 rural 4-H leaders per session and 6 sessions per year, including 2 sessions for women. The program began in 1962 in cooperation with the Korean Office of Rural Development and partially supported by Swift & Co. of the U.S. and Yungnam Chemical Company of Korea. The farm facilities include: classrooms, a dormitory, dairy cattle, Korean cattle, hogs, chickens for egg laying and broilers, fruit trees, demonstration hot houses, and a truck garden.

2. Eight Village Development Project

An integrated rural development project for 8 villages with about 1,000 families and 6,000 population to upgrade their living conditions and quality of life through such programs as a potable water supply system, a new variety of rice production, cattle raising, swine and poultry raising, rabbit and duck raising, hot-house vegetable and fruit growing, irrigation, bench terracing, mushroom growing, cottage industries, cooperative stores, mobile clinic services, a multi-purpose village hall, and other income-generating projects. This program has been partially supported by USAID.

3. Rural Adult Women's Leadership Training Program

Training of rural women leaders for their participation in the rural development process and improvement of women's social status. 150 rural women leaders selected from across the nation are being trained in leadership and group dynamics, advanced agricultural techniques, home economy, family planning. The pilot projects are conducted by the leaders/trainees with the participation of women at the village level. The program is partially supported by USAID and the Korean National 4-H Committee.

4. Agricultural Human Resources Development Project

Development and implementation of prototype agricultural training programs for upper primary school children, 4-H junior members, village leaders and primary school teachers; development of rural 4-H clubs and village leadership; construction of a regional agricultural youth training center and improvement and expansion of agricultural extension services. The program is partially supported by USAID and the Korean Rural Development Office.

5. Seagrave Memorial Hospital Program

Oversight of the operations and management of the hospital (100 bed capacity, rural, medical institution with a primary health care center) constructed in 1970. The activities include: out-patients/in-patients care and treatment, free outreach mobile clinic service, rural medical insurance plan, and operation and management of a primary care center with the assignment of 30 paraprofessional nurses in rural doctorless villages for preventive health care, family planning, and environmental sanitation.

Under construction is a 150 bed capacity hospital in Iri City for the same purposes. This program has been partially supported by many U.S. medical equipment manufacturers and pharmaceutical firms through their donation of equipment, supplies and drugs for its charity medical and health care services.

6. Open Heart Surgery Program

In cooperation with the Metropolitan Medical Center in Minneapolis, Minnesota, this program administers free open-heart surgery for Korean children of poor families suffering from congenital heart diseases. About 200 Korean children have received open heart surgery at the Metropolitan Medical Center since 1973 and IHAP/Korea has about 300 children on its waiting list for surgery. This program has been partially supported by the American Legion Auxiliary, a number of Korean hospitals, a US Army hospital in Korea, Western Airlines, and Korean Airlines.

7. Mixed Race Youth Program

To assist Amerasian mixed blood children for equal opportunities in education and employment as well as betterment of their socio-economic status through such programs and services as scholarships, vocational training, job placement, aptitude tests, counseling, financial and material assistance to their HAPA club activities, and medical care. The program is partially supported by the Robert T. Wilson Foundation, Tucson, Arizona.

8. IIAP/Bongchun Social Workers Demonstration and Experimental Center

Construction of a center building and support to the center for such programs as day care of children of working mothers, night school education for working youth and adults, case work services, free mobile clinic, family guidance and community activities, in cooperation with Choong Ang University Department of Social Work. The program is partially supported by the Ladies Auxiliary to the veterans of Foreign Wars, Seoul City Hall, Choong Ang University of Korea, and the Korean-Red Cross.

9. Posam-Ri Village Development Project

To improve the standard of living and life quality of 47 families of the village (annual per capita income - \$100.00) by providing them with financial and technical assistance, agricultural training, and other income generating projects such as hot-house vegetable growing and the raising of swine. This project is partially supported by the Cleveland Rotary Club, US Rotary International Foundation, and the Australian Embassy in Seoul.

10. Scholarship Program

To support needy Korean students for education including administration of endowed scholarship funds, selection of recipients, award of scholarships to agricultural high school students in rural areas and other needy students. This program is partially supported annually by the National Council of State Garden Clubs.

11. Moraneae Community Service Center

Established by IHAP in 1973, the center offers such programs as day care of children for working mothers, a sewing training course for women, furniture making for out-of-school youth and the handicapped, and free mobile clinic service. The program is partially supported by the Ladies Auxiliary of the Veterans of Foreign Wars.

12. Material Resources Program

Acquisition, administration and supervision of US shipped equipment, supplies and other gifts-in-kind for IHAP operated and/or coordinated programs/projects in Korea. Beneficiaries of the program are about 80 Korean educational, medical and vocational training institutions. This program is supported by many US manufacturers, corporations, and USAID/EPD.

NEPAL1. A Comprehensive Rehabilitation Program for the Disabled and Blind

This program, developed out of IHAP's technical assistance to the Nepal Disabled and Blind Association (NDBA) for its operational and functional reorganization, will improve and upgrade the functional capabilities for services to the physically handicapped people in Nepal. The major components of the project include the strengthening of physical facilities of the NDBA for medical service and physical therapy, upgrading of the administrative capability of the NDBA, and quality improvement of general education and vocational training. This project will be implemented with the cooperative support of the World Rehabilitation Fund and Helen Keller International, and with partial funding from USAID.

2. A Primary Health Care Delivery System by Volunteer Village Health Workers in the District of Jumla

To provide over 150,000 people in the District of Jumla with the essential primary health care system required to generate, initiate and sustain the development process through a community self-help mechanism - volunteer village health workers - and preventive health care, and to link, and thus integrate, the community health program with the Nepalese Government's health care delivery system. This project will be implemented in cooperation with the Nepalese Ministry of Health, Nepal Red Cross and John's Hopkins University School of Hygiene and Public Health, and with partial funding from USAID.

THE MALDIVESThe Establishment of a Poultry Training Program and Production Unit in the Maldives

To initiate a poultry industry (non-existent at the present time) in the Republic of Maldives, to help assist the national economy (import substitution industry) and expand poultry raising among the people for their additional incomes and nutrition through the establishment of a poultry training/production center on Thoddu island and the training of caretakers and trainers. The project is undertaken with the cooperation of the Maldivian Ministry of Agriculture and will be partially supported by USAID.

PAPUA NEW GUINEA

1. Papua New Guinea Development by the People at the Village Level

To effect development for the greater majority of the people in rural areas, and through their active participation in the development process, to foster self-reliance and an improved standard of living. The project will focus on income generation and food production, nutrition, water resources development, and training of as many fellowship holders (local terminology meaning trained village development workers who are "change agents or catalysts") as possible to strengthen their self-help program planning and implementation capabilities. The project will be partially supported by USAID.

2. Women's Village Level Workers Project

To effect a rapid increase in the active participation and involvement of women in all phases of economic and social development activity, to more fully take women's needs and capabilities into account in development efforts, and to enable women to make a more productive and rewarding contribution to development. The project will emphasize leadership and skills training for women, the forming of women's clubs, income generation, expansion of the role

-2-

of women in rural development, assistance to the National Women's Council and its provincial chapters in their objective of becoming an effective spokesperson for the improvement of the rights and roles of the Papua New Guinean women in the evolution and development of their country. The project will be implemented with the cooperation of the Papua New Guinea National Women's Council and with partial funding from USAID.

