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COMPREHENSIVE HUMAN RESOURCES DEVELOPMENT IN CHAD
Project No: 677-0005

ANNUAL REPORT NO. 1
Period: 27 January 1978 - 31 January 1979

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Action Programs International
Santa Monica, California

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A. Introduction

This report fulfills contract requirement C.2, which calls for an annual report summarizing problems and progress made to accomplish project objectives. It was agreed with D. Maxwell, AID Project Officer, that the report would also serve as the 4th quarterly report which would have covered only two months, December, 1978 and January, 1979.

The project consists of 2 components, the Manpower Planning/Manpower Survey Component and the Assistance to INSE (National Institute of Educational Sciences) Component.

The manpower component was designed to provide the Division of Human Resources Development in the Ministry of Plan with the institutional capability to operate a complete manpower planning and implementation activity. There were two key elements of the assistance. A Manpower Planner would be provided for 40 months to develop Chadian skills in initiating appropriate national manpower policies, in producing a national manpower and training plan, and in helping ministries and other entities to generate training projects to implement the plan. A Manpower Survey Specialist would be furnished for 16 months to generate the data base for the national manpower and training plan.

INSE was created by the GOC to design, implement and evaluate a reform of the primary education system so that education in school becomes more relevant and functional and so that the school can serve as a tool for reaching the adult population as well, helping them to improve their standards and styles of living. As stated in the Project Agreement: "The goal of the reform program is to achieve a direct integration of the school and the community to transform them into factors of development."

As the U.S. intervention was originally conceptualized, and as reflected in the design of the INSE project component, UNESCO would provide INSE with assistance needed to revise the primary education program while AID would assist with the portions of the program directed toward providing the students with practical educational experiences and with helping to make the schools' facilities available to the adult popula-

tion in a non-formal education mode. API was contracted to provide supporting staff to INSE to help build the institutional and implementation capabilities for the non-formal education programs while AID was to contract with appropriate organizations in Chad for the construction of some 27 workshop centers at designated pilot and other school sites. These workshop centers would be designed to serve as nexuses in providing practical work for school children within the guidelines of the new primary school reform while also serving as a major element in attracting the participation of adults in the functional non-formal activities.

It is important to note that the project had in fact been recently examined in terms of its objectives, in two stages:

The first occurred in the latter part of November, and covered the Manpower Planning/Manpower Survey component. At that time the progress and problems on this component were thoroughly revised and alternate strategies for achieving the project objectives were designed. The choice of alternates depended upon whether or not the manpower data base was found adequate to carry out the original objectives and on whether or not the national development plan (Plan Quadriennal 1978-81) would be available in time to be used as a basis for the forecast of manpower needs, which is the key element of a manpower plan. This review and redirection was detailed in Quarterly Report No. 3. Annex A to the report is a chart showing the proposed redirection of each objective listed in the Project Agreement. A portion of the report and the Annex comprise Attachment A to this report. The current status of the manpower component is contained in Section C, below.

The second examination of objectives covered the Assistance to INSE component. It took place in January as part of an evaluation of this component requested by INSE and carried out jointly with the INSE staff. This exercise is reported on in Section D, below.

B. Summary Statement

Dates and key events in the first-year history of the project are listed below. It is noted that the project also had a "pre-history." Dr. William Rideout, now an API Associate, developed the elements of the Assistance to INSE component with M. Be-Ramnaj Miaro, the first Director of INSE, in 1975. These were reflected in an AID Project Review Paper, approved January, 1976. In 1976, AID contracted with API to produce the Project Paper. This was approved by AID/W in 1977 and was followed by a Project Agreement with the GOC, dated August 25, 1977.

Date

Key Event

January 27, 1978

AID/API contract signed

<u>Date</u>	<u>Key Event</u>
February 3, 1978	API Orientation Meeting, Washington, D.C.
March-June, 1978	Six API long-term Team members arrive in Chad
May, 1978	First project appraisal. Difficulties on the manpower component were identified as: lack of a counterpart, inadequacy of the data base, and the questionable status of the Plan Quadriennal. Difficulties on the INSE component were identified as: thinness of INSE staff, INSE management style, and the fact that the agreement with UNESCO for help in curriculum development had not materialized. It was agreed that the primary emphases of the INSE component would be on the adult education portion and on developing evaluation methodologies. The Chadians would proceed on their own on curriculum development until UNESCO help was available. The project was impeded by delays in providing the required support facilities and equipment, as well as by the tenuous security situation.
June, 1978	Appointment of M. Mobélé as Acting Director of INSE
June, 1978	"Destaffing" of the Human Resources Division of the Ministry of Plan, i.e., a counterpart crisis
June, 1978	Educational Evaluator begins series of training programs in Experimental Research and Evaluation Techniques
June, 1978	Educational Evaluator proposes formation of a Curriculum Reform Committee and he is asked to be a regular attendee and advisor
July, 1978	Artisan/Community Trainer assumes coordinator role for project field work.
August, 1978	Coalition Government established
August, 1978	Second project appraisal. Ministry of Plan assured AID that counterparts to API manpower specialists would be appointed. INSE component review resulted in 14 items of understanding comprising a plan for INSE/API team action during the academic year 1978/79 and beyond. Space, equipment and vehicle problems were exacerbated by power outages and the fact that

