

PD - AAT-857 ₱

46107

PROJECT PAPER

**PARTICIPANT TRAINING PROJECT
(492-0397)**

USAID/MANILA

September 1986

PARTICIPANT TRAINING PROJECT
(492-0397)

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET	1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number _____	DOCUMENT CODE 3
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2. COUNTRY/ENTITY Philippines	3. PROJECT NUMBER 492-0397
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4. BUREAU/OFFICE ASIA 04	5. PROJECT TITLE (maximum 40 characters) Participant Training Project
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6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 09 30 91	7. ESTIMATED DATE OF OBLIGATION (Under 'B' below, enter 1, 2, 3, or 4) A. Initial FY 86 B. Quarter 4 C. Final FY 87
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8. COSTS (\$000 OR EQUIVALENT \$1 =)						
A. FUNDING SOURCE	FIRST FY 86			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	3,704	296	4,000	4,640	360	5,000
(Grant)	(3,704)	(296)	(4,000)	(4,640)	(360)	(5,000)
(Loan)	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country		1,306	1,306		1,667	1,667
Other Donor(s)						
TOTALS	3,704	1,602	5,306	4,640	2,027	6,667

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPRO- PRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	600	630		0	0	4,000	0	4,000	0
(2) ARDN	200	190		0	0	1,000	0	1,000	0
(3)									
(4)									
TOTALS				0	0	5,000	0	5,000	0

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)	11. SECONDARY PURPOSE CODE
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12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)										
A. Code	TNG									
B. Amount	300									

13. PROJECT PURPOSE (maximum 480 characters).

To provide a core of highly-trained junior faculty at selected programs at private and public colleges and universities in the Philippines.

14. SCHEDULED EVALUATIONS Interim MM YY MM YY Final MM YY 0 6 9 1	15. SOURCE/ORIGIN OF GOODS AND SERVICES <input checked="" type="checkbox"/> 000 <input type="checkbox"/> 94 <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other (Specify) _____
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5. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment.)

17. APPROVED BY	Signature John S. Blackton Title Acting Director	18. DATE DOCUMENT RECEIVED MM DD YY 09 14 86
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PROJECT AUTHORIZATION

Name of Country: Philippines Name of Project: Participant Training Project

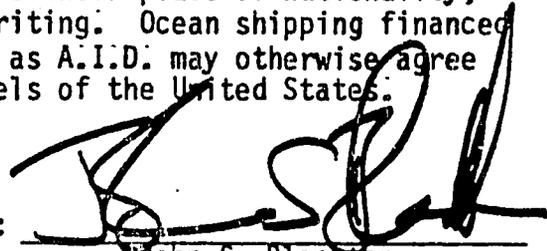
Number of Project: 492-0397

1. Pursuant to the Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended (the "FAA"), and in accordance with my authority as conveyed in Redelelegation of Authority No. 133.1 dated May 24, 1985, I hereby authorize the Participant Training Project (the "Project") for the Philippines (the "Cooperating Country") involving planned obligations of not to exceed \$5,000,000 in grant funds over a two year period from the date of authorization subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project. Of the authorized amount, \$4,000,000 is authorized pursuant to Section 105 of the FAA and \$1,000,000 is authorized pursuant to Section 103 of the FAA. The planned life of the Project is five years from the date of initial obligation.
2. The Project will consist of long- and short-term degree and non-degree graduate training in the United States and one year graduate training in the Philippines for competitively selected junior faculty members from selected programs at private and public colleges and universities in the Philippines.
3. The Project Agreement, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and major conditions, together with such other terms and conditions that A.I.D. may deem appropriate:

Source and Origin of Commodities and Nationality of Services.
Commodities financed by A.I.D. under the Project shall have their source and origin in the Cooperating Country or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the

Cooperating Country or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

Signature: _____



John S. Blackton
Acting Director
USAID/Philippines

Date: _____

27 Sep 86

Clearances:

	<u>Initial</u>	<u>Date</u>
OCD:Keith E. Brown	<u>KEB</u>	<u>9/23/86</u>
ORAD:James R. Brady	<u>JRB</u>	<u>9/19/86</u>
OPHN:William H. Johnson	<u>WJ</u>	<u>9/17/86</u>
OD/PE:Paul Deuster	<u>PD</u>	<u>9/18/86</u>
OFFPVC:Bryant George	<u>BG</u>	<u>9/21/86</u>
CO:Alex Spathopoulos	<u>AS</u>	<u>9/24/86</u>
PRO:Dominic D. Antonio	<u>DDA</u>	<u>9/24/86</u>
RLA:Brian M. Miller	<u>BMM</u>	<u>9/24/86</u>
OD:William T. Oliver	<u>WTO</u>	<u>9/24/86</u>

List of Abbreviations

AETRs	-	Academic Enrollment & Term Reports
ADB	-	Asian Development Bank
AID/W	-	AID/Washington, D.C.
ESF	-	Economic Support Fund
FAAP	-	Federation of Accrediting Agencies of the Philippines
FAPE	-	Fund for Assistance to Private Education
GRE	-	Graduate Record Exam
GOIP	-	Government of the Philippines
IAP66a	-	A.I.D. Exchange Visa Application Form
IBRD	-	International Bank for Reconstruction and Development (World Bank)
MECS	-	Ministry of Education, Culture & Sports
NEDA	-	National Economic & Development Authority
PAEF	-	Philippine-American Educational Foundation
Partners	-	Partners for International Education & Training
PEAC	-	Private Education Assistance Committee
PIO/P	-	Project Implementation Order/Participants
RSSA	-	Reciprocal Support Services Agreement
S&T/IT	-	Bureau for Science & Technology, Office of International Training
TIP	-	Training Implementation Plan
TOEFL	-	Test of English as a Foreign Language
UP	-	University of the Philippines
UPLB	-	University of the Philippines in Los Banos
UPV	-	University of the Philippines in the Visayas
USAID	-	United States Agency for International Development
USDA	-	United States Department of Agriculture
USIS	-	United States Information Service

I. Project Rationale and Description

A. Background

The severe general economic slump in the Philippines is taking its toll on higher education. Previous inflation has undermined the value of tuitions. Tuitions are regulated to prevent the costs of higher education from rising to prohibitive levels. Yet enrollments are down as families can no longer afford the cost of higher education in these difficult times. As a result, university receipts in real terms have not been maintained and faculty salaries have declined in real terms. Little or no money is available for capital improvements, equipment, books and other teaching materials and working conditions for teachers prevent them from undertaking substantial research. In most universities and colleges, salaries are so low that faculty are forced to teach at several institutions simultaneously or have other jobs in order to make ends meet. They thus have little time to pursue research and update themselves in their disciplines. High quality universities pay their faculty on an annual as opposed to an hourly basis, but, in either case, college and university faculty salaries are very low. Junior faculty members might make 2,000 pesos (or \$100) per month in the regions to 5,000 pesos (or \$250) per month in Metro Manila.

Since the economic conditions of Philippine colleges and universities are depressed, there are no funds available to upgrade or update faculty members by sending them to the United States or other countries for training. The need for this training is great. Out of a total teaching force of about 50,000 at the tertiary level, only about 3-6 percent have doctorates and only about 23 percent have master's degrees. Many of those that have these advanced degrees need to update their knowledge through research and/or additional training in the Philippines or abroad.

The current plight of higher education in the Philippines is a subject of serious concern to the Government of the Philippines (GOP) and the educational community. Of particular concern are: 1) the projected quality of higher education (faculty development, etc.) over the next fifteen years; 2) the funding of higher education; and 3) Philippine development needs and the need for a growing pool of tertiary graduates in fields compatible with those needs.

The GOP is beginning to look at ways to "rationalize" the system of higher education in the country, which has seen a tremendous proliferation of higher education institutions in recent years, many of which are in reality not much more than high schools. There are currently almost 700 private colleges and universities in the country enrolling an average 80% of all students, and 78 public colleges and universities enrolling the remaining 20%. The planned rationalization of public sector institutions may mean closing some of the public schools which were converted by legislative charter from high schools to colleges in recent years, or creating a satellite system whereby lower quality schools would come under the supervision of higher quality "flagship" schools. The Ministry of Education, Culture & Sports (MECS) funding decisions may affect the ability of some public schools to retain their tertiary level status.

The GOP also will look at an accreditation process for the public colleges and universities in the Philippines. An accreditation system does exist for many undergraduate programs (liberal arts, commerce, nursing, agriculture, education, engineering, and business administration) at private institutions, but not at public institutions. Accreditation is done at the tertiary level by program rather than by institution. However, major programs not yet in the accreditation system include law, medicine, and social work. In addition, graduate programs are not yet accredited. The existing major accrediting organizations have joined together in the Federation of Accrediting Agencies of the Philippines (FAAP), and institutional accreditation is now being considered by FAAP. The Fund for Assistance to Private Education (FAPE) provides grants to schools to assist them prepare for accreditation.

B. Project Description

The goal of the Participant Training project is to improve the Philippine tertiary education system, both public and private. The purpose of the project is to provide a core of highly-trained junior faculty at selected programs at private and public colleges and universities. The project will fund Masters degree training in the United States for approximately 40 junior faculty members selected by open competition from qualifying private and public college and university programs throughout the Philippines. The average length of the Master's degree training in the United States will be about two years. A second component will finance up to one year of study in the United States for around 180 faculty MA and PhD candidates who are working for their degrees in the Philippines and post-doctoral faculty members who need a year or less of updating in the state of the art in their field. In order to ensure that the benefits of this project are evenly distributed in regional as well as Metro Manila institutions, in a third component of this Project approximately 150 faculty members from accredited private programs and selected public institutions of higher learning outside Metro Manila will receive a year of graduate level training in the Philippines. This one-year training is intended to upgrade the skills of regional faculty and enhance their chances of selection for study in the United States, primarily under other components of this project, and also through other programs offering similar opportunities sponsored by USIS, private U.S. foundations, etc.

All of these components will be targetted at junior faculty from accredited programs at private institutions and selected state institutions. Because none of the programs at state institutions have yet been accredited, the Ministry of Education, Culture, and Sports (MECS) will be responsible for selecting those state colleges and universities eligible to participate. In the case of private sector programs which have not been accredited because the accreditation system has not yet covered them, the quality of the sponsoring institution's program will be evaluated on a case-by-case basis by selection panels during project implementation. Junior faculty from military institutions will not be eligible.

Participants will be chosen from educational fields related to the economic and social development of the Philippines. Sixty percent of the participants selected will be in the fields of social sciences, education,

agriculture, health, population, and nutrition. The remainder of the participants will compete in these fields as well as others such as mathematics, the natural and physical sciences, language teaching and the humanities.

The Philippine-American Educational Foundation (PAEF), a binational foundation with significant experience in selecting and preparing students for graduate level study in the United States, will select, orient and make the administrative arrangements for all participants who will study in the United States. The participants will be selected by open competition from qualifying private and state university and college programs after having been nominated by their respective institutions. The nomination will evidence the judgment of the nominee's educational institution that the nominee is expected to have a leadership role in building up a discipline deemed significant by that institution. The institution itself must have a key role in improving the quality of higher education in its region. The participants will be placed and monitored in the United States by A.I.D.'s Office of International Training (S&T/IT) and its programming agents.

The students who are selected for in-country academic training will be selected on a competitive basis from qualifying private and state college and university programs by the Fund for Assistance to Private Education (FAPE). FAPE will select approximately 150 students from private and public colleges and universities from the twelve national regions for training within the Philippines. FAPE will also place the trainees at appropriate institutions and monitor their progress. While the number of in-country trainees exceeds the number of available slots for degree training in the United States, it is expected that upon completion of the one year in-country training, participating regional faculty members will form a pool of promising candidates who will be better able to compete with Manila-based junior faculty for limited U.S. degree training slots.

Approximately 13 Masters level participants will be selected for study in the United States in each of the first three years of the five year project. About 36 additional participants, who will be going to the United States for one year or less, will be selected during each of the five years of the project. Approximately 50 in-country trainees will be selected in each of the first three years of the project.

