

PD-BBH559

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number _____	DOCUMENT CODE 3
2. COUNTRY/ENTITY Africa Regional		3. PROJECT NUMBER 698-015		
4. BUREAU/OFFICE AFR		5. PROJECT TITLE (maximum 40 characters) Human Resources Development Assistance		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 09 30 95		7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4) A. Initial FY <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 B. Quarter <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 C. Final FY <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0		

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 87			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	75	-	75	41,005	11,995	53,000
(Grant)	(75)	(-)	(75)	(41,005)	(11,995)	(53,000)
(Loan)	(-)	(-)	(-)	(-)	(-)	(-)
Other U.S.	-	-	-	645	-	645
1. Private Sector	-	-	-	-	-	-
2. Host Country	-	-	-	675	5,185	5,860
Other Donor(s)	-	-	-	-	-	-
TOTALS	75	-	75	42,325	17,180	59,505

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EHR	660	700	-	-	-	75	-	75	-
(2) DFA	660	700	-	-	-	52,925	-	52,925	-
(3)									
(4)									
TOTALS						53,000	-	53,000	-

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
 710 720 730 740

11. SECONDARY PURPOSE CODE
 600

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code	TNG	BWW				
B. Amount	6,950	12,675				

13. PROJECT PURPOSE (maximum 480 characters)

To train African technical, scientific and managerial personnel and policy planners, with special concern for training for the private sector, the development of African training institutions and training of women.

14. SCHEDULED EVALUATIONS

Interim	MM YY	MM YY	Final	MM YY
	11 09 91			

15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify) _____

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page FF Amendment.)

17. APPROVED BY

Signature: Keith W. Sherper
 Title: Director, AFR/TR
 Date Signed: MM DD YY
 06 02 87

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

INSTRUCTIONS

The approved Project Data Sheet summarizes basic data on the project and must provide reliable data for entry into the Country Program Data Bank (CPDB). As a general rule blocks 1 thru 16 are to be completed by the originating office or bureau. It is the responsibility of the reviewing bureau to assume that whenever the original Project Data Sheet is revised, the Project Data Sheet conforms to the revision.

Block 1 - Enter the appropriate letter code in the box, if a change, indicate the Amendment Number.

Block 2 - Enter the name of the Country, Regional or other Entity.

Block 3 - Enter the Project Number assigned by the field mission or an AID/W bureau.

Block 4 - Enter the sponsoring Bureau/Office Symbol and Code. (See Handbook 3, Appendix 5A, Table 1, Page 1 for guidance.)

Block 5 - Enter the Project Title (stay within brackets; limit to 40 characters).

Block 6 - Enter the Estimated Project Assistance Completion Date. (See AIDTO Circular A-24 dated 1/26/78, paragraph C, Page 2.)

Block 7A. - Enter the FY for the first obligation of AID funds for the project.

Block 7B. - Enter the quarter of FY for the first AID funds obligation.

Block 7C. - Enter the FY for the last AID funds obligations.

Block 8 - Enter the amounts from the 'Summary Cost Estimates' and 'Financial Table' of the Project Data Sheet.

NOTE: The L/C column must show the estimated U.S. dollars to be used for the financing of local costs by AID on the lines corresponding to AID.

Block 9 - Enter the amounts and details from the Project Data Sheet section reflecting the estimated rate of use of AID funds.

Block 9A. - Use the Alpha Code. (See Handbook 3, Appendix 5A, Table 2, Page 2 for guidance.)

Blocks 9B., C1. & C2. - See Handbook 3, Appendix 5B for guidance. The total of columns 1 and 2 of F must equal the AID appropriated funds total of 8G.

Blocks 10 and 11 - See Handbook 3, Appendix 5B for guidance.

Block 12 - Enter the codes and amounts attributable to each concern for Life of Project. (See Handbook 3, Appendix 5B, Attachment C for coding.)

Block 13 - Enter the Project Purpose as it appears in the approved PID Facesheet, or as modified during the project development and reflected in the Project Data Sheet.

Block 14 - Enter the evaluation(s) scheduled in this section.

Block 15 - Enter the information related to the procurement taken from the appropriate section of the Project Data Sheet.

Block 16 - This block is to be used with requests for the amendment of a project.

Block 17 - This block is to be signed and dated by the Authorizing Official of the originating office. The Project Data Sheet will not be reviewed if this Data Sheet is not signed and dated. Do not initial.

Block 18 - This date is to be provided by the office or bureau responsible for the processing of the document covered by this Data Sheet.

HUMAN RESOURCES DEVELOPMENT ASSISTANCE
(698-0463)

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I. EXECUTIVE SUMMARY

A. Project Background and Rationale

The Human Resources Development Assistance (HRDA) project is the third in a series of projects designed to address Africa's pervasive lack of trained human capital. The increased attention devoted to in-country and third-country training, assistance to African training institutions, training opportunities for the private sector and women, project management and planning and cost effectiveness represents a refinement in strategy based primarily on lessons learned from HRDA's predecessor projects, African Manpower Development (AMDP) I (FY 1976-1981) and AMDP II (FY 1982-1987) and from the Sahel Human Resources Development Project. These refinements improve HRDA's responsiveness to AID's development priorities and concerns, including policy dialogue, institution building, research and technology transfer, private sector utilization, integration of women into the development process and management of participant training costs.

B. Project Description

The project's goal is to strengthen the capability of African development institutions and private sector entities to promote economic growth. The fact that average per capita income in the region is currently below the 1960 level, the lowest in the world, indicates the importance of this goal to the people of Africa.

The project's purpose is to train African technical, scientific and managerial personnel and policy planners, with special concern for training for the private sector, the development of African training institutions and training of women. This purpose is directed at a major constraint to economic growth in Africa, i.e., the scarcity of appropriately trained human resources which permeates African societies.

Consistent with its purpose, the output of the project is trained personnel. In order to ensure quality training, the project proposes inputs for management and technical assistance, in addition to inputs directly related to the training activities.

Over the five-year life of the project, it is estimated that 6,991 individuals will enter the project's short-term technical and long-term academic training programs. As planned, these men and women will be drawn from and returned to the public and private sectors.

It is further estimated that about 50 percent of these persons will receive their training in in-country programs, about 29 percent in third-country technical and academic programs (including short-term training provided regionally) and about 21 percent in U.S. technical and academic programs.

The in-country, third-country and U.S. programs will concentrate on developing skills in (the science and mathematics-based) technical, management and teaching professions and skills related to policy planning and private enterprise. The regional training will consist of at least three types of seminars: (1) U.S. Chamber of Commerce programs to build private sector

leadership and representation skills; (2) training in policy reform; and (3) women in development seminars. Some of the planned training is aimed at strengthening the capacity of selected African higher education institutions to meet the region's training needs. This will be accomplished through the provision of academic training to faculty members and school administrators. In addition, short-term training is planned through faculty exchanges, joint seminars among U.S. and African universities and cooperative education programs.

The project proposes a variety of innovative approaches, particularly with regard to private sector training and assistance to Africa's training institutions. In order to insure the availability of information needed to guide project implementation, assess the value of various approaches and provide needed basic data on the training activities, HRDA includes funds for the implementation of a data and information system. This system will service all Africa Bureau training activities, including HRDA. Also, funds are included for management assistance to AID/W and missions to ensure smooth implementation of the project. The total share of the project's budget attributable to information and program management is about 7.5 percent, or within the range for management costs associated with similar operating projects.

Certain technical assistance is proposed to assist missions and AID/W in developing plans and training strategies. AID/W will develop Bureau strategies for private sector training and assistance to higher education institutions in Africa. Missions will submit annual Country Training Plans as part of their ABS. Missions will also be responsible for developing multi-year training strategies which link the annual plans to their CDS3 and incorporate a design for private sector training.

C. Summary Financial Plan

Table I provides an illustrative summary of project costs. For a more detailed presentation, see the Financial Plan of the Project Paper.

As the table shows, the total proposed AID contribution to the project is \$53,000,000. Of this amount, \$41,900,000 are directly appropriated to the project ("core" funds). "Buy-ins" from missions' bilateral accounts and from regional projects are estimated at \$11,100,000. The "buy-in" concept allows missions to easily expand assistance to human resources development. Other regional projects may use HRDA components for special designated training requirements.

It is important to recognize that HRDA's size is not strictly comparable to that of a bilateral project with an LOP funding of \$53,000,000. Given the expectation of 26 participating missions, HRDA is, in essence, a conglomeration of 26 modest bilateral projects, each with a five-year LOP funding ranging from \$500,000 to \$1,200,000. However, central funding and coordination of these 26 projects improves programming of the Bureau's resources, reduces duplication of effort (particularly with regard to management) and facilitates the implementation of innovative training activities.

TABLE I. SUMMARY OF AID CONTRIBUTIONS

(\$000)

	<u>Core Funding</u>	<u>Mission Buy-ins</u>	<u>Regional Buy-ins</u>	<u>Total</u>	<u>% of Total</u>
Training	33,250	8,500	500	42,250	80.0%
Bilateral training	(30,200)	(8,500)	(500)	(39,200)	(74.0%)
Regional training	(3,050)	-	-	(3,050)	(6.0%)
Technical assistance	1,475	-	500	1,975	3.7%
Management	3,575	500	-	4,075	7.5%
Evaluation	200	-	-	200	0.3%
Inflation	<u>3,400</u>	<u>1,000</u>	<u>100</u>	<u>4,500</u>	<u>8.5%</u>
Total	41,900	10,000	1,100	53,000	100.0%

D. Findings of Analyses

The project analyses make the following findings.

1. Emphasis should be placed on in-country and third-country training programs to improve effectiveness and to reduce the cost of training.
2. Training should concentrate on developing technical, management and planning skills, and skills needed to expand the private sector. Training in policy reform is key to promoting growth. Concentrating training in these areas will likely produce a higher rate of return to training investment than would otherwise result.
3. Emphasis should be placed on short-term programs located close to home to increase the participation of women and business people in training activities.

E. Project Issues

The PID review (State 56859-Annex A) provided considerable guidance for the design of the Project Paper. The concerns raised are listed below with summaries of the project design response to each.

1. Reducing Costs and Increasing Cost Effectiveness

The average unit cost for training under HRDA is \$5,972 compared to \$7,438 under its predecessor, AMDP II. Specific initiatives to improve the cost effectiveness of HRDA include the following: (a) increasing the use of less costly third-country and in-country training in lieu of U.S. training; (b) tightening the monitoring of requests for relatively expensive U.S. undergraduate training to ensure that expenditures are not excessive and are in accordance with Agency guidelines; (c) assisting missions in installing the S&T/IT Training Cost Analysis (TCA) system to enable them to track expenditures and to take measures to reduce costs where possible; (d) encouraging greater use of HBCUs, since their average tuition cost is less

than half of that for comparable training at non-HBCUs; (e) encouraging missions to improve screening of candidates and to select those individuals with a high probability of successfully completing training as scheduled; (f) seeking U.S. private sector inputs for training activities through tuition-free training and use of internships with U.S. businesses; (g) exploring the possibility of allowing U.S. participants to meet part of their degree requirements at an African university; and (h) investigating opportunities for clustering participants with common training objectives in U.S. or African institutions.

2. Increasing Training Opportunities for Women

The project anticipates that 35 percent of trainees will be women. A significant share of project training is planned for short-term in-country and third country training. Because of their convenience and time element, it is expected that these programs will be instrumental in increasing training opportunities for women. Regional seminars are proposed to address the constraints to strengthening technical and professional skills among women and strategies for advancement of women. Missions are urged to undertake efforts to increase the participation of women in long-term training including the following: (a) increasing recruitment efforts; (b) selecting training sites which positively influence the ability of women to take advantage of training opportunities; (c) adjusting selection procedures so that more women qualify for training; (d) collaborating with women's associations to encourage entry of women into new professions; and (e) promoting efforts which increase the number of female students in science and math programs at the secondary school level.

3. Establishing High Targets for Training of Participants from the Private Sector

As planned, fifty percent of HRDA's trainees will be individuals working directly in the private sector or whose work directly relates to performance of the private sector. Illustrative private sector activities include training in the following areas: (a) policy reform to sensitize public officials to the economic importance of the private sector and to increase private sector participation in policy dialogue; (b) entrepreneurial development to encourage creation of new businesses; (c) management training to improve productivity; (d) training to strengthen the capacity of cooperatives to participate in privatization of the rural sector; (e) training to strengthen the capacity of private sector associations to represent their members at the national level; and (f) training of trainers and technicians in key areas, based on assessment of deficiencies in industrial technical skills. The Project suggests a variety of mechanisms to accomplish these training objectives (e.g., workshops, seminars, short-term courses, study and observations tours in the U.S. and third-countries, internships in U.S. businesses, long-term training for development of management skills) and will identify specific opportunities for and institutions capable of supplying private sector training. The Project Paper further suggests the establishment of a Private Sector Advisory Board by each mission to facilitate recruitment, screening, selection and follow-up of private sector candidates for HRDA and other AID training programs.

4. Third Country Training and the Strengthening of African Institutions

HRDA proposes to create a computerized databank on selected African post-secondary institutions to provide reliable current information on the programs of these institutions. In addition, the following activities are proposed: (a) faculty training; (b) technical assistance to missions for institutional profiles and assessments of training needs at selected institutions; (c) provision of project funds to foster cooperative programs between African and U.S. educational institutions; (d) provision of HRDA funds to assist the development of specialized regional training centers at national universities; and (e) development of a Bureau Strategy Paper for AID support to African training institutions. HRDA will attempt to focus resources for third-country training in those institutions that are strengthened through other regional or bilateral projects.

5. Utilization of Gray Amendment Organizations

HRDA's information and monitoring system will be used to ensure that no less than 10 percent of all placements of U.S. participants are in HBCUs. The project encourages use of HBCUs beyond this level, particularly given the cost effectiveness and relevance of their training programs. In addition, the project intends to encourage involvement of HBCUs in collaborative activities with African universities and in U.S. short-term training (e.g., small enterprise development). The project also expects to explore opportunities to contract with Section 8(a) firms to meet technical assistance requirements.

6. Project Management

HRDA's central project management must be capable of meeting several implementation requirements and providing considerable planning and information support to missions. The management requirements in terms of level of effort and specialization exceed the capacity of AID/W direct hire staff. The project proposes to execute an institutional contract for the assistance of a private sector training specialist, higher education specialist and a management information team. In addition, short-term consultants are proposed to provide specialized services to missions (e.g., private sector training, support to African institutions, increasing training opportunities for women, experimental programs to establish regional training courses at an African institution and training needs assessments). HRDA's average unit cost is less than that for AMDP II, even when management and technical assistance costs are included in the calculations.

II. AID'S HUMAN RESOURCES DEVELOPMENT PROGRAMS IN AFRICA

In FY 1986, AID provided training for the following numbers of participants from African countries:

	<u>Academic Training</u>	<u>Technical Training</u>	<u>Total</u>
U.S. Training	2142	1327	3469
Third country training	146	669	815
Total	2288	1996	4284

Of these 4,284 participants, 430 in U.S. training and 178 in third country training were sponsored by central projects, i.e., mostly S&T funding for participants in technical courses and seminars. The balance of the participants were funded by AFR bilateral and regional projects.

Based on average costs and duration of training, total estimated AID expenditures for African participants in FY 1986 were approximately \$56 million.

AID does not currently collect data on numbers of persons trained at in-country training courses and seminars, partly because of the problem of defining which activities to count under AID sponsorship. Conservatively estimated, 3,000 persons were trained in-country by AID in FY 1986, at a cost to AID of approximately \$6 million.

Data and analytic information on the Africa Bureau's participant and in-country training programs are weak in several areas. Recommended actions to address these weaknesses are outlined in this Project Paper. Some of the weakness will be evident in the following comments pertaining to this project's special training concerns.

Female participants: In FY 1986, 725 of the 3469 participants from African countries in U.S. training were women. This amounts to 20.9% of the total, compared to 28.0% for LAC, 15.9% for NE, 14.1% for Asia and 21.1% for the agency. The percentage of female participants for the Africa Bureau, as for the agency, has been steadily rising. Figures are not available for numbers of female participants in third country and in-country training activities. If figures for these activities were counted, it is believed the overall percentage of female participation would be higher. The HRDA project intends to collect these data for the Bureau. An objective of 35% participation by women has been set for this project's training activities.

Private sector training: The Africa Bureau's very limited experience with private sector training is difficult to quantify since the Agency has no firm definition of what the sector covers in terms of human resources development nor, consequently, any breakout of numbers of persons being trained for the sector. A working definition, covering entrepreneurs and public officials that provide services to the private sector, is proposed in this paper. Subject to refinement, this definition will be used by the project's

management information system to collect data on this subject. The system will also record the type of institution (public, private, training, research, etc.) for which the participant is being trained. The project has set a target of 50 percent of the project's trainees to be designated for the private sector.

Degree objectives: In FY 1986, 37% of the African participants in U.S. academic training were seeking undergraduate degrees; 53% master's degrees; and 10% doctoral degrees. There are good justifications for providing undergraduate U.S. training in some cases, but the number of AFR participants in this category (754) appears excessive. A 1986 audit of participant training programs in Africa examined participant training activities under 17 projects in eight countries and found that 237 of 571 participants were pursuing undergraduate degrees in the U.S., in most cases without stated justification. For cost containment and other purposes, this project will seek to build in-country training capacities and the use of third country training as an alternative means of meeting educational requirements at the undergraduate level.

Planning AID's training activities: Of major concern is the relationship of AID's participant training programs to host country training institutions and to other external training activities. There are some 450,000 students in Africa's own universities and higher level training institutions and over 100,000 African students in universities abroad, including some 28,000 in the U.S. (half of whom are from Nigeria). AID's 4000 or so participants in training each year must be programmed to meet personnel requirements not otherwise being filled, in order to achieve clearly defined development objectives. Procedures for planning training activities under this project in relation to other human resources development activities are stressed in this paper.

The following information compares academic and technical training and the total numbers of U.S. participants among the four AID regions in FY 1986.

	<u>Academic</u>	<u>Technical</u>	<u>Total</u>
Africa	2142 (61.7%)	1327 (39.3%)	3469
LAC	1331 (23.9%)	4232 (76.1%)	5563
NE	2592 (67.6%)	1244 (32.4%)	3836
Asia	926 (37.6%)	1536 (62.4%)	2462
Total	<u>6991 (45.6%)</u>	<u>8339 (54.4%)</u>	<u>15330</u>

Rough estimates of expenditures for the above training, based on average costs and estimated duration of training, for the four regions in FY 1986 are as follows:

	Est. FY 86 Expenditures for U.S. <u>Training</u>	Percent of total <u>Expenditures</u>	Percent of total <u>Participants</u>
AFR	\$ 53m	25%	22.6%
LAC	66m	31%	36.3%
NE	62m	29%	25.0%
Asia	32m	15%	16.1%
Total	<u>\$ 213m</u>	<u>100%</u>	<u>100.0%</u>

LAC has the largest number of participants but 76% of them are in technical training. This type of training is generally lower in cost than academic training, thus allowing for greater numbers of participants. The high percentage of academic training for the Africa region probably results from the comparatively lower capacity of African universities to provide needed graduate training.

The technical analysis for this paper outlines the need for sustained donor assistance to Africa for human resources development. AID provides such assistance primarily through bilateral projects of two kinds: (1) projects in which training activities are a part of an assistance package and (2) general bilateral training projects, of which there are currently seven in operation or being planned by USAID missions. Centrally funded projects, usually managed by the S&T bureau, sponsor training activities in specialized areas. Training is also provided under regional projects, as described below.

The Africa Bureau has maintained support for regional training projects since the 1960s. The African Scholarship Program of American Universities (ASPAU), 1963-71, provided training for 1600 undergraduate students. The African Graduate Fellowship Program (AFGRAD), 1963 to the present, has funded mostly graduate training for over 2400 students in the U.S. The Inter-African Scholarship Program (INTERAF), 1968-1977, provided undergraduate training in African universities for 1630 students. Development Training for Portuguese-Speaking Africa (DTPSA), 1975-1980, trained 170 students for undergraduate degrees in the U.S.

In 1976, the Bureau launched the African Manpower Development Project (AMDP). This new project was more flexible than prior regional scholarship programs in that it allowed for short-term technical training as well as long-term academic studies and permitted third country and in-country training activities in addition to training in the U.S. For administrative efficiency, AMDP was regionally funded and coordinated in AID/W; however, most project training activities were planned and implemented at the mission level. Missions submitted annual Country Training Plans which outlined their proposed training activities for the coming year. The plans were reviewed in AID/W and then regional AMDP funds were allocated to each mission. In effect, AMDP operated as a series of bilateral projects, with guidance from AID/W.

AMDP-I (698-0384) began in FY 1976 and ended in FY 1981. It was followed by AMDP-II (698-0433), which covered FY 1982 through FY 1987. The current proposal for the Human Resources Development Assistance project is an extension of AMDP programs, with modifications based on past experience and current Bureau objectives.

Since 1979, Sahel Manpower Development Projects (SMDP-I and II) and the current Sahel Human Resources Development Project III have provided training opportunities for the eight Sahelian countries similar to the training provided by AMDP for most other African countries.

As of December 31, 1986, AMDP-II funds in the amount of \$24.2 million have been obligated to support bilateral training activities in 31 African countries. This amount does not include current year (FY 87) obligations, nor does it include funds obligated under AMDP-II to support the AFRAD program and other special regional training activities.

Bilateral allowances under the AMDP-II project account for approximately one-tenth of the Africa Bureau's FY 1986 participant and in-country training activities listed earlier. Numbers of participants who will receive training under bilateral AMDP-II allowances are estimated as follows: U.S. academic training, 275; U.S. technical training, 625; third country training, 268; and in-country training, 2000.

AID Programs to Assist African Universities

The U.S. provided substantial assistance for the development of educational institutions in Africa during the 1960s and early 1970s. U.S. universities were contracted to provide staff, participant training and technical and material assistance for faculties of universities in Kenya, Sierra Leone, Nigeria, Uganda, Ethiopia and elsewhere. U.S. foundations and other donors were also strongly involved with the development of universities at that time.

AID's "new directions" in the late 1970s shifted resource allocations away from projects for higher educational development, although assistance in some areas, particularly agriculture, was continued or initiated. The change in program emphasis by AID (and other donors) was unfortunate for African universities. Some 37 of Africa's 56 universities were fledgling institutions, having been established during the 1960s and 1970s. About twenty of the older or larger universities were adding graduate schools to their undergraduate programs. It would have been an opportune time for assistance in developing cost-effective, development-oriented higher educational programs at the African universities in order to meet Africa's needs for managerial and professional personnel; but donor assistance was mostly focused elsewhere. In addition, AID programs in Nigeria ceased and AID's close contacts with that country's leading universities were lost.

Although donor assistance for higher education decreased during the late 1970s and 1980s, African universities continued to expand their enrollments and increase their course offerings. AID authorized a few institutional development projects to assist these efforts. These included project assistance to seven agricultural schools, two public health schools, two management institutes and one polytechnic. AID also continued to fund participant training programs to provide staff for some African universities. AFGRAD has been particularly helpful at this level, having trained over 1000 persons assigned to African universities and research centers.

AID's support for higher education in Africa did not end completely, but it is fair to say that AID's interests in recent years have generally been centered elsewhere. AID's limited current contacts with universities in Africa and the consequent limited information within AID about the university programs are important causes for the current infrequent use of third country training by USAID missions.

Lessons Learned

Based on AMDP and other recent Africa Bureau experience with training programs, the following major lessons have been learned.

1. Individual training activities are more effective if they are part of an overall, long range strategy aimed at helping institutions, including training institutions, do their job.
2. Institutional or organizational performance is improved most when training is directed at multiple levels. Vertically integrated training helps to improve the organizational environment and to obtain top level understanding and participation in setting training objectives.
3. Increasing emphasis should be placed on in-country training. Generally, the closer training takes place to the work environment and the closer it is tailored to the requirements of the end user, the more effective it will be. This is particularly true for private sector training.
4. Participant training should be viewed as an important complement to in-country training. External training should not compete with national training institutions; on the contrary, external training should help to build them.
5. The development of management leadership is key to the effective use of human and physical resources, to establishing a productive policy environment, and to assigning responsibilities for the administration and implementation of an institution's program.
6. Although not alone sufficient, training is essential to stimulating changes required to improve the performance of development organizations and to promote economic growth.

III. PROJECT DESCRIPTION

A. Overall Description

The Human Resources Development Assistance (HRDA) project is a regional program that will augment Africa's pool of skilled human resources, help implement the Africa Bureau's development training strategies, and improve the management of AID's training activities for Africa. The project addresses the human resources constraints and training requirements described in the Technical Analysis for this paper, the lessons learned from prior AID training activities, as described in Section II, and missions' responses to the PID approval cable, as shown in Annex B.

1. New Dimensions of the HRDA Project

HRDA adds the following new directions and dimensions to the predecessor AMDP projects.

--Increased emphasis is placed on training activities in Africa. Most HRDA participants will be trained in-country, in third countries or at regional in-Africa seminars.

--HRDA will help build the training capacities of African institutions through project activities, in coordination with activities of other sectorally focused regional projects in agriculture, health, energy and natural resource management.

--HRDA mandates increased attention to human resources development for the private sector, with a target of 50 percent of the project's trainees designated for this purpose.

--HRDA has set an objective of providing African women 35 percent of the total training opportunities funded by the project and will sponsor project activities to help achieve this goal.

--HRDA will seek to improve the quality, relevance, cost effectiveness and responsiveness of training activities through regional support programs, such as a training grant to the U.S. Chamber of Commerce, the organization of WID human resources seminars, focusing U.S. and third country training in fewer institutions, and establishing innovative programs with U.S. and African institutions to help meet missions' training requirements.

--HRDA will seek to minimize training costs by supporting and tightening the management of training activities, obtaining inputs from the private sector and making extensive use of in-Africa training activities.

--HRDA will develop systems for providing data on all AFR training activities and their costs, including management data for this project.

--Participating missions will prepare multi-year training strategies that show the relationship of HRDA training to other human resources development activities and to CDSS priorities for improving development policies and strengthening public and private institutions.

In addition, the following features of AMDP will be retained.

--Annual HRDA Country Training Plans will continue to be incorporated in each mission's ABS.

--HRDA authorizes the augmentation of funds for training activities from "buy-ins" and de-obligations from bilateral and other regional accounts.

--HRDA encourages the use of HBCUs for all project activities to the maximum extent possible. No less than 10 percent of U.S. participant training programs under the project will be carried out in conjunction with HBCUs.

The activities proposed for implementation under this project are in accord with the Africa Bureau Strategic Plan, the Agency's Policy Determination on Participant Training, and the Africa Bureau Development Training Strategy Paper. The PP has also been guided by strategy papers from other sectors, particularly the Africa Bureau Agricultural Education Assistance Strategy Paper, and by recent Agency directives on participant training which amplify regulations in AID Handbook 10.

Training activities carried out by missions participating in this project will be guided by each country's CDSS, the mission's Multi-year Training Strategy, and the guidelines presented in this paper. Annual Country Training Plans, which describe in detail the mission's proposed use of HRDA project funds, will be reviewed in AID/W for their technical and financial soundness and for their relevance to the country's CDSS. Well prepared Country Training Plans are essential elements in the management and implementation of this project and for the achievement of the project's objectives.

2. Project Goal and Purpose

The goal of this project is to strengthen the capability of African development institutions and private sector entities to promote economic growth. "Institutions" include governmental ministries and departments, training and research institutions, cooperatives and private enterprises.

The project will, of course, train people, not institutions. African men and women will be exposed to new skills, knowledge and attitudes that can cause a change in their job performance and, consequently, a change in the performance of the institutions in which they are employed. It is recognized that training is only one of several elements needed to strengthen a particular institution, but it is often an essential element. It is also recognized that isolated training for individuals in an institution may not be as effective as concerted training in various skills for different levels of the institution's personnel. These factors need to be considered in the preparation of Country Training Plans.

Taking into consideration the broad requirements of targeted institutions, the purpose of the project is to train African technical, scientific and managerial personnel and policy planners, with special concern for training for the private sector, the development of African training institutions, and training of women.

The project's special concerns are addressed in separate sections of the Project Paper: Section III. B describes private sector training activities; Section III. C describes activities to support African universities and training institutions; and Section III. D describes activities to increase training opportunities for women.

Some of the activities proposed in these sections will be more fully designed during implementation of the project. For these project activities, the concept of a "rolling design" will be used, i.e., the final design of these activities will build on experiences and information gained during project implementation and opportunities that may be created or come to light subsequent to project authorization. This approach will provide the project with the design flexibility needed to take maximum advantage of resources available during project implementation and to adopt creative arrangements that will help ensure project success. The designs will be done by AFR/TR/Education in collaboration with missions and with S&T, PRE, WID, and other offices, as appropriate, and approved by the Director of AFR/TR.

3. Participating Countries

AID's Policy Determination on Participant Training states that all AID-assisted countries should have access to a general training program. That is what HRDA provides to the African countries listed below. At the writing of this paper, there are 26 countries eligible to receive annual HRDA funding allowances. They are:

Benin	Madagascar
Cameroon	Mauritius
Central African Republic	Mozambique
Comoros	Rwanda
Djibouti	Sao Tome/Principe
Equatorial Guinea	Seychelles
Ghana	Sierra Leone
Guinea	Somalia
Guinea-Bissau	Sudan
Ivory Coast	Tanzania
Kenya	Togo
Lesotho	Uganda
Liberia	Zaire

Six countries not listed above have, or are currently designing, bilateral projects for general training activities. These countries are Botswana, Burundi, Congo, Malawi, Swaziland and Zambia. (See Annex L for a listing of their bilateral projects.) The six countries will not receive annual HRDA allowances but may receive HRDA funds for special training requirements, subject to their submission of justified requests and the availability of funds. The six countries may also participate in regionally funded HRDA activities, such as the proposed private sector training programs of the U.S. Chamber of Commerce. Countries may begin receiving annual HRDA allowances when their bilateral projects expire.

The eight Sahel countries (Burkina Faso, Cape Verde, Chad, Gambia, Mali, Mauritania, Niger and Senegal) will not receive HRDA funds because of their participation in the Sahel Human Resources Development project.

Countries are occasionally restricted from receiving AID funds because of Congressional directives, debt regulations or other administrative restrictions. Zimbabwe is presently in this category. Countries temporarily restricted from AID funding may begin receiving HRDA allowances once the restrictions are lifted.

4. Project Elements

Authorized project activities to achieve the project's purpose are described below. HRDA allows missions and host countries to provide training programs in a variety of modes, depending on the development objectives and level and content of the required training. Estimated outputs of each type of training activity are given in terms of numbers of persons trained for the public and private sectors. These estimates are based on the new emphases of this project, its anticipated funding levels, and missions' priorities and training patterns under AMDP.

a. Authorized training activities

(1) Academic training in the U.S.

Academic training for AID participants, as defined in Handbook 10, is a program in an institution of higher education leading to a degree. Such training may be at the following levels.

(a) Associate or Bachelor Degree

U.S. undergraduate training is an expensive option that may be justified under the following circumstances:

(i) For participants from countries with very few or no post-secondary training institutions. Third-country training, when appropriate and feasible, is the first option before U.S. training. Countries in this category are Seychelles, Djibouti, Comoros, Equatorial Guinea, Guinea-Bissau and Sao Tome/Principe.

(ii) For training in skills not available in African institutions.

(iii) For in-service training to upgrade selected staff who have less than a BA/BS degree.

(iv) For the development of leadership skills or for other political purposes in certain countries.

Estimated number of participants:	Public Sector	30
	Private Sector	<u>5</u>
	Total	35

(b) Master's Degree

Most U.S. academic participant programs will be for master's degree training, which can provide a strong grounding in a technical discipline and allow participants to return to positions in their home countries normally within two years.

Estimated number of participants:	Public Sector	160
	Private Sector	<u>20</u>
	Total	180

(c) Ph.D. Degree

Ph.D. candidates may be considered for HRDA funding, particularly for university faculty and senior staff of research institutes; however, because of the high cost and long duration of doctoral studies, it is recommended that missions use the AFGRAD program as much as possible for funding and managing Ph.D. programs.

Estimated number of participants:	Public Sector	16
	Private Sector	<u>0</u>
	Total	<u>16</u>

(2) Short-term technical training in the U.S.

Technical training is all training not classified as "academic" in the definition given above. Technical training is usually focused on a single subject that will help the trainer improve his or her job performance. This training includes technical courses such as those offered by USDA, the Bureau of Census and the Department of Labor; management training seminars; university short courses; specially designed observation and study tours; and internships in U.S. businesses. HRDA will encourage contributions from the U.S. and African private sectors for this type of training, including the establishment by U.S. businesses of one or more training programs like the privately funded and tuition-free U.S. Telecommunications Training Institute (USTTI).

Estimated number of participants:	Public Sector	950
	Private Sector	<u>370</u>
	Total	<u>1320</u>

(3) Third-country long-term training

Missions and host countries may provide training for HRDA participants at universities and training institutions in Code 941 (Selected Free World) countries. Third country training may be preferable to U.S. training for non-English speakers and because of its lower costs, its relevance to training requirements and the indirect support such training can provide to third country institutions.

Estimated number of participants:	Public Sector	200
	Private Sector	<u>50</u>
	Total	<u>250</u>

(4) Third country short-term training

HRDA authorizes technical training, observation and study tours, and other types of short-term training in Africa and in other appropriate third world countries (Code 941).

Estimated number of participants:	Public Sector	300
	Private Sector	<u>340</u>
	Total	<u>640</u>

(5) Regionally funded training programs and seminars

During the life of the project, AFR/TR/Education will propose contractual arrangements for designing, organizing, and implementing training programs and seminars of common concern to most missions. These activities will be funded regionally. The training seminars will be provided in Africa by U.S. contractors/grantees in coordination with African institutions. Proposed activities include:

- (a) U.S. Chamber of Commerce (Center for Leadership Development) training programs to build private sector leadership and representation skills, similar to current activities in LAC and India;
- (b) Policy reform seminars on the role of the private sector in development and the constraints to private sector expansion; and
- (c) WID seminars on constraints to technical and professional training for African women and strategies to overcome these constraints.

Planning for such activities will be carried out collaboratively with missions and AID/W offices. The proposed activities will be approved by the Director of AFR/TR.

Estimated number of participants:	Public Sector	200
	Private Sector	875
	Total	1075

(6) In-country training

HRDA funds may be used by missions to sponsor short-term in-country training activities. AID funds are normally used to provide instructors, materials and some other costs of the activity. The cooperating host country institution normally funds the local travel and per diem costs and other local costs for the training.

In-country training may include technical training courses for particular institutions (e.g., the agricultural extension service), entrepreneurial development workshops, private sector technical skill training and management training seminars. Although persons attending in-country training activities are not "participants" in the AID sense, such training programs constitute an important element of the HRDA project because of their effective contribution to institutional and human resources development, particularly for the private sector.

AFR/TR/E, through HRDA, will assist missions by providing a variety of in-country training options, and by helping missions with arrangements for tailor made in-country training programs, as requested.

Estimated number of trainees:	Public Sector	1600
	Private Sector	1875
	Total	3475

b. Summary of training activities

In summary, the estimated outputs of the training activities of the project are as follows:

(1) Estimated number of persons trained, by location of training

	<u>No. of Participants</u>	<u>Percent of Participants</u>	<u>Percent of Training Budget</u>
U.S training	1551	22 %	56.2 %
Academic	(231)	(3 %)	(29.9%)
Technical	(1320)	(19 %)	(26.3%)
Third country training	890	13 %	21.8 %
Regional seminars	1075	15 %	5.6%
In-country training	<u>3475</u>	<u>50 %</u>	<u>16.4 %</u>
Total	6991	100 %	100.0 %

(2) Estimated number of persons trained, by sector:

Public sector	3456	49.4 %
Private sector	<u>3535</u>	<u>50.6 %</u>
	6991	100.0

(3) Estimated number of women trained (35% of total): 2447

(4) Estimated number of African institutions assisted by personnel training in 26 countries:

Public institutions (average 10 per country)	260
Private enterprises (average 60 per country)	1560
Cooperatives	20
Non-governmental institutions (local PVOs, etc.)	10
Training institutions	50
Research institutions	20

c. Other authorized project activities

In addition to the training activities described above, the project authorizes the use of funds for training needs assessments, planning, managing and evaluating project training activities and for improving the overall management of AID's training activities for Africa.

To monitor, analyze and evaluate AID's programs and expenditures for human resources development in Africa, the HRDA project will establish a management information system (MIS) that will provide current, reliable reports on all important aspects of African training activities. The information system will include data on training under all bilateral, regional, and central projects,

in addition to serving as a management tool for HRDA project activities. Reporting requirements for missions will be minimized through aggregation of current MIS instruments.

Furthermore, because of its size and the support it provides to 26 participating countries, HRDA has a role in helping implement the Bureau's development training strategies. Functions of HRDA include:

- Encouraging directions for AFR training activities (training for the private sector, support for African training institutions, increased training opportunities for women, etc.)
- Strengthening the quality of African post-secondary training institutions by (1) developing linkages between U.S. and African universities and (2) increasing the use of third country and in-country training;
- Tapping resources of the U.S. private sector to assist African human resources development;
- Initiating measures for reducing training costs while maintaining a high quality of training performance.

The following activities are authorized in order to carry out these management and program functions.

(1) AID/W short-term contract services for start-up activities.

Short-term contract services will be required for project start-up activities during the last quarter of FY 87. These services include the preparation of a PIO/T and Scope of Work to enable the long-term technical assistance contract services, described below, to be selected and in place in early FY 88; the review and processing of missions' Country Training Plans for FY 88; and the provision of technical assistance to plan private sector training activities to be initiated early in FY 88.

(2) AID/W technical assistance contract services

HRDA authorizes the selection of an institutional contractor to provide technical services not presently available from AID direct hire staff. Contractor personnel will be responsible to AFR/TR/Education. They will be located in non-government office space at a site approved by AID.

Proposed contract personnel are as follows (see Annex F for position descriptions):

(1) Private Sector Training Specialist (60 person months)

This individual will develop and coordinate training activities to promote the growth of Africa's private sector. Private sector training activities are described in Section III. B of the Project Paper.

(ii) Higher Education Specialist (60 person months)

This individual will provide technical assistance to help build the capacity of African universities and training institutions, establish linkages between U.S. and African universities, and make greater use of African institutions for AID-funded training programs. Activities to support African universities and training institutions are described in Section III. C of the Project Paper.

(iii) Consultants (6 person months)

Short-term consultants may be contracted, as needed, to provide specialized technical services to support private sector training, and the development of African training institutions.

(iv) Management Information System (MIS) team, to include:

- a) System Manager/Training Specialist (60 person months)
- b) Programmer (24 person months)
- c) Data Entry Person (60 person months)
- d) System Designer/Trainer (consultant) (2 person months)

The MIS team will provide technical assistance to develop and implement an integrated information system that will (1) provide statistics and cost data for all AID participant and in-country training activities in Africa; (2) serve management and decision-making needs concerning training activities at all levels (agency, bureau, mission and project) and (3) monitor training activities and costs for the estimated 6,991 participants and trainees to be funded by the HRDA project. Procedures for installing the MIS are described in Annex K.

(3) Field management personnel

(a) Mission Training Officers

Missions may transfer funds from other bilateral accounts into their HRDA project account for the purpose of employing a local Training Officer, when mission requirements for assistance in the management of training activities justify this procedure.

(b) Addition of Training Officer positions in countries receiving third country participants

Missions that receive increasing and substantial numbers of third country participants from other African countries may require the services of an additional local Training Officer to manage third country training placement and maintenance procedures. Supplemental regional HRDA funds may be provided to missions or regional offices for the employment of such Training Officers, if no other funds are available. Requirements for additional Training Officers will be reviewed with missions and regional offices by the HRDA Project Manager during the first year of the project. It is anticipated that additional Training Officers may be needed in 3 or 4 missions.