<u>Date</u>	<u>Key Event</u>
August, 1978 (cont'd)	funding arrangements through the GOC were not yet complete
September, 1978	Manpower Survey Specialist arrives for 16-month tour and a counterpart is appointed
September, 1978	UNESCO/GOC agreement signed which will provide 4 experts and short-term consultants to INSE, a major change from the 17 scheduled at the time of the project design.
October/and November, 1978	Adult Educators, in coordination with Artisan/Community Trainer, accelerate field visits and planning associated with workshop center construction and implementation of workshop models, pursuant to the 14-point plan.
November, 1978	Ten Peace Corps personnel, for 1979 arrival, requested through INSE (vs. 2 provided for in Project Agreement). Approval of 2 only obtained.
November, 1978	Third project appraisal. Thorough review of Manpower Planning/Manpower Survey component carried out (see Attachment A). The INSE component's 14 points of understanding were further defined, responsibilities were assigned and a schedule established. The concept of an experimental program of self-help construction of school workshops was approved by the Acting Director, INSE.
December, 1978	The API Team Leader/Manpower Planner's contract was terminated due to unsatisfactory performance. The AID Project Officer is to act as Team Leader on an interim basis.
December, 1978	Manpower Survey Specialist authorized to commence a study to improve the administration of scholarships, an important element of a manpower system.
December, 1978	Training and animation of Practical Skills Teachers and adults starts.
December, 1978/ January, 1979	Educational Evaluator accompanies Delegation of the Ministry of Education to 8 provinces of Chad to involve regional officials in education reform program.

<u>Date</u>	<u>Key Event</u>
January, 1979	James Kelly, Director AFR/SFWA, visits Chad and discusses project in group meeting with AID and INSE officials and the API Team.
January, 1979	Fourth project appraisal. Evaluation of Assistance to INSE component as elaborated in Section D, below, and in Attachment B. Final approval of the self-help and upgrading approach to workshop construction on an experimental basis, and of the two regions where these activities are to take place.

In the light of the entire first year's experience, the forces in the project field can be seen in greater perspective. Figure 1 is a Force Field Analysis of the project. The center line denotes the project objectives. The items above the center line, bearing down, are forces moving the project towards its objectives. The items under the line, pushing up, are those constraining the accomplishing of the objectives. The length of the arrows is an estimate of the importance of each item in the total field.

If one conclusion can be drawn about the first year's experience it is that there have been concrete accomplishments against heavy odds. The momentum generated, utilizing realistic strategies which have been formulated and adopted, will help to counteract the constraining forces, with the exception of the Chad internal security situation.

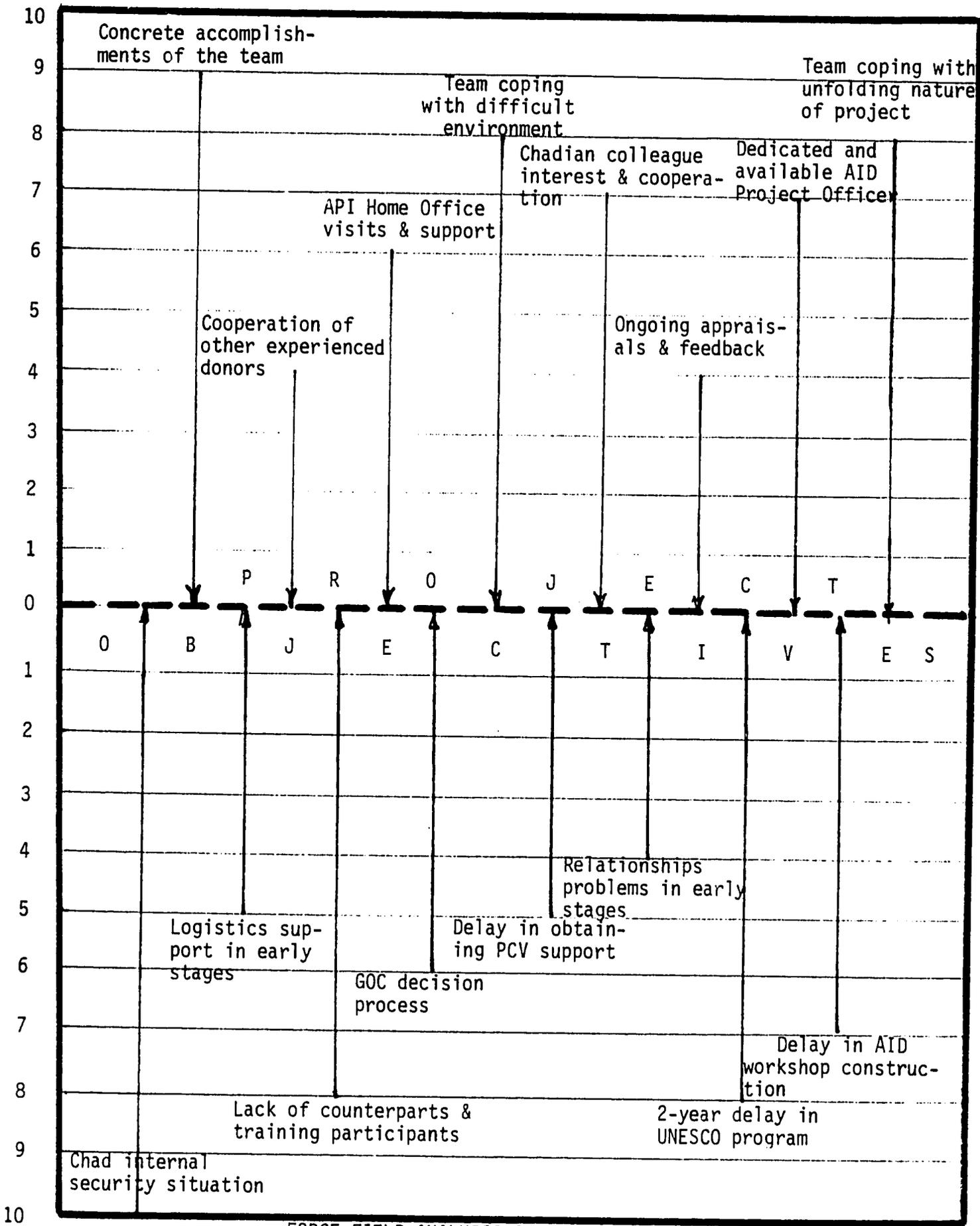
C. Manpower Planning/Manpower Survey (4th Quarter and Future Activities)

