USAID/CAMEROON

IMPACT EVALUATION OF USAID-SPONSORED PARTICIPANT TRAINING IN CAMEROON: 1961-1993

AMEX INTERNATIONAL, INC.

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Prepared by:

Felipe Tejeda
Andrew C. Gilboy
Flavien Tiokou Ndonko
Emile Nzalli

For:

USAID/CAMEROON
Yaoundé, Cameroon

AMEX International, Inc.
Washington, D.C.

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ABBREVIATIONS

AFGRAD	African Graduate Fellowship Program, an expired regional project managed by the African-American Institute
AID/W	Agency for International Development, Washington headquarters
AMDP	African Manpower Development Program (expired)
ARD	Agriculture and Rural Development (USAID/Cameroon Office)
ATLAS	African Training for Leadership and Advanced Skills
CAMPER	Cameroon Program for Environmental Reform
CAPPS	Cameroon Agricultural Policy and Planning Project
CDSS	Country Development Strategy Statement
CPSP	Country Program Strategic Plan
CTP	Country Training Plan
CTS	Country Training Strategy
D/G	Democracy and Governance
EHRD	Education and Human Resources Development (USAID/Cameroon Office)
FSN	Foreign Service National (USAID local employee)
GRC	Government of the Republic of Cameroon
HRD	Human resources development
HRDA	Human Resources Development Assistance (AID/W regional project)
HRDO	Human Resources Development Officer (USAID position title)
ILO	International Labour Organization
MAPS	Cameroon: MAPS Private Sector Diagnosis
MCH/CS	Maternal Child Health/Child Survival (USAID/Cameroon project)
NCRE	National Cereals Research and Extension (USAID/Cameroon project)
NGO	Non-governmental organization
OIT	Office of International Training (AID/W)
OYB	Operation Year Budget (USAID annual development budget)
PID	Project Identification Document
PP	Project Paper
PREPS	Policy Reform in the Export Processing Sector Project
PSAB	Private Sector Advisory Board
PSC	Personal Services Contract
PSTNA	Private Sector Training Needs Assessment
PTMS	Participant Training Management System
REDSO	Regional Economic Development and Services Office
SME	Small and Medium-sized Enterprise
TOT	Training of Trainers
TPA	Training Providers Assessment

INTRODUCTION

The research and interviewing for the Cameroon Impact Evaluation took place over a four-week period in June and July of 1993. A four-person team consisting of two U.S.-based expatriates and two Cameroonian consultants, was assembled by the contractor, AMEX International, Inc. The two U.S. consultants finalized the document and organized the data presentation after departing from Cameroon.

The team members spent approximately three weeks in Yaoundé and one week in the field conducting interviews, assembling data and writing the first draft. Considerable time was subsequently devoted in the United States to analyzing additional data, running cross-tabulations and refining the evaluation. Graphs and charts were developed in the U.S. as the evaluation was being completed.

The team was composed of Felipe Tejeda (Evaluation Specialist and Team Leader), who is a Vice-President at AMEX and a specialist in project management, evaluation and training; Andrew Gilboy (Human Resources Specialist), AMEX's senior HRD associate; Flavien Tioukou Ndonko (Cameroonian consultant), who has a doctorate in anthropology from Germany; and Emile Nzalli (Cameroonian USAID training expert). Dr. Ndonko provided essential support in adapting the "Epi-Info" software to the team's needs and instructing others on entering and cross-tabulating complex data. Mr. Nzalli brought his extensive knowledge of USAID training in Cameroon to bear on the team's scheduling, historical records and overall understanding of USAID's training in Cameroon over 15 years. Mr. Tejeda laid the ground rules for achieving the evaluation's objectives, was principal organizer of the focus groups, developed the workplan and assignments, conducted the case studies and wrote the chapters on management and institutional profiles. Mr. Gilboy was the principal writer and coordinated the collection and presentation of the data with Dr. Nkonko.

The methodology used in this evaluation is explained in some detail in Chapter I due to the heightened interest in the Africa Bureau to ways of assessing development impact from human resources investments. The Cameroon Impact Evaluation is the fourth attempt to apply a rather complex methodology put forward by the Africa Bureau in 1992 to estimate training impact in the field.

The team would not have been able to complete its work without the solid support from the USAID office, in particular Peter Benedict (Mission Director), Derek Singer (Chief, Education and Human Resources), Roberta Jacobs (newly hired chief of the Training Office), Lyonga Woloko Jesco (PTMS expert, who produced reams of PTMS reports all perfectly organized with summary sheets) and Josephine Mbarga (Assistant Training Officer). The team benefitted many times from the contributions to USAID's training activities made by Elizabeth McDavid, former HRDO who was transferred to Haiti from Cameroon before seeing the fruits of an idea she helped nourish. Finally, the Cameroonian returned participants spent many hours completing questionnaires, answering questions and attending focus groups enabling the team to gather a wealth of data on the impact of their training. The team is grateful for the time and interest shown.

EXECUTIVE SUMMARY

Since 1961 USAID has been training Cameroonians in the U.S. and third countries through both bilateral, regional and central projects. None of the bilateral projects has been devoted solely to human resources development. Major sector-focussed projects, such as National Cereals Research and Extension, traditionally include components designed to upgrade the level of Cameroonian professionals through training at a particular institution. Although many of these projects have been appraised over the years for their technical achievements, no evaluation has been undertaken across-the-board of the impact of the training components of these investments on Cameroon.

The principal works upon which the Cameroon Impact Evaluation draws its approach are the Africa Bureau's training impact evaluation methodology developed in 1991 and a subsequent summary report entitled, *An Integrated Methodological Framework for Enhancing and Evaluating the Development Impact of Training*. The latter document is a distillation of the earlier study into a clearer presentation to make the methodology more accessible and operational for Missions and HRD specialists. Both define development assistance as "the economic, social and political change which results from an intervention altering the quality of life for a nation or a designated subset of the population."

In order to conduct an evaluation, a theoretical framework can be used to guide the observers to reasonable conclusions which, in turn, can inform development planners about the value – and relative efficiencies – of their assistance. In other words, human resources development should be based on more than "an act of faith," and programmatic decisions concerning candidate selection, training types and fields of study should be supported by judgments based on lessons learned from the past.

Although quantitative methods cannot be relied upon solely to measure induced change, or explain why or how impact was achieved, they can increase understanding of the factors at work and can help project designers and managers make reasoned choices among a set of options.

The Cameroon Impact Evaluation draws on aspects of several models widely used in evaluating development interventions. In analyzing qualitative and quantitative information, the team followed the development theory set forth in Africa Bureau methodology. This framework stipulates that impact, or induced change, occurs at various levels, from the individual through the institution, sector, nation and occasionally, the region. It recognizes that, while the levels are interrelated, an observer can view change through a prism of the "development hierarchy." With the trained individual as the agent for change, an institution must coordinate, energize and diffuse change in order for impact to occur beyond the trained participant. Further up the hierarchy, the sector or sectors must have the capacity to absorb and integrate benefits from improvements introduced by institutions (or individuals). At the country level, change needs to be supported through policy enhancements, macro-analysis and an economic and social context conducive to change.

Three recent impact evaluations of USAID-financed participant training were completed prior to the Cameroon Impact Evaluation and contributed ideas used by the team. They were conducted in Swaziland, Rwanda and Tanzania, each confronted by a differing set of circumstances and country specifics. The Cameroon evaluation embarks on a slightly different path to impact assessment. It examines the overall impact of USAID-funded *participant training* since 1961 with a view toward increasing the impact of training in the future in tandem with rapidly evolving Mission development objectives. Unlike the Tanzania and Rwanda reports, the Cameroon evaluation excludes in-country training from its purview.

There were three objectives listed in the Scope of Work:

- determine the effectiveness and impact of the long and short term training done by USAID/Cameroon over the last thirty years;
- determine the impact of these training programs on human resources development in Cameroon; and,
- propose how USAID/Cameroon might proceed in developing future training programs.

Three of the four standard data collection methods were employed: intermediate (use of a survey instrument which is not random), case-study (scrutiny of several institutions), and secondary (use of existing USAID data). The team could not develop a statistically significant, random, representative sampling of the universe of returned participants due to a number of factors. Consequently, the team chose a combination of interviews of USAID staff, review of USAID/Cameroon project and training documents, interviews of returned participants, administration of a survey to returned participants and a more detailed examination of several key projects and institutions.

The team developed a questionnaire and administered it to 100 returned participants. A brief, largely quantitative questionnaire was administered at the beginning of the interview followed by the interviewer asking a series of questions designed to stimulate thinking. Participant interviewees spent approximately ten to fifteen minutes to write answers on the questionnaire; evaluators then asked questions and noted the answers on interview forms for roughly 30 to 45 minutes. Few interviews exceeded one hour.

The characteristics of the survey group are carefully described in the body of the report and, to a large extent, form the basis for a number of the findings in this report. The characteristics of the returned participants drawn from the PTMS data, and the profile of interviewees from the survey sample, ended up being similar in most respects. It should be noted, however, that the survey population is not *representative*, in a strict statistical manner, of anything, since the individuals could not be selected randomly from the total universe of returned participants in Cameroon.

In addition to administering the survey instrument and conducting participant interviews, the team made random samplings from 280 USAID/Cameroon returned participant questionnaires. All USAID trainees returning since 1985 were asked to complete this questionnaire, which is included in the Annexes. The team also reviewed the final report of an impact study of 12 Cameroonian participants who were trained in the United States under the Entrepreneurs International Program. The study was conducted by a former placement specialist with PIET, the organization which manages EI.

Overview of USAID Assistance to Cameroon Since 1961

Since 1961 it is estimated that roughly $[illegible] million has been spent in Cameroon to promote agricultural, health, educational and human resources development. The level of economic aid grew rapidly in the first decade, fell abruptly after 1973 and climbed again after 1979 until 1992. Early project assistance was aimed at helping a new country build its physical and human resource base. Road and rail construction dominated USAID bilateral activities while regional human resource development projects (ASPAU, INTERAF and AFGRAD) offered hundreds of Cameroonians long-term training at U.S. and African universities.

After 1966 the Cameroon Mission phased down and by 1971 the number of direct hire Americans had been reduced from 22 to zero. By 1980 USAID/Cameroon had begun to increase its bilateral projects and in 1982 the Agricultural Education Project was obligated, USAID/Cameroon's largest single bilateral activity obligated since the early infrastructure projects. Major activities also began in health (Health Constraints to Rural Production), cereals research (National Cereals Research and Extension), roots and tubers (ROTREP) and cooperative/credit union support. All of these bilateral projects had training components, although training in health and cooperatives was primarily in-country, with some short-term out-of-country training but little long-term degree support.

Since 1985 the USAID/Cameroon portfolio has been adjusted as the country faced worsening economic conditions. Major USAID programs and projects have targeted fertilizer and coffee marketing reform, health finances, maternal and child health care, AIDS, and private-sector and export promotion. Although overall USAID assistance leveled off after 1985, expenditures for training have increased.

The Impact of Training in Cameroon: Principal Findings

After extensive analysis of the data collected, which is presented in the body of the report, the evaluation team distilled the principal conclusions concerning the impact of training on development in Cameroon since 1961. These findings are grouped below by level in the development hierarchy.

PRINCIPAL FINDINGS

Individual Level

- **Work performance improved by participants.** One hundred percent of respondents to the survey indicated specific improvements as a *direct* result of the training received. Supporting this self-assessment were many examples cited in answers to open-ended questions of areas of improved job effectiveness.

- **A large majority of participants introduced changes as a direct result of the training received.** Over 81 percent of the survey respondents said they introduced changes and cited many examples in the survey and in interviews. Among the changes most often cited were improved training and teaching skills and better research.

- **Participants interviewed who were trained in the U.S. were not more likely to introduce changes than those trained in third countries.** Eighty percent of the U.S.-trained participants compared to 90.9 percent of the third-country-trained participants said they introduced changes. No variation was found between short- and long-term trainees.

- **Although promotions were received by returned participants, the team could not confirm that training was a principal cause for career advancement.** Of the 51 trainees interviewed on long-term programs, 60.7 percent of men and 50 percent of women received promotions within three years after returning. Thirty-five long-term trainees (57.4%) in the survey stated that they were involved in the design of their training.

- **Management changes dominate the type of changes introduced by returned participants.**

- **Most participants surveyed maintained contact with professional colleagues,** with long-term and more recent trainees at a higher rate than others

- **Among the participants interviewed, men were more likely than women to receive promotions related to training.** Most of cross-tabulations of data disaggregated by gender show that men received promotions at 10 percentage points higher than women.

- **Most participants interviewed maintain contact with professional colleagues met during training.** Of the 84 respondents to the question, 66 (78.6%) maintain contact, with the majority (63.7%) selecting "occasional" in describing the frequency of contact from among "rare, occasional or frequent."

- **English-language fluency was acquired by over half of participants, according to the best estimates available.** Three data sources – the survey sampling, USAID's end-of-training questionnaire and PTMS – suggest the percentage indicated. Although English-language fluency was not correlated with any impact indicators *per se*, the evaluation team

concluded independently that facility in English in Cameroon, with its bi-lingual language policy, would likely result in impact resulting from training.

- **The lack of opportunities for additional short-term and degree training, and poor access to information, are the most frustrating aspects in the professional lives of the participants interviewed.** Participants repeatedly expressed concerns that they were isolated from the latest advances in their fields or ignorant of new techniques and instruments.

Institutional Level

- **Significant and consistent USAID investment since 1980 in improved agricultural research has resulted in the filling of many key posts at Cameroonian institutions by U.S. trained experts.**

- **The transfer and application of the skills and knowledge to the institutions targeted for USAID assistance is incomplete due to the lack of resources to support** research and field work and further staff training.

- **Institutional constraints were cited by all participants interviewed who did not introduce changes resulting from training.** The most frequently-cited obstacle to the transfer of skills and knowledge was the lack of necessary resources.

- **Mismanagement of qualified human resources is a persistent impediment to the utilization of skills acquired through training.** Participants interviewed consistently complained of job assignments unrelated to employee qualifications, professional jealousies, and disinterest in improving work performance.

- **Non-participants - principally colleagues and family members - benefitted from skills acquired by the participant.** Ninety-five percent of interviewees said that others benefitted, principally through writing, teaching or training. Many also mentioned that the multiplier effect of their training occurred through improved teamwork, collaboration with colleagues and better internal office communications.

- **Participants returned to institutions which were prepared for their return at a higher rate than to those which had "forgotten" them.**

- **A large number of academic participants interviewed were not involved in designing their programs.** Only thirty-five (57.4%) of the long-term participants were involved in planning their program. Weak institutional involvement in employee training programs has been linked to reduced impact by the trainee on the institution when re-integrated after training. Of the long-term participants NOT involved in their training design, 13 (52.0%) stated that the impact of their training would have been greater had they been involved.

- Employers were involved in selection for a higher percentage of participants who returned to the same employer than for those who did not return. Also, employers have been involved in the selection of trainees at a much higher rate since 1980 than before.

- A larger percentage of recent returned participants maintained contact with their employers during training.

- A large percentage of participants interviewed returned to the employer they had at the time training began.

- Job mobility was not a significant factor in reducing impact. Cameroonians remained with their employers for an average of approximately 12 years.

National and Regional Level

- Early programs which trained large numbers of Cameroonians at the undergraduate level in basic sciences and engineering succeeded in replacing expatriates with skilled nationals.

- Many USAID-trained participants are introducing changes at key national institutions in ways which are difficult to quantify and correlate directly with the training received.

Special Mission Targets: Women and the Private Sector

- Sixteen percent of all Cameroonians who completed training since 1961 are women. No significant improvement has occurred in increasing the number of *long-term degree* training opportunities for women.

- Access to short-term training has improved for women, especially since the HRDA Project has begun.

- Far more women surveyed reported that their training resulted in changes with respect to the role of women in Cameroon. Seventy-two percent of men answered negatively to the same question.

- Women reported increases in self-confidence and enhanced professional standing as a result of training.

- A negligible percentage of the total number of returned participants were from the private sector, and most of those have completed training recently under HRDA.

USAID Management of Training

- **HRD took an increasingly important role as a viable, Mission-managed instrument** through which project objectives could be attained. Training became a major focus of key bilateral projects obligated after 1980.

- **In contrast to the early degree training programs, USAID has had to confront new issues in implementing its training program effectively**, such as the employment prospects of returned participants and local institutional capacity to absorb newly-trained cadres.

- **Few participants have been funded for long-term third-country training** and of those who were, 80 percent received their degrees in Phase I.

- **Well-designed, short-term training in third countries can have a high impact on the individual and employers.**

- **USAID was rarely contacted directly by potential candidates for information about training opportunities.** Employers have become since 1980 the principal direct source of training information.

RECOMMENDATIONS FOR ACHIEVING HIGH-IMPACT TRAINING

Recommendations follow for USAID/Cameroon to consider in order to achieve high impact training in the future and have the capacity to track its impact.

- **"Re-invest" in returned participants:** design short-term "retraining" programs to update the knowledge base on selected Cameroonians in positions of potential impact at institutions involved in USAID's priority sectors. Training would be linked to the acquisition of specific skills in the participant's professional field and/or management. Training programs and participants would be selected competitively based on the quality and potential impact supplementary training proposed.

- **Target key institutions for additional training:** select several institutions which fulfill new criteria for limited training support. Some of these institutions are evaluated in the ILO compendium on Cameroonian institutions cited in the CTS. USAID is building up its knowledge base of other small, often private local institutions with credible track records, especially in training and services. Programs might be for a few long-term degree programs, such as for graduate work in Natural Resources Management, or short-term training opportunities which reflect the institution's stated human resources development or training plan. Some of the criteria to apply in selecting institutions to target, in order to ensure "high-impact training" are listed below. Any institution receiving training must...

- have a recent, written and researched HRD or training plan in force;
- have transparent selection procedures for matching institutional training need to the employee proposed;
- have developed job descriptions for the positions for which training is being sought;
- have an institutionalized job performance appraisal system.

These criteria should increasingly become USAID's "conditions to receive training support" for both public-sector institutions and private companies.

- **Arrange for focused management training for cadres at selected priority institutions.** In light of the lack of minimal institutional support (at Dschang, IRA, etc.) which has brought into question continued USAID financing of long-term training, USAID should help strengthen management capacity at institutions in order to leverage significant investment in human resources and physical plant. Training could be aimed at both returned degree participants and mid-level administrators. Training could be primarily in-country, with selected third-country training offered at agricultural institutions which are managing scarce resources successfully, such as those in Morocco and Tunisia or the current USAID project at ISRA in Senegal.

- **Create a vibrant network among returned participants:** support the development of an alumni association to serve as a mechanism through which USAID can realize some of its strategic objectives and improve the management of training. Specifically, the Mission should hire a local consultant for 3 to 6 months to help get the association off the ground. Without short-term help, this task generally remains low-priority next to the pressing daily requirements of managing both in-country and participant training. The specific tasks for this short-term contract are listed under "Management Recommendations" below. The formation of the Alumni Association responds to the overwhelmingly positive responses from the roughly 350 participants answering USAID's letter setting the stage for the Impact Evaluation. In addition to the justifications for supporting the first alumni association of all Cameroonians trained out-of-country since 1961 contained in Handbook 10 and promulgated regularly by the Office of International Training, a Cameroonian version of an alumni group would:

- help USAID spread democracy and governance notions among well-placed Cameroonians pre-disposed, from their exposure in the United States, to understand the importance and dynamic of D/G;

- assist the Mission in generating new and pertinent training ideas in its priority sectors;

- further the Mission's excellent, recent initiatives to track the impact of its investments in HRD;

- capitalize on the common approaches to problem-solving, research and teaching *among anglophone and francophone Cameroonians* gained during their exposure to American education and work.

PRIVATE SECTOR

- **Aim training to address specific sector needs:** based on in-house analysis supplemented by short-term technical assistance, update and fine-tune the needs assessments in selected priority sub-sectors, such as food processing or non-traditional export production; through PIO/Ts with carefully stated Scopes of Work, access U.S.-based consultants through the HRDA core contract, or the Private Sector IQC or PEDS II, to conduct short, targeted needs assessments in collaboration with Cameroonian consultant firms specializing in business studies (e.g., Agro-PME).

- **Support the expansion and development of NGOs:** use the mechanisms available under HRDA and several regional projects to assess the institutional training needs of key NGOs working in USAID priority sectors and implement both in-country and short-term U.S. and third-country training addressing the needs identified in diagnostic studies. Arrange TOTs for NGOs on fund-raising, financial planning, and management.

- **Upgrade the quality of training offered by local providers:** arrange for TOTs for groups of consulting firms and other private training institutions to modernize training methodology. Local training capacity is considerable, but recent Mission experience underscores the need for better training quality. Strengthening the private training network would increase the Mission's capacity to achieve its strategic objectives, especially in Natural Resources and Health.

- **Create informal Private-Sector Coordinating Groups in several regions:** expand the candidate pool for Entrepreneurs International and ensure the input of Cameroonians knowledgeable about the private sector by collaborating with working groups established informally in major cities selected according to USAID's development priorities.

- **Propose focussed, business-oriented, short-term courses to Cameroonians in the private sector:** marketing, sales, customer relations and hands-on management courses in French and English, in the U.S. or third-countries, should be selected for senior managers or owners of firms operating in USAID priority sectors.

WOMEN IN DEVELOPMENT

- **Increase opportunities for women in all USAID training activities:** establish targets and/or quotas for training slots for women to cover existing and new project training components.
- **Include women on advisory committees formed to guide private-sector training.**

- **To increase the number of women participants, make exceptions on a case-by-case basis to USAID regulations requiring co-financing of training** (such as, participant purchase of airline tickets) or fluency in English for specialized U.S. internships.

MANAGEMENT RECOMMENDATIONS

- **Initiate a comprehensive, baseline data collection system** by installing a new, user-friendly software program designed to cross-tabulate information about future participants to use in measuring impact in the future.

- **Devote resources to organize and marshall the returned participant network.** Consider hiring a Cameroonian consultant to work in the training office for several months to get the alumni association underway.

- **Integrate targeted needs assessments into recruitment and selection of private-sector candidates for training.**

I. EVALUATING THE IMPACT OF USAID TRAINING

Significant investments have been made in developing countries over the last 35 years in education and training. Thousands of nationals have received undergraduate and graduate degrees in the United States and "third countries" financed by A.I.D. and their home country employers. Additional thousands of employees of developing country institutions have attended short-term training courses organized at U.S. universities, government agencies and private firms. Since 1985 A.I.D.'s investment in training has grown to between 15,000 and 20,000 sponsored participants each year for these training programs.

Such significant contributions toward education and training merit careful evaluation by development planners to measure results and assess relative efficiencies among the various training options available. Earlier A.I.D. experts might have been satisfied with some of the following evaluation "criteria" often applied to justify investments in human resource development:

- has the participant returned to his or her employer and assumed a position of equal or greater responsibility?
- has the project trained the number of individuals called for in the design or obligating documents?
- is there a sufficient core of U.S.-trained technical specialists in key host-country institutions with whom A.I.D. officials can find common ground in designing and implementing development assistance?

To measure these elements, A.I.D. would fund "tracer studies" which follow participants through their career paths after returning from training. If the participants returned to the organizations where they had been employed, evaluators pronounced the project "successful" and presumed that skills acquired during training would positively affect the institution. Similarly, if external evaluators of a "non-training" intervention, such as an agricultural research improvement project, concluded that the contractor trained the correct number of individuals to the required degree level in the fields identified and within the budget and time specified, the investment in training was deemed a success. The objectively verified indicators internal to the project's logical framework were applied and constituted the principal point of evaluation.

As pointed out by John Gillies (*Training for Development, AED*), project evaluators have for years aimed at the lowest common denominator in evaluating the impact of training: a numerical test to determine whether, within the limits of the funds expended, the project delivered the degrees or training to the individuals selected. For projects designed solely to develop human resources in multiple sectors (such as ATLAS, AFGRAD and AMDP), evaluators often focussed on tracer studies to assess the impact of training on the individuals themselves.

To varying degrees, positive answers to these questions provided adequate evidence to continue targeting assistance for education and training. Moreover, a prevailing predisposition to consider investments in education as positive and "always worth it" diminished the urgency to justify even sizeable dollar allocations to human resources development. Some of the largest USAID human resource development efforts were supported by little manpower analysis and did not even have a Project Paper (Tunisia's Technology Transfer Project is an example – a $40 million, 10-year pipeline which has funded over 700 Tunisians in U.S. doctoral programs!). As noted in the Africa Bureau's first attempt to establish a comprehensive methodological framework for evaluating the impact of training, *A Training Impact Evaluation Methodology and Initial Operational Guide* (Creative Associates for AFR/TR/EHR),

> *without a theory, human resources development will continue to be, as it has for decades, an act of faith reflecting the maxim that education is an intrinsic good.... Without a theory, donors and host countries will continue to tinker at the margins of the existing system* (p. II-15).

What, then, is the best way to evaluate the impact of training on development? Although the Cameroon Impact Evaluation does not have a conclusive answer to this question, it must nonetheless establish some parameters to guide the search.

A. Principal Methodological Issues

For a number of years, A.I.D. has spent time and resources defining development impact and determining quantitative and qualitative methods to track results. Each USAID Mission must complete an annual "Assessment of Program Impact" (API) whereby recent economic and social indicators are compared to baseline data identified and collected prior to a given intervention. Development experts then wrestle with the dilemma of determining whether the USAID intervention "caused" the change in the indicator. With interventions in the health or agricultural sectors, for instance, direct causality occasionally appears to be reached: a decrease in child mortality due to increased oral rehydration use resulting from a USAID-financed intervention, or an increase in per hectare yield due to improved seed varieties. However, even in cases of sector-level changes which seem to lend themselves to quantitative analysis, evaluators need to be cautious attributing change to discrete, USAID-funded activities.

Interventions to develop human resources present even greater challenges for quantitative analysis. Measuring the impact of changes (if any) introduced by a participant returning from a training program would require isolation of elements which deal with human character, behavior, organizational psychology and culture. If it were possible, one might trace a particular change, such as an individual's improved skill in statistical analysis, to an observed change back home, such as the prevalence of more accurate employment data from the office which that individual directs.

The realization that qualitative "interferences" might affect impact analysis should not reduce the importance – or need – to evaluate investments in education and training. It is for this reason that the Africa Bureau has tried to establish an integrated framework to guide evaluations of participant training.

Definition of Development Impact and the Theoretical Framework

The principal works upon which this evaluation draws its approach are the Africa Bureau's training impact evaluation methodology developed in 1991[1] and a subsequent summary report entitled, *An Integrated Methodological Framework for Enhancing and Evaluating the Development Impact of Training*.[2] The latter document is a distillation of the earlier study into a clearer presentation to make the methodology more accessible and operational for Missions and HRD specialists. Both define development assistance as "the economic, social and political change which results from an intervention altering the quality of life for a nation or a designated subset of the population."

Evaluating development impact should aim to:

- measure (or estimate) the economic, social and political change induced by an intervention;
- determine the extent the change was *attributable* to the intervention;
- estimate the extent the intervention was *critical* to the change;
- reveal how and why the change occurred; and,
- assess the role played by external factors.

In order to conduct an evaluation, a theoretical framework can be used to guide the observers to reasonable conclusions which, in turn, can inform development planners about the value – and relative efficiencies – of their assistance. In other words, human resources development should be based on more than "an act of faith," and programmatic decisions concerning candidate selection, training types and fields of study should be supported by judgments based on lessons learned from the past.

Although quantitative methods cannot be relied upon solely to measure induced change, or explain why or how impact was achieved, they can increase understanding of the factors at

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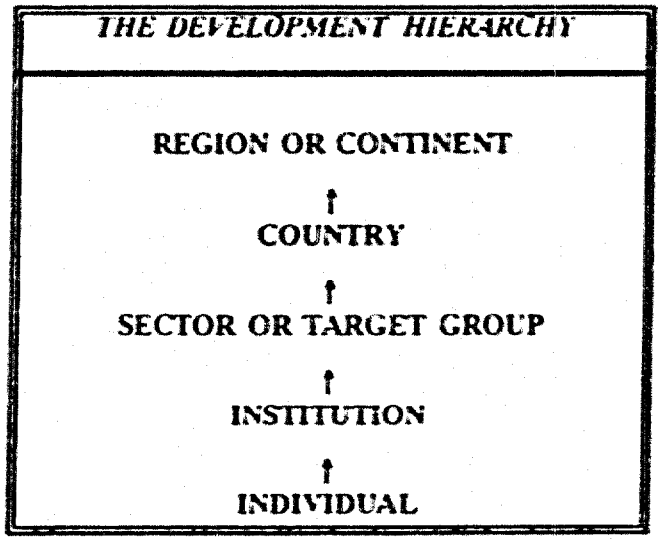
[1]The complete title of the study is *A Training Impact Evaluation Methodology and Initial Operational Guide*, prepared for the Africa Bureau (AFR/TR/EHR) by Herb Turner, Brenda Bryant and Andrea Bosch at Creative Associates, October 1991.

[2]Also prepared for AFR/TR/EHR by Creative Associates, Inc. in March 1993.

work and can help project designers and managers make reasoned choices among a set of options.

