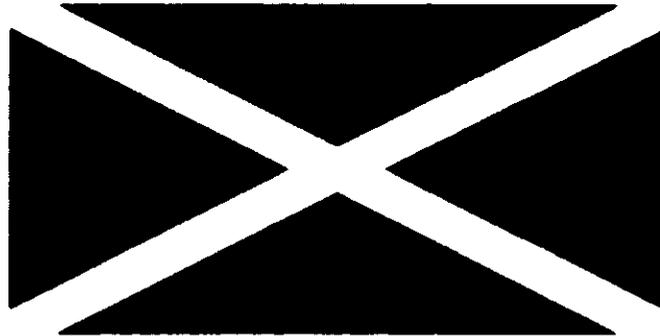


JAMAICA GTD TRAINING PROJECT

SEPTEMBER 14, 1998 – NOVEMBER 14, 2000



FINAL REPORT

SUBMITTED TO:



THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
KINGSTON, JAMAICA

BY:

DEVELOPMENT ASSOCIATES, INC.
ARLINGTON, VIRGINIA

CONTRACT # FAO-1-00-96-00021-00 TASK ORDER # 808

Preface

On September 14, 1998, Development Associates was awarded a contract by USAID/Jamaica to provide administrative support services for its participant training program in the United States. The training services included, identifying sources of training in the U.S. and third countries appropriate to participants' needs, orienting and placing participants, providing support services like Health and Accident Insurance, the payment of subsistence allowances, maintaining the participant information database, and reporting to the Internal Revenue Service as necessary. The training services under the GTD task order responded to the re-structured, results-oriented training needs identified under each Strategic Objective.

The original term of the contact between USAID and Development Associates began on September 14, 1998, with an estimated completion date of September 14, 2000. The actual completion date of the contract was extended to November 14, 2000 at no additional cost to the government. In the course of the 14 months of the contract, a total of 44 participants received training.

This report begins with an overview of the GTD project and GTD/Jamaica. It then describes project administration, program highlights, financial management and finally a section on lessons learned, with an emphasis on best practices. The appendix includes a participant chart, a comprehensive list of participant program training activities, and various graph analyses.

Jamaica GTD Training Project

Final Report

TABLE OF CONTENTS

	Page
I. Overview.....	3
<i>GTD Program History</i>	
<i>Integrated Services Approach</i>	
<i>GTD Jamaica</i>	
<i>Program Basis</i>	
II. Project Administration.....	8
<i>Financial Management</i>	
<i>Project Periods</i>	
III. Program Highlights	10
IV. Lessons Learned.....	13
<i>Best Practices</i>	
V. Annexes:	
<i>Appendix A - Comprehensive List of Jamaica Program Placements</i>	
<i>Appendix B - Participant List</i>	
<i>Appendix C - Suggested Follow-on Workshops</i>	
<i>Appendix D - Graph / Participant vs. Administrative Costs</i>	
<i>Appendix E - Graph / SO Costs Breakdown</i>	
<i>Appendix F - Graph / Training Breakdown by Strategic Objectives</i>	
<i>Appendix G - Graph / Strategic Breakdown by Gender</i>	

Overview

GTD Program History

The Global Training for Development (GTD) Program has brought together all the best new thinking on human capacity development program design and implementation. It represents USAID's comprehensive initiative to promote the recognition of the importance of training for U.S. development strategies. The program, initiated in 1996, endeavors to promote a holistic approach to training in all USAID Missions worldwide and, in so doing, Global Training for Development has set a precedent for future training. Development Associates is proud to have been a part of this training development process.

In 1992, surging U.S. budget deficits demanded a re-examination of the role of government in a number of sectors, including foreign aid. The new administration sought to revitalize public service through an initiative to re-engineer government. This initiative encouraged all government agencies and operational units to seriously assess, revise and fundamentally redesign, if necessary, their organizational structures and processes in order to render government service more efficient, results-oriented and responsive to its customers and constituencies.

Core Values

USAID's re-engineered operations system reflects a conscious application of the Agency's four core values:

◆ Managing for Results:

The SO team and its results packages are the dynamic management units around which USAID and partner assets are deployed in support of strategically determined results.

◆ Customer Focus:

Customer needs are accounted for fundamentally by their early involvement in developing the Strategic Objective and related results which the team aims to achieve. Authority over resources, tools, information and improved procedures reflects the commitment to empowerment, in this case, of Agency staff and partners.

◆ Teamwork:

Collaboration among teams, partners and customers reflects the two core values of customer focus and teamwork. Most important are the clear purpose and concrete, challenging objectives and results that the team is charged with achieving.

◆ Empowerment and Accountability:

Empowerment is accomplished through granting the team manager the authority to evaluate the team members in the areas of but not limited to: accomplishment of the task, effectiveness within the task, efficiency in use of resources, and teamwork. Empowerment and accountability will also be achieved by having subordinates evaluate the leadership and managerial capacity of managers.

(the above core values taken in part from "USAID's Reengineering Partnerships - Operations BAA: Achieving Results Chapter 3")

Integrated Services Approach

To assist Missions with all aspects of program planning and implementation, GTD encouraged Missions to use the integrated services approach to their many different kinds of training. This package included:

- ◆ Needs assessment;
- ◆ Training program design;
- ◆ Trainee recruitment and selection according to sponsor's criteria;
- ◆ Organization and work unit targeted for performance change;
- ◆ Training site selection for individual or clusters of trainees;
- ◆ Travel documentation and HAC enrollment;
- ◆ Pre-training orientation to establish trainees' work-related performance objectives upon return to the work-site;
- ◆ Trainee progress monitoring and re-entry to the work unit;
- ◆ Electronic documentation and cost tracking; and
- ◆ Follow-on programs for returnees and their supervisors or stakeholders.