(4) Technical assistance for mission programs

Project funding is authorized to provide short-term technical assistance to missions to help plan, implement and evaluate human resources development activities. Missions' requests for technical assistance will be reviewed by AID/W. If the requirements are in accord with HRDA objectives, contractual services may be arranged by AID/W, or the mission may be provided a supplemental HRDA allowance in order to procure technical assistance in the field.

Examples of appropriate uses of technical assistance include the preparation of institutional profiles to identify key human resources constraints; studies to define private sector technical skills training requirements; and assistance to missions for the development of Country Training Strategies. "Buy-ins" from other regional projects to provide technical assistance to regional training institutions would also be appropriate to HRDA purposes.

(5) Expenditure of seed money to establish linkages between U.S. and African universities and to cluster training programs at U.S. or African institutions.

These activities, which include faculty exchanges, joint seminars and cooperative education programs, are described in Section III. C.

(6) Expenditures for missions' pre-training and post-training participant activities.

Missions may draw on their HRDA allowances to fund certain pre-training and post-training activities and services for their participant training programs. Missions should first look to the individual participant or the host country to pay many of these costs. The second alternative is to include the costs in the participant's PIO/P. If neither of these alternatives is feasible, the mission may prepare HRDA-funded Purchase Orders to pay the costs of services and activities such as the following:

- TOEFL examinations;
- pre-departure medical examinations;
- pre-departure orientation seminars and materials;
- enrollment of prospective participants in in-country English language courses;
- extension of membership in an American professional society and/or a subscription to a professional journal for returned participants;
- provision of technical pamphlets, textbooks and other professional printed or video materials for returned participants;
- post training workshops or conferences.

Missions may use HRDA funds to establish or strengthen in-country English language training programs for AID participants. Proposals for the expenditure of HRDA funds for this purpose should be part of a mission's Country Training Strategy.

(7) Evaluation

Funds are budgeted to carry out a broad evaluation of HRDA programs during the fourth year of the project.

III. B. Private Sector Training

1. Introduction

A strong and expanded private sector is required to promote and sustain economic growth in Africa. Fifty percent or more of HRDA's trainees will be individuals involved in the private sector. This translates into training for more than 3,500 individuals.

This section will define HRDA's private sector development objectives, discuss planning and management requirements related to the private sector training, and illustrate the kinds of private sector training activities planned under the project.

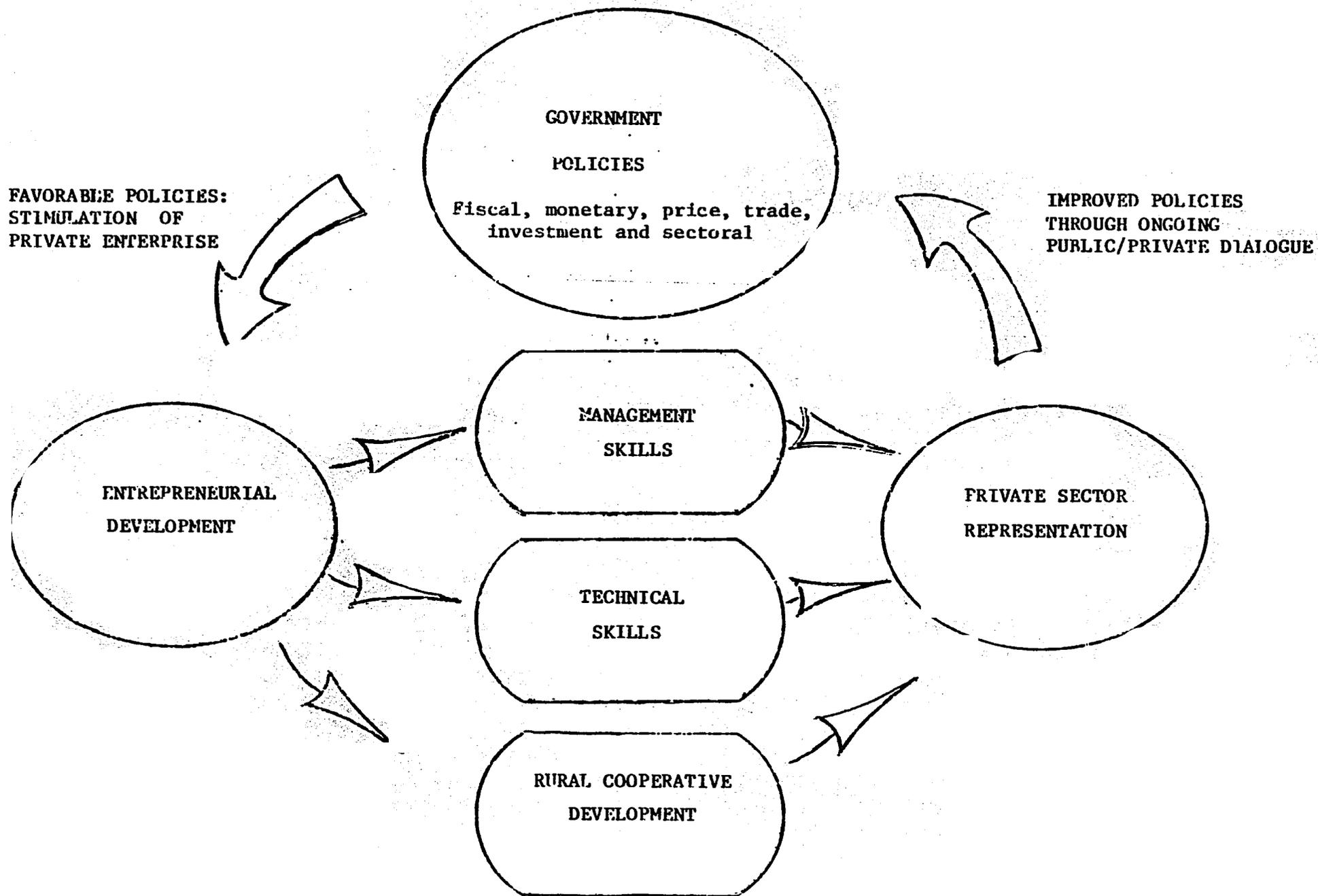
2. Objectives and Scope

The objective of the private sector portion of the HRDA project is to strengthen the indigenous private sector and to promote its growth. Specifically, the project will use training activities to accomplish the following:

- a. promote policy reform favorable to private sector growth by increasing public sector understanding and appreciation of the role of the private sector in development;
- b. increase private sector participation in business climate assessment, in policy dialogue and in private enterprise support activities by strengthening its representative groups and associations;
- c. develop entrepreneurship in order to create new businesses, by selecting, training and providing counseling to potential entrepreneurs;
- d. improve productivity of existing enterprises through management training for mid- and senior-level managers;
- e. increase efficiency and technology transfer by diagnosing and responding to technical skills deficiencies; and
- f. promote a free market environment on the rural level by reinforcing rural cooperatives' purchasing, marketing, distribution and credit management abilities.

The figure on the next page shows the interrelations between these six areas of project concentration for private sector development.

STIMULATION OF PRIVATE SECTOR GROWTH



This project targets small and medium-sized firms, with assets up to \$500,000 and employing up to 150 persons. Due to the special conditions and resources required for implementing and following up on human resource development efforts, the informal sector micro-entrepreneur is not targeted specifically by HRDA. The ARIES project, under S&T/EED, is intended to provide technical assistance, training materials development and case study preparation for resource institutions designed to assist the micro-entrepreneur. HRDA will maintain close contact with S&T/EED and will seek to provide information to missions concerning other project resources in this area.

"Private sector training" will include individuals working in the private sector and some individuals not directly employed in the private sector, but whose work directly relates to private sector performance. Eligible participants in "private sector training" will include the following:

- a. individuals owning, operating or employed (in managerial, administrative or technical capacities) by a privately held for-profit firm;
- b. persons interested in starting their own business (potential entrepreneurs);
- c. staff and members of rural cooperatives and cooperative credit unions;
- d. directors and staff of non-profit private and semi-private associations representing the private sector (e.g., chambers of commerce, trade associations, industrial promotion centers);
- e. educators and trainers responsible for management and skills training for private sector human resources development requirements;
- f. public sector officials responsible for policy decisions affecting the private sector (e.g. Ministry of Planning, Finance, Labor, Commerce, and Industry); and
- g. staff of financial institutions which provide credit to the private sector.

3. Planning and Management

As part of their Country Training Strategies, missions will develop private sector training plans to guide implementation of private sector training activities. The private sector training plans will be based on a training needs assessment consisting of an evaluation of (a) existing in-country training programs and trainers, (b) selection procedures for trainees and (c) the appropriateness of training topics as perceived by end-users in the private sector. If requested, AFR/TR will assist missions in developing these plans through the use of contractor services or by providing limited financial resources to the mission for consultant services.

Prior to developing these plans, it would be useful for a mission to complete a private sector profile. The development of private sector profiles is in line with the Africa Bureau Private Sector Development Policy and Strategy. AFR/PRE is prepared to assist missions in developing the private sector profiles.

AFR/TR will maintain, through the HRDA private sector training specialist, a databank on existing private sector training opportunities in the U.S. and regionally in Africa. In addition, the databank will include information on initiatives by all African missions and other regional bureaus in the area of private sector training.

In order to improve the effectiveness of training activities, coordination with other donors (particularly IBRD and UNDP/UNIDO) will be an integral part of HRDA. Cooperative approaches to assisting the private sector will be promoted. Where AID may be able to provide training resources, support will be sought from other donors for the provision of credit or long-term technical assistance, as required on a case by case basis.

In light of HRDA's emphasis on in-country private sector training, an increased management burden will be placed on missions. It is estimated that in-country programs will represent approximately 65 percent of all planned private sector training activities. AFR/TR, recognizing the increased burden this orientation will place on missions, will provide management assistance in identification of suppliers, contracting and evaluation (in addition to plan development mentioned above).

Third-country training opportunities will also be increased for short-term technical training and, to a more limited extent, for long-term academic training. The project may strengthen certain regional/national institutions as internal, African-managed resources. Observation and study tours in African and non-African LDCs will be implemented. These experiences are closely relevant to conditions in recipient countries and may demonstrate models for replication (e.g., private sector training institutes, chambers of commerce, manufacturing associations, financial institutions).

Traditionally, missions' participant training programs have been carried out in collaboration with government agencies, such as the Ministry of Planning or the Ministry of Education. The implementation of private sector training activities will necessitate new collaborative arrangements. It is recommended that each mission consider establishing, for the purposes of this project and other projects supporting private sector development, a Private Sector Advisory Board. The Board would be responsible for promoting project activities, nominating candidates for participant training, and assisting in training needs assessments, program designs, monitoring and evaluation for in-country training programs. It should be composed typically of representatives from the local chamber of commerce, trade associations, rural cooperative organizations, financial institutions lending to the private sector, local private sector training institutions and the Ministry of Commerce and Industry or other appropriate ministry.

4. Illustrative Private Sector Training Activities

The analysis of skill requirements shows that assistance in six key areas is needed to strengthen and expand the African private sector. These areas are: (a) policy reform; (b) entrepreneurial development; (c) management training; (d) rural cooperative development; (e) private sector representation; and (f) technical skills training. What follows illustrates kinds of training activities to assist the African private sector in these six areas. Each mission, in collaboration with the host government and representatives from the private sector, will determine specific training activities. The reader may refer to Annex E for additional information concerning some of the organizations and private sector agencies mentioned below.

a. Policy Reform to Encourage Private Sector Development

HRDA resources may be used to (1) train and sensitize public sector officials to the importance of the private sector's role in economic development and (2) to bring together representatives of both the public and private sector to identify constraints to private sector development and means of alleviating them.

HRDA regional funds will be used to contract the services of a U.S. institution (possibly a university consortium) to plan and implement approximately 20 in-country policy reform workshops, at missions' request. These workshops, involving public and private sector representatives, will normally consist of two one-week segments. They will concentrate on subject matter related to trade policies, financial markets, price controls, investments and export promotion, administrative procedures, taxation, labor regulations and privatization.

Missions also may use the S&T/RD cooperative agreement with NASPAA (National Association of Schools of Public Affairs and Administration) to access the expertise of universities such as Washington State, Atlanta University, Texas Tech or Cal Polytech to help plan and implement policy reform workshops. Other options for assistance in planning and implementing workshops include: (1) the seminars available through the S&T/EED ARIES project; and (2) the PRE-developed workshop on the Role of Government in Private Sector Development (expected to be developed in FY 1988).

Observation and study tours to the U.S. and LDCs which have a favorable policy environment and short-term technical training for public sector officials may also be used to facilitate policy reform training. These training activities should focus on subjects such as capital market development, international marketing, labor law, privatization, export promotion and trade policy. PIET can be used to place participants in U.S.-based training programs. AFR/TR will assist missions with placements in international institutes such as the International Trade Center in Geneva.

b. Entrepreneurial Development to Create New Businesses

In-country workshops may be used to promote entrepreneurial development. This instruction should involve hands-on training in areas such as planning and budgeting, sources of credit, marketing and business plan preparation. The training of trainers approach should be used to insure transfer of training

skills to local institutions. Participants should be selected based on results of tests and interviews. The training would best be provided in a series of several workshops. AFR/TR will assist missions in contracting with training firms experienced in small-scale entrepreneurship development workshops.

Entrepreneurial development may also be fostered through long-term academic training in the U.S. This training should be provided to a select group of future managers. To maximize the effectiveness of this training, HRDA will examine the possibility of aggregate placements in a U.S. university which offers a business administration program oriented towards LDCs and cooperative work experience in an industry related to African private sector potential (e.g. agribusiness, transportation, communications).

c. Management Training to Improve Productivity

Management training may be implemented through in-country workshops and short-term technical training in the U.S. In-country workshops should be implemented on a serial basis at local private sector training institutions or through business associations.

This training should be developed as a "program" of at least three workshops. While the subject matter included in the workshops should be based on site-specific needs, appropriate topics will generally include principles of management, financial management, marketing, personnel management, planning and forecasting and application of computers. The workshops should be based on training needs analysis. Missions should look to local institutes to indicate topics of interest and to provide input for the needs assessment. Once this has been done, a U.S. training firm with field experience can provide contractual assistance in planning and implementing the seminar.

Short-term technical training (including study tours in the U.S. or possibly LAC/ANE) may also be considered for management training. Individuals from the local private sector, bankers and trainers should be targeted for this training. Internships in U.S. companies in conjunction with the Entrepreneurs International Program offer excellent training opportunities.

d. Rural Cooperative Development

Cooperatives can play a major role in privatization of the rural sector. However, in order to do so, their purchasing, marketing, distribution and credit management abilities may need to be strengthened. HRDA allowances may be used to fund third-country training for rural cooperatives management and staff in institutions offering programs on cooperative accounting, marketing, cooperative promotion, and transport and distribution systems. In addition, HRDA funds may be used for in-country programs in areas such as rural credit development, cooperative management, input distribution and commercialization. This type of training should consist of a serial program of several workshops. Missions may consider using third-country institutes, CLUSA, or Agricultural Cooperative Development International to develop and implement in-country programs.

e. Private Sector Representation

Effective associations of private sector interests are needed to insure private sector participation in policy discussions. Existing associations may require strengthening through staff training. Private sector representative groups may be given in-country or third-country training in areas such as association management and organization, budgeting and training analysis.

To support such activities, HRDA will execute a cooperative agreement/grant with the Center for Leadership Development of the U.S. Chamber of Commerce. Currently, the Center is training chambers of commerce and trade associations in LAC and India in effective representation and organization management. Similar programs will be planned for Africa.

Observation/study tours in Africa (and possibly ANE) for association management are also authorized. Examples of effective African associations which may be usefully visited include the Ivorian Chamber of Commerce, the Kenyan Manufacturers' Association and the Kenyan Woman's Business Association.

f. Technical Skills Training to Support the Private Sector

Deficiencies in technical skills have hampered industrial development in Africa and the infusion of foreign capital. Too often, foreign partners have decided that the local skills level was inadequate for the requirements of their project. HRDA cannot respond to all the technical skills needs in eligible countries, but it can allocate funds for in-country studies to assess skill deficiencies. Potential areas of concentration include industrial maintenance, production control and materials management.

In addition to the assessments, HRDA allowances may be used to support the following kinds of skill development activities: (1) short-term technical training in the U.S. or third countries for both trainers and technicians in areas such as road maintenance or industrial engineering technology; (2) internships in U.S. companies in conjunction with the Entrepreneurs International Program.

III. C. Activities to Support the Development and Use of African Universities and Training Institutions

The great majority of skilled men and women needed by African public and private institutions to carry out development programs must come, in the long run, from the continent's own institutions of higher education and training. The expansion and improvement of these educational institutions is vital to meeting Africa's human resource requirements. HRDA will support institutional development through training, technical assistance and the establishment of linkages with U.S. universities.

It is estimated that the project will provide some measure of assistance through one or more of these activities to at least 50 African training institutions. Furthermore, the project will use some of the African institutions for third country training programs.

The project authorizes contracting a full-time higher education specialist, and short-term consultants, to help missions plan and implement institutional development and third country training activities and to help coordinate HRDA bilateral and regional activities with those of other AID projects and other donors.

The project does not have the means or intent of providing African training institutions with physical facilities or materials (except for small - but important - purchases of training materials and books for participant and in-country training programs). However, the project's activities may complement physical facilities and equipment provided by other AID projects and other donors.

To support African training institutions and use them for third country training, reliable current information is needed about their programs and conditions. A broad survey of African institutions is not required; enough surveys have been done already. (Eight recent directories of African institutions are listed in Annex D and there are others by FAO, WHO and OECD). A problem with these directories is that the rapid growth of Africa's institutions causes some of their information to be outdated by the time they are published. To keep information current, HRDA will create a computerized databank which will include most of Africa's 56 universities as well as selected other higher level institutions useful for third country training. Information will be obtained from missions, REDSOs, Fulbright professors and other sources and will be made available for user requirements in AID/W and missions. The databank will include details of program content, evaluation of program quality and staff qualifications, conditions of facilities, current donor assistance, composition of the student body, foreign student admission requirements and procedures, information on housing, and information on costs.

There is no need, at the regional level, to list smaller post-secondary schools that serve national purposes; however, missions may wish to use their PTMS program to establish internal databanks of national institutions. In any case, missions should be informed regarding institutions in their own countries, especially those that relate to their development assistance strategies.

The AID Policy Determination on Participant Training states, "Where there is a substantial need for training in any field in which local (training) capacity is not judged to be adequate, the presumption is that the first priority for external training should be the development or strengthening of local training capacity through faculty training and other means". As discussed in Section VI, a mission's Training Strategy should examine the capacity of local training institutions in relation to the human resources requirements of the priority sectors and institutions identified in the mission's CDSS. Many missions will, indeed, find that support to a faculty of the national university or to a technical training institution is a priority requirement. If so, missions should use at least a portion of their HRDA allowances for that purpose.

HRDA bilateral allowances may be used to fund technical assistance for institutional profiles and training needs assessments in order to plan support to selected training institutions. Regional HRDA resources are also available to assist missions' planning needs.

Based on the determination of needs, HRDA funds (and AFGRAD or other project resources) may be used to provide training for the following purposes:

- to strengthen the management and planning capabilities of administrators of African educational institutions and to promote reform of higher education policies;
- to provide staff training to expand and upgrade instructional programs in fields important to development; and
- to help build problem-solving approaches in the curricula, research, and outreach programs of the institutions.

Missions will also have the option to use HRDA funds to foster cooperative programs between African and U.S. educational institutions. The objective of such collaborative arrangements would be to build the institutional capacities of African universities and to augment skills training programs in Africa. Collaborative activities might build on existing informal contacts between U.S. and African institutions from prior technical assistance projects. Possible linkage activities which could be funded by HRDA include:

- in-country workshops for African and U.S. collaborators to define the African program's institutional objectives and needs, including curriculum and staff development, and to determine means of collaboration;
- study/observation tours by African administrators and key staff to the U.S.;
- long-term and short-term participant training for staff development for the African institution, possibly at the collaborating U.S. institution, to be funded by HRDA or AFGRAD;
- faculty exchange programs, partially funded by HRDA or through arrangements with USIA or the cooperating university (note: under a Kenya mission project, the University of Illinois will provide matching resources to complement those being made available to Egerton University College to finance faculty exchanges);
- costs of travel and per diem for staff of the U.S. institution to participate in collaborative in-country short courses and out-reach programs;
- joint research activities by the collaborating institutions, possibly supported by, or related to, other missions' projects;
- guidance of field research in Africa by U.S. and African graduate students.

Perhaps the end product of such collaborative activities would be the development of cooperative degree programs between the two institutions, whereby African students, when appropriate, could receive part of their course work for the African university's degree at the collaborating U.S. institution. Supplemental HRDA funds may be made available for such activities.

HRDA will solicit missions' interest in establishing at least one such split-training program at a selected site during the course of the project.

Missions are urged to seek out prospects for collaborative activities, such as the examples given above, between HBCUs and African institutions. HBCUs offer unique opportunities for promoting human resource development in poor countries, particularly since they were founded to serve those crippled by poverty. In addition, HBCUs have traditionally provided training that is especially appropriate to the environments in developing countries, e.g., small farms, cooperatives, small to medium enterprises and development of leadership qualities.

At the regional level, several technical offices within the Africa Bureau - agriculture, health, natural resources/energy - have suggested a similar concept for AID assistance: to identify existing national universities with good foundations in relevant academic disciplines on which AID and other donors could help build specialized training programs that would serve regional needs for major training requirements.

This concept has also been voiced by African leaders, particularly in the SADCC region. Countries that have struggled to establish national universities recognize that the creation of specialized schools is too costly for their limited national needs but would make financial and educational sense if carried out on a regional basis.

The concept is appealing for a number of reasons. It would not take large amounts of resources to establish specialized training centers at many universities. The centers, being based in national universities, would have reasonable resources for sustaining themselves. Planning a network of such centers would involve coordination with other donors, with U.S. universities, and, of course, with African institutions. Most importantly, the establishment of such centers would help produce qualified personnel in numbers well beyond those produced by costly participant training programs and they would do so in a manner that could focus educational research and outreach activities on Africa's development problems.

The use of HRDA funds and "buy-ins" from other regional projects is authorized to support the establishment of specialized regional training centers at national universities. Funds may be used to provide participant programs for staff development, technical assistance and other activities. Supplemental funds may be added to a mission's bilateral HRDA allowance for such specifically designated regional purposes at the national university. Alternatively, these regional activities could be administered by REDSOs, the Southern Africa Regional Office or AID/W.

Another regional HRDA approach to African human resources development will be through aggregating the demand for training in particular skills in order to improve the quality, relevance and cost-effectiveness of training. Where there is a sustained and sufficient number of trainees with common training requirements, regional HRDA funds may be used to establish new training options in the U.S. or Africa. The following are examples of training procedures which will be explored for possible funding during the life of the project.

(1) Negotiate an agreement with a U.S. university to provide graduate training for African participants in a particular area. African participants in the subject area would receive their training at that institution. The U.S. university would, in turn, develop complementary services for the African students and establish linkages with African universities, leading to the possibility of joint training and research activities and the eventual spin-off of the program to one or more locations in Africa.

(2) Contract U.S. technical assistance to strengthen the capacity of an African training institution to provide needed training courses (e.g., training for female extension agents). The U.S. contractor would help design carefully tailored short-term training programs. Regional HRDA funds would provide start-up costs for the implementation of two or three sessions of the training program, after which the African institution would be expected to market the training for tuition fees.

(3) Provide HRDA-funded scholarships in selected academic fields at one or more well-qualified African universities. The university would administer the scholarships for students nominated by governments and AID missions in other countries, subject to the admission requirements of the university. Incentives for the university and its obligations to the students would be negotiated.

HRDA will also provide regional support to facilitate a greater use of third country training. Information about selected African training institutions will be collected in a databank, as stated previously. The project may also fund some local personnel to help implement third country training in receiving missions. In addition, a manual on third country training procedures in Africa will be prepared by a consultant under the project's technical assistance contract. The manual will include standardized procedures for placements, financial procedures, model forms, permissible expenditures, information on visa requirements, information on insurance, and other guidelines needed to increase the accessibility of African training institutions to AID-funded participants.

Finally HRDA contract staff will draft a bureau Strategy Paper for AID support to selected African training institutions. The statement will recommend regional and bilateral AID activities, procedures for their coordination with activities of other donors, and the recommended role of U.S. universities, including HBCUs. In addition, the statement will address issues of African higher education and AID training problems, such as equivalency issues and English language training needs.

III. D. Participation of Women

The Percy Amendment to the Foreign Assistance Act requires that AID assistance programs give particular attention to integrating women into their national economies. AID's policy on Women in Development emphasizes that effective strategies which promote balanced economic development must focus on the participation of women in the development process. The Percy Amendment and AID policy are concerned with equitable distribution of development benefits for both women and men; but more importantly, they recognize that women are an important development resource which poor countries cannot afford to waste and a resource that is key to the success of many development activities.

Current AID policy requires "substantial participation" by women in all training programs. The share of women among AID participant trainees from Africa increased from about eight percent in the 1970s to over twenty percent in recent years. In order to continue and accelerate this trend, the constraints to increased involvement of women in training programs must be addressed.

Although there are differences among countries and regions, three common barriers to increased involvement of women in training programs are as follows: (a) the practical inability of African women to absent themselves from the household for extended periods of time; (b) the relatively low number of women in the pool of eligible trainees; and (c) prejudice against women entering certain fields of employment.

African women are primarily responsible for the smooth operation of the household. This role makes women less likely than men to be available for long-term out-of-country training.

Traditionally, the African education of women has stressed development of domestic skills or 'training for the home'. The bulk of professionally trained women in Africa are teachers and nurses. Consequently, there are fewer women than men with the requisite background or position that qualifies them as candidates for the kinds of academic or technical training generally offered under the participant training program.

Job or professional prejudice against women is closely associated with the pattern of education for African women. Since traditionally women were not trained to hold key positions in ministries, development agencies or private organizations and firms, such positions are dominated by men. The unfortunate result in many cases is stereotypes and biases against women in professional employment and training for professional positions.

HRDA intends to remove or lessen the barriers to increased participation by women in its training programs. The project's strategy is to improve outreach to women by taking into consideration their special training needs.

As mentioned above, family responsibilities place constraints on out-of-country and long-term training of women. In response, HRDA emphasizes the inclusion of greater numbers of women in both short-term and in-country training. In most African countries, women perform over half of the agricultural work. Short-term courses designed to train agricultural extension agents, improve farm labor productivity, and train individuals in rural industries are particularly appropriate to the needs of women.

Women constitute a significant share of the African private sector and are a major source of entrepreneurial leadership. For example, women account for half or more of the labor force in trade in many African countries. Short-term courses designed to increase growth in the private sector increase opportunities for the participation of women. HRDA emphasizes increased efforts to recruit women for such short-term training offered in-country, in third countries and in the U.S.

The bulk of women in the private sector range from micro to medium sized entrepreneurs. The most effective means of reaching them is to work through women's cooperatives, cooperatives which focus on women as well as men and other organizations which seek to strengthen the role of women in economic development. USAIDs are encouraged to work with such organizations in their bilateral programs.

In addition, HRDA will fund regional WID seminars. The seminars will focus on constraints to strengthening technical and professional skills among African women and strategies to overcome these constraints. HRDA implementors will encourage other donors to provide credit and long-term training which complement the seminars.

The technique used in the seminars will be to train trainers in areas such as outreach, technical skills, management, credit, planning and development of entrepreneurial skills. At least one of the seminars will include strategies to improve networking, support and advancement for professional women and to strengthen representation of women's interests at the national level.

An 8(a) firm will plan and design these seminars in collaboration with AID/W, missions, host governments and African organizations that focus on women (e.g. women's professional and business groups, women's financial organizations, cooperatives and YWCA). The contractor should consult recent studies and reports on women in Africa such as the Carloni assessment of AID's experience with women and development projects and activities, the AID funded study on women's group enterprises in Kenya and the findings of the Mount Holyoke College international conference scheduled for November 1987 and entitled: "Worldwide Education for Women - Progress, Prospects and Agenda for the Future".

Short-term training of women should not be emphasized at the expense of long-term out-of-country training. Notwithstanding the constraints placed on women regarding the latter type of training, there are women available for long-term out-of-country programs and aggressive efforts should be made to recruit them. Factors which influence women's ability to participate in such training should be given serious attention. For example, the availability of facilities for sleeping or child care greatly increases the ability of women to participate in training which requires absence from home for extended periods of time. (Carloni, Women in Development: AID's Experience 1973-85, Vol. I Synthesis Paper, Draft dated October 1986, p.55). Although HRDA funds cannot be used to pay for the transportation and care of a trainee's dependents and it is likely that the trainee will have to bear such costs, the existence of a women's dormitory or child care facilities increases the ability of women to participate in long-term out-of-country training. This factor should be kept in mind when selecting training institutions.

HRDA priority areas for long-term training include agricultural development, academic programs in economics and other policy-related disciplines, management and administrative skills and technical and scientific training in health, population and natural resources. It is reasonable to assume that for African countries in general, the pool of eligible women is much smaller than the pool of eligible men. There are, however, countries in Africa which have experienced a recent increase in the number of women qualified for the type of long-term training offered under HRDA. Women should be aggressively recruited

in these countries. In other countries where the pool of eligible women is more limited, selection procedures should be adjusted so that more women qualify. For instance, special efforts can be made to upgrade non-professional women working in ministries and development agencies to standards for eligibility. Public school teachers can be considered for training as faculty for staffs at intermediate and higher level educational institutions. In the technical and scientific fields, female nurses can be considered for advanced training in health, population, nutrition and biochemistry and related fields. Institutions of higher learning should be encouraged to recruit women students for study in fields traditionally considered for men. These institutions should also consider establishment of remedial training for female students where necessary.

Additionally, there are specific actions that missions may take to increase the number of women in long-term training. Among these are the following: (a) collaborate with national professional women's associations to encourage entry of women into new professions; (b) promote greater use of third country training relative to U.S. training; and (c) promote efforts which increase the number of female students in science and math programs at the secondary school level to increase the pool of female candidates eligible for participant programs in developmental fields.

Missions may wish to launch a direct attack on biases in professional employment and training by using grant agreements to gain consent of host governments to seek out women for training and to assure that, after training, women will receive a fair chance at serving in positions which offer upwardly mobile opportunities.

HRDA proposes to strengthen local institutions such as private voluntary organizations and cooperatives. In selecting institutions for assistance, particular attention should be given to the ability of the organizations to meet the needs of women as well as men.

IV. SUMMARY ANALYSES

A. Economic Implications

World Bank calculations show that the average social rate of return on higher education in Africa is 12 percent. Primary and secondary education rates are 26 percent and 18 percent, respectively. The private rates of return are much higher. However, these rate of return calculations may be suspiciously low (particularly for higher education) since: (1) costs in the calculations are inflated to the extent training institutions have outputs other than graduating students; and (2) the calculations are based on surveys conducted 14 to 20 years ago and do not reflect changed conditions such as increased university enrollments, increases in public employment and widespread replacement of expatriates in public service jobs. In addition, the earnings data used in the calculations do not reflect differentials between marginal productivity and education levels. Given these data concerns, it is wise to incorporate findings from partial and short-term assessments of the labor market into a discussion on the economic merits of investments in higher education. While this information is also incomplete and suffers from data constraints, it does help in reaching tentative conclusions about the design of training projects for Africa.

Retention of expatriates at high wages in several sub-Saharan countries indicates an unmet demand for Africans in senior management and professional jobs, science and math-based professions and for teachers (secondary, university and science and math). Surveys show that the greatest number of vacancies in the public sector are for secondary school teachers, senior professional jobs and technical and scientific professionals. Information on period of job search shows that science and engineering graduates find jobs within a much shorter time period than humanities graduates. Labor market surveys also indicate that the public sector cannot be expected to continue to create new jobs at the rate it did during the 1960s and the 1970s.

The implication of these assessments is that the rate of return to investments in higher education is likely to be increased to the extent that training concentrates on science, mathematics and technically based skills and programs to train teachers and managers. Also, any training which improves the capacity of the private sector to create new jobs is likely to bolster the social rate of return.

The design of HRDA is consistent with these findings. As planned, priority should be given to training for teachers and managers and in the science, mathematics and technical areas. The project emphasizes training which strengthens the private sector. In addition, the significance placed on short-term in-country and third-country programs reduces opportunity costs and the gestation period for realization of project benefits.

B. Technical Analysis

The technical analysis identifies priority areas and fields for skill development, evaluates the technical suitability of training options and discusses the technical requirements for implementation of project training.

1. Priority Areas and Fields for Skill Development

Lack of adequately trained human capital is a major constraint to growth in Africa. Manpower and sector studies indicate priority should be given to developing skills in the following areas: (a) science and mathematics to improve basic skills required to plan and promote growth-oriented strategies and profitable investments; (b) agriculture to improve performance in Africa's major economic sector; (c) management to improve administration of foreign assistance, foreign debt, education, public health and research programs and to promote increases in productivity and encourage business expansions; (d) engineering and transportation to improve planning and development of physical infrastructure needed to promote investments and commerce; (e) economics and data analysis to improve policy development, planning and decision-making; (f) participation and communications to improve transfer and application of new techniques and knowledge to rural populations and the urban poor; (g) public health to improve labor productivity and learning ability and to reduce the rate of population growth; (h) research and environment to promote development of technologies, production systems and energy sources that are both profitable and environmentally safe; (i) higher education to improve the ability of African teachers and administrators at the region's universities and technical schools to meet requirements for human resources development; and (j) private sector and enterprise development to improve the ability of and to increase opportunities for the private sector to provide vital services, to create employment and to promote economic growth.

Missions will collaborate with host governments and the local private sector, as appropriate, to select training activities within these general areas which directly relate to CDSS priorities and country training plans.

2. Technical Suitability of Training Options

The project's purpose may be met by providing training through technical or academic programs at sites located in-country, in third-countries or in the U.S.

A choice between technical and academic training should be based on a clear understanding of the specific training need. Where the need can be met by concentrating instruction in a specialized subject area or by addressing selected issues related to job performance, technical training is appropriate. Academic programs should be used where the training objective requires conceptual abilities and substantial skills in a formal discipline.

In-country and third-country sites are generally preferable to U.S. based training because the former sites offer: (a) broad access to the national human resource base, particularly women; (b) institutional support to national training institutions; (c) commonality of language and academic foundation; and (d) a comparative cost advantage over U.S. training. U.S. sites are preferable for specialized training not offered by in-country and third country facilities and where exposure to the U.S. environment, institutions and methodologies would greatly improve the quality of training.

Due to the high cost and marginal return on undergraduate and doctoral training, most U.S. academic training should be provided at the master's degree level.

To improve their quality and effectiveness, technical training programs should be designed to encourage active participation of trainees, train trainers and reinforce instruction. Subject matter should be tailored to the immediate needs of the trainees. Efforts should be made to aggregate U.S. participants with common learning objectives in universities with programs oriented toward LDCs.

3. Technical Requirements

In general, HRDA training formulas favor in-country and third-country training over U.S. based training. The emphasis on in-country training is not expected to over-burden the management capacities of missions. Normally, AID's contribution to this type of training consists of contracted technical services from U.S. or African sources to help a local institution (e.g., Ministry of Agriculture) plan the activity, prepare teaching materials and present the training program.

Much of the third-country training will take place at regional institutions listed in Annex C. These institutions have considerable capabilities and expertise in receiving trainees and managing international training programs. HRDA funds will be available to hire additional local Training Officers in those receiving USAID missions that are overly burdened due to the increased emphasis on third country training.

The diversity in official languages among the 26 countries (English, French, Italian, Spanish and Portuguese) expected to participate in HRDA makes it difficult to require that all U.S. participants reach a standard English language TOEFL score prior to departure for the U.S. In addition, the capacity of participating countries to provide English language training varies. Where countries can provide the language training, funds from HRDA allowances may be used to support such training. Missions with sizeable numbers of U.S. participants may establish their own language training courses, for which HRDA allowances may also be used. In other cases, the only practical solution may be to send participants for training at the ALIGU program or elsewhere in the U.S. S&T/IT is reviewing ELT problems; the results of this review will be applied to the HRDA project.

In sum, while some technical training problems are being reviewed, there are no apparent technical constraints which prohibit implementation of training as planned by HRDA.

C. Financial Analysis

The design of HRDA favors the lower cost in-country and third-country training options over U.S. based training. Ninety-six percent (6510 individuals) of all trainees are planned for technical programs; of this share, it is estimated that 81 percent will be trained either in-country or in third-countries.

HRDA is a least cost alternative to AMDP II. The average unit training cost for HRDA is \$5,972 compared to \$7,438 for AMDP II.

The share of HRDA's budget attributable to management and technical assistance is reasonable compared to similar operating projects.

D. Social Soundness Considerations

The immediate beneficiaries of the project will be the estimated 6,991 individuals who will receive training. The program will benefit them by enhancing their job skills, thereby improving their capacities to increase productivity, output and income.

Public and private institutions will benefit as employers of individuals whose skills are enhanced. About 250 government institutions, 1500 private enterprises, 20 cooperatives, 10 non-governmental institutions (local PVOs, etc.), 50 training institutions and 20 research institutions will be assisted by the project's activities. In addition to benefits derived directly from HRDA's training activities, some training and research institutions will benefit through faculty exchanges and new linkages established with U.S. universities.

HRDA's focus upon the strengthening of African higher level training institutions should yield a significant social multiplier effect. The social return of this investment in human capital is difficult to measure, but relatively high.

The project specifically targets private sector institutions. About 50 percent of the trainees will be individuals employed by or who work in conjunction with the private sector. The private sector's benefits include the following: (1) a policy environment more favorable to private sector growth; (2) strengthened private sector representative groups; (3) increased private sector participation in business climate assessment and policy dialogue; (4) increased capacity to create and expand businesses; (5) enhanced management and technical skills; and (6) increased purchasing, marketing, distribution and credit management capacity.

The project also includes specific efforts to increase training opportunities for women. It is estimated that about 35 percent of project trainees will be women. Also, the private sector representative groups that will be strengthened will include women's business and professional organizations. Although there is no "women's component" of the project, some of the training is specifically designed to address skill development for women and strategies for advancement of women.

Ultimately, the beneficiaries of the project will be the African public in the cooperating countries. Their benefits will be in the form of a more efficiently operated government and private sector, resulting in improved services and increases in output and income.

Participation of the project's immediate beneficiaries in implementation decisions is encouraged. Returned participants from long-term training should be used in orientation programs for new participants. Many of the technical training programs will involve a series of two to three seminars or workshops. Feedback from trainees will be used in planning the subsequent sessions. The private sector will participate in the selection of private sector trainees and assessment of needs, program designs and evaluation of in-country private sector training through local Private Sector Advisory Boards. Groups that focus on women's interests will be consulted in the planning of the regional WID seminars.

A considerable amount of the training is expected to involve the private sector and women. The project recognizes the time constraints placed on businessmen and businesswomen (due to the demands of operating a business) and women in general (due to family responsibilities). The project emphasizes short-term, in-country and third country training to accommodate these individuals.

V. FINANCIAL PLAN

A. Reducing Costs and Improving Cost Effectiveness of Training Programs

The following is a summary of initiatives proposed for this project, or recommended to missions, to reduce AID's training costs and to improve the cost effectiveness of training activities. These initiatives and recommendations are described more fully in various sub-sections of the Project Description and the Financial Analysis in Annex I.