THE SOLOMON ISLANDS

Solomon Islands Development by the People at the Village Level

To obtain economic self-sufficiency and an improved standard of living among people in the rural areas to be achieved primarily through their own self-help efforts. The short-term objectives are to facilitate and support increased self-help development activity at the village level, with special focus on water resources development, income generation, crop diversification and marketing, training and involvement of women and out-of-school youth. The training components of this project for both men and women will be carried out with the active cooperation of both the US Peace Corps in the Islands and the Solomon Islands YWCA, and will be partially supported by USAID.

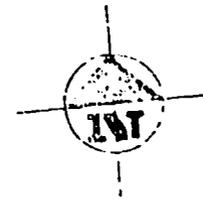
SRI LANKA

Karendeniya Rural Integrated Development Project

To activate the Rural Development Societies in the villages of Karendeniya Electorate (District with a population of over 60,000) into becoming functional units in the development process, and through them, to motivate the villagers to undertake a variety of realistic, achievable self-help programs for the improvement of the quality of their life. To achieve the general objectives, there will be established a practical training workshop for youth and farmers to increase their effectiveness in agricultural activities and to obtain new job skills,

-3-

together with three agricultural service centers to help farmers effectively cultivate their land, and plant and harvest their crops through extension services. This project will be implemented in close cooperation with the Sri Lankan Ministry of Plan Implementation and partial funding from USAID.



- LEGEND:
- BUILDING A - ADMINISTRATION
 - BUILDING B - TO MECHANICS TRAINING COURSE
 - BUILDING C - SPORT TRAINING COURSE
 - BUILDING D - RECREATION TRAINING COURSE
 - BUILDING E - GENERAL STUDENT TRAINING COURSE
 - BUILDING F - WELDING TRAINING COURSE



C E P A

JIBOUTI

MINISTÈRE DES TRAVAUX PUBLICS DES TRANSPORTS ET DU TOURISME



T F R I

SECTION DES TRAVAUX PUBLICS

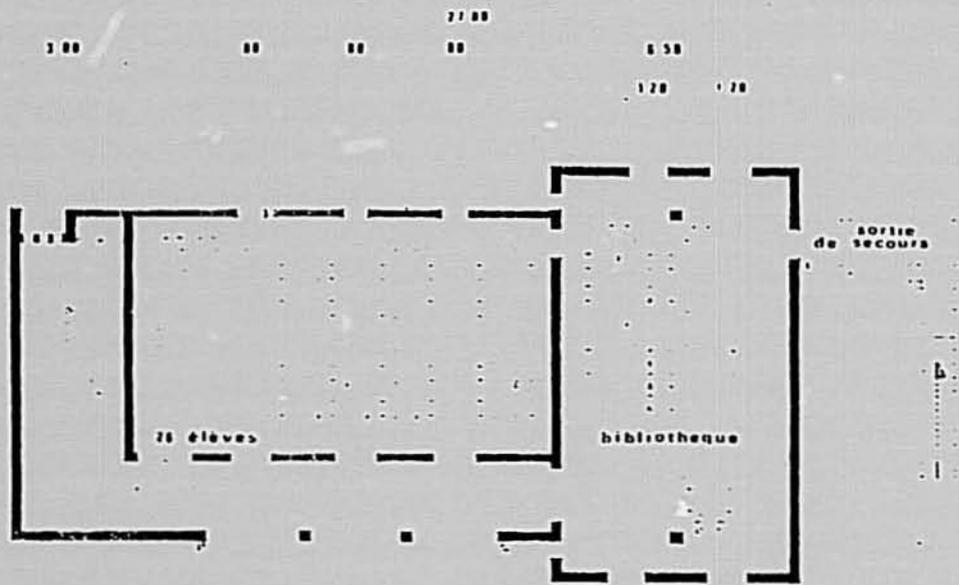
PLAN DE SITUATION

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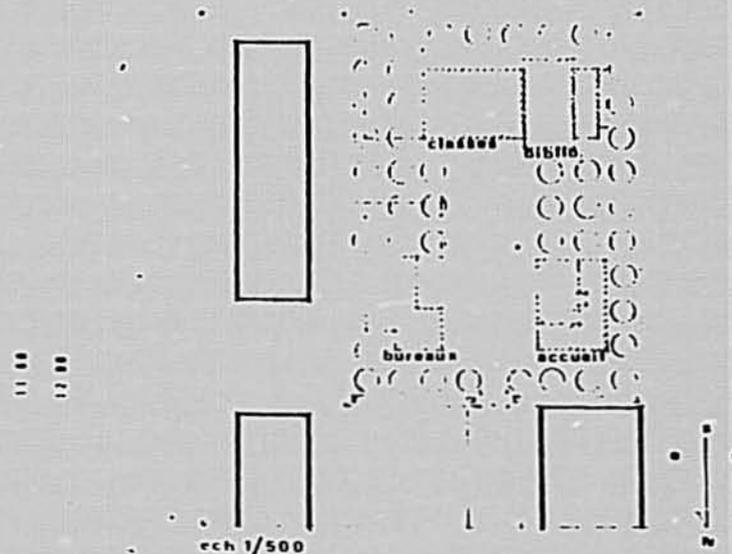
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ATTACHMENT L