The Manpower Survey Specialist, Peter Digby, and his counterpart, Laye Tchintabe, enjoyed a very productive period in December and January:

- o They started work on updating the computerized list of private firms in Chad
- o They assumed responsibility for coding prior year questionnaires for the annual survey of manpower in the private sector. This will enable them to test procedures and methods of analysis of the data as a preliminary to analyzing the 1978 data when it is collected.
- o They are working with the Director of the GOC computer center on creating a manpower data base for the public service by adding personnel data to the existing payroll records.
- o They met with the Minister of Higher Education, and D. Maxwell, and arranged to study and recommend improvements on the entire system of

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Figure 1



FORCE FIELD ANALYSIS OF PROJECT OBJECTIVES

Key: ↓ Forces helping accomplish objectives
 ↑ Forces constraining accomplishment of objectives

scholarship administration. They envision a computerized record system which will produce a variety of information on scholarship holders, useful to several agencies of Government. Their concept is to be presented in February at a meeting of all concerned.

As stated in Section A, above, and as further detailed in Attachment A, the long-term future of this component depends on the viability of the manpower data base and the publication in time of an approved national development plan. If we assume the data base can be built up in key areas by the end of CY1979, and that the plan will be published by that time, there would still be 25 months remaining on API's contract. This would be time to produce a national manpower and training plan, with 4 provisos: 1) A Manpower Planner is recruited; 2) He has a counterpart; 3) Short-time professional survey help is made available; and 4) Local enumerators are made available. It is also understood that the national development plan must be of sufficient depth to be able to forecast gross national product growth by sector. Further, the GOC must consistently back the concepts and the importance of a manpower planning activity.

For the short-term, the Manpower Survey Specialist is proceeding on his defined tasks until the end of his tour, in January, 1980. These involve creation of manpower statistical systems, providing regular data on modern sector manpower requirements; providing a list of studies and surveys for further development of the data system; providing a long-range (15-20 years) general plan for an information system for human resources covering the entire economy; completing and installing the information system on scholarships; and providing a procedure and policy manual for manpower surveys.

D. Assistance to INSE
(4th Quarter and Future Activities)

This portion of the report is based on Dr. Rideout's visit to Chad from January 21 to February 5, 1979, and upon monthly reports and analyses by API Team members. It also reflects substantial inputs by Chadian colleagues and USAID officials.

As the first anniversary of the signing of the API contract approached (January 27, 1979), it was agreed by INSE officials and USAID Project Officer and Acting Team Leader Dayton Maxwell, that a project evaluation of the INSE portion of the contract would be beneficial. API was equally willing to participate even though the project agreement did not call for an evaluation until the end of the second contract year. It was decided that the criteria for evaluation would be the ten project objectives taken from the Project Agreement. Based upon an evaluation format prepared by Mr. Nomaye, Chief of the Department of Applied Research at INSE, and Dr. Toai, Educational Evaluator, each of the objectives were to be analyzed in terms of their achievements, problems, and suggested solutions. With

Dr. Rideout participating, the Team members prepared a draft evaluation following the agreed upon format, and discussed the draft with Mr. Nomaye prior to an evaluation meeting held on January 24. At that session the evaluation draft was presented to the Acting Director of INSE, M. Mobélé, his Department Chiefs and other ranking staff members. The entire API/INSE staff, Mr. Maxwell and Dr. Rideout assisted in presenting the evaluation and participating in the discussions which covered each item listed in the format. The final version of the evaluation format, Attachment B to this report, was agreed upon by all members present at the session. In many instances it was not possible for those present to respond immediately to the Suggested Solutions portion of the format. However, it was generally agreed that follow-up attempts would be made by INSE and Team members to find appropriate ways to solve unresolved problems.

In the meeting it became clear that there were two major areas in which USAID and API had felt final agreement had already been reached, but which, it was discovered, required not only M. Mobélé's approval, but also that of the Director General of the Ministry of Education, Mr. Tangar. These two items related to Dr. Rideout's suggestion to M. Mobélé in August, 1978, that the Team, while awaiting the construction of AID workshop centers, should launch two major activities: 1) to establish workshop center model programs at sites in Chari-Baguirmi and in Guelengdeng where the United Nations had recently completed workshop centers, but where programs to utilize them had not been initiated, and 2) to concentrate on an experimental workshop center self-help construction model program in the region of Mayo Kebbi West. In order to resolve these matters, M. Mobélé arranged a meeting on January 26, 1979, which included Mr. Tangar, Mr. Allagnabye (Director of Elementary Education), M. Mobélé, INSE Department Chiefs, Dayton Maxwell, Dr. Rideout, and members of the API Team. It was agreed at this meeting that the Mobélé/Rideout understanding on team activities in the two regions specified above was approved. The GOC's Unit for School Construction is to assist when and where appropriate, to see that the self-help centers conform to national construction standards and criteria.