The Cameroon Impact Evaluation draws on aspects of several models widely used in evaluating development interventions. These models incorporate different approaches, such as measuring achievements against program goals and objectives, using social science research and surveys, analyzing economic indicators and reconstructing pre-intervention conditions based on the situation perceived by "stakeholders" in the present. In analyzing qualitative and quantitative information, the team followed the development theory set forth in Africa Bureau methodology. This framework stipulates that impact, or induced change, occurs at various levels, from the individual through the institution, sector, nation and occasionally, the region. It recognizes that, while the levels are interrelated, an observer can view change through a prism of the "development hierarchy." With the trained individual as the agent for change, an institution must coordinate, energize and diffuse change in order for impact to occur beyond the trained participant. Further up the hierarchy, the sector or sectors must have the capacity to absorb and integrate benefits from improvements introduced by institutions (or individuals). At the country level, change needs to be supported through policy enhancements, macro-analysis and an economic and social context conducive to change.



A convenient focal point for evaluators has been a country's or sector's institutions, in that they offer observers more accessible, controllable units to study, in addition to the individual. However, attributing sector- or country-level changes directly to training received by individuals from institutions, although not impossible, is problematic at best.

If the hierarchy framework can help us view impact, the "stages of the development process," viewed horizontally over time, presents another "elevation" from which to observe change. Viewing the training process from the early stages (selection, planning, implementation) through the realization, delivery and use of "goods and services" introduced by the change agent, evaluators can attempt to isolate the factors which affect the identified changes.

THE DEVELOPMENT CONTINUUM					
Prepare Initiative →	Create Goods & Services →	Deliver Goods & Services →	Use Goods & Services →	Aggregate Benefits for Country →	Diffuse Benefits for Region/Africa •

Key Elements to Measuring Impact

When a change is identified, a link to the training intervention must be established in order to draw inferences that the training induced the change. The key questions to answer in determining whether the training undertaken is related to the change, revolve around: a) causality – is each change in the development hierarchy a necessary, albeit insufficient factor, to explain change at the next level? b) attribution – what is the cause of the identified outcome (the "flip-side" of causality)? and, c) criticality – has the effect been the result of a cause other than the hypothesized one?

An understanding of the key elements to inferring "cause and effect" is useful in the challenge in evaluating the impact of human resource interventions. There are no hard certainties here – no conclusive evidence that one activity caused a given change, since it is impossible either to exclude exogenous factors or control all the variables. Nor can the reliability of the data be entirely assured, since evaluators must often rely on assessments made by the participant. In a survey on training impact, it is generally not feasible to interview a control group, such as co-workers who did not undergo training. The Swaziland evaluation considered data from non-trainees, but the sampling size and lack of quantifiable data weakened the conclusions.

In the Cameroon Impact Evaluation, each level of possible development impact presented elements which merit consideration. At the individual level, the evaluation considered participants' career choices, their use of the benefits of training at home, in charitable work or at the office. At the institutional level, questions revolving around the employer's involvement with the training process, and the use of returned participants' skills, served as gauges of the organization's capacity to incorporate and promote change.

At the sectoral and national levels, where evidence of causal links to the training intervention is more elusive, the evaluation probed for greater impact among institutions, across sectors or at the policy-making level. Quantitative data at this level is sparse. Using qualitative data, however, the evaluation noted that many changes had been introduced in institutions, such as the Cameroon Development Corporation, many of which were believed to have been the direct result of USAID-sponsored training.

A word about preconditions to development impact is warranted here. *Capacity* and *performance* at all levels of the development hierarchy are preconditions to impact. For

instance, if an individual does not have the capacity to learn English, training at a U.S. university – and the impact anticipated therefrom – is precluded. If the institution for which a core of researchers have received graduate-level training cannot sufficiently manage its activities to make use of the benefits of returned participants, its performance impedes – if not prevents – impact. In light of the severity of the recent economic and political crisis in Cameroon with unpaid civil servants, researchers and teachers virtually paralyzed within barely functioning organizations – the existence of the preconditions to development impact becomes critical to this evaluation.

B. Review of Recent Evaluations: Rwanda, Swaziland and Tanzania

Three recent impact evaluations of USAID-financed participant training were completed prior to the Cameroon Impact Evaluation and contributed ideas used by the team. They are briefly described below.

1. The Impact of Training on Development: A Study of the Impact of USAID-Sponsored Training Initiatives in Swaziland (November 1992)

To varying degrees, all these studies applied the methodology summarized in the 1993 Integrated Methodological Framework (see above). Reflecting the expectations and needs of USAID management and peculiarities of the training offices, each Mission's Scope of Work differed somewhat in emphasis. Each evaluation was tied closely to Mission country-specific strategies and current portfolio requirements. The data available on returned participants, and its reliability, varied considerably between countries. Finally, the use and collection of primary and secondary data ranged between a little and a lot, resulting in evaluations that were primarily qualitative to partially quantitative.

The first in the series was the Swaziland evaluation, which was organized around the institutions in which the participants were, or are, employed prior to, or after, training. Its purpose was to study the impact of training from all projects on development in Swaziland since 1971. Since a tracer study had been conducted of all Swazi returned participants, the impact evaluation was not intended to repeat quantitative data gathered during that report. The Mission hoped that by analyzing the impact of training, rather than the locus of the trainees, it could reinforce the design of future HRD projects and improve impact indicators. For Swaziland, the evaluation included in-country, in addition to, participant training.

The Swaziland evaluation relied heavily on data previously collected which examined training outcomes rather than impact. The team identified 16 Swazi institutions with a concentration of USAID-trained participants and a sufficient track-record to indicate institutional capacity. Institutions were also selected so that USAID priority development sectors (agriculture, health, education and private sector) were represented. A distinguishing factor in the Swaziland report was its attempt to track impact by including in its survey group Swazi managers who did not receive USAID-financed training and by interviewing supervisors of

returned participants. Each institution's organizational characteristics were carefully presented in an effort to disaggregate impact and, to the degree possible, attribute causal links.

All of the evaluations used some form of survey instrument with individual participants, as well as with focus groups, and case studies. The Swaziland team hand-tabulated its data, collected primarily with open-ended questions. A total of 98 individuals were surveyed through interviews that lasted between one and 1½ hours. The findings were presented in the framework of case studies of each institution.

2. Training for Impact: Country Training Strategy, USAID/Rwanda (December 1992)

The Rwanda report was a CTS which analyzed the results of USAID/Rwanda investments in human resources for the purpose of increasing the impact of future training through improved tracking and implementation. That report closely mirrored the Mission's CPSP, completed in May of 1992. It offered specific recommendations for each USAID strategic objective in order to increase the impact in projects being designed, and made operational suggestions to measure future training impact. The report is not an evaluation of the impact of past training in Rwanda; rather, it is a set of findings about training impact adapted to the Rwanda institutional and development environment, and correlated with USAID strategies. It draws on the methodology developed by Creative Associates in 1991, which had been partially tested in Swaziland.

The Rwanda team did not collect new, primary quantitative data by administering questionnaires to returned participants or conducting long interviews. They concentrated on reviewing Mission data on all previously-known participant training. The team reviewed USAID's strategic approach in detail, meeting with USAID officials and visiting selected institutions which were key to directing impact in certain sectors. The report assessed the management implications of "training for impact" and reviewed current USAID options for improving implementation. In brief, the study introduced to USAID/Rwanda current methods and procedures tailored to the local setting, so as to assist the Mission in achieving (and tracking) a greater impact in future HRD projects and training components in sector-specific activities.

3. Training for Impact: Impact Evaluations for USAID/Tanzania and Guidance for Mission Training (in Draft, April 1993)

The Tanzania report was charged with "assessing the impact of HRDA and project-related training, and providing guidance to USAID/Tanzania regarding future training and development of a new CTS." Its scope was limited to assessing whether the management of training within USAID and among contractors supports (and tracks) project impact. The evaluation and recommendations were based on the new evaluation methodology, and the direction of the inquiry was forward-looking. The team did not develop a new survey instrument to question returned participants and collect quantitative data with which to measure impact.

The team relied on 151 questionnaires previously developed and administered by the Mission in 1991.

With little baseline data on returned participants to compare to post-training status, and confronted with PTMS data which omitted significant amounts of non-HRDA training financed by USAID but implemented by contractors or Mission technical offices, the Tanzania team had to rely on document reviews and interviews with USAID officers, training managers, and government and institutional officials to reach findings and generate recommendations. Where adequate data was available, such as with HRDA-funded training, the team analyzed end-of-training questionnaires from returned participants and interview reports written by PIET on 17 returned EI participants.

Three focus groups, comprising a total of 26 participants, provided important anecdotal information on individual and institutional impact from training. Impact evaluation was primarily of the HRDA project activities and, by definition, recent. In short, the Tanzania evaluation was not an attempt to dissect the impact of USAID-sponsored training on Tanzania's development since independence.

The Cameroon Impact Evaluation embarks on a slightly different path to impact assessment. It examines the overall impact of USAID-funded *participant training* since 1961 with a view toward increasing the impact of training in the future in tandem with rapidly evolving Mission development objectives. Unlike the Tanzania and Rwanda reports, the Cameroon evaluation excludes in-country training from its purview.

C. The Cameroon Impact Evaluation: Purpose, Scope of Work and Methodology Used

Since 1961 USAID has been training Cameroonians in the U.S. and third countries through both bilateral, regional and central projects. None of the bilateral projects has been devoted solely to human resources development. Major sector-focussed projects, such as National Cereals Research, traditionally included components designed to upgrade the level of Cameroonian professionals through training at a particular institution. Although many of these projects have been appraised over the years for their technical achievements, no evaluation has been undertaken across-the-board of the impact of the training components of these investments on Cameroon.

More than historical curiosity drives this study looking at the impact of training on Cameroon's development. Looking backward over nearly four decades of USAID-sponsored human resources development expenditures can uncover successes, weaknesses and trends, all of which help sharpen the focus of future training initiatives. The process alone of undertaking the evaluation, from tracking down hundreds of returned participants to identifying salient questions to ask them, produced valuable information for USAID/Cameroon. The Mission now has a tested network of interested returned participants to involve in outreach activities, alumni follow-on and professional enhancement efforts. Involving "graduates" of short- and

long-term training has been shown to increase significantly the impact of training on development. Finally, in the face of dwindling Mission resources, the knowledge gained through in-depth analysis of a fundamental development activity will help the Mission make tough decisions on where to spend its assistance dollars.

Many of the Cameroonians interviewed for this report expressed an interest in learning about the impact of USAID-sponsored training in Cameroon. If only through being contacted and interviewed by USAID, they were able to pause and reflect on the value of their learning experience abroad and the challenges in integrating new-found skills to Cameroon. Most returned participants interviewed or contacted by letter had not been in contact with USAID/Cameroon since immediately after their return from training. Incorporating Cameroonian opinions on future USAID training priorities will help ensure effective training targeted to the country's development needs and context.

There were three objectives listed in the Scope of Work:

- determine the effectiveness and impact of the long and short term training done by USAID/Cameroon over the last thirty years;
- determine the impact of these training programs on human resources development in Cameroon; and,
- propose how USAID/Cameroon might proceed in developing future training programs.

The list of tasks given to the evaluation team included the following:

- ascertain whether training needs have been met through appropriate designs;
- analyze training types (e.g., long- vs. short-term, third-country vs. U.S.)
- recommend whether to continue development management training courses, such as those at Pittsburgh (FDMS) and Atlanta;
- discern the impact of training on the private sector and recommend future actions;
- evaluate the impact of training on women and recommend future actions;
- describe trends in training since 1961 and assess their relative impact;
- compare methods of measuring impact (e.g., individual vs. institutional analysis);
- determine whether the management of training (recruitment, selection, design, follow-on, etc.) has met the human resource needs as identified;

- develop training priorities reflecting the Mission's reduced program portfolio and latest strategic objectives;

- taking into account the rapidly-changing economic and social situation in Cameroon, recommend the most viable and effective training options;

- recommend the best approach to ensure that the training sponsored in the future generates high impact.

A quality evaluation presupposes the availability of accurate and pertinent data. Although data can (and most often does) include qualitative or anecdotal information, the closer evaluators come to amassing "hard" data to analyze increases the possibility for justifiable - and useful - conclusions. For the Cameroon Impact Evaluation, the team had access to considerable data which had been painstakingly prepared well in advance of arrival in Yaoundé. A description of the type of data generated and a profile of the returned participants interviewed follows. The analysis of training impact can only proceed with a solid base of data as its foundation.

D. Description of Data Collection and Survey Sampling

Three of the four standard data collection methods were employed: intermediate (use of a survey instrument which is not random), case-study (scrutiny of several institutions), and secondary (use of existing USAID data). The team could not develop a statistically significant, random, representative sampling of the universe of returned participants due to three factors: a) time and logistic constraints in locating and traveling to participants selected randomly, b) difficulty in reconstructing participant lists of projects dating back into the 1960s, and c) cost of acquiring accurate, complete data from which to draw random samplings. Consequently, the team chose a combination of interviews of USAID staff, review of USAID/Cameroon project and training documents, interviews of returned participants, administration of a survey to returned participants and a more detailed examination of several key projects and institutions.

The team did not undertake a tracer study to determine the location and work status of returned participants from which to draw conclusions about impact. Instead, the team developed a questionnaire to uncover facts about the usefulness of the skills acquired through training and identify specific changes introduced as a *direct* result of training. A mix of quantitative and qualitative data was sought through a survey instrument to generate answers which could be enumerated and subsequently cross-tabulated. "Open-ended" questions were also included to stimulate respondents to think about the impact of their training in ways the team members could not anticipate.

Answers which could be tabulated - such as participant's age, gender, return-from-training date, sponsoring project, field and place of study and length of training - were entered into "Epi Info," a user-friendly software program designed for easy field application of survey-

generated data. The program was developed by the Center for Disease Control to help medical anthropologists ("epi" = epidemiological) manipulate data generated from questionnaires and interviews. A number of other questions requiring "yes-no" answers (e.g., "within 3 years after returning from training, did you receive a promotion?"), were also entered into the program.

Text answers to "open-ended" questions were read by team members and grouped under categories to be tallied. These subjective comments and examples offered by participants were a rich supplement to the "hard" data generated. Tables showing cross-tabulations and frequencies of responses to many questions appear in the Annexes to this report, in addition to those which are inserted throughout the text. A summary sheet tallying the answers to qualitative questions also appears in the Annexes.

In addition to working with team-generated data as described above, the evaluators had at their disposal a wealth of information produced from USAID/Cameroon's Participant Training Management System (PTMS). The Mission is fortunate to have amassed considerable data on returned participants extending back to the early 1960's. Over 1,100 individual participant records have now been entered into the system, many drawn from old training lists and other historic information. The current employer and/or address of approximately 750 of the total were identified which formed the basis for a mass mailing of a letter from USAID/Cameroon announcing the upcoming impact evaluation.

The letter, a copy of which is included in the Annexes, requests that recipients return a form updating their current status and contact points and requesting their opinion (yes/no) on establishing a USAID alumni association. Of the 750 letters sent, 360 responded - an impressive mass mail return of 48 percent. Virtually all indicated a willingness to meet with the team and endorsed the formation of an alumni group. The team later discovered that a number of interviewees who turned up for interviews had not responded because they never received the USAID/Cameroon letter.

In a demonstration of superb planning, the Mission consulted CDIE months in advance of the team's arrival to gather examples of evaluations conducted in other countries. The team found the Nepal, Dominican Republic and 1987 Rwanda evaluations helpful, especially in determining questions to include in the survey instrument and in avoiding pitfalls of poorly-worded questions. The team had access to Mission strategic planning documents, project papers, evaluations and training plans for all relevant and major Mission activities extending into the early 1980's. For early projects, such as ASPAU and INTERAF, the team drew on its familiarity with those early Africa-wide HRD activities.

The 360 answers to USAID's letter formed the basis for the team's survey population, since the respondents had indicated a willingness to be interviewed and included current contact points. The response sheets were then categorized into the following groups:

- city of residence
- short-term or long-term program
- gender
- public-sector or private-sector

Potential interviewees were then randomly selected from within each group. The team sought to include women and private-sector participants in a percentage greater than they represented of the total number of returned participants, in view of current A.I.D. policy regarding these target groups. Since agricultural fields dominated, probably because USAID has maintained more contact with participant trainees trained since 1980, the team informally compensated by seeking out interviewees in health, public administration and engineering.

The team developed a test questionnaire and administered it to several returned participants. Adjustments and revisions were made so that answers could be entered into the computer software so that the maximum number of cross-tabulations could be later run for analysis. An interview guide was also prepared so that each team member would ask identical questions. It was decided to administer a brief, largely quantitative questionnaire at the beginning of the interview followed by the interviewer asking a series of questions designed to stimulate thinking. Participant interviewees spent approximately ten to fifteen minutes to write answers on the questionnaire; evaluators then asked questions and noted the answers on interview forms for roughly 30 to 45 minutes. Few interviews exceeded one hour.

The team decided to attempt to collect a large amount of data through shorter, well-focussed interviews, rather than opt for focus groups or lengthy interviews. This decision could be made because the Mission was well-prepared to meet the team's needs, presenting correct address lists, telephone numbers and contact points and other useful participant data upon arrival. The team did not want to miss an opportunity to collect as much quantifiable data when so much was readily available.

By carefully organizing and limiting questions, the team was able to interview in person 100 returned participants in 7 cities in Cameroon. The characteristics of this group are described below and, to a large extent, form the basis for a number of the findings in this report. It should be noted, however, that the survey population is not *representative*, in a strict statistical manner, of anything, since the individuals could not be selected randomly from the total universe of returned participants in Cameroon. However, a comparison of the survey group with several key characteristics of all returned participants drawn from the PTMS, reveal that the survey group largely mirrors the PTMS group.

Characteristics of the Returned Participants

Baseline data on the returned participants contained in PTMS cannot be accessed and analyzed sufficiently to measure training impact. Only basic information is readily available for all trainees, such as gender, age, occupation, return date and length of training. It is not possible to cross-tabulate this data within PTMS. For instance, it would be helpful to

disaggregate long-term, U.S.-trained participants who returned prior to 1981 to compare their fields of study, original language (French/English) and degree obtained to compare with more recent returned participants. Because data comparisons of this type are not possible from PTMS, the team relied on analysis of data generated from answers to questions on the survey instrument and interview form.

The basic characteristics of returned participants compared in Table I shows overall similarity between PTMS data and the survey sample. For instance, 53 percent of participant records in PTMS were on long-term programs compared to 61 percent from the survey; 80 percent of participants (from PTMS) were trained in the U.S., next to 88 percent of the interviewees. The greatest disparity is found with the degrees obtained – Masters and Bachelors in particular. It should be noted that the evaluation team could not match the characteristics of the PTMS-generated returned participant group with the survey since the PTMS data sheets were not available prior to the beginning of the interviews. In the end, however, there was little variation between the two groups in areas which might affect the team's findings on training impact.

Table I: Comparison of Returned Participants (PTMS & Survey Sample)

Characteristics	PTMS		Survey	
	#	%	#	%
Total Number	1163	100	100	100
Long-Term programs	544	53	61	61
Short-Term programs	619	47	39	39
Male	981	84	75	75
Female	182	16	25	25
Public Sector	1113	96	83	83
Private Sector	50	4	17	17
U.S. Trained	925	80	88	88
Third-Country Trained	238	20	12	12
Degrees Obtained*: PhD	57	10	9	14
Masters, MBA, MPH, etc.	253	46	41	62
Bachelors	222	41	16	24
Other	12	3	0	0

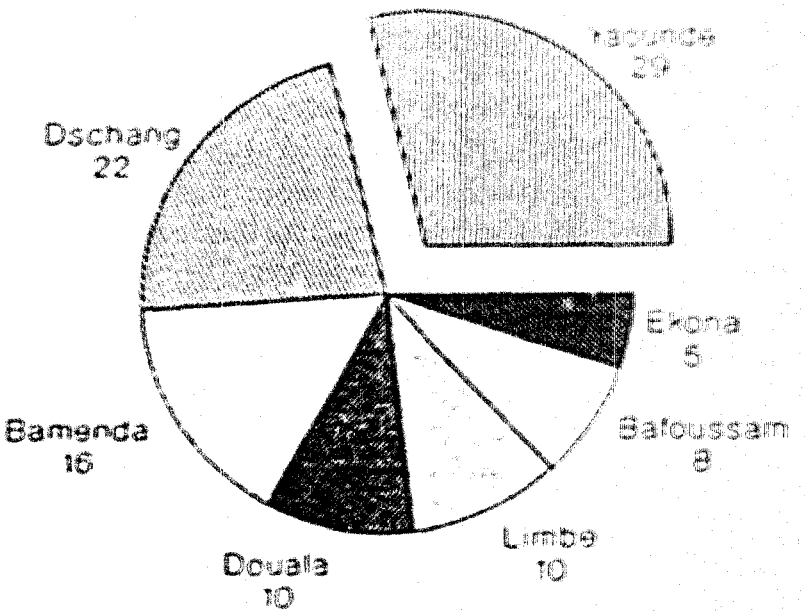
*Some returned participants in the survey group obtained multiple degrees; "other" includes 1 and 2-year diplomas; percentages are of the total of long-term participants only.

In addition to features shown in Table I, the demographic profile of the survey population indicates that the average age for both male and female participants was 41 and that most (29) lived in Yaoundé. At first the team was surprised at the high average age of the interviewees but then realized that this indicated that many of the returned participants were trained in the early days of USAID operations in Cameroon. Older individuals approaching the end of their careers offered rich insights into the impact of training.

In recognition of the importance of the Agricultural Education Project in terms of both the numbers of Cameroonians trained and the funds expended, the team decided to interview a sizable number of returned participants at the University Center in Dschang. Therefore, after Yaoundé, Dschang was the second city in terms of interview sites and participant location. It was not possible to sort easily all returned participant records in PTMS data to determine each one's current employer or location in order to compare with the survey sampling.

The frequency of women among returned trainees is discussed in Chapter III, D, 1, "Women in Development." Data shows that only 16 percent of all participants trained outside Cameroon since 1961 have been women.

Table II: Location of Interviews



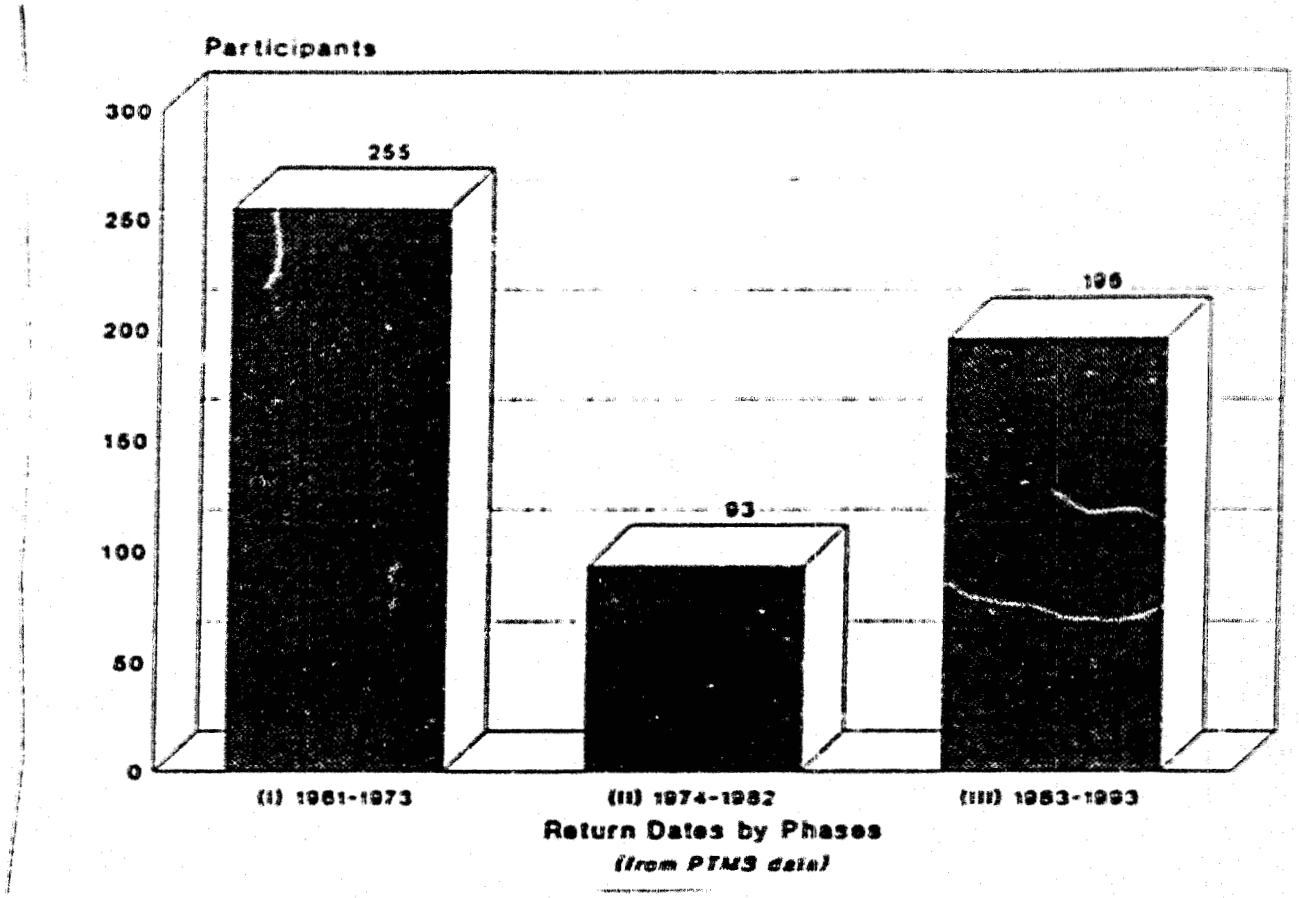
(Percentages and numbers are the same)
(from survey data)

Thirteen percent of the surveyed long-term participants returned from training prior to 1973, whereas 47 percent of the PTMS totals were from Phase I. This reflects the huge investments made throughout Africa by three regional projects: ASPAU, INTERAF and the early AFGRAD. Not until well into the 1980's did USAID/Cameroon sponsor participant training at a level anywhere near the early years. Compared to the 255 participants completing training prior to 1973, the decade from 1982 to 1993 yielded only 196 graduates. Moreover, the early programs were generally for 4-year undergraduate degrees, rather than 2 or 3-year Masters programs. The logistic constraints in locating many of these early trainees prevented the team from interviewing more than 13 long-term returnees. However, when the definition of "early trainee" includes all participants returning prior to 1982 (i.e., Phases One and Two), 38 percent of the survey group, compared to 64 percent of all long-term participants, were "early" trainees.

A comparison of the fields of study in the survey population (Table IV) shows that the highest number of persons interviewed were in agriculture and "business and management." If the "arts and sciences" category were removed, the priority order of fields of study parallels that found in the PTMS participant group. "Arts and sciences" was a category used primarily by early training programs for undergraduates.

If there were any bias to the survey sample, it is shown in the higher percentages represented by agriculture, business and health. These have been USAID/Cameroon training priorities since 1980. Arts and sciences, which includes engineering and education, have been declining in strategic importance for USAID/Cameroon training over the years.

Table III: Long-Term Training Levels Since 1961



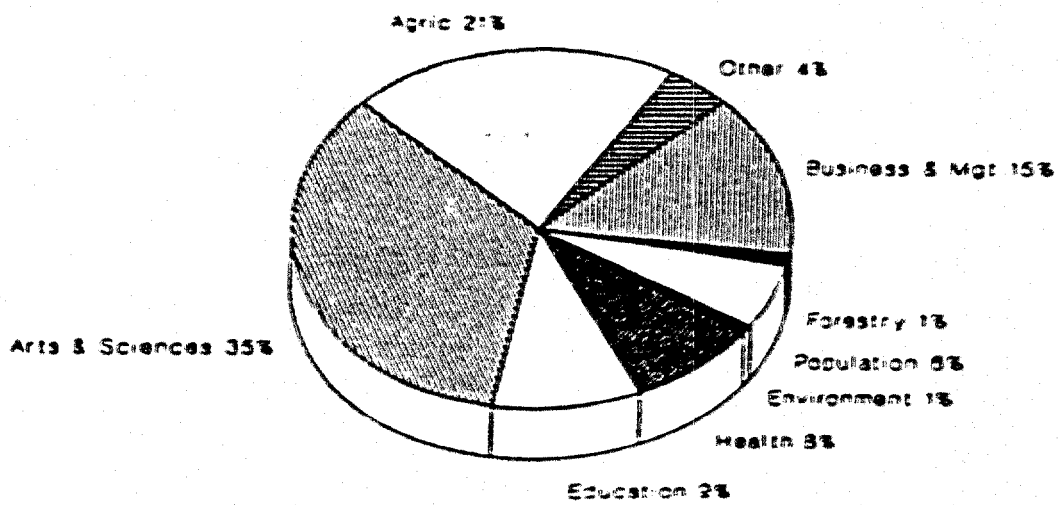
The chart in Table V shows the distribution of the fields of study chosen by participants from the survey sample. The field of study emphasis differs considerably between the survey sample's long- and short-term participants. Agriculture captures the majority of long-term participants surveyed (51%) while management represents the number one field (36%) chosen for short-term candidates. Health is almost entirely a field reserved for short-term training in the survey. Even among all returned participants, health represents only eight percent of all PTMS records.

The USAID projects which funded the training of the 100 participants interviewed ran the gamut from agriculture to reproductive heath, and included bilateral as well as central funding. The pie chart in Table VI illustrates the breakdown. The project breakdown for all PTMS records since 1961 would be too lengthy to show graphically. The complete list is contained in the Annexes confirming the central role played by ASPAU, INTERAF, and AFGRAD in training large numbers of Cameroonians in degree programs.