Construction Plans



ETAGE

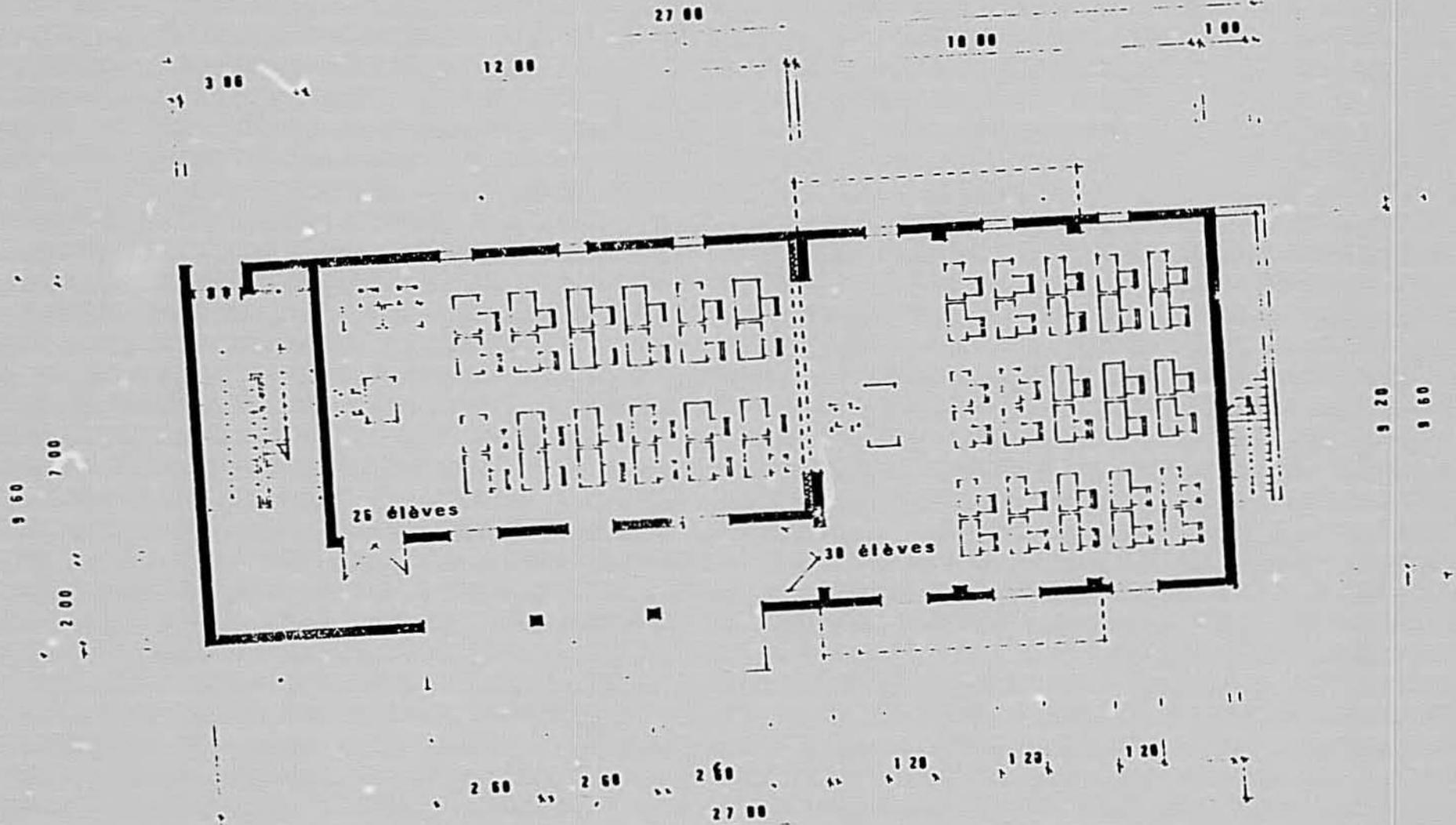


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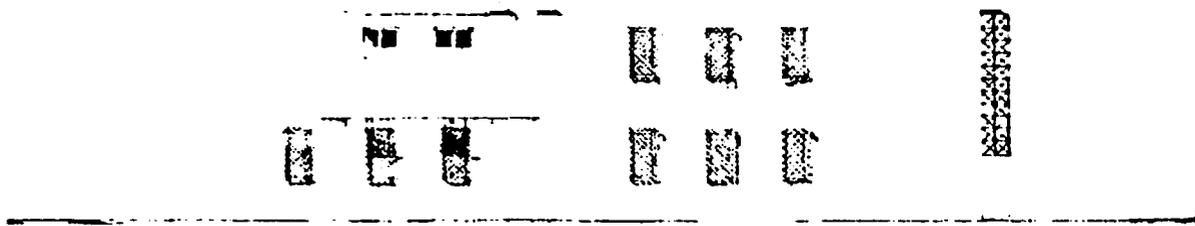
INTERNATIONAL HUMAN
ASSISTANCE PROGRAMS
**ECOLE DE COMMERCE
A DJIBOUTI**

CLASSES PLANS

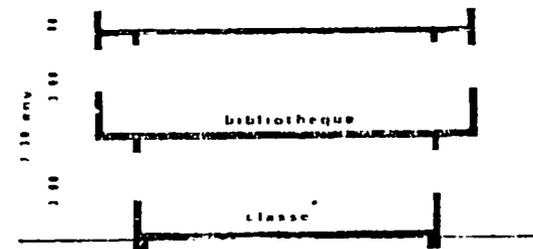
Bernard CAZABAN MAZEROLLES
Architecte
B.P. 2034 DJIBOUTI
République de Djibouti



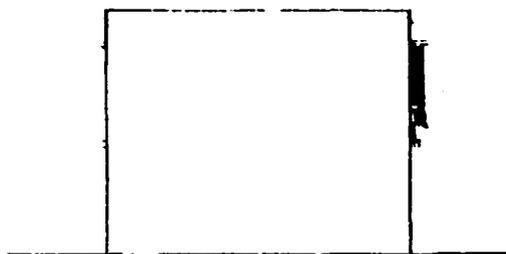
REZ DE CHAUSSEE



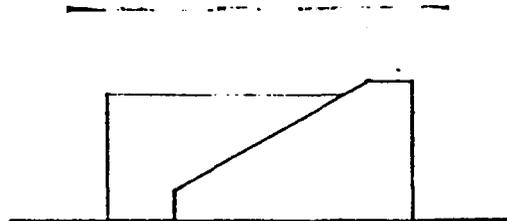
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COUPE A-B



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OUEST

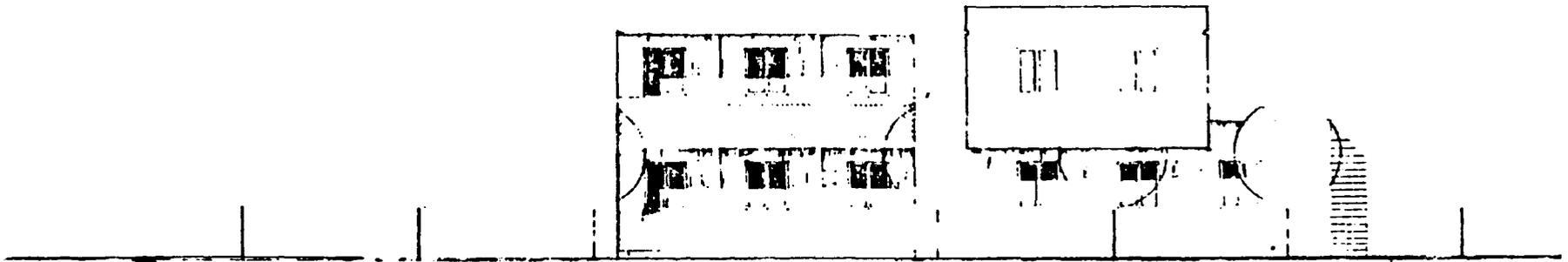
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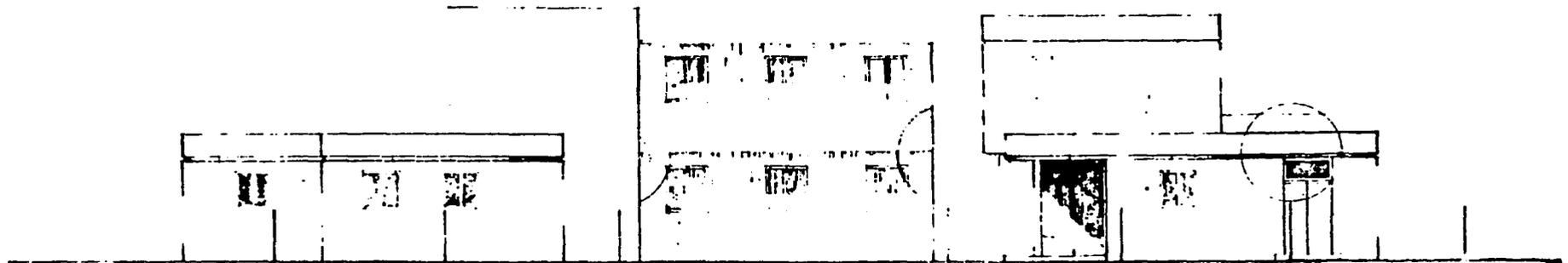
INTERNATIONAL HUMAN
ASSISTANCE PROGRAMS
**ECOLE DE COMMERCE
A DJIBOUTI**

2 CLASSES FACADES

Bernard CAZBAN MAZEROLLES
Architecte
B.P. 2736 DJIBOUTI
République de Djibouti



NORD
vue de la cour



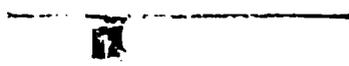
NORD
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QUEST