A major GTD emphasis is on the multiplier effect and the selection of participants to act as change agents in order to promote institutional performance improvements. This reflects USAID conceptualization of the participants, their institutions and USAID working as partners in defining, then achieving widespread organizational development shift is illustrated in the following table.

**EVOLVING FROM A TRADITIONAL TO A RE-ENGINEERED
APPROACH TO DEVELOPMENT TRAINING**

From a traditional approach ⇒	To a reengineered approach
Providing training as a single, independent input	Strategically integrating training with other activities in a Results Package
Assessing training supply and demand	Analyzing skill deficits in partner institutions
Processing individuals	Collaborating with partner institutions
Upgrading skills and knowledge	Improving institutional performance
Selecting trainees based on individual merit or potential	Selecting individuals who can affect institutional performance
Outlining individual learning objectives in Training Implementing Plans	Identifying expected results and outlining plans in Stakeholder Training Agreements
Enrolling trainees in off-the-shelf courses	Designing a 'total learning experience'
Providing certificates and sponsoring alumni associations	Designing post-training support that enhances institutional performance
Assessing satisfaction levels	Measuring changes in performance

From the USAID (G/HCD/FSTA) Human Resources Development Assistance Project (HRDA) Best Practices Series Report.

GTD – Jamaica

The Global Training for Development (GTD) Jamaica contract, awarded on September 14, 1998, provided for integrated training services and technical assistance up to a maximum total delivery order amount of \$582,789. All activities were carried out through delivery orders requested by USAID. No level of effort was included in the contract.

The objective of the Jamaica GTD Project was to provide institutional support to USAID/Jamaica in the full implementation and monitoring of all phases of training in accordance with ADS Chapter 253 requirements and applicable U.S. government regulations, as well as applicable Mission policy.

Jamaica key development challenges include the need to:

- ◆ reduce widespread poverty;
- ◆ jump-start a stagnant economy;
- ◆ protect a fragile natural resource base and;
- ◆ assist "at risk" Jamaican youth.

Although Jamaica made significant strides in liberalizing its economy under its structural adjustment program, comparable benefits have not yet reached the poor. With economic growth declining, unemployment rates remain high and living conditions continue to deteriorate for far too many Jamaicans. USAID's strategy for stimulating broad-based economic development focuses on creating jobs through micro and small business development, with a special emphasis on creating opportunities for depressed inner city communities, particularly for young Jamaicans. Without a solution to the problems which put youth at risk the potential of tomorrow's workforce is compromised. To address this challenge, USAID is supporting an integrated program to improve primary-level education and to enhance the like skills of at-risk adolescents.

Jamaica's economic dependence on tourism, mining and traditional agriculture has generated widespread degradation of the country's natural resource base, threatening the very existence of these key industries. Moreover, Jamaica's population and economic activity is becoming increasingly concentrated in urban and coastal areas. This trend places natural habitats and natural resources in these areas under increasing threat from deforestation and degradation of upland watershed pollution of coastal waters and degradation of the island's coral reefs. In response to these threats, USAID efforts seek to increase the capacity of the Government of Jamaica (GOJ) and local NGOs to manage and protect Jamaica's fragile natural resource base. USAID also supports the development of a national environmental policy framework and a national system of protected areas, including the establishment of a user fee system and improved protected area management through public-private partnerships.

Program Basis

USAID/Jamaica developed a Strategic Plan which supports the Government of Jamaica's current development priorities. In support of the Strategic Plan, the Results, Review, Resource, Request R4 submission for 1999–2000 includes four mutually-reinforcing R4 Strategic Objectives (SOs) and the Caribbean Regional Program Strategic Support Objective (SSO), with intermediate results, listed below:

SO1: Increased employment in targeted micro and small businesses.

Intermediate results include:

- ◆ expanded delivery of micro business support services;
- ◆ increased sales by small businesses in targeted niches;
- ◆ improved investment climate and employment in targeted niches; and
- ◆ improved investment climate and employment in targeted urban communities.

SO2: Improved quality of key natural resources in selected areas that are both environmentally and economically significant.

Intermediate results include:

- ◆ increased adoption of environmentally sound practices;
- ◆ increased compliance with environmental regulations; and
- ◆ improved effectiveness of wastewater management.

SO3: Improved reproductive health of youth, and HIV/STD prevention services.

Intermediate results include:

- ◆ increased use of reproductive health and HIV/STD prevention services;
- ◆ improved knowledge and skills in reproduction, contraceptive and HIV/STD prevention; and
- ◆ improved national policy for reproductive health of youth.

SO4: Increased literacy and numeracy among Jamaican youth in targeted primary schools.

Intermediate results include:

- ◆ improved quality of teaching increased school attendance;
- ◆ improved school/parent/community involvement; and
- ◆ improved management of schools.

SSO: Caribbean Regional Program: Selected protocols and practices for reduced vulnerability to natural disasters and environmental degradation implemented across the region.

Intermediate results include:

- ◆ improved linkages within the Regional Framework relevant institutional capability developed; and
- ◆ financial resources allocated for implementation for Protocols and Practices.

Project Administration

Over the course of the contract, the main staff included: a Program Development Specialist, a Placement and Monitoring Specialist, a Financial Manager, and a Clerical Assistant.

A total of 44 participants were successfully placed in a variety of training programs. The training took place in over 11 different states in the U.S. in a number of different formats including professional conferences, institutional courses and observational tours.

Upon receipt of participants' dossiers from USAID/Jamaica, Development Associates immediately began a review of biographical and professional background information. Training needs were then identified and researched and appropriate training was recommended. The Arlington Project Staff was responsible for securing program slots, developing budgets, registering participants, conducting or sending orientation packets, enrolling participants in health insurance, distributing per diem, managing logistics and monitoring participants throughout the program.