The selection criteria for participants will be set by a Steering Committee comprised of representatives from NEDA, MECS, USIS and A.I.D. These criteria are expected to include the following:

- 1) superior teaching ability;
- 2) superior academic achievement and leadership potential in the field of specialization;
- 3) nomination by the academic institution, and evidence of the willingness of the institution to continue the salary of the participant while he/she is in training;

- 4) critical role of the sponsoring academic institution in its region;
- 5) inability of the faculty member to otherwise pursue study either in the Philippines or in the United States due to economic need;
- 6) strong commitment of the faculty member to return to the institution and improve its academic standing in the chosen field; and
- 7) other applicable criteria established by GOP for participants from state institutions and by the Project Steering Committee for all participants going to the United States, to be approved by A.I.D. as a condition precedent to disbursement of funds for training.

All participants trained overseas will be required to sign a contract with their nominating institution guaranteeing their return to the institution immediately upon completion of training for a period of three consecutive years for every year (or portion over 2 months) spent overseas. Participants trained in-country will be required to return to their nominating institution for two consecutive years for every year (or portion over 2 months) in training. The form of this contract, and procedures similar to those currently employed by the NEDA Scholarship Committee and in accord with Handbook 10 guidelines for repayment of costs, will be drawn up and approved by the Steering Committee.

C. Cost Estimate and Financial Plan

The total project cost will be \$6.667 million, of which the United States will provide \$5.0 million in grant funding. Counterpart funding will account for the remaining \$1.667 million. The initial project obligation for U.S. funds will be \$4.0 million in FY 86 (\$1.0 million from the ARDN account and \$3.0 million from the EHR account) with an additional \$1.0 million in EHR funds to be obligated in FY 87, subject to the availability of funds.

An illustrative budget is presented in Table 1 below. Item 1 corresponds to the costs incurred in sending participants to the United States for long- and short-term training. Item 2 represents costs associated with in-country training for junior faculty from regional and provincial institutions. Item 3 consists of administrative charges not included in the items above, item 4 covers evaluation and audit, and item 5 lists other project costs.

Audit and accounting review coverage for this project is considered minimal and will be handled by the Regional Inspector General's Office and the Mission. However, funds have been included to provide, if needed, for audit coverage of the direct grant to a non-profit organization for local training.

Table 1

SUMMARY. COST ESTIMATE
(\$000)

	<u>Item</u>	<u>USAID</u>	<u>Counterpart</u>
1.	200 participant years (corresponding to approximately 220 persons) of international training.		
a.	Tuition, room/board, allowances, U.S. contractor processing charges: approx 40 persons x 21 months x \$1,800/mo. = \$1512 approx 60 persons x 9 months x \$1,800/mo. = 972 approx 120 persons x 6 months x \$2,000/mo. = 1440	\$3,924	
b.	Approximately 176 international round-trip air fares at \$2,150	378	
c.	Approximately 44 int'l round-trip air fares \$2,150 and 225 in-country air fares at \$150		128
d.	Salaries and benefits of faculty while in training and costs incurred in recruiting replacements for absent teaching staff at \$2,500		500
e.	Pre-training costs borne by participants (med exam, visas, clothing, relocation, etc.) at \$400		88
2.	150 participant years of local training (corresponding to approximately 150 persons)		
a.	Tuition, room/board, allowances, and processing charges at \$1,800	270	
b.	In-country transportation - 2 round-trips at \$150		45
c.	Salaries and benefits plus recruitment of replacements at \$2,500		375
d.	Pre-training costs at \$100		15

<u>Item</u>	<u>USAID</u>	<u>Counterpart</u>
e. Operating expenses of institutions participating in local training as "centers of excellence", subsidized portion of participating state institutions' tuition and fees		200
3. Administrative Support		
a. Additional staff at PAEF; travel costs of selection panel to provinces	90	
b. Gov't and private support; volunteer participation in selection boards, monitoring of project progress		150
4. Evaluation and audit	58	26
5. Miscellaneous, contingency and inflation	<u>280</u>	<u>140</u>
	TOTAL	
	<u>\$5,000</u>	<u>\$1,667</u>

Tables 2 and 3 below present a summary budget for both foreign exchange and local currency costs, and a breakdown of expenditures by year. Table 4 details the methods of financing to be used for each of the elements of the project.

Table 2

BUDGET TABLE
(\$000)

<u>Inputs</u>	<u>A. I. D.</u>			<u>Counterpart</u>	
	<u>FX</u>	<u>LC</u>	<u>Sub TOTAL</u>	<u>LC</u>	<u>TOTALS</u>
International Training	4,302		4,302	716	5,018
Local Training	-	270	270	635	905
Technical Assistance	-	90	90	150	240
Evaluation and Audit	58	-	58	26	84
Misc. Contingency & Inflation	<u>280</u>	<u>-</u>	<u>280</u>	<u>140</u>	<u>420</u>
Totals	<u>4,640</u>	<u>360</u>	<u>5,000</u>	<u>1,667</u>	<u>6,667</u>

TABLE 3

Annual Expenditures by Inputs
Amounts in \$000

Inputs	Year 1		Year 2		Year 3		Year 4		Year 5		Total	
	A.I.D.	Counter-part	A.I.D.	Counter-part	A.I.D.	Counter-part	A.I.D.	Counter-part	A.I.D.	Counter-part	A.I.D.	Counter-part
International Training	720	130	1,115	170	1,115	170	792	126	560	120	4,302	716
Local Training	90	215	90	215	90	205	-	-	-	-	270	635
Technical Assistance	20	30	20	30	20	30	15	30	15	30	90	150
Evaluation and Audit	-	-	-	-	-	-	-	-	58	26	58	26
Misc. Cont. & Infl.	40	25	50	25	50	25	60	25	80	40	280	140
Total	<u>870</u>	<u>400</u>	<u>1,275</u>	<u>440</u>	<u>1,275</u>	<u>430</u>	<u>867</u>	<u>181</u>	<u>713</u>	<u>216</u>	<u>5,000</u>	<u>1,667</u>

Table 4

Methods of Implementation & Financing

<u>Input</u>	<u>Methods of Implementation</u>	<u>Methods of Financing</u>	<u>Estimated Budget in \$000S</u>
U.S. Training	A.I.D. direct contract/ procurement	direct payment	4,302
Local Training	A.I.D. direct grant	direct payment	270
Technical Assistance - local hire	A.I.D. direct contract or grant	direct payment	90
Evaluation & audit	A.I.D. direct contract	direct payment	58
Misc., Contingency and Inflation	A.I.D. direct contract	direct payment	<u>280</u>
		Total	<u>5,000</u>

The direct grant for local training will follow the advance/liquidation/reimbursement scheme paid directly to the grant recipient, FAPE, which is a non-stock, non-profit organization.

II. Project Analyses

A. Technical Analysis

This project will improve the academic capabilities of junior faculty members at the tertiary education level. The project, therefore, will strengthen the human capital resource base in the Philippine education sector, which will in turn contribute to the achievement of its overall development objectives. The training provided under the program will contribute towards promoting broad-based economic and social development in the Philippines.

Past assistance to the education sector in the Philippines

Three A.I.D. general participant training projects including the ongoing Training and Development Issues Project (492-0340) with a total value of about \$2.5 million for U.S. and in-country training have focused on training GOP employees in development-related fields. While this focus has been important, higher education in the Philippines has not benefited from these training projects. A.I.D. has not provided assistance to the education sector in the Philippines since the 1960s, except for project related assistance to higher agricultural education and ESF counterpart support for elementary and secondary school construction. Regarding higher agricultural education, A.I.D. has supported the strengthening of the University of the Philippines at Los Banos, Visayas State College of Agriculture, and the Central Luzon State University and is currently assisting 17 state agricultural colleges and universities in faculty staff development and construction. The project related academic training now being supported is taking place mostly in the Philippines. ESF funds have also been used for GOP counterpart contributions to recent ADB and IBRD education loans discussed below. ESF funds provided under the 1986 Budget Support Program will partially support elementary and secondary teacher salaries. A 20% salary increase plus an increase in monthly cost of living allowance for all teachers in the public sector was announced by the GOP in July 1986. Public sector school administrators are also receiving a salary increase.

Other donors have provided assistance to primary, secondary and vocational/technical education, and in specialized fields of higher education such as agriculture and engineering.

The World Bank (IBRD) has had seven education loan projects in the Philippines, beginning in 1965. The first involved the development of the campus of the University of the Philippines at Los Banos (UPLB) as the center of excellence for agricultural education in the Philippines. The second addressed the elementary and secondary schools system, agricultural education and vocational/technical education. The third focused on textbooks for primary and secondary education. The fourth strengthened the staff capability of the UPLB in instruction, research and extension through local and overseas fellowship programs to improve the university's graduate training program in agriculture. The Visayas State College of Agriculture was developed into a center of excellence in agricultural education, research and extension serving primarily the development needs of the Visayas area. The fifth education project was an experiment in the use of communications technology, the sixth focused on strengthening fishery training with UPLB and UPV as the centers of excellence and the seventh focused again on elementary education.

The Asian Development Bank (ADB) has made two education loans. The first, beginning in 1977, focused on upgrading the quality of engineering education at selected institutions. The second ADB education project is intended to upgrade the standards of 23 selected technical education institutions.

Priority has been given to the upgrading of science and math teaching in the Philippines. Three outstanding Philippine universities (UP, Ateneo de Manila and De La Salle) formed a science and math consortium in the late 1970s. They have been assisted in their upgrading effort by Japan, Germany, France and Australia which have both provided lecturers in the Philippines and sent Filipinos to their countries for training. In addition, the U.S. Fulbright program has provided U.S. academic personnel through its American specialist program for the consortium. The three members of the consortium and other universities have obtained assistance directly from the Ford Foundation, U.S. universities and other countries for faculty upgrading in various disciplines, including linguistics, but the assistance which has been obtained is small in relation to the need.

The percentage of Filipino college enrollees in relation to the school age population is much greater than that for many middle income nations of Asia, such as Korea, Singapore, and Hong Kong, yet the level of socio-economic development of the Philippines is much lower. The World Bank has stated "It would seem, especially at higher levels of education in the Philippines, quality has taken a back seat to quantity of education." (IBRD. The Philippines: Education and Training Sector Overview. September 1983.)

Thus there is a strong need for A.I.D. to support faculty upgrading in the Philippines to improve the quality of education, as well as support the overall growth of the Philippine economy which would improve the economic situation of higher education in the Philippines.

U.S. training, which is the principal thrust of this project, is one approach to upgrading the quality of higher education in the Philippines. Most project resources will support training in the United States, with approximately 40% of those funds devoted to advanced degree training. Some educational administrators in the Philippines have observed that the project will support a higher standard of training than seems warranted under the current economic circumstances. Primarily for reasons of economy, they tend to advocate short-term or in-country training as an alternative. Also they cite problems of long-term degree training in the United States such as participants' unwillingness to return and teach in the Philippines. Some Filipino administrators also tend to believe in a group rather than individualistic approach to training. That is, they believe that concentrating training opportunities in a few institutions increases the return rate and strengthens the receiving institutions by giving them a "critical minimum" of trained staff.

Although the major thrust of the project is U.S. training, the degree training will be limited to the masters level, and the project will also provide for local training. A certain amount of institutional

concentration will be obtained because the field of eligibility has been limited to those private institutions with accredited programs, and selected state institutions. In addition, the Project Steering Committee may provide additional guidance about the degree of institutional strengthening to be obtained during project implementation. The project should not be viewed as an overall effort to assist Filipino education. The project's premise is that exposure to U.S. methods would be a fundamental element of any strategy that might be devised. There is a long history of Filipino students going to the United States for advanced training through A.I.D., Fulbright, and private foundations. The U.S. Government wants to ensure the continuity of this relationship, in spite of the current economic circumstances.

B. Institutional Analysis

Two institutions in the Philippines will implement the Participant Training project: the Philippine-American Education Foundation (PAEF) and the Fund for Assistance to Private Education (FAPE). A Project Steering Committee composed of representatives from A.I.D., USIS, NEDA and MECS will set annual guidelines for project implementation. S&T/IT through its programming agents will place and monitor participants in the United States. PAEF and FAPE will undertake follow-up activities upon the return of the participants to the Philippines.