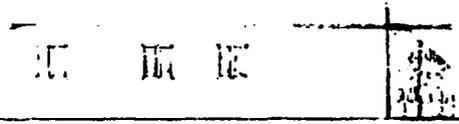
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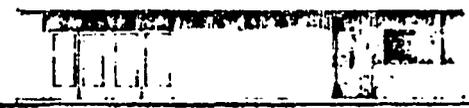
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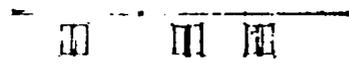
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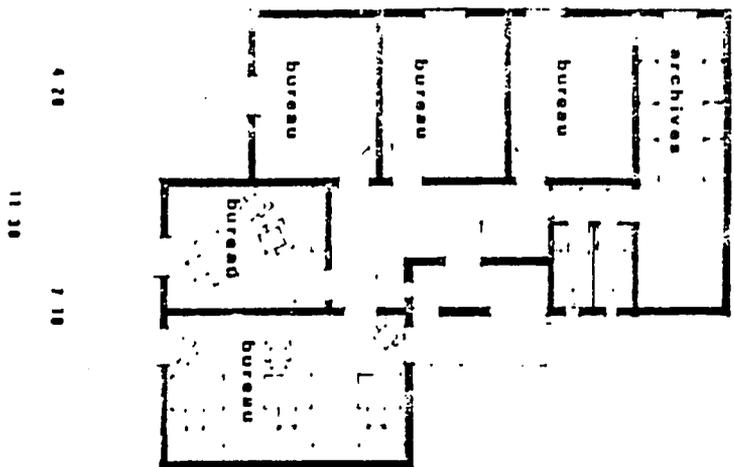
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APS <small>4.02.01</small> <small>02/1/78</small>	INTERNATIONAL HUMAN ASSISTANCE PROGRAMS ECOLE DE COMMERCE A DJIBOUTI
	ACCUEIL BUREAUX
B	<small>Bernard CAZABAY-MAZEPUJES</small> <small>Architecte</small> <small>R.P. 2000 DJIBOUTI</small> <small>République de Djibouti</small>

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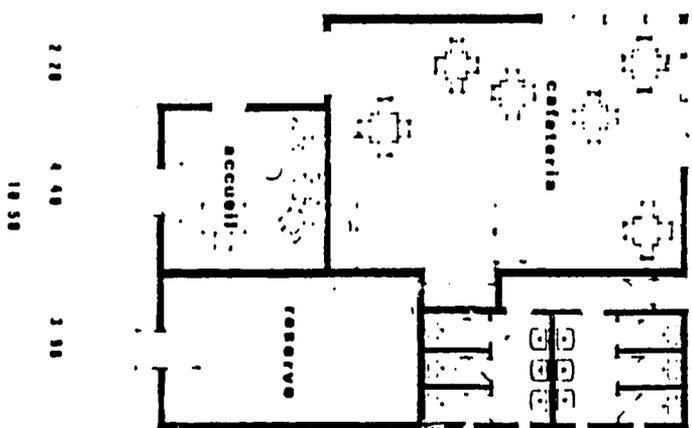


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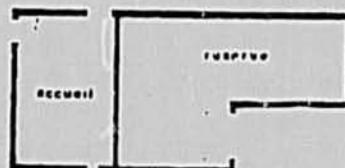
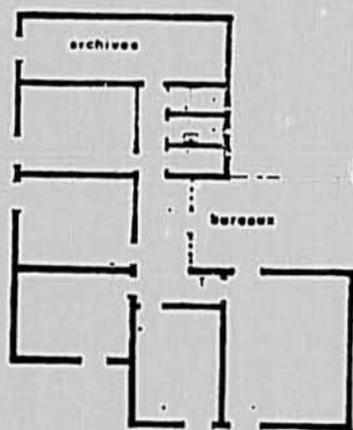
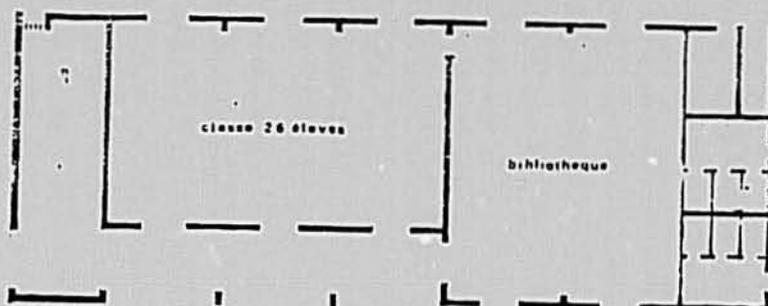
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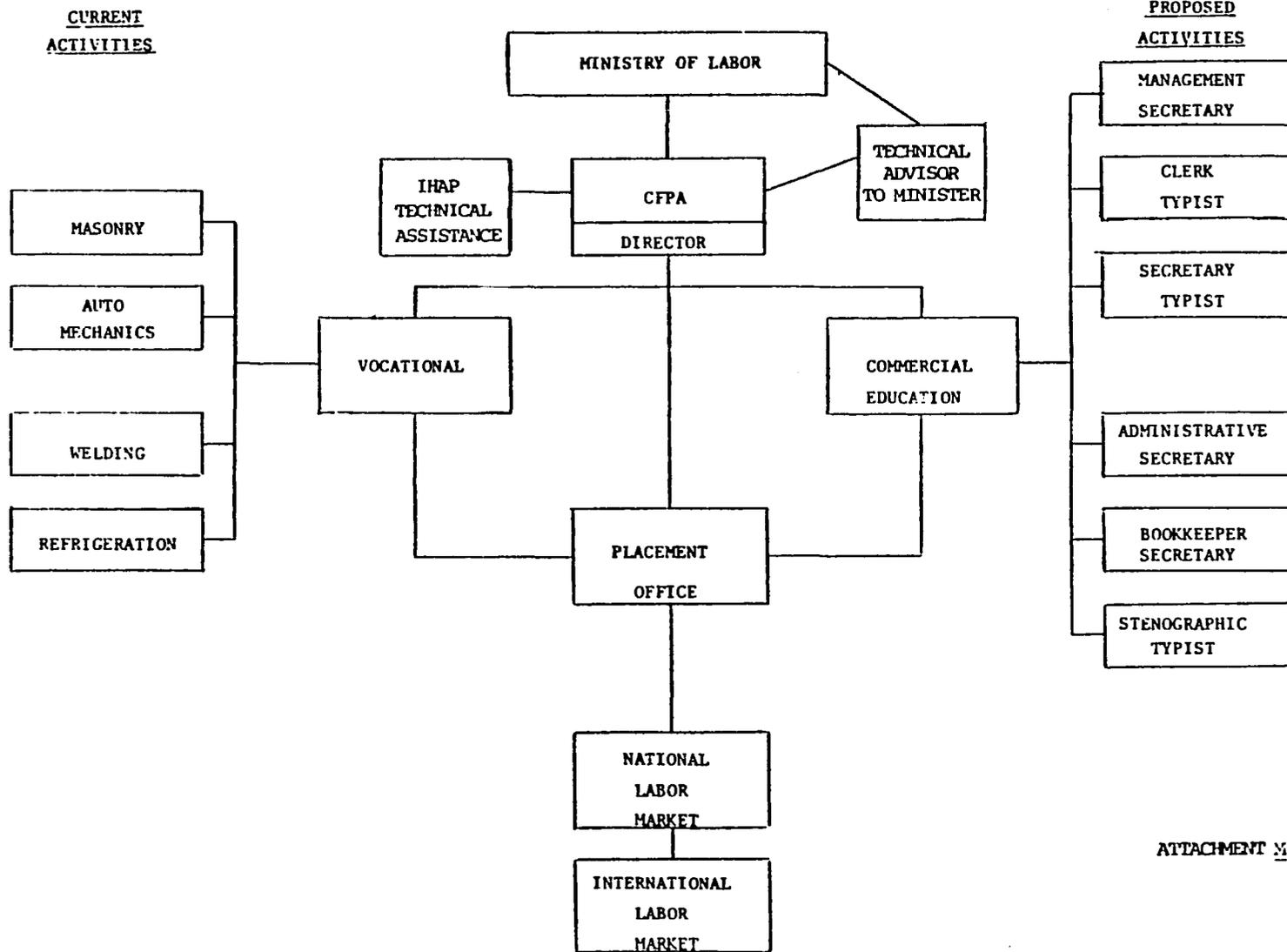
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INTERNATIONAL HUMAN
ASSISTANCE PROGRAMS
ECOLE DE COMMERCE
A DJIBOUTI