Financial Management

Administrative and Participant Costs

Throughout Development Associates' partnership with USAID/Jamaica in the development and implementation of training programs, we have consistently sought to provide the highest quality training at the lowest possible cost; enabling the Mission to maximize its training resources. Under GTD, responsibility for training programming, design and implementation has been the responsibility of Development Associates staff. Administrative expenses reflect the time spent on operational tasks. Participant costs were negotiated to provide the best and most cost-effective training.

The project adhered strictly to ADS Chapter 253 regulations regarding maximum per diem allowances. However, cost savings strategies such as negotiating group rates at hotels and with training institutions for associated fees had a significant impact on the participant cost budget.

Total project cost to date were as follows:

	Budgeted	Expended	Remaining
Administrative Costs	\$168,368	\$100,640	\$67,728
Participant Costs	\$414,421	\$297,014	\$117,407
Total	\$582,789	\$397,654	\$185,135

Project Periods:

This section describes the four major training activity periods of the contract.

- ***During the five-month period from September 1, 1998 to February 28, 1999,*** Development Associates' performance focused on placement activities for four participants in a short-term training program based in the Dominican Republic, and one U.S.-based long-term participant. Tasks performed included coordination of placement efforts with Columbia University for the long-term placement, and with the training institution in the Dominican Republic for the short-term training program, arranging for participant arrival and allowance disbursements, enrollment in the Health and Accident Coverage (HAC) insurance program, and monitoring of participant progress by telephone. The distribution of this initial case load by SOs was one long-term participant under SO1 / Business, and four short-term participants under SO3 / Health.
- ***During the six-month period from March 1, 1999 – August 31, 1999,*** Development Associates kept in contact with the Mission and anticipated training requests. During the three-month period from June 1 – August 31, 1999, Development Associates focused on placement activities in the U.S. for 20 participants into a variety of short-term training programs. Tasks performed included coordination of placement efforts with universities and private training organizations, arranging for participant arrival and allowance disbursements, enrollment in the Health and Accident insurance program, and monitoring of participant progress by telephone, as well as visits with participants based in Washington, DC. The distribution of this caseload by SOs was seven participants under SO1 / Business, nine participants under SO3 / Health, and four participants under SO2 / Environment.
- ***During the ten-month period from September 1 – June 30, 2000,*** Development Associates placed nine participants in a variety of short-term US training programs. Tasks performed included researching programs, coordinating of placement efforts with universities and private training organizations, arranging logistics for participant arrival, local travel, allowance disbursements and enrollment in the HAC insurance program. Program Officers also monitored participant progress by telephone to ascertain the participant's program progress and respond to any specific requests or concerns. In addition, Development Associates acted as liaison with Mission training personnel.
- ***During the four-month period from July 1 – October 31, 2000,*** Development Associates placed four participants in a training program for Health Professionals, SO3. Tasks performed included researching the program, coordination of placement efforts with the institution, arranging logistics for participant arrival, local travel, allowance disbursements and enrollment in the HAC insurance program. The Program Officer also conducted an orientation for the participants during a monitoring trip and monitored participant progress by telephone to monitor program progress and respond to any specific requests or concerns. In addition, Development Associates acted as liaison with Mission training personnel.

Program Highlights:

Although all training programs under the Jamaica GTD were successful, the following programs exemplify training that was unique either in design or content and thus show the diversity of the specific objectives that were met.

Strategic Objective 4 / Education

Jamaica School Observational Tour, Washington, D.C. and New York City, May 2 – 21, 1999

Under the sponsorship of USAID/Jamaica, a group of four representatives from the Jamaican National Council on Education, an educational policy making board, visited Washington D.C. and New York City to gain a greater understanding of school-based management systems in U.S. public education. This was achieved through a series of meetings with key individuals and organizations involved in public school management, including site visits to school board meetings, local schools, and other relevant locales.

Objectives:

- ◆ Gain a greater understanding of public school management techniques and practice through observation and analysis of school systems in the Washington, D.C. metropolitan area and New York City public schools;
- ◆ Examine school management issues, including the structure, role and function of boards of education;
- ◆ Analyze school governance issues such as:
 - Consensus building,
 - Decision making strategies,
 - Teachers' issues and cooperation in school management
- ◆ Understand the emphasis on school/student performance as a management issue.

Strategic Objective 3 / Health

Grieving Children Workshop, The Dougy Center, Portland, OR, 7/26/99 – 7/31/99

The mission of The Dougy Center is to provide to families in Portland, Oregon, and the surrounding region loving support in a safe place where children, teens and their families who are grieving a death can share their experiences as they move through their healing process. Through their National Center for Grieving Children and Families, they provide support and training locally, nationally and internationally to individuals and organizations seeking to assist children and teens in grief.

Workshop Objectives:

- ◆ Learn how adolescent development can impact the grieving process;
- ◆ Gain understanding of the unique qualities of grieving teens;
- ◆ Develop facilitation skills including communication skills, and group skills;
- ◆ Handle specific problems that can develop in teen groups;
- ◆ Learn strategies for crisis intervention with teens;
- ◆ Work with grieving teens and learn from teens how to provide grief support;
- ◆

- ◆ Start a program based on the Dougy Center model, including marketing, fundraising, networking, policies and procedures, and staffing issues;
- ◆ Enroll families into the program, place children in groups, use referral services, and access crisis intervention services;
- ◆ Recruit, screen, train, place and supervise volunteers in their work with grieving children and families; and
- ◆ Design a center for grieving children that fits the unique needs of the community.