The Philippine-American Educational Foundation

The binational Philippine-American Educational Foundation (PAEF) will have major responsibility for implementation of this project. The Foundation was established in 1948 and has been managing the Fulbright Program, the Hubert Humphrey Fellowship program and the East-West Center program for USIS. The binational board of directors of the organization has five American members and five Filipino members. The American members are: the Cultural Affairs Officer of USIS (Chairman), the A.I.D. Program Officer (Treasurer), and representatives of the Ambassador (normally from the Political Section of the Embassy), the American academic community (currently the Philippine representative of The Asia Foundation), and the American business community (currently the President of the American Chamber of Commerce). On the Filipino side are representatives of the Philippine academic community, the Philippine business community, the Ministry of Foreign Affairs (usually from the American desk), the Ministry of Education, Culture & Sports and the Ministry for Planning (NEDA).

Each time a group of participants is to be selected, PAEF will form a volunteer selection committee of five or six persons who are from the academic community or have considerable university experience. One or two Americans will usually be included on the selection committee. To ensure open competition, the selection committee will be drawn from a range of types of institutions that exist in Filipino higher education. Its membership will reflect the fact that the majority of institutions of higher education in the Philippines are private. Special consideration will also be given to representing the provincial institutions. The panel will be concerned with the programmatic relevance and institution-building aspects of applications, in addition to the individual qualifications of the applicants as scholars.

As with the programs it currently administers, PAEF will announce the program, receive the applications and make sure they are complete. The selection panel will review all the applications and select the candidates they will interview. Project funds will be used by PAEF to pay the cost of the panel's travel in the Philippines to interview candidates. The candidates recommended by the selection committee will then be reviewed by the PAEF Board of Directors, which will make the final selections.

The selection system described above is based on one already utilized by PAEF, and it has been found to be impartial and representative of organizations and experience which have a useful input into the selection process. A.I.D. does not have the staff resources, nor is there need, to duplicate this organization and experience.

A.I.D. will use the PAEF system of selection for the junior faculty members who are going directly to the United States for either degree or non-degree programs. The Project Steering Committee will set annual guidelines regarding fields of study, breakdown between degree and non-degree programs, in-country preparatory training and U.S. training, and perhaps between candidates from Metro Manila and the regions. PAEF and the selection committee will then follow these guidelines as they do with respect to other scholarship programs.

The project will fund a professional staff member for PAEF who will act as general liaison with the academic community for the project. The professional staff member will be responsible for administering the project, and will perform the pre-screening of applications before they are sent to the selection panel.

Once candidates are selected to go to the United States, PAEF will have responsibility for: making sure that the candidates have been tested (TOEFL and GRE); preparing the PIO/P regarding background of the candidate, purpose of training, and suggested institutions, for USAID issuance; arranging for medical examinations; preparing IAP66a's for approval by A.I.D.; making travel arrangements; ensuring compliance with applicable regulations concerning participant training including the agreement to return to the Philippines; and conducting pre-departure orientation. PAEF conducts orientation sessions for Fulbright and other scholars. Depending on the timing of departures, the sessions could be conducted jointly or separately for all candidates with separate sessions dealing with administrative details peculiar to each program.

PAEF will also play a major role in follow-up activities once scholars return home. In the past, it has assisted in setting up returned scholar alumni associations; provided for follow-on technical assistance to institutions which have benefited from scholarships; and with the guidance of USIS, placed scholars into a network of contacts and information flow concerning the United States.

Fund for Assistance to Private Education

The Fund for Assistance to Private Education (FAPE) will manage the internal scholarship program. It will also follow the Project Steering

Committee guidelines regarding selection of junior faculty candidates for study within the Philippines. These candidates would be eligible to enter the PAEF selection process once they have completed a year of study in the Philippines.

FAPE was created in 1968 to fund the improvement of higher educational institutions in the Philippines. The Philippine and U.S. Governments in a 1968 project agreement agreed to establish FAPE with the Private Education Assistance Committee (PEAC) as its trustee, and to allocate a P2.4 million irrevocable trust fund from a Special Fund for Education authorized under U.S. P.L. 88-94 as initial capital which would be augmented through donations, grants and other transfers from private as well as public entities.

FAPE currently has P80 million in assets, having invested its funds, received donations and GOP support. It has distributed P70 million worth of assistance programs. It was instrumental in forming the Private Education Retirement Annuity Association, and the Center for Educational Measurement, the biggest private sector testing agency in the country. It has given major support and stimulus to private accreditation with the establishment of the Federation of Accrediting Agencies of the Philippines (FAAP). It has also supported 1,700 masters and doctoral fellowships, and awarded 930 other grants to individuals, schools, associations and various organizations.

The PEAC as trustee is chaired by the Minister of Education, Culture and Sports and has as members a representative of NEDA, the Association of Christian Schools and Colleges, the Catholic Educational Association of the Philippines, and the Philippine Association of Colleges and Universities. The PEAC decides all programs and projects of assistance and sets overall guidelines and priorities for operations.

FAPE is currently giving priority to improvement of academic quality, professional manpower development and welfare, educational finance, and systems development. For faculty development FAPE provides fellowships for graduate degree and non-degree programs and training institutes, and thesis and dissertation awards. In this role it has worked with PAEF in administering U.S. scholarship programs and has provided complementary funding for Fulbright and other scholars.

FAPE will be responsible for setting up selection committees; following the Steering Committee guidelines on selection; placing candidates at appropriate local institutions; monitoring their progress; and conducting follow-up activities. It will handle selection and placement for both private and public institutions.

In light of its knowledge of the private education system in the Philippines, its experience with administering internal scholarship programs and its past working relationship with PAEF, FAPE is highly suited to administer the internal scholarship program under this project.

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A.I.D

The Program Office of USAID/Manila will have responsibility for managing the project. The Program Office is represented on the PAEF Board and it houses the Mission Training Division. This office will set up a Project Steering Committee with USIS, NEDA and MECS participating to review progress over the previous year and establish annual guidelines for selection of participants, including fields of study, regional/Manila breakdown, proportion of private and public institutions represented, gender of trainees, and degree vs. non-degree training. An initial Project Steering Committee meeting will be held to draw up and agree upon selection criteria for participants as a condition precedent to disbursement of funds for international or local training. The Program Office will monitor the work of PAEF, FAPE, and AID/W, and will also participate in the selection of an additional staff member for PAEF to manage the A.I.D. project.

There are three staff members in the training and information division of the Program Office. Since the major workload will fall on PAEF and FAPE, the Training Division will not have major implementation responsibilities. It will process PIO/Ps for submission to AID/W and participate in monitoring the project.

The National Economic Planning Authority (NEDA)

NEDA's responsibility under the project will be to fund the international travel of participants from state institutions out of a trust fund account and to monitor the project through its representation on the Project Steering Committee and the Boards of PAEF and FAPE.

The Ministry of Education, Culture and Sports (MECS)

MECS will be asked to designate the key public colleges and universities which should be targeted for scholarship assistance. In the planned rationalization process for public colleges and universities, MECS would hope to have such designations by early 1987. MECS will also monitor this project through its representation on the Project Screening Committee, PAEF's board and its chairmanship of FAPE's board.

Placement and Monitoring of Participants in the U.S.

The participants under this project will be placed and monitored in the United States by A.I.D.'s Office of International Training (S&T/IT) and its programming agents. Partners for International Education and Training (Partners), a consortium of The Asia Foundation, Amideast, the Experiment in International Living and the African American Institute, is currently under contract to S&T/IT to place and monitor participants in all fields except for agriculture. USDA, under a RSSA with S&T/IT, places and monitors all participants in agriculture and related fields such as fisheries and forestry. This is the most appropriate route for implementation of the U.S. portion of the project since the contractors are in place and it might not be cost effective to go out for bids for a contract to place and monitor only 200 participant years, or an average of 40 participants per year. Appendix E describes the services which Partners offers to all A.I.D. participants.

C. Social Analysis:

Socio Cultural Feasibility

Improvement of the educational system in the Philippines has always been a primary goal of the Philippine Government. In the same manner, improvement through education has always been a desired goal of the individual Filipino. This project provides a means to accomplish both goals by assisting the Philippine higher education system have more junior faculty at accredited colleges and universities have access to U.S. graduate level training. In addition, funds will be provided for faculty in provincial educational institutions to enroll in one year training courses in leading Philippine Universities. Experience in previous AID-funded projects having similar activities, such as the Participant Training I-II Projects (492-0237; 0308) and the Training and Development Issues Project (492-0340), shows little, if any, conflicts between Philippine cultural goals, values, and practices and the concept of improving the Philippine educational sector.

Potential Impact

The project has both direct and indirect beneficiaries. The primary beneficiaries are the trained participants and the educational institutions from which the trainees are selected. Women will be assured of equal access to educational opportunities, and it is expected that the percentage of women participants will be high. In previous projects involving training financed by the Mission, the percentage of women participants has been significant.

The benefits are fairly clearcut. Individual participants will either complete a Masters degree in the United States, receive training at a U.S. institution with their graduate degree program in the Philippines, enroll in short-term training or research/refresher programs in the United States, or have access to one-year courses in leading Philippine universities. Educational institutions will benefit from the project after the return of faculty members by having a better trained faculty.

In addition, students in participating institutions will benefit from the improved skills of their faculty. The long term impact of exposure to improved skills cannot, however, be quantified or qualitatively assessed at this point. Another potential impact pertains to Philippine-U.S. relations. Since the project provides U.S. training for Filipinos who have potential of becoming future local and national leaders, their exposure to U.S. training can contribute to mutual understanding and have positive intangible effects on future Philippine-American relations.

Potential Diffusion

By definition a participant training project has a built-in diffusion factor. Graduates of the program will pass on to the students and colleagues the skills learned in the respective fields of expertise. Although this is not quantifiable at this point, we can be assured that benefits will

spread, at least as long as the participants remain in their respective educational institutions, and indeed even if they move to other institutions. Even if they move out of the educational sector, their skills may continue to contribute to Philippine academic development, depending on where they take new positions.

Potential Issues

The major issue lies in the fact that faculty members in many Philippine educational institutions generally receive lower salaries than employees in private sector institutions. Since training in U.S. institutions or in leading Philippine universities enhances their employment opportunities in private sector institutions, there is the likelihood that in the long run, participants will move on to the private non-education sector after completion of training. Participants will be asked to sign a contract indicating that they will return to their home institutions to serve for 2 years for every year of local training and 3 years for every year of international training, thus ensuring that short-term benefits to the institutions will be realized.

D. Economic Analysis

1. Introduction

Investments in education and training are justifiable in view of their expected contributions to the productivity of the direct beneficiaries and, in this case, in turn of their students. Some of the benefits will be captured in the form of higher earnings either by those trained directly under the project or trained by those trained. Other benefits will accrue to society in a diffused method through increased productivity not captured by those causing it.

Human capital theorists hold the view that schooling raises productivity through its role in increasing the cognitive abilities of workers. At the lower occupational levels, basic numeracy and literacy, and at the higher levels, a greater capacity for logical and analytical reasoning, for self-expression and sounder technical knowledge, have been held to have a fundamental impact upon effectiveness at work. The main criteria used by most employers when hiring recruits are the level and type of education received. A characteristic of the wage and salary structure of most countries is that persons with more education tend to receive higher remuneration than those with less, whether in the same occupation or not.

The Philippines is not realizing the full economic potential of tertiary education. The limited amount of resources, public and private, which are allocated to this investment, some selective shortages in capital stock (i.e. school facilities and equipment, etc.), deficiencies in skilled labor input (faculty) and educational weaknesses in the raw material (students) constrain the potential contribution of tertiary education to productivity increases and the diffusion of these effects among the economic sectors in society. Forms of disfunctionality have become discernible between education and the economy, as reflected in job-education mismatch.