VARIANTE

Bureau CAZABAN-MAZET
Architecte
R. P. 202, ABBUCCI
Régistré de l'Etat

SCHEME OF PROPOSED PROJECT ACTIVITIES - CFPA

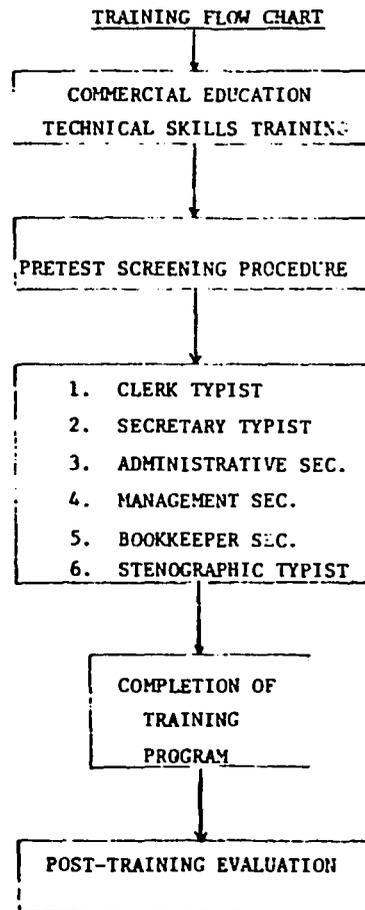


MEASUREMENT OF CURRENT
KNOWLEDGE & PROFICIENCY

ASSIGNMENT TO PROPER SLOT
TRAINING PROCESS.
ON-GOING EVALUATION OF
ACHIEVEMENT AND PERFORMANCE.

ISSUANCE OF CERTIFICATE
OF ACHIEVEMENT & PROFICIENCY

POST-TRAINING FOLLOW-UP
THROUGH EMPLOYER INQUIRY



Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	TOTAL
	Year I	Year II	Year III	Year IV	Year V	
A. IHAP DIRECT OPERATING COSTS						
1. Technical Staff (Expatriates)						
(a) Chief Project Advisor						
1. Basic Salary (7% yearly increment)	32,000	34,240	36,637	39,201		142,078
2. Hardship (25%)	8,000	8,560	9,159	9,800		35,519
3. Post Allowance (COLA)	5,075	5,583	6,141	6,755		23,554
4. Housing Allowance	25,000	27,500	30,250	33,275		116,025
5. Shipping Allowance	12,000	-	-	13,300		25,300
6. School Allowance	800	880	968	1,065		3,713
7. Medical Insurance	1,500	1,500	1,500	1,500		6,000
8. Travel:		(Home Leave)		(Repatriation)		
(a) Advisor	1,011	2,224	-	1,314		4,549
(b) Wife	1,011	2,224	-	1,314		4,549
(c) Child # 1	1,011	2,224	-	1,314		4,459
(d) Child # 2	1,011	2,224	-	1,314		4,459
9. House Search Allowance ((\$90/day x 60 days)	5,400	-	-	-		5,400
SUB TOTAL	93,819	87,159	84,655	110,152		375,785
(b) *Commercial Education Instructor # 1						
1. Basic Salary (7% yearly increments)			28,890 (April 1982- April 1984)	33,801 (April 1983- April 1984)	45,842 (April 1984- July 1985= 15 mos)	108,533
2. Hardship (25%)			7,223	8,450	11,460	27,133
3. Post Allowance (COLA)			5,379	5,917	8,300	19,596
4. Housing Allowance			30,250	33,275	46,668	110,193
5. Shipping Allowance			12,000	-	13,300	25,300
6. Schooling Allowance			968	1,065	1,493	3,526
7. Medical Insurance			1,500	1,500	1,875	4,875
8. Travel:				(Home Leave)	(Repatriation)	
(a) Advisor			1,112	2,447	1,446	5,005
(b) Wife			1,112	2,447	1,446	5,005
(c) Child # 1			1,112	2,447	1,446	5,005
(d) Child # 2			1,112	2,447	1,446	5,005

*Will become Assistant Chief Project Advisor beginning second year of assignment for which a 17% increment is applied on the basic salary.

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	
	Year I	Year II	Year III	Year IV	Year V	TOTAL
9. House Search Allowance (\$90/day x 30 days)			<u>2,700</u>	<u>-</u>	<u>-</u>	<u>2,700</u>
<u>SUB TOTAL</u>			<u>93,358</u>	<u>93,796</u>	<u>134,722</u>	<u>321,876</u>

(c) Commercial Education Instructor # 2

1. Basic Salary (7% yearly increment)			28,890 (April 1982- April 1983)	30,912 (April 1983- April 1984)	41,923 (April 1984- July 1985= 15 mos)	101,725
2. Hardship (25%)			7,223	7,728	10,480	25,431
3. Post Allowance (COLA)			5,379	5,917	8,300	19,596
4. Housing Allowance			30,250	33,275	46,668	110,193
5. Shipping Allowance			12,000	-	13,300	25,300
6. School Allowance			968	1,065	1,493	3,526
7. Medical Insurance			1,500	1,500	1,875	4,875
8. Travel:				(Home Leave)	(Repatriation)	
(a) Advisor			1,112	2,447	1,446	5,005
(b) Wife			1,112	2,447	1,446	5,005
(c) Child # 1			1,112	2,447	1,446	5,005
(d) Child # 2			1,112	2,447	1,446	5,005
9. House Search Allowance (\$90/day x 30 days)			<u>2,700</u>	<u>-</u>	<u>-</u>	<u>2,700</u>
<u>SUB TOTAL</u>			<u>93,358</u>	<u>90,185</u>	<u>129,823</u>	<u>313,366</u>
<u>SUB TOTAL IHAP TECHNICAL STAFF (Expatriate)</u>	<u>93,819</u>	<u>87,159</u>	<u>271,371</u>	<u>294,133</u>	<u>264,545</u>	<u>1011,027</u>