The percentage of "Phase I" participants in the survey sample does not correlate with the actual intensity of these early programs. Although the team sought out interviews with USAID's first wave of trainees to enrich the evaluation, the team increased the representation

Table IV: Fields of Study Comparison: PTMS and Survey Sample

Fields of Study	All Ret'd Part		Survey Sample	
	#	%	#	%
Arts & Sciences	403	35	9	9
Population	67	6	0	0
Business & Management	171	15	24	24
Health	98	8	12	12
Education	109	9	5	5
Agriculture	245	21	39	39
Forestry	12	1	0	0
Environment	9	<1	0	
Other	49	4	11	11
TOTALS	1,163	100	100	100

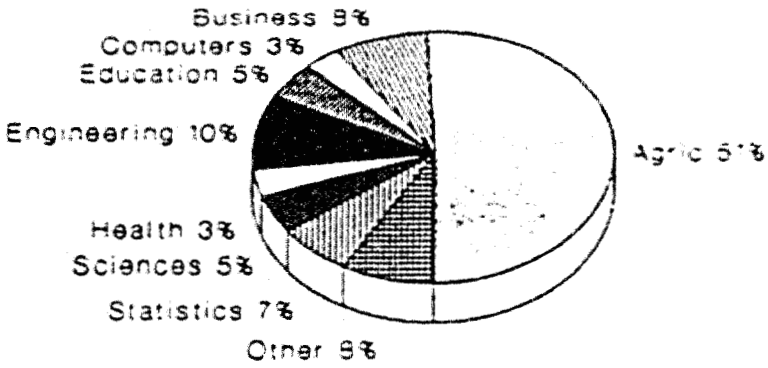


(All Ret'd Part. with PTMS Records)

of more recent projects, such as AEP and CAPP, which correspond more closely to the Mission's current country program strategy. Also, the team preferred to assess the training impact of projects in USAID/Cameroon's "available memory" rather than concentrate on activities of the distant past.

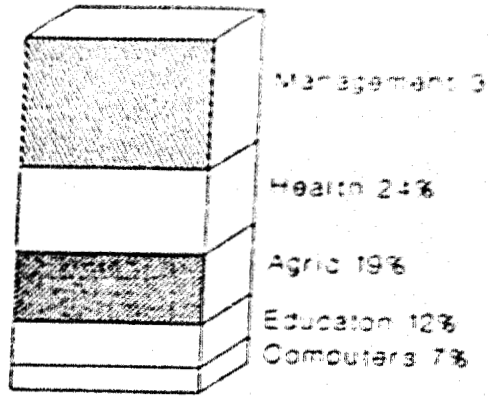
The training location was a significant factor to consider in evaluating data for impact. Is there a correlation between skills transfer, or induced change, for participants trained in the U.S. compared to third countries? As shown in Table VII training took place in the United States for 86 percent of all long-term returned participants.

Table V: Comparison of Fields of Study in Survey Sample



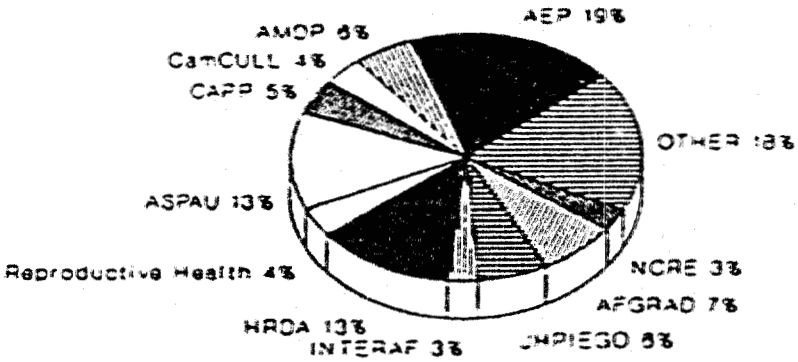
(Long-term only)

(First degree only)



(Short-term only)

Table VI: Project Distribution in Survey Sample



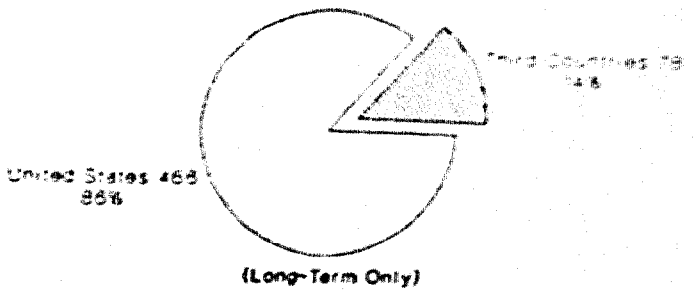
(See List of Abbreviations for project names)
"Other" = AMP, Hlth Constraints to Rural Prod, Practical Trg in Hlth Ed.,No.Camseed Multiplication, Support to Primary Ed

In contrast, 57 (93%) of the long-term participants interviewed in the survey were trained in the United States.

Forty-six percent of all long-term returned participants received Masters degrees, 41 percent BA degrees, and 10 percent doctorates (see Table I on Page 13). The high frequency of undergraduate degrees probably reflects the efforts of the early programs in training Cameroon's "best and brightest" from secondary schools. The survey sample matches more accurately USAID's current emphasis on Masters-level training.

In addition to administering the survey instrument and conducting participant interviews, the team made random samplings from 280 USAID/Cameroon returned participant questionnaires. All USAID trainees returning since 1985 were asked to complete this questionnaire, which is included in the Annexes. The USAID Training officer, who also served as a member of the

Table VII: Training Location (from PTMS)



team, tabulated answers to each question manually prior to the expatriate consultants' arrival. Although some of the data confirms the findings in this report, the questionnaire's usefulness is limited in that questions are too vague and leave room for answers which are self-serving or unrelated to impact. The questions generally follow the pattern of "end-of-course training evaluations" where respondents are asked to rate their experience ("poor, fair, good or excellent"). These types of self-assessments produce little information on whether skills were (or can be) transferred. Answers can, however, be helpful for USAID managers tracking the overall quality and relevance of the training sponsored from the participant's perspective. Unless additional data is obtained from the training provider or other sources, the "end-of-training evaluation" mode remains of limited utility.

The team proposes redirecting this data-collection effort to building valuable baseline data on participants before and after training in a format which allows for cross-tabulation, analysis and correlation with the Mission's strategic plans.

The team also reviewed the final report of an impact study of 12 Cameroonian participants who were trained in the United States under the Entrepreneurs International Program[3]. The study was conducted by a former placement specialist with PIET, the organization which manages EI. Interviews lasting three hours were held at the participant's firm with using pre-determined questions.

The findings and recommendations of the EI Impact Study, summarized below, were incorporated by the team in formulating its conclusions and recommendations for this report. Some of the same EI participants were also interviewed and their responses included in the survey sample. The EI report conclude that:

- all participants found EI "valuable;"
- only one reported no benefits accruing;
- all noted specific changes resulting from EI, such as ...
    - "improved technical skills,
    - new management and marketing techniques,
    - personal and professional U.S. contacts,
    - potential joint venture opportunities,

[3]*Cameroon Entrepreneurs International (EI) Impact Study: Summary Report*, Tessa A. Forbes, Partners for International Education and Training, May 1993.

- exposure to new products and new technology,
- access to needed equipment and supplies,
- potential export markets, and
- a broadened perspective on his industry."

- Participants involved in manufacturing, as compared to services (banking, consulting, etc.) noted greater "satisfaction" and more direct applicability of the training to their work in Cameroon;
- many have purchased, or intend to buy, U.S. machinery, services and raw materials and increase trade with the U.S.;
- 11 use technical knowledge or management techniques acquired in the U.S.;
- 11 intend to introduce additional products;
- 7 share information with people outside the company;
- 11 keep in touch with the 48 U.S. business hosts and contacts made during training.

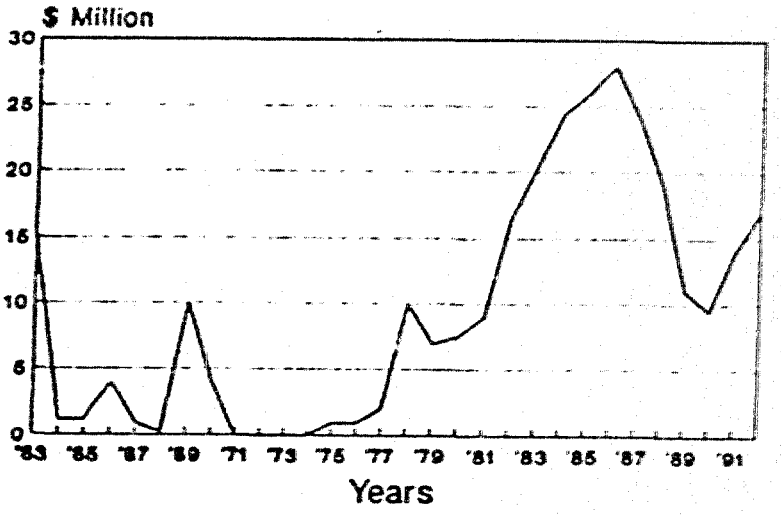
The report includes examples of changes introduced and suggests a correlation between training and change. In that the program is new to Cameroon, and suffered from recruitment, selection and implementation problems in the beginning, it is too early to be certain about impact from EI training. It does appear, however, that the EI findings parallel the team's observations that short-term, business-oriented or management-related training induces change at the workplace which may be more closely related to the skills and knowledge acquired abroad.

II. BACKGROUND

A. Overview of USAID Assistance to Cameroon Since 1961

The U.S. Government's assistance program to Cameroon began with the signing of a bilateral agreement in 1961. Since then, it is estimated that roughly $250 million has be spent in Cameroon to promote agricultural, health, educational and human resources development. The level of economic aid grew rapidly in the first decade, fell abruptly after 1973 and climbed again after 1979 until 1992, as illustrated in the graph of annual obligations below.

Table VIII: USAID Annual Obligations



Early project assistance was aimed at helping a new country build its physical and human resource base. Road and rail construction dominated USAID bilateral activities while regional human resource development projects (ASPAU, INTERAF and AFGRAD) offered hundreds of Cameroonians long-term training at U.S. and African universities. It is not clear whether these regionally-funded HRD expenditures are included in the annual funding levels reported in the 1985 "MADIA" report (*U.S. Aid to Cameroon: Its Impact on Agricultural and Rural Development*, William K. Jaeger). However, judging from the numbers of Cameroonians trained prior to 1973 (255 long-term participants, of which 192 were at U.S. universities), the investment had to have exceeded $21 million in today's dollars for participant training during the first decade.[4]

Following the 1966 Korry Report, which recommended focussing development assistance on a small number of countries with sufficient resources and potential, the Cameroon Mission closed down. By 1971 the number of direct hire Americans had been reduced from 22 to zero.

The "New Directions" legislation in 1973 mandated that A.I.D. focus its assistance on "the poorest of the poor." This new emphasis, combined with programs to deal with the Sahelian drought, led to a rekindled USAID program in Cameroon, commencing toward the end of the decade. Bilateral aid was concentrated in the north, the part of Cameroon least developed agriculturally and economically, and focussed on rural development, livestock, seed

[4]Estimate calculated per participant as follows: half of the 192 U.S. participants in 4-year liberal arts programs at $125,000 each; half in 2-year Masters programs at $60,000 each; 93 participants for 4-year programs at African universities at $40,000 each.

multiplication and cereals research and water supply. Human resources efforts during this period mirrored the bilateral project emphasis in agriculture.

The first half of the 1980s saw USAID/Cameroon assessing the impact of its bilateral projects from 1978 onward. In 1982 the Agricultural Education Project, USAID/Cameroon's largest single bilateral activity since the early infrastructure projects, was obligated. Major activities also began in health (Health Constraints to Rural Production), cereals research (National Cereals Research and Extension), roots and tubers (ROTREP) and cooperative/credit union support. All of these bilateral projects had training components, although training in health and cooperatives was primarily in-country, with some short-term out-of-country training but little long-term degree support. The USAID development assistance levels increased substantially to a peak of $24.5 million in 1984. Agriculture received the highest percentage of assistance among sectors from 1980 onward.

Since 1985 the USAID/Cameroon portfolio has been adjusted as the country faced worsening economic conditions. Major USAID programs and projects have targeted fertilizer and coffee marketing reform, health finances, maternal and child health care, AIDS, and private-sector and export promotion. Each project area has received training support, both in-country and overseas. Although overall USAID assistance leveled off after 1985, expenditures for training have increased, as shown in Table III in the previous section.

The most recent Country Development Strategy Statement, covering FY 1990-1994 and published in 1989, predicted Cameroon's slow recovery from the economic crisis of the last half of the 1980s. The strategy proposed was predicated on an economic turnaround, which has not yet occurred. In fact, the deterioration of Cameroon's economy accelerated. In the face of the worsening economic situation and continued Cameroonian government disregard for human rights, USAID/Cameroon suspended the bulk of its assistance portfolio in November, 1992. A Concept Paper was subsequently developed outlining future USAID assistance to Cameroon based on three strategic objectives implemented in varying degrees of magnitude linked to improvements in the political context for human rights and democracy. In July, 1993 the portfolio was reduced to two strategic objectives, which are described in Chapter C below.

B. Trends in Participant Training: 1961 - 1993

As illustrated in the previous chapters, USAID-sponsored training can be divided into three phases, roughly analogous to the overall levels of A.I.D. assistance to Cameroon. The training emphasis in each of these phases is briefly described below.

1. Phase One: 1961 - 1973

The first decade of investments in human resources targeted Cameroonian secondary school graduates for further training in fields deemed essential to a newly-independent nation. A review of all projects contained in PTMS shows only three which were active in human

resources development prior to 1973. The ASPAU, AFGRAD and INTERAF projects were the principal vehicles for USAID/Cameroon, and most African USAID offices at the time, to respond to the need for qualified nationals to take over the reins of government.

The projects were managed by the African-American Institute from its New York headquarters, working through local representatives who in turn, collaborated with Mission officers. These "umbrella" training projects relied on little country analysis in determining training needs of employers, priority fields of study or types of training. The emphasis was on building a core of predominately U.S.-trained graduates who could replace expatriate engineers, scientists, researchers and educators. In the face of such unmet needs, graduates were quickly integrated into government upon return.

The "umbrella" projects were evaluated from time to time to ensure that trained cadres were employed upon return in fields assumed to be useful. Criteria for success also included whether an expatriate had, in fact, been replaced by a national. Only after it was discovered that ASPAU was draining some of the best students away from newly-built national universities was that project phased out. It was replaced by AFGRAD which offered Masters and doctoral training to recent graduates in development-related fields not offered at African universities.

In addition to providing long-term "scholarships," ASPAU offered a substantial number of short-term training grants. The team was surprised to discover that 133 participants undertook short-term training under ASPAU, although little could be discovered about the location, type or quality of these programs.

Early USAID efforts to strengthen national universities and government services through long-term training made significant and lasting contributions to Cameroon's development. Fields of study included the physical sciences, engineering, economics and a spattering of "soft" disciplines, such as English, linguistics, and education. These fields were largely phased out of AFGRAD as A.I.D. training emphasis turned more to agriculture, health, public administration and business.

> I was the first person in my family to get a higher education. I was selected by examination in 1963 for a U.S. education in geology. From that moment on, not only my life but my entire family's situation dramatically changed. When my sisters both saw how my life improved as a result of education, they redoubled their efforts and completed their degrees locally. They are now both fully employed, whereas my brother, who scoffed at book learning, has never gone anywhere. (ASPAU participant)

Not until late into the 1980s did the cumulative number of returned participants trained in the two decades since 1973 exceed the 255 participants from the period 1961 to 1973 (long-term degree programs only). The 255 degree-holders trained in Phase One represent nearly half (47%) of the total number of participants ever trained by USAID/Cameroon. Thirteen of these returned participants interviewed by the evaluation team provided persuasive accounts of

the critical difference the early training opportunities made to their careers, the young Cameroonian institutions to which they returned, and to their personal lives.

2. Phase Two: 1974 - 1982

Reflecting lower A.I.D. assistance levels for Cameroon after 1971, the investments in human resources development declined substantially throughout the 1970s. Only 93 long-term participants were trained during this period, 82 in the United States and eleven in third countries. The bulk of these were sponsored by AFGRAD and, after 1975, the African Manpower Development Project (AMDP). Several regional projects, such as the Food Crop Protection Project, also funded a limited number of degree programs toward the end of the decade.

Fields of study increasingly emphasized hard sciences, agriculture and management. The AMDP Project offered Missions increased numbers of short-term training slots which they could administer according to local needs. AMDP was the first of a generation of Mission-managed, regionally-funded "umbrella" training projects through which USAID training and technical offices could recruit, select and manage short- and long-term training which matched USAID strategic objectives. The ASPAU, INTERAF and AFGRAD projects were contractor-managed from the U.S. and independent from Mission control and, in some cases, input.

Of the total of 544 long-term trainees funded since 1961, only 93 (17%) were trained during Phase Two.

3. Phase Three: 1983 - 1993

With the start-up of USAID programming in Cameroon after 1978, human resources development began to take on increasing importance as a viable, Mission-managed instrument through which project objectives could be attained. Major bilateral projects were designed at the beginning of the decade, such as the Agricultural Education Project, which contained important resources for overseas training. This trend matched growing Africa-wide emphasis on HRD as a development tool.

The AEP was the first USAID project in Cameroon which sought to strengthen a single institution over a 10-year time period. It aimed to build a credible agricultural research institution in Dschang which would eventually address agricultural needs in the region. Through the AEP, USAID/Cameroon embarked on an ambitious building and training plan at Dschang. More than any other bilateral project, AEP alone trained 55 participants in long-term degree programs, comprising 28 percent of all degree training funded since 1982.

Although AEP was a major institution-building project, training needs assessments and employment projections did not appear to drive the training volume. The 1985 MADIA report questioned whether AEP was condemning Cameroon to a surplus of highly-trained PhD agriculturalists. The 1990 AEP evaluation stressed the need for improved management

of the University Center in order to adequately tap the new technical potential of the U.S.-trained participants.

The problems encountered by AEP in transferring skills and knowledge to Cameroonian institutions were but a reflection of severe management constraints confronting all public-sector entities following the economic downturn in 1985. In Phase Three USAID/Cameroon has had to come to terms with thorny problems unknown in the early days of ASPAU and AFGRAD. Employment of returned participants, introduction of changes within inflexible bureaucracies, low worker motivation, and the scarcity of material resources now are major impediments to achieving high impact from training in USAID programs. Weakened institutions plagued by strikes and diminishing budgets, such as at the University Center at Dschang, now jeopardize some of the return on USAID's 35 years of investments in human resource development in Cameroon.

Overall Sector Emphasis since 1961

Early efforts to train Cameroonians in the basic sciences and engineering have probably skewed the field of study distribution somewhat, especially given the high numbers of undergraduate participants under ASPAU and INTERAF. The table below illustrates the breakdown by sector of all records entered into PTMS since 1961.

Table IX: Fields of Study of Returned Participants (from PTMS data)

Fields of Study	Long-Term		Short-Term		All Ret'd Part	
	#	%	#	%	#	%
Arts & Sciences	282	52	121	20	403	35
Population	0	0	67	11	67	6
Business & Management	37	7	136	22	173	15
Health	47	9	49	8	96	8
Education	53	9	52	8	105	9
Agriculture	105	19	140	23	245	21
Forestry	8	1	5	<1	13	1
Environment	3	<1	9	<1	12	<1
Other	9	2	40	6	49	4
TOTALS	544	100	619	100	1,163	100

Because the fields of study in the early programs were entered under "Arts and Sciences," it is not possible to disaggregate graduate agricultural sciences, for instance, from undergraduate physics or chemistry to arrive at a more accurate picture of total training by sector. Exclud-

ing "arts and sciences," agriculture as a sector in all cases has the most returned participants, either from short- or long-term programs. The high proportion of trainees under "education" probably reflects early projects funded by USAID in primary and vocational education. Health is third, with 47 long-term returned degree-holders, followed by business and management.

C. Current USAID Program Strategies

The goal of the USAID program in Cameroon, set in 1989, was to assist the GRC in its effort to attain sustainable, broad-based economic growth. At the time, the Mission was implementing its program using a mix of project and non-project assistance, including cash transfers contingent on policy reform and counterpart-funded activities. The 1989 strategy was conditioned by an assumption that the economy would recover gradually, an assumption which was proved incorrect as Cameroon moved into the 1990s with its economy deteriorating at an accelerated rate.

Prior to the national legislative election in March 1992, the Africa Bureau had placed Cameroon on its probationary "Watch List" and reduced the Mission's Operating Year Budget (OYB) by $4 million as a result of continued human rights violations in the country. On November 25, 1992, following the presidential elections the previous month, the US Government suspended $14 million of USAID/Cameroon's $20 million OYB for 1993, pending improvements in political and human rights conditions in the country. In response to this suspension, in December of 1992, USAID/Cameroon modified the most recent CDSS (FY90-94), and the subsequent goals, subgoals and strategic objectives of the Mission's development portfolio, in a Draft Concept Paper. Revisions of this draft continued through June of 1993.

The current fluid political and economic conditions in Cameroon and the overall poor performance of the economy have put the GRC in a no-win position. Investments in long-term growth have been greatly reduced, and the GRC is often unable to meet vital short-term commitments, finding itself repeatedly negotiating short-term survival strategies with bilateral and multilateral donors. The size of the government payroll, inabilities to collect taxes, reduced economic activity, lower revenues from major export commodities on the world market, poor fiscal management and continued capital flight have hamstrung the GRC in its efforts to balance the budget and meet arrears.

In this climate of great uncertainty, and pending improvements in the political environment, USAID/Cameroon has been rethinking its program purpose and redesigning its strategic objectives. This has meant a general scaling back of activities through a consolidation of its portfolio, and a reduced number of objectives. This process will continue as projects approach their completion dates or are ended early. By 1996, the Mission will have reduced and consolidated its portfolio from the current 26 projects to nine.

As of July of 1993, the two strategic objectives under which USAID/Cameroon operates are:

Strategic Objective No. 1

Increased access to and use of financially sustainable, effective and efficient primary health care

Strategic Objective No. 2

Improved conditions for sustainable natural resources utilization.

Also, recognizing the close linkages between political and economic development, USAID/Cameroon has identified democracy and governance (D/G) as both a cross-cutting issue and a free-standing "Target of Opportunity." The objective of improved governance is meant to address issues and constraints which affect all USAID programs.

D. Overview of Key Mission Activities with Participant Training

This section describes briefly the major bilateral and regional projects in the Mission's portfolio which contain significant participant training components. Some projects which recently reached their completion are included as well as those affected by the suspension of aid to Cameroon. The evaluation team attempted to include as many returned participants as possible from the institutions targeted by these recent, major bilateral projects.

Cameroon Agriculture Policy and Planning (CAPP) Project
Total funding: $12 million (1988-1993)

The purpose of CAPP is to strengthen and institutionalize the capacity of the GRC to develop economic and agricultural policy and to improve the planning process in the agricultural and livestock sectors. The precursor project, the Agricultural Management and Planning (AMP) Project, was authorized in 1979 at $9.7 million with the objective to strengthen the capacity of Statistical and Economic Studies units in the Ministry of Agriculture.

The training component under CAPP is sizable at $2.1 million, especially when added to the 16 long-term participants already trained under AMP. Twenty degree programs funded by CAPP will help furnish a core staff to carry out economic and policy analysis for the Ministry. Short-term training resources are also available for 20 in economics, statistics and computer related fields in U.S.

Tropical Roots and Tuber Research (ROTREP)
Total funding: $9.2 million (1986-1994)

The objective of ROTREP is to increase the yields of cassava, yams, cocoyams and sweet potato production through the development of locally acceptable disease-resistant varieties and improved seedstock multiplication. Five Cameroonian scientists from the *Institut de la Recherche Agronomique (IRA)* received advanced degree training. Nine Cameroonians

attended short-term training under ROTREP. The IRA is among the Cameroonian institutions experiencing severe setbacks due to the economic crisis.

National Cereals Research and Extension (NCRE)
Total funding: $39 million (1985-1995)

The NCRE Project objective is to increase food production by developing research capacity at institutions on maize, rice, sorghum and millet. The human resources development component includes graduate training for 32 Cameroonians affiliated with the IRA.

Agriculture Education II
Total funding: $15 million (1991-1997)

This is the extension of AEP I (total LOP $49 million), obligated in 1982, designed to create a center of excellence in research and teaching at the University of Dschang. The combined project has to date trained approximately 55 Cameroonians in graduate degrees related to agriculture. AEP I and II are major institution-building efforts which were intended to stretch over nearly two decades. Institutional weaknesses in the face of continued economic and political disorders have put into question continued training investments under AEP II.

Maternal and Child Health/Child Survival (MCH/CS I & II)
Total funding: I - $11.5 million (1987-1993); II - $18 million (1993-1997)

The MCH/CS II Project will expand primary health care activities begun under the predecessor project (MCH/CS) and the Reform of the Health Delivery System Project. It will extend community co-financed and co-managed health services to selected provinces and divisions of Cameroon. The project will concentrate on in-country training programs in achieving its objectives.

Health Constraints to Rural Production (HRCP) Project
Total funding: $8.1 million (1983-1993)

Tulane University provided technical assistance and training to the Institute for medical Research and Medicinal Plant Studies (IMPM) and the Ministry of Public Health, concentrating on schistosomiasis research and control. The project sponsored 11 Cameroonians for doctoral degrees and supported in-country training.

National Family Health
Total Funding: $8.0 million (1991-1996)

This project will help integrate quality child spacing and maternal health services into the national primary health care program in four provinces. Approximately 1,400 public and private health workers will be trained in-country.

Cameroon Opportunities Industrialization Center (COIC)
Total funding: $3.2 million (1990–1993)

The COIC project goal is to help develop a comprehensive, non-formal vocational skills training center in Buea. The project also supports activities at COIC, in association with other multilateral donors, to provide retraining for displaced workers under the Social Dimensions of Adjustment program.

Human Resources Development Assistance (HRDA) Project
Total funding: $1.9 million (cumulative obligations, FY 1989–1992)

The HRDA project in Cameroon provides training to Cameroonian civil servants to strengthen government capacity to implement economic development programs and offers training to business people, and others working to support the private-sector expansion. The project has funded only 2 Cameroonians for degree programs, concentrating most of its resources on short-term U.S.-based courses, a small amount of short-term training, no long-term non-U.S. training and significant in-country training, especially for businesses. The project is managed from USAID's training office. In FY 1993, USAID devoted the bulk of its training funds to addressing the management and technical needs of the private sector, in particular, Cameroon's agricultural-based small businesses.

III. THE IMPACT OF TRAINING IN CAMEROON

The analysis of the impact of training in Cameroon begins with the individual trainee, the smallest unit in the evaluation hierarchy.

A. Individual Impact of Returned Participants on Development

It might appear that assessing impact at the individual level might produce the most verifiable conclusions. Hypotheses such as the following have traditionally been employed to arrive at an assessment of the value of training:

If the participant trainee ...

- returns to the same employer;
- is assigned job responsibilities equal to or greater than that which the trainee had prior to departing for training;
- receives a promotion within several years after returning;
- receives a salary increase; and/or,
- introduces changes at the workplace,

then training is often presumed to have achieved its objectives. At the individual level, however, whether the participant returns to the same employer is less significant an indicator of training success, since the person can carry the skills and knowledge gained through training to another institution. In fact, if the preconditions for impact (capacity and performance, at both the individual and institutional level) are not present with the original employer, the impact potential might be greater were the trained participant hired by a more viable organization.

Baseline data on the participants – such as salary level and position held, job description, productivity at the workplace (measured by employer's job performance appraisal, if any) and family size – were not available for this evaluation. Had the baseline been established on individuals prior to their departure for training, the team could have compared the information. It would then have been possible to hypothesize on the links between an individual's situation before and after training. Even if it is difficult to attribute causality or isolate the interference of exogenous factors, evaluators can find valuable guidance in comparisons of quantifiable data to use in organizing follow-on activities and in designing future training programs.

This type of individual data cannot, at present, be entered into PTMS in a manner to allow for future cross-tabulation and analysis. One of the recommendations in this report is to collect essential quantifiable information on all participant trainees prior to departure for training by using a revised, software-compatible questionnaire format. Just as PTMS is an invaluable tool in understanding the breadth and depth of all Mission-funded human

resources activities, producing baseline data on individual participants will bring USAID closer to more realistic appraisals of the impact of training.

Although adequate quantifiable participant baseline data was not at hand from PTMS sources, the team generated new data from survey responses, written answers to open-ended questions and comments made during interviews upon which to infer impact.

Changes in individual work performance, either self-assessed or alluded to by job promotion, can be viewed either at the individual or institutional level. Seventy-nine (81.4%) respondents – long- and short-term trainees combined – indicated that they introduced changes as a direct result of the training received. Interestingly, of those trained outside the United States (12), ninety-one percent answered "yes" to the same question. It cannot be presumed that impact is greater for those who undergo training at U.S. institutions.

Table X: Changes Introduced Resulting from Training (Survey)

Question 46: "Did you introduce any changes as a direct result of the training you received?"