Strategic Objective 1 / Business

Diversity in Mentoring Conference, New Orleans, LA, 3/29/00 – 4/4/00

Diversity in Mentoring provided a forum for mentoring ideas, research, and practice in all fields – education, business, health and human services, community-based organizations, and government. This was the thirteenth annual national mentoring conference sponsored by Western Michigan University and the International Mentoring Association. The first conference, held at Western Michigan University in 1988, won a National Creative Programming Award from the National University Continuing Education Association.

The primary objectives of the conference were to:

- ◆ Provide a regular public forum for effective mentoring;
- ◆ Provide professional development activities for members of the Association and for administrators of mentorship programs;
- ◆ Identify and maintain information on mentoring strategies and programs which research and practice have found to be successful;
- ◆ Facilitate the growth of effective mentoring, and the implementation and maintenance of mentoring programs;
- ◆ Create and maintain support for mentoring among officers and administrators of diverse institutions, organizations, and agencies; and
- ◆ Support and disseminate materials on research and practices relative to effective mentoring.

Strategic Objective 3 / Health

Implementing AIDs Programs, Public Health Institute, Santa Cruz, CA, 9/11/00 – 10/6/00,

This four-week workshop offered participants an opportunity to share resources and strategies that have been found to be effective in preventing HIV infection. Updated information on HIV and STI epidemiology, clinical treatment, and techniques for developing and evaluating culturally appropriate AIDS educational materials were presented using innovative adult learning strategies that are replicable in the field. Participants were given the opportunity to develop Action Plans to respond to their identified objectives and goals.

In addition to classroom activities, participants visited AIDS prevention and care programs in the San Francisco Bay Area to gain first-hand knowledge of strategies and interventions that have proven successful in the prevention of HIV. The workshop was designed for individuals or teams working in HIV prevention and care for governmental and non-governmental organizations from a variety of professional backgrounds, including medicine, nursing, health education, and the media.

Performance Objectives:

- ◆ Demonstrate increased knowledge of HIV/STI epidemiology, virology, symptomatology, transmission and prevention dynamics;
- ◆ Describe special issues facing women and children infected with HIV;
- ◆ Incorporate current behavioral change theories into their HIV prevention strategies;
- ◆ Design a focus group intervention to evaluate AIDS materials;
- ◆ Demonstrate improved interpersonal communication skills related to HIV, sexuality and gender sensitive issues;
- ◆ Integrate social marketing and mass media strategies into an AIDS prevention campaign;
- ◆ Write a culturally-sensitive HIV intervention plan that addresses issues facing participants' communities. The plan is to include needs assessment, implementation strategies, activities and impact evaluation.

Lessons Learned

Development Associates has formed a number of conclusions about what has worked in training and what could be improved. Some of these "lessons learned" mirror today's thinking about performance improvement in training. Others are more specific recommendations pertinent to the current needs and realities of USAID/Jamaica in the new era of a re-engineered USAID.

- ❖ **Needs Assessment:** A thorough needs assessment is an important first step in planning a training program. Program design, program implementation and follow-on, all depend upon accurately identifying the causes of performance problems. In addition to providing training that effectively targets the needs of the group, a proper needs assessment can also identify agendas or objectives that may be inconsistent with the Mission's overall Country Strategy or targeted Objectives.
- ❖ **Trainable Groups:** Just as important as conducting a detailed needs assessment is assembling a group of trainees with similar education level, technical skills and professional objectives. The more heterogeneous the group, the more likely that trainers will be forced to juggle individual needs and agendas against the fulfillment of established program goals. The more diverse the group needs and backgrounds, the more generalized and superficial the content design; the more unified the experience base, the higher the level of content.
- ❖ **Impact Evaluation:** In order to measure the impact of training programs once participants have returned to their respective places of employment, we recommend that USAID develop a strategy to maintain contact with participants and cooperating institutions to assess individual performance improvement and institutional sustainability in the medium/long-term. A simple, inexpensive strategy is to simply send letters to participants.
- ❖ **Program Management and Communication:** It is important to keep communication open and responsive between the Mission and the programming agency. Also of equal importance is the need to allow for plentiful information sharing between Mission and the contact Program Officer. This is the best way to ensure good programming. Selecting training institutions that are sensitive to and capable of meeting special needs as well as program objectives of the participants is also crucial.
- ❖ **Follow-on Activities:** Measuring the impact and success of a program is a valuable process that serves as a planning tool and promotes sustainability of the training. Follow-on technical training and networking opportunities for return participants are therefore encouraged. (please refer to Appendix C for sample illustrative discussion of possible activity)

Upon request, Development Associates will develop a training plan for follow-on activities, including low-cost periodic visits to Missions by a Development Associates Program Officer.

Appendix A

Comprehensive List of Jamaica Program Placements:

- ◆ Columbia University, Masters in Economic Policy Management, New York City and Washington, DC, 9/14/98 – 11/31/99, 1 participant: Courtney Williams.
- ◆ Hospital Maternidad Nuestra Senora De La Altagracia, Post-Partum and Post-Abortion IUD Insertion, Theoretical-Practical Course, High Obstetric and Reproduction Risk Prevention Program, Dominican Republic 11/16/98 - 11/20/98, 4 participants: Sonia Grace Nixon, Eileen Lopez-Gordon, Jacqueline Campbell, Trevor Lewis.
- ◆ School Management Observational Tour, Development Associates, Washington, DC and New York City, 5/2/99 – 5/21/99, 4 participants: James Carnegie, Eris Schoburgh, Horace Jackson, Marlene Foote.
- ◆ HIV/AIDS Prevention and Reproductive Health Care, Margaret Sanger Center, New York City, 5/19/99 – 6/18/99, 3 Participants: Andrea Campbell, Boris Bloomfield, Christopher Fogo.
- ◆ Monitoring & Evaluation of Population, University of North Carolina, Chapel Hill, 5/24/99 – 6/19/99, 1 participant: Ellen Radlein.
- ◆ Advances in Health Communication & Advocacy, Johns Hopkins University, Baltimore, Maryland, 6/5/99 – 7/2/99, 2 participants: Alwyn Fearon-Lawrence, Jasmin Gissiawan.
- ◆ Environmental Protection & Management, University of Connecticut, West Hartford, Connecticut, 6/7/99 – 7/31/99, 3 participants: Leon Hopkins, Egbert Campbell, Ambrose Fuller.
- ◆ Leadership Development, Harvard Institute for International Development, Cambridge, Massachusetts, 6/14/99 – 6/25/99, 2 participants: Maxine Henry-Wilson, Portia Simpson-Miller.
- ◆ Strategic Human Resource Management, UNZ & Company, New York, New York, 6/14/99 – 6/25/99, 1 participant: Fern Hamilton.
- ◆ Project Planning & Management, University of Pittsburgh, Pittsburgh, Pennsylvania, 7/7/99 – 8/5/99, 3 participants: Sheron Lawson, Anthony Brodber, Hughton McLeggan.
- ◆ Institution Building, Center for Development and Population Activities, Washington, DC, 7/12/99 – 8/14/99, 1 participant: Dionne Jennings.

Appendix A

- ◆ ESRI International Users Conference, San Diego, California, 7/23/99 – 8/3/99, 1 participant: David Parkes.
- ◆ Grieving Children Workshop, Dougy Center, Portland, Oregon, 7/26/99 – 8/5/99, 2 participants: Lorraine Jones, Andrea Hopwood.
- ◆ Water & Waste Water Infrastructure, Institute for Public-Private Partnerships, Washington, DC, 8/2/99 – 8/20/99, 1 participant: Albert Gordon.
- ◆ Youth Development and Reproductive Health, Center for Development and Population Activities, Washington, DC, 8/23/99 – 9/10/99, 4 participants: Beryl Weir, Gay Williams, Una May Dillion, Utealia Burrell.
- ◆ Youth Initiatives Observational Tour, Washington, DC, 10/27/99 – 11/4/99, 2 participants: Gloria Nelson, Reverend Andinaire Jones. *Canceled 10/20/99.*
- ◆ Diversity in Mentoring Conference, New Orleans, LA, 3/29/00 – 4/4/00, 3 participants: Betty Ann Blaine, Sheila Nicholson, Julie McIntosh.
- ◆ Epidemiology in Action, Emory University, Atlanta, GA, 4/30/00 – 5/12/00, 4 participants: Ricardo McNichol, Patrick Wheatle, Sonia Copeland, Perlina Francis.
- ◆ Implementing AIDs Programs, Public Health Institute, Santa Cruz CA, 9/9/00 – 8/10/00, 4 participants: Pansy Beckford, Holly Alvaranga, Stefen Miller, Phyllis Hall.