1. Increased use will be made of less costly third-country and in-country training opportunities, in lieu of training in the U.S., when such training is appropriate to human resources development requirements.
2. Missions will be requested to justify all proposals for HRDA funding for undergraduate training in the U.S. Agency guidelines for expenditures for approved U.S. undergraduate training (see 1986 State 287378) will govern such training.
3. Assistance will be provided to missions to install and use S&T/IT's Training Cost Analysis (TCA) system. By breaking out major cost components of participant training programs, TCA will enable missions to analyze and track their training expenditures and take measures to reduce them when possible.
4. Missions should "shop" for lower cost participant training sites by using the guide books distributed by S&T/IT. Often, HBCUs represent a more cost-effective way of providing U.S. long-term training than non-HBCUs. The average tuition cost at HBCUs is less than half the average cost for comparable training at other colleges and universities.
5. Missions are urged to tighten criteria for the selection of participants through interviews and by assessing the candidate's prior grades and academic achievements and recent TOEFL scores. Missions should not accept "left-overs" for U.S. participant training.
6. HRDA will seek U.S. private sector inputs to training activities by helping organize tuition-free technical training by U.S. firms and by placing African participants in intern programs with U.S. businesses.
7. HRDA will seek to develop one or more "twinning" arrangements between U.S. and African universities, whereby African students may take some of their course work at the U.S. institution for their degree at the African university, rather than attending the U.S. institution full-time.
8. HRDA will investigate opportunities for clustering students with common academic or skills training requirements in U.S. or African institutions, with the possibility of negotiating lower costs and/or supplementary services for the AID participants.

B. Financial Summary

The total costs of the HRDA project over a period of five years are estimated at \$59,505,000. The proposed AID contribution is \$53,000,000, of which \$41,900,000 are funds directly appropriated for the project ("core" funds).

Table V.A.
SUMMARY COST ESTIMATE AND FINANCIAL PLAN

(\$000)

	<u>A.I.D.</u>		<u>Host Countries</u>		<u>Other</u>	<u>Total</u>
	FX	LC	FX	LC	FX	
<u>Training</u>						
U.S.	23,715	-	625	750	585	25,675
Third country	-	9,210	-	1675	-	10,885
In-country	6,700	250	-	2310	-	9,260
Regional seminars	1,875	500	-	-	-	2,375
<u>Technical Assistance</u>	1,775	200	-	-	-	1,975
<u>Management</u>	3,275	800	-	-	-	4,075
<u>Evaluation</u>	200	-	-	-	-	200
<u>Inflation Factor</u> (5% compounded)	3,465	1,035	50	450	60	5,060
TOTAL	41,005	11,995	675	5185	645	59,505

"Buy-ins" from missions' accounts are estimated at \$10,000,000; "buy-ins" from regional projects are estimated at \$1,100,000.

Contributions from host countries and the African private sector are estimated to be \$5.8 m. of which \$.8 m. will be used for international travel, \$2.6 m. for the continuation of participants' salaries or benefits while in training, and \$2.4 m. for the local currency and in-kind costs of in-country training. Contributions from the U.S. private sector in the form of tuition-free training and internship programs are estimated at \$645,000.

The components of AID's costs are \$42.3 m. for bilateral and regional training activities (\$23.7 m. for U.S. training; \$9.2 m. for third-country training; \$7.0 m. for in-country training; and \$2.4 m. for regional seminars); \$2.0 m. for technical assistance to missions; \$4.0 m. for AID/W and mission management requirements; and \$.2 m. for evaluations. The inflation factor, at 5% compounded, is \$4.5 m. These costs are summarized in Table V. A.

Table V.B. shows the attribution of "core" costs and "buy-ins" for AID's contribution to the project. "Bilateral training" is training implemented by missions with their HRDA allowances or with funds from buy-ins and de-obligation/re-obligation procedures. "Regional training" covers activities implemented by AID/W, such as regional seminars. Figures used for "buy-ins" are estimates of the potential interest missions and regional activities will have for taking advantage of this project to implement new or expanded training programs.

TABLE V.B. SUMMARY OF AID CONTRIBUTIONS

(\$000)

	<u>Core Funding</u>	<u>Mission Buy-ins</u>	<u>Regional Buy-ins</u>	<u>Total</u>	<u>% of Total</u>
Training	33,250	8,500	500	42,250	80.0%
Bilateral training	(30,200)	(8,500)	(500)	(39,200)	(74.0%)
Regional training	(3,050)	-	-	(3,050)	(6.0%)
Technical assistance	1,475	-	500	1,975	3.7%
Management	3,575	500	-	4,075	7.5%
Evaluation	200	-	-	200	0.3%
Inflation	<u>3,400</u>	<u>1,000</u>	<u>100</u>	<u>4,500</u>	<u>8.5%</u>
Total	41,900	10,000	1,100	53,000	100.0%

C. Financial Procedures

Of the funds appropriated directly for this project (the "core" funding of \$41.9 m.), approximately 80 percent will be made available to 26 missions and field offices through annual allowances. Missions will obligate the funds by Limited Scope Grant Agreements with the host country. Missions may use the grant agreements to stipulate objectives or conditions of AID's assistance, such as increasing the number of female participants or the reservation of funds for private sector training.

Missions sub-obligate their HRDA allowances by PIO/Ps, PIO/Ts (for technical assistance for in-country training or for planning and evaluation activities) and Purchase Orders (for small expenditures for pre-training or post-training activities). All participant training activities should be fully funded by the original PIO/P, using the TCA system to calculate costs.

Missions may augment their HRDA allowances by approved de-obligation and re-obligation procedures. Missions' HRDA accounts may also be augmented by "buy-ins" to the project from their bilateral funds, when this action is approved by the ABS review process. This simplified process would enable a mission to expand its human resources development activities without having to prepare a separate bilateral project. AID/W approval of "buy-ins" would be based on a review of the mission's revised Country Training Strategy showing how the buy-in funds would be used.

The following table summarizes the methods of implementation and financing of the project's activities. The funding amounts include estimated "buy-ins".

<u>Activity</u>	<u>Implementation Method</u>	<u>Financing Method</u>	<u>Amount \$(000)</u>
Bilateral trng.	AID direct PIOs	Master disbursing	\$39,200
Regional trng.	Institutional contracts	Cost reimbursement	3,050
Tech. assistance	IQC and 8(a) contracts	" "	1,975
AID/W management	Institutional contract	" "	3,275
Mission management	Personal services contracts	" "	800
Evaluation	Contract	" "	200

D. Bilateral Allowances

Table V.C. shows estimated HRDA life-of-project allowances for the 26 participating countries. These tentative figures have been used to calculate the project budget. They may also be used by missions for developing Training Strategies and annual Country Training Plans.

The estimated allowances total \$25.2 million. In addition, \$5 million have been budgeted for the following purposes:

- a. For six countries (Botswana, Burundi, Congo, Malawi, Swaziland, Zambia) with bilateral general training projects, to permit them to participate in the last years of the HRDA project, once their bilateral projects have expired.
- b. For countries (Zimbabwe at present) restricted from receiving AID funds, if the restrictions are lifted.
- c. For supplemental allowances, if funds are available, to the 26 participating countries, based on the merits of their Country Training Plans.

TABLE V.C.

ESTIMATED HRDA LIFE-OF-PROJECT ALLOWANCES FOR 26 COUNTRIES

<u>Country</u>	<u>Estimated HRDA LOP Allowance</u>
Benin	\$500,000
Cameroon	1,200,000
Central African Republic	1,200,000
Comoros	500,000
Djibouti	800,000
Equatorial Guinea	800,000
Ghana	1,200,000
Guinea	800,000
Guinea-Bissau	1,200,000
Ivory Coast	1,200,000
Kenya	1,200,000
Lesotho	1,200,000
Liberia	1,200,000
Madagascar	800,000
Mauritius	800,000
Mozambique	800,000
Rwanda	1,200,000
Sao Tome/Principe	500,000
Seychelles	500,000
Sierra Leone	800,000
Somalia	800,000
Sudan	1,200,000
Tanzania	1,200,000
Togo	1,200,000
Uganda	1,200,000
Zaire	<u>1,200,000</u>
Total (26 countries)	25,200,000

The estimates of allowances are based on a combination of factors: the availability of funds; the size of the mission's portfolio; the level of the country's educational system; the strategic importance of the country; and the continuation of an AID "presence" in small countries.

Actual HRDA allowances may be lower than the estimates if the project's total funding level falls short of the proposed authorization. Allowances may also be reduced if a mission's training plans are inadequate, if a mission has a large pipeline of unexpended funds from prior year allowances or if economic or political factors necessitate a change.

On the other hand, assuming the availability of funds, the estimated HRDA country allowances may be augmented by the following means:

- missions may supplement their HRDA allowances by "buy-ins" from other bilateral accounts or through de-obligation/re-obligation procedures;
- supplemental funds may be provided to missions for technical assistance requirements; for specific training programs designated by AID/W; and for other activities, such as establishing linkages with U.S. universities;
- missions may nominate candidates for HRDA training courses and seminars that will be regionally funded;
- if funds are available, additional HRDA allowances may be made to missions, based on the merits of their Country Training Plans.

The estimated life of project HRDA country allowances are at three levels. The annual allowance to a mission for each level will average as follows:

\$1,200,000 LOP = \$240,000 per year
 \$ 800,000 LOP = \$160,000 per year
 \$ 500,000 LOP = \$100,000 per year

For some missions, these figures constitute a small portion of their total training funds; for other missions, the figures are their training funds and a major portion of their AID program.

The following three tables illustrate how a mission might use an allowance of \$1,200,000, \$800,000 or \$500,000 to provide various types of training activities under the HRDA project.

Table V.D.Illustrative 5-Year Country Training Activities

(For HRDA Allowance of \$1,200,000)

	<u>Public Sector</u>		<u>Private Sector</u>		<u>Total</u>	
	<u>No. PTs</u>	<u>\$000</u>	<u>No. PTs</u>	<u>\$000</u>	<u>No. PTs</u>	<u>\$000</u>
<u>U.S. training</u>						
Master's degrees	3	\$135	1	\$ 45	4	\$ 180
Ph.D.	1	90	-	-	1	90
Technical	10	90	10	68	20	158
<u>Third Country training</u>						
Long-term	8	216	3	80	11	296
Short-term	16	76	20	50	36	126
<u>Regional seminars</u> (transportation costs only)	8	2	40	8	48	10
<u>In-country training</u>	<u>90</u>	<u>180</u>	<u>80</u>	<u>160</u>	<u>170</u>	<u>340</u>
Totals	136	\$789	154	411	290	1,200

Table V.E.Illustrative 5-Year Country Training Activities

(For HRDA Allowance of \$800,000)

	<u>Public Sector</u>		<u>Private Sector</u>		<u>Total</u>	
	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>
<u>U.S. training</u>						
Master's degrees	5	\$225	1	\$ 45	6	\$270
Technical	8	72	6	40	14	112
<u>Third Country training</u>						
Long-term	3	81	1	27	4	108
Short-term	8	39	5	15	13	54
<u>Regional seminars</u> (transportation costs only)	10	3	35	7	45	10
<u>In-country training</u>	<u>63</u>	<u>126</u>	<u>60</u>	<u>120</u>	<u>123</u>	<u>246</u>
Totals	97	\$546	108	\$254	205	\$800

Table V.F.Illustrative 5-Year Country Training Activities

(For HRDA Allowance of \$500,000)

	<u>Public Sector</u>		<u>Private Sector</u>		<u>Total</u>	
	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>
<u>U.S. training</u>						
Bachelor's degrees	1	\$ 88	1	\$ 88	2	\$176
Master's degrees	1	45	-	-	1	45
Technical	3	27	3	20	6	47
<u>Third Country training</u>						
Long-term	3	81	-	-	3	81
Short-term	5	24	6	18	11	42
<u>Regional seminars</u> (transportation costs only)	5	2	15	3	20	5
<u>In-country training</u>	<u>26</u>	<u>52</u>	<u>26</u>	<u>52</u>	<u>52</u>	<u>104</u>
Totals	44	119	51	\$181	95	\$500

The illustrative breakdowns of training by participating missions put HRDA's price tag in perspective. In one very important way, HRDA's LOP funding is not strictly comparable to that of a \$52.9 million bilateral project. Essentially, HRDA is the embodiment of 26 modest five-year projects, each with AID LOP funding ranging from \$500,000 to \$1,200,000, supplemented by "buy-ins" and by regional training programs and regional support activities. Central funding and coordination of these 26 projects improves programming of the Bureau's resources, reduces duplication of effort (particularly with regard to management) and facilitate the implementation of new training initiatives.

The costs of the estimated total outputs of this project for the 26 participating countries and for the regional training programs and other regional activities are shown in Table V.G. Costings for this input/output table are based on unit and contract costs shown in the Financial Analysis (Annex I).

Table V.H. provides projections of obligations and expenditures for the project for each fiscal year. Because of the lengthy pipeline for training activities, particularly U.S. academic training, the PACD for this project will be September 30, 1995.

E. Recurrent Costs

It is expected that the bulk of HRDA's trainees will be individuals already employed. This will greatly reduce the recurrent budget impact of the project. For those trainees who fill new positions, the value of increased output resulting from their employment should be equal to or greater than the additional cost associated with hiring them. However, even where this efficiency criterion is not used for new hiring, there is a good chance that the budgetary impact will be positive since the trainees can be used to replace expensive expatriates.

TABLE V G: COSTING OF PROJECT OUTPUTS/INPUTS

	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	TOTAL	TOTAL H.C.	TOTAL	OUTPUT					
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	US	& OTHER	NO.	(\$000)					
	No.	No.	No.	No.	No.	No.	(\$000)	DONORS	No.	(\$000)					
TRAINING															
U.S. academic	-	46	2,506	46	2,506	47	2,596	46	2,506	46	2,506	12,620	980	231	13,600
U.S. technical	-	240	2,045	240	2,045	280	2,335	280	2,335	280	2,335	11,095	980	1,320	12,075
Third country	-	140	1,248	160	1,543	190	2,118	200	2,148	200	2,148	9,210	1,675	890	10,885
In-country	-	500	1,000	600	1,200	700	1,400	800	1,600	875	1,750	6,950	2,310	3,475	9,260
Regional seminars	-	215	555	215	455	215	455	215	455	215	455	2,375	0	1,075	2,375
Total training		1,141	7,354	1,261	7,754	1,432	8,904	1,541	9,044	1,616	9,194	42,250	5,945	6,991	48,195
TECHNICAL ASSISTANCE	-		275		430		470		425		375	1,975	0		1,975
EVALUATION	-		0		0		0		200		0	200	0		200
Sub-total without inflation factor	-		7,629		8,184		9,374		9,669		9,569	44,425	5,945		50,370
Inflation factor (5 % compounded)	-				410		880		1,365		1,845	4,500	560		5,960
MANAGEMENT (includes inflation)															
AID/W	75	660	650	630	630	630	630	630	3,275	---	---	---	---	---	3,275
Missions	0	80	150	170	190	190	210	800	---	---	---	---	---	---	800
GRAND TOTAL	75	8,369	9,394	11,054	11,854	12,254	53,000	6,505							59,505
Core funding	(75)	(7,869)	(7,504)	(8,019)	(8,879)	(9,554)	(41,900)								
Est. "buy-ins"	(0)	(500)	(1,890)	(3,035)	(2,975)	(2,700)	(11,100)								

Table V.H.

PROJECTIONS OF OBLIGATIONS AND EXPENDITURES BY FISCAL YEAR

(\$000)

	A.I.D.		Host Countries		Other Donors		Total	
	<u>Obligations</u>	<u>Expenditures</u>	<u>Obligations</u>	<u>Expenditures</u>	<u>Obligations</u>	<u>Expenditures</u>	<u>Obligations</u>	<u>Expenditures</u>
FY 87	75	50	-	-	-	-	75	50
FY 88	8369	3825	1076	500	85	75	9524	4400
FY 89	9394	5500	1120	700	125	110	10639	6310
FY 90	11054	9300	1180	900	140	120	12374	10320
FY 91	11854	9400	1220	1000	145	120	13219	10520
FY 92	12254	9600	1270	1000	150	120	13674	10720
FY 93	-	8500	-	985	-	100	-	9585
FY 94	-	4000	-	600	-	-	-	4600
FY 95	-	2825	-	175	-	-	-	3000
TOTALS	53000	53000	5860	5860	645	645	59505	59505

VI. MISSION AND AID/W PLANNING PROCEDURES

A. Objective

This section of the Project Paper describes planning procedures, at mission and AID/W levels, needed to achieve the objectives of the HRDA project.

The Africa Bureau Strategic Plan states that human resource and institutional development activities should be linked to development goals. Otherwise, such activities are unlikely to have a discernible development impact. The planning procedures prescribed for the HRDA project are a means for establishing the necessary linkages between training activities and development goals.

The Africa Bureau Development Training Strategy Paper points to the need to strengthen human resources planning. HRDA proposes to serve as a vehicle for such strengthening. This role is appropriate in light of HRDA's size, the number of African countries eligible to participate in the project, its centrally programmed and funded nature and its design flexibility.

HRDA efforts to improve planning will be guided by Agency and Bureau policies and strategies as well as special concerns such as private sector participation, increased training for women and attention to cost management.

B. Mission Plans

The HRDA project will require the following planning documents from each participating mission: (1) a Country Training Strategy and (2) annual Country Training Plans, which will be part of the mission's ABS.

1. Country Training Strategy

A Country Training Strategy (CTS) draws much of its material from the mission's CDSS (or equivalent document). Each participating mission will be requested to submit an interim Country Training Strategy to AID/W in May 1988. This first CTS will cover the period from FY 1989 until the year of the mission's next scheduled CDSS submission, or a maximum of five years. Thereafter, the CTS will be presented at the same time as the CDSS and will be reviewed by the AID/W HRDA project committee within the regular CDSS cycle of submissions. The committee will give the mission feedback on their plans and provide information about common training requirements and regional support programs.

The purpose of the CTS is to identify human resource constraints to achieving the mission's priority development objectives (as contained in the CDSS) and to define long-range training strategies to address those constraints. Essentially, the CTS establishes clear human resources development objectives in support of overall country assistance strategies and provides a justification and framework for the mission's training activities under all projects, including HRDA. The Sahelian countries have been preparing such documents under the SHRD project.

If needed, technical assistance will be provided to missions under the HRDA project for the preparation of Country Training Strategies.

The CTS is not a lengthy document. The level of detail provided in the CTS should be a function of the role human resources development plays in the mission's overall assistance program.

Guidelines for the preparation of Country Training Strategies are contained in Annex M.

2. Annual Country Training Plans

Annual Country Training Plans (CTPs) will be prepared by missions early in each calendar year for submission to AID/W, in May, as part of their ABS. The CTP provides specific details on planned HRDA training activities for the next fiscal year and tentative plans for training activities for the following fiscal year.

Objectives for the CTP will flow from the mission's CDSS and be defined by the mission's Country Training Strategy, once that document has been prepared. The annual CTP shows how the mission will take incremental steps towards accomplishing the tasks described in the Strategy. As such, the CTP should strike a balance between training activities for the public and private sectors and between training activities that fill immediate personnel needs and activities that build the capacity of national training institutions to meet personnel requirements in the longer term.

When planning individual training activities for a CTP, missions should weigh job requirements and cost factors to decide if the training should be academic or technical and whether it should take place in the U.S., in-country or in a third country.

Descriptions of proposed training activities should include the following information:

- a) Nature and institutional purpose of the training;
- b) Country of training and suggested institution, if known;
- c) Degree objective, if academic training;
- d) Estimated duration of training, including English language training;
- e) Estimated costs (All training activities must be fully funded in their first year. Missions should use the S&T/IT Training Costs Analysis, when the system becomes available, to estimate costs);
- f) Total costs of all activities for each fiscal year.

Examples of items for CTPs are:

- a) Third country technical training for instructor at College of Agriculture to up-grade knowledge and research skills in tropical agriculture. IITA, Ibadan. 2 months. \$6,000.
- b) U.S. training for M.S. degree in Civil Engineering, with specialty in road and bridge construction, to fill position in Ministry of Public Works. 2 years. \$48,000.

- c) In-country entrepreneurial workshop for 25 selected trainees to assist them in planning new businesses. Technical assistance from U.S. training firm, in collaboration with Small Business Extension Service. 2 weeks. \$50,000.

Country Training Plans will be reviewed by the AID/W Project Committee for their technical and financial validity and their conformity to HRDA guidelines. The committee's comments and the proposed funding level will then be considered at the country ADS review as an integral part of the programming cycle. Initial HRDA allowances will be made to missions early in the following fiscal year. Supplemental allowances may be made during the year.

C. Regional Plans

Two AFR Strategy Papers will be prepared by the project's contract technical specialists for bureau consideration:

1. a Strategy Paper for private sector training;
2. a Strategy Paper for support to African universities and training institutions.

These papers will be based on experience gained in implementing the respective HRDA activities. The papers will state Bureau positions on issues and problems, delineate courses of action for regional and bilateral programs, and serve as guides for missions on these subjects.

The paper concerning support to African universities will draw on the Bureau's Strategic Plan for supporting faculties of agriculture in Africa, SADCC studies, and other proposals and activities in other geographic and technical sectors and in bilateral programs.

The paper on private sector training will elaborate on the areas of concern for private sector development described in Section III.B and the training activities found useful for addressing these concerns.

VII. MANAGEMENT AND ADMINISTRATION

A. Overview

AID/W management responsibilities for the HRDA project will be assigned to a Project Manager in the Education Division of the Office of Technical Resources, Bureau for Africa (AFR/TR/E). The extent of the project's managerial, technical and regional training tasks, as summarized in the Administrative Analysis (Annex J), justify the procurement of contract services for technical assistance to help implement the project. Contract personnel will include: a private sector training specialist, a higher education specialist, a manager/trainer for the management information system, a programmer, a data entry person and short-term consultants. Annex F provides position descriptions for these personnel. The HRDA Project Manager will administer the contract services.

A Project Committee, composed of representatives of appropriate AID/W offices, will provide technical and managerial guidance for the project.

Since all HRDA participant training programs will be "direct" (i.e., the project will not use a contractor to manage participant training), the Office of International Training, Bureau for Science and Technology (S&T/IT) and its contract agencies will program, place and monitor the project's estimated 1550 U.S. participants. S&T/IT will also provide many support services beneficial to the project, as described below.

Missions will be responsible for managing their HRDA bilateral allowances and for planning, implementing and following-up on training activities funded by HRDA for their countries. Missions will also be directly responsible for managing in-country seminars and workshops for an estimated 3475 trainees. REDSOs, AID/W and contract consultants will assist missions with these responsibilities.

Training programs for the project's estimated 390 third country participants will be implemented by PIO/Ps prepared by missions in "sending" countries and managed by missions in "receiving" countries. Requirements for managing third country training in major receiving missions will be reviewed and project funds will be authorized, when needed, to employ additional local Training Officers.

Regionally-funded seminars for an estimated 1075 participants will be organized and implemented by contractors or grantees selected by AID/W. Missions sending participants to these regional activities may be asked to prepare PIO/Ps under their HRDA bilateral accounts to fund travel and incidental costs.

The REDSO offices in Abidjan and Nairobi will assist embassies in countries which have no AID staff (e.g., Mauritius, Seychelles) plan and implement HRDA activities. The REDSOs may also provide services to support in-Africa training activities.

Major responsibilities of each of these organizational units relevant to this project are discussed more fully below.

B. AFR/TR/E responsibilities

The Chief of AFR/TR/E will supervise the HRDA Project Manager and provide technical and administrative guidance for the project, particularly for the activities of the contract specialists for private sector training and higher education.

The HRDA Project Manager will monitor project implementation and finances, promote all project activities, and administer the project's contracts for technical assistance and for the development and implementation of regional seminars. Through his/her management of contract services for the installation of the HRDA MIS, the Project Manager will become the bureau's resource person for information, analysis and reports on AFR and HRDA training activities.

C. Role of the HRDA Project Committee

The project committee will be chaired by the HRDA Project Manager and will be composed of representatives of the following AID/W offices: S&T/IT, AFR/PD, AFR/DP, AFR/PRE and PPC/WID. Desk officers from AFR geographical offices and technical officers from AFR/TR divisions will be ad hoc members, as appropriate.

The project committee will serve as a review board for:

- missions' Country Training Strategies;
- missions' annual Country Training Plans;
- implementation plans for the project's regional seminars and other regionally funded activities;
- project evaluations;
- critical issues, problems or opportunities related to HRDA, as they arise.

D. Role of S&T/IT

S&T/IT and its two major contractors -- Partners for International Education and Training (PIET) and USDA/OICD, International Training Division -- manage U.S. academic and technical training for participants, as authorized and funded by PIO/Ps prepared by missions. These extensive services, which start with the preparation of a Training Implementation Plan and end with enrollment of the participant in a U.S. professional society before his/her return home, need not be elaborated here.

Other S&T/IT programs are of special interest and benefit to HRDA. These include:

- development of the Participant Training Management System (PTMS);
- development of the Training Cost Analysis (TCA) system;
- provision of useful information on U.S. training institutions and special programs to the missions;
- provision of technical assistance to the missions;
- provision of periodic training conferences for missions' Training Officers.

HRDA intends to coordinate its activities with those and other services provided by S&T/IT.

E. Mission responsibilities

Missions' management responsibilities for HRDA, and for its other training projects, are considerable and time consuming. They include, in brief:

(1) Project management

- consultations with officials of host country institutions;
- development of institutional and private sector profiles and training needs assessments;
- preparation of a Training Strategy and annual Country Training Plans;
- preparation of Limited Scope Grant Agreements;

(2) Financial management and cost containment

- installation and use of TCA

(3) Management of participant training programs

- designing training programs to fill requirements of the user institutions;
- screening and selecting participants;
- preparation of PIO/Ps, with bio-data, transcripts, etc.;
- provision of in-country English language training;
- selection of U.S. or third-country training;
- processing departing participants (medical clearance, visa application, travel arrangements, etc.);

(4) Management of in-country training programs

- developing training objectives and training plans;
- preparation of PIO/Ts for instructors and materials;
- carrying out the program;

(5) Data management and reporting requirements

- installation and use of PTMS;

(6) Follow-up

- utilization and reinforcement of training;

(7) Evaluations

In addition to all of the above, there are special concerns and, often, issues to be addressed: training for women, involvement of the private sector, use of HBCUs, equivalency issues, participant selection criteria, English language standards, utilization of returned participants. These management responsibilities range from clerical tasks to professional duties. Most missions divide these responsibilities between a locally hired Training Officer and a designated AID Project Manager, both of whom may be overburdened. However, Training Officers may be doing too much clerical work when they could be doing more of the project management and planning duties. It is recommended that missions assess the responsibilities assigned to the Training Officer and, if appropriate, relieve him/her of clerical tasks by providing clerical assistance for the office to handle routine participant training procedures. Provision of training for the Training Officer, if needed, in program planning, project management, evaluation and use of PTMS and TCA would enable him/her to have increased responsibilities for project management. Increased status and authority should be provided with any increase in responsibilities.

F. Responsibilities of missions receiving participants for third country training

Section III. C of this paper describes several HRDA activities to support third country training, including the development of a databank of African training institutions useful for AID participants and a manual on third country training procedures.

Management responsibilities for third country training fall upon a mission, once it has received a PIO/P from another mission that authorizes funds for a desired training activity in the receiving country. The receiving mission's management duties then include: placement of the participant (although this is sometimes done between governments); reception, orientation and assistance with housing arrangements for the participant; provision of health and accident insurance; payment of fees and tuition to the training institution; provision of monthly maintenance and book allowances to the participant; providing academic progress reports to the sending mission; counseling the participant; and arranging for the participant's return travel home.

Missions in countries that serve as third country training sites may find these considerable management responsibilities place strains on their training office, if the number of participants increases substantially. Where warranted, HRDA will provide funds to these missions to employ an additional Training Officer.

G. Role of the REDSOs

Because there is no USAID Mission in Ivory Coast, REDSO/WCA provides placement and maintenance services for third country participants coming to that country. REDSO also provides technical and logistic support for the Sahel Human Resources Development project.

REDSO/ESA has prepared Country Training Plans and PIOs for AMDP programs for the Indian Ocean states, which have no resident AID officers, and has managed AMDP training programs for OAU staff.

The advice and assistance of REDSO officers and the continued provision of services such as those mentioned above will be sought, when appropriate, for the planning and implementation of regional and bilateral HRDA training activities.

VIII. IMPLEMENTATION, PROCUREMENT AND MONITORING

A. Implementation

The annual sequence of events for planning and implementing the project's bilateral training activities is discussed in Section VI of the PP. Section VII outlines the responsibilities of AID/W and field units for the management of bilateral programs.

The following is a schedule of critical events for implementation of regional seminars, acquisition of the project's required technical assistance and management services, and the accomplishment of other significant regional project activities.

<u>Activity</u>	<u>Responsibility</u>
<u>Pre-project (last quarter of FY 1987)</u>	
Procure short-term consultant services to (1) process missions' FY 88 CTPs; (2) prepare PIO/T for HRDA technical services contract; (3) initiate activities for support of private sector training; and (4) provide preliminary services for installation of HRDA management information system.	AFR/TR/E
Assign HRDA project manager.	AFR/TR/E
<u>FY 1988 (first year)</u>	
Select institutional contractor to provide technical assistance services.	AID/W
Prepare PIO/T for Grant/Cooperative Agreement with U.S. Chamber of Commerce to implement approximately 5 annual seminars to increase African private sector participation in policy dialogue and support services.	AFR/TR/E, AFR/PRE
Prepare PIO/T and RFP to select U.S. institutional contractor to implement approximately 20 private sector policy seminars in African countries.	AFR/TR/E, AFR/PRE
Select contractor to implement approximately 5 regional or national seminars concerning constraints to women's participation in training and strategies to overcome constraints.	AFR/TR/E, PPC/WID
Create databanks on private sector training opportunities and on African training institutions.	AFR/TR/E TA Contract

Complete first phase of installation of HRDA management information system, providing analytic data on U.S. participants. Complete work plan for follow-on phase. AFR/TR/E, TA Contract

Complete Country Training Strategies. 26 missions

FY 1989 (second year)

Establish first linkage between African and U.S. universities. Mission Universitie TA Contract

Complete strategy statement for AID support to African training institutions. AFR/TR/E, TA Contract

Complete manual for management procedures for third country training in Africa. TA Contract

Based on survey of requirements, employ additional local Training Officers in missions receiving third country participants (project funding authorized, if necessary). Missions AFR/TR/E

FY 1990 (third year)

Complete installation of computerized data management systems (PTMS and TCA) in all missions and field offices. S&T/IT and TA Contract

Complete installation of HRDA management information system in AFR/TR/E, providing data on all U.S., third country and in-country training programs in Africa, and their costs. TA Contract

FY 1991 (fourth year)

Carry out overall evaluation of HRDA project. Prepare PID, if needed, and PP for any follow-on project. AFR/TR/E

B. Procurement

An AID/W institutional contract for management and technical assistance for this project will be procured either competitively through RFP procedures or under Section 8(a) procedures. The contracting mode will be determined after further investigation and advice from SER/CM.

Contracting modes to plan and implement regional seminars are planned as follows:

- (1) A U.S. institutional contractor (possibly a university consortium) will be competitively selected to implement approximately twenty seminars in Africa relating to the strengthening of the private sector.
- (2) A grant or cooperative agreement will be arranged with the U.S. Chamber of Commerce's Center for Leadership Development to train personnel from African Chambers of Commerce in organizational management and effective representation of private sector interests. A sole source grant/cooperative agreement appears justified, based on the role of the U.S. Chamber of Commerce and its Leadership Center's current programs in LAC and India.
- (3) A U.S. institutional contractor will be selected to implement approximately five regional or national seminars in Africa concerning strategies to overcome constraints to professional and technical training for African women.

In addition, the project requires substantial short-term technical assistance to implement in-country training programs and to help missions prepare Country Training Plans and institutional needs assessments. Missions will arrange most of these technical assistance requirements through regional Contracts Officers, drawing on IQCs, 8(a) firms, field support services authorized by the S&T/IT contract with PIET, U.S. universities (including HBCUs), and other appropriate sources. The project's central contract for management services will provide additional technical assistance to missions.

C. Use of HBCUs for Training Services

Both the U.S. Congress and AID have recognized the opportunities offered by the Historically Black Colleges and Universities (HBCUs) to assist developing countries. The Gray Amendment to the FY 1984 Continuing Resolution is aimed at increasing the use of HBCUs (and other economically and socially disadvantaged enterprises) in AID's development assistance programs.

Principal AID actions to increase the use of HBCUs include the following: (a) inclusion of language in all training contract or contracts which have a training component requiring that, effective January 1, 1987, at least 10 percent of all academic or technical participant placements must be in programs offered by HBCUs, where the contract calls for placements of ten or more individuals; and (b) establishment of regional bureau goals each fiscal year for placement of participants in HBCUs.

HRDA encourages the use of HBCUs to the maximum extent possible. No less than 10 percent of U.S. participant training programs under the project will be carried out in conjunction with HBCUs.

HRDA includes actions to facilitate accomplishment of this goal. Where missions identify training institutions for project participants in PIO/Ps, at least 10 percent of the U.S. institutions identified must be HBCUs. In selecting institutions, missions are encouraged to consult the National Association for Equal Opportunity in Higher Education (NAFEO) documents on HBCU's capabilities and interests in international development. In addition,

the project's Higher Education Specialist, along with S&T/IT, will be available to respond to missions' information needs and questions on HBCUs. The project's information system will be designed to monitor the use of HBCUs.

Of the 344,000 foreign students enrolled in U.S. colleges and universities in the 1985-86 academic year, over 15,000 (4.5%) were enrolled in HBCUs. (Figures are from IIE: Open Doors, 1985/86.) The principal HBCUs attended by foreign students in 1985-86 were as follows:

	1997 foreign students
Howard University (Washington, D.C.)	1550
Southern University A&M College (Baton Rouge, LA)	1231
University of the District of Columbia	1217
Texas Southern University (Houston)	735
Alabama A&M University (Huntsville)	487
Prairie View A&M University (Texas)	485
Shaw University (Raleigh, NC)	450
North Carolina A&T University (Greensboro)	410
Tennessee State University (Nashville)	354
Cuyahoga Community College (Cleveland)	340
Florida A&M University (Tallahassee)	327
Morgan State University (Baltimore)	315
Bishop College (Dallas)	276
Atlanta University	250
Tuskegee University	

The great majority of foreign students finance their training from personal, family or home government sources. The fact that 15,000 opted to attend HBCUs demonstrates a recognition of the educational opportunities offered by these institutions.

D. Project Monitoring

1. Monitoring Systems

The HRDA project incorporates several standard monitoring procedures and a special new procedure to collect and analyze data and provide useful reports on training activities for this project and for all Africa Bureau training activities.

Standard procedures include (1) the Project Manager's monitoring of obligations and expenditures of project funds provided to missions and funds for regional activities; (2) the monitoring of contractors' performance by the Project Manager; (3) financial monitoring by mission, regional and AID/W comptrollers; and (4) program monitoring by the Project Manager and the Project Committee of missions' Country Training Plans and regional training activities for their conformity to AID and project priorities, objectives and regulations.

Special data collection and reporting procedures are described below.

2. The HRDA Management Information System

The HRDA project proposes to develop a management information system that will provide the following:

- (a) data on individual training activities, analytic data, and training costs for HRDA training; and
- (b) analytic data and costs for all Africa Bureau training programs.

While missions need decision-making flexibility in planning training, the HRDA project needs an accounting of how project funds are used in order to assess progress towards achieving Bureau and project objectives. The HRDA monitoring and information system must be capable of supplying data needed to determine whether the project's emphases on cost-effectiveness, in-country and third-country training, coordination with bilateral and other regional projects, private sector, women, use of HBCUs and cost saving and program innovations are being met. Specific data requirements for this purpose include:

- (a) a roster of all HRDA participants in U.S. and third country training by country of origin, providing data on the participant and data (including costs) on the training activity;
- (b) summary information, by country, on participant (percent female, location of training, use of HBCUs, public/private sector training ratios, type and level of training, numbers and types of African institutions assisted, etc.);
- (c) summary information of in-country training activities and their costs;
- (d) summary information on regional seminars and their costs; and
- (e) special information on university linkages, clustering of training requirements and other project initiatives.

Statistics and cost data on all Africa Bureau participant and in-country training activities are required for Bureau and Agency program functions, decision-making and reporting. Agency and Bureau managers involved in program planning, budget allocations and project operations require statistics on AID-funded training by fiscal year, by gender, by training location, by type of training, by degree objective, by sector (public or private), by country origin of participants, by project, and by funding sources. Cost data should show obligations and expenditures for training programs in the U.S., third countries and in-country.

Detailed procedures for implementing the project's management information system (the "HRDA MIS") to meet these data requirements are described in Annex K. The system will be implemented under the HRDA contract for technical services.

The HRDA MIS will supplement, not duplicate, S&T/IT's Participant Training Information System (except for some duplication for a roster of this project's U.S. and third country participants, which is needed for project management purposes). The HRDA MIS will draw on PTIS for data on all African participants studying in the U.S. Some modifications to PTIS data would be useful, if they can be made, such as defining "private sector" training and including data on that category of participant in the PTIS system.

HRDA will support the installation of S&T/IT's Participant Training Management System (PTMS) and the Training Cost Analysis (TCA) system in missions and field offices, and standardized manual reporting systems in the smaller African countries. Project contract funds may be used for the purchase of

hardware and software, when necessary. The HRDA MIS will then collect data from the PTMS and TCA systems, as well as from PTIS and other sources. Desirable modifications to these systems will be sought, as necessary, in order to coordinate and verify data and acquire needed additional statistics.

Implementation of the HRDA MIS is planned in two phases. The immediate phase, covering approximately 60 days after contract initiation, will consist of establishing an in-house system in AFR/TR/E which collects project data deemed most essential and most accessible at project start-up. This immediate phase, though a discrete activity, is not separate from the development of the eventual MIS; rather, it is the first stage and foundation of the comprehensive system.

At the end of the immediate phase, the Bureau should have the basis of a working system with data for at least U.S. participants. Procedures and policies will be established which will govern data management for participant and in-country training. A detailed work plan for implementation of the follow-on phase will be produced. The follow-on phase will be composed of system expansion, field extensions and ongoing technical assistance and training. The activities of this phase will be a logical extension of work begun during the immediate phase. Technical assistance will continue for the life of the project.

The HRDA MIS will provide the Bureau and this project with a working management information system that can routinely supply data for training management. This will include complete installation and implementation of the Participant Training Management System (PTMS) and other relevant systems in missions; training of Bureau and mission personnel; regular and accurate entry of data into the HRDA system; regular and accurate submission of data to relevant AID/W offices; and reliable reporting of the data to AID/W.

E. Reporting Requirements

Reporting requirements for training activities (including special reports for Congressional inquiries) will be greatly simplified by the HRDA MIS, once its component parts and operating procedures are in place.

An annual report by missions on all participant training activities is part of the ABS requirements (actual figures for the prior fiscal year and estimates for the current and next fiscal years). With some expansion, made easy by missions' PTMS programs when they are operational, the ABS reporting requirements could serve two purposes: (a) the provision of a once-a-year summary and review of all Africa Bureau training activities and their costs; and (b) the provision of information needed for assessing prior year accomplishments by missions and for determining the level of HRDA allowances to the missions for the next fiscal year.

For missions with PTMS, the annual report of training data should be in the form of a computer printout. For small countries with few AID training activities, the report would be made in standard format for input into the HRDA MIS.

ABS participant reporting requirements will be reviewed by the HRDA MIS contractor. Recommendations for the phased expansion of these requirements to serve Bureau and project purposes, without overburdening missions, will be presented for Bureau consideration early in the project.

IX. EVALUATION PLAN

In addition to routine evaluation of individual training activities and contractors' performances, a major evaluation of HRDA will be carried out in the project's fourth year. Considerable pre-planning for this evaluation is required in order to encompass the project's 26 participating countries, the various forms of training, management procedures, and the activities of the project's contractors.

The evaluation should address the following major questions:

1. How well is the project meeting its stated targets?

Data from the HRDA MIS should provide measurable results to date for numbers trained by various modes of training, percent of female participants, percent of participants for the private sector, numbers and types of African institutions targeted for assistance, and the use of HBCUs. Review should also be made of the project's planned and actual funding levels, including actual levels of "buy-in" funding.

2. Are mission and contractors planning activities in a manner satisfactory to achieving AID, CDSS and project objectives?