Notwithstanding its egalitarian consequences, the policy of primary education for everyone raised the educational expectation of individuals across social groups, thus creating a high demand for secondary and college education. However, because of inadequate support from public funds, liberal admissions policies and problems with teachers' qualification and skills, the demand led to extensive but poor quality higher education. Additional government support to state colleges and universities, and the institution of the National College Entrance Examination (NCEE) are attempts to correct the situation. Substantial faculty development, which would significantly raise the levels of skills and competency of tertiary education faculty members in both public and private colleges and universities, in fields relevant to the development of the country and the needs of the job market, would help the situation. It would help to minimize the dysfunctionality between higher education and the labor market. It would lead to better trained students in needed fields, hence helping to realize more of the potential contribution of tertiary education.

2. University Education and Teacher-Quality

Aside from such roles as pioneer on the frontiers of knowledge and the bearer of culture, the university has a more practical role in economic development--that of being a screening device and trainer for prospective entrants into technical, professional and managerial positions. Assuming that the NCEE serves its function as an initial screen for prospective college students, college or university education acts as the creator of qualifications and filter to segregate the more qualified from the less prepared to take up future job positions. The critical factor in the training and filtering process is the faculty, acting as the skilled labor input.

Little faculty development involving foreign training has taken place recently. For instance, in one of the major state universities in the country, many of the faculty members now in senior ranks earned their graduate degrees during the 1960s with support from U.S. foundations, notably the Ford and Rockefeller Foundations. During that period, the anticipation of being sent to America with all expenses paid was no small inducement for the young graduate to join the faculty. Many of the senior faculty members were enticed into joining the university mainly because of the prospects of adventure, travel and learning. Since then, there has really been no substantial faculty development program involving foreign training in that university. The bulk of faculty development is now done internally. Other major universities did not enjoy the boom years in the 1960s, although as discussed earlier in this paper, a few specialized efforts are underway now.

The need for faculty development efforts is clear from basic data on faculty qualifications. Based on FAPE survey data, only about 21 percent of the faculty members in private tertiary schools have graduate degrees (with doctorate degrees, 2.6 percent, with master's degrees, 18.6 percent). On the other hand, about 73 percent of faculty members in the private tertiary sector have bachelor's degrees or their equivalent. Meanwhile, in the public tertiary schools, educational qualifications of the

teaching force are relatively better. About 22 percent of the teachers in these schools have PhDs; 41 percent have master's degrees and/or doctoral degree units, and 37 percent have qualifications from the bachelor's degree and below.

The pattern of university rankings is also indicative of the teachers' educational qualifications, particularly in the private tertiary sector. Less than 20 percent of faculty members in private tertiary schools have ranks of assistant professor and above, while 71 percent are instructors. Salaries vary by ranks. For instance, the average monthly salary of full professors in private schools is around P7,144 while an instructor only gets paid P2,843 a month. With such salaries, the teachers are not able to undertake graduate training on their account.

On the whole, if the trend continues, i.e. with no substantial faculty development effort, universities will develop only slowly, with both teaching quality and faculty turnover rates worsening. Since a number of universities are prone to favor their own graduates in faculty recruitment, the inbreeding is likely to become unhealthy. Without any exposure to other styles of training or academic environment, the professional and academic development of the faculty will most likely be retarded. These conditions, if allowed to continue, will mean less development for higher education.

3. This Project

a) Costs. This project's total cost is \$6.667 million, including both A.I.D. and counterpart funds, to train around 370 persons, including those going to the United States for a year or less of study to supplement their local Ph.D. work or update their previous studies. The cost of graduate education abroad is expensive. On the average, one year of graduate education (10-months) in the United States would cost around \$10,000-\$20,000 (tuition, books and lodging inclusive). A two-year masteral program would cost \$30,000-40,000 plus travel costs to and from the United States. Given such cost of investment, it is unlikely that universities themselves will be able to shoulder such costs, especially if the probability of the fellows renegeing on the contracts is high.

Local costs are much lower. In the state university cited above, fellowship support for local faculty fellows (instructor level) is around P54,000 (P5,000 each for faculty fellow and his substitute and P2,000 book allowance). For 50 fellows (university's planning figure), the annual cash cost requirement would be P2.7 million, or about \$128,571.

In 1983, FAPE estimated the financial requirements of faculty development and training for science teachers. For training a total of 5,600 faculty members for graduate degrees (master's level) in mathematics, biology, chemistry and physics, the total cost outlay would be P 112 million at P20,000 per faculty member for two years. Using an adjustment factor of 1.99 to account for inflation between 1983 and 1986, the total cost outlay for a masteral degree program for 5,600 faculty members, would be around P223 million or only about \$10.6 million in 1986 dollars. Hence, to the extent that local training is available, appropriate and sufficiently good, local training is more cost effective. However, U.S. training is needed in many areas because of the lack of or deficiencies in local training.

b) **Benefits.** Benefits derived from faculty development include those accruing directly to the faculty members in the form of increased earnings, to their students through higher earnings because of better training and to society in general through higher overall productivity beyond what is captured in higher salaries. These benefits are not directly measurable, except for the private benefits to the faculty fellows (i.e. higher earnings after training from such sources as promotion, consultative fees, research results). Viewed in the context of the university as the institution which is a primary beneficiary of faculty development programs, there is the problem of evaluating joint products and by-products. For instance, universities are also viewed as service agencies and are often responsible for a great deal of research work. This function is especially important in the less developed countries since there are very few other agencies which are in a position to carry out research.

One may attempt to treat benefits from faculty development as if one were to maximize a production function. Let us assume then that the objective function to be maximized is the net increase in productivity derived from improvement in training capacity of colleges and universities. Training faculty contributes to the attainment of the objective function by altering the training production functions to enhance the efficiency of these institutions. The increase in efficiency may be measured by improvements in quantity and quality of graduates which will result from greater knowledge and better pedagogy. Part, but only part, of the improvement would be reflected in the increase in salaries commanded by graduates.

In terms of direct private benefits, the faculty fellows are expected to receive at least a one-step promotion (e.g. from Assistant Professor I to Assistant Professor II or equivalent) after completion of graduate training. This promotion would necessarily involve adjustment in salary level. Without the graduate training, the promotion may be delayed except in exceptional cases where faculty promotions are based on research output rather than on the number of graduate degrees earned. The difference in salary levels between a fellowship recipient and the non-recipient may then be partly attributed to the graduate fellowship.

As a service agency, the university also conducts research and provides consultancy services to business and government from its pool of experts. Advanced graduate education, which exposes the faculty to other academic environments, is expected to significantly improve the faculty members' analytical skills and decision-making capabilities. Having advanced graduate training will clearly increase the faculty members' earning capacity through more research and consultancy jobs undertaken. In cases where research capabilities and consultancy services are pooled together by colleges within the university or by the university itself and managed by a foundation, as in the University of the Philippines, the university will earn additional resources which can be used later for faculty development or augmenting salaries through provision of research grants.

Since advanced graduate training improves analytical skills, or at least is perceived by the potential clientele as doing so, the trained teachers will be able to substitute somewhat for the services of foreign experts. Hence, savings in foreign exchange and local costs would be realized. For instance, a foreign consultant is paid about \$275 per day plus per diem of \$80, or a total of \$355 a day. On the other hand, a locally hired Filipino consultant is paid around \$150 a day, with no per diem or travel allowances. On a per consultant basis, the contracting local agencies would save as much as \$200 per day. Over the long term, as the local consultant acquires more experience, the daily rate may match with that of his foreign counterpart. However, since there will be no international travel costs involved in local hiring, the services of the local consultant will be more cost-effective. The 370 or so trained faculty members should be able to take up some of the jobs of foreign experts. The savings for the Philippine economy could be substantial.

c) Costs Versus Benefits The total benefits expected in terms of higher earnings of those trained and their students and productivity gains not reflected in the earnings of these individuals, while not quantified here, clearly would exceed the costs involved. Given the present levels of training of college and university staffs, the training to be provided under this project should make marked difference in the effectiveness of those trained. In turn, if each teacher on the average, for instance, would influence at a minimum a hundred students a year for twenty years, the amount of improvement in productivity per student needed to justify the project would be minimal.

E. Environmental Analysis

The project's planned activities consist solely of training, and thus the project will not have an effect on the natural and physical environment. This analysis is consistent with Section 216.2(c)(2)(i) of A.I.D.'s environmental procedures, which categorically excludes training programs from any further environmental action.

F. Gray Amendment Statement

Three organizations will provide technical assistance under this project to assist in implementation: Philippine-American Educational Foundation (PAEF), Fund for Assistance to Private Education (FAPE), and Partners for International Education and Training. The first two are non-profit organizations with which we may enter grant agreements rather than contracts. Both PAEF and FAPE have considerable experience in administering training programs and working with the Philippine academic community. Partners was awarded a competitively-bid contract to serve as the programming agent for S&T/IT to place and monitor participants in the United States in all fields except agriculture, which is handled by USDA through a RSSA. Partners has been instructed to consider A.I.D. policies promoting historically black colleges and universities and/or private sector training resources (see Annex E).

In Annex F, the Mission Director certifies that full consideration has been given to the involvement of small and/or economically and socially disadvantaged enterprises, and that it has been determined that the technical assistance required can best be provided in the manner described above.

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III. Implementation, Evaluation and Monitoring

A. Implementation Plan

As discussed in Section IIB of the Project Paper, the following organizations will be involved in implementing the project: USAID/Manila, NEDA, MECS, PAEF, FAPE, AID/W and its programming agents, and USIS/Manila. The USAID Program Office will be responsible for overall project management and coordination. A Steering Committee made up of representatives from USAID, USIS, NEDA and MECS will meet annually to provide guidance on implementation matters. The key implementing organizations for the project will be PAEF and FAPE for selection of participants and placement, monitoring and follow-up in the Philippines, and AID/W and its programming agents for placement and monitoring in the United States.

The following is a tentative schedule for the implementation of the project:

<u>Time</u>	<u>Action</u>
8-9/86	- Negotiation of Project Agreement
9-10/86	- Project Steering Committee draws up selection criteria; USAID approves
10/86	- Grants to PAEF and FAPE
10/86	- PAEF recruits development educator
11/86	- PAEF and FAPE announce U.S. and local scholarships respectively through newspaper notices, and mailings to eligible institutions
12/86	- Formation of PAEF and FAPE selection committees
1/87	- Analysis of applications
1/87	- Convening of selection committees to choose participants
2/87	- Submission of PIO/Ps to AID/W for placement in U.S. universities
2-4/87	- Placement for study in the Philippines in 1987-88 academic year (academic year in the Philippines is June - March)
2-5/87	- Placement in the United States for 1987-88 academic year. TIPs prepared and sent to field for review and approval
2-8/87	- Participants processed for study in the United States, including testing, medical exam, visa, tickets, pre-departure orientation

<u>Time</u>		<u>Action</u>
6/87	-	Scholars begin year of study in the Philippines
6/87	-	NEDA arranges to finance international travel for scholars from public institutions
8/87	-	Participants arrive in the United States, receive orientation and administrative briefings and go to their universities
10/87	-	Annual Steering Committee review of project
11/87	-	Reports for first academic term in the Philippines received in Mission
2/88	-	Reports for first academic term in the United States received in Mission
3/88	-	Participants studying in the Philippines complete academic year
5-6/88	-	Participants studying in the United States complete academic year
7/88	-	Certificates of Achievement presented for participants who have returned from the United States; other follow-up activities begin
8/91	-	Project evaluated

The placement process is continuous for participants who are not going to the United States for a full year of study; the selection and placement processes for year long programs will be the same in subsequent years as presented above, as will the annual review of the project by the Steering Committee.

Presented below is a timetable outlining implementation actions and the actors involved. It is divided into four sections corresponding to overall project management responsibilities, training in the United States, training in the Philippines, and follow-up of returned participants.

1. OVERALL PROJECT MANAGEMENT

Action: Negotiation of Project Agreement

Actors: USAID/Manila/PRO; MECS; NEDA

Timeframe: 8-9/86

Comments: A condition precedent to disbursement of funds for training will be that criteria for selection of participants shall be drawn up by the Project Steering Committee and approved by USAID.