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	
	Year I	Year II	Year III	Year IV	Year V	TOTAL
II. Short-Term Consultancy						
(a) Travel						
1. Commercial Education						
(a) Consultant # 1	-	2,022	-	-	-	2,022
(b) Consultant # 2	-	-	2,224	-	-	2,224
(c) Consultant # 3	-	-	-	2,446	-	2,446
(d) Consultant # 4	-	-	-	-	2,691	2,691
SUB TOTAL	-	2,022	2,224	2,446	2,691	9,383
2. IHAP/NY Technical Staff						
(a) Program Officer: 2 RT/Year, i.e. Yrs I, II, III, IV	4,044	4,448	4,892	5,381	-	18,765
3 RT - Year IV	-	-	-	-	6,673	6,673
SUB TOTAL	4,044	4,448	4,892	5,381	6,673	25,438
3. IHAP/D Technical Staff						
(a) Chief Project Advisor: 1 RT/Year, i.e. Yrs I & III	2,022	-	2,446	-	-	4,468
(b) Commercial Education: Instructor: 1 RT/Year, i.e. Yrs I & III	2,022	-	2,446	-	-	4,468
SUB TOTAL	4,044	-	4,892	-	-	8,936
SUB TOTAL TRAVEL:	8,088	6,470	12,008	7,827	9,364	43,757
(b) Per Diem						
1. Commercial Education						
(1.5 mo/visit @ \$90/day)						
(a) Consultant # 1	-	4,050	-	-	-	4,050
(b) Consultant # 2	-	-	4,455	-	-	4,455

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	TOTAL
	Year I	Year II	Year III	Year IV	Year V	
(c) Consultant # 3	-	-	-	4,900	-	4,900
(d) Consultant # 4	-	-	-	-	5,390	5,390
<u>SUB TOTAL</u>	-	4,050	4,455	4,900	5,390	18,795
2. IHAP/NY Technical Staff						
(a) Program Officer:						
i) (\$90/day x 20 days/ visit x 2 visits/year- Years I, II, III & IV	3,600	3,960	4,356	4,792	-	16,708
ii) (\$90/day x 20 days/ visit x 3 visits/year - Year V	-	-	-	-	6,480	6,480
<u>SUB TOTAL</u>	3,600	3,960	4,356	4,792	6,480	23,188
3. IHAP/D Technical Staff						
(a) Chief Project Advisor: (\$75/day N.Y. x 7 days)-Yr I,III	525	-	630	-	-	1,155
(b) Commercial Education Instructor: (\$75/day N.Y. x 7 days)-Yr I,III	525	-	630	-	-	1,155
<u>SUB TOTAL</u>	1,050	-	1,260	-	-	2,310
<u>SUB TOTAL PER DIEM</u>	4,650	8,010	10,071	9,692	11,870	44,293
(c) Consultant Fees						
1. Commercial Education (\$180/day x 30 days)						
(a) Consultant # 1	-	5,400	-	-	-	5,400
(b) Consultant # 2	-	-	5,940	-	-	5,940
(c) Consultant # 3	-	-	-	6,534	-	6,534
(d) Consultant # 4	-	-	-	-	7,187	7,187
<u>SUB TOTAL CONSULTANT FEES</u>	-	5,400	5,940	6,534	7,187	25,061
<u>SUB TOTAL SHORT-TERM CONSULTANCY</u>	12,738	19,880	28,019	24,053	28,421	113,111

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	TOTAL	TOTAL HOST COUNTRY CONTRIBUTION (3 Year period)
	Year I	Year II	Year III	Year IV	Year V	TOTAL	

III. Personnel (National)

(a) Commercial Education

1. In-Charge "Placement-Unit" CFPA	7,440	8,757	9,370	9,114	9,752	25,567	18,666
2. Secretary (BEP)	6,240	7,344	7,858	7,644	8,179	21,442	15,823
3. Assistant Secretary #1		6,864	7,345	7,144	7,644	14,209	14,788
4. Assistant Secretary #2		6,864	7,345	7,144	7,644	14,209	14,788
5. Assistant Secretary #3		6,864	7,345	7,144	7,644	14,209	14,788
6. Teacher #1				15,000	16,050		31,050
7. Teacher #2				15,000	16,050		31,050
8. Teacher #3				15,000	16,050		31,050
9. "Arabic" Instructor		17,600	17,600	17,600	17,600	52,800	17,600
10. "French" Instructor		17,600	17,600	17,600	17,600	52,800	17,600
11. "English" Instructor		17,600	17,600	17,600	17,600	52,800	17,600
12. Janitor #1		1,663	1,618	1,731	1,852	1,663	5,201
13. Janitor #2		1,663	1,618	1,731	1,852	1,663	5,201
14. Janitor #3		1,663	1,618	1,731	1,852	1,663	5,201
15. Watchman #1		1,914	1,862	1,992	2,131	1,914	5,985
16. Watchman #2		1,914	1,862	1,992	2,131	1,914	5,985
SUB TOTAL HOST COUNTRY			8,578	92,367	151,631		252,576
SUB TOTAL PERSONNEL (NATIONAL)	13,680	98,310	92,063	52,800		256,853	
* (PROJECT CONTRIBUTION)							

IV. Training (Overseas)

(a) Commercial Education

1. Study Tour

(a) CFPA Director:

i) Travel	3,255	-	-	-	-	3,255	
ii) Per Diem etc. (\$2,000/mo.)	5,290	-	-	-	-	5,290	
SUB TOTAL	8,545	-	-	-	-	8,545	

*Total Host Country Contribution

Note: Figures contained within the blocks represent Host Country Contribution.

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	TOTAL
	Year I	Year II	Year III	Year IV	Year V	
(b) <u>Teacher's Certificate Training</u>						
(a) <u>Candidate # 1</u>						
i) Travel	2,671	-	2,671	-	-	5,342
ii) Board & Lodging	21,424	21,424	21,424	-	-	64,272
(b) <u>Candidate # 2</u>						
i) Travel	2,671	-	2,671	-	-	5,342
ii) Board & Lodging	21,424	21,424	21,424	-	-	64,272
(c) <u>Candidate # 3</u>						
i) Travel	2,671	-	2,671	-	-	5,342
ii) Board & Lodging	21,424	21,424	21,424	-	-	64,272
<u>SUB TOTAL</u>	<u>72,285</u>	<u>64,272</u>	<u>72,285</u>	<u>-</u>	<u>-</u>	<u>208,842</u>
<u>SUB TOTAL TRAINING OVERSEAS</u>	<u>80,830</u>	<u>64,272</u>	<u>72,285</u>	<u>-</u>	<u>-</u>	<u>217,387</u>
V. <u>Equipment & Supplies</u>						
(a) <u>Placement/EVA Office</u>						
US Purchase	-	8,487	-	-	-	8,487
Djibouti Purchase (Includes Maintenance cost)	-	2,651	-	-	-	2,651
<u>SUB TOTAL</u>	<u>-</u>	<u>11,138</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>11,138</u>
25% Contingency	-	2,785	-	-	-	2,785
35% Freight Charges	-	2,970	-	-	-	2,970
<u>SUB TOTAL</u>	<u>-</u>	<u>16,893</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>16,893</u>