An assessment should be made of the strengths and weakness of project planning instruments (Training Strategies, annual CTPs, private sector plans, training needs assessments, contractors' work plans, etc.) in terms of their contributions to the project's desired impact.

3. Are training activities being implemented satisfactorily?

The evaluation may include on-site reviews of sample training programs, and interviews with participants, at contractors' in-Africa training programs, missions' in-country training programs, African institutions which train significant numbers of third country participants, and U.S. institutions offering academic and technical training to significant numbers of African students. In addition, the evaluation may review internal evaluations by missions of their training activities, PIET's evaluation of participants' satisfaction with the content and relevance of U.S. training programs, and other available evaluative studies. This review of the management and appropriateness of training activities should include an assessment of how the activities could be made more cost effective.

4. Is the project making an effective impact on development programs?

To obtain answers to this question, the evaluation team may visit selected countries for the purpose of interviewing the end users of the training, i.e., managers of the institutions targeted for training assistance by the mission's Training Strategy. Are trainees performing better? Was their training relevant in terms of new skills or technologies needed by the institution? Are there discernible improvements in the institution's operations or policies or training capabilities or productivity attributable, at least in part, to the training provided? What kinds of follow-up activities would be beneficial for reinforcing the training?

The evaluation team should also interview appropriate mission and host country officials regarding the general impact of training in the project's areas of special concern: private sector training, support for African training institutions and training for women.

5. What actions are recommended to help missions and contractors resolve problems they are encountering in planning, implementing and following up on training activities?

A survey instrument covering major steps of planning, implementing and following up on training activities may be prepared for missions' and contractors' comments on how current procedures might be improved. Comments from the field, combined with the evaluation team's own observations, should be presented as practical recommendations for strengthening the HRDA project and any follow-on project.

It is recommended that an evaluation Team Leader begin preparing the content of this extensive evaluation and planning its methodologies and instruments several months prior to actual implementation. Completion of the evaluation early in the fourth year of the project is essential in order to allow time for decisions concerning any follow-on project. The design of a follow-on project should be completed early enough to effect a smooth transition between projects, i.e., a Project Paper should be completed no later than January 1992 so that missions will have guidance for planning training programs for FY 93 and beyond.

PID APPROVAL CABLE (87 State 056859)

HUMAN RESOURCES DEVELOPMENT ASSISTANCE (HRDA) PROJECT

(698-0463)

ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (698-0463) (HRDA - NEW NAME FOR AMDP III)

1. THE HRDA ECPR TOOK PLACE ON DECEMBER 3, 1986 CHAIRED BY DAA/AFR LOVE. PRESENT WERE REPRESENTATIVES OF AFR/PD, AFR/TR, S&T/PO, AFR/DP, AFR/PRE, AFR/SWA, S&T/IT, AFR/CCWA, AND PPC/PPDR. THE ECPR CONSIDERED A SERIES OF RECOMMENDATIONS RELATED TO COST, QUALITY, RELEVANCE AND LONG TERM INSTITUTIONAL SUSTAINABILITY IN AFRICA. CONSIDERABLE DISCUSSION CENTERED UPON HOW AID CAN CREATIVELY PROMOTE AND SUPPORT THE DEVELOPMENT OF AFRICA'S PRIVATE SECTOR THROUGH TRAINING. THESE INNOVATIONS, WHICH ARE SUMMARIZED IN PARA. TWO BELOW AND OUTLINED IN THE BODY OF THIS CABLE, ARE INTENDED TO IMPROVE THE SERVICES PROVIDED UNDER AMDP WITH NO LOSS IN CONTINUITY OR FLEXIBILITY AS TO MISSION USE OF TRAINING FUNDS.

THE PID WAS APPROVED, BUT CONSIDERABLE GUIDANCE EMERGED RELATIVE TO THE DESIGN OF THE PROJECT PAPER. SIMULTANEOUS WITH ACTIONS LEADING TO COMPLETION OF THE PP AND PROJECT AUTHORIZATION, MISSIONS WILL BE ASKED TO

SUPPLEMENT THEIR 1987 COUNTRY TRAINING PLANS WITH A VIEW TOWARD MORE SIGNIFICANT INVOLVEMENT OF WOMEN AND PARTICIPANTS WHO WORK IN THE PRIVATE SECTOR.

2. THE ECPR CONSIDERED A NUMBER OF PROPOSED REFORMS IN THE AMDP II PROJECT WHICH AIM AT:

- REDUCING COST AND IMPROVING COST-EFFECTIVENESS
- INCREASING OPPORTUNITIES FOR WOMEN
- ESTABLISHING MUCH HIGHER TARGETS FOR TRAINING OF PARTICIPANTS WHO ARE WORKING OR WILL WORK IN THE AFRICAN PRIVATE SECTOR.
- DOING MORE TRAINING IN AFRICA AND STRENGTHENING SELECTED AFRICAN POST-SECONDARY TRAINING INSTITUTIONS
- MODIFYING THE FUNDING MECHANISM FOR HRDA
- IMPROVING PARTICIPANT INFORMATION FOR PROJECT MANAGEMENT AND REPORTING
- CREATING OPPORTUNITIES FOR EXPERIMENTAL INITIATIVES TO IMPROVE THE QUALITY AND RELEVANCE OF TRAINING OFFERED UNDER THE PROJECT.

3. THE ECPR DECIDED THAT A MORE COMPREHENSIVE DESIGN EFFORT IS NEEDED TO EFFECTIVELY EXAMINE AND PLAN FOR THESE REFORMS THAN HAD PREVIOUSLY BEEN ANTICIPATED. THIS CABLE INTENDS NOT ONLY TO GIVE GUIDANCE TO THE PROJECT PAPER TEAM, BUT TO SOLICIT REACTIONS FROM OVERSEAS POSTS TO THE PROPOSED NEW INITIATIVES. THE PROJECT PAPER TEAM SHOULD CAREFULLY REVIEW THE LEVEL OF EFFORT OF THIS PROJECT FROM AN OVERALL PERSPECTIVE BY EXAMINING NOT ONLY CUSTOMARY LEVELS OF EXPENDITURES FOR PARTICIPANT TRAINING WITHIN AMDP II, BUT AGGREGATE SPENDING FOR TRAINING IN AFRICA, BOTH REGIONAL AND BILATERAL; AND SPENDING ON TRAINING FOR THE AGENCY AS A WHOLE. ARE WE SPENDING ENOUGH? ARE WE SPENDING TOO MUCH? IF ADDITIONAL RESOURCES WILL BE NECESSARY, THE CONSULTANTS SHOULD DETERMINE (A) WHAT SHARE AFR IS GETTING OF AGENCY TRAINING RESOURCES AND (B) WHAT ARE THE SOURCES (WITHIN AND OUTSIDE AFR) FROM WHICH FUNDS TO MEET TRAINING NEEDS MIGHT BE DRAWN.

4. HRDA WILL OPERATE ON THE PRINCIPLE THAT TRAINING RESOURCES WILL CONTINUE TO BE PLACED IN THE HANDS OF THE MISSIONS AND THAT THE MISSIONS WILL DETERMINE THE

TRAINING NEEDS. THERE WILL BE ENCOURAGEMENT FOR ALL PARTICIPANT TRAINING PROJECTS GENERALLY AND FOR PARTICIPANT TRAINING IN BILATERAL PROJECTS TO BUY INTO HRDA. BY AGGREGATING DEMAND FOR TRAINING SERVICES, IT MAY BECOME POSSIBLE, BY SEQUENTIAL STEPS, TO REDUCE COST, IMPROVE QUALITY AND RELEVANCE OF TRAINING, GAIN COMPLEMENTARY SERVICES AND INCREASE THE INVOLVEMENT OF AFRICA TRAINING INSTITUTIONS. FOR EXAMPLE, IN THE AREAS OF AG ECONOMICS, FINANCIAL MANAGEMENT AND SELECT PRIVATE SECTOR THEMES, IT MAY BE POSSIBLE TO IDENTIFY A LARGE ENOUGH CONTINUING FLOW OF STUDENTS TO LET COMPETITIVE CONTRACTS FOR TRAINING SERVICES. IF THIS WERE TO HAPPEN, CURRICULA COULD BE MODIFIED TO RESPOND TO NEEDS IDENTIFIED FOR THIS GROUP, SPECIAL SUMMER AND VOCATIONAL PROGRAMS ARRANGED, COSTS REDUCED THROUGH TUITION WAIVER OR OTHERWISE, LANGUAGE SUPPORT SERVICES ADDED, ETC. OVER TIME, 6 MONTHS TO ONE YEAR OF THE TRAINING MIGHT BE ACCOMPLISHED AT ONE OR MORE AFRICAN INSTITUTIONS STRENGTHENED FOR THIS PURPOSE. OTHER INNOVATIONS, TOO, FOR EXAMPLE, ASSISTANCE TO MISSIONS ON USE OF HRDA FOR PRIVATE SECTOR, WILL BE IDENTIFIED. MOST PARTICIPANT TRAINING WILL CONTINUE AS HAS BEEN THE CASE UNDER AMP'D II, WITH NEW INITIATIVES INTRODUCED GRADUALLY AS THEY ARE PREPARED.

5. PRIVATE SECTOR:

THE AFRICA BUREAU DESIRES TO MOVE TOWARD A PROPOSED TARGET OF FIFTY PERCENT WITH RESPECT TO THE NUMBER OF HRDA PARTICIPANTS TRAINED FOR PRIVATE SECTOR EMPLOYMENT, BEGINNING WITH THE CURRENT FISCAL YEAR. THE BUREAU IS SENSITIVE TO THE DIFFICULTIES INHERENT IN THIS TASK, AND IS WILLING TO CONSIDER ALLOCATION OF INCREASED RESOURCES FOR IMPLEMENTATION. IT IS NOT INTENDED THAT PARTICIPANTS FROM THE PRIVATE SECTOR DISPLACE CANDIDATES FROM THE PUBLIC SECTOR, ASSUMING THAT OUR PREVIOUS LEVEL OF ASSISTANCE TO THE LATTER IS JUSTIFIED.

IN ORDER TO MEET THE TARGET OF APPROXIMATELY FIFTY PERCENT PRIVATE SECTOR PARTICIPATION, IT WILL BE NECESSARY FOR THE PP TEAM TO SUGGEST WAYS TO PROMOTE INCREASED OPPORTUNITIES FOR PRIVATE SECTOR CANDIDATES. MISSIONS WILL BE EXPECTED TO DO THEIR PART IN SEEKING TARGETS OF OPPORTUNITY TO ASSURE GREATER PRIVATE SECTOR INVOLVEMENT. AT A MINIMUM THE PP TEAM SHOULD INCORPORATE THE FOLLOWING CONSIDERATIONS INTO THE DESIGN PROCESS:

A) EXPLORE WAYS TO SUPPORT AND UTILIZE THE

6. WOMEN:

A BUREAU TARGET OF 35-40 PERCENT PARTICIPATION OF WOMEN IN HRDA WAS DISCUSSED BUT NOT FORMALLY SET. HOWEVER, THE INTENT TO INCREASE THE PERCENTAGE OF WOMEN IS CLEAR AND MISSIONS SHOULD IMMEDIATELY BEGIN TO MOVE TOWARD THIS OBJECTIVE BY COMMUNICATING THIS POLICY TO APPROPRIATE HOST COUNTRY OFFICIALS.

THE PP TEAM SHOULD CAREFULLY EXAMINE THE LITERATURE DEVELOPED OVER THE PAST SEVERAL YEARS BY PPC/WID AND OTHER SOURCES RELATING TO SPECIFIC TRAINING NEEDS OF WOMEN IN AFRICA. TO THE EXTENT THAT THESE NEEDS CORRESPOND TO COUNTRY DEVELOPMENT STRATEGY, MISSIONS SHOULD MAKE SPECIAL EFFORT TO PROVIDE FOR SUCH TRAINING. DUE TO TRADITIONAL FAMILY RESPONSIBILITIES, IT IS OFTEN DIFFICULT FOR AFRICAN WOMEN TO ABSENT THEMSELVES FROM THE HOUSEHOLD FOR EXTENDED PERIODS OF TIME FOR LONG-TERM TRAINING IN THE UNITED STATES. A SPECIAL EFFORT SHOULD BE MADE TO INCLUDE WOMEN IN SHORT TERM AND THIRD-COUNTRY TRAINING OPPORTUNITIES.

7. THIRD-COUNTRY TRAINING AND THE STRENGTHENING OF AFRICAN INSTITUTIONS:

IN ORDER TO ASSESS THE DESIRABILITY OF UNDERGRADUATE TRAINING IN THE UNITED STATES, IT IS NECESSARY TO KNOW MORE ABOUT THE CAPABILITY OF AFRICAN POST SECONDARY TRAINING INSTITUTIONS TO PROVIDE FOR SUCH TRAINING. IT IS AGENCY POLICY TO PERMIT UNDERGRADUATE TRAINING ONLY UNDER EXCEPTIONAL CIRCUMSTANCES, FOR TRAINING IN CRITICAL SKILLS FOR WHICH SUCH TRAINING IS NOT AVAILABLE IN AFRICA. THE PP TEAM SHOULD REVIEW LITERATURE ON THE CAPABILITY OF AFRICAN POST SECONDARY INSTITUTIONS, AND PROVIDE FUNDING TO FILL INFORMATION GAPS EITHER THROUGH HRDA-FUNDED RESEARCH, OR OTHER MEANS.

HRDA WILL WORK WITH THE SAHEL HUMAN RESOURCES PROJECT TO SIMPLIFY THE MANAGEMENT AND IMPLEMENTATION OF THIRD COUNTRY TRAINING IN WEST AND CENTRAL AFRICA. DEPENDING ON RESULTS, SIMILAR ARRANGEMENTS MAY BE DEVELOPED FOR EAST AND SOUTHERN AFRICA. HRDA SHOULD BE SEEN NOT ONLY AS A VEHICLE TO PROVIDE FOR REQUISITE TRAINING, BUT AS A MEANS TO STRENGTHEN THE COMMITMENT AND FINANCIAL CAPABILITY OF AFRICAN TRAINING INSTITUTIONS TO SERVE A REGIONAL ROLE. THE PROJECT PAPER TEAM SHOULD SEEK TO IDENTIFY QUALITY INSTITUTIONS WHICH ARE WILLING, IN RETURN FOR SCHOLARSHIP ASSISTANCE, TO COMMIT THEMSELVES TO ACCEPTING A SUBSTANTIAL NUMBER OF STUDENTS FROM

ENTREPRENEURS INTERNATIONAL ACTIVITY WHICH SEEKS TO PLACE AFRICAN INTERNS IN U.S. CORPORATIONS FOR SHORT TERM TRAINING. HRDA MIGHT PROVIDE SOME FUNDING FOR TRAVEL AND LIVING COSTS WHILE THE CORPORATIONS ASSUME ALL COSTS OF TRAINING.

- B) EXPLORE TO WHAT DEGREE HRDA SHOULD TARGET PUBLIC SECTOR OFFICIALS FOR TRAINING THAT WILL MOTIVATE AND ENABLE THEM TO BE MORE SUPPORTIVE OF AID'S TRAINING OBJECTIVES IN THE PRIVATE SECTOR.
- C) CHARGE MISSIONS WITH THE TASK OF IDENTIFYING APPROPRIATE INSTITUTIONS THAT CAN FACILITATE THE RECRUITMENT, SCREENING, SELECTION AND FOLLOW-UP OF PRIVATE SECTOR CANDIDATES.
- D) EXAMINE OPPORTUNITIES TO GAIN COST EFFECTIVE QUALITY TRAINING IN NON-AFRICAN LDC'S OR BY STAFF OF NON-AFRICAN LDC INSTITUTIONS WITHIN AFRICA FOR SKILLS REQUIRED IN THE PRIVATE SECTOR.
- E) IDENTIFY AFRICAN INSTITUTIONS CAPABLE OF PROVIDING COURSEWORK IN MAJOR SECTORAL AREAS RELATED TO PRIVATE SECTOR AND MANAGEMENT; THESE INSTITUTIONS MIGHT BE ASSISTED THROUGH SCHOLARSHIPS OF A SUFFICIENT AMOUNT FOR A LARGE ENOUGH NUMBER OF STUDENTS PER YEAR FOR SEVERAL YEARS TO PERMIT IMPROVING THE QUALITY AND INSTITUTIONALIZING THIS TRAINING. IF THERE IS GOOD COORDINATION WITH OTHER DONORS AND AMONG NEIGHBORING COUNTRIES, A SERVICE BASE FOR SUSTAINING THE TRAINING MIGHT BE DEVELOPED.
- F) EXAMINE CAREFULLY THE KINDS OF SKILLS TRAINING NECESSARY TO PROMOTE THE GROWTH OF AFRICA'S PRIVATE SECTOR. IN ADDITION TO TRAINING IN BUSINESS ADMINISTRATION, ACCOUNTING, MANAGEMENT, SCIENTIFIC DISCIPLINES, INCLUDING TRANSPORT AND CIVIL ENGINEERING, WOULD APPEAR TO BE APPROPRIATE TARGETS.
- G) MAKE PROVISION FOR THE IMPLEMENTATION OF SHORT TERM SEMINARS IN AFRICA WHICH ARE ORIENTED TOWARD THE PROMOTION AND SUPPORT OF SMALL ENTERPRISE DEVELOPMENT.
- H) MAKE PROVISION TO USE HRDA FUNDING TO SUPPORT BUSINESS, SCIENTIFIC, AND TECHNICAL EXCHANGES.

NEIGHBORING COUNTRIES. THE ECPR CONCLUDED THAT IT IS BEST TO MOVE SLOWLY AND CAREFULLY, IN THIS REGARD, BEGINNING WITH THE IDENTIFICATION OF APPROPRIATE INSTITUTIONS FOR AGRICULTURE, FINANCIAL MANAGEMENT AND PRIVATE SECTOR RELATED TRAINING. THE BUREAU WILL EXPLORE TIE-INS WITH REGIONAL OR BILATERAL ACTIVITIES TO FURTHER STRENGTHEN THESE INSTITUTIONS THROUGH FACULTY EXCHANGE AND TECHNICAL ASSISTANCE.

8. UTILIZATION OF GRAY AMENDMENT ORGANIZATIONS:

THE PP TEAM IS REMINDED OF THE REQUIREMENT TO IDENTIFY OPPORTUNITIES FOR CONTRACTING OR SUBCONTRACTING UNDER HRDA WITH GRAY AMENDMENT ORGANIZATIONS, AND TO BE RESPONSIVE TO THE DA/AID'S DIRECTIVE REGARDING TARGETS FOR PARTICIPANTS PLACED IN HBCUS. THE DESIGN OF HRDA MAY PERMIT OPENINGS TO BOTH EXPAND GRAY AMENDMENT PARTICIPATION AND TO FOSTER CONTINUITY OF INVOLVEMENT IN AFRICA MANPOWER DEVELOPMENT AND RELATIONS WITH AFRICAN INSTITUTIONS. THE DESIGN SHOULD EXPLORE SUCH OPTIONS.

9. COST EFFECTIVENESS:

THE PP TEAM IS MANDATED TO CAREFULLY REVIEW THE COST OF PAST AMDP PROGRAMS, AND TO DIASGGREGATE COSTS TO THE EXTENT POSSIBLE, USING SAMPLING, IF INSUFFICIENT DATA IS AVAILABLE. THE TEAM SHOULD MAKE SPECIFIC RECOMMENDATIONS TO REDUCE COST, WITH NO LOSS IN QUALITY, AND SPECIFICALLY CONSIDER:

- SPLIT SEMESTER TRAINING, WHERE THE STUDENT CAN PURSUE SOME STUDIES IN AFRICA, COMPLEMENTED BY TRAINING IN THE U.S.
- AGGREGATING PARTICIPANTS WITH COMMON LEARNING OBJECTIVES IN COMPETITIVELY SELECTED U.S. POST SECONDARY SCHOOLS. {THE COMPETITION PROCESS MAY ALSO YIELD SERVICE BENEFITS IN THE FORM OF SPECIAL SUPPORT ACTIONS: LINKAGES WITH AFRICAN SCHOOLS, PARTICIPANT FOLLOW-UP, THESIS SUPERVISION, ETC.}
- MORE COST-EFFECTIVE ENGLISH LANGUAGE TRAINING.
- USE OF HBCU'S
- INCREASED RATIO OF THIRD-COUNTRY TRAINING AND IN-COUNTRY SEMINARS

- ENCOURAGEMENT OF BUY-INS FROM OTHER BILATERAL AND REGIONAL PROJECTS
- FINANCIAL PARTICIPATION OF THE U.S. PRIVATE SECTOR.

THE PP TEAM SHOULD WORK CLOSELY WITH S&T/IT, AND CONSULT WITH OTHER REGIONAL BUREAUS WITH RESPECT TO EFFORTS TO REDUCE THE COST OF TRAINING.

10. PROJECT MANAGEMENT:

PROJECT MANAGEMENT MUST BE CAPABLE OF ASSISTING MISSIONS IN THE VARIOUS WAYS OUTLINED IN THIS MESSAGE. AN ACTIVIST ROLE IN DEALING WITH REQUIREMENTS INTEGRAL TO MISSION ATTAINMENT OF GOALS IN PRIVATE SECTOR AND FEMALE PARTICIPATION WILL BE PARTICULARLY CRITICAL. THE PP TEAM IS CHARGED WITH DEFINING BOTH DIRECT HIRE AND CONTRACT LEVELS OF EFFORT REQUIRED TO REALIZE PROJECT OBJECTIVES. THE PP TEAM SHOULD ALSO DEFINE DATA REQUIREMENTS FOR PROJECT MANAGEMENT AND REPORTING, OUTLINING HOW DATA WILL BE COLLECTED AND USED. THE DATA SYSTEM SHOULD HAVE CAPACITY FOR READY INFORMATION RETRIEVAL PERTAINING TO COST, SUBSTANCE AND LOCATION OF TRAINING. THE SYSTEM SHOULD ENABLE FIELD AND WASHINGTON PERSONNEL TO ASSESS PROGRESS TOWARD MEETING PROJECT OBJECTIVES. IT MUST ALSO SERVE EVALUATION REQUIREMENTS OF THE PROJECT, INCLUDING AN ANNUAL EXECUTIVE REVIEW OF PARTICIPANT TRAINING. HOWEVER, THE DESIGN MUST PAY PARTICULAR ATTENTION TO THE COST OF CENTRAL ADMINISTRATIVE SUPPORT SO THAT IT DOES NOT ADVERSELY IMPACT UPON THE COST SAVINGS ANTICIPATED THROUGH PROJECT INITIATIVES.

11. FUNDING ARRANGEMENTS:

SUCCESS OF HRDA HINGES UPON STRONG MISSION PARTICIPATION. THEREFORE, THE REVIEW OF HRDA HAS BEEN PARTICULARLY SENSITIVE TO MISSION CONCERNS AND HAS TRIED TO BE RESPONSIVE (SEE PARA 12). INCENTIVES FOR MISSIONS TO USE HRDA ARE CONSIDERABLE: (A) MINIMIZE PAPERWORK (E.G., ELIMINATE NEED TO WRITE PPS), STRESS INFORMALITY AND CONSULTATIVE APPROACH; (B) COST SAVINGS, INCREASE IN TRAINING EFFECTIVENESS, OTHER INNOVATIONS; (C) SUPPORT TO MISSIONS IN SPECIFIED AREAS; AND (D) CENTRALIZED SERVICES IN INFORMATION, PLACEMENT, TECHNICAL ASSISTANCE, ETC., ADDITIVE TO MISSION BILATERAL LEVELS.

12. CONCERNS ADDRESSED INCLUDE: (A) DESIRE FOR A

BILATERAL RELATIONSHIP (POLITICAL OR TO MAINTAIN PRESENCE); THIS MAY BE ACCOMPLISHED THROUGH A BILATERAL PROJECT BUYING INTO HRDA; (B) POSSIBILITY FOR MULTI-YEAR SUB-PROJECT OBLIGATION TO HRDA; (C) PROJECT FUNDED MANAGEMENT STAFF, WHERE SHOWN TO BE JUSTIFIED, MAY BE INCLUDED; (D) MISSION IN THE DRIVERS SEAT IN SETTING PRIORITIES, CHOOSING PARTICIPANTS, DETERMINING TRAINING CONTENT AND CHOOSING INSTITUTIONS. NOTE: AFR WILL MAKE POLICY DECISIONS REGARDING PARTICIPANT TRAINING, E.G., THE TARGETS FOR PRIVATE SECTOR AND FOR WOMEN, BUT THESE TARGETS SHOULD BE AS APPLICABLE TO SELF-STANDING PROJECTS AS TO HRDA. ALSO, MISSIONS WILL NOT BE FORCED TO AVAIL THEMSELVES OF INNOVATIONS OFFERED, E.G., INSTITUTIONAL CONTRACT TO TRAIN IN AG ECONOMICS, SO LONG AS IN THE ENSEMBLE THEY PROVIDE SUFFICIENT DEMAND TO MEET MINIMUM REQUIREMENTS UNDER COMPETITIVELY LET CONTRACT (AND MISSIONS WILL BE CONSULTED ON DESIRABILITY OF CONTRACT OPPORTUNITY BEFORE PROCURMENT IS INITIATED); MISSIONS WILL ALSO HAVE THE POSSIBILITY OF ELECTING TO SEND SPECIFIC PARTICIPANTS TO INSTITUTIONS THEY SELECT, EVEN IF MORE EXPENSIVE, BASED UPON THEIR OWN JUSTIFICATION. IN ESSENCE, MISSIONS ARE ASKED TO COOPERATE IN USING HRDA MECHANISM AS BASIS FOR AGGREGATING DEMAND FOR SPECIFIC SERVICES SO THAT OPPORTUNITIES TO REDUCE UNIT COSTS AND INCREASE EFFECTIVENESS MAY BE DEVELOPED. A FINAL CONCERN, AGGREGATION IS NOT ONLY AN OPPORTUNITY, BUT AN INVITATION TO ENCROACHMENT AS RESOURCE SCARCITIES EXACERBATE, WILL BE SERIOUSLY ADDRESSD IN THE DESIGN.

13. NOTE: THE HRDA MECHANISM ALSO RESPONDS TO BUREAU MANAGEMENT CONCERNS ABOUT PARTICIPANT TRAINING AS REINFORCED BY THE RECENT AUDIT REPORT OF PARTICIPANT TRAINING IN AFRICA. SPECIFICALLY CRITICIZED WERE: (A) UNIT COST; (B) NEED FOR MORE POST TRAINING REINFORCEMENT; (C) NEED TO ENCOURAGE MORE THIRD-COUNTRY TRAINING; AND (D) UNCLEAR STRATEGY REGARDING UNDERGRADUATE TRAINING IN THE U.S., ETC.

14. DESIGN SCHEDULE:

THE PP TEAM WILL CONSIST OF THREE PERSONS: AN EDUCATION PLANNER/TEAM LEADER; A PRIVATE SECTOR TRAINING SPECIALIST, AND AN INFORMATION MANAGEMENT SPECIALIST. THE TEAM SHOULD DRAW UPON THE RESOURCES OF AFR/TR/ED, PPC/PDPR/SP, S&T/IT, AND FROM FIELD RESPONSES TO THIS MESSAGE. THE DESIGN WILL BEGIN O/A FEBRUARY 5, 1987 AND BE COMPLETED O/A APRIL 20, 1987. THIS DOES NOT IMPLY ANY INTERRUPTION IN PARTICIPANT TRAINING SINCE AMDP II

CAN ACCOMMODATE FY 1987 TRAINING TO THE EXTENT NECESSARY UNTIL HRDA IS AUTHORIZED.

15. MISSIONS ARE ENCOURAGED TO PRESENT THEIR VIEWS ON HRDA ASAP BUT PREFERABLY BY MARCH 6 , 1987. IN ADDITION, MISSIONS SHOULD BEGIN TO FOCUS UPON PRIVATE SECTOR SPECIFIC TRAINING NEEDS WITH A VIEW TOWARD SUPPLEMENTING FY87 COUNTRY TRAINING PLANS.44

Mission responses to the PID approval cable

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PAGE 01 HARARE 01626 08 OF 02 260901Z 0503 032159 4100041
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THE PRIVATE INSTITUTION. HERE AGAIN THE PRIVATE COMPANY CAN BE REQUIRED TO PAY THE LOCAL COST COMPONENT OF THE EQUIPMENT.

ACTION OFFICE AFPO-04
INFO AAAF-02 AFSA-03 AFOP-05 AFTR-05 POPR-01 PPTS-02 GC-01
GCAF-01 PSC-03 GCOH-02 PPR-01 IT-06 AFPE-05 AFDA-02
RELO-01 PRE-06 /051 A4 J26

4. WOMEN

MISSION CONCURS IN RECOMMENDATIONS IN REFTEL PARAGRAPH SIX. WE WOULD FURTHER SUGGEST HRDA PROJECT INCLUDE FUNDS FOR WORKSHOPS AND SEMINARS IN AFRICA FOR WID ISSUES I.E. NETWORKING AND SUPPORT FOR PROFESSIONAL WOMEN, STRATEGIES FOR ADVANCEMENT, ETC.

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5. THIRD COUNTRY TRAINING FOR STRENGTHENING OF AFRICAN INSTITUTIONS

P 260612Z MAR 87
FM AMEMBASSY HARARE
TO SECSTATE WASHDC PRIORITY 0015

MISSION STRONGLY BELIEVES WE MUST DO MUCH MORE TO STRENGTHEN AFRICAN TRAINING INSTITUTIONS TO UNDERGRADUATE AND MASTER'S LEVEL. THIS IS ALSO THE VIEW OF MOST AFRICAN GOVERNMENTS AND UNIVERSITY ADMINISTRATORS PARTICULARLY IN THE SADC COUNTRIES. A RECENT EXAMPLE OF THIS THINKING WAS THE MEETING OF SADC DEANS OF AGRICULTURE HELD IN HARARE FROM FEB 25-27 1987. THERE WAS UNANIMOUS AGREEMENT THAT BOTH UNDERGRADUATE AND MASTER'S PROGRAMS IN AGRICULTURE MUST BE STRENGTHENED IN THE REGION. FURTHERMORE, THE DEANS AGREED THAT IN STRENGTHENING MASTER'S PROGRAM, SCARCE RESOURCES SHOULD NOT BE WASTED BY DUPLICATING EFFORTS. OTHER POTENTIAL AREAS FOR STRENGTHENING MASTER'S PROGRAMS INCLUDE MBA, MPAS, AND ENGINEERING.

UNCLAS HARARE 01626

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BESIDES FACULTY EXCHANGES AND T.A. POTENTIAL INSTITUTIONS TO BE STRENGTHENED CAN BE GREATLY ASSISTED BY THE PROVISION OF PROFESSIONAL JOURNALS, BOOKS AND RESEARCH GRANTS.

E.O. 12356: N/A
SUBJECT: ECPR GUIDANCE-HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (698-0443) (HRDA - NEW NAME FOR AMDP (11))

REF: STATE 056859

6. OTHER SUGGESTIONS AND CONCERNS

1. SUMMARY

MISSION FULLY SUPPORTS THE APPROACH TO PARTICIPANT TRAINING DESCRIBED IN SUBJECT ECPR CABLE, PARTICULARLY THE EMPHASIS ON TRAINING AND INSTITUTIONAL SUSTAINABILITY IN AFRICA. OUR ONLY MAJOR CONCERN RELATES TO THE BUYING-IN CONCEPT DESCRIBED IN THE CABLE. DETAILED RESPONSES AND SUGGESTIONS FOLLOW. END SUMMARY.

A) WE BELIEVE THE USE OF HRDA FOR INCOUNTRY STAFF DEVELOPMENT ACTIVITIES (E.G. CONSULTANTS, TRAINERS, LIMITED AMOUNT OF TRAINING MATERIAL) IS NOT EMPHASIZED ENOUGH. THE APPROPRIATE USE OF TRAINERS AND CONSULTANTS IS OFTEN MUCH MORE COST EFFECTIVE THAN SENDING GROUPS OF TRAINEES OUT FOR TRAINING. OFTEN THE QUALITY AND ORGANIZATIONAL IMPACT OF THE TRAINING IS GREATER WHEN IT IS DONE ON SITE.

2. WE ARE SOMEWHAT SKEPTICAL OF THE UTILITY OF THE PROPOSED CONCEPT OF MISSION AND BI-LATERAL PROJECT BUY-INS TO HRDA DISCLOSED IN PARA 4 OF REFTEL. WHILE IN THEORY THIS MAY OFFER SAVINGS, AND QUALITATIVE IMPROVEMENTS, EXPERIENCE DICTATES THAT CARE SHOULD BE TAKEN NOT TO CREATE A CUMBERSOME TIME-CONSUMING MECHANISM THAT IS TOO FAR REMOVED FROM FIELD CONTROL FOR EFFECTIVE MANAGEMENT. SPECIFICALLY, WE WOULD LIKE TO KNOW MORE ABOUT THE QUOTE SEQUENTIAL STEPS UNQUOTE IN PARA 4 REFTEL AS WELL AS THE PROPOSED MECHANISM FOR BUY-INS, CONTRACTOR SELECTION, MONITORING AND MANAGEMENT.

B) WILL A REGIONAL PROGRAM SUCH AS THE SOUTHERN AFRICAN REGIONAL PROGRAM (SARP) BE ABLE TO PARTICIPATE IN THE HRDA AND IF SO HOW? IT HAS BECOME OBVIOUS TO US THAT THERE IS A NEED FOR SHORT AND LONG TERM TRAINING OF PERSONNEL ASSOCIATED WITH SADC INSTITUTIONS WHICH MAKE UP OUR SARP PROGRAM. THERE ARE NO FUNDS earmarked FOR TRAINING IN OUR REGIONAL PROJECTS, PERSONNEL IN REGIONAL INSTITUTIONS GENERALLY HAVE LOW PRIORITY IN THE COMPETITION FOR ALLOCATION OF TRAINING FUNDS IN NATIONAL GOVERNMENTS, AND CONSEQUENTLY WITH THEIR LOCAL COUNTERPARTS. HRDA MIGHT PROVE TO BE THE BEST WAY TO PROVIDE THIS SARP PROGRAM/PROJECT RELATED TRAINING. FUGIT

3. PRIVATE SECTOR

WE AGREE THAT MORE TRAINING SHOULD BE DONE IN THE PRIVATE SECTOR AND THE EXAMPLES LISTED REF PARAGRAPH 3.F) ARE APPROPRIATE. THERE ARE ALSO MANY TECHNICAL FIELDS WHICH MAY BE APPROPRIATE DEPENDING ON THE INDUSTRIAL AND COMMERCIAL SECTORS AND IDENTIFIED NEEDS IN THE COUNTRY.

WE WOULD SUGGEST THAT THE CRITERIA FOR SELECTION FOR PRIVATE SECTOR TRAINING CLEARLY TARGET THOSE COMPANIES AND INDIVIDUALS THAT WOULD OR AT LEAST HAVE THE POTENTIAL TO MAKE AN IMPACT ON ECONOMIC DEVELOPMENT OF THE COUNTRY. WE FULLY AGREE WITH THE EIGHT TYPES OF ACTIVITIES DESCRIBED IN REFTEL PARA 5 (A-H).

ANOTHER SUGGESTION IS TO HAVE A MECHANISM FOR THE LARGER AND MORE SUCCESSFUL COMPANIES TO MATCH THE FOREIGN EXCHANGE COSTS WITH LOCAL CURRENCY WHICH THEN CAN BE USED FOR IN-COUNTRY TRAINING. THIS SCHEME IS BEING USED IN OUR ZIMBABWE PROJECT.

IN ZIMBABWE WE ALSO ALLOW TRAINING REQUESTS TO INCLUDE A LIMITED AMOUNT (E.G. 10 PERCENT OF TOTAL REQUEST) OF TRAINING EQUIPMENT. THESE COMMODITY REQUESTS MUST BE PART OF A COMPLETE STAFF DEVELOPMENT PLAN PRESENTED BY

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E.O. 12356: N/A
SUBJECT ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
- ASSISTANCE PROJECT (695-0453) (AMDP III)

REF: STATE 56159

1. MISSION RECEIVED REPEL WITH INTEREST AND WELCOMES PROPOSED NEW INITIATIVES TO THE PRESENT AFRICAN MANPOWER DEVELOPMENT PROJECT. HOWEVER, THE CURRENT BROOKE AMENDMENT CANCELLATIONS AND STAFFING CONSTRAINTS MAY PLACE LIMITATIONS ON MISSION FOR FULLY IMPLEMENTING THE NEW REFORMS

2. THE INCREASED EMPHASIS ON PARTICIPANT TRAINING TO MEET THE SPECIFIC NEEDS OF THE PRIVATE SECTOR IS PARTICULARLY TIMELY AND RELEVANT TO THE MISSION'S EMPHASIS ON STRENGTHENING PRIVATE ENTITIES. THE MISSION RECOGNIZES THAT A STRONG BUSINESS ENVIRONMENT IS A FOUNDATION FOR A SOUND ECONOMIC SYSTEM. THE COL SUPPORTS THE PRIVATE SECTOR MORE IN PRINCIPLE THAN IN PRACTICE. NEVERTHELESS, WE BELIEVE THAT IT WOULD BE SUPPORTIVE OF DOING MORE TRAINING FOR THE BENEFIT OF THE PRIVATE SECTOR.

3. WE WOULD APPRECIATE BEING ADVISED OF THE STATUS OF THE MISSION'S FY 87 COUNTRY TRAINING PLAN (CTP) WHICH INCLUDES SEVERAL AREAS OF TRAINING IN WHICH MEN AND WOMEN FROM THE PRIVATE SECTOR COULD PARTICIPATE. UPON AID/W APPROVAL, MISSION WILL CONSIDER WAYS TO PROCEED WITH PRELIMINARY STEPS TO IDENTIFY AN INSTITUTION CAPABLE OF FACILITATING THE RECRUITMENT AND SELECTION OF PRIVATE SECTOR CANDIDATES.

4. WHILE MOST LIBERIAN CANDIDATES PREFER GOING TO THE U.S., WE PREFER MORE TRAINING IN LIBERIA OR OTHER AFRICAN COUNTRIES BECAUSE OF THE STRONG TEMPTATION FOR PARTICIPANTS TO STAY IN THE U.S. UPON COMPLETION OF THEIR DEGREE PROGRAM. THE PROBLEM OF NON-RETURNEES IS BECOMING A SERIOUS ISSUE AND WAYS TO DEAL WITH IT COULD BE ADDRESSED IN THE HRDA PROJECT PAPER. ONE SUGGESTION FOR DEALING WITH THIS PROBLEM INVOLVED WITHHOLDING A STUDENT'S CERTIFICATE OR DEGREE UNTIL HE OR SHE RETURNS TO THE COUNTRY OF ORIGIN. ANOTHER IS FOR AID/W TO TAKE A MORE AGGRESSIVE STANCE IN REPORTING MISSING PARTICIPANTS TO THE IMMIGRATION SERVICE. THE AID/W IN LIBERIA IS CURRENTLY UNDERTAKING A WORKSHOPS SURVEY OF THE NON-RETURNS PARTICIPANT PROBLEM AND SHOULD BE CONTACTED FOR FURTHER INFORMATION.

5. THE MISSION REGULARLY EMPHASIZES TO APPROPRIATE COL OFFICIALS AID'S POLICY OF INCREASED TRAINING OPPORTUNITIES FOR WOMEN. HOWEVER, IDENTIFYING QUALIFIED WOMEN IS OFTEN DIFFICULT FOR THE FIELD AND TYPES OF

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ENGINEERING. THIS REQUEST IS FOR ASSISTANCE (BOLD. 16,554) TO RUN SHORT, IN-COUNTRY COURSES ON MAINTENANCE AND QUALITY CONTROL AS MAJOR FACTORS IN KENYAN INDUSTRIAL PRODUCTIVITY. THIS WOULD BE A JOINT EFFORT OF THE UNIVERSITY, KENYA ASSOCIATION OF MANUFACTURERS (KAM), KENYA NATIONAL CHAMBER OF COMMERCE AND INDUSTRY (KNCCI), AND THE ENGINEERING ORGANIZATION IN THE PREFERENTIAL TRADE AREA (PTA).