Group	YES		NO	
	#	%	#	%
All Participants	79	81.4	18	18.6
Trained in the United States	69	80.2	17	19.8
Trained in Third Countries	10	90.9	1	9.1
Long-Term	48	80.0	12	20.0
Short-Term	31	83.7	6	16.3
Women	21	84.0	4	16.0
Men	58	80.6	14	19.4

Table XI: Improvements in Work Performance (Survey)

Question 48: "Did your training improve your work performance?"

Group	YES		NO	
	#	%	#	%
All Participants	100	100	0	0
All Other categories	100	100	0	0

Furthermore, short-term trainees were more likely to introduce changes resulting from training than long-term participants, if only by a small margin. This finding, shown in Table X, may challenge the view that longer term training produces *more* changes directly

related to the skills and knowledge acquired. It may be that the nature of the design of short-term training – by striving to be responsive to job-specific skill needs – produces impressive results, perhaps of a different kind than long-term training impact. Also, the participant returns without delay to apply the skills acquired on the job – in fact may be anxious to try out new approaches immediately upon return. Participants in long-term degree programs may lose sight of the needs of the employer and, consequently, focus on acquiring more general knowledge for personal career advancement.

Although the quantifiable data is inconclusive for a number of reasons, including how to define "changes," the qualitative responses suggest a high impact from short-term, focussed training programs. The focus group with participants from the University of Pittsburgh's well-known francophone management seminars described many changes they introduced after returning. They were convinced that these changes could be attributed to both the knowledge gained during seminar sessions, *and* to the participative methodology skillfully employed at Pittsburgh. Moreover, they and many other participants cited changes introduced at home and at voluntary or civic groups, such as women's or sporting associations, in which they were active.

> *I found that I used the management skills learned at Pittsburgh to help my work with a local women's NGO as much as at the workplace.* (Pittsburgh FDMS participant)

What were the changes introduced most often cited by respondents? In order of decreasing frequency, they are listed in Table XII below.

Table XII: Changes Most Often Cited in Survey Sample

Change cited	No. of citations
♦ Improved training and teaching skills	19
♦ Better academic and market research	14
♦ Improved existing course or department	14
♦ New department or course	
♦ New statistical/data collection, processing systems/practices	12
♦ New management techniques/work organization	12
♦ Improved information sharing/communication skills	9
♦ Improved analytical skills	7
♦ Improved decision-making	5
♦ Changed attitudes among colleagues	5
♦ New human resources training or evaluation plans	5
♦ Computerized management tasks	5
♦ New marketing or manufacturing process	4
♦ New policies at institutional level	4

(multiple answers were possible)

Returned participants working at educational institutions frequently cited improved teaching as the major change occurring after their return, in addition to advances in data collection or

research methodology. Respondents in non-teaching positions often mentioned improvements they introduced through training, presumably training they instigated for co-workers. New management techniques were ranked high, despite the number of long-term trainees whose degree program did not include management training.

Acquisition of a new language, or improvement in oral and written expression, during training adds a major skill at the individual level in the impact hierarchy. Tracking the impact of language facility is even more elusive than other acquired knowledge, perhaps with the exception of the few trainees destined to become interpreters or translators. However, the impact on individuals, in terms of their work performance in Cameroon, one of the few countries with English and French as official languages, might be considerably more than elsewhere. But measuring this impact is problematic.

The PTMS system could not produce a listing of all participants by their primary, official language. The survey instrument did include a carefully worded question, designed to determine with accuracy whether the respondent was "anglophone" or "francophone." This produced the responses indicated in Table XIII:

Table XIII: Official Language of Participants in Survey Sample

Trainees	YES		NO	
	#	%	#	%
Long-Term	30	49.2	31	50.8

Question: "Did you take intensive English courses as a condition for your training?" YES = French NO = English

Only the long-term trainees are of interest here, since English language courses are not normally offered at USAID expense for short-term participants. According to the data, roughly half of the survey sampling were francophone participants. If half or more of the participants on the PTMS-generated lists also learned English in connection with long-term training, the impact on approximately 272 (half of 544 long-term participants) would presumably be considerable, in terms of their work performance, capacity to acquire new skills through reading and seminars, and overall professional effectiveness.

Many of the changes introduced appear to be generated from skills acquired or attitudes which changed concerning problem-solving (analysis), data collection (research) or organization of work (management). If all the responses touching on management or analysis are tallied, they clearly dominate the type of changes introduced by returned participants.

The impact methodology cites promotion as a hypothetical indicator of training impact, or training "success." The presumption is that an institution advances its employers based on job performance and knowledge or skill base. In the context of generally fragile African organizations, an external evaluator cannot surmise that other factors related to family or ethnic group were not central reasons – rather than improved job performance – motivating a promotion.

Using promotion as an indicator in Cameroon is also risky for another reason – the lack of information about employees who were not promoted. With no control group to which to compare the survey sample, the team could not conclude whether the participants interviewed were promoted at a lesser or greater rate than those not receiving training. Moreover, even if a control group had been interviewed, it is not possible to exclude all other factors affecting promotion to be able to conclude that training was the *direct* cause.

With these limitations in mind, the team nonetheless looked at promotion data for suggestions of impact. Instead of finding reasons to link training to promotions, the team discovered a gap between the frequency of promotion among men interviewed compared to women. It found that 51 male, long-term participants in the survey (60.7%) received promotions within three years after returning. Only 50 percent of the women were promoted within the same time period. A similar 10 percent gap also split the men and women among long- and short-term participants combined.

That half of all survey respondents indicated no promotion does not lead to any certain conclusions. Is the glass half full or half empty? Upon what criteria were the promotions made? Are promotions made in the fourth year after a participant's return less a result of the training received? If promotions indicate career advancement and were based on job performance, the team might conclude that training enhanced career development if it could link training to the justification for promotion. The team could not confirm the key elements of this hypothesis.

Table XIV: Promotion of Participants After Training (Survey)

Question 48: "Within three years after returning from training, did you receive a promotion?"

Group	YES		NO	
	#	%	#	%
All Participants	49	50.5	48	49.5
Of Men (Long-and Short-Term)	39	52.8	35	47.2
Of Women (Long-and Short-Term)	10	43.4	13	56.6
Of Men (Long-Term Only)	31	60.7	20	39.3
Of Women (Long-Term Only)	4	50.0	4	50.0

For the small number overall (18.6%) of participants who stated that no changes were introduced as a result of training received, the reasons most often cited pointed to institutional constraints. "I do not occupy a position where changes can be implemented" received one-third of the answers. Other explanations related to institutional indifference or inflexibility in integrating change. Responses such as, "Supervisors lack confidence, are not receptive to change" and "the institution (Civil Service) is too inflexible" were most frequent comments.

The transfer of knowledge acquired during training can be viewed as an indication of individual impact, although not a determining one. An introverted returned participant may, for instance, introduce changes quietly through laboratory experiments, research, field tests and publications – all without "benefiting" colleagues at work. Although negative answers about a participant's colleagues learning from one's training might be unlikely, 95 respondents did answer positively (96.9%), most of whom added specific examples of how compatriots benefitted (see Table XV). Most participants indicated they taught others elements of what they learned during training by organizing on-the-job informational sessions. Team-work and informal sharing of skills and knowledge acquired were also mentioned at about the same frequency.

Determining whether participants maintain contact with professional colleagues met at the training institution, or elsewhere in the country of training, lends some indication of the extent or type of impact. A returned participant who keeps in touch with professionals might show commitment to continued learning or application of skills to the Cameroonian context. The length of time between the participant's return date and the survey probably affected the outcome: Phase I participants were more likely to drift out of contact with former colleagues than Cameroonians from Phase II or III (81.8% and 78.9% respectively). Long-term participants have a greater frequency of contact (83.6%), according to the survey results, than participants in training for a short period (65.2%). Women and men surveyed maintain contact at the about the same rate (78%).

In selecting among "rare, occasional or frequent" in estimating intensity of contact between professionals, survey respondents made their choices as follows:

rare: 19.7% occasional: 63.7% frequent: 16.6%

The team noticed a high number of respondents who mentioned during interviews that correspondence with colleagues met during training waned one or two years after returning. The survey question did not specify a time limit on, or define what is meant by, "maintaining contact." The question did not yield much useful information on direct links between training and impact.

Table XV: Examples of Colleagues Benefitting from Training (Survey)

	#
◆ By publishing, teaching or training others (on-the-job, or through courses)	50
◆ Through improved teamwork, collaboration and regular internal office communication	28
◆ By informal sharing of information with colleagues	27
◆ By creating opportunities for others to learn (trainings, visits, research supervision)	8
◆ Through increased teaching and use of computers	7

(multiple answers possible)

Individual initiative and a personal capacity to induce change are insufficient for employers to effect change in an institution. The institution must have the capability to recognize,

evaluate, implement and capitalize on changes put forward by employees. At the level of the individual participant, both quantitative and qualitative data presented from the sampling suggest that skills acquired during training led directly to improvements at *both* the workplace and elsewhere. Although the imperatives to verify impact (causality, attribution and criticality) are not present, the picture which emerges denotes a high, probable correlation between the impact of training on individuals, as revealed through interviews and the survey, and the skills and knowledge acquired through USAID-funded participant training.

B. Impact of Training on Institutions

As mentioned above, training evaluations have often focused on the institutions of a country or sector. The unit of study has been a discrete organization, usually with a defined mission and a formal structure in which returned participants interact. Using an institutional perspective in measuring training impact, can offer a convenient focal point where it is hoped a link can be made between training inputs and organizational outputs.

Some of the traditional indicators that have been used to assess training impact at the institutional level are:

- improved performance or capacity, often verified by increased output (of the institution, a sector affected by the institution, or a target population);
- improved teamwork and collaboration
- improved teaching quality and research skills
- improved training methodology

If the institution:

- has developed a human resources or training plan,
- selects the individuals most appropriate for the training identified,
- maintains contact with the participant during training to pave the way for the transfer of skills and for career development, and
- prepares for the employee's return by assigning the participant a position which requires the application of new skills,

then some of the preconditions for impact are presumed to be met. Over time, with the development of a core of well-trained cadres returning to the organization, the institution should witness an increase in its capacity and performance.

Cameroon compares well with other African countries insofar as the vast majority of persons funded for long-term degrees were employed either before they departed for training, and were reintegrated within a reasonable period after their return. Although baseline data is not

available on many of the earlier participants, the sampling did include a significant number of participants from the early projects, such as ASPAU, INTERAF and AFGRAD. The contractor for these projects, the African-American Institute, operated in cooperation with the Ministry of Education to select students for fields of study that they believed would match future public service requirements. In the early days of A.I.D. human resource investments, emphasis was placed on training nationals in fields dominated by expatriates. There was little concern whether the participant was employed at the time of selection since positions for engineers or economists were plentiful. The urgency was for each newly-independent nation to take control of the reins of government, university teaching and research, and the productive sector.

The survey sample of 100 returned participants, although not producing statistically-representative results, indicates that the mean length of time which the returned participants remained with their present employer was 12.12 years. This figure is virtually the same when the group is divided between short- and long-term programs; however, women remained slightly longer (13.88 years) with their current employers when compared to men (11.52 years). Although data was not available to compare these figures to other African countries, it would appear that employment retention of USAID-funded participants has not been a problem in Cameroon. However, the recent crisis confronting Cameroonian institutions - with salaries unpaid for months - may alter this previously stable institutional setting.

Suggesting an even higher participant employment retention rate in Cameroon, 69 (79.3%) of all survey respondents returned to the *same* employer after training, as shown in Table XVI. Approximately the same percentage of long-term participants surveyed returned to their former employer. Of the 13 trainees who answered negatively to the question, "Were you employed at this organization when you went for USAID-funded training?" 11 were early participants under AFGRAD, ASPAU or INTERAF who were unemployed students at the time of selection for degree programs. Their negative answers therefore do not reflect an employer's non-retention of a returned participant. Whether a candidate is employed by the same organization is not, in any case, a reliable indication of impact.

Table XVI: Re-Integration at the Workplace (Survey)

Question 136: "Did you return to the same employer at the end of your training?"

Group	YES		NO	
	#	%	#	%
All Respondents	69	79.3	18	20.7
Long-Term Only	44	77.2	13	22.8

The data in Table XVI separates long-term degree participants. Retention rates for short-term participants is less relevant here, since there would probably be no correlation between employment status and a 1-month training course.

An employer's involvement in the design, planning and monitoring of a participant training program is more closely correlated to training impact than, for example, promotion. The team asked a series of questions intended to uncover institutional interest or involvement in an employee's career enhancement. The answers to these questions are shown below.

Table XVII: Participant Involvement in Training Design (Survey)

Question 44: "Were you involved in the design of your training program?"

Group	YES		NO	
	#	%	#	%
All Long-Term Respondents	35	57.4	26	42.6
Long-Term (Returning After 1982)	27	71.1	11	28.9
Long-Term (Returning Before 1983)	8	36.4	14	63.6

Question 45: "If not, do you believe that the impact of your training would have been greater had you been involved?"

Group	YES		NO	
	#	%	#	%
Respondents Answering "No" Above	13	52.0	12	48.0

If a training program has a greater chance of inducing change in an individual when the trainee is implicated in the design (i.e., selection of courses, field of study, etc.), then a 42.6 percent negative response rate to Question 44 raises concerns. However, the situation appears to be improving as demonstrated when the long-term participants are separated by return date. It is clear that the earlier participants in the survey sample were far less involved in their training design than trainees selected after 1982. The follow-up question to respondents

answering negatively to Question 44 asks for participant opinion on whether greater impact might have been obtained had they been involved in their training design. The question induces too subjective a response – neither the question nor the evenly-split responses suggest any conclusion.

The extent to which an employer participates in the selection of the proposed trainee can indicate the value the institution places on the training. There is a range of levels of employee involvement, some of which are listed in Table XVIII.

Table XVIII: Levels of Employer Involvement in Selection

Low	USAID offers training sponsorship to an employee identified by USAID in the institution and seeks administrative approval for training from the employer
Low/Medium	USAID sends request for a nominee to the institution for a specific training opportunity. The employer nominates an employee who meets the requirements stipulated by USAID with little assessment of the institution's needs or analysis of the nominee's career development potential
Medium	USAID offers an institution a training opportunity and defines the criteria for selection in collaboration with the institution. The employer nominates the candidate and forwards the dossier to USAID for approval and implementation.
Medium/High	USAID suggests that an institution consider offering training in selected areas. The institution and USAID define criteria and jointly consider candidates (through an ad hoc selection committee) based on dossier submissions, job performance reviews and interviews.
High	The institution and USAID jointly conduct a needs assessment and establish a training plan. They determine priority training areas, recommend an implementation calendar, and define selection criteria. Candidate dossiers are reviewed and interviews held jointly.

Although the type of employer involvement varies considerably, the essential point in assessing impact is that there can be a correlation between involvement in selection and the commitment of an institution to capitalizing on the returned employee's new skills and knowledge. However, the hypothetical correlation can be deceiving, because it presumes an employer's *well-intentioned* involvement in selection. Unfortunately, there are many examples of disruptive interference by an institution during the selection process in an attempt to sway the outcome toward a favored candidate. In these cases, an institution's active interest in selection may be a major impediment to achieving impact through training.

A high percentage of long-term participants indicated employer involvement in selection (70.5%), as shown in Table XIX. A significantly higher number of participants who returned to the same employer (95.4%) indicated their employer's involvement in selection. Further analysis might show a tendency for participants to return to institutions which have played a significant, positive role in selection.

Table XIX: Employer Involvement in Selection (Survey)

Question 103: "Was your employer involved in selecting you for training?"

Group	YES		NO	
	#	%	#	%
All Long-Term Respondents	43	70.5	18	29.5
Participants Returning to Same Employer	42	95.4	2	4.6

Another question asked concerned an organization's *sustained* involvement in an employee's training. The answers to the questions in Table XX concern primarily long-term training when employees are absent for extended periods.

Table XX: Employer Maintaining Contact with Trainees During Training

Question 104: "Did you maintain contact with your employer during training?"

Group	YES		NO	
	#	%	#	%
All Long-Term Respondents	40	65.5	21	34.4
Long-Term (Returning After 1982)	30	78.9	8	21.1
Long-Term (Returning Before 1983)	10	43.5	13	56.5
Long-Term Male	34	66.7	17	33.3
Long-Term Female	6	60.0	4	40.0

Of the 13 respondents indicating that they did *not* return to the same employer after training (Question No. 106), eleven (84.6%) had *not* maintained contact with their institutions! Furthermore, of the thirteen not returning to the same employer, twelve (92.3%) stated their employers were not involved in their selection. Although this sample is small and, as stated throughout this report, not statistically representative of the universe of returned Cameroonian participants, it may suggest that participants are more likely to return to the institution where they worked when contact is maintained with them during training and the organization has been implicated in a constructive manner in the selection and design of their programs.

The team also tried to discern the correlation between an employer's preparation for an employee's return and other factors, such as the likelihood of returning to the same employer, as shown in Table XXI. Whereas 37 (84.0%) of the long-term participants who returned to the same employer stated that their institution was prepared, only three (25.0%) of those who did not return indicated that their employer was ready to integrate them. Seventy-five

percent of the participants not returning found that their employers were not prepared for their reinstating.

A participant's perception of the employer's readiness to reinstate the trainee into the institution is likely a key factor in that employee's decision whether to jump ship for a new institution, remain in the U.S. to obtain a higher degree, or return home carrying a degree and an unemployment card. Alternately, an institution's lack of interest in reinstating a better trained employee could indicate one or more of the following: a) no involvement in the selection of the employee for training; b) weak HRD management whereby the institution has no record of the employee in training status; and, c) pressures from staff in the home office for promotions at the expense of the "forgotten off-site employee."

Table XXI: Employer Preparation for a Participant's Return (Survey)

Question 105: "Was your employer prepared for your return?"

Group	YES		NO	
	#	%	#	%
All Long-Term Respondents	42	71.2	17	28.8
Participants NOT returning to same employer	3	25.0	9	75.0
Participants returning to same employer	37	84.0	7	16.0

2. Assessment of Selected Institutions

In view of the recent concentrations of long-term training in several bilateral projects, such as AEP and NCRE, which were associated with Cameroonian institutions, it was essential to analyze in greater detail any potential impact within those institutions. Information was collected from participants which led to a low-level analysis of institutional impact of USAID-funded participant training. The agricultural institutions below were selected by the team during the document review period because of USAID's significant investment in long-term training of employees of major agricultural research centers and the importance of agriculture historically and currently in the Mission's project portfolio. During the interviews of candidates, the team discovered that a number of other institutions were currently staffed by USAID participants. It became clear from the data that the impact on these institutions was significant, even though unplanned on USAID's part. These institutions included the Cameroon Development Corporation, CamCCUL and UCCAO. The impact of training on these institutions is discussed briefly below.

Institutions in the health sector were not selected because USAID has sought to strengthen the sector primarily through in-country, rather than long-term participant training. Moreover, USAID/Cameroon's focus on health has been a priority in recent USAID history, primarily since 1982.

USAID/Cameroon has invested heavily over the last fifteen years in a number of key projects to foster agriculture and rural development. These investments have been in a broad range of areas, including agricultural management and statistics, livestock, fisheries, poultry, seed multiplication, and agricultural research. Much of this assistance has gone toward building agricultural capacity in Cameroon. The Institut de la Recherche Agronomique has been the principal recipient of important investments in participant training and institution building, much of this through two projects.

Institut de la Recherche Agronomique (IRA)

Formally obligated in 1979 to address production constraints in the agriculture sector, the National Cereals Research and Extension (NCRE) project was begun in 1979, with a combined commitment of over $70 million over a 15-year period. The NCRE project became operational in 1981 within the framework of the IRA of the Ministry of Higher Education, Computer Services and Scientific Research (MESIRES). The International Institute of Tropical Agriculture (IITA) has been providing technical assistance over the life of this project. Training has been an essential element of this project, overlapping with all other components. Both long- and short-term training have been offered to participants. A long-term training plan was developed by NCRE project staff which been fine-tuned over the years to include a phased career development approach for all candidates for U.S. training, involving the following steps:

- one-year assignment on the project
- Masters-level training in the U.S.
- one-year reassignment to the project
- Ph.D. training in the U.S.
- return for 1-3 years to work with NCRE Technical Assistants.

From 1984 to 1994, the project will have sponsored ten Cameroonians for PhD degrees, 31 in Masters programs and three for Bachelor degrees in the U.S. universities.

To assist IRA in developing a highly specialized capacity in root and tuber food crops research in a specific agro-ecological zone, the University of Maryland Eastern Shore has been implementing an institutional development/agricultural research project (ROTREP) in Ekona. The project has funded the development of improved root stock, and storage, processing and utilization technologies. Human resource capacity building has included long-term training at U.S. institutions for two PhD and four Master degree candidates.

The institutional training goals of these projects were achieved by providing skilled Cameroonians for key posts in agricultural research. The training plans were well-developed, with rigorous selection criteria, and high return rates. Most candidates returned to their same employer, to posts for which they had been selected for training.

The primary impact to date of USAID's investment at IRA would appear to be improved research and increased Cameroonian expertise in several key agricultural specialties which are critical in stimulating food production.

However the current economic crisis in Cameroon has put into doubt the immediate impact of USAID training investments on the institutions in question. The transfer of skills and knowledge by returned participants is impeded due to strikes and work stoppages, low morale, and uncertainties about the prospects of continued donor financing for salaries and research budgets.

PROFILE

One of the first women PhD graduates in agricultural research in Cameroon was funded by USAID and has paved the way for women in a "non-traditional" field. She originally joined the IRA as a junior researcher, went to the U.S. for a Masters degree, returned to work on the USAID project which had sponsored her, returned a few years later for doctoral training and returned to assume a major research position at IRA. Her U.S. training experience has equipped her in many valuable ways, especially with the tools needed to face the challenges of working in a profession where women are significantly under-represented.

University Center at Dschang

The Agricultural Education Project (AEP) was initiated in 1982 to establish an agricultural research and extension center patterned on the U.S. "Land-Grant" model but adapted to the needs and conditions of Cameroon. The basic concept of an integrated agricultural institution of higher education, relevant research and service oriented toward outreach represented a radical departure from the more classical French approach to research in the agricultural sciences. The ultimate goal was to enhance the productivity of the agricultural sector through the development of human resources, applicable technology, and enterprise efficiency.

The AEP has been a principal mechanism for the development of this unique agricultural institution, the University Center at Dschang (UCD). The complex institutional development process has involved modification of national statutes, mergers of three separate earlier programs of post secondary agricultural education, major faculty development efforts, curriculum development, administrative structure consolidation, facilities construction, and operational infrastructure development.

The participant training component of the UCD project has involved training over fifty faculty members to advanced degree levels between 1984 and 1993. Based on a brief "case study" conducted by the evaluation team at Dschang, it was concluded that,

- the impact of heavy investment in training is impeded by lack of proper university management and personnel systems;

- the current economic crisis raises questions about the long-term impact of training on institutional development, in all publicly-supported institutions; and,

- despite the impressive growth in the number of highly qualified, motivated researchers and teachers at Dschang as a result of AEP, the transfer and application of their knowledge to Cameroon is incomplete due to lack of resources and continued supplemental training (staff development).

CamCCUL

In 1978 USAID began assisting the Cameroon Cooperative Credit Union League (CamCCUL). The purpose of this assistance was to strengthen Cameroon's national and regional credit union structure, expand the credit union network and improve services rendered to members. A major objective of this assistance was geared to expanding and improving the training function of CamCCUL.

PROFILE

The CamCCUL Assistant League Manager capitalized on his two-year course of study in business finance at an American university. Even though his training program was curtailed due to a funding mixup, he nonetheless was able to transfer the skills he acquired to CamCCUL. He took the lead in formulating the Third Five-Year Plan of CamCCUL on his own, against which he has been monitoring the organization's financial performance. Strategic financial planning – a critical tool for a successful credit union – was introduced as a direct result of his USAID-sponsored training.

Although the bulk of training under CamCCUL has been in-country, there were limited participant training opportunities offered to key members of the management structure of the organization. One member worked toward a degree in the U.S., and three members had opportunities for short-term training. The training included management, computer systems, and business management and cooperatives. The team found that training was highly focused, returnees applied their skills, and CamCCUL spread the impact of an individual's skill upgrading to other employees through in-house training and information sharing.

UCCAO

Using funding under HRDA, USAID responded to requests from Cameroon's Coffee Marketing Cooperative Union (UCCAO) in Bafoussam in 1989 and 1990 for specialized short-term training. During this time at least five members of the management staff of UCCAO benefitted from third-country training. The training was in auditing and accounting, computer hardware/software maintenance, and marketing. This well-designed, focussed training has resulted in specific changes and improvements in the institution.

PROFILE

The current Director of Sales and Marketing of UCCAO was selected for a third-country training course in sales and marketing. The skills she acquired in only several weeks of intensive training (in Abidjan) gave her new skills which she immediately applied at UCCAO. Upon her return, she single-handedly redesigned UCCAO coffee packaging to increase its consumer appeal. She also developed a strategic marketing plan for UCCAO which resulted in increased sales revenues.

Cameroon Development Corporation

In the early years of USAID's participant training programs in Cameroon, many cadres were trained as they graduated from of secondary school, and others were selected with little regard to their professional positions. As a result, the country benefitted from returning cadres with advanced degrees at a crucial time in Cameroon's development when key institutions needed to nationalize their management staff.

The CDC is a parastatal agricultural production and exporting company, the second largest employer in the country and a significant contributor to Cameroon's foreign exchange earnings. Exports include bananas, rubber, tea, and palm products. CDC benefitted from USAID's investment in long-term training during the 1960s and 1970s, with six of the current senior-level staff returned USAID participants training. Degree holders include the current head of the organization (two US degrees), the manager of the oil palm mill (M.Sc.), the export marketing manager (B.Sc./Business), chief engineer (M.Sc.), head of the DelMonte/ banana group (B.Sc./Ag), and assistant director of the oil group (B.Sc/Ag). These highly-skilled cadres at CDC have introduced many important changes over the years which have resulted in net gains to the country.

The changes introduced include improved management techniques, better work organization, maximizing and improving management of human and material resources, a more effective participatory management style, improved farm management, refined economic analysis skills, advances in plantation management, on-the-job training to junior employees and production modifications.

PROFILE

The current Manager of the oil palm mill was the first Cameroonian to hold this position, returning from USAID-funded training in mechanical engineering in the 1960s to replace an expatriate manager. As a result of his training abroad, he learned to be resourceful and to seek creative solutions to complex production problems using limited resources. He soon improved the extraction and purifying process of the oil palm mill through the technique of "reverse engineering" that he had learned in the United States. This innovation significantly increased production efficiency and the design modifications were so successful they were replicated by CDC at sister plants in Malaysia.

C. Impact of Management Training on Development

Management training has increasingly become an important component of participant training for USAID/Cameroon participants. In general, short-term participants have benefitted from management training, although long-term U.S.-based participants often attend mid-Winter seminars where key aspects of management are addressed. Over the years, approximately 40 Cameroonians - exclusively from the public sector - have attended short-course seminars in the U.S., approximately 40 percent of whom have been women. Management training has not been a regular feature of US degree programs, despite the fact that many participants return to positions that require sophisticated skills in managing people, financial resources, and equipment.

Since the early 1980s, USAID/Cameroon has been sending public sector employees to development management training short courses in the U.S. The venues have been, for the most part, the University of Pittsburgh's International Management Development Institute, and the Atlanta Management Institute, both of which offer courses in French. These programs have strengthened the management skills of public sector cadres, and, by extension, introduced modern management practices to those institutions. These seminars last 6-8 weeks and cover core concepts of management, human resource development and project analysis. Participants have the opportunity to develop skills through collaborative sessions in problem solving and negotiation techniques. An added advantage of these training programs has been the opportunities for participants to communicate with their colleagues in neighboring francophone countries, make contacts, and share information. Trainees can choose sub-specialties, such as management of human and financial resources, planning and management of development projects, and more recently, entrepreneurship and the management of small and medium enterprises.

Eight participants (8%) from the entire survey sample attended the Pittsburgh course from 1987 to 1991. All the participants found their training useful. For most of the individuals interviewed, the impact of the training was a function of the position each held with the government. Those with decision-making positions and supervisors found their new skills in management directly applicable to the workplace. Of particular relevance were modules on human and financial resource management, information management courses, negotiation skills, principles of adult learning, and personnel evaluation.

One Pittsburgh participant was able, upon his return, to introduce computers into his training program, apply the practical skills he gained in assessing individual learning styles for his training program, design tailor-made courses, and become an in-house resource in negotiation skills. Another participant has, since returning, been working on a voluntary basis with a local woman's group, using her skills in project design and evaluation to assist the NGO in its work. A third returnee lost his government job but has used the skills he acquired to help make the transition from civil servant to self-employed consultant.

Among the 100 returned participants interviewed by the evaluation team, approximately one-third indicated having been able to put to use basic management skills learned, either in improving their time management, computerizing administrative tasks, or better managing human resources and work demands. Nonetheless, management training figured high on the list of training needs which should be continually addressed, according to those interviewed. Over 30% interviewed indicated that the misuse and poor management of human resources were principal obstacles to the transfer of skills in Cameroon.

Table XXII: Participants and Management Training (Survey)

Question 114: "Did you learn anything about management during your training?"