The evaluation was extremely profitable for all concerned. The atmosphere was friendly and constructive with the common goal of realizing the ultimate project objectives working as an integrated INSE/API entity.

Following the evaluation meetings INSE and the API Team had a working session at Mr. Maxwell's house where they were able to discuss the project in detail with Mr. James Kelly, Director AFR/SFWA, who was visiting from AID/Washington.

During Dr. Rideout's visit there was also a concerted effort to renew and reaffirm the close working relationships with other donors involved in

educational and rural development activities. Mr. Maxwell supported and participated in meetings with UN, UNICEF, AND UNESCO officials. Close coordination also exists with SwissAid and Swiss Technical Cooperation, both of which have worked with INSE and the Ministry of Education. In addition, contact has been established with a new European Common Market (FED) rural development project in Tangile.

Other important developments on the INSE component in December and January were reported in the key events listing, Section B, above. These were the commencement of practical skills training programs and the participation of the Educational Evaluator, Dr. Toai, in the regional dialogues on the educational reform program. In addition, all Team members contributed to the planning of the data base gathering program. Instruments completed, or nearing completion, include: a) Base line data questionnaire for each village site; b) On-site observation checklist; c) Household activities survey; d) Analysis of two years of reports from the Regional Centers for Continuing Education (CRFCs); and e) Analysis of two years of reports from the Pilot Schools; f) Permission has been obtained from the Department of Elementary Education to analyze the reports of School Inspectors where these reports relate to the implementation of the elementary school reform, to the Pilot Schools, to the CRFC, or to the other sites where the project workshop centers might be located. Analyses d), e), and f) are being carried out by the Educational Planner, Eileen Scott.

Future developments on this component can take a number of directions:

- o If the experimental self-help construction program is successful, API will consider with AID the desirability of utilizing the approach to build additional centers, conceivably the entire 27, although this would require an API contract revision with substantial assistance to the Adult Educator-Farmers, William Wheeler, the Adult Educator-Women, Mona Grieser, and the Field Coordinator, Jerry Stafford.
- o If the northern part of the country becomes accessible, an arrangement might be worked out to build AID-funded workshops in conjunction with the SwissAid program. The latter has been successfully supporting self-help constructed schools in the North.
- o API's training programs could be adapted to radio education which is already an element of the reform program. API's Adult Educator-Women, and the Field Coordinator have directly applicable skills and experience.
- o If Dr. Toai continues his active role in curriculum development, AID might want to provide him supporting help through the API contract.

E. Administration

The project is managed in accordance with the approach set forth in API's Technical Proposal and as further developed at the API Team orientation meeting in February, 1978. The principal elements are: 1) Brief Monthly Reports by each Team member which state "Items of Progress" and "Problem Areas and Items;" 2) Supervisory visits by API Home Office personnel each quarter, at which time the project is assessed and redirected as required, and the results summarized in Quarterly Reports; 3) An API Team Leader, primarily for project administration; 4) The AID Project Officer who monitors project progress against objectives and particularly the principal one of developing the Chadian capability to perform the functional tasks of the contract work scope. The AID Project Officer is also the contact point for obtaining AID-furnished support; and 5) Home Office liaison with the AID Contracting Officer, Chad Desk Officer, and AFR/DR Project Office, as required.

The project was beset with logistics support problems. These have been fully documented in the Monthly Reports and summarized in the Quarterly Reports. Many of the problems stemmed from the fact that the GOC did not provide adequate office space, office furniture and equipment, and office supplies as provided in the Project Agreement, although the requirement was actually worded "to the extent possible, the GOC will do its best to provide...." When the shortfall was apparent AID did undertake to fulfill its responsibilities to furnish office space and equipment as provided in its contract with API, but delivery dates were inordinately long. The space, equipment and supply problems have been mainly solved and there is no point in belaboring the issue.

Other severe logistics problems resulted from delays by AID in furnishing the GOC with the project vehicles, and an even longer delay by the GOC in establishing a system of utilization, maintenance and control of these vehicles. One vehicle was wrecked when being used in an unauthorized manner and is still not repaired, after 7 months. A GOC vehicle control system now exists, but it is not effective. During the waiting period most API personnel used their private vehicles and were reimbursed for mileage based on the clause in API's contract which states that both Project Vehicles and In-Country Transportation (on business) would be furnished by AID.

Another logistics problem derives from the administration of project funds by the GOC. In the case of the INSE component the fund took 8 months to establish. It is not yet clear how smoothly the fund will operate now that it is established.

A final problem in this category, apparently beyond the control of the GOC, was a series of regular power outages occurring over several months which made offices dark and unbearably hot, and rendered electric typewriters useless.

These types of logistics/administrative problems will have to be circumvented if the program of self-help construction is to succeed, as materials, equipment, transport and other support will have to be reliably furnished to the villagers.

F Other Pertinent Issues

As the second contract year began, the political situation in Chad deteriorated. On February 12, 1979, heavy fighting broke out in N'Djamena between Chad Government factions and increased in intensity over the next several days. On 17 February, 3 members of the API Team were evacuated to Yaounde, Cameroon, along with most other Americans. The other 3 Team members joined them shortly thereafter.

A cease fire was subsequently negotiated, and the USG has made the decision to keep the API Team in Yaounde until a more complete review of the situation is made and further decision is reached as to the future of AID activities in Chad.