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E.O. 12356: N/A

SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (693-0463) (HRDA)

REF: STATE 36859

1. MISSION WELCOMES NEW INITIATIVES IN TRAINING PER REFTEL. WE UNDERSTAND PURPOSE OF THESE INITIATIVES IS TO IMPROVE SERVICES HITHERTO PROVIDED UNDER AMDP WITHOUT THE LOSS IN CONTINUITY OR FLEXIBILITY IN THE USE OF TRAINING FUNDS. OUR COMMENTS ON SOME OF THE INNOVATIONS FOLLOW.

2. PRIVATE SECTOR-RELATED TRAINING:

- A) MISSION ALREADY HAS UNDERWAY SEVERAL PRIVATE SECTOR-RELATED PROJECTS. THESE INCLUDE THE PRIVATE ENTERPRISE DEVELOPMENT (PED) PROJECT, RURAL PRIVATE ENTERPRISE (PRE) AND PRIVATE SECTOR FAMILY PLANNING. HOWEVER, TRAINING FOR THE PRIVATE SECTOR COMPONENTS IN THESE PROJECTS IS MINIMAL. IN ADDITION, MISSION HAS IDENTIFIED AT LEAST 50 OF THE QTE TRAINING FOR DEVELOPMENT UNQTE FUNDING FOR THE PRIVATE SECTOR U.S. TRAINING. ADDITIONAL FUNDING FOR THE PRIVATE SECTOR, AS PROPOSED IN THIS PROJECT, WOULD BE WELCOME AND USEFUL.

- B) MISSION RECEIVES NUMEROUS ENQUIRIES REGARDING TRAINING AND TRAINING-RELATED MATERIALS AND EQUIPMENT (E.G., COMPUTERS), BOOKS ETC. FROM INDIVIDUALS, FIRMS AND PRIVATE ORGANIZATIONS AS WELL AS FROM THE ACADEMIC COMMUNITY. FOR EXAMPLE, A RECENT REQUEST CAME IN FROM THE INSTITUTE OF COMPUTER SCIENCE, UNIVERSITY OF NAIROBI, FOR DOLS. 1,632,000 TO PURCHASE A NEW COMPUTING FACILITY REQUIRED FOR THE UNIVERSITY'S EXPANDED OPERATIONS AND FOR TRAINING AT THE INSTITUTE. THE SAME INSTITUTE IS ALSO LOOKING FOR AT LEAST NINE SCHOLARSHIPS FOR ACADEMIC STAFF, AT LEAST SIX FOR OPERATIONAL STAFF AND ABOUT NINE AWARDS FOR GRADUATES IN RELATED OPERATIONAL AND TECHNICAL AREAS FOR SHORT-TERM TRAINING. THE UNIVERSITY'S INTENTION IS QTE TO BUILD A CRITICAL MASS OF HIGHLY QUALIFIED KENYAN STAFF FOR CONTINUED TRAINING IN INFORMATICS FOR KENYAN INDUSTRY AND FOR THE AFRICAN REGION; OBTAIN REQUIRED HARDWARE AND SOFTWARE TO KEEP TRAINING UP-TO-DATE IN A RAPIDLY CHANGING TECHNOLOGICAL FIELD; AND FINALLY, TO TRAIN A SIZEABLE COMPLEMENT OF KENYANS UP TO PHD LEVEL SO AS TO INITIATE MSc AND PHD PROGRAMS AT THE UNIVERSITY TO PRODUCE MANPOWER NEEDED IN OTHER UNIVERSITIES AND POLYTECHNICS WHO TRAIN MAINLY FOR INDUSTRY UNQTE.

- C) ANOTHER RECENT REQUEST FOR PRIVATE SECTOR-RELATED MANPOWER DEVELOPMENT REQUESTS COMES FROM THE UNIVERSITY OF NAIROBI'S DEPARTMENT OF MECHANICAL

- D) THE ABOVE REPRESENT JUST TWO OF MANY POSSIBILITIES HERE FOR FUNDING UNDER HRDA. THEY FOCUS ON SERVICE TO THE PRIVATE SECTOR, AND EMPHASIZE THE STRENGTHENING OF LOCAL AND REGIONAL ORGANIZATIONS, INSTITUTIONS; REDUCING COSTS; AND IMPROVING COST-EFFECTIVENESS. THE EASTERN AND SOUTHERN AFRICA MANAGEMENT INSTITUTE (ESAMI) ALSO OFFERS MANY COURSES THAT ENCOMPASS PRIVATE SECTOR INTERESTS. THESE RANGE FROM PLANNING, MANAGEMENT, DEVELOPMENT AND APPRAISAL OF SMALL SCALE INDUSTRIAL, AGRO-INDUSTRIAL AND MANUFACTURING PROJECTS, TO MICROCOMPUTER-BASED SYSTEMS (DESIGN AND DEVELOPMENT), URBAN TRANSPORT ECONOMICS, PLANNING AND GENERAL MANAGEMENT PROGRAMS. THE ESAMI TRAINING FACILITY Caters TO THE AFRICAN REGION AND OFFERS IN-COUNTRY TRAINING AND CONSULTANCY TO PRIVATE AND PUBLIC SECTOR ORGANIZATIONS. ESAMI WOULD BE A LOCAL REGIONAL GROUP TO CONSIDER STRENGTHENING AS A TRAINING INSTITUTION, AS WELL AS ONE TO WHICH MORE TRAINEES COULD BE SENT UNDER HRDA. FINANCIAL PARTICIPATION OF THE U.S. PRIVATE SECTOR, SUCH AS THE USTTI EFFORT, ALSO WOULD BE WARMLY RECEIVED HERE.

3. OPPORTUNITIES FOR WOMEN

MISSION SHARES THIS CONCERN AND HAS USED ALL AVAILABLE OPPORTUNITIES TO CONVEY TO THE HOST COUNTRY AUTHORITIES AID'S INTENTION OF INCREASING THE PERCENTAGE OF WOMEN ASSISTED UNDER OUR FUNDING. THE DEMAND FOR SUCH ASSISTANCE IN KENYA IS GROWING. HOWEVER, TRAINING FACILITIES LIKE ESAMI DO HAVE COURSES SPECIFICALLY GEARED TOWARDS WOMEN. THESE INCLUDE WORKSHOPS FOR TRAINERS OF WOMEN MANAGERS, ADMINISTRATORS AND ENTREPRENEURS, AS WELL AS MANAGEMENT AND DEVELOPMENT PLANNING SEMINARS. WOMEN CAN BE SPONSORED FOR POST-GRADUATE TRAINING AT LOCAL UNIVERSITIES, AND WOMEN'S IN-COUNTRY WORKSHOPS AND SEMINARS CAN BE FUNDED IN KENYA IN CLOSE COOPERATION WITH EXCELLENT LOCAL WOMEN'S ORGANIZATIONS, E.G., THE ASSOCIATION OF PROFESSIONAL AND BUSINESS WOMEN, AND THE KENYA WOMEN'S FINANCE TRUST. UNDOUBTEDLY, THE GOV ALSO WOULD BE RECEPTIVE TO ADDITIONAL SUPPORT FOR WOMEN'S PROGRAMS. TRAIL

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E. C. :2356 N.A
 SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE
 PROJECT (698-0463)

REF: STATE 56859

1. MISSION IS VERY PLEASED TO SEE THAT HRDA GUIDANCE PROVIDED REFTEL FITS WELL WITH MISSION'S PLANNED STRATEGY ORIENTATION AS PRESENTED IN ITS INTERIM CDSS THAT WAS SUBMITTED TO AID/W EARLIER THIS MONTH. MISSION PLANS TO BUY-INTO THIS PROJECT WITH FY87 FUNDS FOR APPROXIMATELY \$0.5M. THE ATTENTION SLIGHTLY OVER HALF OF THIS AMOUNT WILL BE FOR TRAINING DIRECTED TOWARD THE PRIVATE SECTOR. AFRICAN INSTITUTIONS WILL BE USED FOR TRAINING WHENEVER POSSIBLE.
 2. MISSION LIKES THE FLEXIBILITY OF FUNDING ARRANGEMENTS WHICH HRDA WILL PERMIT, INCLUDING PROJECT FUNDED MANAGEMENT STAFF. AAO WILL BE HAND-CARRYING MISSION'S BUY-IN PROPOSAL FOR HRDA WHEN HE ARRIVES IN AID/W ON MARCH 23.
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E.O. 12550: N/A
SUBJECT: ECFR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE
PROJECT (898-0483) - (RDA).

REF: STATE 058859

1. MISSION SUPPORTS SUBJECT PROPOSAL TO FURTHER EXTEND TRAINING OPPORTUNITIES FOR WOMEN AND PRIVATE SECTOR. THE GOJ HAS ENDORSED THE PROPOSED PROGRAM AS SUPPORTIVE OF ITS DEVELOPMENT POLICY AND PRIORITIES BY INCLUDING THE PRIVATE SECTOR AS A BASIC ELEMENT OF ECONOMIC RECOVERY, GROWTH AND DEVELOPMENT. ALSO, EQUAL TRAINING OPPORTUNITIES FOR WOMEN CONTINUES TO RECEIVE GOVERNMENT EMPHASIS.
2. UNDER THE AMDP PROGRAM, A NUMBER OF GOVERNMENT PERSONNEL HAVE BEEN TRAINED IN THEIR SPECIALIZED AREAS INCLUDING WOMEN. WE HAVE TRIED TO IDENTIFY WOMEN FOR TRAINING WHENEVER POSSIBLE, BUT THERE ARE LIMITATIONS. WE WILL CONTINUE THIS EFFORT CONSCIOUSLY AS WE BELIEVE IS BEING DONE BY ALL MISSIONS IN AFRICA. HOWEVER, WE OPPOSE ANY PERCENTAGE FORMULA THAT WOULD WITHHOLD TRAINING FUNDS IF A CERTAIN QUOTA IS NOT MET. GOALS ARE ACCEPTABLE.
3. IN LAST YEAR'S COUNTRY TRAINING PLAN, WE DESIGNED AND PROGRAMMED TWENTY-TWO PARTICIPANTS AT A COST OF DOLS 333,000. MISSION WAS ONLY ALLOTTED DOLS 120,000 SO ABOUT TWO THIRDS OF THIS REQUEST HAS TO BE POSTPONED TO FY 1987 AND 1988. THE TRAINING PROPOSED WAS DESIGNED IN CLOSE CONSULTATION WITH THE MINISTRY OF PLANNING. WE CANNOT GO BACK TO THEM NOW AND SAY THAT HALF THE MONEY TO BE MADE AVAILABLE IN 87 AND 88 MUST GO TO THE PRIVATE SECTOR AND NOT FOR TRAINING PREVIOUSLY MUTUALLY AGREED TO. THEREFORE, FINANCING FOR TRAINING FOR THE PRIVATE SECTOR MUST BE IN ADDITION TO FUNDING ALREADY PROGRAMMED.
4. ASECME PROJECT PAPER WILL BE SENT TO MISSION FOR COMMENT BEFORE FINAL REVIEW.
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E.O. 12356: N/A

SUBJ: HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT
(HRDA)

REF: STATE 56869

USAID EAGERLY AWAITS COMPLETION OF PP FOR SUBJECT
PROJECT. OF PARTICULAR INTEREST WILL BE FINDINGS ON
HOW TO BEST IMPLEMENT GUIDANCE ON INCREASING
OPPORTUNITITES FOR WOMEN AND TRAINING OF PARTICIPANTS
WHO WILL WORK IN THE PRIVATE SECTOR. KORN

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E. O. 12356: N/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (698-0463) III

REF: STATE 56859.

1. MISSION AGREES WITH COST EFFECTIVE MEASURES SUGGESTED FOR PARTICIPANT TRAINING.

2. PROBLEMS MAY ARISE WITH FUNDING OF POST SECONDARY INSTITUTIONS IF THESE ARE TO BE DONE ON REGIONAL BASIS I. E. ONE INSTITUTION TO BE STRENGTHENED TO SERVE A GIVEN REGION.

3. REFTEL PARA. 5 (C) 1 - MISSION IS UNCLEAR AS TO WHAT CHARGING MISSIONS WITH TASK OF IDENTIFYING APPROPRIATE INSTITUTIONS... MEANS. ARE THESE LOCAL, REGIONAL, U. S. ? THIS MAY PLACE UNDUE BURDEN ON MISSION STAFF.

4. REFTEL PARA. 5 (F), SKILLS TRAINING NECESSARY TO PROMOTE THE GROWTH OF AFRICA'S PRIVATE SECTOR - THE SKILLS REQUIRED VARY FROM REGION TO REGION AND FROM COUNTRY TO COUNTRY.

5. COURSES WHICH ARE NON SPECIFIC AND ARE SHORT TERM WHICH ARE DEVELOPED OUTSIDE A SPECIFIC COUNTRY ARE OFTEN INEFFECTIVE UNLESS SUBSTANTIALLY REVISED BY PRESENTER (S) WHILE IN-COUNTRY BEFORE COURSE BEGINS. MISSION EXPERIENCE IS THAT DEPENDING ON SIZE OF EFFORT IT IS ADVANTAGE TO HAVE INDIVIDUAL IN-COUNTRY WORKING WITH DIFFERENT SECTORS TO COORDINATE TRAINING AND TAILOR IT TO SPECIFIC NEEDS. THIS IS MORE EXPENSIVE BUT OFFERS RELEVANT LEARNING EXPERIENCE. ABBOTT

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E.O. 12333: N/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (698-0463)

REF: STATE 56859

1. MISSION WELCOMES THOUGHTFUL REVIEW OF SUBJECT PROJECT AND ENDORSES MOST OF THE IDEAS CONTAINED IN REFTEL. WE WOULD ALSO LIKE TO OFFER SOME OF OUR THOUGHTS ON THE PROPOSED NEW PROJECT.

2. MISSION SUPPORTS IDEA TO BROADEN PARTICIPATION TO INCLUDE PRIVATE SECTOR. WE SUGGEST HOWEVER, THAT A NEW MECHANISM BE SOUGHT FOR OBLIGATING FUNDS. FOR EXAMPLE, A UNILATERAL OBLIGATION, I.E., AVOIDING A BILATERAL MISSION-HOST GOVERNMENT AGREEMENT, WOULD ALLOW MISSIONS TO EXERCISE FLEXIBILITY TO DECIDE HOW MUCH OF THE RESOURCES SHOULD BE PROVIDED TO THE PRIVATE SECTOR. FYI, AT LEAST IN THE CASE OF RWANDA, THE GOR UNDERSTANDS VERY WELL HOW MUCH HAS BEEN OBLIGATED FOR AMDP AND IN FACT OFTEN SPECIFICALLY REQUESTS FINANCING OF STUDY TOURS AND OTHER SHORT TERM TRAINING THROUGH AMDP. ONE COULD CONCLUDE THAT AMDP IS VIEWED AS A FUND FOR GOVERNMENT OFFICIALS TRAVEL. IF MISSION COULD PROGRAM AMDP/HRDA WITHOUT JOINTLY SIGNING BILATERAL AGREEMENTS OR P10/P'S WE WOULD HAVE MUCH GREATER FLEXIBILITY TO USE THIS RESOURCE IN MANNER SUPPORTIVE OF OUR OVERALL PROGRAM OBJECTIVES. THIS SAME POINT IS RELATED TO EXPANDING TRAINING OPPORTUNITIES FOR WOMEN.

3. AGREE ONE OF THE MAJOR DIFFICULTIES FOR AFRICAN WOMEN IS TO ABSENT THEMSELVES FROM THE HOUSEHOLD FOR EXTENDED PERIODS OF TIME.

HOWEVER INCREASING SHORT-TERM AND THIRD-COUNTRY TRAINING OPPORTUNITIES IS NOT, BUT NOT THE ANSWER. FOR WOMEN TO BE EMPLOYABLE THEY NEED COMPETITIVE OR BETTER TRAINING THEN MEN. THIS MEANS GREATER ACCESS TO LONG-TERM DEGREE TRAINING. INSTEAD, AID SHOULD CONSIDER CHANGING ITS REGULATIONS WHICH PROHIBIT FINANCING OF TRAVEL FOR FAMILY MEMBERS. AID SHOULD CONSIDER THE FACT, THAT FREQUENTLY MEN THAT OBTAIN SCHOLARSHIPS FOR TRAINING ARE MARRIED TO WOMEN WHO HAVE AT LEAST A SECONDARY EDUCATION. AID SHOULD THEREFORE CONSIDER FINANCING TANDEM TRAINING FOR WIVES. THE MAJOR SUCCESS WE HAVE HAD IN THIS AREA IS THROUGH AFGRAD, WHERE THE CONTRACTOR, ANI, HAS BEEN VERY RESPONSIVE AND RECEPTIVE IN OBTAINING SCHOLARSHIPS FOR THE WIVES OF AFGRAD PARTICIPANTS. IN THIS WAY, WE CAN OBTAIN GREATER VALUE FOR OUR TRAINING DOLLARS. MISSION ALSO URGED DESIGN TEAM TO CONSIDER GREATER TRAINING OPPORTUNITIES FOR WOMEN AT THE UNDERGRADUATE LEVEL, AS

IS CURRENTLY ALLOWED UNDER AFGRAD. BELIEVE ONCE BOTH HUSBAND AND WIFE HAVE TRAINING OPPORTUNITY THAT THEY WILL FIND SOMEWAY TO PAY FOR TRAVEL AND MAINTENANCE SUPPORT OF DEPENDENT CHILDREN. HOWEVER, IF THE AGENCY REALLY WISHED TO BE FORWARD LOOKING, WE SHOULD CONSIDER PAYING TRAVEL FOR CHILDREN. WE SHOULD ASK OURSELVES THE QUESTION, AS TO WHETHER WE WOULD ALLOW SPOUSES TO LEAVE FOR 2, 3, 4 OR MORE YEARS TO OBTAIN A DEGREE IN A FOREIGN COUNTRY, IF WE WERE NOT ALLOWED TO ACCOMPANY THAT SPOUSE.

4. SUPPORT STRONGLY IDEA TO GIVE SCHOLARSHIP ASSISTANCE TO TRAINING INSTITUTIONS WHICH ARE WILLING TO COMMIT THEMSELVES TO ACCEPTING STUDENTS FROM NEIGHBORING COUNTRIES. IN FACT, WE HAVE JUST RECEIVED AN UNSOLICITED PROPOSAL FROM A LOCAL NON PROFIT ORGANIZATION WHICH PROVIDES TRAINING FOR COOPERATIVES. THEY PROPOSE TO EXPAND CLIENTELE TO INCLUDE PERSONS IN NEIGHBORING COUNTRIES. WHILE WE SUPPORT SUCH AN EFFORT, IT IS UNLIKELY THAT MISSION BILATERAL RESOURCES WOULD BE USED FOR THIS PURPOSE. THEREFORE AID'S PROPOSAL IS BOTH TIMELY AND OF GREAT INTEREST TO US. SIMILAR ARRANGEMENTS COULD POSSIBLY BE MADE WITH THE NATIONAL UNIVERSITY.

5. SUPPORT OBJECTIVE OF USING GRAY AMENDMENT ORGANIZATIONS. HOWEVER, OUR EXPERIENCE HERE USING AN HBCU AS SUB-CONTRACTOR FOR TRAINING UNDER A LARGE MISSION BILATERAL PROJECT HAS NOT BEEN ENTIRELY SUCCESSFUL. WE FIND THAT THE UNIVERSITY BACKSTOP HAS INSUFFICIENT EXPERIENCE AND KNOWLEDGE OF U.S. TRAINING INSTITUTIONS AS WAS DEMONSTRATED BY PROPOSAL TO SEND ALL TEN PARTICIPANTS TO ONLY TWO OR THREE SMALL INSTITUTIONS. IF AID WISHED TO PURSUE THIS OPTION, IT SHOULD ASSURE THAT PROPOSED CONTRACTOR HAS EXPERIENCE AND KNOWLEDGE OF U.S. INSTITUTIONS AND IF NOT, BE WILLING TO PROVIDE SOME FUNDING TO TRAIN AND PROVIDE EXPOSURE TO A BROAD BASE OF U.S. TRAINING INSTITUTIONS. PAIRING OF UNIVERSITIES AS PROPOSED FOR MEDICAL SCHOOLS UNDER STATE 63993 MAY PROVIDE A PARTIAL ANSWER.

6. MISSION SUPPORTS IDEA OF SPLIT SEMESTER TRAINING. THIS WOULD BE PARTICULARLY USEFUL HERE IN RWANDA WHERE CIVIL SERVANTS LOSE THEIR JOBS AND POSITIONS IF THEY ARE GONE FOR TRAINING FOR A PERIOD LONGER THAN NINE MONTHS. WHAT WE ARE TRYING TO ARRANGE UNDER OUR BILATERAL PROJECTS, IS PERHAPS TWO SEMESTERS IN THE U.S., RETURN TO RWANDA FOR SOME APPLIED RESEARCH ACTIVITY, OR RETURN TO THE JOB FOR SOME PERIOD OF TIME. WE BELIEVE THIS HAS THE ADVANTAGE OF HELPING PARTICIPANTS TO APPLY THE FORMAL TRAINING AND NOT LOSE TOUCH WITH THE PROJECT OR JOB WHICH THEY LEFT. THE DISADVANTAGE IS THE INCREASED COST, BUT WE SEE THIS AS MINIMAL GIVEN THE PROBABILITY THAT A PARTICIPANT, IF SENT FOR MORE THAN NINE MONTHS, WILL NOT RETURN TO HIS/HER PREVIOUS JOB ANYWAY.

7. SUPPORT IDEA OF BUYING BUT MECHANISM HAS TO BE DEVELOPED. THIS MISSION FOR EXAMPLE, COULD USE A BLANKET TRAINING PROJECT TO SUPPORT ITS PROGRAM OBJECTIVES WHEN NO BILATERAL PROJECT HAS THE RESOURCES OR OBJECTIVE TO PROVIDE TRAINING TO PRIVATE SECTOR, WOMEN OR PERSONS OUTSIDE OF PROJECT. WE HAVE GREATLY VALUED AMDP IN THE PAST, BUT HAVE BEEN UNABLE TO REALLY EXPLOIT THIS RESOURCE TO THE LIMIT. FOR EXAMPLE, WITH AN ALLOWANCE OF 500,000 WE CAN NOT PAY FOR EVEN ONE NEW GRADUATE DEGREE PROGRAM AT THE BAC LEVEL. THIS FORCED US TO USE AMDP MORE FOR STUDY TOURS AND SHORT-COURSES WHEN WE WOULD PREFER TO USE IT FOR DEGREE

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PAGE 02 OF 02 KIGALI 01107 03 OF 02 061735Z 2293 019456 A100398
TRAINING FOR KEY INDIVIDUALS WHO MAY NOT BE DIRECTLY
INVOLVED IN AND WHO FUNDABLY BY PROJECT. IF THE
MISSION, FOR EXAMPLE, COULD PROVIDE A BUY-IN TO AN AROCA
PROJECT BY ALLOCATING A PORTION OF ITS OYR TO SUCH AN
ACTIVITY WE COULD ACHIEVE THIS OBJECTIVE. HOWEVER,
QUESTION RAISED IN PARA 2, REGARDING OBLIGATION
MECHANISM WOULD HAVE TO BE EXPLORED. WE WOULD NOT WANT
TO PUT SUCH A QUOTE, BUY-IN, END QUOTE INTO A
COOPERATIVE AGREEMENT OR CONTRACT AS THIS WOULD LOCK US
INTO A PARTICULAR FUNDING MECHANISM WHICH MAY NOT BE
APPROPRIATE IN ALL CASES.

8. MISSION APPRECIATES OPPORTUNITY TO COMMENT ON
REFTEL. DE WILDE

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9. RELATED ISSUE IS WHOLE MATTER OF HOST-COUNTRY CONTRIBUTION TO TRAINING COSTS. WHILE WE OF COURSE WOULD LIKE TO SEE THIS BE CREDITED TO SATISFY 50 PER CENT HOST-COUNTRY CONTRIBUTION IF SO THIS COULD BE A DIFFICULT ACCOUNTING TASK.

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E.C. 12350: N/A

TACS: N/A

SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (898-0461)

REF: STATE 56353

1. MISSION APPRECIATES OPPORTUNITY TO COMMENT ON SUBJECT PROJECT, AND BELIEVES IT CAN BE A POWERFUL NEW TOOL.

2. REDUCTION OF COSTS, ESPECIALLY FOR U.S. UNIVERSITY TRAINING, IS VERY IMPORTANT. SUGGEST DESIGNERS LOOK AT PRACTICE OF U.S. UNIVERSITIES TO CHARGE HOME OFFICE OVERHEAD ON SOME ELEMENTS OF COSTS FOR DEGREE TRAINING, SUCH AS PAYMENTS MADE TO PARTICIPANTS FOR INSURANCE, CERTAIN FEES AND MONTHLY MAINTENANCE ALLOWANCES. PRACTICE IS NOT CONSISTENT, SOME UNIVERSITIES CHOOSING TO LIMIT THESE CHARGES, OTHERS NOT.

3. WE BELIEVE UNDERGRADUATE TRAINING OF AFRICAN STUDENTS IS DECIDEDLY THE HIGH COST WAY OF DEALING WITH STUDENTS FROM THOSE COUNTRIES LACKING UNDERGRADUATE PROGRAMS, AND PRACTICE OF USING TRAINING INSTITUTIONS IN OTHER AFRICAN COUNTRIES IS BEST OPTION. THE UNIVERSITY CENTRE, DEGHANG, ADMITS STUDENTS FROM BOTH ANGLOPHONE AND FRANCOPHONE COUNTRIES, AND OFFICIALS THERE HAVE EXPRESSED INTEREST IN POTENTIAL INCREASE IN NUMBERS. BELIEVE THAT THIS INSTITUTION NOW CAPABLE OF UNDERTAKING GREATER LEVEL OF TRAINING OF THIS TYPE AND IN SO DOING WILL FILL THE ROLE EXPECTED OF IT IN THE AFR BUREAU POLICY REGARDING FACILITIES OF AGRICULTURE AND AGRICULTURAL RESEARCH.

4. RECENT VISIT OF CREATIVE ASSOCIATES CONSULTANT, TO ASSESS POSSIBILITIES FOR GREATER INVOLVEMENT OF CAMEROONIAN INSTITUTIONS FOR PARTICIPANTS FROM THOSE COUNTRIES, SHOULD BE USEFUL TO DESIGNERS OF SUBJECT PROJECT WHEN CONSIDERING THIRD COUNTRY TRAINING QUESTION.

5. THE TARGET OF 50 PER CENT FOR PRIVATE SECTOR WILL PROVE VERY DIFFICULT HERE, FOR SEVERAL REASONS. GIVEN POLICY THAT HOST-COUNTRY PAYS INTERNATIONAL TRAVEL COSTS FOR TRAINING ABROAD, WE BELIEVE FIRMS WOULD BE RELUCTANT TO MEET THIS COST WHERE PARTICIPANTS WOULD NOT BE GOVERNMENT SERVED. ALTERNATIVELY, SOME PRIVATE SECTOR ORGANIZATIONS FIND THE TRAVEL COSTS TO BE PROHIBITIVE. ON THE ONE HAND, DEPENDING PARTICIPANTS FROM THE PRIVATE SECTOR FOR LONG-TERM TRAINING HAS NEVER IN OUR EXPERIENCE BEEN ESPECIALLY ATTRACTIVE TO FIRMS; THEY ARE MORE INTERESTED IN SHORT-TERM TECHNICAL TRAINING. ON THE OTHER HAND, TO PAY INTERNATIONAL TRAVEL COSTS FOR A SHORT-TERM COURSE A FIRM WILL HAVE TO BE TRULY SOLD ON BENEFITS OF THIS TYPE OF INVESTMENT.

7. IF WAYS ARE FOUND TO SET UP IN-COUNTRY TRAINING PROGRAMS USING IN-COUNTRY INSTITUTIONS AS WELL AS OUTSIDE ORGANIZATIONS FOR PRIVATE SECTOR TRAINING, THIS COULD BE LOWER-COST OPTION TO ADDRESS INTERNATIONAL TRAVEL COST ISSUE. WE WOULD SEE THE NECESSITY IN THIS CASE, HOWEVER, OF PROVIDING TECHNICAL ASSISTANCE AND PROGRAM DEVELOPMENT FUNDS TO HOST-COUNTRY INSTITUTIONS, TO STUDY POTENTIAL DEMAND FOR COURSES FOR PRIVATE SECTOR AND TO HELP IN THEIR DESIGN, AND TO PROMOTE THESE PROGRAMS AND FACILITATE ENROLLMENT.

8. IT SHOULD BE KEPT IN MIND THAT MISSIONS HAVE VARYING DEGREES OF FREEDOM IN SELECTING CANDIDATES FOR AID-FUNDED TRAINING. IN CAMEROON, THE PRESIDENCY, WORKING WITH MINISTRIES, NOMINATES CANDIDATES FOR ALL TRAINING, WHETHER AID-FUNDED OR BILATERAL PROJECT FUNDED. MISSION VERIFIES THAT THESE INDIVIDUALS HAVE APPROPRIATE CREDENTIALS AND THAT PROPOSED TRAINING MEETS AID PRIORITIES. WITH INCREASED AGENCY EMPHASIS ON PRIVATE SECTOR, MEN AND WOMEN IN PARTICIPANT TRAINING, WE FORESEE A MORE DIFFICULT AND MORE LABOR-INTENSIVE FUTURE AS WE TRY TO COPE WITH VARYING OBJECTIVES AND PRIORITIES IN CANDIDATE SELECTION AND THE PROGRAMMING COMPLEXITIES THESE INTRODUCE. MISSION HAS SIZEABLE PARTICIPANT TRAINING PROGRAM, ONE THAT TAKES AN INCREASING AMOUNT OF STAFF TIME. WE SINCERELY HOPE AS PER PARA 10, REFTEL, THE PROJECT DESIGNERS TAKE FULL ACCOUNT OF THE MANAGEMENT LOAD MISSIONS WILL BE ASKED TO BEAR BY INCREASING THE OBJECTIVES AND EXPECTATIONS OF THE PROGRAM.

9. WE URGE THAT FUNDS BE INCLUDED IN THE NEW PROJECT TO HELP MISSIONS TO ESTABLISH, AND PAY COSTS FOR SUSTAINING FOLLOW-UP AND POST-TRAINING REINFORCEMENT (PARA 10, REFTEL). SINCE PACOS FORECLOSE USING BILATERAL PROJECT FUNDS FOR PAYING FOR FOLLOW-UP ACTIVITIES, AND WHERE A MISSION HAS NO GENERAL PARTICIPANT TRAINING PROJECT FUNDING FOR THE PURPOSE, THERE IS SELDOM ANOTHER SOURCE OF MONEY FOR WHAT EVERYONE AGREES IS A VERY CRITICAL ACTIVITY.

10. MISSION HAS ALREADY ESTABLISHED THE GOAL FOR THIS FISCAL YEAR OF DOUBLING THE NUMBER OF NEW START WOMEN PARTICIPANTS TO 25 PER CENT OF ALL NEW STARTS IN ALL TRAINING PROGRAMS. WE KNOW THIS WILL NOT BE EASY TO ACHIEVE, AND WILL BE VERY INTERESTED IN ANY IDEAS DESIGNERS DEVELOP. FRECHETTE

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E.O. 12556: N/A
SUBJ: HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT,
698-0432

REF: STATE 055859

1. RE REFTELS WE HAVE THE FOLLOWING
QUESTIONS/SUGGESTIONS:

(A) WILL THIS PROJECT BE AFRICA-WIDE OR LIMITED TO CERTAIN REGIONS OF AFRICA? THE PREVIOUS PROJECTS LIMITED PARTICIPANTS FROM SOUTHERN AFRICAN MISSIONS, AND AS A RESULT, WE HAVE ONLY TWO STUDENTS CURRENTLY UNDER AMOP II.

(B) WILL THOSE MISSIONS ALREADY IMPLEMENTING PRIVATE SECTOR TRAINING BE RESTRICTED IN THE NUMBER OF SUBMISSIONS UNDER HRDA?

(C) THIS PROJECT MIGHT NOT PROVE AS COST EFFECTIVE AS INITIALLY BUDGETED WITH THE ESCALATION OF TUITION AND MAINTENANCE COSTS IN THE U.S. AND SOME THIRD COUNTRIES. SOME HECUS ARE ALREADY BEYOND THE PRICE RANGE FOR UNDERGRADUATE TRAINING.

(D) SOME THOUGHT SHOULD BE GIVEN TO COOPERATIVE AGREEMENTS BETWEEN A THIRD COUNTRY UNIVERSITY AND A U.S. INSTITUTION SO COURSE WORK CAN BE GIVEN IN-COUNTRY FOR PART OF THE DEGREE PERIOD, THEREBY SAVING COSTS. INCREASING THE NUMBER OF PARTICIPANTS AND TAKING STUDENTS AWAY FROM JOBS FOR SHORTER PERIODS OF TIME.
2. MISSION WOULD BE INTERESTED TO KNOW PROPOSED PROJECT DATES AND U.S. DOLLAR FUNDING. WILL THERE BE QUOTAS SET FOR EACH COUNTRY AND IF SO, ON WHAT BASIS? WOULD APPRECIATE A COPY OF THE PID. CARSON

LOGICAL FRAMEWORKHuman Resources Development Assistance Project

698-0463

<u>Narrative Summary</u>	<u>Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<p><u>Goal:</u> To strengthen the capability of African development institutions and private sector entities to promote economic growth.</p>	<p>Public and private institutions improve their policies and programs to achieve development objectives.</p> <p>African universities and training institutions improve their abilities to train human resources</p> <p>Private entrepreneurs show improvements in technical skills and management capabilities.</p>	<p>Follow-up status of participants</p> <p>Evaluation findings</p>	<p>Host governments are receptive to training which fosters increased private sector participation, policy dialogue and strengthened private sector representative groups.</p>
<p><u>Purpose:</u> To train African technical, scientific and managerial personnel and policy planners, with special concern for training for the private sector, the development of African training institutions, and training of women.</p>	<p>Training institutions strengthen training in scientific, technical and planning fields</p> <p>Share of women among AID participants increases to 35 percent</p> <p>Share of project participants for private sector training is 50 percent</p>	<p>Country Training Plans submitted by missions</p> <p>Project, mission and S&T/IT data on participants</p>	<p>Mission and host governments focus HRDA training on personnel needs of key institutions, including training institutions and private sector entities.</p> <p>Participants return to home countries and use their training.</p> <p>Returned participants exercise influence in policy decisions</p> <p>Host governments will make available appropriate candidates, including women</p>

Table V.E.Illustrative 5-Year Country Training Activities

(For HRDA Allowance of \$800,000)

	<u>Public Sector</u>		<u>Private Sector</u>		<u>Total</u>	
	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>
<u>U.S. training</u>						
Master's degrees	5	\$225	1	\$ 45	6	\$270
Technical	8	72	6	40	14	112
<u>Third Country training</u>						
Long-term	3	81	1	27	4	108
Short-term	8	39	5	15	13	54
<u>Regional seminars</u> (transportation costs only)	10	3	35	7	45	10
<u>In-country training</u>	<u>63</u>	<u>126</u>	<u>60</u>	<u>120</u>	<u>123</u>	<u>246</u>
Totals	97	\$546	108	\$254	205	\$800

Table V.F.Illustrative 5-Year Country Training Activities

(For HRDA Allowance of \$500,000)

	<u>Public Sector</u>		<u>Private Sector</u>		<u>Total</u>	
	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>	<u>No.PTs</u>	<u>\$000</u>
<u>U.S. training</u>						
Bachelor's degrees	1	\$ 88	1	\$ 88	2	\$176
Master's degrees	1	45	-	-	1	45
Technical	3	27	3	20	6	47
<u>Third Country training</u>						
Long-term	3	81	-	-	3	81
Short-term	5	24	6	18	11	42
<u>Regional seminars</u> (transportation costs only)	5	2	15	3	20	5
<u>In-country training</u>	26	52	26	52	52	104
Totals	44	\$319	51	\$181	95	\$500

The illustrative breakdowns of training by participating missions put HRDA's price tag in perspective. In one very important way, HRDA's LOP funding is not strictly comparable to that of a \$52.9 million bilateral project. Essentially, HRDA is the embodiment of 26 modest five-year projects, each with AID LOP funding ranging from \$500,000 to \$1,200,000, supplemented by "buy-ins" and by regional training programs and regional support activities. Central funding and coordination of these 26 projects improves programming of the Bureau's resources, reduces duplication of effort (particularly with regard to management) and facilitates the implementation of new training initiatives.

The costs of the estimated total outputs of this project for the 26 participating countries and for the regional training programs and other regional activities are shown in Table V.G. Costings for this input/output table are based on unit and contract costs shown in the Financial Analysis (Annex I).

Table V.H. provides projections of obligations and expenditures for the project for each fiscal year. Because of the lengthy pipeline for training activities, particularly U.S. academic training, the PACD for this project will be September 30, 1995.

E. Recurrent Costs

It is expected that the bulk of HRDA's trainees will be individuals already employed. This will greatly reduce the recurrent budget impact of the project. For those trainees who fill new positions, the value of increased output resulting from their employment should be equal to or greater than the additional cost associated with hiring them. However, even where this efficiency criterion is not used for new hiring, there is a good chance that the budgetary impact will be positive since the trainees can be used to replace expensive expatriates.

TABLE V G: COSTING OF PROJECT OUTPUTS/INPUTS

	FY 87 (\$000)	No.	FY 88 (\$000)	No.	FY 89 (\$000)	No.	FY 90 (\$000)	No.	FY 91 (\$000)	No.	FY 92 (\$000)	No.	TOTAL US DONORS (\$000)	TOTAL & OTHER DONORS (\$000)	TOTAL No.	OUTPUT (\$000)
TRAINING																
U.S. academic	-	46	2,506	46	2,506	47	2,596	46	2,506	46	2,506	46	12,620	980	231	13,600
U.S. technical	-	240	2,045	240	2,045	280	2,335	280	2,335	280	2,335	280	11,095	980	1,320	12,075
Third country	-	140	1,248	160	1,548	190	2,118	200	2,148	200	2,148	200	9,210	1,675	890	10,885
In-country	-	500	1,000	600	1,200	700	1,400	800	1,600	875	1,750	875	6,950	2,310	3,475	9,260
Regional seminars	-	215	555	215	455	215	455	215	455	215	455	215	2,375	0	1,075	2,375
Total training		1,141	7,354	1,261	7,754	1,432	8,904	1,541	9,044	1,616	9,194	1,616	42,250	5,945	6,991	48,195
TECHNICAL ASSISTANCE	-		275		430		470		425		375		1,975	0		1,975
EVALUATION	-		0		0		0		200		0		200	0		200
Sub-total without inflation factor	-		7,629		8,184		9,374		9,669		9,569		44,425	5,945		50,370
Inflation factor (5 % compounded)	-				410		880		1,365		1,845		4,500	560		5,060
MANAGEMENT (includes inflation)																
AID/W	75		660		650		630		630		630		3,275	---		3,275
Missions	0		80		150		170		190		210		800	---		800
GRAND TOTAL	75		8,369		9,394		11,054		11,854		12,254		53,000	6,505		59,505
Core funding	(75)		(7,869)		(7,504)		(8,019)		(8,879)		(9,554)		(41,900)			
Est. "buy-ins"	(0)		(500)		(1,890)		(3,035)		(2,975)		(2,700)		(11,100)			

Table V.H.