JAMAICA PARTICIPANT LIST - GTD 881000

Appendix B

From: September 1998 - November 2000

#	Group	Participant Name	Gender		HAC #	S.O.	Program/Training Site	Start Date	End Date
			M	F					
1	LU00101	Courtney WILLIAMS	1		885587084	Business	Masters/Economics, Columbia Univ, NY/ Wash D	9/14/98	11/31/98
2	ST00201	Sonia Grace NIXON	1		N/A	Health	ReproductiveHealth, IUD, StoOmingo, Dominican Rep	11/16/98	11/20/98
3	ST00202	Eileen LOPEZ-GORDON	1		.	.	.	.	.
4	ST00203	Jacqueline CAMPBELL	1		.	.	.	.	.
5	ST00204	Trevor LEWIS	1		.	.	.	.	.
6	OU00401	James CARNEGIE	1		902000076	Business	School Mngmt, ObservationalTour, D.A., Arlington,	5/2/99	5/21/99
7	OU00402	Eris SCHOBURGH	1		902000088	.	.	.	.
8	OU00403	Honice JACKSON	1		902000089	.	.	.	.
9	OU00404	Martina FOOTE	1		902000070	.	.	.	.
10	SU00501	Andrea Sharon CAMPBELL	1		902000088	Health	HIV/AIDS Prev. Reprod. Health Care, MSC, NY	5/19/99	6/18/99
11	SU00502	Boris Shaw BLOOMFIELD	1		902000089	.	.	.	.
12	SU00503	Christopher Paul FOGO	1		902000080	.	.	.	.
13	SU00801	Ellen RADLEIN	1		902000087	Health	Mnng. & Eval. of Population, UNC, Chapel Hill, NC	5/24/99	6/19/99
14	SU00301	Alwyn FEARON-LAWRENCE	1		902000148	Health	AdvancedHealthComm. & Advocacy, JHU, Wash DC	6/5/99	7/2/99
15	SU00302	Jaemin GISSIAWAN	1		902000149	.	.	.	.
16	SU00801	Leon HOPKINS	1		902000191	Environment	Env. Protection & Mngmt., UofC, West Hartford, CT	6/7/99	7/31/99
17	SU00802	Egbert CAMPBELL	1		902000192	.	.	.	.
18	SU00803	Ambrose FULLER	1		902000193	.	.	.	.
19	SU00701	Mazina HENRY-WILSON	1		902000194	Business	Leadership Development, HHD, Cambridge, MA	6/14/99	6/25/99
20	SU00702	Portia SIMPSON-MILLER	1		902000195	.	.	.	.
21	SU00901	Fern HAMILTON	1		902000196	Business	Strategic Human Resource Mgmt., UNZ&CO, NY	6/14/99	6/25/99
22	SU01401	Sharon LAWSON	1		902000221	Business	Project Planning & Mngt., IMDI, Univ of Pittsburg, P	7/7/99	8/5/99
23	SU01402	Anthony BRODBER	1		902000222	.	.	.	.
24	SU01403	Hughton McLEGGAN	1		902000223	.	.	.	.
25	SU01101	Dianne JENNINGS	1		902000224	Health	Institution Building, CEDPA, Washington, DC	7/12/99	8/14/99
26	CU01201	David PARKES	1		902000231	Business	ESRI, Int'l Users Conferen. -Computer, San Diego, C	7/23/99	8/2/99
27	SU01001	Lorraine JONES	1		902000232	Health	Grieving Children Wshp., Dougy Cir., Portland, OR	7/28/99	8/4/99
28	SU01002	Andrea HOPWOOD	1		902000233	.	.	.	.
29	SU01501	Albert GORDON	1		902000288	Environment	Water & Waste Water Infrastructure, IP3, West., C	6/2/99	6/23/99
30	SU01301	Beryl WEIR	1		902000294	Health	Youth Dev. & Reproductive Health, CEDPA, Wash. D	8/23/99	9/10/99
31	SU01302	Gay WILLIAMS	1		902000285	.	.	.	.
32	SU01303	Una May DILLION	1		902000298	.	.	.	.
33	SU01304	Uteala BURRELL	1		902000297	.	.	.	.
34	CU01701	Betty Ann BLAINE	1		902000483	Education	Diversity in Mentoring Conference, New Orleans	3/29/00	4/4/00
35	CU01702	Sheila NICHOLSON	1		902000484	Education	Diversity in Mentoring Conference, New Orleans	3/29/00	4/4/00
36	CU01703	Julie McIntOSH	1		902000485	Education	Diversity in Mentoring Conference, New Orleans	3/29/00	4/4/00
37	SU01801	Ricardo MCHICHOL	1		902000482	Health	Epidemiology in Action, Emory, GA	4/30/00	5/12/00
38	SU01802	Patrick WHEATLE	1		902000483	Health	Epidemiology in Action, Emory, GA	4/30/00	5/12/00
39	SU01803	Sonia COPELAND	1		902000484	Health	Epidemiology in Action, Emory, GA	4/30/00	5/12/00
40	SU01804	Perline FRANCIS	1		902000485	Health	Epidemiology in Action, Emory, GA	4/30/00	5/12/00
41	SU01901	Pansy BECKFORD	1		902000570	Health	Implementing AIDS Programs, Santa Cruz, CA	9/11/00	10/8/00
42	SU01902	Holly ALVARANGA	1		902000571	Health	Implementing AIDS Programs, Santa Cruz, CA	9/11/00	10/8/00
43	SU01903	Stephen MILLER	1		902000572	Health	Implementing AIDS Programs, Santa Cruz, CA	9/11/00	10/8/00
44	SU01904	Phyllis HALL-CLARKE	1		902000573	Health	Implementing AIDS Programs, Santa Cruz, CA	9/11/00	10/8/00
		SU01801 CANCELED (A. Jones)			N/A	Education	Youth Initiatives Observ. Tour, Wash. DC & Virginia	10/27/99	11/4/99
		SU01802 CANCELED (G. Nelson)			.	.	.	.	.

Appendix C

Suggested Follow-on Workshops:

In order to facilitate follow-on workshops an experienced team is required to achieve all the tasks involved in providing logistical support for a successful meeting. Development Associates implements start-to-finish meetings, conferences, and workshops as part of our regular contract activities. One issue when implementing meetings abroad is handling difficult communications. One solution we can provide is to send qualified staff to be on-site for meetings abroad, or in-country, which gives us a significant advantage. To illustrate an effective approach, we recently gathered 27 scholars for a two-day conference in Harare, Zimbabwe. In preparation for this conference, we provided all necessary logistical support, including:

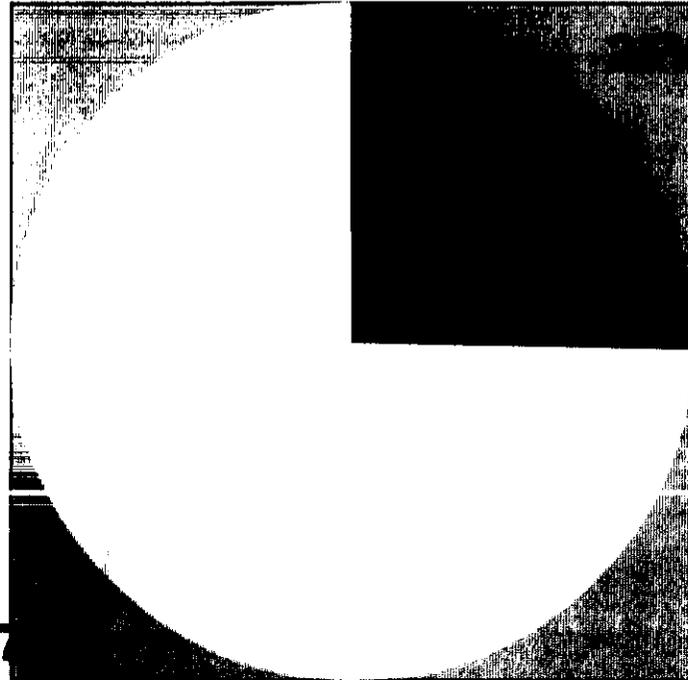
- ◆ Developing a timetable at an early stage;
- ◆ Assembling an experienced logistics coordination team;
- ◆ Providing a facilitator whose expertise directly relates to the meeting issues being addressed;
- ◆ Selecting invitees, and preparing and sending invitations for meeting participants;
- ◆ Determining the meeting venue, and selecting an appropriate conference room;
- ◆ Arranging all accommodations and transportation for participants;
- ◆ Designing relevant handouts and materials;
- ◆ Conducting a needs assessment to effectively address specific concerns and develop an appropriate agenda for participants;
- ◆ Arranging all financial support, including setting participant per diem, arranging airfare, and allocating honoraria;
- ◆ Processing insurance enrollments; and
- ◆ Ordering and shipping supplies needed.