We choose to end this report on a positive note by discussing the continuation of the project after the present hiatus. In this vein, the following quotation from James Kelly's letter of November 6, 1978 to David Wilson, Director, USAID/N'Djamena is pertinent:

"One other thought in connection with the Human Resource project... it is a complex, intricate and comprehensive approach to addressing a serious development problem. Such an approach can become unwieldy and even unworkable unless constantly modified in face of the reality found in the project environment. With respect to the required modifications, I am wondering whether we should not strive to have a formal restatement of project strategy after an appropriate period of testing the strategy approved in the PP. I look forward to discussing this and other project-related ideas with you in January."

The project was moving forward very constructively before the hiatus and API believes the time for a revised strategy is at hand. API will be prepared to come forward with proposals. When the strategy has been agreed upon, the API Contract Work Scope should be updated and the contract budget adjusted accordingly.

Attachment A

COMPREHENSIVE HUMAN RESOURCES
DEVELOPMENT IN CHAD

AID Contract: AID/afr/C-1392

Excerpts from:
QUARTERLY REPORT NO. 3
Period: 1 Sept. 1978 - 30 Nov. 1978

C. Manpower Planning/Manpower Survey:

E. Rubin's visit was the occasion for a thorough review of this component of the project. This was appropriate since Peter Digby had been at post for a period of 1-1/2 months and had done very useful groundwork on the data aspects. It was also considered necessary since progress on this component had been slow.

On analysis, it was clear that there are three principal problems:

1. The data base has much more serious deficiencies than found in most developing countries. For example, records in the Fonction Publique are so minimal that the financial records appear to be the only central source of personnel listings. The deficiencies and inadequacies are endemic and must be addressed by a careful building up of the basic systems in key areas. This will occupy more of the time of the Manpower Survey Specialist than anticipated.
2. The institutional base has not materialized as promised. The Division of Human Resources has only one staff member as opposed to the core group of three which was a condition precedent of the Project Agreement. This affects the very definition of the project component as stated in the ProAg: "Manpower Planning. Toward the goal of assuring Chad of the required human resources for its social and economic development, this project will establish a Chadian capacity to project national manpower requirements and to determine training and education programs and policies to meet these requirements."
3. The timing of the availability of the Plan Quadriennal (1978-81) is in question. The GOC has given recent assurances that approval is a matter of weeks. The ILO Adviser to the Ministry of Plan has indicated it may be a much longer period. The approval by the GOC of a national development plan is a technical condition precedent to the design and installation of a comprehensive manpower system. This is because forecasts of manpower needs are generally based on projections of GNP sectoral rates of growth which are derived from the plan, and because these rates of growth must be further analyzed and tempered by plan project content and priorities.

Despite these difficulties, API sees this component as an important opportunity to make an impact in five aspects of human resources development in Chad. Further, the precedents which will be established by successful performance under this component can lay the groundwork for broader reform of the inherited administrative system. This is critical for Chad and throughout the Sahel.

The strategy for addressing the five aspects of HRD is detailed in Annex A, which uses the format of the Project Grant Agreement. It is an alternative

strategy since it provides one plan for the case where the National Development Plan and an improved data base are available soon, and second plan if they are not.

The five aspects of the revised program, together with a cross reference to the specific objectives of the Project Agreement are:

1. The creation of an improved data base in such areas as educational statistics, scholarships, annual surveys of private firms, and census data of the Fonction Publique. Objectives 1, 4a
2. The development of viable elements of a comprehensive human resources development system illustrating what can be accomplished in this field and teaching the methodology and procedures. Objectives 2, 4b, 10
3. The creation of the necessary linkages between the system's institutional base and other appropriate organizations. Objectives 3, 11, 12
4. The establishment of in-country training programs in human resources development. Objectives 5 and 5b
5. Providing proper documentation of the elements of the system which have been developed, the concept of the entire system, and plans for future work in the manpower field. Objectives 6, 8, 13

A draft of this portion of the report was discussed with Dayton Maxwell before E. Rubin left Chad. He took the draft under advisement and if its approach is approved that will constitute a de facto change in the component's work scope and in the specialists' job descriptions. Changes in the Project Agreement and in the API contract will be made when the timing is appropriate.

ANNEX A

API Project No. 677-0005, Comprehensive Human Resources Development, Chad
Proposed Revision of the Manpower Planning Section of Annex 1 to the Project Grant Agreement

PRO AG Reference	Original Wording	Proposed Rewording	Comment	Primary Responsibility	Milestone Date
3.2. Objective 1.	A manpower statistical system operating routinely which provides the data necessary to publish periodic reports on middle- and upper-level manpower utilization, needs, availability, etc., which can be used by technical ministries and international organizations for planning purposes.	Manpower statistical systems designed and functioning, providing the data necessary to publish reports, periodic and on request, on modern sector manpower requirements at the upper and middle level.	The paucity of data in the Fonction Publique appears to be the primary constraint.	Survey Specialist	January '80
2.	A defined set of GOC-sanctioned principles and procedures being used for guidance in middle- and upper-level manpower planning tasks.		Policy recommendations will also be evolved for individual parts of the manpower system as these are developed.	Manpower Planner	July 1981
3.	An interministerial coordinating organization composed of national education planning, national manpower planning, and other relevant ministry planning office representatives functioning to synchronize national training and education programs.		Recommendations for the structure and functioning of the organization is the first step.	Manpower Planner	1st step Dec. 31, '78
4.	A detailed list prepared of Chadian manpower needs in 1985, at professional, technician, skilled and non-skilled worker level based on predicted economic activity and manpower availability, and the degree of accuracy specified.	a. Based on an approved National Development Plan and the data base obtainable by the Manpower Survey Specialist, a projection of Chadian manpower needs in the modern sector, through the Plan period and the succeeding Plan period.	It is hoped that the Plan will be available for the Survey Specialist to impact Task 4a. The plan must be approved no later than December '79 for the Manpower Planner to complete Task 4a.	Manpower Planner	Task 4a. July '80