Action: Grants to PAEF and FAPE

Actors: USAID/Manila/PRO; PAEF; FAPE

Timeframe: 10/86

Comments: Administrative costs of PAEF and FAPE, including staff time, travel of selection boards to regions for interviews, printing of brochures, and materials for follow-up activities will have to be negotiated by the Mission.

Action: Annual Steering Committee Review of Project

Actors: USAID/Manila, USIS, MECS, NEDA

Timeframe: 10/86

Comments: The first meeting will be to draw up selection criteria (including guidance on fields of study, institutional mix, income threshold, return contract provisions, applicable GOP general training regulations, etc.) for the participants, to be approved by USAID; subsequent meetings will review results of previous cycle and adjust criteria to be used by selection panel for next cycle; USAID to take lead in setting agenda for Steering Committee meeting.

Action: External evaluation

Actor: Evaluation consultant

Timeframe: Summer, 1991

Comment: To evaluate contribution of project activities, especially with respect to the achievement of goals and purposes of project.

2. TRAINING IN THE U.S.

Actions pertaining to degree training in 1987-88 academic year will be repeated in two more annual cycles: 1988-89 and 1989-90, with degree training completed by PACD in 1991.

Action: Selection and processing of participants for U.S. scholarships, 1987-88 academic year

Actor: PAEF

Timeframe: 10/86-8/87

Comments: Actions include recruitment of development educator (10/86); announcement of scholarships through newspaper notices, mailing to eligible institutions (11/86); formation of selection committee (12/86); analysis of applications (1/87); convening of selection committee to choose participants (1/87); transmittal of files of selected participants to S&T/IT (2/87); processing participants, including testing, travel, visas, medical examinations, (2-8/87); orientation of participants (7/87).

Action: Placement of participants in U.S. institutions for 1987-88 academic year

Actors: S&T/IT; Partners/USDA

Timeframe: 2/87-5/87

Comments: S&T/IT transmits files to appropriate programming agent; Partners/USDA work with U.S. universities, submit training implementation plan (TIP) for approval to Mission, issue call forward after receiving Mission approval of TIP.

Action: Orientation program to the United States for participants in 1987-88 academic year

Actors: Partners/USDA

Timeframe: 8/87

Action: Monitoring in United States of participants for 1987-88 academic year

Actors: Partners/USDA

Timeframe: 9/87-6/88

Comment: Enroll participants in Health and Accident Coverage (HAC) program, make all other administrative arrangements, counsel participants; report on candidate's progress (AETRs) due in USAID/Manila, through S&T/IT, after each semester.

Action: Selection and placement of short-term participants in U.S. institutions

Actors: PAEF; Partners/USDA

Timeframe: Continuous

Comments: PAEF will prepare scope for program to be undertaken in the United States; Partners/USDA will place with appropriate United States training vendor, send TIP to Mission, etc.

Action: Administrative Support for U.S. Scholarships

Actor: USAID/Manila/PRO/ITD

Timeframe: Continuous

Comments: Includes processing PIO/Ps; receiving and sending cables regarding TIP, arrival in the United States; approval of visa applications, etc.

Action: Travel to United States for participants from public universities

Actor: NEDA

Timeframe: Continuous

3. TRAINING IN THE PHILIPPINES

Actions pertaining to local training in 1987-88 academic year will be repeated in two more annual cycles: 1988-89 and 1989-90.

Action: Selection, placement, and monitoring of participants in Filipino institutions for 1987-88 academic year

Actors: FAPE; Filipino universities

Timeframe: 10/86-1/87

Comments: Includes announcement of scholarships through newspaper notices, mailing to eligible institutions (11/86); formation of selection committee (12/86); analysis of applications (1/87); convening of selection committee to choose participants (1/87); placement of participants in Filipino universities (1-5/87); monitoring of participants (6/87-5/88).

1. FOLLOW-UP

Action: Follow-up of participants after training is completed

Actor: PAEF, FAPE and AID/PRO

Timeframe: Summer 1988 onwards

Comments: Stimulate formation of associations for returned AID scholars which would hold seminars, receptions, etc.; provide scholars with professional journals and other information concerning the United States; arrange for annual presentation of certificates of achievement.

B. Evaluation

An end-of-project evaluation will be conducted in the year 1991. It will focus on the observable medium-term project impact on individual participants and their contribution to the educational institutions they are employed in. In addition, the evaluation will assess the adequacy of the program from the perspective of participants, educational institutions, and organizations represented on the Steering Committee (NEDA, MECS, USIS and USAID) in order to determine whether the program is worth replicating. \$25,000 is allotted for the evaluation.

C. Monitoring

Monitoring activities will take place continuously through the life of the project. The USAID project officer will be responsible for overall project monitoring. Monitoring of the progress of individual participants will be done by FAPE for local trainees, by the AID/W programming agents for trainees in the United States, and by PAEF for follow up on returned international trainees. In addition, the Steering Committee will perform a monitoring function during its annual project reviews to ensure that guidelines are being followed.

IV. Conditions and Covenants

Recommended Condition Precedent:

Prior to disbursement of funds for local or international training, the Project Steering Committee shall meet and agree on selection criteria for participants, to be submitted to and approved by USAID.

Recommended Covenants:

(a) Except as A.I.D may otherwise agree in writing, the Cooperating country will agree to provide round trip international air fares for all participants employed by state colleges and universities sent to the United States for training; and

(b) The parties agree that they, NEDA and USAID, together with MECS and USIS, will form a Project Steering Committee to participate in joint annual reviews of selection criteria, fields of study, and the institutional mix of candidates.

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 86 to FY 91
Total U.S. Funding \$5.0 Million
Date Prepared: August 11, 1986

Project Title & Number: Participant Training Project (492-0397)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																
<p>Program or Sector Goal: The broader objective to which this project contributes: (A-1)</p> <p>To improve the Philippine tertiary education system, both public and private.</p>	<p>Measures of Goal Achievement: (A-2)</p> <p>Improved quality of research and teaching in Philippine higher education system.</p>	<p>(A-3)</p> <p>Statistics on higher education sector.</p>	<p>Assumptions for achieving goal targets: (A-4)</p> <p>Advanced study in U.S. will lead to improvements in quality of faculty.</p>																
<p>Project Purpose: (B-1)</p> <p>To provide a core of highly-trained junior faculty in selected programs at private and public colleges and universities throughout the Philippines.</p>	<p>Conditions that will indicate purpose has been achieved: End-of-Project status. (B-2)</p> <p>Junior faculty strengthened through degree and non-degree training in the U.S. and the Philippines.</p>	<p>(B-3)</p> <p>Project evaluation, annual project reviews and project records.</p>	<p>Assumptions for achieving purpose: (B-4)</p> <p>Participants return to university teaching in the Philippines.</p>																
<p>Project Outputs: (C-1)</p> <ol style="list-style-type: none"> Skills of junior faculty from provincial and regional institutions upgraded locally. Participants who have obtained degrees in the U.S. Enhancement of local graduate degree programs through U.S. training for selected participants, and non-degree U.S. short-term research and training experiences for faculty with advanced degrees. 	<p>Magnitude of outputs: (C-2)</p> <ol style="list-style-type: none"> Approximately 150 participants chosen for a total of approximately 150 participant-years. Approximately 40 participants for a total of 80 participant-years. Approximately 180 participants for a total of 120 participant years. 	<p>(C-3)</p> <p>Annual project reviews and project records (PIO/P's, etc.)</p>	<p>Assumptions for achieving outputs: (C-4)</p> <p>Participants succeed in achieving degree and non-degree objectives despite potential language, cultural and academic differences.</p>																
<p>Project Inputs: (D-1)</p> <ol style="list-style-type: none"> Junior faculty from accredited provincial and regional institutions selected and given one year training at Philippine centers of excellence. Junior faculty selected and placed in graduate degree programs in the U.S. Junior faculty enrolled in graduate programs in the Philippines selected and placed in short-term programs in the U.S. for training relevant to their degrees. Junior faculty already possessing advanced degrees selected and placed in short-term training and research positions in the U.S. 	<p>Implementation Target (Type and Quantity) (D-2)</p> <p>USAID:</p> <table border="0"> <tr> <td>1. 200 participant years of int'l. training (tuition, room/board, allowances, some int'l travel, processing charges of U.S. contractor).</td> <td align="right">\$4.4 M</td> </tr> <tr> <td>2. 150 participant years of local training (tuition, room/board, processing charges).</td> <td align="right">.3 M</td> </tr> <tr> <td>3. Administrative, evaluation, misc. and contingency.</td> <td align="right">.3 M</td> </tr> <tr> <td></td> <td align="right">\$5.0 M</td> </tr> </table> <p>Counterpart:</p> <table border="0"> <tr> <td>1. Salaries of faculty, local travel costs, int'l travel for participants from state institutions.</td> <td align="right">\$1.07 M</td> </tr> <tr> <td>2. Pre-training costs, administrative support, operating expenses of local training institutions.</td> <td align="right">.45 M</td> </tr> <tr> <td>3. Inflation & contingency, evaluation, etc.</td> <td align="right">.15 M</td> </tr> <tr> <td></td> <td align="right">\$1.67 M</td> </tr> </table>	1. 200 participant years of int'l. training (tuition, room/board, allowances, some int'l travel, processing charges of U.S. contractor).	\$4.4 M	2. 150 participant years of local training (tuition, room/board, processing charges).	.3 M	3. Administrative, evaluation, misc. and contingency.	.3 M		\$5.0 M	1. Salaries of faculty, local travel costs, int'l travel for participants from state institutions.	\$1.07 M	2. Pre-training costs, administrative support, operating expenses of local training institutions.	.45 M	3. Inflation & contingency, evaluation, etc.	.15 M		\$1.67 M	<p>(D-3)</p> <p>Contractor reports, grantee reports and project records.</p>	<p>Assumptions for providing inputs: (D-4)</p> <ol style="list-style-type: none"> Qualified participants will apply to program in sufficient numbers. Counterpart contributions can be mobilized.
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	\$1.67 M																		

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ACT: AID-6 INFO: AMB DCM AA ECON ADB AGR CHRON/12

ANNEX B

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ACTION COPY

AIDAC

Action Taken: _____

No action necessary: _____

Date: _____ bits: _____

F.O. 12356: N/A

TAGS: N/A

SUBJECT: PID FOR PARTICIPANT TRAINING PROJECT AND CONGRESSIONAL NOTIFICATION

1. SUMMARY: AA/ANE APPROVES MISSION PREPARATION AND AUTHORIZATION OF PP FOR SUBJECT PROJECT IN ACCORDANCE WITH GUIDELINES SET OUT BELOW. HOWEVER, OBLIGATION OF FUNDS IS SUBJECT TO AID/W AND CONGRESSIONAL CONCURRENCE WITH THE TRANSFER OF POPULATION ACCOUNT FUNDS TO EHR ACCOUNT, WHICH IS UNDER REVIEW. END SUMMARY

2. ANPAC REVIEW CONCLUDED PP MUST ANALYZE PROBLEM AREA IN DETAIL, IDENTIFY CLEAR OBJECTIVES AND LINK PROPOSED RESPONSE TO THE OBJECTIVES. ANPAC WAS NOT PERSUADED BY PID THAT THE MULTI-SECTOR, SYSTEM-WIDE TRAINING OF A RELATIVELY SMALL NUMBER OF COMPETITIVELY SELECTED JUNIOR FACULTY MEMBERS WOULD MEASURABLY SERVE DEVELOPMENT OBJECTIVE OF IMPROVING HIGHER EDUCATION. ALTHOUGH A CASE MIGHT BE MADE DEVELOPMENTALLY FOR A BROAD-GAUGED TRAINING APPROACH DIRECTED AT APPROPRIATELY SELECTED, POTENTIAL FUTURE LEADERS COMING FROM HIGHER EDUCATION INSTITUTIONS, THE PID-LIKE DOCUMENT DOES NOT DO SO.