PROJECTIONS OF OBLIGATIONS AND EXPENDITURES BY FISCAL YEAR

(\$000)

	A.I.D.		Host Countries		Other Donors		Total	
	<u>Obligations-Expenditures</u>		<u>Obligations-Expenditures</u>		<u>Obligations-Expenditures</u>		<u>Obligations-Expenditures</u>	
FY 87	75	50	-	-	-	-	75	50
FY 88	8369	3825	1070	500	85	75	9524	4400
FY 89	9394	5500	1120	700	125	110	10639	6310
FY 90	11054	9300	1180	900	140	120	12374	10320
FY 91	11854	9400	1220	1000	145	120	13219	10520
FY 92	12254	9600	1270	1000	150	120	13674	10720
FY 93	-	8500	-	985	-	100	-	9585
FY 94	-	4000	-	600	-	-	-	4600
FY 95	-	2825	-	175	-	-	-	3000
TOTALS	53000	53000	5860	5860	645	645	9505	59505

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VI. MISSION AND AID/W PLANNING PROCEDURES.

A. Objective

This section of the Project Paper describes planning procedures, at mission and AID/W levels, needed to achieve the objectives of the HRDA project.

The Africa Bureau Strategic Plan states that human resource and institutional development activities should be linked to development goals. Otherwise, such activities are unlikely to have a discernible development impact. The planning procedures prescribed for the HRDA project are a means for establishing the necessary linkages between training activities and development goals.

The Africa Bureau Development Training Strategy Paper points to the need to strengthen human resources planning. HRDA proposes to serve as a vehicle for such strengthening. This role is appropriate in light of HRDA's size, the number of African countries eligible to participate in the project, its centrally programmed and funded nature and its design flexibility.

HRDA efforts to improve planning will be guided by Agency and Bureau policies and strategies as well as special concerns such as private sector participation, increased training for women and attention to cost management.

B. Mission Plans

The HRDA project will require the following planning documents from each participating mission: (1) a Country Training Strategy and (2) annual Country Training Plans, which will be part of the mission's ABS.

1. Country Training Strategy

A Country Training Strategy (CTS) draws much of its material from the mission's CDSS (or equivalent document). Each participating mission will be requested to submit an interim Country Training Strategy to AID/W in May 1988. This first CTS will cover the period from FY 1989 until the year of the mission's next scheduled CDSS submission, or a maximum of five years. Thereafter, the CTS will be presented at the same time as the CDSS and will be reviewed by the AID/W HRDA project committee within the regular CDSS cycle of submissions. The committee will give the mission feedback on their plans and provide information about common training requirements and regional support programs.

The purpose of the CTS is to identify human resource constraints to achieving the mission's priority development objectives (as contained in the CDSS) and to define long-range training strategies to address those constraints. Essentially, the CTS establishes clear human resources development objectives in support of overall country assistance strategies and provides a justification and framework for the mission's training activities under all projects, including HRDA. The Sahelian countries have been preparing such documents under the SHRD project.

If needed, technical assistance will be provided to missions under the HRDA project for the preparation of Country Training Strategies.

The CTS is not a lengthy document. The level of detail provided in the CTS should be a function of the role human resources development plays in the mission's overall assistance program.

Guidelines for the preparation of Country Training Strategies are contained in Annex M.

2. Annual Country Training Plans

Annual Country Training Plans (CTPs) will be prepared by missions early in each calendar year for submission to AID/W, in May, as part of their ABS. The CTP provides specific details on planned HRDA training activities for the next fiscal year and tentative plans for training activities for the following fiscal year.

Objectives for the CTP will flow from the mission's CDSS and be defined by the mission's Country Training Strategy, once that document has been prepared. The annual CTP shows how the mission will take incremental steps towards accomplishing the tasks described in the Strategy. As such, the CTP should strike a balance between training activities for the public and private sectors and between training activities that fill immediate personnel needs and activities that build the capacity of national training institutions to meet personnel requirements in the longer term.

When planning individual training activities for a CTP, missions should weigh job requirements and cost factors to decide if the training should be academic or technical and whether it should take place in the U.S., in-country or in a third country.

Descriptions of proposed training activities should include the following information:

- a) Nature and institutional purpose of the training;
- b) Country of training and suggested institution, if known;
- c) Degree objective, if academic training;
- d) Estimated duration of training, including English language training;
- e) Estimated costs (All training activities must be fully funded in their first year. Missions should use the S&T/IT Training Costs Analysis, when the system becomes available, to estimate costs);
- f) Total costs of all activities for each fiscal year.

Examples of items for CTPs are:

- a) Third country technical training for instructor at College of Agriculture to up-grade knowledge and research skills in tropical agriculture. IITA, Ibadan. 2 months. \$6,000.
- b) U.S. training for M.S. degree in Civil Engineering, with specialty in road and bridge construction, to fill position in Ministry of Public Works. 2 years. \$48,000.

- c) In-country entrepreneurial workshop for 25 selected trainees to assist them in planning new businesses. Technical assistance from U.S. training firm, in collaboration with Small Business Extension Service. 2 weeks. \$50,000.

Country Training Plans will be reviewed by the AID/W Project Committee for their technical and financial validity and their conformity to HRDA guidelines. The committee's comments and the proposed funding level will then be considered at the country ABS review as an integral part of the programming cycle. Initial HRDA allowances will be made to missions early in the following fiscal year. Supplemental allowances may be made during the year.

C. Regional Plans

Two AFR Strategy Papers will be prepared by the project's contract technical specialists for bureau consideration:

1. a Strategy Paper for private sector training;
2. a Strategy Paper for support to African universities and training institutions.

These papers will be based on experience gained in implementing the respective HRDA activities. The papers will state Bureau positions on issues and problems, delineate courses of action for regional and bilateral programs, and serve as guides for missions on these subjects.

The paper concerning support to African universities will draw on the Bureau's Strategic Plan for supporting faculties of agriculture in Africa, SADCC studies, and other proposals and activities in other geographic and technical sectors and in bilateral programs.

The paper on private sector training will elaborate on the areas of concern for private sector development described in Section III.B and the training activities found useful for addressing these concerns.

VII. MANAGEMENT AND ADMINISTRATION

A. Overview

AID/W management responsibilities for the HRDA project will be assigned to a Project Manager in the Education Division of the Office of Technical Resources, Bureau for Africa (AFR/TR/E). The extent of the project's managerial, technical and regional training tasks, as summarized in the Administrative Analysis (Annex J), justify the procurement of contract services for technical assistance to help implement the project. Contract personnel will include: a private sector training specialist, a higher education specialist, a manager/trainer for the management information system, a programmer, a data entry person and short-term consultants. Annex F provides position descriptions for these personnel. The HRDA Project Manager will administer the contract services.

A Project Committee, composed of representatives of appropriate AID/W offices, will provide technical and managerial guidance for the project.

Since all HRDA participant training programs will be "direct" (i.e., the project will not use a contractor to manage participant training), the Office of International Training, Bureau for Science and Technology (S&T/IT) and its contract agencies will program, place and monitor the project's estimated 1550 U.S. participants. S&T/IT will also provide many support services beneficial to the project, as described below.

Missions will be responsible for managing their HRDA bilateral allowances and for planning, implementing and following-up on training activities funded by HRDA for their countries. Missions will also be directly responsible for managing in-country seminars and workshops for an estimated 3475 trainees. REDSOs, AID/W and contract consultants will assist missions with these responsibilities.

Training programs for the project's estimated 890 third country participants will be implemented by PIO/Ps prepared by missions in "sending" countries and managed by missions in "receiving" countries. Requirements for managing third country training in major receiving missions will be reviewed and project funds will be authorized, when needed, to employ additional local Training Officers.

Regionally-funded seminars for an estimated 1075 participants will be organized and implemented by contractors or grantees selected by AID/W. Missions sending participants to these regional activities may be asked to prepare PIO/Ps under their HRDA bilateral accounts to fund travel and incidental costs.

The REDSO offices in Abidjan and Nairobi will assist embassies in countries which have no AID staff (e.g., Mauritius, Seychelles) plan and implement HRDA activities. The REDSOs may also provide services to support in-Africa training activities.

Major responsibilities of each of these organizational units relevant to this project are discussed more fully below.

B. AFR/TR/E responsibilities

The Chief of AFR/TR/E will supervise the HRDA Project Manager and provide technical and administrative guidance for the project, particularly for the activities of the contract specialists for private sector training and higher education.

The HRDA Project Manager will monitor project implementation and finances, promote all project activities, and administer the project's contracts for technical assistance and for the development and implementation of regional seminars. Through his/her management of contract services for the installation of the HRDA MIS, the Project Manager will become the bureau's resource person for information, analysis and reports on AFR and HRDA training activities.

C. Role of the HRDA Project Committee

The project committee will be chaired by the HRDA Project Manager and will be composed of representatives of the following AID/W offices: S&T/IT, AFR/PD, AFR/DP, AFR/PRE and PPC/WID. Desk officers from AFR geographical offices and technical officers from AFR/TR divisions will be ad hoc members, as appropriate.

The project committee will serve as a review board for:

- missions' Country Training Strategies;
- missions' annual Country Training Plans;
- implementation plans for the project's regional seminars and other regionally funded activities;
- project evaluations;
- critical issues, problems or opportunities related to HRDA, as they arise.

D. Role of S&T/IT

S&T/IT and its two major contractors -- Partners for International Education and Training (PIET) and USDA/OICD, International Training Division -- manage U.S. academic and technical training for participants, as authorized and funded by PIO/Ps prepared by missions. These extensive services, which start with the preparation of a Training Implementation Plan and end with enrollment of the participant in a U.S. professional society before his/her return home, need not be elaborated here.

Other S&T/IT programs are of special interest and benefit to HRDA. These include:

- development of the Participant Training Management System (PTMS);
- development of the Training Cost Analysis (TCA) system;
- provision of useful information on U.S. training institutions and special programs to the missions;
- provision of technical assistance to the missions;
- provision of periodic training conferences for missions' Training Officers.

HRDA intends to coordinate its activities with these and other services provided by S&T/IT.

E. Mission responsibilities

Missions' management responsibilities for HRDA, and for its other training projects, are considerable and time consuming. They include, in brief:

- (1) Project management
 - consultations with officials of host country institutions;
 - development of institutional and private sector profiles and training needs assessments;
 - preparation of a Training Strategy and annual Country Training Plans;
 - preparation of Limited Scope Grant Agreements;
- (2) Financial management and cost containment
 - installation and use of TCA
- (3) Management of participant training programs
 - designing training programs to fill requirements of the user institutions;
 - screening and selecting participants;
 - preparation of PIO/Ps, with bio-data, transcripts, etc.;
 - provision of in-country English language training;
 - selection of U.S. or third-country training;
 - processing departing participants (medical clearance, visa application, travel arrangements, etc.);
- (4) Management of in-country training programs
 - developing training objectives and training plans;
 - preparation of PIO/Ts for instructors and materials;
 - carrying out the program;
- (5) Data management and reporting requirements
 - installation and use of PTMS;
- (6) Follow-up
 - utilization and reinforcement of training;
- (7) Evaluations

In addition to all of the above, there are special concerns and, often, issues to be addressed: training for women, involvement of the private sector, use of HBCUs, equivalency issues, participant selection criteria, English language standards, utilization of returned participants. These management responsibilities range from clerical tasks to professional duties. Most missions divide these responsibilities between a locally hired Training Officer and a designated AID Project Manager, both of whom may be overburdened. However, Training Officers may be doing too much clerical work when they could be doing more of the project management and planning duties. It is recommended that missions assess the responsibilities assigned to the Training Officer and, if appropriate, relieve him/her of clerical tasks by providing clerical assistance for the office to handle routine participant training procedures. Provision of training for the Training Officer, if needed, in program planning, project management, evaluation and use of PTMS and TCA would enable him/her to have increased responsibilities for project management. Increased status and authority should be provided with any increase in responsibilities.

F. Responsibilities of missions receiving participants for third country training

Section III. C of this paper describes several HRDA activities to support third country training, including the development of a databank of African training institutions useful for AID participants and a manual on third country training procedures.

Management responsibilities for third country training fall upon a mission, once it has received a PIO/P from another mission that authorizes funds for a desired training activity in the receiving country. The receiving mission's management duties then include: placement of the participant (although this is sometimes done between governments); reception, orientation and assistance with housing arrangements for the participant; provision of health and accident insurance; payment of fees and tuition to the training institution; provision of monthly maintenance and book allowances to the participant; providing academic progress reports to the sending mission; counseling the participant; and arranging for the participant's return travel home.

Missions in countries that serve as third country training sites may find these considerable management responsibilities place strains on their training office, if the number of participants increases substantially. Where warranted, HRDA will provide funds to these missions to employ an additional Training Officer.

G. Role of the REDSOs

Because there is no USAID Mission in Ivory Coast, REDSO/WCA provides placement and maintenance services for third country participants coming to that country. REDSO also provides technical and logistic support for the Sahel Human Resources Development project.

REDSO/ESA has prepared Country Training Plans and PIOs for AMDP programs for the Indian Ocean states, which have no resident AID officers, and has managed AMDP training programs for OAU staff.

The advice and assistance of REDSO officers and the continued provision of services such as those mentioned above will be sought, when appropriate, for the planning and implementation of regional and bilateral HRDA training activities.

VIII. IMPLEMENTATION, PROCUREMENT AND MONITORING

A. Implementation

The annual sequence of events for planning and implementing the project's bilateral training activities is discussed in Section VI of the PP. Section VII outlines the responsibilities of AID/W and field units for the management of bilateral programs.

The following is a schedule of critical events for implementation of regional seminars, acquisition of the project's required technical assistance and management services, and the accomplishment of other significant regional project activities.

<u>Activity</u>	<u>Responsibility</u>
<u>Pre-project</u> (last quarter of FY 1987)	
Procure short-term consultant services to (1) process missions' FY 88 CTPs; (2) prepare PIO/T for HRDA technical services contract; (3) initiate activities for support of private sector training; and (4) provide preliminary services for installation of HRDA management information system.	AFR/TR/E
Assign HRDA project manager.	AFR/TR/E
<u>FY 1988</u> (first year)	
Select institutional contractor to provide technical assistance services.	AID/W
Prepare PIO/T for Grant/Cooperative Agreement with U.S. Chamber of Commerce to implement approximately 5 annual seminars to increase African private sector participation in policy dialogue and support services.	AFR/TR/E, AFR/PRE
Prepare PIO/T and RFP to select U.S. institutional contractor to implement approximately 20 private sector policy seminars in African countries.	AFR/TR/E, AFR/PRE
Select contractor to implement approximately 5 regional or national seminars concerning constraints to women's participation in training and strategies to overcome constraints.	AFR/TR/E, PPC/WID
Create databanks on private sector training opportunities and on African training institutions.	AFR/TR/E, TA Contract

Complete first phase of installation of HRDA management information system, providing analytic data on U.S. participants. Complete work plan for follow-on phase.

AFR/TR/E,
TA Contract

Complete Country Training Strategies.

26 missions

FY 1989 (second year)

Establish first linkage between African and U.S. universities.

Mission
Universities
TA Contract

Complete strategy statement for AID support to African training institutions.

AFR/TR/E,
TA Contract

Complete manual for management procedures for third country training in Africa.

TA Contract

Based on survey of requirements, employ additional local Training Officers in missions receiving third country participants (project funding authorized, if necessary).

Missions
AFR/TR/E

FY 1990 (third year)

Complete installation of computerized data management systems (PTMS and TCA) in all missions and field offices.

S&T/IT and
TA Contract

Complete installation of HRDA management information system in AFR/TR/E, providing data on all U.S., third country and in-country training programs in Africa, and their costs.

TA Contract

FY 1991 (fourth year)

Carry out overall evaluation of HRDA project. Prepare PID, if needed, and PP for any follow-on project.

AFR/TR/E

B. Procurement

An AID/W institutional contract for management and technical assistance for this project will be procured either competitively through RFP procedures or under Section 8(a) procedures. The contracting mode will be determined after further investigation and advice from SER/CM.

Contracting modes to plan and implement regional seminars are planned as follows:

- (1) A U.S. institutional contractor (possibly a university consortium) will be competitively selected to implement approximately twenty seminars in Africa relating to the strengthening of the private sector.
- (2) A grant or cooperative agreement will be arranged with the U.S. Chamber of Commerce's Center for Leadership Development to train personnel from African Chambers of Commerce in organizational management and effective representation of private sector interests. A sole source grant/cooperative agreement appears justified, based on the role of the U.S. Chamber of Commerce and its Leadership Center's current programs in LAC and India.
- (3) A U.S. institutional contractor will be selected to implement approximately five regional or national seminars in Africa concerning strategies to overcome constraints to professional and technical training for African women.

In addition, the project requires substantial short-term technical assistance to implement in-country training programs and to help missions prepare Country Training Plans and institutional needs assessments. Missions will arrange most of these technical assistance requirements through regional Contracts Officers, drawing on IQCs, 8(a) firms, field support services authorized by the S&T/IT contract with PIET, U.S. universities (including HBCUs), and other appropriate sources. The project's central contract for management services will provide additional technical assistance to missions.

C. Use of HBCUs for Training Services

Both the U.S. Congress and AID have recognized the opportunities offered by the Historically Black Colleges and Universities (HBCUs) to assist developing countries. The Gray Amendment to the FY 1984 Continuing Resolution is aimed at increasing the use of HBCUs (and other economically and socially disadvantaged enterprises) in AID's development assistance programs.

Principal AID actions to increase the use of HBCUs include the following: (a) inclusion of language in all training contract or contracts which have a training component requiring that, effective January 1, 1987, at least 10 percent of all academic or technical participant placements must be in programs offered by HBCUs, where the contract calls for placements of ten or more individuals; and (b) establishment of regional bureau goals each fiscal year for placement of participants in HBCUs.

HRDA encourages the use of HBCUs to the maximum extent possible. No less than 10 percent of U.S. participant training programs under the project will be carried out in conjunction with HBCUs.

HRDA includes actions to facilitate accomplishment of this goal. Where missions identify training institutions for project participants in PIO/Ps, at least 10 percent of the U.S. institutions identified must be HBCUs. In selecting institutions, missions are encouraged to consult the National Association for Equal Opportunity in Higher Education (NAFEO) documents on HBCU's capabilities and interests in international development. In addition,

the project's Higher Education Specialist, along with S&T/IT, will be available to respond to missions' information needs and questions on HBCUs. The project's information system will be designed to monitor the use of HBCUs.

Of the 344,000 foreign students enrolled in U.S. colleges and universities in the 1985-86 academic year, over 15,000 (4.5%) were enrolled in HBCUs. (Figures are from IIE: Open Doors, 1985/86.) The principal HBCUs attended by foreign students in 1985-86 were as follows:

	1997 foreign students
Howard University (Washington, D.C.)	1550
Southern University A&M College (Baton Rouge, LA)	1231
University of the District of Columbia	1217
Texas Southern University (Houston)	735
Alabama A&M University (Huntsville)	487
Prairie View A&M University (Texas)	485
Shaw University (Raleigh, NC)	450
North Carolina A&T University (Greensboro)	410
Tennessee State University (Nashville)	354
Cuyahoga Community College (Cleveland)	340
Florida A&M University (Tallahassee)	327
Morgan State University (Baltimore)	315
Bishop College (Dallas)	276
Atlanta University	250
Tuskegee University	

The great majority of foreign students finance their training from personal, family or home government sources. The fact that 15,000 opted to attend HBCUs demonstrates a recognition of the educational opportunities offered by these institutions.

D. Project Monitoring

1. Monitoring Systems

The HRDA project incorporates several standard monitoring procedures and a special new procedure to collect and analyze data and provide useful reports on training activities for this project and for all Africa Bureau training activities.

Standard procedures include (1) the Project Manager's monitoring of obligations and expenditures of project funds provided to missions and funds for regional activities; (2) the monitoring of contractors' performance by the Project Manager; (3) financial monitoring by mission, regional and AID/W comptrollers; and (4) program monitoring by the Project Manager and the Project Committee of missions' Country Training Plans and regional training activities for their conformity to AID and project priorities, objectives and regulations.

Special data collection and reporting procedures are described below.

2. The HRDA Management Information System

The HRDA project proposes to develop a management information system that will provide the following:

- (a) data on individual training activities; analytic data; and training costs for HRDA training; and
- (b) analytic data and costs for all Africa Bureau training programs.

While missions need decision-making flexibility in planning training, the HRDA project needs an accounting of how project funds are used in order to assess progress towards achieving Bureau and project objectives. The HRDA monitoring and information system must be capable of supplying data needed to determine whether the project's emphases on cost-effectiveness, in-country and third-country training, coordination with bilateral and other regional projects, private sector, women, use of HBCUs and cost saving and program innovations are being met. Specific data requirements for this purpose include:

- (a) a roster of all HRDA participants in U.S. and third country training by country of origin, providing data on the participant and data (including costs) on the training activity;
- (b) summary information, by country, on participant (percent female, location of training, use of HBCUs, public/private sector training ratios, type and level of training, numbers and types of African institutions assisted, etc.);
- (c) summary information of in-country training activities and their costs;
- (d) summary information on regional seminars and their costs; and
- (e) special information on university linkages, clustering of training requirements and other project initiatives.

Statistics and cost data on all Africa Bureau participant and in-country training activities are required for Bureau and Agency program functions, decision-making and reporting. Agency and Bureau managers involved in program planning, budget allocations and project operations require statistics on AID-funded training by fiscal year, by gender, by training location, by type of training, by degree objective, by sector (public or private), by country origin of participants, by project, and by funding sources. Cost data should show obligations and expenditures for training programs in the U.S., third countries and in-country.

Detailed procedures for implementing the project's management information system (the "HRDA MIS") to meet these data requirements are described in Annex K. The system will be implemented under the HRDA contract for technical services.

The HRDA MIS will supplement, not duplicate, S&T/IT's Participant Training Information System (except for some duplication for a roster of this project's U.S. and third country participants, which is needed for project management purposes). The HRDA MIS will draw on PTIS for data on all African participants studying in the U.S. Some modifications to PTIS data would be useful, if they can be made, such as defining "private sector" training and including data on that category of participant in the PTIS system.

HRDA will support the installation of S&T/IT's Participant Training Management System (PTMS) and the Training Cost Analysis (TCA) system in missions and field offices, and standardized manual reporting systems in the smaller African countries. Project contract funds may be used for the purchase of

hardware and software, when necessary. The HRDA MIS will then collect data from the PTMS and TCA systems, as well as from PTIS and other sources. Desirable modifications to these systems will be sought, as necessary, in order to coordinate and verify data and acquire needed additional statistics.

Implementation of the HRDA MIS is planned in two phases. The immediate phase, covering approximately 60 days after contract initiation, will consist of establishing an in-house system in AFR/TR/E which collects project data deemed most essential and most accessible at project start-up. This immediate phase, though a discrete activity, is not separate from the development of the eventual MIS; rather, it is the first stage and foundation of the comprehensive system.

At the end of the immediate phase, the Bureau should have the basis of a working system with data for at least U.S. participants. Procedures and policies will be established which will govern data management for participant and in-country training. A detailed work plan for implementation of the follow-on phase will be produced. The follow-on phase will be composed of system expansion, field extensions and ongoing technical assistance and training. The activities of this phase will be a logical extension of work begun during the immediate phase. Technical assistance will continue for the life of the project.

The HRDA MIS will provide the Bureau and this project with a working management information system that can routinely supply data for training management. This will include complete installation and implementation of the Participant Training Management System (PTMS) and other relevant systems in missions; training of Bureau and mission personnel; regular and accurate entry of data into the HRDA system; regular and accurate submission of data to relevant AID/W offices; and reliable reporting of the data to AID/W.

E. Reporting Requirements

Reporting requirements for training activities (including special reports for Congressional inquiries) will be greatly simplified by the HRDA MIS, once its component parts and operating procedures are in place.

An annual report by missions on all participant training activities is part of the ABS requirements (actual figures for the prior fiscal year and estimates for the current and next fiscal years). With some expansion, made easy by missions' PTMS programs when they are operational, the ABS reporting requirements could serve two purposes: (a) the provision of a once-a-year summary and review of all Africa Bureau training activities and their costs; and (b) the provision of information needed for assessing prior year accomplishments by missions and for determining the level of HRDA allowances to the missions for the next fiscal year.

For missions with PTMS, the annual report of training data should be in the form of a computer printout. For small countries with few AID training activities, the report would be made in standard format for input into the HRDA MIS.

ABS participant reporting requirements will be reviewed by the HRDA MIS contractor. Recommendations for the phased expansion of these requirements to serve Bureau and project purposes, without overburdening missions, will be presented for Bureau consideration early in the project.

IX. EVALUATION PLAN

In addition to routine evaluation of individual training activities and contractors' performances, a major evaluation of HRDA will be carried out in the project's fourth year. Considerable pre-planning for this evaluation is required in order to encompass the project's 26 participating countries, the various forms of training, management procedures, and the activities of the project's contractors.

The evaluation should address the following major questions:

1. How well is the project meeting its stated targets?

Data from the HRDA MIS should provide measurable results to date for numbers trained by various modes of training, percent of female participants, percent of participants for the private sector, numbers and types of African institutions targeted for assistance, and the use of HBCUs. Review should also be made of the project's planned and actual funding levels, including actual levels of "buy-in" funding.

2. Are mission and contractors planning activities in a manner satisfactory to achieving AID, CDSS and project objectives?

An assessment should be made of the strengths and weakness of project planning instruments (Training Strategies, annual CTPs, private sector plans, training needs assessments, contractors' work plans, etc.) in terms of their contributions to the project's desired impact.

3. Are training activities being implemented satisfactorily?

The evaluation may include on-site reviews of sample training programs, and interviews with participants, at contractors' in-Africa training programs, missions' in-country training programs, African institutions which train significant numbers of third country participants, and U.S. institutions offering academic and technical training to significant numbers of African students. In addition, the evaluation may review internal evaluations by missions of their training activities, PIET's evaluation of participants' satisfaction with the content and relevance of U.S. training programs, and other available evaluative studies. This review of the management and appropriateness of training activities should include an assessment of how the activities could be made more cost effective.

4. Is the project making an effective impact on development programs?

To obtain answers to this question, the evaluation team may visit selected countries for the purpose of interviewing the end users of the training, i.e., managers of the institutions targeted for training assistance by the mission's Training Strategy. Are trainees performing better? Was their training relevant in terms of new skills or technologies needed by the institution? Are there discernible improvements in the institution's operations or policies or training capabilities or productivity attributable, at least in part, to the training provided? What kinds of follow-up activities would be beneficial for reinforcing the training?

The evaluation team should also interview appropriate mission and host country officials regarding the general impact of training in the project's areas of special concern: private sector training, support for African training institutions and training for women.

5. What actions are recommended to help missions and contractors resolve problems they are encountering in planning, implementing and following up on training activities?

A survey instrument covering major steps of planning, implementing and following up on training activities may be prepared for missions' and contractors' comments on how current procedures might be improved. Comments from the field, combined with the evaluation team's own observations, should be presented as practical recommendations for strengthening the HRDA project and any follow-on project.

It is recommended that an evaluation Team Leader begin preparing the content of this extensive evaluation and planning its methodologies and instruments several months prior to actual implementation. Completion of the evaluation early in the fourth year of the project is essential in order to allow time for decisions concerning any follow-on project. The design of a follow-on project should be completed early enough to effect a smooth transition between projects, i.e., a Project Paper should be completed no later than January 1992 so that missions will have guidance for planning training programs for FY 93 and beyond.

PID APPROVAL CABLE (87 State 056859)

HUMAN RESOURCES DEVELOPMENT ASSISTANCE (HRDA) PROJECT

(698-0463)

ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT {698-0463} {HRDA - NEW NAME FOR AMDP III}

1. THE HRDA ECPR TOOK PLACE ON DECEMBER 3, 1986 CHAIRED BY DAA/AFR LOVE. PRESENT WERE REPRESENTATIVES OF AFR/PD, AFR/TR, S&T/PO, AFR/DP, AFR/PRE, AFR/SWA, S&T/IT, AFR/CCWA, AND PPC/PPDR. THE ECPR CONSIDERED A SERIES OF RECOMMENDATIONS RELATED TO COST, QUALITY, RELEVANCE AND LONG TERM INSTITUTIONAL SUSTAINABILITY IN AFRICA. CONSIDERABLE DISCUSSION CENTERED UPON HOW AID CAN CREATIVELY PROMOTE AND SUPPORT THE DEVELOPMENT OF AFRICA'S PRIVATE SECTOR THROUGH TRAINING. THESE INNOVATIONS, WHICH ARE SUMMARIZED IN PARA. TWO BELOW AND OUTLINED IN THE BODY OF THIS CABLE, ARE INTENDED TO IMPROVE THE SERVICES PROVIDED UNDER AMDP WITH NO LOSS IN CONTINUITY OR FLEXIBILITY AS TO MISSION USE OF TRAINING FUNDS.

THE PID WAS APPROVED, BUT CONSIDERABLE GUIDANCE EMERGED RELATIVE TO THE DESIGN OF THE PROJECT PAPER. SIMULTANEOUS WITH ACTIONS LEADING TO COMPLETION OF THE PP AND PROJECT AUTHORIZATION, MISSIONS WILL BE ASKED TO

SUPPLEMENT THEIR 1987 COUNTRY TRAINING PLANS WITH A VIEW TOWARD MORE SIGNIFICANT INVOLVEMENT OF WOMEN AND PARTICIPANTS WHO WORK IN THE PRIVATE SECTOR.

2. THE ECPR CONSIDERED A NUMBER OF PROPOSED REFORMS TO THE AMDP II PROJECT WHICH AIM AT:

-REDUCING COST AND IMPROVING COST-EFFECTIVENESS

-INCREASING OPPORTUNITIES FOR WOMEN

-ESTABLISHING MUCH HIGHER TARGETS FOR TRAINING OF PARTICIPANTS WHO ARE WORKING OR WILL WORK IN THE AFRICAN PRIVATE SECTOR

-DOING MORE TRAINING IN AFRICA AND STRENGTHENING SELECTED AFRICAN POST-SECONDARY TRAINING INSTITUTIONS

-MODIFYING THE FUNDING MECHANISM FOR HRDA

-IMPROVING PARTICIPANT INFORMATION FOR PROJECT MANAGEMENT AND REPORTING

-CREATING OPPORTUNITIES FOR EXPERIMENTAL INITIATIVES TO IMPROVE THE QUALITY AND RELEVANCE OF TRAINING OFFERED UNDER THE PROJECT.

3. THE ECPR DECIDED THAT A MORE COMPREHENSIVE DESIGN EFFORT IS NEEDED TO EFFECTIVELY EXAMINE AND PLAN FOR THESE REFORMS THAN HAD PREVIOUSLY BEEN ANTICIPATED. THIS CABLE INTENDS NOT ONLY TO GIVE GUIDANCE TO THE PROJECT PAPER TEAM, BUT TO SOLICIT REACTIONS FROM OVERSEAS POSTS TO THE PROPOSED NEW INITIATIVES. THE PROJECT PAPER TEAM SHOULD CAREFULLY REVIEW THE LEVEL OF EFFORT OF THIS PROJECT FROM AN OVERALL PERSPECTIVE BY EXAMINING NOT ONLY CUSTOMARY LEVELS OF EXPENDITURES FOR PARTICIPANT TRAINING WITHIN AMDP II, BUT AGGREGATE SPENDING FOR TRAINING IN AFRICA, BOTH REGIONAL AND BILATERAL; AND SPENDING ON TRAINING FOR THE AGENCY AS A WHOLE. ARE WE SPENDING ENOUGH? ARE WE SPENDING TOO MUCH? IF ADDITIONAL RESOURCES WILL BE NECESSARY, THE CONSULTANTS SHOULD DETERMINE (A) WHAT SHARE AFR IS GETTING OF AGENCY TRAINING RESOURCES AND (B) WHAT ARE THE SOURCES (WITHIN AND OUTSIDE AFR) FROM WHICH FUNDS TO MEET TRAINING NEEDS MIGHT BE DRAWN.

4. HRDA WILL OPERATE ON THE PRINCIPLE THAT TRAINING RESOURCES WILL CONTINUE TO BE PLACED IN THE HANDS OF THE MISSIONS AND THAT THE MISSIONS WILL DETERMINE THE

TRAINING NEEDS. THERE WILL BE ENCOURAGEMENT FOR ALL PARTICIPANT TRAINING PROJECTS GENERALLY AND FOR PARTICIPANT TRAINING IN BILATERAL PROJECTS TO BUY INTO HRDA. BY AGGREGATING DEMAND FOR TRAINING SERVICES, IT MAY BECOME POSSIBLE, BY SEQUENTIAL STEPS, TO REDUCE COST, IMPROVE QUALITY AND RELEVANCE OF TRAINING, GAIN COMPLEMENTARY SERVICES AND INCREASE THE INVOLVEMENT OF AFRICA TRAINING INSTITUTIONS. FOR EXAMPLE, IN THE AREAS OF AG ECONOMICS, FINANCIAL MANAGEMENT AND SELECT PRIVATE SECTOR THEMES, IT MAY BE POSSIBLE TO IDENTIFY A LARGE ENOUGH CONTINUING FLOW OF STUDENTS TO LET COMPETITIVE CONTRACTS FOR TRAINING SERVICES. IF THIS WERE TO HAPPEN, CURRICULA COULD BE MODIFIED TO RESPOND TO NEEDS IDENTIFIED FOR THIS GROUP, SPECIAL SUMMER AND VOCATIONAL PROGRAMS ARRANGED, COSTS REDUCED THROUGH TUITION WAIVER OR OTHERWISE, LANGUAGE SUPPORT SERVICES ADDED, ETC. OVER TIME, 6 MONTHS TO ONE YEAR OF THE TRAINING MIGHT BE ACCOMPLISHED AT ONE OR MORE AFRICAN INSTITUTIONS STRENGTHENED FOR THIS PURPOSE. OTHER INNOVATIONS, TOO, FOR EXAMPLE, ASSISTANCE TO MISSIONS ON USE OF HRDA FOR PRIVATE SECTOR, WILL BE IDENTIFIED. MOST PARTICIPANT TRAINING WILL CONTINUE AS HAS BEEN THE CASE UNDER AMPD II, WITH NEW INITIATIVES INTRODUCED GRADUALLY AS THEY ARE PREPARED.

5. PRIVATE SECTOR:

THE AFRICA BUREAU DESIRES TO MOVE TOWARD A PROPOSED TARGET OF FIFTY PERCENT WITH RESPECT TO THE NUMBER OF HRDA PARTICIPANTS TRAINED FOR PRIVATE SECTOR EMPLOYMENT, BEGINNING WITH THE CURRENT FISCAL YEAR. THE BUREAU IS SENSITIVE TO THE DIFFICULTIES INHERENT IN THIS TASK, AND IS WILLING TO CONSIDER ALLOCATION OF INCREASED RESOURCES FOR IMPLEMENTATION. IT IS NOT INTENDED THAT PARTICIPANTS FROM THE PRIVATE SECTOR DISPLACE CANDIDATES FROM THE PUBLIC SECTOR, ASSUMING THAT OUR PREVIOUS LEVEL OF ASSISTANCE TO THE LATTER IS JUSTIFIED.

IN ORDER TO MEET THE TARGET OF APPROXIMATELY FIFTY PERCENT PRIVATE SECTOR PARTICIPATION, IT WILL BE NECESSARY FOR THE PP TEAM TO SUGGEST WAYS TO PROMOTE INCREASED OPPORTUNITIES FOR PRIVATE SECTOR CANDIDATES. MISSIONS WILL BE EXPECTED TO DO THEIR PART IN SEEKING TARGETS OF OPPORTUNITY TO ASSURE GREATER PRIVATE SECTOR INVOLVEMENT. AT A MINIMUM THE PP TEAM SHOULD INCORPORATE THE FOLLOWING CONSIDERATIONS INTO THE DESIGN PROCESS:

A) EXPLORE WAYS TO SUPPORT AND UTILIZE THE

ENTREPRENEURS INTERNATIONAL ACTIVITY WHICH SEEKS TO PLACE AFRICAN INTERNS IN U.S. CORPORATIONS FOR SHORT TERM TRAINING. HRDA MIGHT PROVIDE SOME FUNDING FOR TRAVEL AND LIVING COSTS WHILE THE CORPORATIONS ASSUME ALL COSTS OF TRAINING.

- B) EXPLORE TO WHAT DEGREE HRDA SHOULD TARGET PUBLIC SECTOR OFFICIALS FOR TRAINING THAT WILL MOTIVATE AND ENABLE THEM TO BE MORE SUPPORTIVE OF AID'S TRAINING OBJECTIVES IN THE PRIVATE SECTOR.
- C) CHARGE MISSIONS WITH THE TASK OF IDENTIFYING APPROPRIATE INSTITUTIONS THAT CAN FACILITATE THE RECRUITMENT, SCREENING, SELECTION AND FOLLOW-UP OF PRIVATE SECTOR CANDIDATES.
- D) EXAMINE OPPORTUNITIES TO GAIN COST EFFECTIVE QUALITY TRAINING IN NON-AFRICAN LDC'S OR BY STAFF OF NON-AFRICAN LDC INSTITUTIONS WITHIN AFRICA FOR SKILLS REQUIRED IN THE PRIVATE SECTOR.
- E) IDENTIFY AFRICAN INSTITUTIONS CAPABLE OF PROVIDING COURSEWORK IN MAJOR SECTORAL AREAS RELATED TO PRIVATE SECTOR AND MANAGEMENT; THESE INSTITUTIONS MIGHT BE ASSISTED THROUGH SCHOLARSHIPS OF A SUFFICIENT AMOUNT FOR A LARGE ENOUGH NUMBER OF STUDENTS PER YEAR FOR SEVERAL YEARS TO PERMIT IMPROVING THE QUALITY AND INSTITUTIONALIZING THIS TRAINING. IF THERE IS GOOD COORDINATION WITH OTHER DONORS AND AMONG NEIGHBORING COUNTRIES, A SERVICE BASE FOR SUSTAINING THE TRAINING MIGHT BE DEVELOPED.
- F) EXAMINE CAREFULLY THE KINDS OF SKILLS TRAINING NECESSARY TO PROMOTE THE GROWTH OF AFRICA'S PRIVATE SECTOR. IN ADDITION TO TRAINING IN BUSINESS ADMINISTRATION, ACCOUNTING, MANAGEMENT, SCIENTIFIC DISCIPLINES, INCLUDING TRANSPORT AND CIVIL ENGINEERING, WOULD APPEAR TO BE APPROPRIATE TARGETS.
- G) MAKE PROVISION FOR THE IMPLEMENTATION OF SHORT TERM SEMINARS IN AFRICA WHICH ARE ORIENTED TOWARD THE PROMOTION AND SUPPORT OF SMALL ENTERPRISE DEVELOPMENT.
- H) MAKE PROVISION TO USE HRDA FUNDING TO SUPPORT BUSINESS, SCIENTIFIC, AND TECHNICAL EXCHANGES.

6. WOMEN:

A BUREAU TARGET OF 35-40 PERCENT PARTICIPATION OF WOMEN IN HRDA WAS DISCUSSED BUT NOT FORMALLY SET. HOWEVER, THE INTENT TO INCREASE THE PERCENTAGE OF WOMEN IS CLEAR AND MISSIONS SHOULD IMMEDIATELY BEGIN TO MOVE TOWARD THIS OBJECTIVE BY COMMUNICATING THIS POLICY TO APPROPRIATE HOST COUNTRY OFFICIALS.

THE PP TEAM SHOULD CAREFULLY EXAMINE THE LITERATURE DEVELOPED OVER THE PAST SEVERAL YEARS BY PPC/WID AND OTHER SOURCES RELATING TO SPECIFIC TRAINING NEEDS OF WOMEN IN AFRICA. TO THE EXTENT THAT THESE NEEDS CORRESPOND TO COUNTRY DEVELOPMENT STRATEGY, MISSIONS SHOULD MAKE SPECIAL EFFORT TO PROVIDE FOR SUCH TRAINING. DUE TO TRADITIONAL FAMILY RESPONSIBILITIES, IT IS OFTEN DIFFICULT FOR AFRICAN WOMEN TO ABSENT THEMSELVES FROM THE HOUSEHOLD FOR EXTENDED PERIODS OF TIME FOR LONG-TERM TRAINING IN THE UNITED STATES. A SPECIAL EFFORT SHOULD BE MADE TO INCLUDE WOMEN IN SHORT TERM AND THIRD-COUNTRY TRAINING OPPORTUNITIES.