Contract No. G 1675	8/6/80 8/6/81	8/6/81 8/6/82	8/6/82 8/6/83	8/6/83 8/6/84	8/6/84 8/6/85	TOTAL
	Year I	Year II	Year III	Year IV	Year V	
(b) Commercial Education						
US Purchase	-	104,285	-	-	-	104,285
Djibouti Purchase (Includes Maintenance Cost)	-	80,678	-	-	-	80,678
<u>SUB TOTAL</u>	<u>-</u>	<u>184,963</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>184,963</u>
25% Contingency	-	46,241	-	-	-	46,241
35% Freight Charges	-	36,500	-	-	-	36,500
<u>SUB TOTAL</u>	<u>-</u>	<u>267,704</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>267,704</u>
<u>SUB TOTAL EQUIPMENT/SUPPLIES:</u>	<u>-</u>	<u>284,597</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>284,597</u>
VI. Evaluation (Sub-Grant)						
1. Commercial Education Expert						
(a) Travel	-	-	-	-	2,830	2,830
(b) Per Diem (\$82/day x 30 days)	-	-	-	-	3,444	3,444
(c) Consultant Fee (\$180/day x 35 days, includes travel time)	-	-	-	-	8,820	8,820
<u>SUB TOTAL</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>15,095</u>	<u>15,095</u>
<u>SUB TOTAL EVALUATION</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>15,095</u>	<u>15,095</u>
VII. *Construction of Building						
20% Contingency	-	500,000	-	-	-	500,000
	-	100,000	-	-	-	100,000
<u>SUB TOTAL CONSTRUCTION</u>	<u>-</u>	<u>600,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>600,000</u>
<u>TOTAL</u>	<u>201,067</u>	<u>1,154,218</u>	<u>463,738</u>	<u>370,986</u>	<u>308,061</u>	<u>2,498,070</u>
**IHAP Indirect Costs:	<u>27,600</u>	<u>29,532</u>	<u>81,435</u>	<u>89,626</u>	<u>75,696</u>	<u>303,889</u>
<u>GRAND TOTAL OPG</u>	<u>228,667</u>	<u>1,183,750</u>	<u>545,173</u>	<u>460,612</u>	<u>383,757</u>	<u>2,801,959</u>

*Costs for construction of building (including architect's services) cannot exceed stipulated amount of \$500,000; for interpretation of 20% contingency factor refer to page 03 of text.

**Indirect costs of 69.0% on direct salaries and wages as per Indirect Cost Rate Agreement with USAID, dated 7 March 1979.

EQUIPMENT AND SUPPLIES

1. CENTER'S "PLACEMENT/EVALUATION OFFICE"

1. In-Charge of Section:

	Page	Catalogue Number	Unit Price \$	Number of Items	Total \$
* 1 Desk	75	#40R	164	1	164
* 1 Chair	65	#35Y	87	1	87
* 2 Chairs	17	#X12	25	2	50
* 1 Filing Cabinet (4-Drawer)	74	#F44LK	104	1	104
			14		14

419

2. Secretary:

* 1 Desk	75	#40R	164	1	164
* 1 Typing Stand	52	#40	52	1	52
* 1 Chair	64	#56F	82	1	82
* 1 Chair	17	#X12	25	1	25
1 Typewriter		Adler 400	715	1	715
* 1 Calculator		Adler 121 PD	257	1	257

1,295

3. Stationery:

* (a) 2 reams/wk x 52 weeks = 104 reams/yr x 4 yrs = 416 reams x \$6/ream = *\$2,496

(b) Miscellaneous Items:

\$30/wk x 52 wks = \$1,560/yr x 4 yrs = \$6,240
(20% of this item purchased in Djibouti = \$1,248; *balance in USA = \$4,992

8,736

4. Maintenance Costs:

(a) Typewriters @ \$86/yr each x 1 x 4 yrs = \$344

(b) Calculators @ \$86/yr each x 1 x 4 yrs = \$344

688

* Items Purchased in USA

	<u>Page</u>	<u>Catalogue Number</u>	<u>Unit Price \$</u>	<u>Number of Items</u>	<u>Total \$</u>	<u>\$</u>
1 Filing Cabinet (4-drawer)	74	#FC44LK	104	1	104	
1 Typewriter		Adler 400	14	1	14	
			715	1	715	
						1,181
3. Advisor-Instructor x 2 (Expatriate):						
1 Desk	75	#40R	164	2	328	
1 Typing Stand	52	#40	52	2	104	
1 Chair	65	#35Y	87	2	174	
2 Chairs	17	#XL2	25	4	100	
1 Filing Cabinet (2-drawer)	74	#FC42LK	82	2	164	
			14	2	28	
1 Calculator		Adler 121 PD	257	2	514	
1 Typewriter		Adler 400	715	2	1,430	
						2,842

* Items purchased in USA

	<u>Page</u>	<u>Catalogue Number</u>	<u>Unit Price \$</u>	<u>Number of Items</u>	<u>Total \$</u>	<u>\$</u>
4. Assistant Instructors x 3 (Nationals):						
* 1 Desk	75	#40R	164	3	492	
* 1 Typing Stand	52	#40	52	3	156	
* 1 Chair	65	#35Y	87	3	261	
* 2 Chairs	17	#XL2	25	6	150	
* 1 Filing Cabinet (2-drawer)	74	#FC42LK	82	3	246	
			14	3	42	
1 Typewriter		Adler 400	715	3	2,145	
* 1 Calculator		Adler 121 PD	257	3	771	
						4,263
5. Classroom - 3 Classrooms as follows:						
(a) Typewriting/Steno x 1:						
25 Typewriters		Adler 400	715	25	17,875	
* 25 Desks	52	#MS10	97	25	2,425	
* 25 Chairs	64	#56F	82	25	2,050	
* 1 Blackboard	33	#D963	83	1	83	
* 1 Filing Cabinet (2-drawer)	74	#FC42LK	82	1	82	
			14	1	14	
						22,529
6.						
(b) Classroom - (Other Subjects) x 2						
* 25 Desks	75	#10R	124	50	6,200	
* 25 Chairs	17	#XL2	25	50	1,250	
* 1 Blackboard	33	#D963	83	2	166	
* 1 Filing Cabinet (2-drawer)	74	#FC42LK	82	2	164	
						7,780

* Items Purchased In USA

	<u>Page</u>	<u>Catalogue Number</u>	<u>Unit Price \$</u>	<u>Number of Items</u>	<u>Total \$</u>	
7. Teachers' Equipment:(Classrooms x 3)						
* 1 Desk	75	#33R	156	3	468	
* 1 Chair	17	#XL2	25	3	75	543
8. All Classrooms:						
* Calculators x 12		Adler 121PD	257	12	3,084	3,084
9. Library:						
* Table x 4	9	#V86	49	4	196	
* Chair x 8	17	#XL2	25	8	200	
* Bookcases x 4	28	#9412	174	4	696	
* Index Card Cabinet x 1	54	#DC27LK	126	1	126	
			23	1	23	
10 Storeroom:						
* Storeroom shelving x 4	50	#OX509	83	4	332	
* Stationery Cupboard x 2	54	A#30	107	2	214	
* Gestetner Duplicating Machine x 1		Model 400	1,375	1	1,375	1,921