Participant vs. Administrative Costs

Contract to Date

- ◆ Participant Training Costs \$297,014
- ◆ Administrative Costs \$100,640

0%

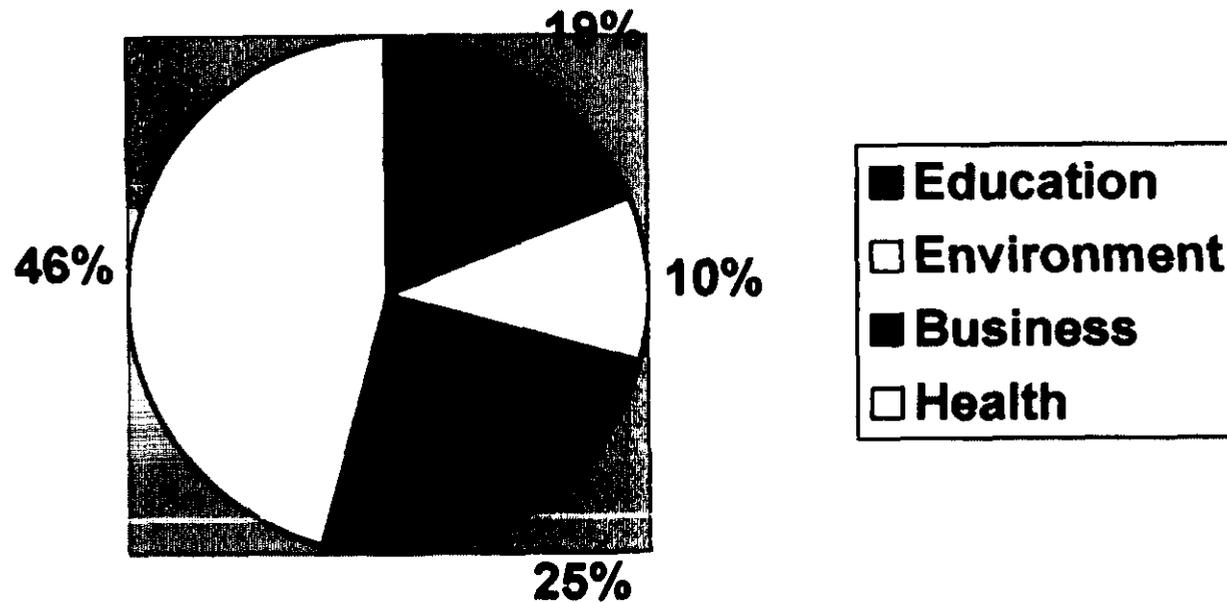


■ Administrative
Costs
Participant
Costs

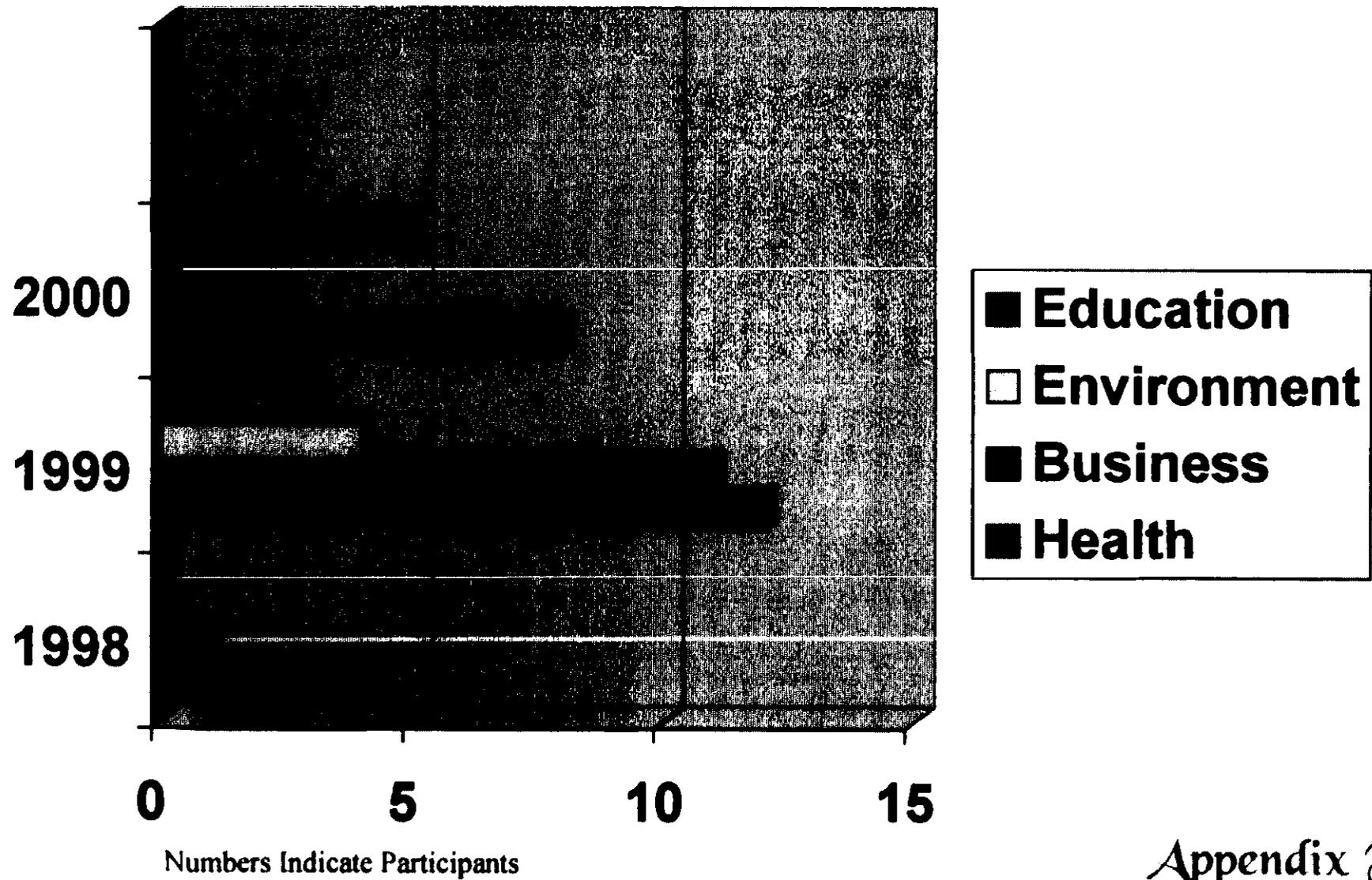
SO Costs Breakdown