7. THIRD-COUNTRY TRAINING AND THE STRENGTHENING OF AFRICAN INSTITUTIONS:

IN ORDER TO ASSESS THE DESIRABILITY OF UNDERGRADUATE TRAINING IN THE UNITED STATES, IT IS NECESSARY TO KNOW MORE ABOUT THE CAPABILITY OF AFRICAN POST SECONDARY TRAINING INSTITUTIONS TO PROVIDE FOR SUCH TRAINING. IT IS AGENCY POLICY TO PERMIT UNDERGRADUATE TRAINING ONLY UNDER EXCEPTIONAL CIRCUMSTANCES, FOR TRAINING IN CRITICAL SKILLS FOR WHICH SUCH TRAINING IS NOT AVAILABLE IN AFRICA. THE PP TEAM SHOULD REVIEW LITERATURE ON THE CAPABILITY OF AFRICAN POST SECONDARY INSTITUTIONS, AND PROVIDE FUNDING TO FILL INFORMATION GAPS EITHER THROUGH HRDA-FUNDED RESEARCH, OR OTHER MEANS.

HRDA WILL WORK WITH THE SAHEL HUMAN RESOURCES PROJECT TO SIMPLIFY THE MANAGEMENT AND IMPLEMENTATION OF THIRD COUNTRY TRAINING IN WEST AND CENTRAL AFRICA. DEPENDING ON RESULTS, SIMILAR ARRANGEMENTS MAY BE DEVELOPED FOR EAST AND SOUTHERN AFRICA. HRDA SHOULD BE SEEN NOT ONLY AS A VEHICLE TO PROVIDE FOR REQUISITE TRAINING, BUT AS A MEANS TO STRENGTHEN THE COMMITMENT AND FINANCIAL CAPABILITY OF AFRICAN TRAINING INSTITUTIONS TO SERVE A REGIONAL ROLE. THE PROJECT PAPER TEAM SHOULD SEEK TO IDENTIFY QUALITY INSTITUTIONS WHICH ARE WILLING, IN RETURN FOR SCHOLARSHIP ASSISTANCE, TO COMMIT THEMSELVES TO ACCEPTING A SUBSTANTIAL NUMBER OF STUDENTS FROM

NEIGHBORING COUNTRIES. THE ECPR CONCLUDED THAT IT IS BEST TO MOVE SLOWLY AND CAREFULLY, IN THIS REGARD, BEGINNING WITH THE IDENTIFICATION OF APPROPRIATE INSTITUTIONS FOR AGRICULTURE, FINANCIAL MANAGEMENT AND PRIVATE SECTOR RELATED TRAINING. THE BUREAU WILL EXPLORE TIE-INS WITH REGIONAL OR BILATERAL ACTIVITIES TO FURTHER STRENGTHEN THESE INSTITUTIONS THROUGH FACULTY EXCHANGE AND TECHNICAL ASSISTANCE.

8. UTILIZATION OF GRAY AMENDMENT ORGANIZATIONS:

THE PP TEAM IS REMINDED OF THE REQUIREMENT TO IDENTIFY OPPORTUNITIES FOR CONTRACTING OR SUBCONTRACTING UNDER HRDA WITH GRAY AMENDMENT ORGANIZATIONS, AND TO BE RESPONSIVE TO THE DA/AID'S DIRECTIVE REGARDING TARGETS FOR PARTICIPANTS PLACED IN HBCUS. THE DESIGN OF HRDA MAY PERMIT OPENINGS TO BOTH EXPAND GRAY AMENDMENT PARTICIPATION AND TO FOSTER CONTINUITY OF INVOLVEMENT IN AFRICA MANPOWER DEVELOPMENT AND RELATIONS WITH AFRICAN INSTITUTIONS. THE DESIGN SHOULD EXPLORE SUCH OPTIONS.

9. COST EFFECTIVENESS:

THE PP TEAM IS MANDATED TO CAREFULLY REVIEW THE COST OF PAST AMDP PROGRAMS, AND TO DIASGGREGATE COSTS TO THE EXTENT POSSIBLE, USING SAMPLING, IF INSUFFICIENT DATA IS AVAILABLE. THE TEAM SHOULD MAKE SPECIFIC RECOMMENDATIONS TO REDUCE COST, WITH NO LOSS IN QUALITY, AND SPECIFICALLY CONSIDER:

- SPLIT SEMESTER TRAINING, WHERE THE STUDENT CAN PURSUE SOME STUDIES IN AFRICA, COMPLEMENTED BY TRAINING IN THE U.S.
- AGGREGATING PARTICIPANTS WITH COMMON LEARNING OBJECTIVES IN COMPETITIVELY SELECTED U.S. POST SECONDARY SCHOOLS. {THE COMPETITION PROCESS MAY ALSO YIELD SERVICE BENEFITS IN THE FORM OF SPECIAL SUPPORT ACTIONS: LINKAGES WITH AFRICAN SCHOOLS, PARTICIPANT FOLLOW-UP, THESIS SUPERVISION, ETC.}
- MORE COST-EFFECTIVE ENGLISH LANGUAGE TRAINING.
- USE OF HBCU'S
- INCREASED RATIO OF THIRD-COUNTRY TRAINING AND IN-COUNTRY SEMINARS

ENCOURAGEMENT OF BUY-INS FROM OTHER BILATERAL AND
REGIONAL PROJECTS
FINANCIAL PARTICIPATION OF THE U.S. PRIVATE
SECTOR.

THE PP TEAM SHOULD WORK CLOSELY WITH S&T/IT, AND CONSULT WITH OTHER REGIONAL BUREAUS WITH RESPECT TO EFFORTS TO REDUCE THE COST OF TRAINING.

10. PROJECT MANAGEMENT:

PROJECT MANAGEMENT MUST BE CAPABLE OF ASSISTING MISSIONS IN THE VARIOUS WAYS OUTLINED IN THIS MESSAGE. AN ACTIVIST ROLE IN DEALING WITH REQUIREMENTS INTEGRAL TO MISSION ATTAINMENT OF GOALS IN PRIVATE SECTOR AND FEMALE PARTICIPATION WILL BE PARTICULARLY CRITICAL. THE PP TEAM IS CHARGED WITH DEFINING BOTH DIRECT HIRE AND CONTRACT LEVELS OF EFFORT REQUIRED TO REALIZE PROJECT OBJECTIVES. THE PP TEAM SHOULD ALSO DEFINE DATA REQUIREMENTS FOR PROJECT MANAGEMENT AND REPORTING, OUTLINING HOW DATA WILL BE COLLECTED AND USED. THE DATA SYSTEM SHOULD HAVE CAPACITY FOR READY INFORMATION RETRIEVAL PERTAINING TO COST, SUBSTANCE AND LOCATION OF TRAINING. THE SYSTEM SHOULD ENABLE FIELD AND WASHINGTON PERSONNEL TO ASSESS PROGRESS TOWARD MEETING PROJECT OBJECTIVES. IT MUST ALSO SERVE EVALUATION REQUIREMENTS OF THE PROJECT, INCLUDING AN ANNUAL EXECUTIVE REVIEW OF PARTICIPANT TRAINING. HOWEVER, THE DESIGN MUST PAY PARTICULAR ATTENTION TO THE COST OF CENTRAL ADMINISTRATIVE SUPPORT SO THAT IT DOES NOT ADVERSELY IMPACT UPON THE COST SAVINGS ANTICIPATED THROUGH PROJECT INITIATIVES.

11. FUNDING ARRANGEMENTS:

SUCCESS OF HRDA HINGES UPON STRONG MISSION PARTICIPATION. THEREFORE, THE REVIEW OF HRDA HAS BEEN PARTICULARLY SENSITIVE TO MISSION CONCERNS AND HAS TRIED TO BE RESPONSIVE (SEE PARA 12). INCENTIVES FOR MISSIONS TO USE HRDA ARE CONSIDERABLE: (A) MINIMIZE PAPERWORK (E.G., ELIMINATE NEED TO WRITE PPS), STRESS INFORMALITY AND CONSULTATIVE APPROACH; (B) COST SAVINGS, INCREASE IN TRAINING EFFECTIVENESS, OTHER INNOVATIONS; (C) SUPPORT TO MISSIONS IN SPECIFIED AREAS; AND (D) CENTRALIZED SERVICES IN INFORMATION, PLACEMENT, TECHNICAL ASSISTANCE, ETC., ADDITIVE TO MISSION BILATERAL LEVELS.

12. CONCERNS ADDRESSED INCLUDE: (A) DESIRE FOR A

BILATERAL RELATIONSHIP (POLITICAL OR TO MAINTAIN PRESENCE); THIS MAY BE ACCOMPLISHED THROUGH A BILATERAL PROJECT BUYING INTO HRDA; (B) POSSIBILITY FOR MULTI-YEAR SUB-PROJECT OBLIGATION TO HRDA; (C) PROJECT FUNDED MANAGEMENT STAFF, WHERE SHOWN TO BE JUSTIFIED, MAY BE INCLUDED; (D) MISSION IN THE DRIVERS SEAT IN SETTING PRIORITIES, CHOOSING PARTICIPANTS, DETERMINING TRAINING CONTENT AND CHOOSING INSTITUTIONS. NOTE: AFR WILL MAKE POLICY DECISIONS REGARDING PARTICIPANT TRAINING, E.G., THE TARGETS FOR PRIVATE SECTOR AND FOR WOMEN, BUT THESE TARGETS SHOULD BE AS APPLICABLE TO SELF-STANDING PROJECTS AS TO HRDA. ALSO, MISSIONS WILL NOT BE FORCED TO AVAIL THEMSELVES OF INNOVATIONS OFFERED, E.G., INSTITUTIONAL CONTRACT TO TRAIN IN AG ECONOMICS, SO LONG AS IN THE ENSEMBLE THEY PROVIDE SUFFICIENT DEMAND TO MEET MINIMUM REQUIREMENTS UNDER COMPETITIVELY LET CONTRACT (AND MISSIONS WILL BE CONSULTED ON DESIRABILITY OF CONTRACT OPPORTUNITY BEFORE PROCURMENT IS INITIATED); MISSIONS WILL ALSO HAVE THE POSSIBILITY OF ELECTING TO SEND SPECIFIC PARTICIPANTS TO INSTITUTIONS THEY SELECT, EVEN IF MORE EXPENSIVE, BASED UPON THEIR OWN JUSTIFICATION. IN ESSENCE, MISSIONS ARE ASKED TO COOPERATE IN USING HRDA MECHANISM AS BASIS FOR AGGREGATING DEMAND FOR SPECIFIC SERVICES SO THAT OPPORTUNITIES TO REDUCE UNIT COSTS AND INCREASE EFFECTIVENESS MAY BE DEVELOPED. A FINAL CONCERN, THAT AGGREGATION IS NOT ONLY AN OPPORTUNITY, BUT AN INVITATION TO ENCROACHMENT AS RESOURCE SCARCITIES EXACERBATE, WILL BE SERIOUSLY ADDRESSD IN THE DESIGN.

13. NOTE: THE HRDA MECHANISM ALSO RESPONDS TO BUREAU MANAGEMENT CONCERNS ABOUT PARTICIPANT TRAINING AS REINFORCED BY THE RECENT AUDIT REPORT OF PARTICIPANT TRAINING IN AFRICA. SPECIFICALLY CRITICIZED WERE: (A) UNIT COST; (B) NEED FOR MORE POST TRAINING REINFORCEMENT; (C) NEED TO ENCOURAGE MORE THIRD-COUNTRY TRAINING; AND (D) UNCLER STRATEGY REGARDING UNDERGRADUATE TRAINING IN THE U.S., ETC.

14. DESIGN SCHEDULE:

THE PP TEAM WILL CONSIST OF THREE PERSONS: AN EDUCATION PLANNER/TEAM LEADER; A PRIVATE SECTOR TRAINING SPECIALIST, AND AN INFORMATION MANAGEMENT SPECIALIST. THE TEAM SHOULD DRAW UPON THE RESOURCES OF AFR/TR/ED, PPC/PDPR/SP, S&T/IT, AND FROM FIELD RESPONSES TO THIS MESSAGE. THE DESIGN WILL BEGIN O/A FEBRUARY 5, 1987 AND BE COMPLETED O/A APRIL 20, 1987. THIS DOES NOT IMPLY ANY INTERRUPTION IN PARTICIPANT TRAINING SINCE AMDP II

CAN ACCOMMODATE FY 1987 TRAINING TO THE EXTENT NECESSARY UNTIL HRDA IS AUTHORIZED.

15. MISSIONS ARE ENCOURAGED TO PRESENT THEIR VIEWS ON HRDA ASAP BUT PREFERABLY BY MARCH 6 , 1987. IN ADDITION, MISSIONS SHOULD BEGIN TO FOCUS UPON PRIVATE SECTOR SPECIFIC TRAINING NEEDS WITH A VIEW TOWARD SUPPLEMENTING FY87 COUNTRY TRAINING PLANS.44

Mission responses to the PID approval cable

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THE PRIVATE INSTITUTION. HERE AGAIN THE PRIVATE COMPANY CAN BE REQUIRED TO PAY THE LOCAL COST EQUIVALENT OF THE EQUIPMENT.

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4. WOMEN

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MISSION CONCURS IN RECOMMENDATIONS IN REFTEL PARAGRAPH SIX. WE WOULD FURTHER SUGGEST HRDA PROJECT INCLUDE FUNDS FOR WORKSHOPS AND SEMINARS IN AFRICA FOR VIO ISSUES I.E. NETWORKING AND SUPPORT FOR PROFESSIONAL WOMEN, STRATEGIES FOR ADVANCEMENT, ETC.

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FM AMEMBASSY HARARE
TO SECSTATE WASHDC PRIORITY 4015

5. THIRD COUNTRY TRAINING FOR STRENGTHENING OF AFRICAN INSTITUTIONS

UNCLAS HARARE 01628

MISSION STRONGLY BELIEVES WE MUST DO MUCH MORE TO STRENGTHEN AFRICAN TRAINING INSTITUTIONS TO UNDERGRADUATE AND MASTER'S LEVEL. THIS IS ALSO THE VIEW OF MOST AFRICAN GOVERNMENTS AND UNIVERSITY ADMINISTRATORS PARTICULARLY IN THE SADC COUNTRIES. A RECENT EXAMPLE OF THIS THINKING WAS THE MEETING OF SADC DEANS OF AGRICULTURE HELD IN HARARE FROM FEB 25-27 1987. THERE WAS UNANIMOUS AGREEMENT THAT BOTH UNDERGRADUATE AND MASTER'S PROGRAMS IN AGRICULTURE MUST BE STRENGTHENED IN THE REGION. FURTHERMORE, THE DEANS AGREED THAT IN STRENGTHENING MASTER'S PROGRAM, SCARCER RESOURCES SHOULD NOT BE WASTED BY DUPLICATING EFFORTS. OTHER POTENTIAL AREAS FOR STRENGTHENING MASTER'S PROGRAMS INCLUDE MBA, MPAS, AND ENGINEERING.

AIDAC

E.O. 12958: N/A

SUBJECT: ECPR GUIDANCE-HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (638-8442) (HRDA - NEW NAME FOR ANOP (1))

BESIDES FACULTY EXCHANGES AND T.A. POTENTIAL INSTITUTIONS TO BE STRENGTHENED CAN BE GREATLY ASSISTED BY THE PROVISION OF PROFESSIONAL JOURNALS, BOOKS AND RESEARCH GRANTS.

REF: STATE 036859

6. OTHER SUGGESTIONS AND CONCERNS

1. SUMMARY

MISSION FULLY SUPPORTS THE APPROACH TO PARTICIPANT TRAINING DESCRIBED IN SUBJECT ECPR CABLE, PARTICULARLY THE EMPHASIS ON TRAINING AND INSTITUTIONAL SUSTAINABILITY IN AFRICA. OUR ONLY MAJOR CONCERN RELATES TO THE BUYING-IN CONCEPT DESCRIBED IN THE CABLE. DETAILED RESPONSES AND SUGGESTIONS FOLLOW. END SUMMARY.

A) WE BELIEVE THE USE OF HRDA FOR INCOUNTRY STAFF DEVELOPMENT ACTIVITIES (E.G. CONSULTANTS, TRAINERS, LIMITED AMOUNT OF TRAINING MATERIAL) IS NOT EMPHASIZED ENOUGH. THE APPROPRIATE USE OF TRAINERS AND CONSULTANTS IS OFTEN MUCH MORE COST EFFECTIVE THAN SENDING GROUPS OF TRAINEES OUT FOR TRAINING. OFTEN THE QUALITY AND ORGANIZATIONAL IMPACT OF THE TRAINING IS GREATER WHEN IT IS DONE ON SITE.

2. WE ARE SOMEWHAT SKEPTICAL OF THE UTILITY OF THE PROPOSED CONCEPT OF MISSION AND BI-LATERAL PROJECT BUY-INS TO HRDA DISCUSSED IN PARA 4 OF REFTEL. WHILE IN THEORY THIS MAY OFFER SAVINGS, AND QUALITATIVE IMPROVEMENTS, EXPERIENCE DICTATES THAT CARE SHOULD BE TAKEN NOT TO CREATE A CUMBERSOME TIME-CONSUMING MECHANISM THAT IS TOO FAR REMOVED FROM FIELD CONTROL FOR EFFECTIVE MANAGEMENT. SPECIFICALLY, WE WOULD LIKE TO KNOW MORE ABOUT THE QUOTE SEQUENTIAL STEPS UNQUOTE IN PARA 4 REFTEL AS WELL AS THE PROPOSED MECHANISM FOR BUY-INS, CONTRACTOR SELECTION, MONITORING AND MANAGEMENT.

B) WILL A REGIONAL PROGRAM SUCH AS THE SOUTHERN AFRICAN REGIONAL PROGRAM (SARP) BE ABLE TO PARTICIPATE IN THE HRDA AND IF SO HOW? IT HAS BECOME OBVIOUS TO US THAT THERE IS A NEED FOR SHORT AND LONG TERM TRAINING OF PERSONNEL ASSOCIATED WITH SADC INSTITUTIONS WHICH MAKE UP OUR SARP PROGRAM. THERE ARE NO FUNDS EARMARKED FOR TRAINING IN OUR REGIONAL PROJECTS, PERSONNEL IN REGIONAL INSTITUTIONS GENERALLY HAVE LOW PRIORITY IN THE COMPETITION FOR ALLOCATION OF TRAINING FUNDS IN NATIONAL GOVERNMENTS, AND CONSEQUENTLY WITH THEIR AFRICAN COUNTERPARTS. HRDA MIGHT PROVE TO BE THE BEST WAY TO PROVIDE THIS SARP PROGRAM-PROJECT RELATED TRAINING. FUGIT?

3. PRIVATE SECTOR

WE AGREE THAT MORE TRAINING SHOULD BE DONE IN THE PRIVATE SECTOR AND THE EXAMPLES LISTED REF PARAGRAPH 5.F) ARE APPROPRIATE. THERE ARE ALSO MANY TECHNICAL FIELDS WHICH MAY BE APPROPRIATE DEPENDING ON THE INDUSTRIAL AND COMMERCIAL SECTORS AND IDENTIFIED NEEDS IN THE COUNTRY.

WE WOULD SUGGEST THAT THE CRITERIA FOR SELECTION FOR PRIVATE SECTOR TRAINING CLEARLY TARGET THOSE COMPANIES AND INDIVIDUALS THAT WOULD (OR AT LEAST HAVE) THE POTENTIAL TO MAKE AN IMPACT ON ECONOMIC DEVELOPMENT OF THE COUNTRY. WE FULLY AGREE WITH THE EIGHT TYPES OF ACTIVITIES DESCRIBED IN REFTEL PARA 5 (A-N).

ANOTHER SUGGESTION IS TO HAVE A MECHANISM FOR THE LARGER AND MORE SUCCESSFUL COMPANIES TO MATCH THE FOREIGN EXCHANGE COSTS WITH LOCAL CURRENCY WHICH THEY CAN BE USED FOR IN-COUNTRY TRAINING. THIS SCHEME IS BEING USED IN OUR ZIMBABWE PROJECT.

IN ZIMBABWE WE ALSO ALLOW TRAINING REQUESTS TO INCLUDE A LIMITED AMOUNT (E.G. 10 PERCENT OF TOTAL REQUEST) OF TRAINING EQUIPMENT. THESE COMMODITY REQUESTS MUST BE PART OF A COMPLETE STAFF DEVELOPMENT PLAN PRESENTED BY

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UNCLAS KINSHASA 03776

AIDAC

E. O. 12358: N. A.
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (693-0433) (HRDA - NEW NAME FOR AMOP
III)

REF: (A) STATE 56839, (B) KINSHASA 2356

1. USAID/ZAIRE IS IN FULL AGREEMENT WITH THE UNDERLYING THINKING AND THE COMPONENTS OF THE NEW HUMAN RESOURCES DEVELOPMENT PROJECT (693-0433). AS IT CONFIRMS MISSION'S CONCERNS AND RECENT ELABORATION OF A NEW MISSION TRAINING PLAN WITH PRIVATE SECTOR EMPHASIS.

2. ON FEBRUARY 19, 1987 MISSION CABLED AFR/TF REF (B) A "PROPOSAL FOR AMOP AND AFGRAO BUY-INS. IN SUPPORT OF ECONOMIC LIBERALIZATION AND PRIVATE SECTOR TRAINING PLAN", WHICH IN FACT RESPONDS TO REFTEL (A) SECTION 5 (PRIVATE SECTOR), PARAGRAPHS B, E, F, AND G.

3. THE MISSION'S DRAFT TRAINING PLAN INCORPORATES THE ABOVE PRIVATE SECTOR TRAINING PLAN, AND FURTHER RESPONDS TO PARAGRAPH A, AS WELL AS THE ISSUE OF IMPLEMENTING COST-EFFECTIVE ENGLISH LANGUAGE TRAINING IN-COUNTRY.

4. USAID/ZAIRE IS IN THE PROCESS OF DESIGNING A NEW PRIVATE SECTOR SUPPORT PROJECT (660-0120). AS PART OF PRE-DESIGN RESEARCH, A PRIVATE SECTOR TRAINING AND DEVELOPMENT NEEDS AND RESOURCES SURVEY WILL BE CONDUCTED. THE SURVEY WILL IDENTIFY AND ASSESS CAPABILITIES OF EXISTING INSTITUTIONS INSIDE AND OUTSIDE ZAIRE ABLE TO RESPOND TO PRIVATE SECTOR TRAINING AND DEVELOPMENT NEEDS (WHICH IS A RESPONSE TO PARAGRAPH D). WILL MAKE RECOMMENDATIONS FOR USE OF TRAINING AND DEVELOPMENT INSTITUTIONS FOR PRIVATE SECTOR DEVELOPMENT IN A CERTAIN NUMBER OF AREAS, AND WILL RECOMMEND CONTENT AND USE OF PUBLIC-PRIVATE SECTOR SEMINARS FOR FOSTERING DIALOGUE AND ENCOURAGING POLICY REFORMS.

5. MISSION IS EAGER TO BEGIN IMPLEMENTING SOME COMPONENTS OF ITS PRIVATE SECTOR DEVELOPMENT TRAINING PLAN AND AWAITS AFR/TF'S RESPONSE TO OUR AMOP (HRDA) AND AFGRAO BUY-INS. YOUR SPECIFIC GUIDANCE OFFERED IN YOUR CABLE AND CONTINUED INPUT WILL BE GREATLY APPRECIATED. PLEASE ADVISE. GROVE

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 PARTICIPANT TRAINING PLAN COMPLEMENT OUR PROJECT
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 PARTICIPANT TRAINING PROGRAMS
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UNCLAS MONROVIA 02331

AIDAC

E.O. 12156: 1/4
 SUBJECT ECFR GUIDANCE HUMAN RESOURCES DEVELOPMENT
 ASSISTANCE PROJECT (431-3433) (AMSP 111)

REF: STATE 5839

1. MISSION RECEIVED REFTEL WITH INTEREST AND WELCOMES PROPOSED NEW INITIATIVES TO THE PRESENT AFRICAN MANPOWER DEVELOPMENT PROJECT. HOWEVER, THE CURRENT BROKE AMENMENT SANCTIONS AND STAFFING CONSTRAINTS MAY PLACE LIMITATIONS ON MISSION FOR FULLY IMPLEMENTING THE NEW REFORMS.

2. THE INCREASED EMPHASIS ON PARTICIPANT TRAINING TO MEET THE SPECIFIC NEEDS OF THE PRIVATE SECTOR IS PARTICULARLY TIMELY AND RELEVANT TO THE MISSION'S EMPHASIS ON STRENGTHENING PRIVATE ENTITIES. THE MISSION RECOGNIZES THAT A STRONG BUSINESS ENVIRONMENT IS A FOUNDATION FOR A SOUND ECONOMIC SYSTEM. THE COL SUPPORTS THE PRIVATE SECTOR MORE IN PRINCIPLE THAN IN PRACTICE. NEVERTHELESS, WE BELIEVE THAT IT WOULD BE SUPPORTIVE OF DOING MORE TRAINING FOR THE BENEFIT OF THE PRIVATE SECTOR.

3. WE WOULD APPRECIATE BEING ADVISED OF THE STATUS OF THE MISSION'S FY 87 COUNTRY TRAINING PLAN (CTP) WHICH INCLUDED SEVERAL AREAS OF TRAINING IN WHICH MEN AND WOMEN FROM THE PRIVATE SECTOR COULD PARTICIPATE. UPON AID/W APPROVAL, MISSION WILL CONSIDER WAYS TO PROCEED WITH PRELIMINARY STEPS TO IDENTIFY AN INSTITUTION CAPABLE OF FACILITATING THE RECRUITMENT AND SELECTION OF PRIVATE SECTOR CANDIDATES.

4. WHILE MOST LIBERIAN CANDIDATES PREFER GOING TO THE U.S., WE PREFER MORE TRAINING IN LIBERIA OR OTHER AFRICAN COUNTRIES BECAUSE OF THE STRONG TEMPTATION FOR PARTICIPANTS TO STAY IN THE U.S. UPON COMPLETION OF THEIR DEGREE PROGRAM. THE PROBLEM OF NON-RETURNEES IS BECOMING A SERIOUS ISSUE AND WAYS TO DEAL WITH IT COULD BE ADDRESSED IN THE PROA PROJECT PAPER. ONE SUGGESTION FOR DEALING WITH THIS PROBLEM INCLUDES WITHHOLDING A STUDENT'S CERTIFICATE OR DEGREE UNTIL HE OR SHE RETURNS TO THE COUNTRY OF ORIGIN. ANOTHER IS FOR AID/W TO TAKE A MORE AGGRESSIVE STANCE IN REPORTING MISSING PARTICIPANTS TO THE IMMIGRATION SERVICE. THE AID/W USA OFFICE IS CURRENTLY UNDERTAKING A WORLDWIDE SURVEY OF THE NON-RETURNING PARTICIPANT PROBLEM AND SHOULD BE CONTACTED FOR FURTHER INFORMATION.

5. THE MISSION REGULARLY EMPHASIZES TO APPROPRIATE COL OFFICIALS THE NEED FOR INCREASED TRAINING OPPORTUNITIES FOR WOMEN. HOWEVER, IDENTIFYING QUALIFIED WOMEN IS OFTEN DIFFICULT FOR THE FIELD AND TYPES OF

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UNCLAS NAIROBI 09263

AIDAC

E.O. 12356: N/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (653-0463) (HROA)

REF: STATE 36859

1. MISSION WELCOMES NEW INITIATIVES IN TRAINING PER
REFTEL. WE UNDERSTAND PURPOSE OF THESE INITIATIVES IS
TO IMPROVE SERVICES HITHERTO PROVIDED UNDER AMCP WITHOUT
THE LOSS IN CONTINUITY OR FLEXIBILITY IN THE USE OF
TRAINING FUNDS. OUR COMMENTS ON SOME OF THE INNOVATIONS
FOLLOW.

2. PRIVATE SECTOR-RELATED TRAINING:

- A) MISSION ALREADY HAS UNDERWAY SEVERAL PRIVATE
SECTOR-RELATED PROJECTS. THESE INCLUDE THE PRIVATE
ENTERPRISE DEVELOPMENT (PED) PROJECT, RURAL PRIVATE
ENTERPRISE (PRE) AND PRIVATE SECTOR FAMILY PLANNING.
HOWEVER, TRAINING FOR THE PRIVATE SECTOR COMPONENTS IN
THESE PROJECTS IS MINIMAL. IN ADDITION, MISSION HAS
IDENTIFIED AT LEAST 50 OF THE QTE TRAINING FOR
DEVELOPMENT UNQTE FUNDING FOR THE PRIVATE SECTOR U.S.
TRAINING. ADDITIONAL FUNDING FOR THE PRIVATE SECTOR, AS
PROPOSED IN THIS PROJECT, WOULD BE WELCOME AND USEFUL.

- B) MISSION RECEIVES NUMEROUS ENQUIRIES REGARDING
TRAINING AND TRAINING-RELATED MATERIALS AND EQUIPMENT
(E.G., COMPUTERS), BOOKS ETC. FROM INDIVIDUALS, FIRMS
AND PRIVATE ORGANIZATIONS AS WELL AS FROM THE ACADEMIC
COMMUNITY. FOR EXAMPLE, A RECENT REQUEST CAME IN FROM
THE INSTITUTE OF COMPUTER SCIENCE, UNIVERSITY OF
NAIROBI, FOR DOLS. 1,500,000 TO PURCHASE A NEW COMPUTING
FACILITY, REQUIRED FOR THE UNIVERSITY'S EXPANDED
OPERATIONS AND FOR TRAINING AT THE INSTITUTE. THE SAME
INSTITUTE IS ALSO LOOKING FOR AT LEAST NINE SCHOLARSHIPS
FOR ACADEMIC STAFF, AT LEAST SIX FOR OPERATIONAL STAFF
AND ABOUT NINE AWARDS FOR GRADUATES IN RELATED
OPERATIONAL AND TECHNICAL AREAS FOR SHORT-TERM
TRAINING. THE UNIVERSITY'S INTENTION IS QTE TO BUILD A
CRITICAL MASS OF HIGHLY QUALIFIED KENYAN STAFF FOR
CONTINUED TRAINING IN INFORMATICS FOR KENYAN INDUSTRY
AND FOR THE AFRICAN REGION; OBTAIN REQUIRED HARDWARE AND
SOFTWARE TO KEEP TRAINING UP-TO-DATE IN A RAPIDLY
CHANGING TECHNOLOGICAL FIELD; AND FINALLY, TO TRAIN A
SIZEABLE COMPLEMENT OF KENYANS UP TO PHD LEVEL SO AS TO
INITIATE MSc AND PhD PROGRAMS AT THE UNIVERSITY TO
PRODUCE MANPOWER NEEDED IN OTHER UNIVERSITIES AND
POLYTECHNICS WHO TRAIN MAINLY FOR INDUSTRY UNQTE.

- C) ANOTHER RECENT REQUEST FOR PRIVATE
SECTOR-RELATED MANPOWER DEVELOPMENT REQUESTS CAME FROM
THE UNIVERSITY OF NAIROBI'S DEPARTMENT OF MECHANICAL

ENGINEERING. THIS REQUEST IS FOR ADDITIONAL DOLS.
16,554) TO RUN SHORT, IN-COUNTRY COURSES ON MAINTENANCE
AND QUALITY CONTROL AS MAJOR FACTORS IN KENYA
INDUSTRIAL PRODUCTIVITY. THIS WOULD BE A JOINT EFFORT
OF THE UNIVERSITY, KENYA ASSOCIATION OF MANUFACTURERS
(KAM), KENYA NATIONAL CHAMBER OF COMMERCE AND INDUSTRY
(KNCCI), AND THE ENGINEERING ORGANIZATION IN THE
PREFERENTIAL TRADE AREA (PTA).

- D) THE ABOVE REPRESENT JUST TWO OF MANY
POSSIBILITIES HERE FOR FUNDING UNDER HROA. THEY FOCUS
ON SERVICE TO THE PRIVATE SECTOR, AND EMPHASIZE THE
STRENGTHENING OF LOCAL AND REGIONAL
ORGANIZATIONS, INSTITUTIONS; REDUCING COSTS; AND
IMPROVING COST-EFFECTIVENESS. THE EASTERN AND SOUTHERN
AFRICA MANAGEMENT INSTITUTE (ESAMI) ALSO OFFERS MANY
COURSES THAT ENCOMPASS PRIVATE SECTOR INTERESTS. THESE
RANGE FROM PLANNING, MANAGEMENT, DEVELOPMENT AND
APPRAISAL OF SMALL SCALE INDUSTRIAL, AGRO-INDUSTRIAL AND
MANUFACTURING PROJECTS, TO MICROCOMPUTER-BASED SYSTEMS
(DESIGN AND DEVELOPMENT), URBAN TRANSPORT ECONOMICS,
PLANNING AND GENERAL MANAGEMENT PROGRAMS. THE ESAMI
TRAINING FACILITY CATER TO THE AFRICA REGION AND OFFERS
IN-COUNTRY TRAINING AND CONSULTANCY TO PRIVATE AND
PUBLIC SECTOR ORGANIZATIONS. ESAMI WOULD BE A LOGICAL
REGIONAL GROUP TO CONSIDER STRENGTHENING AS A TRAINING
INSTITUTION, AS WELL AS ONE TO WHICH MORE TRAINEES COULD
BE SENT UNDER HROA. FINANCIAL PARTICIPATION OF THE U.S.
PRIVATE SECTOR, SUCH AS THE HSTTI EFFORT, ALSO WOULD BE
WARMLY RECEIVED HERE.

3. OPPORTUNITIES FOR WOMEN

MISSION SHARES THIS CONCERN AND HAS USED ALL AVAILABLE
OPPORTUNITIES TO CONVEY TO THE HOST COUNTRY AUTHORITIES
AID'S INTENTION OF INCREASING THE PERCENTAGE OF WOMEN
ASSISTED UNDER OUR FUNDING. THE DEMAND FOR SUCH
ASSISTANCE IN KENYA IS GROWING. HOWEVER, TRAINING
FACILITIES LIKE ESAMI DO HAVE COURSES SPECIFICALLY
GEARED TOWARDS WOMEN. THESE INCLUDE WORKSHOPS FOR
TRAINERS OF WOMEN MANAGERS, ADMINISTRATORS AND
ENTREPRENEURS, AS WELL AS MANAGEMENT AND DEVELOPMENT
PLANNING SEMINARS. WOMEN CAN BE SPONSORED FOR
POST-GRADUATE TRAINING AT LOCAL UNIVERSITIES, AND
WOMEN'S IN-COUNTRY WORKSHOPS AND SEMINARS CAN BE FUNDED
IN KENYA IN CLOSE COOPERATION WITH EXCELLENT LOCAL
WOMEN'S ORGANIZATIONS, E.G., THE ASSOCIATION OF
PROFESSIONAL AND BUSINESS WOMEN, AND THE KENYA WOMEN'S
FINANCE TRUST. UNDOUBTEDLY, THE GOM ALSO WOULD BE
RECEPTIVE TO ADDITIONAL SUPPORT FOR WOMEN'S PROGRAMS.
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AIDAC

SECSTATE FOR S & T/IT, AFR/TFED
ABIDJAN FOR REDSO/PADSE.O. 12356 N.A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE
PROJECT (698-0463)

REF: STATE 56859

1. MISSION IS VERY PLEASED TO SEE THAT HRDA GUIDANCE PROVIDED REFTEL FITS WELL WITH MISSION'S PLANNED STRATEGY ORIENTATION AS PRESENTED IN ITS INTERIM COSE THAT WAS SUBMITTED TO AID/W EARLIER THIS MONTH. MISSION PLANS TO BUY-INTO THIS PROJECT WITH FY87 FUNDS FOR APPROXIMATELY \$OLS. 1.5 MILLION. SLIGHTLY OVER HALF OF THIS AMOUNT WILL BE FOR TRAINING DIRECTED TOWARD THE PRIVATE SECTOR. AFRICAN INSTITUTIONS WILL BE USED FOR TRAINING WHENEVER POSSIBLE.
 2. MISSION LIKES THE FLEXIBILITY OF FUNDING ARRANGEMENTS WHICH HRDA WILL PERMIT, INCLUDING PROJECT FUNDED MANAGEMENT STAFF. AAO WILL BE HAND-CARRYING MISSION'S BUY-IN PROPOSAL FOR HRDA WHEN HE ARRIVES IN AID/W ON MARCH 23.
- MITHOEFER

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UNCLAS KAMPALA 00874

AIDAC

E.O. 12386: N/A
SUBJECT: ECFR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE
PROJECT (688-0463) - (FRDA).

REF: STATE 056889

1. MISSION SUPPORTS SUBJECT PROPOSAL TO FURTHER EXTEND TRAINING OPPORTUNITIES FOR WOMEN AND PRIVATE SECTOR. THE GOV HAS ENCLOSED THE PROPOSED PROGRAM AS SUPPORTIVE OF ITS DEVELOPMENT POLICY AND PRIORITIES BY INCLUDING THE PRIVATE SECTOR AS A BASIC ELEMENT OF ECONOMIC RECOVERY, GROWTH AND DEVELOPMENT. ALSO, EQUAL TRAINING OPPORTUNITIES FOR WOMEN CONTINUES TO RECEIVE GOVERNMENT EMPHASIS.
2. UNDER THE AMDP PROGRAM, A NUMBER OF GOVERNMENT PERSONNEL HAVE BEEN TRAINED IN THEIR SPECIALIZED AREAS INCLUDING WOMEN. WE HAVE TRIED TO IDENTIFY WOMEN FOR TRAINING WHENEVER POSSIBLE, BUT THERE ARE LIMITATIONS. WE WILL CONTINUE THIS EFFORT CONSCIOUSLY AS WE BELIEVE IS BEING DONE BY ALL MISSIONS IN AFRICA. HOWEVER, WE OPPOSE ANY PERCENTAGE FORMULA THAT WOULD WITHHOLD TRAINING FUNDS IF A CERTAIN QUOTA IS NOT MET. GOALS ARE ACCEPTABLE.
3. IN LAST YEAR'S COUNTRY TRAINING PLAN, WE DESIGNED AND PROGRAMMED TWENTY-TWO PARTICIPANTS AT A COST OF DOLS 223,300. MISSION WAS ONLY ALLOCATED DOLS 120,000 SO ABOUT TWO THIRDS OF THIS REQUEST HAS TO BE POSTPONED TO FY 1987 AND 1989. THE TRAINING PROPOSED WAS DESIGNED IN CLOSE CONSULTATION WITH THE MINISTRY OF PLANNING. WE CANNOT GO BACK TO THEM NOW AND SAY THAT HALF THE MONEY TO BE MADE AVAILABLE IN 87 AND 89 MUST GO TO THE PRIVATE SECTOR AND NOT FOR TRAINING PREVIOUSLY VIRTUALLY AGREED TO. THEREFORE, FINANCING FOR TRAINING FOR THE PRIVATE SECTOR MUST BE IN ADDITION TO FUNDING ALREADY PROGRAMMED.
4. ASSUME PROJECT PAPER WILL BE SENT TO MISSION FOR COMMENT BEFORE FINAL REVIEW.