MISSION MUST CLARIFY OBJECTIVES IT WISHES TO PURSUE AND DEVELOP A LOGICAL APPROACH TO THE OBJECTIVES. ONCE OBJECTIVES ARE DECIDED AND GENERAL APPROACH OF PROJECT IS SELECTED, FOLLOWING GUIDELINES FOR DEVELOPMENT OF EITHER LEADERSHIP TRAINING COMPONENT AND/OR FACULTY DEVELOPMENT COMPONENT MAY PROVE HELPFUL.

A. LEADERSHIP TRAINING: THERE ARE AT LEAST THREE TYPES OF DEVELOPMENT LEADERSHIP WITHIN THE UNIVERSITY COMMUNITY THE MISSION MIGHT WANT TO TARGET: (1) ACADEMIC LEADERSHIP WITHIN A DISCIPLINE; (2) ADMINISTRATIVE LEADERSHIP WITHIN A UNIVERSITY OR COLLEGE; AND (3) ACADEMICS WITH LEADERSHIP ROLES OUTSIDE HIGHER EDUCATION. CLEARLY A KEY DETERMINANT OF SUCCESS IN TRAINING FUTURE LEADERS WITHIN THE ACADEMIC COMMUNITY IS THAT THOSE TRAINED ACTUALLY DO BECOME LEADERS. THUS, SPECIFIC CRITERIA MUST BE DEVELOPED FOR SELECTING CANDIDATES THAT APPEAR TO HAVE A SHOT AT LEADERSHIP POSITION.

DIV		ACTION	
OD	-		✓
E			
PC			
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TRM			
CO			✓
DNA			✓
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DUE DATE			

EXAMPLES OF CRITERIA THAT MIGHT BE RELEVANT IN THE THREE AREAS INCLUDE: (A) LEADERSHIP WITHIN A DISCIPLINE: (1) PUBLICATIONS IN ACADEMIC AND PROFESSIONAL JOURNALS; (2) RECOGNITION BY EXISTING PROFESSIONAL LEADERSHIP WITHIN THE DISCIPLINE AS BEING A RISING STAR; (3) PARTICIPATION IN ACADEMIC ORGANIZATIONS; (4) APPLICATION OF DISCIPLINE SKILLS TO DEVELOPMENT RELATED PROBLEMS.

(B) ADMINISTRATIVE LEADERSHIP WITHIN HIGHER EDUCATION SYSTEM: (1) EMPLOYMENT EXPERIENCE IN UNIVERSITY SYSTEM; (2) EXCEPTIONAL RATE OF PROFESSIONAL ADVANCEMENT WITHIN THE SYSTEM; (3) REPUTATION AMONG EXISTING UNIVERSITY LEADERS AS QUALITY PERFORMER; (4) COMMITMENT TO STAY IN HIGHER EDUCATION ADMINISTRATION, AND (5) RELATIONSHIP WITH ACADEMIC LEADERS IN HIGHER EDUCATION AND WITH NON-ACADEMIC LEADERSHIP OUTSIDE HIGHER EDUCATION.

(C) LEADERSHIP OUTSIDE HIGHER EDUCATION: (1) DEVELOPMENT LEADERSHIP POSITIONS HELD OUTSIDE THE UNIVERSITY SYSTEM; (2) EXPERIENCE IN POLICY ANALYSIS AND FORMULATION PROCESSES OF NEW GOVERNMENT; (3) EXPERIENCE WITH DEVELOPMENT RELATED ECONOMIC, INSTITUTIONAL OR TECHNICAL ANALYSIS INVOLVING PROJECT OR PROGRAM DESIGN, IMPLEMENTATION AND EVALUATION; (4) RELATIONSHIP WITH NATIONAL, STATE, OR LOCAL POLITICAL LEADERSHIP.

E. FACULTY DEVELOPMENT TRAINING: CONCENTRATION ON SPECIFIC OBJECTIVES IS CRUCIAL TO INSURING THE DEVELOPMENT IMPACT OF PROPOSED TRAINING. CONCENTRATION COULD BE ACHIEVED IN ONE OR A COMBINATION OF WAYS.

FIRST, TRAINING COULD BE CONCENTRATED IN HIGH-PRIORITY DEVELOPMENT SECTORS CONSISTENT WITH MISSION'S CDSS AND PROGRAM NEEDS. SECOND, TRAINING COULD BE CONCENTRATED ON SPECIFIC DEVELOPMENT PROBLEMS OR AREAS LIKELY TO CONTRIBUTE TO REFORM, E.G. DEVELOPMENT POLICY ANALYSIS AND DESIGN, INSTITUTIONAL ANALYSIS AND DESIGN, HIGHER EDUCATION PLANNING AND ADMINISTRATION, ETC. WE RECOGNIZE THAT ONLY TENTATIVE DECISIONS CAN BE MADE ON SECTOR AND PROBLEM FOCI UNTIL AFTER GOP AND MISSION PRIORITIES BECOME CLEARER. THIRD, PROJECT COULD ALSO TARGET A HANDFUL OF KEY UNIVERSITIES OR DEPARTMENTS MOST LIKELY TO SPREAD THE BENEFITS OF RETURNED PARTICIPANTS' UPGRADED SKILLS TO HIGHER EDUCATION.

APPLICATION OF A CONCENTRATION STRATEGY WILL REQUIRE THE DEVELOPMENT OF SPECIFIC CRITERIA FOR SELECTING UNIVERSITIES, SECTOR, SUBSECTOR, AND PROBLEM AREAS TO BE TARGETED AND FOR SELECTING THE PARTICIPANTS UNDER EACH CATEGORY.

CRITERIA FOR SELECTING UNIVERSITIES AND JUNIOR COLLEGES SHOULD BE DESIGNED TO IDENTIFY THOSE BEST ABLE TO RETAIN AND SUPPORT RETURNING TRAINEES IN TERMS OF SALARY LEVELS, RESEARCH FUNDS, MATERIALS, FACILITIES, ETC. CRITERIA FOR SELECTING PARTICIPANTS SHOULD FOCUS ON IDENTIFYING NOT ONLY MOST QUALIFIED ACADEMICALLY AND PEDAGOGICALLY, BUT ALSO THOSE COMMITTED TO AN ACADEMIC CAREER AND LIKELY TO STAY IN THE SAME UNIVERSITY.

C. IN ADDITION, IT WILL BE NECESSARY TO ESTABLISH A MECHANISM(S) FOR APPLYING THESE VARIOUS SELECTION CRITERIA OVER THE LIFE OF THE PROJECT. MECHANISM COULD INCLUDE, IN ADDITION TO MISSION PARTICIPATION, REPRESENTATIVES OF RELEVANT INTERMEDIARY ACADEMIC AND PROFESSIONAL ORGANIZATIONS THAT ARE WELL ACQUAINTED WITH THE PROFESSIONAL STANDING OF BOTH TARGETED INDIVIDUALS AND UNIVERSITIES. IF IT IS NOT FEASIBLE TO INVOLVE REPRESENTATIVE OF SUCH ORGANIZATIONS DIRECTLY IN THE SELECTION PROCESS, IT MAY BE POSSIBLE TO INVOLVE THEM IN A PRE-SELECTION SCREENING OR CRITERION REFINEMENT PROCESS. INVOLVING KEY ACADEMIC SOCIETIES AND ASSOCIATIONS IN THE SELECTION PROCESS COULD HELP IDENTIFY COMING LEADERS WHILE ENHANCING THEIR ORGANIZATIONAL PRESTIGE AND PROMOTING PROFESSIONALISM WITHIN SELECTED DEVELOPMENT AREAS.

1. THERE ARE A NUMBER OF MEASURES THAT SHOULD BE CONSIDERED FOR ENHANCING THE QUALITY AND IMPACT OF THE TRAINING PROVIDED. FIRST, STEPS SHOULD BE TAKEN TO

ENSURE THAT DEGREE RESEARCH IS RELATED TO DEVELOPMENT AND PREFERABLY IS FOCUSED ON PROBLEMS OF THE PHILIPPINES. SECOND, SEMINARS OR WORKSHOPS COULD BE ARRANGED FOR RETURNING PARTICIPANTS, PARTICULARLY THOSE WHO HAVE CARRIED OUT RELEVANT RESEARCH. THE PURPOSE OF THESE ACTIVITIES WOULD BE TO GIVE GREATER EXPOSURE TO RETURNING PARTICIPANTS AND TO EXPOSE INTERESTED PERSONS TO THEIR RESEARCH FINDINGS. THIRD, OPPORTUNITIES FOR FOLLOW-ON RESEARCH WORK SHOULD BE PROVIDED FOR RETURNING PARTICIPANTS. THIS COULD BE ACCOMPLISHED THROUGH COMPETITIVE RESEARCH GRANTS.

E. IN ORDER TO FULLY INTEGRATE WOMEN INTO THE PROJECT, TO THE EXTENT FEASIBLE THE PROJECT PAPER SHOULD INCORPORATE GENDER TARGETING MEASURES IN THE PARTICIPANT SELECTION PROCESS, PARTICULARLY IN THE FIELDS WHERE WOMEN'S INVOLVEMENT HAS BEEN MARGINAL SUCH AS AGRICULTURE, INDUSTRY AND HOUSING.

2. MINDFUL THAT PP PREPARATION HAS BEEN UNDER WAY FOR SOME TIME AND THAT LIMITED TIME REMAINS FOR OBLIGATION OF FUNDS THIS FY, MISSION SHOULD APPLY THE ABOVE GUIDELINES TO THE MAXIMUM FEASIBLE EXTENT. IF PP DESIGN TEAM WISHES FURTHER INFORMATION ON THE GUIDELINES PRESENTED ANE/PD WILL ARRANGE CONFERENCE CALL BETWEEN KEY PROJECT COMMITTEE MEMBERS AND DESIGN TEAM.

4. AUTHORIZATION OF REQUESTED TRANSFER OF POPULATION

2/2

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ACCOUNT FUNDS TO EHR ACCOUNT FOR OBLIGATION UNDER THIS
PROJECT HAS BEEN APPROVED BY THE ADMINISTRATOR SUBJECT
TO SUCCESSFUL CONSULTATIONS WITH CONGRESS AND EXPIRATION
OF THE 15-DAY WAITING PERIOD FOR CNS. WILL ADVISE
IMMEDIATE WHEN DECISION ON TRANSFER IS FINALIZED.

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5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to projects funded from specific sources only:
 B.1. applies to all projects funded with Development Assistance loans, and
 B.3. applies to projects funded from ESF.

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

Yes

A. GENERAL CRITERIA FOR PROJECT

1. FY 1986 Continuing Resolution Sec. 524; FAA Sec. 634A.

Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project.

By Congressional Notification submitted August 13, 1986.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes

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

N/A

4. FAA Sec. 611(b); FY 1986 Continuing Resolution Sec. 501. If for water or water-related land resource construction, has project met the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See AID Handbook 3 for new guidelines.) N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? N/A
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. No
7. FAA Sec. 601(a). Information and conclusions whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. The project will:
a) not affect international trade.
b) foster competition.
c) not relate to cooperatives, credit unions, etc.
d) not relate to monopolistic practices.
e) improve overall academic quality and may therefore improve technical efficiency, and
f) not relate to free labor unions.

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

Private U.S. participation will be encouraged through the use of a competitively awarded contract for services, and the placement of foreign students in U.S. colleges and universities.

9. FAA Sec. 612(b), 636(h); FY 1986 Continuing Resolution Sec. 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

The country will contribute currencies for travel and salary costs of participants.

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

The U.S. does not own excess Philippine currency.

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes.

12. FY 1986 Continuing Resolution Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

N/A

13. FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16; Does the project or program take into consideration the problem of the destruction of tropical forests?
- Yes.
- N/A
14. FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (dollars or local currency generated therefrom)?
- N/A
15. FY 1986 Continuing Resolution Sec. 533. Is disbursement of the assistance conditioned solely on the basis of the policies of any multilateral institution?
- No.
16. ISDCA of 1985 Sec. 310. For development assistance projects, how much of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?
- We do not plan to designate funds for these uses only.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance
Project Criteria

a. FAA Sec. 102(a), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status, (e) utilize and encourage regional cooperation by developing countries?