Contract to Date

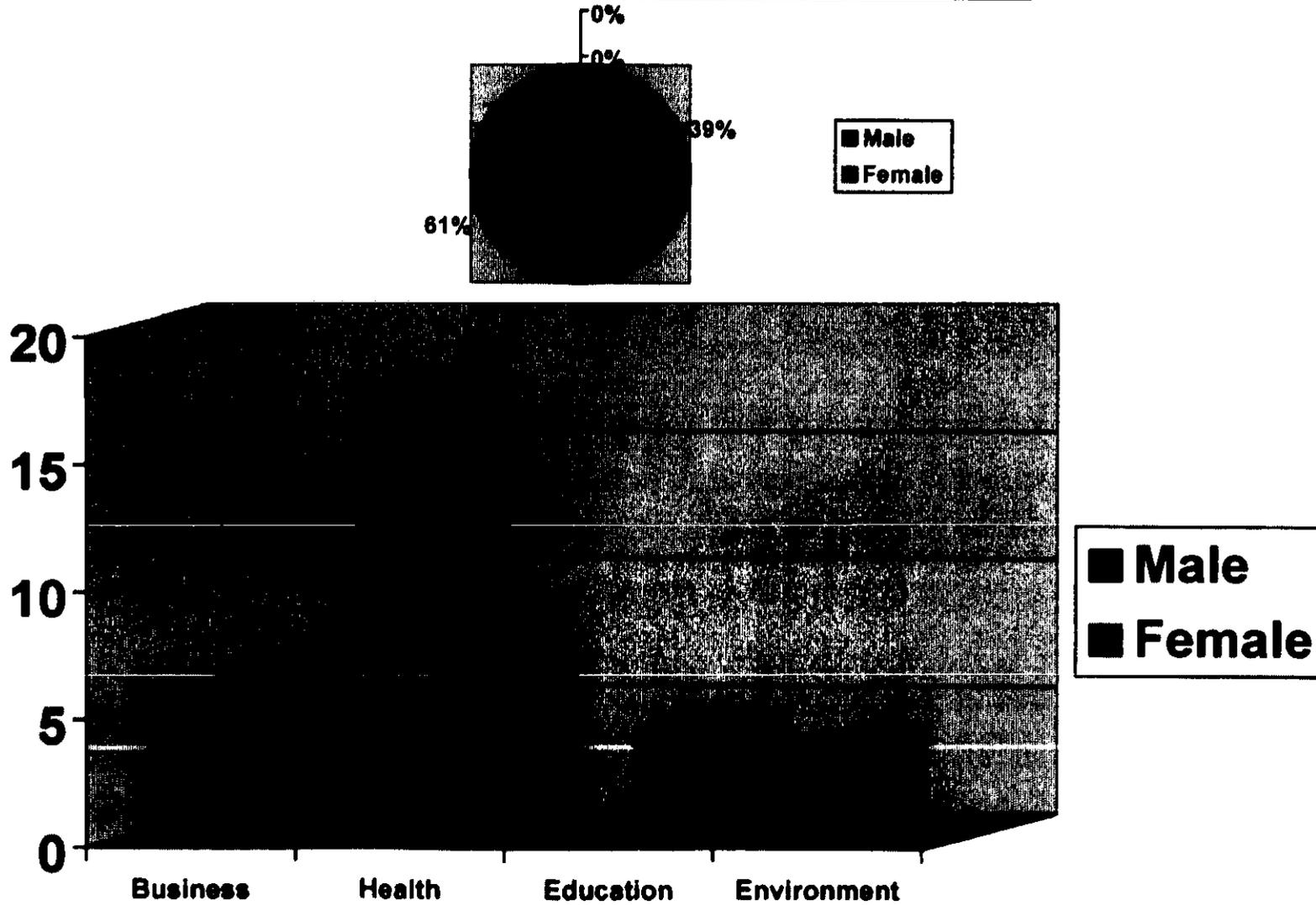
◆ Education	\$75,337
◆ Environment	\$40,170.
◆ Business	\$99,777
◆ Health	\$180,445



Training Breakdown by Strategic Objectives:



Strategic Breakdown by Gender:



Numbers Indicate Participants

Appendix G