* Items Purchased in USA

	<u>Page</u>	<u>Catalogue Number</u>	<u>Unit Price \$</u>	<u>Number of Items</u>	<u>Total \$</u>	<u>\$</u>
11. Library Books Purchased in Djibouti					4,000	4,000
12. Stationery (Students):						
* 20 reams/student/yr x 3 yrs = 60 reams x 123 students = 7,380 reams x \$6.60/ream = \$48,708						
Other supplies (students) @ \$20/student/yr x 3 yrs x 123 students = \$ 7,380						
Note: 80% of this item USA purchase = \$11,520; balance in Djibouti = \$2,880						56,088
13. Stationery (Administration):						
* 6 reams/wk x 52 = 312 reams/yr x 3 yrs = 936 reams x \$6/ream = \$6,178						
Other supplies (administration) \$125/wk x 52 = \$6,500/yr x 3 yrs = \$19,500						
Note: 90% of this item USA purchase = \$17,550; balance in Djibouti \$1,950						25,678
14. Gestetner Duplicating Machine - Supplies:						
* 1. (a) Stencils 100/pk @ \$42 each x 12 pks = \$ 504						
(b) Ink 72 tubes @ \$8 each = \$ 576						
(c) Correctoon 12/pk @ \$5 each = \$ 60						
(d) SB 12 sild screens @ \$27 each x 12 = \$ 324						
(e) SB 4 Ink Rollers @ \$16 each x 12 = \$ 192						
(f) Mimeo paper 1,000 sheets @ \$7 x 12 = \$ 84						
SUB TOTAL.						\$1,740
2. Maintenance Costs \$86/yr x 3 = \$ 258						\$ 258
SUB TOTAL.						\$ 258
TOTAL:						\$1,998

* Items purchased in USA

	<u>Page</u>	<u>Catalogue Number</u>	<u>Unit Price \$</u>	<u>Number of Items</u>	<u>Total \$</u>	<u>\$</u>
15. Maintenance Costs of Typewriting Equipment & Calculators:						
Typewriters @ \$86/yr each x 32 = \$2,752						
Calculators @ \$86/yr each x 18 = \$1,548						4,300
16. Transportation:						
Toyota Jeep Short Wheelbase Diesel (Model BJ 40 LY-KC) x 2			= \$24,572			
Maintenance costs: \$2,500/yr x 4			= \$10,000			
Maintenance costs: \$2,500/yr x 3			= \$ 7,500			
Car rental allowance \$1,000 x 2 mos (While awaiting delivery of 1st vehicle)			= \$ 2,000			
Car rental allowance \$1,000 x 2 mos (While awaiting delivery of 2nd vehicle)			= \$ 2,000			
						46,072
				SUB TOTAL:		184,961
				25% contingency of total costs for this component		46,241
				**Freight charges 35% of total costs of items purchased in USA, Total = \$ 104,285, 35% =		36,500
				GRAND TOTAL: (Commercial Education)		\$267,704

* Items purchased in USA
 ** Refer to "Attachment S".

NOTE: Items purchased in USA = \$104,285) = Commercial Education
 Items purchased in Djibouti = \$80,675)

I CENTER'S PLACEMENT/EVALUATION OFFICE PROGRAM COMPONENT

Office Equipment

(U.S. Purchase)

1. Double Pedestal Desk (#40R) x 2
2. Heavy Duty Typing Stand (#40) x 1
3. Executive Arm Chair (#35Y) x 1
4. Secretarial Posture Chair (#56F) x 1
5. Economy Stacking Chair (#XL2) x 3
6. Full Suspension Steel File Cabinets (#FC44LK) x 1
(Four drawers)
7. Calculators Adler (121 PD) x 1

Office Supplies

(U.S. Purchase)

Typewriting Paper - 2 reams/week x 52 weeks = 104 reams/year x 4
= 416 reams @ \$6.00/ream unit price

Office Equipment

(Djibouti Purchase)

1. Typewriters Adler (Model 400) x 1

Office Supplies

(U.S.-Djibouti Purchase)

Other Supplies (miscellaneous items) - \$30/week x 52 weeks x 4 yrs
= \$6,240

(20% of this amount to be purchased
in Djibouti and 80% to be purchased
in U.S.A.)

Other Supplies: (miscellaneous items) - wooden metric rulers, 3-hole paper punch, erasing shields, Boston manual pencil sharpeners, # 2 wooden pencils/6 dozen 10 carton, typewriting eraser, file folder labels in rolls/250L/PR, flat file folders/ 11-3/4" x 9-1/2" letter straight cut 100 to box, 3" x 5" blank index cards/1,000 per box, 3" x 5" buff-blank card guides/100 per box, #3 paper clip/1,000 per carton, #5 round head brass fastener with #2 brass washer/100/box, 3 hole ring book, weekly time sheet, time book, memo book and pads, stapler, staples/5 M per box, desk trays with post 3" x 5" metal index card file, desk pad and blotter, waste paper basket, office dictionary/French, white - dustless chalk 12 boxes per carton, blackboard eraser, desk calendars, desk lamps, carbon paper/100 sheets per box.

\$150/week x 52 weeks x 4 years = \$31,200.00

90% of this amount to be purchased in USA, 10% to be purchased in Djibouti.

II COMMERCIAL EDUCATION PROGRAM COMPONENT

Office Equipment (U.S. Purchase)

1. Double Pedestal Desk (#40R) x 7
2. Heavy Duty Typing Stand (#40) x 7
3. Executive Arm Chair (#35Y) x 6
4. Secretarial Posture Chair (#56F) x 26
5. Full Suspension Steel File Cabinets (#FC44LK) x 2
(Four drawers)
6. Full Suspension Steel File Cabinets (#FC42LK) x 8
(Two drawer)
7. Standard Desks
(Typewriter stand with stationery rack (#MS10) x 25
8. Student Desks
(Single pedestal desk (#30R) x 50
9. Teacher's Desk
(Single pedestal desk (#33R) x 3
10. Economy Stacking Chair (#XL2) x 75
11. Blackboards (#D96J 4' x 10') x 3
12. Table (#V86 30" x 72") x 4
13. Bookcases (#9412 84" x 36" x 6 shelves) x 4
14. Index Card Cabinet (#DC27LK) x 1
15. Storeroom Shelving (#OX509 8 shelves) x 4
16. Stationery Cupboard (#A30) x 2
17. Gestetner Duplicating Machine (Model 400) x 1
18. Calculators Adler (121PD) x 15

Office Supplies

(U.S. Purchase)

1. Typewriting Paper (students) - 20 reams/student/year x 3 years
= 60 reams x 123 students = 7,380 reams @ \$6.60/ream unit price.
2. Supplies for Administration of School:
 - (a) 6 reams/week x 52 weeks = 312 reams/year x 3 =
936 reams x \$6.60/ream unit price.
 - (b) Other supplies (miscellaneous items):
Refer to (*) I Center's Placement/Evaluation Unit.
\$125 week x 52 weeks = \$6,500/year x 3 = \$19,500 (90% of
this item to be purchased in U.S.A., balance in Djibouti,
10%)
 - (c) Gestetner Duplicating Machine Supplies:
 - 1) Stencils - 100/pk @ \$42 each x 12
 - 2) Ink - 72 tubes @ \$8 each
 - 3) Correcteen - 12/pk @ \$5 each
 - 4) SB12 Sild Screens @ \$27 each x 12
 - 5) SB4 Ink Rollers @ \$16 each x 12
 - 6) Mimeo Paper - 1,000 sheets @ \$7 x 12

Office Supplies

(U.S.-Djibouti Purchase)

1. Students: Other Supplies (miscellaneous items)
Refer to (*) I Center's Placement/Evaluation Unit
@ \$20/student/year x 3 years x 123 students = \$7,380
(20% of this amount to be purchased in Djibouti 80%
to be purchased in U.S.A.)
2. Administration: Other Supplies (miscellaneous items)
Refer to (*) I Center's Placement/Evaluation Unit
\$125 week x 52 weeks = \$6,500/year x 3 = \$19,500
(90% of these items purchased in US balance in
Djibouti, 10%)
3. Library Books: Assortment of books for commercial education in French
amounting to \$4,000