The project will:

- a) ensure a broad regional and provincial participation
- b) N/A
- c) support ongoing training through overseas enrichment opportunities.
- d) involve women without discrimination, and
- e) N/A

- b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used? Yes - (EH and ARDN) the training will be provided in a variety of fields, with at least 12% of recipients in the U.S. related to agriculture, rural development and nutrition.
- c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? N/A
- d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed country)? Counterpart funding will account for 25% of total project costs.
- e. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth? The project contributes to the development of the country's human resources, and will thus contribute to growth and development.

f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

The project is not specifically aimed at institution development or research, although these will take place.

Beneficiaries will be junior faculty throughout the country which will indirectly benefit those living in rural areas, and those with lower incomes,

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

The project will respond to the needs of the country by seeking applications from and awarding training opportunities to the country's academic community, thus utilizing the country's intellectual resources. Training in skills relating to participation in government processes will be among the fields supported.

2. Development Assistance Project
Criteria (Loans Only)

a. FAA Sec. 122(b).
Information an conclusion on capacity of the country to repay the loan, at a reasonable rate of interest. N/A

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

3. Economic Support Fund Project
Criteria

a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of part I of the FAA? N/A

b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities? N/A

c. ISDCA of 1985 Sec. 207.
Will ESF funds be used to finance the construction of, or the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified N/A

that such country is a party to the Treaty on the Non-Proliferation of Nuclear Weapons or the Treaty for the Prohibition of Nuclear Weapons in Latin America (the "Treaty of Tlatelolco"), cooperates fully with the IAEA, and pursues nonproliferation policies consistent with those of the United States?

- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

N/A

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5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed?
No special arrangements for small businesses have been made.
2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him??
No commodity procurement planned.
3. FAA Sec. 604(d). If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company?
N/A
4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.)
N/A

5. FAA Sec. 604(g). Will construction or engineering services be procured from firms of countries which receive direct economic assistance under the FAA and which are otherwise eligible under Code 941, but which have attained a competitive capability in international markets in one of these areas? Do these countries permit United States firms to compete for construction or engineering services financed from assistance programs of these countries? N/A
6. FAA Sec. 603. Is the shipping excluded from compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates? N/A
7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? Yes
If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? Yes

8. International Air Transportation Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available? Yes
9. FY 1986 Continuing Resolution Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States? Yes

B. Construction

1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services be used? N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the CP)? N/A

C. Other Restrictions

1. FAA Sec. 122(b). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? N/A

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? Yes

3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries? Yes

4. Will arrangements preclude use of financing:

FAA Sec. 104(f); FY 1986
Continuing Resolution
Sec. 526. (1) To pay 1) Yes
for performance of 2) Yes
abortions as a method of 3) Yes
family planning or to 4) Yes
motivate or coerce
persons to practice
abortions; (2) to pay
for performance of
involuntary
sterilization as method
of family planning, or
to coerce or provide
financial incentive to
any person to undergo

sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; (4) to lobby for abortion?

- b. FAA Sec. 488. To reimburse persons, in the form of cash payments, whose illicit drug crops are eradicated? Yes

- c. FAA Sec. 620(q). To compensate owners for expropriated nationalized property? Yes

- d. FAA Sec. 660. To provide training or advice or provide any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? Yes

- e. FAA Sec. 662. For CIA activities? Yes

- f. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? Yes

- g. FY 1986 Continuing Resolution, Sec. 503.
To pay pensions, annuities, retirement pay, or adjusted service compensation for military personnel? Yes
- h. FY 1986 Continuing Resolution, Sec. 505.
To pay U.N. assessments, arrearages or dues? Yes
- i. FY 1986 Continuing Resolution, Sec. 506.
To carry out provisions of FAA section 209(d) (Transfer of FAA funds to multilateral organizations for lending)? Yes
- j. FY 1986 Continuing Resolution, Sec. 510.
To finance the export of nuclear equipment, fuel, or technology? Yes
- k. FY 1986 Continuing Resolution, Sec. 511.
For the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? Yes
- l. FY 1986 Continuing Resolution, Sec. 516.
To be used for publicity or propaganda purposes within U.S. not authorized by Congress? Yes



REPUBLIC OF THE PHILIPPINES
NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY

NEDA sa Pasig, Amber Avenue
 Pasig, Metro Manila

Cable Address: NEDAPHIL
 P.O. Box 419, Greenhills
 Tels. 673-50-31 to 50

27 August 1986

9-116
 RECEIVED

SEP 8 8 36 AM '86

USAID/DOE

Mr. Frederick W. Schieck
 Director, USAID Mission
 Manila

Dear Mr. Schieck,

Subject: Proposed Participant Training Project

This refers to the Project Identification Document (PID) for the above-cited project which was furnished by the Office of Development of USAID/Manila to our External Assistance Staff for comment.

DIV	ACT	TIME
OD		✓
E		
PE		
RLA		
PO		✓
TD		
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PER		
CSD		
LOG		
GSO		
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OCD	✓	4/24
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AR		
DUE DATE		
9-17-86		

Following review of the document, we wish to inform you that this Office has found the PID generally acceptable. However, we would like to suggest that the following points be considered in the Project Paper:

- a. The projected allocation of training slots to private and public universities.
- b. Project's adoption of Government's (Special Committee on Scholarship) criteria, copy attached, for granting scholarship and the Government participation in the annual review of the project implementation.
- c. Funding of training in selected Philippine Universities.

Furthermore, the document should indicate that the Government will assume, as its counterpart contribution, only the international travel costs of training participants from government universities. The international travel costs, therefore, of participants from private universities will have to be shouldered by the respective institutions or from any other sources.

Thank you for your continued support to the national development effort of the Government.

Sincerely yours,

SOLITA COLLAS-MONSOD
 Minister of Economic Planning &
 Director-General

ACTION TAKEN	
NAN	Other
Type	No.
Dated	Initials

Encl.: a/s

SPECIAL COMMITTEE ON SCHOLARSHIPS

Cable Address: NEDAPHIL
P.O. Box 419, Greenhills
Tels. 673-50-31 to 50

RULES AND REGULATIONS GOVERNING FELLOWSHIPS, SCHOLARSHIPS AND
TRAINING GRANTS ABROAD FOR GOVERNMENT OFFICIALS AND EMPLOYEES

Criteria for the Selection of Candidates:

1. The candidate must submit a letter of nomination from the Minister or head of the office, agency, university, or entity making the nomination. He must also submit a statement from his office certifying to his character.
2. The candidate must have a permanent appointment.
3. The candidate must have a college degree related to the field of study or must have a sufficient demonstrated ability and experience along the field of study.
4. The candidate must not have a pending application for a scholarship under another program.
5. The candidate must submit a certificate of clearance from administrative charges, if such have been filed against him.
6. A candidate for academic study must be preferably not more than 45 years old; for other than academic work, preferably not more than 50 years.
7. The candidate must have served at least two (2) years in the government in the field of study being applied for and at least one (1) year of the required service must be in the nominating agency at the time of departure. In exceptional cases, the two-year requirement may be waived by the Special Committee on Scholarships.
8. The candidate must not have enjoyed previously a government-sponsored scholarship.

Exception:

A candidate who has already enjoyed a government-sponsored scholarship abroad may again be considered for another scholarship if the training being applied for is in the same field and is designed for advancement in his line of specialization, provided he has served two (2) years in the government in the same field for which he was trained, from the date of his return to the start of the training being applied for, unless the trainee was prevented from service by his office.

In case the two-year period has not been fully served, the deficiency in the period of service should be made up for by adding the corresponding time to the required years of service in connection with the training being applied for.

9. Where the candidate who has previously gone abroad on a scholarship is applying for a field of training different from that previously enjoyed, there should be at least four (4) years interval between the date of his return and the start of the new program being applied for.
10. A married man/woman candidate must submit a written consent of the wife/husband for him/her to go abroad.
11. A woman candidate who is in the family way or who has a child less than two (2) years of age shall be disqualified; provided that on exceptional cases to be decided by the Special Committee on Scholarships, the candidate who has a child of two (2) years of age or less may, under justifiable conditions be allowed to be nominated. However, a woman candidate with a child over two (2) years of age but less than ten (10) years, shall certify that proper arrangements have been made as to the care of the child.

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//PS//

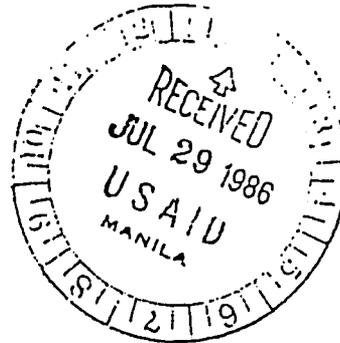
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Annex E

ACT: AID-6 INFO: AMB DCM AA ECON ADB CHRON/11

LOC: 61 712
29 JUL 85 2355
CN: 16491
CHRG: AID
DIST: AID

VZCZCML0749
RR RUFHML
DE FUEHC #6156/01 2092354
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FM SECSTATE WASHDC
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BT



UNCLAS SECTION 01 OF 02 STATE 236156

AIDAC

F.O. 12356: N/A

TAGS:

SUBJECT: SUMMARY DESCRIPTION OF SERVICES PROVIDED BY
ST/IT MAJOR PROGRAMMING AGENT, PARTNERS FOR
INTERNATIONAL EDUCATION AND TRAINING

1. EARLIER THIS YEAR ST/IT ANNOUNCED THE AWARD OF THE MAJOR PARTICIPANT PROGRAMMING CONTRACT TO PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING. THIS CABLE PROVIDES A BRIEF DESCRIPTION OF THE SERVICES PARTNERS PROVIDES FOR THE DOLS. 185 MONTHLY ADMINISTRATIVE FEE. THIS INFORMATION IS PROVIDED SO THAT MISSIONS WILL HAVE A BASIS FOR UNDERSTANDING THESE SERVICES AND COMPARING THEIR COSTS WITH THOSE OF OTHER TRAINING CONTRACTORS.

2. SUMMARY OF SERVICES

A. TRAINING PROGRAM DEVELOPMENT - AFTER ST/IT ASSIGNS A PARTICIPANT CASE TO PARTNERS (VIA EITHER A PIO/P OR CABLE), PARTNERS ASSESSES PARTICIPANT'S EDUCATIONAL QUALIFICATIONS AND PROFESSIONAL EXPERIENCE IN LIGHT OF A.I.D. TRAINING OBJECTIVES. REVIEWS AVAILABLE AND SUITABLE TYPES OF PROGRAMS AND INSTITUTIONS, PARTICIPANT'S ENGLISH LANGUAGE ABILITY AND PARTICIPANT'S

PREFERENCE FOR CLIMATE, COMMUNITY SIZE, INSTITUTIONAL SIZE, AND THE LIKE. REVIEWS RELATIVE COST OF POSSIBLE PROGRAMS. EXAMINES INSTITUTION'S ABILITY TO PROVIDE FOR THE PARTICIPANT'S CULTURAL ADJUSTMENT AND SOCIAL WELFARE. DEVELOPS A PROGRAM THAT MEETS CULTURAL AS WELL AS EDUCATIONAL OBJECTIVES. CONSIDERS AID POLICIES PROMOTING PUBLIC AND/OR PRIVATE SECTOR TRAINING RESOURCES AND MISSION PREFERENCE FOR PARTICULAR TRAINING SITE.

B. PRIORITIZATION OF PLACEMENT TARGETS - BASED ON TRAINING PROGRAM ASSESSMENT, PARTNERS DEVELOPS AND PRIORITIZES A SERIES OF PLACEMENT POSSIBILITIES. CONTACTS OFFICIALS AT THE EDUCATIONAL INSTITUTIONS TO DISCUSS ADMISSION REQUIREMENTS AND PROCEDURES. STAFF LEVEL OF EFFORT REQUIRED VARIES DUE TO NATURE OF TRAINING PROGRAM--DEGREE, NON-DEGREE, TAILORED, SHORT-COURSE OR OBSERVATION STUDY TOUR. FOR ACADEMIC PLACEMENT, PARTNERS IDENTIFIES AT LEAST THREE ALTERNATIVE

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UNIVERSITIES.