PIRO AG Reference	Original Wording	Proposed Rewording	Comment	Primary Responsibility	Milestone Date
4. (cont'd)		b. Pending or lacking a Plan individual parts of the manpower system will be developed including forecasts of needs. These will be primarily in the modern sector, but may also be in the informal urban or rural sectors.	The parts of the system will be presented as <u>Completed Staff Work</u> , i.e., "ready for approval."	Manpower Planner	First needs forecasts of Task 4b., Mar. 31, 1979
5.	Detailed plans completed for training abroad and in-country training to meet the needs anticipated in 1985, including specifying number and types of scholarships to be obtained, the number and type of in-country administrative and technical training programs to be conducted, and the degree of accuracy of the projections.	a. Based on the needs established in 4a., above, plans for training outside Chad and for in-country training to meet the needs over the current and forthcoming plan period. b. Identify and promulgate individual in-country training programs evolving from the development of Task 4b, above.	The development of in-country training will start immediately under Task 5b. Task 5a. will include all of these efforts and the systematic development of training programs evolving from the Plan. Task 5a. will be summarized and presented before the Manpower Planner completes his task. The development of parts of the manpower system and its training concomitants, go hand-in-hand.	Manpower Planner Manpower Planner	July, '81 One program Mar. 31, '79 Two additional programs Dec. 31, '79
6.	A task list and implementation schedule prepared for surveys and studies required during the 1980-85 period.	A list of studies and surveys which need to be carried out for further development of the human resources program.	Both specialists will identify these items as the requirements appear. A summary list should be published each year and a final list be included in the final report.	Manpower Planner	Yearly, starting 1978

PRO AG Reference	Original Wording	Proposed Rewording	Comment	Primary Responsibility	Milestone Date
7.	Detailed plans prepared for two or more in-country training programs in specialized skills to be implemented by other organizations, as a result of manpower planning efforts coordinated by the Human Resources Division.	Suggest omitting, as included in Item 5b., above.			
8.	A long-range (15-20 years) general plan prepared to guide the growth and improvement of manpower data collection and analysis within the limits of the anticipated resources available.		The Manpower Survey Specialist's work is the first step along the road to the development of an information system ("general plan") for human resources covering the whole economy. Improvements to individual parts of the system (e.g., bourses, or survey of private firms) should be undertaken with the needs of the total system always in mind. The phrase "anticipated resources" is important -- additional recurrent expenditures must be minimized.	Survey Specialist	Outline Dec. 31, '78 Plan Dec. 31, '79
9.	A comprehensive career development system proposed for government officials which permits phased training and development without disrupting essential government services.	Suggest omitting. Can be included in 6, above.	The Fonction Publique needs a functioning system for its present responsibilities first. Perhaps "Schemes of Service" as used in some Anglophone African countries could be introduced during the project, but this is more likely an additional study (6, above) than a part of the manpower system (4b., above).		

PRO AG Reference	Original Wording	Proposed Wording	Comment	Primary Responsibility	Milestone Date
10.	A functioning system of maintaining contact with Chadians studying abroad, placing them in appropriate positions prior to their return, and providing them an orientation program upon their return to facilitate their transition back to Chad		This is a logical consequence of developing the information system on bourses. An improved information system (perhaps computerized) would help in ensuring the more efficient use of scarce resources. It is hoped that the Ministry of Higher Education and Research will cooperate with an early revision of the present bourse system so that the Survey Specialist can carry through on this item.	Survey Specialist	January, 1980
11.	Good coordination exists with the National Labor Office which assures the following: labor registration, diffusion of information on skills available to public and private organizations, skills classification, defined policies and procedures on placement, etc.	Good coordination existing with the Fonction Publique and the National Labor Office in areas of 1) skills available to public and private organizations, 2) skills classification, and 3) policies and procedures on recruitment, registration and placement.	Other key organizations which need a similar high level of coordination are statistics, bourses, and Planification and Carte Scolaire. This item is underway and will continue throughout the project.	Manpower Planner	July 1981
12.	A system of communications and records established among the offices in the different organizations responsible for human resources planning which provide for the exchange and accessibility of the information necessary for effective operation of the Chadian manpower statistical system.		The interministerial coordinating organization could be the focus of this cooperation. The Division of Human Resources would have day-to-day responsibility for ensuring good coordination between the different statistical systems.	Manpower Planner	July 1981