Group	YES		NO	
	#	%	#	%
All Respondents (excludes Pittsburgh)	53	61.6	33	28.4
Long- and Short-Term U.S.	45	60.0	30	40.0
Long-Term U.S.	33	57.9	24	42.1
Long- and Short-Term Third Country	8	72.7	3	27.3
University of Dschang	11	50.0	11	50.0

The data in Table XXII of most interest concerns long-term U.S. training. Of 86 respondents, 53 (61.6%) indicated that they had some management training. A smaller number (33) of U.S. degree participants, or 57.9 percent, had management training, although the difference is negligible. Data for third country training reflects the preponderance of short-term courses and management courses, diminishing the relevance of these responses. Data from the University of Dschang showed that only 50 percent of the interviewed returned participants had any management training, a percentage lower than that reported for the total survey sample and for the U.S. long-term group. Management weaknesses at the University of Dschang have been cited in various evaluations of USAID projects and are today seriously hampering institutional development efforts nationwide. However inadequate, the data, when combined with interview reports and document reviews, demonstrates that USAID participant training did not insist enough on incorporating management training into technical programs undertaken at U.S. universities.

It is evident that poor management is a critical issue for the Cameroon government. Poor allocation of human and financial resources, dwindling budgets, the specter of lay-offs in the public sector, and the greater demand for accountability from donors all point to persistent need for public cadres equipped with modern management skills. However, in light of the dysfunctional state government agencies find themselves in today, it is difficult to justify USAID's continued sponsorship of public sector employees for short-term management courses, at least until the institutional environment stabilizes.

With so little management training being offered in the past to the private sector or NGO participants, the team did not have substantial evidence regarding the impact of management training on this sector. However, evidence from other African countries suggests that SMEs could greatly profit from management training which focuses on specific skills, as personnel, financial and information management. NGOs, particularly women-run, have profited in many African countries from USAID-sponsored in-country management courses.

D. Impact on Special Mission Targets

Since 1961, earmarks and special mandates at A.I.D. have grown to a point where the agency's ability to ensure their implementation is in doubt. Whether imposed internally by A.I.D., Congress or the White House, directives to favor (or disfavor) particular technical fields in managing development assistance (e.g., agriculture, family planning) or to target certain beneficiaries in directing aid projects (e.g., women, entrepreneurs, disadvantaged local minorities), challenge field Missions to tailor these mandates to the local setting. Some of the "directives" end up as passing development fads (e.g., alternative energy or integrated rural development) while others may be integrated in perpetuity into USAID programming routines.

Two special issues were selected by the team for closer analysis: women in development and democracy and governance. The "private sector" was not considered separately due to the tiny percentage of participants sponsored by USAID from outside government since 1961. Since 1990, the Mission has re-oriented its training targets to reach private entrepreneurs, small-business managers and agribusinesses under the HRDA Project. The CTS completed in 1993 recommends devoting 80 percent of HRDA training funds for all types of training to the private sector. If this aim is realized over the next few years, the shape of training funded by USAID/Cameroon will, for the first time since 1961, fundamentally change.

1. Women in development

Perhaps more than any "beneficiary," women have been overlooked for many of USAID's investments in human resource development over the years. Cameroonian women perhaps even fared worse than their Moslem sisters, where USAID made impressive strides as early as the 1970s in training women in North Africa, Jordan and Egypt. In those countries, USAID carefully analyzed the cultural constraints to overseas training for Moslem women, with help from local women professionals, and found solutions. In most instances, extending overseas training to women was successful. But similar efforts to overcome resistance to participant training for women were not initiated in a number of sub-Saharan countries, such as Cameroon, Rwanda, Madagascar and Burundi.

Since 1961, sixteen percent of long- and short-term training programs have been completed by women. This statistic is further broken down in Table XXIII.

The bar graph on Page 49 illustrates the level of participation by Cameroonian women in degree programs funded by USAID since 1961.

Table XXIII: Participants by Gender (1961–1993, PTMS)

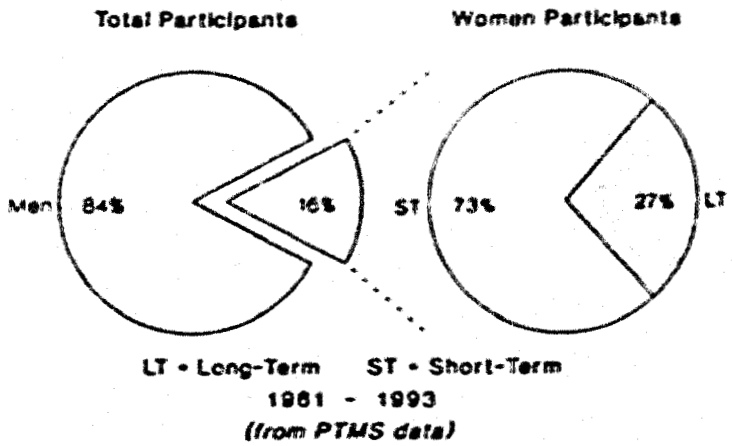
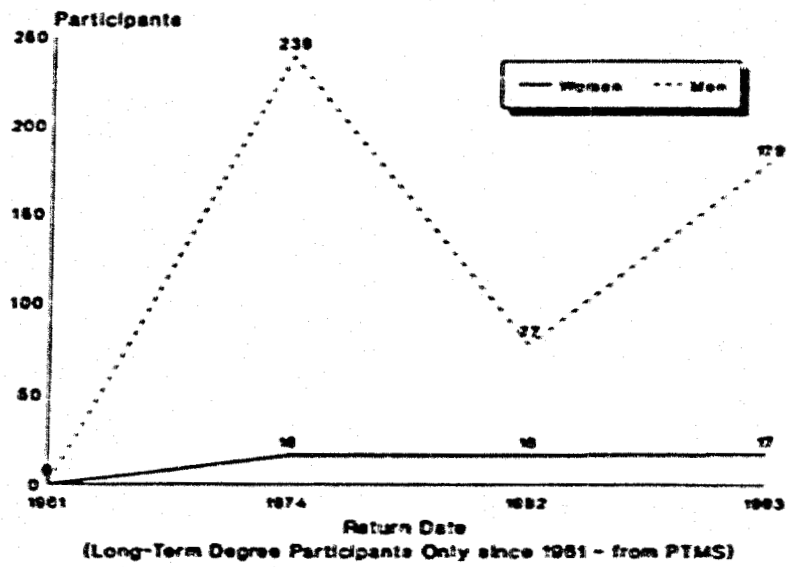


Table XXIV: Participation by Women in Degree Programs

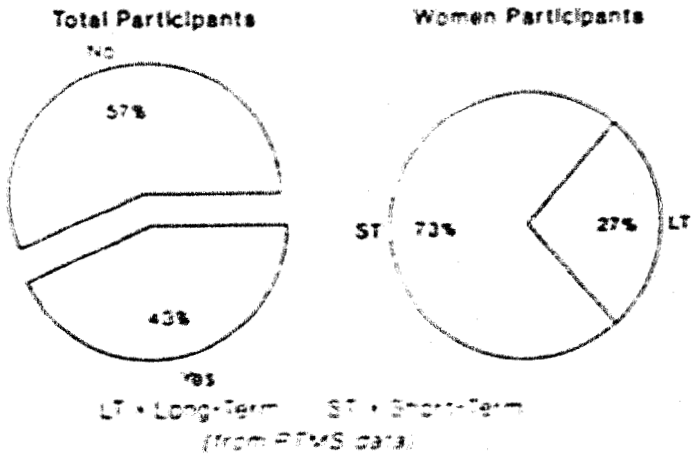


The percentage of women participants among each category, irrespective of return date is:

PhD: 15.0% Masters: 10.2% Bachelors: 6.7% Other: 1%

The higher percentage of female candidates with doctoral, compared to Masters, degrees is unusual; the team did not analyze the fields, return dates and other information in those participant records for an explanation. However, it should be noted that the graph tallies the participants with their highest USAID-funded degree. The eight PhD holders, for example, are not counted in the columns for lower degrees. When the eight women doctoral candidates are added to the Masters degree group, presuming that they received their MS degrees in the

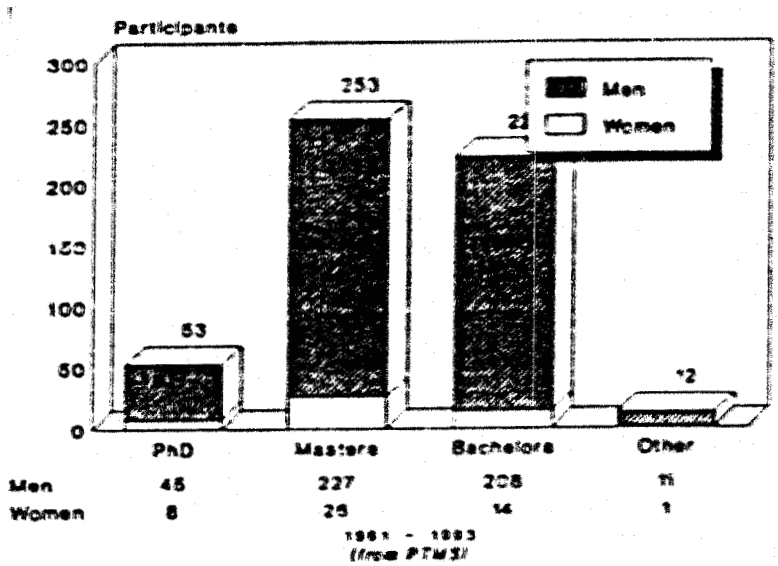
Table XXV: Participants by Degree and Gender (PTMS)



U.S. under USAID sponsorship, the percentage of MS-holders increases to 13.4.

In light of the fact that such a small percentage of long-term training opportunities were offered to women, the team analyzed the PTMS data further to determine whether the situation changed over time since participant training began in 1961. The line graph in Table XXIV illustrates that no significant improvement occurred for Cameroonian women with respect to access to long-term degree training.

Table XXVI: Participant Completions by Gender (PTMS)



Short-term training opportunities exist in greater numbers for women participants. According to PTMS data, 21.5 percent of participants completing short-term programs since 1961 have been women. But even in the early years, USAID/Cameroon's largest HRD project (ASPAU)

achieved a 12 percent female trainee level for short-term programs. A decade later, the AMDP Project, which was funded from the 1975 until HRDA came on-line in 1988, trained 20 women (26%) out of 75 participants in short-term programs – a modest improvement; nevertheless, it sponsored only six degree opportunities for women (15.7%) out of 38 for programs in the U.S.

Access to short-term training for women has improved more recently. With its target of 35 percent for participation by women *in each training category*, the HRDA Project has already brought improvements to USAID/Cameroon's overall percentage of participation by women. To date, 24 percent of short-term participant training under HRDA has gone to women, which in reality reflects a higher *recent* rate since during the early years of HRDA (1988-1991), the percentage of overseas short- and long-term training slots devoted to women had been much lower.

In-country training, especially in health and social service sectors, is far more available to female employees and accounts for the higher overall percentage of training reported by USAID under HRDA. (This imbalance was noted in the HRDA Mid-Term Evaluation in 1992 and the CTS in 1993, and is being rectified by USAID/Cameroon.)

The evaluation team attempted to measure the impact of training programs offered to women by examining the survey sample responses, recognizing that the survey was not statistically representative of the universe of all returned participants. Twenty-five percent of the respondents were women, of which 10 (40%) had been on degree programs and 15 ((60%) on short-term training. Four were trained in third countries and 21 in the United States.

As of result of my husband's opportunity through USAID to get a higher degree in the U.S., we decided to invest our own resources in my education – also in the U.S. I got my Masters there also – something we never would have considered had he not been selected through USAID. Now, our daughter is completing her degree in the U.S. We recognize how important it is – especially for a woman – to be educated. Wife of a USAID participant.

The survey instrument asked the question, "Did your training result in any changes with respect to the role of women in Cameroon?" This "yes/no" question was followed by "If yes, briefly describe how", an open-ended inquiry intended to dislodge examples from both men and women respondents. The team avoided wording the question in such a way as to elicit generalized comments about "attitudes" toward women. An effort was made to focus the question on the "role of women in development" and to seek out examples of change. Care had to be taken so that a single question could be administered to both men and women.

Of the 97 respondents to the question, 42 (42.7%) answered "yes" and 55 (57.3%) "no". A further tabulation between male and female respondents to this question is displayed in Table XXVII.

Table XXVII: Responses to Questions Regarding the Role of Women (Survey)

Question 49: "Did your training re[illegible] in any changes with respect to the role of women in Cameroon?"

Group	YES		NO	
	#	%	#	%
All Respondents	42	42.7	55	57.3
Men	20	28.0	51	72.0
Women	21	84.0	4	16.0
Men Trained in the U.S.	19	29.7	45	70.3
Women Trained in the U.S.	17	81.0	4	19.0
Men and Women Trained in the U.S.	36	42.4	49	57.6
Men Trained in Third Countries	1	14.3	6	85.7
Women Trained in Third Countries	4	100.0	0	0.0
Male Long-Term Participants	12	24.5	37	75.5
Female Long-Term Participants	7	70.0	3	30.0

There was no major variance between responses from males trained in the U.S. and all males interviewed. Slightly over seventy percent of U.S.-trained males answered negatively. Although males trained in third countries answered negatively at a higher rate (86 percent of the time), the number of responses (6) was too small to be lead to any conclusion. Eighty-one percent of the women trained in the U.S. answered "yes" compared to 84 percent for all women interviewed.

The overwhelmingly negative responses from men to the question concerning training-related changes with respect to the role of women contrasted sharply to the 84 percent positive responses from women.

The major examples of changes cited in the open-ended question, in order of decreasing frequency, were:

- "More active in promoting women's development" 17
- "Acceptance of women as professionally equal" 12
- "Learned new ways to analyze problems facing women" 10
- "Acceptance of women in supervisory positions" 5
- "More self-confidence with news skills/experience" 3

Since the qualitative answers were tabulated and grouped manually, it was not possible to perform cross-tabulations, for instance disaggregating male responses from female ones. The

evaluation team had the impression from written answers and interviews that changes in the role of women were often attributed to the training *experience*, rather than solely resulting from skills/knowledge learned from course work. It appeared that men often cited changes in their consideration of women as equal professionals and accepting being supervised by them. Several men cited changes in relations with their wives which resulted from living abroad.

Women often attributed increased self-confidence and professionalism to the training experience. Several reported being more active in promoting women in Cameroon after returning from training. It was not possible to segregate short-term participant responses from long-term, U.S. from third-country, or recent trainees from earlier ones.

There were no clarifications offered by respondents answering negatively to the question.

> *As a career woman and mother – running both home and office – I proved that a woman can actually handle both, which has defeated the misconception about women as professionals.*
> (Pittsburgh FDMS participant)

The information collected by the evaluation team from 25 women participants indicates that training resulted in significant changes for them professionally and personally. As discussed earlier in this report, women appeared to remain longer with their employers, although they received promotions slightly less frequently than their male counterparts. With upgraded skills from short-term training, or an enhanced knowledge-base from degree training, women were able to institute changes more effectively and successfully as a result of the training they received.

The Pittsburgh FMDS focus group involved the largest number of women and produced strong indications that Cameroonian women believe access to training, especially outside the country, is critical to improving their standing at work. A spirited discussion occurred during the focus group concerning women's professional and family roles. The quality of the presentations, the active participation by women and the vigor of their arguments were examples, in the eyes of the participants, of the skills acquired at Pittsburgh through the rigorous, participatory program.

2. Democracy and governance

The USAID/Cameroon Concept Paper considers democracy and governance an issue which affects all Mission programming as well as a critical target of opportunity not to be overlooked. The significance of democracy and governance questions for USAID/Cameroon has increased markedly over the past few years as mismanagement of the public interest, human rights abuses and authoritarian government continued. Lack of progress toward democratic rule and good governance have therefore become central problems for the Mission in designing effective development assistance in the Cameroonian context.

The Scope of Work for the Cameroon Impact Evaluation does not address democracy and governance specifically. However, during the course of conducting the interviews and reviewing documents, the team remarked on the possible impact training may have had in introducing some of the rudiments of good governance to participants. No questions were asked of returned participants directly concerning democracy and governance. However, the following major themes emerged which merit mentioning in this report:

- Participants repeatedly cited the lack of organizational transparency as impediments to proper human resource management and the inability of institutions to incorporate changes recommended by returned participants.

The following comment from a Cameroonian marketing director with a joint MBA/Engineering degree was typical of the frustrations expressed by both francophone and anglophone participants, especially those who were trained at U.S. universities:

> *The different "mentalité" prevents an application of certain principles to the Cameroonian context. At the institutional level, the French organizational tendency towards secrecy is a major constraint. Information in the U.S. is accessible and free. Without this transparency, introducing change and improved management are difficult.*

- Participants bemoaned the misuse of public resources and the mismanagement of human resources, both of which hampered the application of modern technology and other changes suggested by Cameroonian professionals.

The three most frequently cited obstacles to the transfer of skills to Cameroon, listed in Table XXVIII, confirm the above finding:

- Many participants are active in Non-Governmental Organizations, cooperatives, sporting groups, women's associations and other community-based activities. Although it is not possible to determine with certainty, the team had the impression that a significant amount of this *bonne volonté* and activism resulted from the broader "training experience" in the United States.

Table XXVIII: Principal Obstacles to the Transfer of Skills

Question 101: "What in your view are the principal obstacles to transferring skills and knowledge gained through training to promote Cameroonian development?"

	# of Responses
• Lack of necessary resources	32
• Misuse/mismanagement of human resources	30
• Hierarchy/bureaucracy, such as improper job assignment, low employee incentives, etc	27

As a result of these impressions, the team recommends that USAID/Cameroon involve returned participants in the Mission's democracy and governance activities to capitalize on this wealth of knowledge and experience among Cameroonians predisposed to understand the make-up of good governance and participation in local decision-making.

Widespread dissatisfaction with the way the improved skills and knowledge acquired by participants is considered by Cameroonian institutional leaders results from poor governance. The two comments below from seasoned Cameroonian professionals trained in the United States are indicative of impressions the evaluation team gleaned through interviews and informal discussions.

The government is omnipresent in all economic sectors in the country. It has no incentive to use available resources optimally. Only when public interference in the private sector is minimal can technology and skills be transferred effectively.
(A banker trained in the U.S in the 1960s)

All we've trained people for in Cameroon is to wear ties. We haven't trained anyone to produce anything!
(Statement from a discouraged, soon-to-retire Civil Servant trained in the U.S. in the 1960s, whose skills were under-utilized throughout his career due to bureaucratic obfuscation)

E. Impact at the National Level and Beyond

The evaluation team could not conduct an in-depth, statistically-based assessment of the impact of training at the national, regional or international levels within the research time allotted. The development impact theory described in Chapter I is a pyramid whereby impact can be viewed through a hierarchy whose foundation is the individual and second level is the institution. Whether or not impact takes place beyond the institution depends in large measure on the *capacity* and *performance* of the institutions to effect change outside its walls.

Unlike the Swaziland evaluation, the Cameroon Impact Evaluation did not concentrate on case studies of various national institutions which had received significant training support over the years. However, as mentioned in Chapter III, B "Impact of Training on Institutions," the team uncovered evidence of impact on institutions and decided to conduct a "low-level" assessment of several Cameroonian organizations.

Training can affect change through the institutions outward to the sectors on which the institution is focussed. For instance, it is possible for the USAID-trained returned participants in agriculture to stimulate improvements (in crop varieties, for instance) via field experiments conducted at IRA or the University of Dschang. Were these institutions in the forefront in applying the innovations of capable staff to the national (or provincial) agricultural sectors, an evaluator might measure the impact of training on the sector (such as increased crop yields). Due to the fact that the Cameroonian institutions which have received the bulk of USAID support are undergoing severe financial and management stress, the anticipated impact of training a superb core of Cameroonian agricultural researchers has not met the original goals for both the institutions and the country.

Early project documents from NCRE called for establishing a premier agricultural research and teaching institution at Dschang – one which would set the pace for francophone Africa to match the impact of Nigerian agricultural institutions on anglophone Africa and beyond. The goal of creating this vibrant, regional agricultural research institution has not been reached due more to Cameroon's economic and political crisis than to the paucity of highly-trained research scientists and teachers.

This turn of events was entirely unexpected. With a core of well-trained agriculturalists now in place, the principal Cameroonian institutions to lead any successful national agricultural promotion campaign have the human resources ready. But they lack the accompanying management support systems and institutional viability to marshall and focus agricultural research for the benefit of the country. This state of affairs may not jeopardize USAID's investments in human resources *over the long term* but does raise questions about how to channel training funds over the short-term.

Training impact can be assessed in target populations in addition to sectors and regions. In some cases, institutions affect specific interest groups, such as women, lawyers, health professionals or cooperative leaders. With the recent exception of women and private-sector participants, USAID/Cameroon has not targeted its training towards any special population group. Training for women is discussed in the previous section, and the private sector represents such as small proportion of training, until just a few years ago, that its corresponding importance in all training since 1961 is virtually negligible.

At the national level and beyond, the team discovered many instances of individual impact within key institutions, such as the CDC, CamCCUL and the IRA. Short-term management training has affected in countless ways the day-to-day management and planning of many public officials, as recounted during focus groups, interviews and shown in the data collected. Attributing each change at the national level to the specific training received remains, however, an imperfect exercise. One is led to believe that impact at the national level, through changed attitudes and enhanced skills and knowledge of the 1,163 Cameroonians – largely the nation's decision-makers – *must* have an impact, even if it cannot be determined *for certain* using the evaluation hierarchy. What is clear from the findings of this evaluation is that whereas training "the best and brightest" in the decades after independence sufficed in

terms of helping resolve the country's pressing human resource needs, more recent investments depend far more on the underlying viability of the institutions to which the trained participants return. It is here that a more concentrated attention on management training may help *valoriser* USAID's significant training investments in Cameroon since 1961.

IV. MANAGEMENT OF PARTICIPANT TRAINING

The Scope of Work called for the team to assess the strengths and weaknesses of the Mission's "training process" and to recommend modifications. To evaluate thoroughly USAID/Cameroon management of training since 1961 is in itself an ambitious task that would require a separate study. Such an analysis would have to examine different management approaches taken by USAID/Cameroon over the years in handling a broad range of participant training activities – from powerful, centrally-managed projects administered in Cameroon by non-Mission training specialists (ASPAU, AFGRAD, ATLAS) to Mission-supervised, bilateral projects managed by contractors (AEP, NCRE, ROTREP) for which processing participant training was a marginal interest.

The evaluation team gathered a small amount of information from participants about the implementation of their programs. Impressions about training management were also formed from reading project evaluations, although by and large these only examined a contractor's performance in handling short- and long-term trainees – not the Mission's. The HRDA Mid-term Evaluation completed in 1992 did discuss Mission management and made recommendations; however, the team did not uncover similar reviews for earlier periods.

The emphasis of this evaluation is on *impact*, and as such, an in-depth inquiry into the management of training is precluded. For instance, the team chose not to ask questions customarily found in project evaluations and "end-of-training" assessments, examples of which are found below. Similar questions had been featured on the Mission's "Questionnaire for Cameroonians Who Have Completed USAID Participant Training Programs," such as:

- "How were you selected to participate in the program?"
- "Before you left for the training program did you receive an orientation...?"
- "...do you feel that the orientation was adequate?"
- "Did you have an appropriate balance of academic and practical training?"
- "How would you rate the quality of your ... training?"
- "How satisfied are you with the training program as a whole?"
- "How applicable is your training to your job responsibilities in Cameroon?" [choices range from 1 to 6, corresponding with "not applicable" to "highly applicable"]

Participant satisfaction with training is an important matter and merits analysis but is not assessed in great detail in this evaluation. A training program perceived as relevant by the participant probably stands a greater chance of inducing change in the individual as well as at the participant's institution. A poorly managed training program can hinder knowledge

transfer just as a properly implemented program can fall short in providing appropriate training. The Mission's duties are twofold: to monitor the effectiveness of individual training programs through end-of-training evaluations and debriefings and to measure the development impact of training. The latter is the focus of this study.

A. Training office responsibilities

Only in the last few years have training offices been asked to compile evidence of impact from its human resources development activities. Today Missions are required to track the impact of assistance in its strategic sectors and with selected target groups. The Africa Bureau, and the Office of International Training, have offered to help by equipping Missions with improved data collection capacity (PTMS), computers to track information and upgrade the process (largely through HRDA), and additional staff to handle higher training levels - both in-country and out-of-country.

No longer viewed as detail-oriented, "processors of last resort" by Mission technical offices and project contractors, USAID training and HRD experts are increasingly considered "recognized authorities" in training design, recruitment, selection and follow-on. Advice and input from the training office is routinely sought when formulating new project designs, or in selecting and placing short-term and degree candidates proposed by USAID technical offices.

The responsible training office today must be involved in the full range of training issues, from design to analysis of impact. The USAID/Cameroon training staff has the capacity to provide qualitative guidance to the Mission, as demonstrated by its performance during the period of this evaluation. It produced accurate data in a format allowing for analysis, properly prepared the terrain for interviews and document reviews by the team and participated substantively in both the CTS and the impact evaluation.

In addition to these new responsibilities, the training office continues to process participants for short courses and degree programs for projects under its supervision. For training under bilateral projects, the training office plays an important coordinating and advising role, in addition to collecting data on all participants irrespective of project funding. This is in contrast to years past when independent contractors, such as the University of Florida, operated in relative isolation from the Mission training office in implementing the training components of the AEP.

B. Recruiting and selecting candidates

Soliciting the broadest number of potential candidates and choosing the best are among the most critical and challenging tasks for a training office. In conducting 100 interviews of returned participants, and in reviewing project documents, the evaluation team was led to the following observations:

- early "umbrella" training projects relied on competitive examinations and dossier reviews in selecting students and employees for long-term training;

Most of the participants with return dates prior to 1974 were sponsored by ASPAU, INTERAF and AFGRAD. As the table below shows, they were students when selected for their "scholarships."

Table XXIX: Employment Status of Participants When Offered Training

Question 29: "Were you employed at this organization when you went for USAID-funded training?"

Group	YES		NO	
	#	%	#	%
All Participants	73	73.0	27	27.0
Long-Term participants (all phases)	40	65.6	21	34.4
Phase I (long-term only)	5	38.5	8	61.5
Phase II (long-term only)	1	10.0	9	90.0
Phases II & III (long-term only)	35	72.9	13	27.1
Phase III (long-term only)	34	89.5	4	10.5

- participants selected after 1975 (when USAID started to increase its assistance to Cameroon) tended to be sponsored from training components of bilateral projects managed by contractors; candidate recruitment and selection was made by project officers in consort with the institutions and the employees targeted for strengthening (NCRE/IRA and AEP/UCD).

Nearly all of the participants were employed by the institutions, were selected through internal reviews rather than examination or competitions and participated in their training design.

- the training office worked with government ministries in selecting candidates for training for regional or central projects managed directly by USAID/Cameroon since 1975 (AFGRAD, AMDP, HRDA, ATLAS).

It was customary for USAID offices to submit a list of training possibilities to government ministries, often accompanying the Limited Scope Grant Agreement which obligated project funds, with a request for nominees. Most training offices followed rather formal procedures (even to the extent of requiring U.S. Embassy involvement) which had the effect of keeping the Mission far removed from the internal procedures leading up to host government's submission to USAID of its list of "finalists." The role of the training office, in these

instances, was to *verify* that the candidate had the requisite educational level for the degree being offered, to *confirm* employee status at the ministry targeted for assistance, and *approve* the PIO/T funding document.

The transparency and fairness of recruitment and selection handled by host governments varied widely from one African country to another. Many HRD specialists believe that few local authorities were able to guarantee equitable selections devoid of ethnic, regional or gender considerations; and rarely did the selections – or the choice of study field – reflect careful diagnosis of either institutional training needs or the individual's career development potential.

Training offices were often *reactive* and relegated to processing participants for placement and monitoring their programs and budgets. Mission training officers became masters of "abbreviation bureaucracy" (PIO/T, MACS, TIPS, AETR, PILs, PTIS, PTMS, IAP-66) and arcane terminology (it was A.I.D./Washington, not AT&T, which coined "call forward" – the "go-ahead" signal to put a participant on the plane).

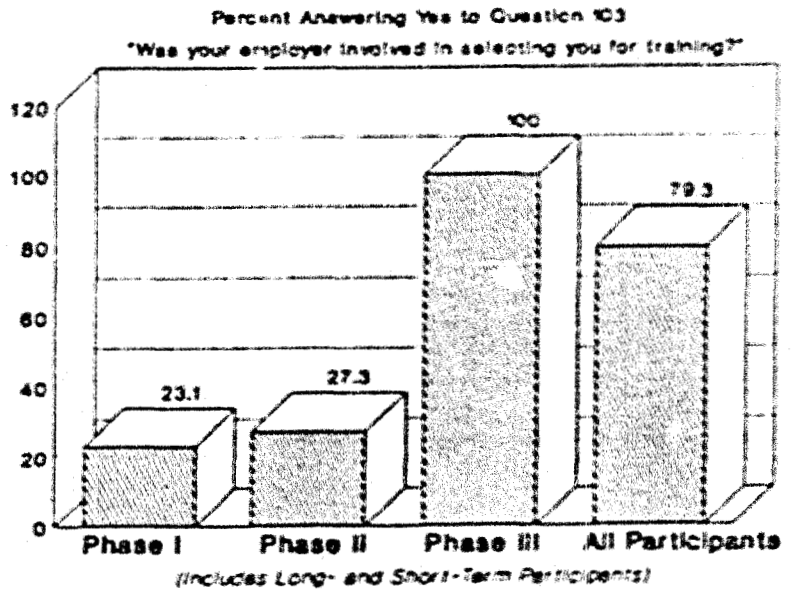
Answers to the two most telling questions asked during the evaluation which relate to recruitment and selection are displayed below. A far greater number of participants in early programs indicated that their employers were *not* involved in selection. For Phase III participants (returning after 1982), one hundred percent said their employers were involved in selection, compared to 23 percent from Phase I. The bar graph below illustrates this major change over the years in the way USAID participants are selected.