C. PLANNING FOR TRAINING PROGRAM IMPLEMENTATION - AFTER PARTICIPANT IS ACCEPTED AT A TRAINING INSTITUTION, PARTNERS CABLES A TRAINING IMPLEMENTATION PLAN (TIP) TO MISSION FOR APPROVAL. IF THE MISSION CONCURS, PARTNERS NOTIFIES THE EDUCATIONAL INSTITUTION AND ALSO PREPARES (FOR ST/IT APPROVAL) A BUDGET WORKSHEET WHICH IS AN INDIVIDUAL BUDGET FOR EACH PARTICIPANT, COVERING ALL ELEMENTS OF HANDBOOK 10 ALLOWANCES AND APPROVED COSTS. PARTNERS CABLES A CALL FORWARD DATE TO MISSION.

D. ARRIVAL AND ORIENTATION - PARTNERS ARRANGES FOR RECEPTION SERVICES AT PORT OF ENTRY. ENROLLS ACADEMIC PARTICIPANTS IN FIVE-DAY ORIENTATION PROGRAM AT WASHINGTON INTERNATIONAL CENTER. CONDUCTS ADMINISTRATIVE ORIENTATION FOR EACH ARRIVING PARTICIPANT.

E. ENGLISH LANGUAGE TRAINING - WHEN ELT IS REQUIRED, PARTNERS MONITORS THE ACADEMIC PROGRESS AND SOCIAL ADJUSTMENT OF THE PARTICIPANTS. PARTNERS ALSO MAY ARRANGE FOR PLACEMENT IN A FOLLOW-ON ACADEMIC INSTITUTION WHILE ELT IS TAKING PLACE.

F. MONITORING AND ADVISING - PARTNERS COMPLETES ALL REQUIRED ST/IT FORMS: THE PARTICIPANT DATA FORM (PDF), VISA EXTENSION AND SUPPORT (IAP66A), ACADEMIC ENROLLMENT TERM REPORT (AETR). FOR ACADEMIC TRAINEES, MONITORING REQUIRES COMPARING ACADEMIC PROGRESS AGAINST THE PLAN OF

STUDY TO ENSURE TIMELY COMPLETION AND FULL COURSE LOAD. MONITORING INCLUDES TELEPHONE CONTACT AND ON-SITE VISITS WITH PARTICIPANTS, THEIR ACADEMIC ADVISORS, INSTRUCTORS, AND RELATED PROGRAM SUPPORT STAFF; FINANCIAL DISBURSEMENTS TO PARTICIPANTS OF ALL APPROPRIATE ALLOWANCES AS WELL AS OTHER PAYMENTS WHEN REQUIRED (SUCH AS TUITION BILLS); ENROLLMENT IN HAC AND ASSISTANCE WITH CLAIMS PROCESSING IN SOME CASES. MONITORING ALSO INCLUDES DEVELOPMENT AND IMPLEMENTATION OF SPECIFIC SUPPLEMENTAL PROGRAMMING TO ENSURE ENRICHMENT OF OFF-CAMPUS EDUCATIONAL EXPERIENCES AND TO PROVIDE PARTICIPANT OPPORTUNITIES FOR DIRECT EXPERIENCE WITH AMERICAN SOCIETY, VALUES, AND INSTITUTIONS. FURTHER, MONITORING NECESSITATES CLOSE ATTENTION TO EACH PARTICIPANT'S VISA STATUS. IN SOME CASES MONITORING MAY INCLUDE THE TRANSFER OF A PARTICIPANT TO ANOTHER INSTITUTION. IN OBSERVATION AND STUDY PROGRAMS, MONITORING DEMANDS CLOSE ATTENTION TO ADMINISTRATIVE DETAILS AND LOGISTICS AT VARIOUS PROGRAM SITES. FURTHER

ACT: AID-6 INFO: AMB DCM AA ECON ADF CHRON/11

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 RR RUEHML
 DE FUEHC #6155/02 2092355
 ZNF UUUUU ZZH
 R 282351Z JUL 86 ZEX
 FM SECSTATE WASHDC
 TO AID WORLDWIDE
 BT MCN NOT UPDATED
 UNCLAS SECTION 02 OF 02 STATE 236156

LOC: 51 722
 29 JUL 86 2356
 CN: 15492
 CERG: AII
 DIST: AID

MONITORING INCLUDES ASSURING VALID RETURN INTERNATIONAL TRAVEL TICKETS ARE AVAILABLE WHEN NEEDED. WHEN A PARTICIPANT IS ABOUT TO COMPLETE THE TRAINING PROGRAM, TRAVEL ARRANGEMENTS AND AN EXIT INTERVIEW ARE SCHEDULED, AND THE MISSION NOTIFIED. AN END-OF-THE PROGRAM SUPPLEMENTAL EXPERIENCE MAY BE ARRANGED. PRE-ENTRY COUNSELING IS UNDERTAKEN.

G. EVALUATION - PARTNERS HAS DESIGNED AND IMPLEMENTED A MULTI-FACETED TRAINING PROGRAM EVALUATION SYSTEM. IT FOCUSES ON OBTAINING INFORMATION FROM PARTICIPANTS (A) AT THE BEGINNING OF ACADEMIC TRAINING PROGRAMS, (B) AT THE TERMINATION OF ACADEMIC TRAINING PROGRAMS, AND (C) AT THE END OF HEAVILY USED GROUP, SHORT-TERM TRAINING PROGRAMS. DATA IS COLLECTED ON PARTICIPANT REACTION TO THE SUBSTANTIVE CONTENT, EFFECTIVENESS OF THE TEACHING METHODOLOGIES, INSTITUTIONAL SUPPORT, AND PARTNERS' ADMINISTRATIVE ACTIONS.

EM ADDITIONAL PARTNERS SERVICES - PARTNERS ALSO PROVIDES THE FOLLOWING SERVICES TO USAIDS: (A) WHERE PARTICIPANTS ARE ASSIGNED TO PARTNERS BUT PLACEMENT ACTIVITIES ARE SUBSEQUENTLY CANCELLED, ONLY ACTUAL COSTS ARE RECORDED AGAINST A SPECIFIC MISSION PIO/P. (B) THE PARTNERS RESOURCE CENTER ANNOUNCES TO ALL AID MISSIONS THE DETAILS OF SHORT-COURSE PROGRAMS OF SPECIAL INTEREST. NEW PROGRAMS ARE RESEARCHED, CONTACTED, AND PUT INTO WORLDWIDE CABLE ANNOUNCEMENT

FORMAT; (C) UPON REQUEST BY A MISSION, PARTNERS RESOURCE CENTER INVESTIGATES ALTERNATIVE TRAINING INSTITUTIONS IN A PARTICULAR FIELD OF STUDY OR TYPE OF TRAINING PROGRAM TO HELP THE MISSION PLAN FUTURE PARTICIPANT TRAINING.

I. MANAGEMENT - PARTNERS HAS ESTABLISHED THE FOLLOWING INTERNAL MANAGEMENT MECHANISMS TO CARRY OUT THE ABOVE ACTIVITIES: (A) FINANCIAL SYSTEMS INCLUDE OPERATION OF A FEDERAL RESERVE LETTER OF CREDIT; (B) COMPUTERIZED RECORDKEEPING FOR BOTH OPERATIONAL PROGRAM MANAGEMENT AND FINANCIAL CONTROL; (C) SCHEDULED REPORTS; (D) AN OPERATIONS MANUAL; AND (E) PARTICIPANT FILE RETIREMENT BY TRANSFER TO ST/IT.

3. FIELD SUPPORT SERVICES THROUGH PARTNERS MAY ALSO BE PROVIDED TO THE MISSIONS UPON REQUEST AND WITH T/IT APPROVAL. THESE SERVICES ARE NOT INCLUDED IN THE DOLS.

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185 MONTHLY ADMINISTRATIVE FEE BUT CAN BE PROVIDED SEPARATELY TO THE MISSION THROUGH A QUOTE BUY-IN UNQUOTE PROCEDURE ESTABLISHED BY ST/IT. A DESCRIPTION OF THESE FIELD SERVICES AND THE BUY-IN PROCEDURE WAS PROVIDED IN STATE POOUTU SENT TO USAIDS ON 04/11/86.

4. TO PROVIDE MISSIONS WITH COMPREHENSIVE INFORMATION ON PARTNERS ACTIVITY WE ARE PROVIDING DETAILED STATEMENT PLUS A REPORT COVERING PARTNERS ACTIVITIES FOR THE 3-YEAR PLUS PERIOD ENDING FEBRUARY 28, 1986. THE REPORT GIVES CONSIDERABLE INFORMATION ON SERVICES PLUS TYPES OF TRAINING ARRANGED, GEOGRAPHIC DISTRIBUTION OF TRAINEES IN THE U.S., FIELDS OF STUDY, A.I.D. MISSION USAGE, TECHNICAL TRAINING PROGRAM COSTS AND A LIST OF SHORT COURSE PROGRAMS BY INSTITUTION. THE INFORMATION COVERS ONLY THOSE PARTICIPANTS PROGRAMMED UNDER THE PARTNERS CONTRACT WITH ST/IT.

5. IF FURTHER INFORMATION ON PARTNERS COSTS AND SERVICES IS REQUIRED, PLEASE DIRECT INQUIRIES TO BIRGE WATKINS IN ST/IT. // SHULTZ

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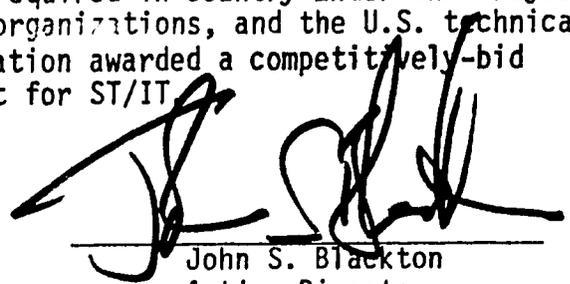
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Participant Training Project (492-0397)

GRAY AMENDMENT CERTIFICATION

The Project Paper was developed with full consideration of maximally involving minority or Gray Amendment organizations in the provision of required goods and services. It was determined that the project is not appropriate for an 8-A set-aside. The technical assistance required in-country under the Project can best be provided by local non-profit organizations, and the U.S. technical assistance will be provided by an organization awarded a competitively-bid contract to serve as the programming agent for ST/IT.



John S. Blackton
Acting Director

Date: 24 Sep 86

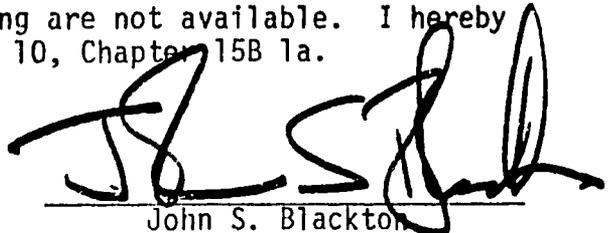
Participant Training Project
(492-0397)

Waiver of HB 10 Requirement that A.I.D. Pay International Travel Costs

A.I.D. Handbook 10, Chapter 15 B1, provides that the cost of international travel shall be paid by the host government or other sponsor unless, in the case of Mission-funded programs, the Mission Director has justified and authorized full or partial waivers and has so notified ST/IT.

The government of the Philippines has agreed to finance the international travel costs of the participants employed as faculty at state colleges and universities, expected to comprise about 20% of all participants. Because of the severe budget crisis, and because the government does not normally finance the international travel costs of participants from the private sector, further government financing is not possible. Private sector institutions have been extremely hard hit by the general economic slump in the Philippines, and have no funds available to commit to financing international travel. If A.I.D. were to require that private sector institutions finance international travel through private resources or other sources, it is most likely that there would be very few, if any, participants from private institutions.

Therefore, I have determined that it would be prejudicial to U.S. interests and the objectives of the project to require that the international travel costs of all participants be paid by the host government or other sponsors. USAID shall be responsible for funding international travel for participants from private institutions, if those institutions cannot contribute full or partial air fare and other sources of funding are not available. I hereby waive the requirement, pursuant to Handbook 10, Chapter 15B 1a.



John S. Blackton
Acting Director

Date: _____