PRO AG Reference	Original Wording	Proposed Rewording	Comment	Primary Responsibility	Milestone Date
13.		Policy, planning and procedural manuals used to assist in continuing the work of the project after its end. NOTE: This item replaces the list of Bureau and Division duties, which are adequately covered in the objectives and outputs section.	The Data Bureau manual would be developed by the Survey Specialist; the Projects Bureau by the Manpower Planner. The latter would be responsible for assuring that the manuals are updated and in use before his tour of duty ends.	Manpower Planner	July 1981
3.3. Outputs					
1.	One Chadian official in the Data Bureau trained as a Manpower Survey Specialist and one Chadian official in the Projects Bureau trained as a Manpower Planning Specialist.	Add: This training will take place on-the-job from the time the Bureau Chiefs are at post. A one-year, especially designed training program outside the country is planned for each Bureau Chief if staffing and project scheduling permit.		Survey Specialist (Data Bureau Chief) Manpower Planner (Projects Bureau Chf.)	January '80 (for on-the-job portion) June '80 (for on-the-job portion)
2.	Two or more in-country training programs in specialized skills implemented in other ministries as a result of manpower planning efforts coordinated by the HRD.	Satisfactory interim progress being made in attaining project objectives, particularly those primarily under the control of the Division of Human Resources. The determination of satisfactory progress to be made by a yearly AID/GOC evaluation.		AID/GOC	Yearly
3.	Detailed procedure and policy guidance manuals prepared in manpower planning and surveying for the continued guidance of Human Resources Division employees			Survey Specialist (Data Bureau Manual) Manpower Planner (Proj Bureau Man.)	January 1980 January 1981
4.	Documentation complete and time schedules determined on the regular surveys required for the operation of the system.	Unit -- is included in 6.			

FIRST ANNUAL EVALUATION FORM AND REPORT
HUMAN RESOURCES DEVELOPMENT IN CHAD
January, 1979

Project Objectives ¹	Achievements	Problems	Suggested Solutions
1. Training 4 Educational Evaluators and Planners	1. Mr. Miaro: Educational Planner in training in the U.S.	1. Waiting for GOC to recommend 3 other evaluators and planners	1. The ideal solution for scholarship holders is to work with the project for 6 months, complete their studies in the U.S. in about 1-1/2 years and then return to Chad to work with the project for another 6 months.
2. Training INSE personnel at all levels to define, implement, evaluate and change objectives	2. ----- 2.1 Two training programs done by Toai on (1) research methodology, and (2) evaluation techniques 2.2 Toai providing technical assistance to Technical Committee for Curriculum Development at INSE 2.3 Mouktar Hamid, CRFC at N'Djamena was sent to the training center in Upper Volta for rural animation	2. No training in planning requested 2.1 Drop-out rate of 50% of trainees after first course started, but no drop-out problems with the evaluation course. 2.2 Need for an additional expert for curriculum development 2.3 -----	2. Course scheduled for July, 1979 2.1 Repeat the first course on research methodology 2.2 ----- 2.3 -----
3. Study of motivations contributing to villagers participating as volunteers	3. ----- (See next page for other studies in process)	3. Lack of time for preparation, lack of field personnel to conduct the surveys, lack of personnel on site in the field to administer the questionnaire, and no means for testing feasibility of volunteerism of villagers	3. Hold discussions at the departmental level at INSE to try to resolve these problems

Project Objectives	Achievements	Problems	Suggested Solutions
	3.1 Drafted base-line data questionnaire and on-site observation checklist completed 3.2 Study of the Ecoles Pilotes and CRFC reports nearly completed 3.3 Household activities survey in draft	3.1 ----- 3.2 ----- 3.3 -----	3.1 ----- 3.2 ----- 3.3 -----
4. Construction of 27 Workshop Centers	4. -----	4. (see 4.1)	4. -----
4.1 Responsibility for construction has been USAID's	4.1 -----	4.1 AID has been unable to find a contractor	4.1 At the request of AID and INSE, API has initiated a trial program of self-help construction of 3 workshop centers and the completion and improvement of 5 others
4.2 Identification of construction sites following the criteria below	4.2 Reports of site analyses sent to Mobélé. Proposal is completion and improvement of 4 sites in Chari-Baguirmi and 1 in Gueleng-deng, and to recommend other sites in Mayo-Kebbi West (probably 3)	4.2 Awaiting INSE approval of API analyses	4.2 Starting with 2 or 3 workshops which are already constructed by UNDP in order to test API training programs. Hold a meeting with INSE and USAID to discuss the sites.
4.2.1 Pilot School sites	4.2.1 The format for site surveys has been prepared and visitations started	4.2.1 -----	4.2.1 -----

Project Objectives	Achievements	Problems	Suggested Solutions
4.2.2 Villages with complete primary cycle and active APEs in Mayo-Kebbi West	4.2.2 Initial visit to prospective sites completed in November, 1978	4.2.2 Need additional staff and vehicles to activate Mayo-Kebbi West program	4.2.2 USAID should hire additional personnel with construction and animation skills
5. Training about 100 Volunteer Leaders to assist teachers of practical work	5. -----	5. -----	5. -----
5.1 Selection of training sites	5.1 -----	5.1 -----	5.1 -----
	5.1.1 Five sites in C-B including Guelengdeng accepted as of November, 1978	5.1.1 -----	5.1.1 -----
	5.1.2 Decision to work in Mayo-Kebbi West taken in January, 1979.	5.1.2 No decision on specific sites	5.1.2 Site selection process started with visits to some villages in the region and with initiation of process to gather basic data on promising villages
5.2 Animation	5.2 Training program completed at Mailao and several meetings held with APE and villagers in Chari-Baguirmi	5.2 No GOC personnel assigned to work on human resources development at village level.	5.2 INSE will put out a circular to ask teachers of practical work to look for volunteer leaders.
5.3 Selection by villages of leaders to be trained	5.3 -----	5.3 See 5.1.2 & 5.2	5.3 -----
5.4 Training Program	5.4 -----	5.4 Lack of counterparts as noted in 5.2	5.4 -----