If the subset of 44 long-term participants who returned to the same employer at the end of their training is isolated, 42 of them (95%) indicated their employer was involved in the selection process. The trend toward employer involvement in *selection* is a major positive finding since a correlation can be hypothesized between that involvement and utilization of participant skills and knowledge by the employer. Nevertheless, exogenous factors related to Cameroon's economic and institutional crisis have weakened institutional capacity, as discussed earlier, to absorb and capitalize on changes participants might introduce into the workplace. The preconditions for development impact in Cameroon are currently on hold.

The second question included in the survey instrument which bears on the training process asked how the participant learned of the USAID/Cameroon training opportunity. Of the 97 participants who responded to the question, 64 (66%) offered "employer" as the source of information about training. The question was open-ended so that answers unanticipated by the evaluation team might surface. Indeed, the list (reproduced below) would not have been predicted. There is a precipitous drop from the 66 percent who selected "employer" to the next in order of frequency – the six who entered "school authorities."

As with employer involvement in training, there is a marked change from recruitment practices in force during the early days of USAID training, as illustrated in Table XXXI. Phase I survey respondents stated that "school authorities" was the source of training

Table XXX: Evolution of Participant Selection



information (33%), followed by "employer" (25%). "Radio" was the third choice. In Phase II, "friend," "radio" and "school authorities" were mentioned at the same frequency, just below "employer." It is significant that "USAID" as the source of training information is not offered by Phase I participants, and by only one in Phase II. In Phase III, 4 interviewees mentioned USAID (5%), compared to 58 (78%) indicating their "employer" as the source of information. Of course, USAID is the ultimate "source" of information about training opportunities, even if the participant learned about them from the employer. The issue here is access to and control of information about coveted training awards, a sensitive subject in most African countries.

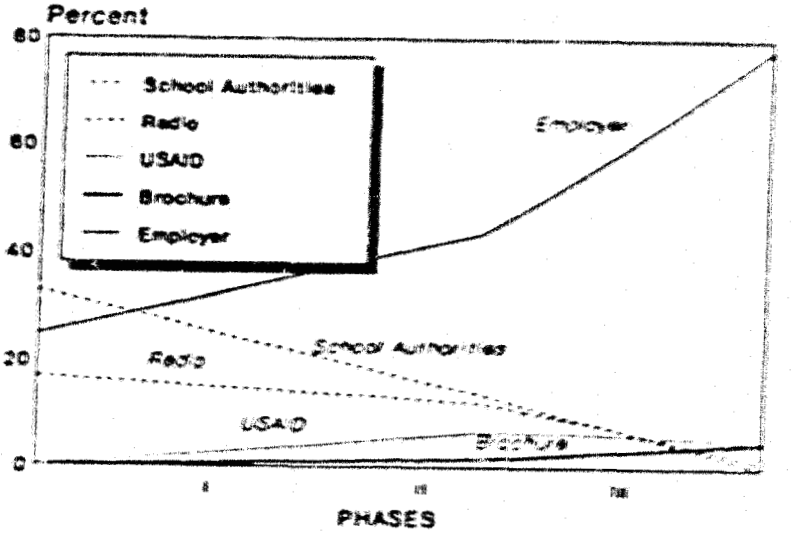
The data produced by these two questions parallels the shift at USAID/Cameroon away from "scholarship" awards to training designed to address institutional weaknesses. The Mission, often through contractors, today works far more closely with the employers in recruiting and selecting candidates than earlier. The fact that "USAID" is mentioned so rarely as the source of information would indicate that contractors have been the major interlocutor between USAID funding and the institutions affected.

With the advent of HRDA, the training office has assumed a more *proactive* role, instigating targets for women and pressuring governments to allow the private-sector to benefit from USAID-sponsored training for the first time. No longer complacent to receive nominees from the Prime Minister's office, the training office now actively recruits candidates from previously ignored constituencies (e.g., women, opposition party leaders, human rights

Table XXXI: Sources of Information about Training

	Percent Responding by Source of Information about Training			
Source	Phase I	Phase II	Phase III	All Part.
Brochure	0	0	5.1	4.1
Colleague	0	0	2.7	2.1
Employer	25.0	27.3	78.4	66.0
Radio	16.7	18.2	1.4	5.2
School Authorities	33.4	18.2	0	6.2
USAID	0	9.1	5.4	5.2
Other	24.9	27.2	7.0	11.2

Table XXXII: Evolution of Source of Training Information



advocates, entrepreneurs and rural dwellers). This new profile for the Mission has coincided with the phasing out of a number of prominent contractors (e.g., University of Florida, Development Assistance Corporation, University of Maryland Eastern Shore) as bilateral projects have been completed or curtailed under the aid suspension to Cameroon.

The revitalization of the Mission training office is timely in that an active USAID role in recruitment and selection is an important factor in achieving high impact training. Only when recruitment and selection are broad-based, fair (and perceived as such) and responsive to identified individual and institutional needs, can Missions boost the impact of their training dollars.

C. Implementation: in-country and third-country training

The bulk of training covered by this report, and funded by USAID/Cameroon has been U.S. participant training. Although the numbers of Cameroonians trained in-country since 1961 would undoubtedly be large (the data cannot be reconstructed), the funds expended on participant training – and the impact realized – are larger. Upgrading the knowledge and skill base of 544 Cameroonian professionals through degree programs and 619 employees in short-term courses, of which 80 percent were trained in the United States, produces an impact far greater and deeper over the long term than in-country training. Nonetheless, in-country training is an essential ingredient to a Mission's comprehensive training strategy and is today more feasible to implement because there exists in Cameroon a growing number of competent, private training providers.

> *One's view becomes rather narrow if one remains in Africa, due to the lack of access to information, new ideas and exposure to the world. Training helps break this cycle.* (MS, Computer Science)

The Mission is linking in-country training to institution-building as a way to introduce larger audiences to some of the benefits which accrue to participants who travel outside Cameroon. By creating new mechanisms to strengthen private training institutions locally, the HRDA Project has given USAID/Cameroon and the training office new responsibilities and possibilities to increase impact. But participant training remains central to "high-impact training," as one participant remarked (see box). There is no substitute to "recharging the batteries" through professional study opportunities in the U.S. or third countries.

Only twenty percent of the 1,163 Cameroonians trained in short- and long-term programs were trained in third countries. The propensity of Mission training offices to send participants to third countries is related to the ease with which programs can be implemented. It is no secret that it is less complex – and occasionally less costly – to send participants to the United States than to other African or Asian countries for short-term training. Although long-term training in African countries is almost always less expensive, especially when there is no need for language training, it can be an administrative nightmare. Even with the full support of a sister USAID Mission, which cannot always be assured, obtaining admission into degree programs with proper approvals from the "receiving country" can be challenging.

The bulk of third-country training has been short-term. Nearly 160 (26%) of the returned participants from short-term training programs since 1961 (according to PTMS data) travelled to third countries, whereas only 78 (14%) of the long-term participants attended universities outside the United States. Furthermore, of these 78 degree students, 63 (80%) were sponsored in Phase I, between 1961 and 1973! Only four Cameroonians have been funded by USAID for long-term, third-country training since 1982.

Degree training in third-countries is a limited option for Cameroonians today, despite its effectiveness in the 1960s. At that time, Fourah Bay College in Sierra Leone, one of Africa's

oldest institutions of higher learning, was widely regarded, as were the University of Ghana at Legon and Amadu Bello University in Nigeria. These were the principal receiving institutions for Cameroonians under INTERAF. The urgency to send anglophone Cameroonians to these institutions declined after 1970 as Cameroonian university capacity expanded and a national educational policy emerged with respect to language of instruction. At the same time, African universities became less receptive to non-nationals, with some exceptions, while formerly respected campuses (such as those at Fourah Bay, Njala and Makerere) fell prey to domestic politics, incessant academic disruptions and budget crises.

The HRDA Project promotes the use of third-country training, especially for francophone participants, by organizing thematic conferences and targeted management and computer courses in convenient locations in Africa (Abidjan, Lome, and Dakar). In the past, Cameroon has been an infrequent collaborator in these activities, as was noted in the HRDA Mid-term Evaluation and the CTS. With increased funding of HRDA and heightened interest from within the Mission to the impact potential of short-term, third-country training, the training office has significantly increased its third-country training capacity and knowledge. This development is fortuitous in that the evaluation team found that well-designed, third-country training for the right candidates can have a high impact on development and institutional strengthening.

D. Data collection and tracking impact

Unreliable data poorly organized impedes the work of an evaluation team and compromises its findings and recommendations. The opportunity to collect and update participant data is one of the principal benefits of sponsoring a major evaluation of a Mission's participant training activities. In preparation for the USAID/Cameroon Impact Evaluation, the Mission organized its records, undertook a mass mailing campaign to reach many "lost" returned participants, and upgraded staff training to be able to provide the evaluators with information they required.

In order to establish a strong foundation of data collection for future tracking of impact, the Mission should supplement its PTMS records with *participant baseline data records*. A new set of data would be collected by the Training Office on all future participant trainees from all projects. Unlike PTMS data, which focus on the particularities of the *training* rather than the characteristics of the *trainee*, the baseline records would hold information about participants against which impact could be measured after the completion of training. For example, the following participant information could be analyzed by future evaluators looking at training impact:

- date of birth, city of birth, city of residence,
- employment status: years at present employer, job level, previous employers, years and types of promotion, etc.

- income levels: trainee's current salary, previous salary history, spouse/family income, income trend;

- family status: married/single, number of children, own/rent house, automobiles owned, etc.

- education and skill base (in addition to PTMS data collected). participants' official language; skills acquired in addition to those indicated by diploma (i.e., computer, typing, accounting, handicrafts, etc.);

This supplementary body of information is of the type needed against which to make comparisons after training. The data is not difficult to collect through a well-crafted questionnaire. Answers can be entered into a user-friendly data-base software program, such as "Epi Info" used in the Cameroon Impact Evaluation.

With this type of data available, the Mission could obtain profiles on a regular basis of the participants it is funding for all training. The PTMS system is not conceived at present to either collect participant baseline data or sketch pictures of participant profiles. USAID/-Cameroon is in an excellent position to be in the forefront of tracking impact in this way, borrowing on well-worn baseline data collection methods used in agricultural, health and small-business projects.

V. PRINCIPAL FINDINGS AND RECOMMENDATIONS

Drawing from the analysis in Chapters III and IV, the evaluation team distilled the principal conclusions concerning the impact of training on development in Cameroon since 1961. These findings are grouped below by level in the development hierarchy. Recommendations follow for USAID/Cameroon to consider in order to achieve high impact training in the future and have the capacity to track its impact.

Individual Level

- **Work performance improved by participants.** One hundred percent of respondents to the survey indicated specific improvements as a *direct* result of the training received. Supporting this self-assessment were many examples cited in answers to open-ended questions of areas of improved job effectiveness.

- **A large majority of participants introduced changes as a direct result of the training received.** Over 81 percent of the survey respondents said they introduced changes and cited many examples in the survey and in interviews. Among the changes most often cited were improved training and teaching skills and better research.

- **Participants interviewed who were trained in the U.S. were not more likely to introduce changes than those trained in third countries.** Eighty percent of the U.S.-trained participants compared to 90.9 percent of the third-country-trained participants said they introduced changes. No variation was found between short- and long-term trainees.

- **Although promotions were received by returned participants, the team could not confirm that training was a principal cause for career advancement.** Of the 51 trainees interviewed on long-term programs, 60.7 percent of men and 50 percent of women received promotions within three years after returning. Thirty-five long-term trainees (57.4%) in the survey stated that they were involved in the design of their training.

- **Management changes dominate the type of changes introduced by returned participants.**

- **Most participants surveyed maintained contact with professional colleagues,** with long-term and more recent trainees at a higher rate than others.

- **Among the participants interviewed, men were more likely than women to receive promotions related to training.** Most of cross-tabulations of data disaggregated by gender show that men received promotions at 10 percentage points higher than women.

- **Most participants interviewed maintain contact with professional colleagues met during training.** Of the 84 respondents to the question, 66 (78.6%) maintain contact, with

the majority (63.7%) selecting "occasional" in describing the frequency of contact from among "rare, occasional or frequent."

- **English-language fluency was acquired by over half of participants, according to the best estimates available.** Three data sources – the survey sampling, USAID's end-of-training questionnaire and PTMS – suggest the percentage indicated. Although English-language fluency was not correlated with any impact indicators *per se*, the evaluation team concluded independently that facility in English in Cameroon, with its bi-lingual language policy, would likely result in impact resulting from training.

- **The lack of opportunities for additional short-term and degree training, and poor access to information, are the most frustrating aspects in the professional lives of the participants interviewed.** Participants repeatedly expressed concerns that they were isolated from the latest advances in their fields or ignorant of new techniques and instruments.

Institutional Level

- **Significant and consistent USAID investment since 1980 in improved agricultural research has resulted in the filling of many key posts at Cameroonian institutions by U.S. trained experts.**

- **The transfer and application of the skills and knowledge to the institutions targeted for USAID assistance is incomplete** due to the lack of resources to support research and field work and further staff training.

- **Institutional constraints were cited by all participants interviewed who did not introduce changes resulting from training.** The most frequently-cited obstacle to the transfer of skills and knowledge was the lack of necessary resources.

- **Mismanagement of qualified human resources is a persistent impediment to the utilization of skills acquired through training.** Participants interviewed consistently complained of job assignments unrelated to employee qualifications, professional jealousies, and disinterest in improving work performance.

- **Non-participants – principally colleagues and family members – benefitted from skills acquired by the participant.** Ninety-five percent of interviewees said that others benefitted, principally through writing, teaching or training. Many also mentioned that the multiplier effect of their training occurred through improved teamwork, collaboration with colleagues and better internal office communications.

- **Participants returned to institutions which were prepared for their return at a higher rate than to those which had "forgotten" them.**

- **A large number of academic participants interviewed were not involved in designing their programs.** Only thirty-five (57.4%) of the long-term participants were involved in planning their program. Weak institutional involvement in employee training programs has been linked to reduced impact by the trainee on the institution when re-integrated after training. Of the long-term participants NOT involved in their training design, 13 (52.0%) stated that the impact of their training would have been greater had they been involved.

- **Employers were involved in selection for a higher percentage of participants who returned to the same employer than for those who did not return. Also, employers have been involved in the selection of trainees at a much higher rate since 1980 than before.**

- **A larger percentage of recent returned participants maintained contact with their employers during training.**

- **A large percentage of participants interviewed returned to the employer they had at the time training began.**

- **Job mobility was not a significant factor in reducing impact.** Cameroonians remained with their employers for an average of approximately 12 years.

National and Regional Level

- **Early programs which trained large numbers of Cameroonians at the undergraduate level in basic sciences and engineering succeeded** in replacing expatriates with skilled nationals.

- **Many USAID-trained participants are introducing changes at key national institutions in ways which are difficult to quantify and correlate directly with the training received.**

Special Mission Targets: Women and the Private Sector

- **Sixteen percent of all Cameroonians who completed training since 1961 are women.** No significant improvement has occurred in increasing the number of *long-term degree* training opportunities for women.

- **Access to short-term training has improved for women, especially since the HRDA Project has begun.**

- **Far more women surveyed reported that their training resulted in changes with respect to the role of women in Cameroon.** Seventy-two percent of men answered negatively to the same question.

- **Women reported increases in self-confidence and enhanced professional standing as a result of training.**

- **A negligible percentage of the total number of returned participants were from the private sector**, and most of those have completed training recently under HRDA.

USAID Management of Training

- **HRD took an increasingly important role as a viable, Mission-managed instrument** through which project objectives could be attained. Training became a major focus of key bilateral projects obligated after 1980.

- **In contrast to the early degree training programs, USAID has had to confront new issues in implementing its training program effectively**, such as the employment prospects of returned participants and local institutional capacity to absorb highly-trained cadres.

- **Few participants have been funded for long-term third-country training** and of those who were, 80 percent received their degrees in Phase I.

- **Well-designed, short-term training in third countries can have a high impact on the individual and employers**.

- **USAID was rarely contacted directly by potential candidates for information about training opportunities.** Employers have become since 1980 the principal direct source of training information.

RECOMMENDATIONS FOR ACHIEVING HIGH-IMPACT TRAINING

Recommendations follow for USAID/Cameroon to consider in order to achieve high impact training in the future and have the capacity to track its impact.

- **"Re-invest" in returned participants**: design short-term "retraining" programs to update the knowledge base on selected Cameroonians in positions of potential impact at institutions involved in USAID's priority sectors. Training would be linked to the acquisition of specific skills in the participant's professional field and/or management. Training programs and participants would be selected competitively based on the quality and potential impact supplementary training proposed.

- **Target key institutions for additional training**: select several institutions which fulfill new criteria for limited training support. Some of these institutions are evaluated in the ILO compendium on Cameroonian institutions cited in the CTS. USAID is building up its knowledge base of other small, often private local institutions with credible track records, especially in training and services. Programs might be for a few long-term degree programs,

such as for graduate work in Natural Resources Management, or short-term training opportunities which reflect the institution's stated human resources development or training plan. Some of the criteria to apply in selecting institutions to target, in order to ensure "high-impact training" are listed below. Any institution receiving training must...

- have a recent, written and researched HRD or training plan in force;
- have transparent selection procedures for matching institutional training need to the employee proposed;
- have developed job descriptions for the positions for which training is being sought;
- have an institutionalized job performance appraisal system.

These criteria should increasingly become USAID's "conditions to receive training support" for both public-sector institutions and private companies.

- **Arrange for focussed management training for cadres at selected priority institutions.** In light of the lack of minimal institutional support (at Dschang, IRA, etc.) which has brought into question continued USAID financing of long-term training, USAID should help strengthen management capacity at institutions in order to leverage its significant investment in human resources and physical plant. Training could be aimed at both returned degree participants and mid-level administrators. Training could be primarily in-country, with selected third-country training offered at agricultural institutions which are managing scarce resources successfully, such as those in Morocco and Tunisia or the current USAID project at ISRA in Senegal.

- **Create a vibrant network among returned participants:** support the development of an alumni association to serve as a mechanism through which USAID can realize some of its strategic objectives and improve the management of training. Specifically, the Mission should hire a local consultant for 5 to 6 months to help get the association off the ground. Without short-term help, this task generally remains low-priority next to the pressing daily requirements of managing both in-country and participant training. The specific tasks for this short-term contract are listed under "Management Recommendations" below. The formation of the Alumni Association responds to the overwhelmingly positive responses from the roughly 350 participants answering USAID's letter setting the stage for the Impact Evaluation. In addition to the justifications for supporting the first alumni association of all Cameroonians trained out-of-country since 1961 contained in Handbook 10 and promulgated regularly by the Office of International Training, a Cameroonian version of an alumni group would:

- help USAID spread democracy and governance notions among well-placed Cameroonians pre-disposed, from their exposure in the United States, to understand the importance and dynamic of D/G;

- assist the Mission in generating new and pertinent training ideas in its priority sectors;

- further the Mission's excellent, recent initiatives to track the impact of its investments in HRD;

- capitalize on the common approaches to problem-solving, research and teaching among anglophone and francophone Cameroonians gained during their exposure to American education and work.

PRIVATE SECTOR

- **Aim training to address specific sector needs:** based on in-house analysis supplemented by short-term technical assistance, update and fine-tune the needs assessments in selected priority sub-sectors, such as food processing or non-traditional export production; through PIO/Ts with carefully stated Scopes of Work, access U.S.-based consultants through the HRDA core contract, or the Private Sector IQC or PEDS II, to conduct short, targeted needs assessments in collaboration with Cameroonian consultant firms specializing in business studies (e.g. Agro-PME).

- **Support the expansion and development of NGOs:** use the mechanisms available under HRDA and several regional projects to assess the institutional training needs of key NGOs working in USAID priority sectors and implement both in-country and short-term U.S. and third-country training addressing the needs identified in diagnostic studies. Arrange TOTs for NGOs on fund-raising, financial planning, and management.

- **Upgrade the quality of training offered by local providers:** arrange for TOTs for groups of consulting firms and other private training institutions to modernize training methodology. Local training capacity is considerable, but recent Mission experience underscores the need for better training quality. Strengthening the private training network would increase the Mission's capacity to achieve its strategic objectives, especially in Natural Resources and Health.

- **Create informal Private-Sector Coordinating Groups in several regions:** expand the candidate pool for Entrepreneurs International and ensure the input of Cameroonians knowledgeable about the private sector by collaborating with working groups established informally in major cities selected according to USAID's development priorities.

- **Propose focussed, business-oriented, short-term courses to Cameroonians in the private sector:** marketing, sales, customer relations and hands-on management courses in French and English, in the U.S. or third-countries, should be selected for senior managers or owners of firms operating in USAID priority sectors.

WOMEN IN DEVELOPMENT

- **Increase opportunities for women in all USAID training activities:** establish targets and/or quotas for training slots for women to cover existing and new project training components.

- **Include women on advisory committees formed to guide private-sector training.**

- **To increase the number of women participants, make exceptions on a case-by-case basis to USAID regulations requiring co-financing of training** (such as, participant purchase of airline tickets) or fluency in English for specialized U.S. internships.

MANAGEMENT RECOMMENDATIONS

- **Initiate a comprehensive, baseline data collection system** by installing a new, user-friendly software program designed to cross-tabulate information about future participants to use in measuring impact in the future.

- **Devote resources to organize and marshall the returned participant network.** Consider hiring a Cameroonian consultant to work in the training office for several months to get the alumni association underway.

- **Integrate targeted needs assessments into recruitment and selection of private-sector candidates for training.**

APPENDICES

APPENDIX I

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STATEMENT OF WORK

IMPACT EVALUATION OF USAID/CAMEROON'S TRAINING PROGRAM

The Contractor will perform an assessment of the impact on Cameroon's development of the participant training program which has been in effect since 1961. The Contractor will begin this assessment no later than June 1, 1993.

C.1. Background

USAID has been active in Cameroon since 1961 and has been training Cameroonians since that time. More than 1,500 Cameroonians have been trained in the U.S. and in other countries using USAID funds. Although individual projects are regularly evaluated, USAID/Cameroon has not yet done an evaluation of the impact that over thirty years of A.I.D. training has had on Cameroonian development.

USAID assesses data on all of its known former participants on its Participant Training Management System (PTMS) data base system. The PTMS will provide information for any samples needed, as well as all data breakdowns that are required.

USAID/Cameroon will:

- attempt to contact all returnees for whom we have addresses to solicit information to enable us to update their PTMS files, including current employment information. This will include informing them about the upcoming evaluation;

- as available, compile basic information and documentation about the projects under which Cameroonians have been trained;

- synthesize data on numbers of people trained, with a breakdown by gender, type of training (i.e. long-term, short-term), place of training (i.e., US, third country), and by field of study;

- supply information from the questionnaires normally distributed to participant returnees. (There are two questionnaires, 5-7 pages each, which the Mission distributes to returnees, depending on whether they received degree training or technical training. They seek a variety of information about the returned participant, his/her training and current activities.

C.2. Objectives

1) to determine the effectiveness and impact of the long and short term training done by USAID/Cameroon over the last thirty years.

2) to determine the impact of these training programs on human resources development in Cameroon;

3) to propose how USAID/Cameroon might proceed in developing future training programs.

C.3. Detailed Statement of Work

The Contractor is responsible for the conduct of the evaluation. The contractor will conduct a one day Team Planning Meeting (TPM) in Yaounde immediately upon the arrival of the expatriate team in Yaounde. The team will be based in Yaounde, and undertake selected site visits in the country.

As directed by USAID, the Contractor will provide up to three weeks' travel to other sites in Cameroon. USAID will provide in-country transportation as required; any such travel will be performed in consultation with USAID.

Under the supervision of the Team Leader, the evaluation team will provide USAID with a set of findings giving specific recommendations concerning the types of training used, impact of this training and where training priorities should be over the next five years for a more focussed USAID program. USAID's draft Concept Paper for FY 1993-1996, will be considered in preparing these recommendations.

Specific points which the evaluation team must address in the final report include:

a) A description of how the training needs, defined in project papers, sector analyses, training needs assessments, etc., have been met.

b) Analysis of the various approaches to training (in-country vs. U.S. vs. third country; long term vs. short term; contract managed vs. directly managed; project-bound training vs. general training programs, etc.) which have been used to date. Which ones have been most effective, and why?

c) Whether or not the U.S.-based short and medium-term development management courses have helped to improve Cameroon's management of the development process. The team shall present a set of recommendations for the future vis-a-vis such courses.

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d) An analysis of the impact of USAID-funded training on the private sector, and on private sector development. Recommendations on whether the Mission should continue to make private sector training an important part of its training activities. Should it be increased or decreased? The Contractor shall provide specific recommendations about the kinds of private sector training that the Mission should be funding (e.g., EI, IESC, MBAs or other long term training, training for small and medium-sized enterprises or training for larger firms, etc.).

e) An analysis of the impact of training on women. The team shall make recommendations which will increase the training of women and improve the impact of training on women working in development.

f) A description of how the training has evolved. Are there, or have there been, different "trends" or emphases in training Cameroonians? If so, what kinds and in which direction? Have they been beneficial? Have they made an impact on development?

g) An analysis which describes whether or not the impact of training can be determined by individual projects, or whether it is more useful to look at the level of the individual trained to seek out impact and effectiveness.

h) Determine if the training process has been adequate to help meet the training needs defined. "Process", means recruitment, selection, preparation, the training management function, as well as the processes used by training providers, such as field trips, classroom lectures, experiential training, etc.). What changes, if any, can be proposed?

i) A prioritization of the training which USAID should be conducting under a reduced program portfolio, closely tied to three (3) Strategic Objectives and one Target of opportunity.

j) Considering the rapidly-changing economic and social conditions in Cameroon, make recommendations of the best training needs and options, especially for the short-to-medium term?

k) Make a series of recommendations describing the most effective ways to ensure maximum development impact from such training?

These points will be expanded and further refined when the evaluation team arrives in Cameroon by the Contractor in consultation with USAID. Using its prior experience, the Contractor is expected to provide additional insights which will enhance the study's results of this evaluation.

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The methods to be used for the evaluation include interviews with key persons in USAID, the Government of Cameroon and the private sector, (including project personnel); review of documents, possibly questionnaire administration to returned participants, and in-depth interviews with some former participants. The team may prefer to use focus groups discussions or other methods to gain a more thorough understanding of the impact that USAID-funded training has had on development as they complete this evaluation.

C.4. Required Reports

The Contractor shall provide the following reports in English to USAID/Cameroon:

- Three copies of a workplan and schedule detailing planned activities, including site visits, will be provided to USAID/Cameroon within five (5) days of the Team Leader's arrival in Cameroon.

- Five copies of the draft outline of the final report will be provided to USAID/Cameroon within ten (10) working after the Team Leader's arrival in Cameroon;

- Fifteen copies of a draft report will be provided to USAID/Cameroon no less than seven (7) days prior to the team's departure from Cameroon;

- One oral presentation in English for USAID/Cameroon covering major findings, conclusions and recommendations of the evaluation will be conducted during the last week of the evaluation;

- Fifteen (15) copies of the final report will be provided to USAID/Cameroon within three weeks after the departure of the Team Leader from Cameroon. The report will respond to the evaluation's objectives (See Section 2, above), and to the evaluation questions presented in Section 3, as these may be modified by the team and by USAID/Cameroon. The fund report will include an Executive Summary, and a body of the report, which will address the questions above. At a minimum, the annexes of the report will include the scope of work, a list of persons interviewed, evaluation questionnaire (s), a list of former participants interviewed and reference documents.

C.5. Personnel Requirements

The Contractor shall provide a team of three persons to complete the work under this contract: two expatriate team members and one Cameroonian team member.

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The evaluation team will consist of:

1) an Evaluation Specialist, who will also be the Team Leader, to be provided by the contractor;

2) a Human Resources Development Specialist, with experience in AID training programs, to be provided by the contractor;

3) a Cameroonian Human Resources Development Specialist or trainer, to be provided by the contractor.

The team will be joined by one EHRD staff member.

Desired qualifications for each of the team members to be provided by the Contractor follow. All team members must be physically fit and able to undertake work outside of Yaounde, (which implies long road trips in modest accommodations with no air conditioning).

1) **Evaluation Specialist and Team Leader**

Responsibilities:

a. Prepare the design and data collection methodologies for the evaluation;

b. Prepare a schedule for the duration of the evaluation for each team member;

c. Make specific work assignments to individual team members, and be responsible for their addressing these issues, in accordance with the Scope of Work;

d. Coordinate the team's work for timely completion of the evaluation;

e. Ensure that the objectives of the evaluation are all adequately addressed in the evaluation.

f. Provide oral presentation of findings and recommendations to USAID/Cameroon.

g. Draft, edit and present final report to USAID/Cameroon.

h. The Team Leader shall be authorized to represent the Contractor in all matters pertaining to the execution of the Scope of Work in this contract.