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Project Objectives	Achievements	Problems	Suggested Solutions
5.4.1 Practical work	5.4.1 -----	5.4.1 -----	5.4.1 -----
5.4.2 Animation techniques	5.4.2 -----	5.4.2 -----	5.4.2 Contract has been signed between USAID and PAID and discussions have been held about PAID assistance in this activity
5.4.3 Project Management Techniques	5.4.3 -----	5.4.3 -----	5.4.3 See 5.4.2. Also, Tom Murray, project management specialist, began his tour in Chad recently and discussions have been held with him by INSE and API team to promote cooperation in this area
6. Training one local man and one local woman per workshop center who would then train others in the villages	6. Proposal for first training session for men during the Easter vacation submitted to Mobélé (Dec. 1, 1978)	6. Awaiting approval and assignment of personnel	6. -----
7. Two training programs for teachers of practical work	7. -----	7. -----	7. -----
7.1 Training of men	7.1 -----	7.1 -----	7.1 -----
7.1.1 Selection of training sites	7.1.1 -----	7.1.1 -----	7.1.1 -----
7.1.2 Preparation of training materials	7.1.2 Some teaching materials have been prepared and the list of UNICEF tools proposed in 1975 and modified in 1978 has been evaluated and revised. Good working relationship established with UNICEF.	7.1.2 -----	7.1.2 -----

Project Objectives	Achievements	Problems	Suggested Solutions
7.1.3 Preparation of a training program	7.1.3 Decision made to develop a training program based on the program developed by Swiss Technical Cooperation	7.1.3 There are some difficulties involved in improving training program prepared by the Swiss Technical Cooperation personnel without field tests	7.1.3 -----
7.1.4 Training staff	7.1.4 -----	7.1.4 Personnel not yet named.	7.1.4 -----
7.2 Training for women	7.2 An inventory of women's skills and an inventory of other interventions has been partially completed for Chari-Baguirmi	7.2 The addition of a separate training center for women was made halfway through the first year of the project	7.2 -----
7.2.1 Selection of training sites	7.2.1 The following sites are proposed: Guelengdeng, Mailao, Mandelia, Farcha, Massaguet	7.2.1 Awaiting construction of women's centers at these sites	7.2.1 Same solution as suggested in 4.2
7.2.2 Preparation of training materials	7.2.2 The list of UNICEF tools has been revised	7.2.2 There are not yet any materials for training women. There has been no advice from INSE on the revision of the list.	7.2.2 -----
7.2.3 Preparation of training program	7.2.3 Training objectives completed and course outlined	7.2.3 -----	7.2.3 -----
7.2.4 Training staff	7.2.4 One expatriate animatrice has been recruited; a training prototype structure has been proposed for training personnel for adult education (submitted to Natoyoum and Hapsita)	7.2.4 Awaiting INSE's response	7.2.4 -----

Project Objectives	Achievements	Problems	Suggested Solutions
8. Four counterparts (men and women) to be trained as adult educators	8. -----	8. The achievement of this objective is delayed because counterparts for the API team have not yet been named	8. -----
9. Prepare instructional material for teachers of practical work and for villagers utilizing workshops	9. -----	9. Inputs by INSE and teachers of practical work are necessary. Lack a workshop at INSE to train, experiment, and develop prototypes.	9. -----
	9.1 Have prepared (a) materials to assist teachers with teaching technique and (b) a village workshop equipment handbook	9.1 -----	9.1 -----
	9.2 Collaborated with the science education curriculum committee and developed objectives for the new primary education program, especially those related to courses involving the workshop center for males and females. Provided an index of skills required by teachers of practical work which can also be utilized in the future in training programs for adults in the workshop centers.	9.2 No teaching personnel available for courses designed for women and girls	9.2 A proposed solution has been sent to Natoyoum and Hapsita
9.3 Some books and materials have been ordered such as journals and manuals prepared by other international organizations, some of which were free of charge	9.3 -----	9.3 -----	

Project Objectives	Achievements	Problems	Suggested Solutions
	9.4 Analysis of CRFC adult education activities completed	9.4 CRFC's are inhibited in carrying out their adult education functions	9.4 -----
10. Guidance manual to help community organizations with workshop activities and operations	10. Data being collected over the life of the project based on: Tournée Reports, analyses of CRFC and Ecoles Pilotes Reports; API Quarterly Reports, and the results of the surveys	10. -----	10. -----

1. This report covers the activities of the API team at INSE from March 30, 1978 to January 31, 1979, based upon major project objectives as listed in the Project Agreement.
2. Except for objective number 2, the other objectives are largely oriented toward field activities and do not include many of the team's activities within INSE, some of which are not covered by the listed objectives. Individual team members have added the following activities at INSE which are in addition to those listed above: 1) Serving as a member of the Committee on Curriculum Reform (Committee meetings and travel); 2) Preparing a booklet with Mr. Nomaye "Guide de préparation des objectifs de l'enseignement;" 3) Supervising construction of office space for team and INSE staff at INSE (September-December); 4) Preparing the program for self-help workshop center construction; 5) Assisted in developing curriculum for Department of English, Ecole Normale Supérieure; 6) Providing English classes for Minister of Foreign Affairs and Cooperation Kotiga (9 hours per week); 7) Seminar for PCVs who will work with INSE in villages; 8) Assisting with preparation of a Radio Scolaire program. This would be the equivalent of another full-time person on the Team since early July. A substantial part of this time came from Team members' own time.

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