Qualifications:

The Team Leader must:

a. have at least a Master's degree in education, public administration and/or one of the social sciences;

b. have demonstrated writing and organizational skills;

c. process at least ten years' professional experience in development, at least five of which are in the design and evaluation of AID projects and programs;

d. have French speaking and comprehension equivalent to at least an FSI S3/R3 rating;

e. possess experience as a team leader for other consultancies, or have had previous relevant supervisory experience;

2) **Human Resource Development Specialist**

Responsibilities:

a. Determine whether the USAID/Cameroon training programs were designed to meet Cameroon's training needs;

b. Analyze the extent to which training completed has been applied by the host government and/or the private sector in response to be critical need for skilled manpower in Cameroon's development;

c. Analyze the process of training used by USAID/Cameroon for its strengths and weaknesses;

d. Ensure that key issues relating to participation of women and Cameroonian training institutions are addressed by the evaluation;

e. Analyze the different types of training used by the Mission to determine which is (are) the most effective;

f. Analyze the extent to which training impact can be shown;

g. Provide major input into conclusions and recommendations regarding the future course of USAID/Cameroon's training activities;

Qualifications:

a. Must have at least a Master's degree in education, organizational or human resources development;

b. Must have at least seven years' professional experience in human resources development preferably in planning, designing and implementing training activities;

c. Must have demonstrated writing and self-organizing skills;

d. Must have French speaking and comprehension capability equivalent to at least an FSI S3/R3;

e. Must have prior experience evaluating USAID training programs;

3) Social Scientist (Cameroonian)

Responsibilities:

a. Focus on appropriate programs funded under USAID/Cameroon's different projects;

b. Determine effectiveness of training implemented through different projects;

c. Determine which kinds of training in agriculture and rural development have been most effective and why;

d. Assess the number and effectiveness of women trained in rural development projects and programs funded by USAID/Cameroon;

e. Analyze the impact of such training over the last thirty years on Cameroonian development. Provide analysis for trends in training of women in development, training for the private sector and training in rural development

Qualifications:

a. Must have at least a Master's degree in agricultural or rural development--preferably in extension or in human resources development with an emphasis on rural and community development;

b. Must have at least ten years in rural development in francophone Africa, preferably in Cameroon;

c. Must have demonstrated analytical writing and organizational skills;

d. This person should have associable field experience in training and/or education;

e. Must have a French and English FSI equivalent of S3/R3.

C.6 Roles and Relationships

The Contractor is responsible for the conduct and production of the impact study The Team Leader shall be authorized to represent the Contractor in all matters pertaining to the execution of the Scope of Work, and shall be responsible for all team members' timely completion of required inputs into the evaluation. The Team Leader shall report to the USAID/Cameroon EHRD Officer.

The Cameroonian team member will be recruited and paid by the Contractor and will be responsible to and under the supervision of the Team Leader for the duration of the Contract. The Team Leader will be responsible for a detailed workplan for the Cameroonian team member within five (5) workdays of arrival in Cameroon. With the exception of salaries and per diem, and except as otherwise stated, the Contractor shall be responsible for all support costs of the Cameroonian team member.

USAID/Cameroon will arrange initial introductory meetings with key personnel in appropriate ministries and in USAID and the private sector. Thereafter, the team will be responsible for arranging its own meetings, assuring adequate consultation with these entities and contacting and arranging for participants to be interviewed.

APPENDIX III

WORK PLAN/INTERVIEW SCHEDULE

AMEX WORKPLAN: CAMEROON TRAINING IMPACT EVALUATION
JUNE 25, 1993

WEEK	ACTIVITIES
Week 1 June 14-19	Collect and review documents Meet with AID/W Travel to Cameroon: 6/18 Interview/choose Cameroonian Soc Scientist Team Member
Week 2 June 21-26	Brief Singer/GTE: 6/21 Meet with GTE staff: 6/22 Team Planning Meeting: 6/22-23 Review Project documents Review data collection software: PTMS, EPI Info Adapt questionnaire, develop draft, test, finalize Submit work plan: 6/25
Week 3 June 28-July 3	Brief Singer/GTE: 6/28 Translate questionnaire into French Complete document review Establish interview list and sites to visit Conduct focus group #1: Pittsburgh/Fr dev training: 6/29 Develop and submit report outline: 6/30 Travel/interviews: Douala area: 6/30-7/7
Week 4 July 5-10	Travel/interviews: Bamenda-Dschang area: 6/30-7/7 Interviews Yaounde Data analysis Begin drafting report Brief Singer/GTE
Week 5 July 12-17	Oral presentation of principal findings: 7/12 Present 1st draft of report: COB 7/13 USAID/Cameroon reviews report, returns 1st draft: COB 7/14 Present 2nd draft of report: COB 7/16 Final USAID debriefing, if necessary: 7/16 AMEX team departs: 7/16 evening
Weeks 6-7 July 19-Aug 2	USAID/Cameroon submits comments on 2nd draft: within 10 days Annexes completed Final report completed: 10 days after USAID Cameroon comments Fifteen copies of final report sent to USAID/Cameroon

INTERVIEW/SITE VISIT SCHEDULE
USAID/CAMEROON
TRAINING IMPACT EVALUATION

ACTIVITY	GROUP	DATE/TIME
YAOUNDE APPTS-FOCUS GROUP	ALL	TUES 6/29 PM
YAOUNDE APPTS	ALL	WED 6/30 AMPM
DEPART FOR DOUALA	ALL	TH 7/1 AM
MAKE APPOINTMENTS IN DOUALA TRAVEL TO LIMBE	GROUP 1 GROUP 2	TH 7/1 PM
DOUALA APPOINTMENTS LIMBE/BUEA/EKONA: APPTS-FOCUS GROUPS	GROUP 1 GROUP 2	FRI 7/2 AM-PM
DOUALA FOCUS GROUP RETURN TO DOUALA	GROUP 1 GROUP 2	SAT 7/3 AM
DRIVE TO BAMENDA	ALL	SUN 7/4
BAMENDA APPTS DRIVE TO DSCHANG	ALL ALL	MON 7/5 AM-PM MON 7/5 PM
DSCHANG APPTS-FOCUS GROUP	ALL	TUES 7/6
DRIVE TO BAFOUSSAM BAFOUSSAM APPTS DRIVE TO YAOUNDE	ALL	WED 7/7 AM WED 7/7 PM WED 7/7 PM
YAOUNDE APPTS	ALL	TH 7/8 AM-PM

APPENDIX IV
Profiles of the Team

EVALUATION SPECIALIST AND TEAM LEADER: FELIPE TEJEDA

Mr. Tejeda is Vice President at AMEX International, and has worked in development assistance for over 25 years for USAID, the U.S. Peace Corps, the World Bank, and African Governments. His experience includes evaluation of projects and programs, and the design and implementation of human resource development programs. He has been Team Leader for USAID evaluations, and has managed training programs and developed multi-year training plans and budgets. As a Corporate Officer, Mr. Tejeda has coordinated the provision of financial and human resources to support USAID projects in A.I.D. Washington, Africa, and the Mid-East. Mr. Tejeda holds an M.S. in Business Computer Applications and an M.A. in African Studies/Linguistics. He is a skilled user of the major computer software packages. He is fluent in French, Spanish and Wolof and has lived and worked throughout Francophone Africa, including Cameroon.

HUMAN RESOURCE DEVELOPMENT SPECIALIST: ANDREW GILBOY

Mr. Gilboy is a human resource development specialist, with twenty years of experience in the planning, coordination and evaluation of development assistance projects in training and human resource development, institutional development and private-sector activities. Since early 1990, Mr. Gilboy has concentrated his short-term consultancies on assessing the training needs of private firms and on human resource development project design and evaluation for USAID missions, including designing and conducting comprehensive business surveys in Morocco and Zimbabwe. He has also analyzed the impact of human resource development initiatives on employment and private-sector growth. As Human Resources Development and Private Sector Officer for USAID in Mauritania for 3½ years, he directed a $14 million portfolio of education, research, training and business promotion activities. For three years he headed a project based in Washington, D.C. to provide advanced training of black South Africans at American universities. Mr. Gilboy is in French and Wolof and has worked and travelled throughout Africa and the Middle East.

SOCIAL SCIENTIST: FLAVIEN TIOKOU NDONKO

Dr. Ndonko completed his PhD from the University of Hamburg (Germany) in medical anthropology. His doctoral research, an unusual and original analysis - based on extensive village-based field surveys - of hygiene and sanitation strategies of traditional societies, was published in 1992 in French, *Représentations Culturelles des Excréments: Etude comparative des déchets du corps chez les populations de la savane et de la côte du Cameroun*. Dr. Ndonko has in-depth experience developing accurate, culturally-sensitive survey instruments and administering them in the field under challenging circumstances. Prior to his assignment on the Cameroon Impact Evaluation, Dr. Ndonko collaborated with U.S.-based experts on a variety of USAID-funded studies in Cameroon.

USAID TRAINING SPECIALIST

Mr. Nzalli has worked on USAID training projects for over 15 years. His extensive knowledge about all aspects of USAID-sponsored training in Cameroon was key to the team's ability to conduct 100 interviews spread over several regions. Mr. Nzalli has now left USAID/Cameroon to work in human resources development as a private consultant.

SURVEY INSTRUMENTS

IMPACT EVALUATION OF USAID/CAMEROON TRAINING

Individual Questionnaire

(All information will be held strictly confidential)

Date of Interview _____ **Name of Interviewer** _____

Personal information

Name _____ (1)

Sex M_____ F _____ (2)
Age _____ (3)

Employment Information

Name of current employer:_____ (4)

Type of organization:

[ ] Public - educational (5)
[ ] Public - government (6)
[ ] Private - for-profit (7)
[ ] Private - not-for-profit (8)
[ ] parastatal (9)
[ ] self-employed (10)
[ ] international donor (11)
[ ] other_____ (12)

Sector of activity:

[ ] Agriculture (13)
[ ] Construction (14)
[ ] Environment (15)
[ ] Communications (16)
[ ] Health (17)
[ ] Education(18)
[ ] Services (19)
[ ] Transport(20)
[ ] Other (25) _____(26)
[ ] Financial Services (21)
[ ] Manufacturing (22)
[ ] Retailing (23)
[ ] Insurance (24)

Current Position: _____ (27)

How many years have you been with this organization? _____ _(28)

Were you employed at this organization when you went for USAID-funded training? (29)

[ ]Yes [ ]No

Within 3 years after returning from training, did you receive a promotion?

[ ]Yes [ ]NO (30)

Training information

How long was your USAID-funded training program:

9 Months or More? [ ] (31)
Less than 9 months? [ ] (32)

Did your training take place in the United States?

[ ]Yes [ ]No (33)

If not, please indicate the name of the country where you were trained: (34)

_____

Indicate the institutions where you were trained? (35)

_____

_____

Did you obtain a Degree? [ ]Yes [ ]No (36)

If yes, please indicate which ones: (37)

_____

_____

In which field did you do your training? (for example, agricultural economics, public health, business management, etc.) (38)

_____

_____

Indicate the year you returned from training ? _____ (39)

How long did your USAID-funded training last?_____ (40)

What is the name of the project which financed your trainng?

_____ (41)

Did you have to take intensive English courses as a condition for your training?

[ ]Yes [ ]No (42)

How did you hear about your training opportunity? (43)

Were you involved in the design of your training program?

[ ]Yes [ ]No (44)

If not, do you believe that the impact of your training would have been greater had you been involved?

[ ]Yes [ ]No (45)

Did you introduce any changes as a direct result of the training you received?

[ ]Yes [ ]No (46)

If yes, briefly describe the changes:

If no, why not? Indicate the reasons:

Did your colleagues at work, or anyone else, benefit from your training ?

[ ]Yes [ ]No (47)

If yes, please indicate how?

Did your training improve your work performance?

[ ]Yes [ ]No (48)

If yes, briefly describe how?

If no, why not? Indicate the reasons:

Did your training result in any changes with respect to the role of women in Cameroon?

[ ]Yes [ ]No (49)

If yes, briefly describe how:

(Thank you very much for your help)

QUESTIONS AND NOTES FOR INTERVIEWS

Date of Interview _____ Name of Interviewer _____

Name of Person being Interviewed _____

Explanation of our Tasks

Thank you very much for agreeing to meet with us. Our interview is planned to take no more than 30 minutes of your time.

As part of its continual effort to improve development assistance to Cameroon, USAID has decided to conduct an assessment of the impact of "participant training" it has financed since 1961. There have been approximately 1,500 Cameroonians trained in the United States and third countries in both short- and long-term programs. What changes, if any, have these "returned participants" introduced to Cameroon, and what has been the impact of USAID's investment. Are there changes which could be made to increase the impact of participant training on Cameroon's development?

The team is composed of two American human resource and evaluation specialists, a Cameroonian with a PhD from Germany in the social sciences and a Cameroonian USAID employee familiar with participant training. We will be interviewing returned trainees and analyzing responses to our questions.

Give out Questionnaire

To begin, we would appreciate your completing this short questionnaire which has mostly Yes/No questions. Then we'd like to ask a few additional questions and make note of some of your comments. Please be frank - we welcome both your criticisms and suggestions.

Collect Questionnaire

We'd like to ask a few more questions about your training:

1. What in your view are the principal obstacles to transferring skills and knowledge gained through training to promote Cameroonian development?

(102) 2. Since you have returned from training, do you have time for - or are you encouraged to - increase your knowledge in (add the person's field)?

[ ] YES [ ] NO Comments:

(103) 3. Was your employer involved in selecting you for training?

[ ] YES [ ] NO Comments:

4. Did you maintain contact with your employer during training?

(104) [ ] YES [ ] NO Comments:

5. Was your employer prepared for your return?

(105) [ ] YES [ ] NO Comments:

6. Did you return to the same employer at the end of your training?

(106) [ ] YES [ ] NO Comments:

7. Measure the extent to which your job assignments have put to use the training you have received?

(107) Low - Infrequently could apply my knowledge at work
(108) Medium - occasionally applied my knowledge at work
(109) High - have always applied my knowledge at work

Comments:

Best Available Copy

8. Since your return from training, do you maintain contact with professional colleagues from your taining institution - or from the (United States/third country)?

(110) [ ] YES [ ] NO

Are these contacts ..... rare [ ] (111)
occaional [ ] (112)
frequent [ ] (113)

Comments:

9. Did you learn anything about management during your training?

(114) [ ] YES [ ] NO Comments:

10. What are the most frustrating - or challenging - aspects of your professional life <u>which could be addressed by additional training</u>? (encourage respondents NOT to talk about lack of resources or equipment - which cannot be addressed through training):

EVALUATION DE L'IMPACT DE LA FORMATION USAID AU CAMEROUN

Questionnaire individuel

(Toutes les réponses seront strictement confidentielles)

Date de l'interview_____ **Nom de l'interviewer**_____

Données sur l'enquêté

Nom _____ (1)

Sexe M_____ F_____ (2)
Age _____ (3)

Données sur l'emploi

Nom de l'actuel employeur _____ (4)

Genre d'organisation:

[ ] Public-Education (5)
[ ] Public-Gouvernement (6)
[ ] Privé à but lucratif (7)
[ ] Privé à but non lucratif(8)
[ ] Paraétatique (9)
[ ] Particulier (10)
[ ] Agence internationale (11)
[ ] Autres (12)

Secteur:

[ ] Agriculture (13)
[ ] Equipement/habitat (14)
[ ] Environnement (15)
[ ] Communication/Médias(16
[ ] Santé (17)
[ ] Education(18)
[ ] Services (19)
[ ] Transport(20)
[ ] Autres (25) _____ (26)
[ ] Finance/Banque (21)
[ ] Manufacture (22)
[ ] Commerce (23)
[ ] Assurance (24)

Poste actuel _____ (27)

Depuis combien de temps êtes-vous employé par cette organisation?

_____ (28)

Etiez-vous employé par cette même organisation au moment de votre formation financée par USAID?
[ ]Oui [ ]Non (29)

Avez-vous eu une promotion dans les 3 ans suivant votre formation?
[ ]Oui [ ]Non (30)

Données sur la formation

Combien de temps a duré le programme de formation par USAID?
9 mois et plus [ ] (31)
moins de 9 mois [ ] (32)

Votre formation a-t-il eu lieu aux Etats Unis?
[ ]Oui [ ]Non (33)

Sinon, veuillez indiquer le nom du pays où a eu lieu cette formation _____ (34)

Donner le nom des institutions où vous avez été formés sous financement USAID

_____ _____ (35)

_____ _____

Avez-vous obtenu un (ou des) diplôme(s) lors de cette formation?
[ ]Oui [ ]Non (36)

Si oui, veuillez indiquer le(s)quel(s)

_____ (37)

Dans quel(le) domaine/spécialité avez-vous fait votre formation? (ex. Agro-économie, Santé Publique, Management)

_____ (38)

_____

En quelle année êtes-vous rentré? _____ (39)

Combien de temps a duré votre formation financé par USAID?
_____ (40)

Quel est le nom du projet qui a parrainé votre formation?

_____ (41)

Avez-vous eu à prendre les cours intensifs d'anglais comme condition pour votre formation? [ ]Oui [ ]Non (42)

Comment avez-vous eu l'information sur la formation? (43)

Avez-vous été consulté pendant l'élaboration de votre programme de formation? [ ]Oui [ ]Non (44)

Si non, pensez-vous que l'impact de votre formation aurait été plus grand si vous aviez été impliqué?
[ ]Oui [ ]Non (45)

Avez-vous initier quelques changements qui soient directement liés à la formation reçue?
[ ]Oui [ ]Non (46)

Si oui, indiquez les?

Si non, quelles étaient les raisons?

Est-ce que vos collègues de service, ou quelqu'un d'autre, ont bénéficié de votre formation?
[ ]Oui [ ]Non (47)

Si oui veuillez expliquer comment?

Est-ce que votre efficacité au travail s'est améliorée comme conséquence de votre formation?
[ ]Oui [ ]Non (48)

Si oui, indiquez comment?

Si non, quelles étaient les raisons?

Votre formation a-t-elle inspiré des changements concernant le rôle de la femme au Cameroun?
[ ]Oui [ ]Non (49)

Si oui, décrivez brièvement comment?

(Merci pour votre aide)

QUESTIONS ET NOTES POUR INTERVIEWS

Date d'interview_____ Nom de l'enquêteur_____

Nom de l'enquêté_____

Explication de notre travail

Nous vous remercions d'avoir accepter de nous rencontrer. L'entretien que nous voulons réaliser avec vous ne doit pas durer plus de 30 minutes.

Faisant suite à ces efforts incessants d'améliorer son assistance pour le développement au Cameroun, l'USAID a décidé d'entreprendre une évaluation sur leurs programmes de formation sur le développement au Cameroun depuis 1961. Environs 1500 cadres camerounais ont été formés aux Etats-Unis ou à un pays-tiers dans des programmes à court ou à long terme. Ces personnes ont -elles introduit des changements quelconques au Cameroun ? Et quel a été l'impact de l'investissement fait par l'USAID? Que peut-on faire en vue d'améliorer l'impact de la formation des cadres sur le développement du Cameroun.

Notre équipe de recherche est composée de quatre personnes dont deux Américains spécialisés dans les ressources humaines et dans l'évaluation, et deux Camerounais, l'un qui est titulaire d'un Ph.D en Sciences Sociales d'Allemagne et l'autre qui s'occupe de la formation au sein de l'USAID. Nous poserons des questions notamment aux personnes ayant pris part à une formation financée par l'USAID.

Donnez le questionnaire:

Pour commencer, nous voulons vous inviter à bien vouloir remplir ce questionnaire. Pour la plupart des questions , il est prévu de répondre par oui ou par non par souci de simplification. Ensuite, nous aimerons vous poser quelques questions supplémentaires et noter vos commentaires, avec votre permission. S'il vous plaît soyez sincère - Nous apprécierons aussi bien vos critiques que vos suggestions.

Reprenez le questionnaire:

Nous voudrions vous poser un peu plus de questions sur votre formation:

1. A votre avis, quels sont les principaux obstacles au transfert des habiletés et des connaissances acquises lors de la formation en vue de promouvoir le développement du Camercun?

2. Depuis que vous êtes revenus de la formation, avez-vous eu le temps - ou êtes-vous encourager - d'améliorer vos connaissances dans le domaine de _____(ajouter la spécialité de l'enquêté)?

[ ] Oui [ ] Non Commentaires:

3. Votre employeur a-t-il été impliqué dans votre sélection pour la formation?

[ ] Oui [ ] Non Commentaires:

4. Avez-vous garder le contact avec votre employeur pendant la formation?

[ ] Oui [ ] Non Commentaires:

5. Votre employeur avait-il préparé votre réinsertion au sein du service?

[ ] Oui [ ] Non Commentaires:

6. Aez-vous été employé par la même organisation à la fin de votre formation?

[ ] Oui [ ] Non Commentaires:

7. Estimer le degré de mise en valeur de connaissances acquises lors de la formation dans vos responsabilités professionnelles:

[ ] Bas (jamais utilisé mes connaissances au travail)
[ ] Moyen (occasionnellement appliqué mes connaissances au travail)
[ ] Elevé (toujours appliqué mes connaissances au travail)

Commentaires:

8. Avez-vous gardé les contacts avec les collègues dans votre domaine ou avec ceux de l'institution ou vous avez été formé?

[ ] Oui [ ] Non

Si Oui, ces contacts sont-ils:
[ ] rares
[ ] occasionnels
[ ] fréquents

Commentaires:

9. Avez-vous appris quelque chose sur le management pendant votre formation?

[ ] Oui [ ] Non Commentaires:

10. Quels sont les difficultés ou défis dans votre vie professionnelle <u>qui peuvent être surmontés par une formation supplémentaires?</u> (encourager les participants A NE PAS parler du manque des ressources ou d'équipements - qui ne relèvent pas de la formation):

PITTSBURGH MANAGEMENT TRAINING FOCUS GROUP
Yaounde, June 29,1993

Invitees:

M. NKOLO AYISI Ernst
Mme. MBONG ETOUNDI Lucie Marie
M. TOMO NYEBE Jean
Mme. OYIE-NDZIE Harriett
Mme. NJOMOU Octavciel
M. DACLEU Joseph
M. KEMAJOU Heive
Mme. PUKA

Facilitators:

Dr. TIOKOU NDONKO Flavien
NZALLI Emile
Felipe TEJEDA
Andrew GILBOY

Nous vous remercions d'avoir accepte notre invitation, et nous vous souhaitons la bien-venue. Faisant suite à ces efforts incessants d'améliorer son assistance pour le développement au Cameroun, l'USAID a décidé d'entreprendre une évaluation sur leurs programmes de formation sur le développement au Cameroun depuis 1961. Environs 1500 cadres camerounais ont été formés aux Etats-Unis ou à un pays-tiers dans des programmes à court ou à long terme. Ces personnes ont-elles introduit des changements quelconques au Cameroun ? Et quel a été l'impact de l'investissement fait par l'USAID? Que peut-on faire en vue d'améliorer l'impact de la formation des cadres sur le développement du Cameroun.

Notre équipe de recherche est composée de quatre personnes dont deux Américains spécialisés dans les ressources humaines et dans l'évaluation, Mssrs. FELIPE TEJEDA et ANDREW GILBOY, et deux Camerounais, l'un qui est titulaire d'un Ph.D en Sciences Sociales d'Allemagne, DR. TIOUKOU NDONKO FLAVIEN, et l'autre qui s'occupe de la formation au sein de l'USAID, EMILE NZALLI. Nous poserons des questions notamment aux personnes ayant pris part à une formation financée par l'USAID.

QUESTIONS:

1. Qu'est-ce qui vous a le plus impressione ou amuse pendant votre sejour aux Etats-Unis?

2. En quoi consistait votre formation a Pittsburg?

Course content: Management of human resources and personnel, finance, SME/entrepreunerial development, projects, computers, negotiation and consultation skills, English. Work in groups, open collaborative environment, each member had to prepare and defend a theme, case studies for each individual from his/her country of origin.

Other activities: social visits, formal visits (town mayors), Churches, contacts with families.

3. Trouvez-vous interessante cette experience de Pittsburg?

Definitely! Intense rhythm, full participation, convivial group spirit, David Gould's special touch.

4. Pouvez-vous nous dire sur quel plan la formation recue dans cette universite vous est utile dans votre travail? Avez-vous reellement la possibilite de mettre en pratique les connaissances acquises? Estimez-vous que le programme de management que vous avez suivi soit adapte aux besoins du Cameroon?

It depends on level of individual in the hierarchy: the higher up you are, the more you can practice what you learned. If you're lower down, it's difficult to apply principles on the job. One needs to come back to the same job to try out the principles learned.

For some the training was highly relevant, and once back they were able to apply principles. The principles of and differences between macro and micro environment were very useful. Negotiation skills were very relevant and useful.

Kemajou: introduced computers into his training program, used principles of adult learning (individual learning style) to tailor-make courses. Has used negotiation skills effectively on the job and is regularly asked to negotiate conflicts

Pouka: working with a women's NGO and helping them develop projects.

Ayissi: consultation skills helped ease him into a private consulting role after losing his government job.

Relevant skills acquired: Self-confidence, ability to appreciate the contribution of each member of a group, the principles of synergy in human group interaction, skills in objective employee and self-evalution, better manager of people and resources

5. Y'a-t-il obstacles a l'application des connaissances acquises lors de votre formation en vue de promouvoir le développement du Cameroun?

6. En tant que Camerounais, avez-vous des suggestions quant a l'amelioration du programme de formation?

WID module needs to be further developed. There should be yearly meetings here in Cameroon, or regionally, of alumni to review/exchange experiences

7. Votre formation a-t-elle inspiré des changements concernant le rôle de la femme au Cameroun? Si oui, décrivez brièvement comment?

7. Votre formation a-t-elle inspiré des changements concernant le rôle de la femme au Cameroun? Si oui, décrivez brièvement comment?

Experience aux USA, seeing women in all kinds of jobs, made some participants think of why this couldn't happen in Cameroon. Group discussed role of women in Cameroon, legal, social, personal aspects.

APPENDIX VI
Selected Data

The following section contains some of the tables generated by the EP-Info data-based program which the team used to tabulate responses to survey instruments.

Table 1: Summary of Data on Questionnaires Administered to USAID/Cameroon Returnees

This summary sheet tallies the responses collected since 1985 from participants completing the form entitled "Questionnaire for Cameroonians Who Have Completed USAID Participant Training Programs." A completed questionnaire is included for reference.

Table 2: Summary of Responses to Open-Ended Questions

This summarizes the respondent comments to non-quantitative questions asked during interviews. The team grouped responses under categories wherever possible. The questions are repeated on the summary sheet.

Table 3: Sectors Represented and Positions Held by Interviewers

Table 4: Illustrative Tables for Further Reference

These are printouts of tables generated by EPInfo. The question numbers on the tables are keyed to the numbers in parenthesis next to each question on the questionnaire, found in Annex V. Questions 1 through 49 were answered in writing by each interviewee; questions in the second section of the questionnaire (after the introductory paragraph) were completed by a team member following verbal responses from interviewees. The numbers for these questions were keyed into the computer 101 to 114, as shown on the questionnaire. The last question (No. 10) was not keyed in since it did not generate a quantitative response.

TABLE 1

SUMMARY OF DATA ON QUESTIONNAIRES ADMINISTERED TO USAID/CAMEROON RETURNEES

Background:

Our Participant Training Management System (PTMS) database shows ..... Cameroonians trained by USAID/Cameroon since the existence of this agency in 1961. We started administering questionnaires to returnees only around 1985 (there is no record of such questionnaires having been used earlier). To date, it is estimated that 97% of USAID trainees have returned to Cameroon. Since 1985 we instituted the completion of questionnaire by returnees and systematically requested that they contact us upon return from training to that effect. Since then, about % have completed the questionnaires and submitted them to us. We now count 280 of these based upon which the below findings have evolved.

I Type of training:
- Long term training: 110
- Short term training: 170

II. Gender Distribution:
- long term training:
  - 9 females
  - 101 males

III. Short term training:
  - 66 females
  - 104 males

Comments:

For long term training, males greatly outnumber females.
For long term training, females represent % of trainees.
The total ratio of trainees is % females, and % males. This is over the 35% of women target, as mandated by the AID current policy toward increasing the number of women trained.

IV. Age Grouping for all Trainees:

A. Long term training:
  76 are between 21 and 35
  32 are between 36 and 50
  1 above 50

B. Short term training:
  67 are between 21 and 35
  91 are between 36 and 50
  8 above 50

V. Post-training assignment:

A. Long term training:

53 returned to former positions

28 returned to higher positions

B. Short term training:

129 returned to former positions

5 returned to higher positions

VI. Training Location:

A. U.S.: 209 training programs (105 technical, 104 academic)

B. 3rd country: 32 (30 technical, 2 academic)

VII. Program Objectives:

A. Bachelor's degree: 7

B. Master's degree: 84

C. Ph.D.: 13

D. Combined degrees: 7

VIII. Pre-Departure Orientation:

201 found pre-departure orientation adequate

39 found it inadequate, or they did not receive any

IX. Financial Arrangements:

196 found this item adequate

79 found it inadequate

X. Housing Arrangements

216 found this item adequate

56 found it inadequate

XI. Meals arrangements

198 found this item adequate

59 found it inadequate

XII. Medical care

135 found this item adequate

33 found it inadequate

XIII. Training Quality:

Good: 234

Poor: 1

Average: 45

XIV. Training Objectives Met?

Yes: 191

Average: 76, with very few No

XV. English Language course Taken Prior to Training?

Yes: 66, all academic trainees

XVI. Was the course well organized?
Yes: 137
No: 3
Average: 14

XVII. Were you satisfied with training?
Yes: 182
No: 2
Average: 40

XVIII. Professional Objectives Met?
Yes: 208
No: 8
Somehow: 54

XIX. Are you using your new skills?
Yes: 21
No: 3

The low level of Yes may be justified by the fact that most trainees are civil servants. It is extremely difficult for trainees supervisors to accept new work habits. Consequently, the impact of training is hard to come, if at all. This is contrary to private sector trainees who are much more motivated and who use their skills even while still at the training location.

XX. Are you interested in an alumni association?
Yes: 203
No: 4
Neutral: 44

XXI. Are you willing to accept an interview?
Yes: 247
No: 10

Most of the no options were expressed by civil servant who, I believe, felt that they should not release information to a foreign organization either because of discretion required of them or because they could not be authorized by their supervisors to have an interview with USAID.

XXII. Are interested in a professional society?
Yes:
No.

XXIII. Degree Objectives, Long Term Training only:
7 B.S.
84 M.S.
13 Ph.D.
5 other
7 Combined degrees

1 JN

Technical Training

Questionnaire for Cameroonians Who Have Completed USAID Participant Training Programs

Purpose: The purpose of this questionnaire is to improve AID-sponsored training activities. No training course is perfect; each can be improved in some way. Because you have taken part in one these AID participant training programs, your experience is valuable to us and your ideas and opinions will help us to design future training activities that will be more useful to other Cameroonians.

Directions: In Some of the following questions, you can indicate your response by checking or circling the answer of your choice. In others, we ask for longer, written responses of a few words or sentences. Please take the time to consider every question carefully and fully. We shall treat your responses confidentially; no one will be quoted. We very much appreciate your cooperation.

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1. Family Name: MAIMUNA First Name: ABEBA Other Names: _____

2. Sex: _____ Male ✓ Female Age: 19

3. Present address (for receiving letters): P.O. BOX 3 - JAKERE, UPPER-DZEKA - NSO. N.W.P.

4. Married? ✓ Yes _____ No How many children? 1 (one)

5. Present job (give title and employer): Milk Quality Assistant; TADU DAIRY CO-OPERATIVE SOCIETY; (T.D.C.S.)

6. Dates when you took part in the AID-sponsored training: From 09-14-92 (Mo./Day/Yr.) to 10-02-92 (Mo./Day/Yr.)

7. Where did the training take place? (name of institution, city and state or country): LAND O' LAKES INC. MINNEAPOLIS - MN. U.S.A.

8. What was the course about? (give its title and/or subject matter): PROPER MILK COLLECTION AND STORAGE TECHNIQUES.

9. How were you selected to participate in the program? Through a Competitive Examination.

10. Before you left for the training program, did you receive an orientation: that is, information about the geography and customs of the United States (or other country of training), the course you were going to attend, the training institution, the methods of training, procedures for travel, payment of training fees and allowances, and so forth? ✓ Yes ____ No

11. If your answer to the proceding question was Yes, do you feel that the orientation was adequate? ✓ Yes ____ No. If not, please explain how it might have been improved. ____

12. In what language was your course given? English / Fulani

13. SUPPORT ARRANGEMENTS

Were the following personal support factors satisfactory at the training site?

a. Financial arrangements	✓ Yes	____ No
b. Housing	✓ Yes	____ No
c. Meals	✓ Yes	____ No
d. Acceptance by American students and colleagues	✓ Yes	____ No
f. Acceptance by community where you resided	✓ Yes	____ No

Please provide any comments you have on support arrangements:

____

14. Please answer the following:

	Poor				Excellent	
a. How would you rate the quality of your short course training? (circle the number that represents your approximate place on the scale)	1	2	3	4	5	(6)

	Not at all Appropriate				Very Appropriate	
b. How appropriate was the short course training for meeting your objectives? (circle one number)	1	2	(3)	4	5	6

Was the level of presentation: _____ Too Simple ____ About Right ____ Too Complex?

Comments: _____

_____

15. IF ENGLISH LANGUAGE TRAINING was a part of your program, please answer the following:

Did your training in the English language adequately prepare you to:

a. Read materials? ✓ Yes _____ No

b. Understand lectures? ✓ Yes _____ No

c. Participant in discussions? ✓ Yes _____ No

Comments: _____

_____

16. SATISFACTION WITH YOUR PROGRAM

	Not at all Satisfied				Very Satisfied	
a. How satisfied were you with the training program as a whole?	1	2	3	4	5	(6)

b. What factors contributed to the success of your training program?

Willingness of training staff to spend adequate (enough) time on the various topics.

c. What factors lessened the success of your training program?

The weather and the food.

d. In what specific ways could your program have been improved?

Longer durahon for the Program so that each topic is properly adressed.

	Not Applicable					Highly Applicable
e. How applicable is your training to your responsibilities in Cameroon?	1	2	3	4	5	(6)

f. Please comment on your plans to use your training:

I shall use it mainly to train other members of the T.D.C.S.

. We should like to find out if Cameroonians who have participated in U.S.-sponsored training would be interested in forming an organization which could meet from time to time to consider matters of mutual interest, perhaps to issue a newsletter, and to undertake other activities as a way to maintain contacts with other Cameroonians who have taken part in American training programs and in general to foster improved Cameroonian-American relations.

Please indicate how you feel about this idea. On a scale of six, ranging from "not interested at all," to "enthusiastically support," where would you place yourself? (Circle the number that registers your approximate place on the scale.)

Not interested at all					Enthusiastically Support
1	2	3	4	5	(6)

18. As a person who has participated in training abroad, and as a professional employed in an important post in Cameroon, you are in an especially good position to comment on the following questions:

a. What kinds of training (either short-term non-degree training or long-term academic courses) do you feel would be beneficial for individuals in your own organization?

Your opinion: Short-term Hands-on type non-degree Training.

b. Considering Cameroon's overall needs for trained people, in what fields of study or disciplines can American universities or other training institutions be of most help?

Your opinion:

(1) AGRICULTURE.

(2) AGRICULTURAL ECONOMICS.

19. Would you be willing to give an interview to a member of the USAID/Cameroon staff, in which we could take more time to get your opinions about your training program and other training activities USAID might undertake in the future in order to support Cameroon's development?

✓ Yes ____ No

We appreciate very much your effort and time completing this questionnaire. Please write here any other comments concerning the subject of American training for Cameroonians:

CAMEROON TRAINING IMPACT EVALUATION QUESTIONNAIRE

RESPONSES TO OPEN-ENDED QUESTIONS

Examples and detailed responses provided by respondents are grouped into categories below according to frequency. Multiple answers were possible for all questions.

Changes introduced resulting from training

Question 46: "Did you introduce any changes as a direct result of the training you received?"

♦ Improved training and teaching skills	19
♦ Better academic and market research	14
♦ Improved existing or created a new course or department	14
♦ New statistical/data collection or processing systems/practices	12
♦ New management techniques/work organization	12
♦ Improved information sharing/communication skills	9
♦ Improved analytical skills	7
♦ Improved decision-making	5
♦ Changed attitudes of others	5
♦ New human resources training or evaluation plans	5
♦ Computerized management tasks	5
♦ New marketing or manufacturing process	4
♦ New policies at institutional level	4
♦ Better negotiation practices	1

Reasons cited why no changes were introduced

♦ I do not occupy a position where changes can be implemented	5
♦ Supervisors lack confidence or are not receptive to new ideas	3
♦ The opportunity never presented itself	3
♦ The Civil Service/institution is too inflexible	3

Multiplier effects of training

Question 47: "Did your colleagues at work, or anyone else, benefit from your training? If yes, please indicate how?"

♦ By publishing, teaching or training others (on-the-job, in courses)	50
♦ Through improved teamwork, collaboration and regular internal office communication	28
♦ By informal sharing of information with colleagues	27
♦ By creating opportunities for others to learn (trainings, visits, research supervision)	8
♦ Through increased teaching and use of computers	7

Examples of Improved Work Performance

Question 48: "Did your training improve your work performance? If yes, briefly describe how?"

♦ Better research and analysis skills, able to find solutions to solving problems	36
♦ Acquired new skills that are being applied (computerizing operations, research, teaching)	35
♦ Efficiency on the job	24
♦ Better management of my time and work demands	14
♦ Improved interaction with 'clients' (students, farmers, women)	9
♦ Better use/management of human resources	8
♦ Improved course content	6
♦ Increased confidence in myself	5
♦ Better writing skills	5
♦ Improved teamwork, collaboration and or the general work climate	4
♦ Respect for deadlines, work hours	3
♦ More committed to my job - more interested	3
♦ Leadership skills increased	3
♦ More tolerant of other opinions	2
♦ Improved conflict resolution skills	2
♦ Vision of organization's mission enhanced	2

Changes with respect to the role of women

Question 49: "Did you training result in any changes with respect to the role of women in Cameroon? If yes, briefly describe how?"

♦ More active in promoting women's development	17
♦ Acceptance of women as professionally equal	12
♦ Learned new ways to analyze problems facing women	10
♦ Acceptance of women in supervisory positions	5
♦ More self-confidence with new skills/experience	3
♦ Affected policy changes	3
♦ Personal relatiionship with wife/daughter effected	3

Principal obstacles to transfer of skills

Question 101: "What in your view are the principal obstacles to transferring skills and knowledge gained through training to promote Cameroonian development?"

♦ Lack of necessary resources (opportunitites, tools, computers, facilities)	32
♦ Misuse/mismanagement of human resources (wrong job assignments, few incentives for good work)	30
♦ Hierarchy/bureaucracy (intransigence, disinterest, conservatism, ignorance, jealousy, feeling threatened by competence)	29
♦ Level of technology in US inappropriate to Cameroon	9
♦ Lack of participation and transparency in information sharing and decision-making	7
♦ Lack of local and regional collaboration and information sharing among professionals	7
♦ Political influence, nepotisml, favoritism, ethnic politics at the workplace	4
♦ Lack of confidence among Cameroonians of their own competence	4
♦ Other areas:	
time constraints	2
resistance to change	4
political and economis crisis	3
French vs. American educational approaches	4

Self-assessed training needs of respondents

Question 110: "What are the most frustrating - or challenging - aspects of your professional life which could be addressed by additional training?"

• Lack of specialized additional training, more advanced degree, or information in my field or a related area	41
• Lack of training and curriculum design skills	27
• Need to develop or update computer skills	21
• Poor management and planning skills	12
• Inability to continue formal education to Ph.D. level	9
• Insufficient skills at assessing management/training needs	7
• Lack of communication with other African institutions, companies and individuals	6
• Poor public relations and communications capacity	3
• Lack of informatiion and skills on moving to private sector	3
• Lack of appropriate marketing skills	2
• Lack of professional level English or French	2

SECTORS REPRESENTED AND POSITIONS HELD BY INTERVIEWERS

TYPE OF ORGANIZATION	Number
Public Education	29
Public - Government	42
Private for Profit	10
Private Non-Profit	4
Parastatal	12
Self-Employed	2
International Donors	1
Total:	100

SECTOR	
Agriculture	53
Construction	2
Environment	2
Communications	1
Health	13
Education	4
Service	4
Transportation	1
Finance	10
Manufacture	3
Retailing	2
Others	6
Total	101

CURRENT POSITION (N27)	NUMBER	PERCENT
Administrative	1	1%
Assistant Professor	1	1%
Assistant Manager	3	3%
Banker	1	1%
Cadre	16	16%
Chef	11	11%
Computer System Officer	1	1%
Consultant	1	1%
Controleur d'Etat	1	1%
Deputy Director	2	2%
Deputy Division Chief	3	3%
Director	8	8%
Economist	1	1%
Engineer	1	1%
Lecturer	16	16%
Manager	7	7%
Nurse	1	1%
Physician	4	4%
Professor	5	5%
Provincial Delegate	3	3%
Provincial Inspector	1	1%
Researcher	6	6%
Retired	2	2%
Teacher	4	4%

REC	N1NAME	N391NDICAT	N411SNAME1
1	NKOLO AYISSI ERNEST	1987	NORTH CAMSEED MULTIPLICATION
2	DACLEU ANATOLE	1989	HRDA
3	POUKA MARIE LOUISE	1987	HRDA
4	MBONG-ETOUDI LUCIE	1989	HRDA
5	KEMAJOU HERVE	1990	HRDA
6	TOMO NYEBE JEAN	1990	HRDA
7	FOSI MBANTENKHU MARY	1987	HRDA
8	BEFIDI ROSE	1990	HEALTH CONSTRAINTS TO RURAL PRO
9	YUNKAP KWANKAM S.	1970	ASPAU
10	MINKANDI FAM CHARLES	1991	HRDA
11	OYIE NDZIE NEE NTSAMA MARIE TH	1987	USAID
12	WETE PAULINE	1986	AFGRAD
13	POUANSI PAUL-PIERRE	1983	AGRIC MANAGEMENT & PLANNING
14	TAKOU PIERRE	1988	AGRIC MANAGEMENT & PLANNING
15	LEKEAKA ANTHONY	1992	CAPP
16	TCHOMTE VINCENT	1986	AGRIC MANAGEMENT & PLANNING
17	AYISSI TIMOTHEE	1988	AMDP
18	TABOUE NEE MAGNO LYSETTE	1989	CAPP
19	MANGOUMOU ANTOINE	1988	AMDP
20	ZONKENG GUEPI CELICARD	1991	NCRE
21	ZANGUE-CHEUKA JEAN BOSCO	1987	NCRE
22	MUNSHIKPU ADOLPHE VERNET	1989	AMDP
23	MBOLO NGONO GABRIEL	1992	CAPP
24	ZEKENG PAULINE	1992	AFGRAD/NCRE
25	NJOYIM SAMUEL	1992	HRDA
26	EUGENE BAYIHA	1981	AMDP
27	MACKONGO NEE NGO MANGUELE SUZA	1979	AFGRAD
28	TCHUISSE MATHIAS	1977	ASPAU
29	FOTSO SERAPHIN	1982	AFGRAD
30	TASHA LAWRENCE L.	1977	ASPAU
31	MVONDO - NDOH BERNADIN	1975	ASPAU
32	DINKA LUCY NKOYO	1986	JHPIEGO
33	GWET - BELL ERNESTINE	1987	JHPIEGO
34	NGAMENI KAMGA BERNARD	1983	AFGRAD
35	NDENECHO HUMPHREY A.	1971	AFGRAD
36	CHE WILLIAM JORFRED	1971	INTERAF
37	ARREY CATHERINE TAKOR	1988	JHPIEGO
38	EWANG BEBE MARY ENGOME	1989	JHPIEGO
39	MUFFUH BERNARD VEKENI	1967	ASPAU
40	ESSOKA NDOME ELSIE	1982	PRACTICAL TRNG IN HEALTH EDUC
41	CHE NGUM BERNADETTE	1973	INTERAF
42	YEMBE MIMBA HENRY	1971	ASPAU
43	SENDZE NYUYKI FRANCIS	1971	INTERAF
44	FOKUMLAH ADOLF BENGHA	1973	AFGRAD
45	ZOK SIMON	1991	ROTREP
46	SAMA ANNE E	1993	ROTREP
47	POUBOM NGUNDAM CHRISTINE FRI	1984	NCRE
48	MONJOWA LIFAKA EMILIA	1988	ROTREP
49	KULU NDIVE JAMES	1989	ROTREP
50	TEKUM VINCENT	1992	HRDA
51	NGWA FONCHIN JONATHAN	1992	CREDIT UNION DEVELOPEMNT PROJEC
52	TIENTCHOU JONAS	1992	CREDIT UNION DEVELOPMENT PROJEC
53	NFORBIN LAWRENCE NEBA	1992	CREDIT UNION DEVELOPMENT PROJEC
54	LIKOKO NJIE JOSEPH	1991	CREDIT UNION DEVELOPMENT PROJEC
55	GHOGOMU NONGHO AMIDA	1986	REPRODUCTIVE HEALTH
56	OBED NANA	1983	REPRODUCTIVE HEALTH
57	FRU MARTHA	1987	JHPIEGO
58	ANE FREDA NYOH	1971	ASPAU

REC	N1NAME	N39INDICAT	N41ISNAME1
59	FINIHKIY NEE FONLON EMERENTIA	1988	JHPIEGO
60	MBAKWA GODFRED	1970	ASPAU
61	MUNANG JAMES TINSU-WATTS	1989	HRDA
62	TCHOUPOPNOU EMMANUEL	1989	AMDP
63	GAMINJE EMMANUEL NGALA	1969	ASPAU
64	MOLONGO JOSEPH	1969	ASPAU
65	AWA MULU TANYI ELIAS	1970	ASPAU
66	BERINYUY JOSEPH EDWIN	1988	AEP
67	OMOKO MICHEL	1989	AEP
68	DONDJANG JEAN-PAUL	1987	AEP
69	KAMGA ANDRE	1987	AEP
70	POUOKAM JOSEPH	1990	AEP
71	TCHOUAMO ISAAC ROGER	1987	AEP
72	THEODORE MAYAKA	1988	AEP
73	IROUME ROGER NOEL	1987	AEP
74	BIKOMO MBONOMO RENE	1988	AEP
75	FONTEH FLORENCE AWYANGWE	1990	AEP
76	MATHIAS FRU FONTEH	1990	AEP
77	FOKO EMMANUEL	1989	AEP
78	DOMINIC A. FONTEM	1986	AEP
79	ALEXIS TEGUIA	1987	AEP
80	TANKOU CHRISTOPHER MUBETENEH	1990	AEP
81	NGUY NEE NTAMAG FRANCOISE CAR.	1987	AEP
82	FIDELE TETIO-KAGHO	1987	AEP
83	ASSOUMOU EBO ETIENNE	1990	AEP
84	GHOGOME TAMOUH RICHARD	1990	AEP
85	DJOUKANG JOSEPH	1986	AEP
86	KAMAJOU FRANCOIS	1978	ASPAU
87	EBONGUE LOUIS	1991	AEP
88	NDJOMO	1991	HRDA
89	TAMWO GERMAINE	1990	HRDA
90	FOFFOU ALBERT	1990	HRDA
91	MEFINJA FOKA FRANCOIS	1989	HRDA
92	NJI VERA A	1988	JHPIEGO
93	KONGYUF NDZEGHA	1976	ASPAU
94	FONSI EUGENE	1986	SUPPORT TO PRIMARY EDUC
95	TOZE EMMANUEL	1988	AMP
96	NGUE BISSA THOMAS	1990	CAPP
97	KALOJOB MABOUJ VICTOR MARIE	1979	AFGRAD
98	TINDJOU NANTCHOUANG ROBERT B.	1992	CAPP
99	NGWESSITCHEU VICTOR	1987	AMDP
100	NTANGSI JOSEPH V.	1979	ASPAU

REC	N4NAMECURR	N37PLEASE1	N38INWHICI
1	SELF-EMPLOYED	.	Mgt
2	MINFONPU	.	Mgt
3	PRESIDENCE	.	Mgt
4	MINASCOF	.	Mgt
5	MINFI	.	Mgt
6	MINFONPU	.	Mgt
7	MINEF	.	Mgt
8	MOPH/UNIVERSITY	MA	Health
9	UNIVERSITY OF YAOUNDE I	BS	Engin
10	PRESIDENCE	.	Mgt
11	MINASCOF	.	Mgt
12	MINEDUC	MA	Education
13	MINAGRI	MA	Statistics
14	MINAGRI	BA	Computer science
15	MINAGRI	MS	Agric
16	MINAGRI	MA	Statistics
17	MINAGRI	MA	Statistics
18	MINAGRI	.	Mgt
19	MINAGRI	MA	Agric
20	IRA	MS	Agric
21	IRA	MS	Agric
22	MINEPIA	MS	Agric
23	MINEPIA	MS	Agric
24	IRA	MS	Agric
25	SOCATRAFNA	.	Agric
26	INT'L FINANCE CORP	MBA	Mgt
27	REGIFERCAM	MS	Computer science
28	SELF-EMPLOYED	BA	Science
29	SCDM	MBA	Mgt
30	AMITY BANK CAMEROON	BA	Science
31	ONPC	BS	Engin
32	MOPH	.	Health
33	SELF-EMPLOYED	.	Health
34	CHAMBER OF COMMERCE	MS	Agric
35	CDC	MS	Engin
36	CDC	BS	Agric
37	MOPH	.	Health
38	MOPH	.	Health
39	RETIRED	MS	Engin
40	MOPH	.	Health
41	MINEDUC	BS	Home Economics
42	CDC	BS	Agric
43	CDC	BS	BUS. ADM
44	CDC	MS	Engin
45	IRA	.	Agric
46	IRA	MS	Agric
47	IRA	BS	Agric
48	IRA	.	Mgt
49	IRA	.	Agric
50	GROWTH PRODUCTS ENT.	.	Agric
51	CAMCCUL	.	Mgt
52	CAMCCUL	.	Mgt
53	CAMCCUL	.	Mgt
54	CAMCCUL	.	Computer science
55	MOPH	.	Health
56	MOPH	.	Health
57	RETIRED	.	Health
58	MOPH	BS	Health

REC	N4NAMECURR	N37PLEASE1	N38INWHICI
59	MOPH	.	Health
60	MINAGRI	BS	Agric
61	MIDENO	.	Agric
62	MINEPIA	MS	Agric
63	MINMEN	BS	Science
64	MINAT	BA	Political Science
65	MINAGRI	BS	Agric
66	UNIV OF DSCHANG	Ph.D	Agric
67	UNIV OF DSCHANG	Ph.D	Agric
68	UNIV OF DSCHANG	MS	NRM
69	UNIV OF DSCHANG	MS	Agric
70	UNIV OF DSCHANG	MS	Education
71	UNIV OF DSCHANG	Ph.D	Agric
72	UNIV OF DSCHANG	MS	Statistics
73	UNIV OF DSCHANG	MS	Agric
74	UNIV OF DSCHANG	MS	Agric
75	UNIV OF DSCHANG	MS	Agric
76	UNIV OF DSCHANG	Ph.D	Agric
77	UNIV OF DSCHANG	MBA	Mgt
78	UNIV OF DSCHANG	MS	Agric
79	UNIV OF DSCHANG	MS	Agric
80	UNIV OF DSCHANG	MS	Agric
81	UNIV OF DSCHANG	MS	Agric
82	UNIV OF DSCHANG	Ph.D	Agric
83	UNIV OF DSCHANG	MS	Agric
84	UNIV OF DSCHANG	.	Education
85	UNIV OF DSCHANG	.	Agric
86	UNIV OF DSCHANG	MS	Agric
87	UNIV OF DSCHANG	MA	Education
88	UCCAO	.	Mgt
89	UCCAO	.	Mgt
90	UCCAO	.	Computer science
91	UCCAO	.	Computer science
92	MOPH	.	Health
93	SNEC	BS	Engin
94	MINEDUC	.	Education
95	MINAGRI	.	Agric
96	MINAGRI	.	Agric
97	SNI	MBA	BUS. ADM
98	MINPAT	MS	Agric
99	MINAGRI	.	Mgt
100	WORLD BANK	Ph.D	Economics

Current selection: N106YOURET = "N"

REC	N106YOURET	N29WEREYOU	N39IND1CAT	N41ISNAME1
9	N	N	1970	ASPAU
23	N	N	1992	CAPP
26	N	N	1981	AMDP
27	N	N	1979	AFGRAD
30	N	N	1977	ASPAU
41	N	N	1973	ASPAU/INTERAF
42	N	N	1971	ASPAU
43	N	Y	1971	ASPAU/INTERAF
44	N	N	1973	AFGRAD
58	N	N	1971	ASPAU
64	N	N	1969	ASPAU
86	N	N	1978	ASPAU
100	N	N	1979	ASPAU

Current selection: (N31LT = "Y") AND (N33YOURTRA = "Y")

N35INDICA1	Freq	Percent	Cum.
Brandeis University	1	1.8%	1.8%
CORNELL UNIVERSITY	1	1.8%	3.5%
Case Inst.of Technology, OH	1	1.8%	5.3%
Claremont Graduate School	1	1.8%	7.0%
Colorado State University	2	3.5%	10.5%
Columbia University - NY	1	1.8%	12.3%
G.Washington University (ISPC)	1	1.8%	14.0%
Kansas State University	1	1.8%	15.8%
Louisiana State University	1	1.8%	17.5%
Macalester College - St.Paul	1	1.8%	19.3%
Michigan State University	2	3.5%	22.8%
Morehead State University	1	1.8%	24.6%
Multomah College (Ptl., OR)	1	1.8%	26.3%
New Mexico State University	2	3.5%	29.8%
New York University	1	1.8%	31.6%
North Carolina State Univ	1	1.8%	33.3%
North Dakota State University	1	1.8%	35.1%
Ohio State University	1	1.8%	36.8%
Oklahoma State University	1	1.8%	38.6%
Oregon State University	3	5.3%	43.9%
Rensellear Polytechnic Institu	1	1.8%	45.6%
Southern Illinois University	1	1.8%	47.4%
State University New York	1	1.8%	49.1%
Texas A & M University	1	1.8%	50.9%
Tulane University	1	1.8%	52.6%
UNVERSITY OF ILLINOIS	1	1.8%	54.4%
Univ of Arizona	1	1.8%	56.1%
University of California	1	1.8%	57.9%
University of Colorado	1	1.8%	59.6%
University of Connecticut	1	1.8%	61.4%
University of Florida	12	21.1%	82.5%
University of Hawai	1	1.8%	84.2%
University of Missouri	2	3.5%	87.7%
University of Oregon	1	1.8%	89.5%
University of Wisconsin	3	5.3%	94.7%
Utah State University	1	1.8%	96.5%
Washington University	1	1.8%	98.2%
Western Illinois Univ	1	1.8%	100.0%
Total	57	100.0%	

Current selection: (N31LT = "Y") AND (N33YOURTRA = "Y")

N35INDICA2	Freq	Percent	Cum.
Colorado State University	1	11.1%	11.1%
Cornell University	1	11.1%	22.2%
M.I.T.	1	11.1%	33.3%
Memphsis State University	1	11.1%	44.4%
Michigan State University	3	33.3%	77.8%
University of Hawai	1	11.1%	88.9%
University of Nebraska	1	11.1%	100.0%

Total	9	100.0%

Current selection: (N33YOURTRA = "N") AND (N31LT = "Y")

N35INDICA1	Freq	Percent	Cum.
Ahmadou Bello University	1	25.0%	25.0%
Njala University College	1	25.0%	50.0%
University of Nigeria, Nsukka	1	25.0%	75.0%
University of Sierra Leone	1	25.0%	100.0%
Total	4	100.0%	

N41ISNAME1	Freq	Percent
AEP	21	21.0%
AFGRAD	7	7.0%
AFGRAD/NCRE	1	1.0%
AGRIC MANAGEMENT & PLANNING	3	3.0%
AMDP	6	6.0%
AMP	1	1.0%
ASPAU	14	14.0%
CAPP	5	5.0%
CREDIT UNION DEVELOPEMNT PROJECT	1	1.0%
CREDIT UNION DEVELOPMENT PROJECT	3	3.0%
HEALTH CONSTRAINTS TO RURAL PRODUCTION	1	1.0%
HRDA	14	14.0%
INTERAF	3	3.0%
JHPIEGO	7	7.0%
NCRE	3	3.0%
NORTH CAMSEED MULTIPLICATION	1	1.0%
PRACTICAL TRNG IN HEALTH EDUC	1	1.0%
REPRODUCTIVE HEALTH	2	2.0%
ROTREP	4	4.0%
SUPPORT TO PRIMARY EDUC	1	1.0%
SAID	1	1.0%
Total	100	100.0%

N36INWHICI	Freq	Percent
Agric	39	39.0%
Business	5	5.0%
Computer science	5	5.0%
Economics	1	1.0%
Education	5	5.0%
Engin	6	6.0%
Health	12	12.0%
Home Economics	1	1.0%
Mgt	17	17.0%
NRM	1	1.0%
Political Science	1	1.0%
Science	3	3.0%
Statistics	4	4.0%
Total	100	100.0%

N38INWHIC2	Freq	Percent
Business	2	50.0%
Mgt	1	25.0%
Science	1	25.0%
Total	4	100.0%

Current selection: N31LT = "Y"

N38INWHIC1	Freq	Percent
Agric	31	50.8%
Business	5	8.2%
Computer science	2	3.3%
Economics	1	1.6%
Education	3	4.9%
Engin	6	9.8%
Health	2	3.3%
Home Economics	1	1.6%
Mgt	1	1.6%
NRM	1	1.6%
Political Science	1	1.6%
Science	3	4.9%
Statistics	4	6.6%
Total	61	100.0%

Current selection: N31LT = "Y"

N38INWHIC2	Freq	Percent
Business	1	50.0%
Science	1	50.0%
Total	2	100.0%

Current selection: N32ST = "Y"

N38INWHIC1	Freq	Percent
Agric	8	20.5%
Computer science	3	7.7%
Education	2	5.1%
Health	10	25.6%
Mgt	16	41.0%
Total	39	100.0%

Current selection: N32ST = "Y"

N38INWHIC2	Freq	Percent
Business	1	50.0%
Mgt	1	50.0%
Total	2	100.0%