HOLDEK

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TO SECSTATE WASHDC 1692

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AIDAC FOR ST/IT

E. O. 12356: N/A

SUBJ: HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT
(HRDA)

REF: STATE 56869

USAID EAGERLY AWAITS COMPLETION OF PP FOR SUBJECT
PROJECT. OF PARTICULAR INTEREST WILL BE FINDINGS ON
HOW TO BEST IMPLEMENT GUIDANCE ON INCREASING
OPPORTUNITIES FOR WOMEN AND TRAINING OF PARTICIPANTS
WHO WILL WORK IN THE PRIVATE SECTOR. KORN

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AIDAC

FOR AFR/PO, STAFFORD BAKER

E. O. 12356: N/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (698-0463) :II

REF: STATE 58859,

1. MISSION AGREES WITH COST EFFECTIVE MEASURES SUGGESTED FOR PARTICIPANT TRAINING.
2. PROBLEMS MAY ARISE WITH FUNDING OF POST SECONDARY INSTITUTIONS IF THESE ARE TO BE DONE ON REGIONAL BASIS I. E. ONE INSTITUTION TO BE STRENGTHENED TO SERVE A GIVEN REGION.
3. REFTEL PARA. 5 (C) 1 - MISSION IS UNCLEAR AS TO WHAT CHARGING MISSIONS WITH TASK OF IDENTIFYING APPROPRIATE INSTITUTIONS... MEANS. ARE THESE LOCAL, REGIONAL, U.S.? THIS MAY PLACE UNDUE BURDEN ON MISSION STAFF.
4. REFTEL PARA. 5 (F), SKILLS TRAINING NECESSARY TO PROMOTE THE GROWTH OF AFRICA'S PRIVATE SECTOR - THE SKILLS REQUIRED VARY FROM REGION TO REGION AND FROM COUNTRY TO COUNTRY.
5. COURSES WHICH ARE NON SPECIFIC AND ARE SHORT TERM WHICH ARE DEVELOPED OUTSIDE A SPECIFIC COUNTRY ARE OFTEN INEFFECTIVE UNLESS SUBSTANTIALLY REVISED BY PRESENTER (S) WHILE IN-COUNTRY BEFORE COURSE BEGINS. MISSION EXPERIENCE IS THAT DEPENDING ON SIZE OF EFFORT IT IS ADVANTAGE TO HAVE INDIVIDUAL IN-COUNTRY WORKING WITH DIFFERENT SECTORS TO COORDINATE TRAINING AND TAILOR IT TO SPECIFIC NEEDS. THIS IS MORE EXPENSIVE BUT OFFERS RELEVANT LEARNING EXPERIENCE. ABBOTT

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AIDAC

E.O. 12958: M/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT
ASSISTANCE PROJECT (598-0463)

REF: STATE 56859

- MISSION WELCOMES THOUGHTFUL REVIEW OF SUBJECT PROJECT AND ENDORSES MOST OF THE IDEAS CONTAINED IN REFTEL. WE WOULD ALSO LIKE TO OFFER SOME OF OUR THOUGHTS ON THE PROPOSED NEW PROJECT.
- MISSION SUPPORTS IDEA TO BROADEN PARTICIPATION TO INCLUDE PRIVATE SECTOR. WE SUGGEST HOWEVER, THAT A NEW MECHANISM BE SOUGHT FOR OBLIGATING FUNDS. FOR EXAMPLE, A UNILATERAL OBLIGATION, I.E., AVOIDING A BILATERAL MISSION-HOST GOVERNMENT AGREEMENT, WOULD ALLOW MISSIONS TO EXERCISE FLEXIBILITY TO DECIDE HOW MUCH OF THE RESOURCES SHOULD BE PROVIDED TO THE PRIVATE SECTOR. FYI, AT LEAST IN THE CASE OF RWANDA, THE SOR UNDERSTANDS VERY WELL HOW MUCH HAS BEEN OBLIGATED FOR AMDP AND IN FACT OFTEN SPECIFICALLY REQUESTS FINANCING OF STUDY TOURS AND OTHER SHORT TERM TRAINING THROUGH AMDP. ONE COULD CONCLUDE THAT AMDP IS VIEWED AS A FUND FOR GOVERNMENT OFFICIALS TRAVEL. IF MISSION COULD PROGRAM AMDP/HRDA WITHOUT JOINTLY SIGNING BILATERAL AGREEMENTS OR PLOP'S WE WOULD HAVE MUCH GREATER FLEXIBILITY TO USE THIS RESOURCE IN MANNER SUPPORTIVE OF OUR OVERALL PROGRAM OBJECTIVES. THIS SAME POINT IS RELATED TO EXPANDING TRAINING OPPORTUNITIES FOR WOMEN.
- AGREE ONE OF THE MAJOR DIFFICULTIES FOR AFRICAN WOMEN IS TO ABSENT THEMSELVES FROM THE HOUSEHOLD FOR EXTENDED PERIODS OF TIME. :

HOWEVER INCREASING SHORT-TERM AND THIRD-COUNTRY TRAINING OPPORTUNITIES IS NOT, SPT NOT THE ANSWER. FOR WOMEN TO BE EMPLOYABLE THEY NEED COMPETITIVE OR BETTER TRAINING THEN MEN. THIS MEANS GREATER ACCESS TO LONG-TERM DEGREE TRAINING. INSTEAD, AID SHOULD CONSIDER CHANGING ITS REGULATIONS WHICH PROHIBIT FINANCING OF TRAVEL FOR FAMILY MEMBERS. AID SHOULD CONSIDER THE FACT, THAT FREQUENTLY MEN THAT OBTAIN SCHOLARSHIPS FOR TRAINING ARE MARRIED TO WOMEN WHO HAVE AT LEAST A SECONDARY EDUCATION. AID SHOULD THEREFORE CONSIDER FINANCING TANDEM TRAINING FOR WIVES. THE MAJOR SUCCESS WE HAVE HAD IN THIS AREA IS THROUGH AFRADO, WHERE THE CONTRACTOR, ANI, HAS BEEN VERY RESPONSIVE AND RECEPTIVE IN OBTAINING SCHOLARSHIPS FOR THE WIVES OF AFRADO PARTICIPANTS. IN THIS WAY, WE CAN OBTAIN GREATER VALUE FOR OUR TRAINING DOLLAR. MISSION ALSO URGED DESIGN TEAM TO CONSIDER GREATER TRAINING OPPORTUNITIES FOR WOMEN AT THE UNDERGRADUATE LEVEL, AS

IS CURRENTLY ALLOWED UNDER AFRADO. BELIEVE ONCE BOTH HUSBAND AND WIFE HAVE TRAINING OPPORTUNITY THAT THEY WILL FIND SOMEWAY TO PAY FOR TRAVEL AND MAINTENANCE SUPPORT OF DEPENDENT CHILDREN. HOWEVER, IF THE AGENCY REALLY WISHED TO BE FORWARD LOOKING, WE SHOULD CONSIDER PAYING TRAVEL FOR CHILDREN. WE SHOULD ASK OURSELVES THE QUESTION, AS TO WHETHER WE WOULD ALLOW SOURCES TO LEAVE FOR 2, 3, 4 OR MORE YEARS TO OBTAIN A DEGREE IN A FOREIGN COUNTRY, IF WE WERE NOT ALLOWED TO ACCOMPANY THAT SPOUSE.

4. SUPPORT STRONGLY IDEA TO GIVE SCHOLARSHIP ASSISTANCE TO TRAINING INSTITUTIONS WHICH ARE WILLING TO COMMIT THEMSELVES TO ACCEPTING STUDENTS FROM NEIGHBORING COUNTRIES. IN FACT, WE HAVE JUST RECEIVED AN UNSOLICITED PROPOSAL FROM A LOCAL NON PROFIT ORGANIZATION WHICH PROVIDES TRAINING FOR COOPERATIVES. THEY PROPOSE TO EXPAND CLIENTELE TO INCLUDE PERSONS IN NEIGHBORING COUNTRIES. WHILE WE SUPPORT SUCH AN EFFORT, IT IS UNLIKELY THAT MISSION BILATERAL RESOURCES WOULD BE USED FOR THIS PURPOSE. THEREFORE AFRADO PROPOSAL IS BOTH TIMELY AND OF GREAT INTEREST TO US. SIMILAR ARRANGEMENTS COULD POSSIBLY BE MADE WITH THE NATIONAL UNIVERSITY.

5. SUPPORT OBJECTIVE OF USING GRAY AMENDMENT ORGANIZATIONS. HOWEVER, OUR EXPERIENCE HERE USING AN NBCH AS SUB-CONTRACTOR FOR TRAINING UNDER A LARGE MISSION BILATERAL PROJECT HAS NOT BEEN ENTIRELY SUCCESSFUL. WE FIND THAT THE UNIVERSITY BACKSTOP HAS INSUFFICIENT EXPERIENCE AND KNOWLEDGE OF U.S. TRAINING INSTITUTIONS AS WAS DEMONSTRATED BY PROPOSAL TO SEND ALL TEN PARTICIPANTS TO ONLY TWO OR THREE SMALL INSTITUTIONS. IF AID WISHES TO PURSUE THIS OPTION, IT SHOULD ASSURE THAT PROPOSED CONTRACTOR HAS EXPERIENCE AND KNOWLEDGE OF U.S. INSTITUTIONS AND IF NOT, BE WILLING TO PROVIDE SOME FUNDING TO TRAIN AND PROVIDE EXPOSURE TO A BROAD BASE OF U.S. TRAINING INSTITUTIONS. PAIRING OF UNIVERSITIES AS PROPOSED FOR MEDICAL SCHOOLS UNDER STATE 63333 MAY PROVIDE A PARTIAL ANSWER.

6. MISSION SUPPORTS IDEA OF SPLIT SEMESTER TRAINING. THIS WOULD BE PARTICULARLY USEFUL HERE IN RWANDA WHERE CIVIL SERVANTS LOSE THEIR JOBS AND POSITIONS IF THEY ARE GONE FOR TRAINING FOR A PERIOD LONGER THAN NINE MONTHS. WHAT WE ARE TRYING TO ARRANGE UNDER OUR BILATERAL PROJECTS, IS PERHAPS TWO SEMESTERS IN THE U.S., RETURN TO RWANDA FOR SOME APPLIED RESEARCH ACTIVITY, OR RETURN TO THE JOB FOR SOME PERIOD OF TIME. WE BELIEVE THIS HAS THE ADVANTAGE OF HELPING PARTICIPANTS TO APPLY THE FORMAL TRAINING AND NOT LOSE TOUCH WITH THE PROJECT OR JOB WHICH THEY LEFT. THE DISADVANTAGE IS THE INCREASED COST, BUT WE SEE THIS AS MINIMAL GIVEN THE PROBABILITY THAT A PARTICIPANT, IF SENT FOR MORE THAN NINE MONTHS, WILL NOT RETURN TO HIS/HER PREVIOUS JOB ANYWAY.

7. SUPPORT IDEA OF BUY-ING BUT MECHANISM HAS TO BE DEVELOPED. THIS MISSION FOR EXAMPLE, COULD USE A BLANKET TRAINING PROJECT TO SUPPORT ITS PROGRAM OBJECTIVES WHEN NO BILATERAL PROJECT HAS THE RESOURCES OR OBJECTIVE TO PROVIDE TRAINING TO PRIVATE SECTOR, WOMEN OR PERSONS OUTSIDE OF PROJECT. WE HAVE GREATLY VALUED AMDP IN THE PAST, BUT HAVE BEEN UNABLE TO REALLY EXPLOIT THIS RESOURCE TO THE LIMIT. FOR EXAMPLE, WITH AN ALLOWANCE OF 2000 \$3,000 WE CAN NOT PAY FOR EVEN ONE NEW GRADUATE OF AFRADO PROGRAM AT THE PhD LEVEL. THIS FORCES US TO USE AMDP MORE FOR STUDY TOURS AND SHORT-COURSES WHEN WE WOULD PREFER TO USE IT FOR DEGREE

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PAGE 02 OF 02 KIGALI 01107 03 OF 02 061735Z 2203 019436 A100398
TRAINING FOR KEY INDIVIDUALS WHO MAY NOT BE DIRECTLY
INVOLVED IN LAND REFORM FUNDRAISE 871 PROJECT. IF THE
MISSION, FOR EXAMPLE, COULD PROVIDE A BUY-IN TO AN AFCA
PROJECT BY ALLOCATING A PORTION OF ITS OYB TO SUCH AN
ACTIVITY WE COULD ACHIEVE THIS OBJECTIVE. HOWEVER,
QUESTION RAISED IN PARA 2, REGARDING OBLIGATION
MECHANISM WOULD HAVE TO BE EXPLORED. WE WOULD NOT WANT
TO PUT SUCH A QUOTE, BUY-IN, END QUOTE INTO A
COOPERATIVE AGREEMENT OR CONTRACT AS THIS WOULD LOCK US
INTO A PARTICULAR FUNDING MECHANISM WHICH MAY NOT BE
APPROPRIATE IN ALL CASES.

8. MISSION APPRECIATES OPPORTUNITY TO COMMENT ON
REFTEL. DE WILDE

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AICAC

E.C. 1235C: N/A
TACS: N/A
SUBJECT: ECPR GUIDANCE HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (594-0463)

REF: STATE 56353

1. MISSION APPRECIATES OPPORTUNITY TO COMMENT ON SUBJECT PROJECT, AND BELIEVES IT CAN BE A POWERFUL NEW TOOL.

2. REDUCTION OF COSTS, ESPECIALLY FOR U.S. UNIVERSITY TRAINING, IS VERY IMPORTANT. SUGGEST DESIGNERS LOOK AT PRACTICE OF U.S. UNIVERSITIES TO CHARGE HOME OFFICE OVERHEAD ON SOME ELEMENTS OF COSTS FOR DEGREE TRAINING, SUCH AS PAYMENTS MADE TO PARTICIPANTS FOR INSURANCE, CERTAIN FEES AND MONTHLY MAINTENANCE ALLOWANCES. PRACTICE IS NOT CONSISTENT, SOME UNIVERSITIES CHOOSING TO LIMIT THESE CHARGES, OTHERS NOT.

3. WE BELIEVE UNDERGRADUATE TRAINING OF AFRICAN STUDENTS IS DECIDEDLY THE HIGH COST WAY OF DEALING WITH STUDENTS FROM THOSE COUNTRIES LACKING UNDERGRADUATE PROGRAMS, AND PRACTICE OF USING TRAINING INSTITUTIONS IN OTHER AFRICAN COUNTRIES IS BEST OPTION. THE UNIVERSITY CENTRE, DOUNGANG, ADMITS STUDENTS FROM BOTH ANGLOPHONE AND FRANCOPHONE COUNTRIES, AND OFFICIALS THERE HAVE EXPRESSED INTEREST IN POTENTIAL INCREASE IN NUMBERS. BELIEVE THAT THIS INSTITUTION NOW CAPABLE OF UNDERTAKING GREATER LEVEL OF TRAINING OF THIS TYPE AND IN SO DOING WILL FILL THE ROLE EXPECTED OF IT IN THE AFR BUREAU POLICY REGARDING FACILITIES OF AGRICULTURE AND AGRICULTURAL RESEARCH.

4. RECENT VISIT OF CREATIVE ASSOCIATES CONSULTANT, TO ASSESS POSSIBILITIES FOR GREATER INVOLVEMENT OF CAMEROONIAN INSTITUTIONS FOR PARTICIPANTS FROM THIRD COUNTRIES, SHOULD BE USEFUL TO DESIGNERS OF SUBJECT PROJECT WHEN CONSIDERING THIRD COUNTRY TRAINING QUESTION.

5. THE TARGET OF 50 PER CENT FOR PRIVATE SECTOR WILL PROVE VERY DIFFICULT HERE, FOR SEVERAL REASONS. GIVEN POLICY THAT HOST-COUNTRY PAYS INTERNATIONAL TRAVEL COSTS FOR TRAINING ABROAD, WE BELIEVE JRD WOULD BE RELUCTANT TO MEET THIS COST WHERE PARTICIPANTS WOULD NOT BE GOVERNMENT SERVANTS. ALTERNATIVELY, SOME PRIVATE SECTOR ORGANIZATIONS FIND THE TRAVEL COSTS TO BE PROHIBITIVE. ON THE ONE HAND, READING PARTICIPANTS FROM THE PRIVATE SECTOR FOR LONG-TERM TRAINING HAS NEVER IN OUR EXPERIENCE BEEN ESPECIALLY ATTRACTIVE TO FIRMS; THEY ARE MORE INTERESTED IN SHORT-TERM TECHNICAL TRAINING. ON THE OTHER HAND, TO PAY INTERNATIONAL TRAVEL COSTS FOR A SHORT-TERM COURSE, A FIRM WILL HAVE TO BE TRULY SOLD ON BENEFITS OF THIS TYPE OF INVESTMENT.

6. RELATED ISSUE IS WHOLE MATTER OF HOST-COUNTRY CONTRIBUTION TO TRAINING COSTS. WHILE WE OF COURSE WOULD LIKE TO SEE THIS BE LIMITED TO SATISFY 50 PER CENT HOST-COUNTRY CONTRIBUTION OF 10, THIS COULD BE A DIFFICULT ACCOUNTING TASK.

7. IF WAYS ARE FOUND TO SET UP IN-COUNTRY TRAINING PROGRAMS USING IN-COUNTRY INSTITUTIONS AS WELL AS OUTSIDE ORGANIZATIONS FOR PRIVATE SECTOR TRAINING, THIS COULD BE LOWER-COST OPTION TO ADDRESS INTERNATIONAL TRAVEL COSTS ISSUE. WE WOULD SEE THE NECESSITY IN THIS CASE, HOWEVER, OF PROVIDING TECHNICAL ASSISTANCE AND PROGRAM DEVELOPMENT FUNDS TO HOST-COUNTRY INSTITUTIONS, TO STUDY POTENTIAL DEMAND FOR COURSES FOR PRIVATE SECTOR AND TO HELP IN THEIR DESIGN, AND TO PROMOTE THESE PROGRAMS AND FACILITATE ENROLLMENT.

8. IT SHOULD BE KEPT IN MIND THAT MISSIONS HAVE VARYING DEGREES OF FREEDOM IN SELECTING CANDIDATES FOR AID-FUNDED TRAINING. IN CAMEROON, THE PRESIDENCY, WORKING WITH MINISTRIES, NOMINATES CANDIDATES FOR ALL TRAINING, WHETHER AID-FUNDED OR BILATERAL PROJECT FUNDED. MISSION VERIFIES THAT THESE INDIVIDUALS HAVE APPROPRIATE CREDENTIALS AND THAT PROPOSED TRAINING MEETS AID PRIORITIES. WITH INCREASED AGENCY EMPHASIS ON PRIVATE SECTOR, MEN AND WOMEN IN PARTICIPANT TRAINING, WE FORESEE A MORE DIFFICULT AND MORE LABOR-INTENSIVE FUTURE AS WE TRY TO COPE WITH VARYING OBJECTIVES AND PRIORITIES IN CANDIDATE SELECTION AND THE PROGRAMMING COMPLEXITIES THESE INTRODUCE. MISSION HAS SIZEABLE PARTICIPANT TRAINING PROGRAM, ONE THAT TAKES AN INCREASING AMOUNT OF STAFF TIME. WE SINCERELY HOPE AS PER PARA 10, REFTEL, THE PROJECT DESIGNERS TAKE FULL ACCOUNT OF THE MANAGEMENT LOAD MISSIONS WILL BE ASKED TO BEAR BY INCREASING THE OBJECTIVES AND EXPECTATIONS OF THE PROGRAM.

9. WE URGE THAT FUNDS BE INCLUDED IN THE NEW PROJECT TO HELP MISSIONS TO ESTABLISH, AND PAY COSTS FOR SUSTAINING FOLLOW-UP AND POST-TRAINING REINFORCEMENT (PARA 11, REFTEL). SINCE PACOS FORECLOSES USING BILATERAL PROJECT FUNDS FOR PAYING FOR FOLLOW-UP ACTIVITIES, AND WHERE A MISSION HAS NO GENERAL PARTICIPANT TRAINING PROJECT FUNDING FOR THE PURPOSE, THERE IS Seldom ANOTHER SOURCE OF MONEY FOR WHAT EVERYONE AGREES IS A VERY CRITICAL ACTIVITY.

10. MISSION HAS ALREADY ESTABLISHED THE GOAL FOR THIS FISCAL YEAR OF DOUBLING THE NUMBER OF NEW START WOMEN PARTICIPANTS (TO 25 PER CENT OF ALL NEW STARTS) IN ALL TRAINING PROGRAMS. WE KNOW THIS WILL NOT BE EASY TO ACHIEVE, AND WILL BE VERY INTERESTED IN ANY IDEAS DESIGNERS DEVELOP. FRECHETTE

UNCLASSIFIED

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LOGICAL FRAMEWORKHuman Resources Development Assistance Project

698-0463

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
<p><u>Goal:</u> To strengthen the capability of African development institutions and private sector entities to promote economic growth.</p>	<p>Public and private institutions improve their policies and programs to achieve development objectives.</p> <p>African universities and training institutions improve their abilities to train human resources</p> <p>Private entrepreneurs show improvements in technical skills and management capabilities.</p>	<p>Follow-up status of participants</p> <p>Evaluation findings</p>	<p>Host governments are receptive to training which fosters increased private sector participation, policy dialogue and strengthened private sector representative groups.</p>
<p><u>Purpose:</u> To train African technical, scientific and managerial personnel and policy planners, with special concern for training for the private sector, the development of African training institutions, and training of women.</p>	<p>Training institutions strengthen training in scientific, technical and planning fields</p> <p>Share of women among AID participants increases to 35 percent</p> <p>Share of project participants for private sector training is 50 percent</p>	<p>Country Training Plans submitted by missions</p> <p>Project, mission and S&T/IT data on participants</p>	<p>Mission and host governments focus HRDA training on personnel needs of key institutions, including training institutions and private sector entities.</p> <p>Participants return to home countries and use their training.</p> <p>Returned participants exercise influence in policy decisions</p> <p>Host governments will make available appropriate candidates, including women</p>

Outputs: Participants trained in priority fields of study, as determined by missions and host countries

Estimated numbers of participants by type and site of training:

<u>U.S.</u>		
Academic	231	(3%)
Technical	1320	(19%)
	<u>1551</u>	22%
<u>Third country</u>		
Ac.&Tech.	890	13%
<u>In-country</u>		
	3475	50%
<u>Regional seminars</u>		
	1075	15%
<u>Total</u>	6991	100%

Estimated numbers of participants by sector:

<u>Private sector</u>	3535	51%
<u>Public sector</u>	3456	49%

Estimated numbers of participants by gender:

<u>Male</u>	4544	65%
<u>Female</u>	2447	35%

Project management information system

Mission reports

S&T/IT records

Evaluation reports

Qualified candidates are available in a timely fashion

Third country institutions accept project participants

Inputs:

AID \$53,000,000
 HCs 5,860,000
 Pvt Sec 645,000

See Financial Plan

Limited Scope Grant Agreements

AFR/DP records

Incremental funding is available in the authorized amounts

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UNIVERSITIES AND TRAINING INSTITUTIONS IN SUB-SAHARAN AFRICA

Information about many of the institutions listed in this annex may be found in one or more of the following directories and surveys. The appropriate references for each institution are identified by a letter code (A,B,C..), as shown below.

Reference

- A African-American Institute: Inventory of Selected Regional Training Institutions in West and Central Africa, 1981
- B African-American Institute: Qualitative Assessment of Selected Regional Training Institutions in West and Central Africa, 1981
- C AID: Directory of Francophone Training Institutions in Africa, 1986
- D NASPAA: Public Administration Training Institutions in Francophone Africa: An Inventory, 1980
- E Eastern and Southern African Universities Research Project (ESAURP): The Inventory of Universities and Selected Tertiary Institutions in Eastern and Southern African Countries, 1983
- F Eastern and Southern Africa Management Institute (ESAMI): A Survey of Management Training Needs in Eastern and Southern Africa, 1983
- G SADCC: Study of Manpower Development through Regional Education/Training Programmes, 1983
- H Swanson, B.E., et al: International Directory of Agricultural Education Institutions, Vol.1: Africa, 1981

BENIN

Universite Nationale du Benin
 College Polytechnique Universitaire
 Faculte des Sciences Agronomiques

References

D
 D
 H

BOTSWANA

University of Botswana
 Faculty of Economics and Social Sciences
 Faculty of Education
 Faculty of Arts and Humanities
 Faculty of Science

E,G
 E
 E
 E
 E

Botswana Agricultural College

E,G

Botswana Institute of Administration and Commerce (BIAC)

E,F,G

Institute of Development Management, IDM/Botswana

E,F

Kanye Hospital School of Nursing

E

BURKINA FASO

Universite de Ouagadougou
 Institut Universitaire de Technologie
 Institut Supérieur Polytechnique (ISP)
 (Includes agricultural training and
 Gampela farm for training and research)
 Ecole Supérieure des Sciences de la Santé
 Institut de Mathématiques et de Sciences Physiques

C,D
 A,C,

 C
 C

Ecole Nationale d'Administration

D

Regional Institutions

Ecole Inter-Etats d'Ingenieurs de l'Equipement Rural (EIER)

A,B,C

Ecole Inter-Etats des Techniciens Supérieurs de
 l'Hydraulique et de l'Equipement Rural (ESTHER)

A

Centre d'Etudes Economiques et Sociales de l'Afrique
 de l'Ouest (CESAO), Bobo-Dioulasso

A,C

Pan African Institute for Development (PAID)

A,B,C

Centre Muraz (nursing specialists)

C

Centre Regional de Teledetection de Ouagadougou
 (remote sensing)

C

BURUNDI

Universite du Burundi	
Faculte de Droit	D
Faculte des Science Economiques	D
Faculte des Sciences Agronomiques	H

CAMEROON

Universite de Yaounde	A
Ecole Nationale Superieure Polytechnique	A,C
Ecole Superieure des Sciences et Techniques de l'Information	C
Faculte de Droit et Sciences Economiques	D
Centre Universitaire des Sciences de la Sante (CUSS)	A
Centre d'Enseignement Superieure en Soins Infirmiers	C
Ecole Normale Superieure	C

University Center of Dschang - Ecole Nationale Superieure Agronomique	C,H
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University Center of Douala - Ecole Superieure des Science Economiques et Commerciales	C
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Ecole Nationale d'Administration et de Magistrature (ENAM)	D
--	---

Ecole Nationale Superieure des Travaux Publics	C
--	---

Centre National de Formation Zootechnique et Veterinaire, Maroua	H
---	---

National Cooperative College, Pamenda	H
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Regional Institutions

Institut de Formation et de Recherches Demographiques (IFORD)	A,C
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Institut de Statistique, de Planification et d'Economie Appliquee (ISPEA)	C
--	---

Centre Regional Africain d'Administration du Travail (CRADAT)	
---	--

Pan African Institute for Development (PAID), Douala, Buea	A,B,C,D
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CAPE VERDE

Secondary Teacher Training School	
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CENTRAL AFRICAN REPUBLIC

Universite de Bangui	
Faculte de Droit et Sciences Economiques	D
Institut Universite de Technologie Agronomique	
et Forestiere, M'Baiki	H
Ecole Nationale d'Administration	D

CHAD

Universite de Tchad	
Ecole Nationale d'Administration	

COMOROSCONGO

Universite Marien-Ngouabi	
Institut Superieur des Science Economiques, Juridiques,	
Administratives et de Gestion	D
Institut Developpement Rural	H
Ecole Nationale d'Administration	D

EQUATORIAL GUINEAETHIOPIA

Addis Ababa University	
College of Agriculture, Alemaya	E
Faculty of Veterinary Sciences, Debre Zeit	E
Public Health College and Training Center	
University of Asmara	E
Institute of Public Administration	

GABON

Universite Nationale du Gabon (Universite Omer Bongo)	
Faculte de Droit et Sciences Economiques	D
Institut Nationale des Sciences de la Gestion	D
Ecole Nationale d'Administration	D
<u>Regional Institution</u>	
Institut Africain d'Informatique (computer technology)	D

GAMBIA

Teacher Training College, Yundum

GHANA

University of Ghana	A,H
Institute of Statistical, Social and Economic Research (ISSER)	A
University of Science and Technology, Kumasi	A,B,H
University of Cape Coast	A,H
Ghana Institute of Management and Public Administration	A,B
Kwadaso Agricultural College	A,H
Veterinary College, Tamale	H
School of Forestry	H
Irrigation College	H
<u>Regional Institution</u>	
Regional Institute of Population Studies (RIPS)	A,B

GUINEA

Universite du Guinea
 Institut Polytechnique

GUINEA-BISSAUIVORY COAST

Universite Nationale de Cote d'Ivoire	A,B
Faculte des Sciences	C
Faculte des Science Economique	C,D
Centre Universitaire de Traitement de l'Information	D
Institut Universitaire d'Ecologie Tropicale	
Centre Universitaire de Formation en Entomologie Medicale et Veterinaire	C
Ecole de Pharmacie	C
Institut National Superieur de l'Enseignement Technique (INSET)	
Ecole Superieure de Commerce d'Abidjan	A,C,D
Institut de Technologie Tertiaire	A,C,D
Ecole Nationale d'Ingenieurs de Specialites	C
Institut de Technologie Industrielle	C
Institut Superieure de Comptabilite	C
Institut Superieure d'Informatique	C
Ecole Nationale Superieure d'Ingenieurs	C
Centre Ivoirien de Gestion des Entreprise (CIGE)	C,D
Centre Ivoirien de Recherches Economiques et Sociales (CIRES)	C
Ecole Nationale d'Administration	D
Ecole Nationale Superieure de Statistique et d'Economie Appliquee (ENSEA)	C
Ecole Nationale Superieure Agronomique (ENSA)	A,B,C,H
Centre de Formation a l'Informatique	D
Ecole Forestiere du Banco	C
Institut Agricole de Bouake	C,H
<u>Regional Institutions</u>	
Centre Africain et Mauricien de Perfectionnement des Cadres (CAMPC)	A,B,C,D
Centre Ouest-Africain de Formation et d'Etudes Bancaires	D
Centre de Formation Piscicole de Bouake	A,C

KENYA

University of Nairobi	
Faculty of Veterinary Medicine	H
Faculty of Agriculture	H
Faculty of Engineering	E
Faculty of Medicine	E
Center for Population Studies	
Kenyatta University College	E
Egerton University College	E,H
Kenya Institute of Management	
Kenya Institute of Administration	E
Nairobi Polytechnic	
Mombassa Polytechnic	E
Kenya Forestry College, Londiani	H
Cooperative College of Kenya	E
Kenya Utalii College (hotel management)	E
Jomo Kenyatta Institute of Agriculture and Technology	E
Kenya Technical Teachers College	E

LESOTHO

National University of Lesotho	E,G
Institute of Public Administration	F
Institute of Development Management, IDM/Lesotho	E
Lesotho Agricultural College	E,H

LIBERIA

University of Liberia	A
College of Agriculture and Forestry	H
Cuttington University College	A

MADAGASCAR

Universite de Madagascar

MALAWI

University of Malawi

Chancellor College, Zomba

The Polytechnic, Blantyre

Burda College of Agriculture, Lilongwe

E,G
E,F,G
E,G,H

Malawi College of Forestry

E

Institute of Public Administration

Kamuzu College of Nursing

G

MALI

Institut Polytechnique Rural de Katibougou

A,C,H

Ecole Nationale d'Ingenieurs

A,C

Ecole Nationale d'Administration

D

Ecole des Haute Etudes Pratiques

C,D

Institut de Productivite et de Gestion Previsionnelle

C,D

Ecole Nationale de Medicine et de Pharmacie

C

Regional institution

Institut d'Ophtalmologie Tropicale de l'Afrique

C

MAURITANIA

Universite de Nouakchott

MAURITIUS

University of Mauritius

School of Agriculture

School of Administration

Business Training Center

E,H
E
F

MOZAMBIQUE

Universida de Eduardo Mondlane E,G

NIGER

Universite de Niamey
 Faculte d'Agronomie C
 Faculte des Science de la Sante C

Ecole Nationale d'Administration D

Regional institutions

CILSS: Centre Regional de Formation et d'Application
 en Agrometeorologie et Hydrologie Opperationnelle C

CILSS: Ecole Africaine de la Meteorologie et de
 l'Aviation Civile C

NIGERIA

Ahmadu Bello University A,B
 Agricultural College, Zaria A,H
 College of Agriculture, Samaru A
 Institute of Administration A

University of Lagos

University of Ibadan A,B
 Faculty of Agriculture and Forestry H

University of Ife A
 Faculty of Agriculture H
 School of Animal Health H

University of Nigeria, Nsukka A
 Faculty of Environmental Studies, Enugu A
 Faculty of Agriculture A
 Department of Business Administration, Enugu A

Bayero University

University of Benin

University of Calabar

University of Ilorin

University of Jos
 Soil Conservation Training School

NIGERIA (continued)

University of Maiduguri
 University of Port Harcourt
 University of Sokoto
 Nigerian Institute of Management, Lagos
 Cooperative College, Ibadan
 Kaduna Polytechnic
 College of Science and Technology
 College of Environmental Studies
 College of Administrative and Business Studies
 Rivers State University of Science and Technology

A

A

RWANDA

Universite Nationale du Rwanda
Regional institution
 Institut Africain et Mauricien de Statistique
 et d'Economie Appliquee

D,H

A

SENEGAL

Universite de Dakar
 Faculte de Medecine et de Pharmacie
 Ecole Nationale Superieure Universitaire
 de Technologie
 Centre d'Etudes des Sciences et Techniques
 de l'Information
 Institut de Medecine Tropicale Appliquee
 Ecole Nationale d'Economie Appliquee (ENEA)
 Centre Africain d'Etudes Superieurs en Gestion (CESAG)
 Ecole Nationale d'Administration et de Magistrature
 Centre de Formation et de Perfectionnement Administratif
 Institut National du Developpement Rurale
 Ecole Polytechnique de Thies
 Ecole Normale d'Enseignement Technique Feminin
 Ecole Nationale des Cadres Ruraux, Bambey

A,B

A

C

C

A,C,D

C

D

D

C

C

C

C

SENEGAL (continued)Regional institutions

Ecole Inter-Etats des Sciences et Medecine Veterinaire	A,B,C,H
Institut Africain de Developpement Economique et de Planification (IDEP)	A,B,C,D
Centre d'Enseignement Superieur en Soins Infirmiers (CESSI)	C

SEYCHELLESSIERRA LEONE

University of Sierra Leone	
Njala University College	A,B
Fourah Bay College	A,B
Institute of Marine Biology and Oceanography	
Milton Margai Teachers College	

SOMALIA

National University of Somalia	E
Somalia Institute of Development Administration and Management	F

SUDAN

University of Khartoum	E
Institute of Environmental Studies	E
Al Ahfed University College (for women)	E
Islamic University of Omdurman	E
Cairo University (Khartoum Branch)	E
Gizira University	E
Juba University	E
College of Natural Resources and Environmental Studies	H

SUDAN (continued)

Polytechnic Institute	E,H
College of Public Health	E
Abu Naama College of Agriculture and Natural Resources	H

SWAZILAND

University of Swaziland	E,G,H
Swaziland College of Technology	E,G
Swaziland Institute for Management and Public Administration	G
Institute of Development Management, IDM/Swaziland	E
Mananga Agricultural Management Center	G
Swaziland Institute of Health Sciences	G

TANZANIA

University of Dar es Salaam	E,G
Faculty of Commerce and Management	E
Faculty of Engineering	E
Faculty of Medicine	E
Sokoine University of Agriculture, Mororo	
Institute of Development Management	E,F,G
Institute of Finance Management	E,F,G
Moshi Cooperative College	E
Mbegani Fisheries Institute	E
<u>Regional institutions</u>	
Eastern and Southern Africa Management Institute (ESAMI)	E,F,G
Eastern Africa Statistical Training Center	
College of African Wildlife Management	

TOGO

Universite du Benin	
Ecole Superieure d'Agronomie	C,H
Institute Universitaire de Technologie de la Sante et des Sciences Biologiques	A,C
Ecole Nationale d'Administration	C,D
<u>Regional institutions</u>	
WHO: Centre de Formation et de Perfectionnement du Personnel des Services de Sante	A,C
Centre Regional de Formation pour Entretien Routier (CERFER)	A,B,
Ecole Africaine et Mauricienne d'Architecture et d'Urbanisme	A,C

UGANDA

Makere University	E
Faculty of Agriculture and Forestry	E,H
Faculty of Veterinary Sciences	E,H
Faculty of Medicine	E
Faculty of Education	E
Institute of Statistics and Applied Economics	E
East African School of Librarianship	E
Institute of Public Administration	E,F
Uganda Technical College	E
Uganda College of Commerce	E
School of Medical Laboratory Technicians	E

ZAIRE

Universite Nationale du Zaire	
Campus de Kinshasa	A
Faculte des Sciences Economiques	D
School of Public Health	
Institut Superieur de Commerce	C,D
Campus de Kisangani	A
Institut Superieur de Commerce	C,D

ZAIRE (continued)

Campus de Lubumbashi Faculte des Sciences Sociales, Administratives et Politiques	A
Institut Superieur de Developpement Rural, Bukavu	D
Institut du Batiment et des Travaux Publics	C
Centre National de Coordination de la Formation au Developpement (CENACOF)	C

ZAMBIA

University of Zambia School of Agricultural Sciences	E,H
School of Business and Industrial Studies	E
School of Medicine	E
School of Engineering	E
School of Mines	E
School of Humanities and Social Sciences	E,G
National Resources Development College	E
Zambia Institute of Technology	E,G
National Institute of Public Administration	F
Luanshya Technical and Vocational Teachers College	E
Evelyn Hone College	E,G
ZIMCO Institute of Management	F
<u>Regional institution</u>	
Pan African Institute for Development (PAID), Kabwe	B

ZIMBABWE

University of Zimbabwe	E,F,G,H
Harare Polytechnic	F,G
Bulawayo Technical College	G
Zimbabwe Institute of Management	F
Pariirenyatwa Hospital School of Nursing	E

PRIVATE SECTOR TRAINING OPPORTUNITIES

I. REGIONAL AFRICAN MANAGEMENT TRAINING INSTITUTES

A. ESAMI - Eastern and Southern Africa Management Institute

ESAMI is based in Arusha, Tanzania and employs 6 professional administrators, 22 full-time trainers/consultants, including 7 MBA's and 6 PhD's. The Institute also draws on a large number of occasional lecturers and consultants. ESAMI offers long term and short term resident courses and does occasional program implementation in third countries. Around 40 short-term courses are offered for public and private sector officials in international trade and export promotion, public finance, transportation and communications management, health service management, agriculture and rural development management.

ESAMI was established in 1974 and has 16 "member" countries represented on its Board. It has not drawn students on a regional basis to the extent it was hoped, due in part to its out-of-the-way location and a lack of knowledge (outside of Uganda and Kenya, the countries it was initially created to serve) about its programs. A study of management training needs in Eastern and Southern Africa was conducted by ESAMI in 1983 resulting in a long list of potential ESAMI initiatives.

B. CAMPC - Centre African et Mauricien de Perfectionnement des Cadres

CAMPC is based in Abidjan, Ivory Coast and resembles ESAMI's organization. It was created by the OCAM (Organization Commune African et Mauricienne) and became operational in 1975. It is smaller than ESAMI but is well equipped and very accessible due to its location in Abidjan. CAMPC provides preparatory course work by correspondence, residential instruction and supervised applied training in the trainee's home country. A 16-month program in business management exists as well as short-term seminars on teacher training and a variety of business topics. Most enrollment is from the public sector. CAMPC employs the case study method, as utilized by HEC (the top French business school) and Harvard; role-playing; industry field trips and applied research. However, enrollment is limited to 30 students.

CAMPC employs only 7 full-time professors and associate faculty, but draws on more than 50 part-time faculty and businesspersons. Student enrollment has come from the 11 OCAM countries (Benin, CAR, Chad, Ivory Coast, Gabon, Burkina Faso, Niger, Senegal, Togo, Mali, and Mauritania).

C. PAID/IPD - Pan African Institute for Development/Institut Panafricain de Developpement

The Pan African Institute for Development offers anglophone programs in Cameroon and Zambia, while the Institut Panafricain de Developpement offers francophone programs in Cameroon and Burkina Faso. (The Burkina Faso and Zambian programs are both smaller in size and offer only short term courses). In its four institutes PAID/IPD has in excess of 50 full-time staff, many of whom are highly qualified. PAID was created in 1964 as an international,

private, non-profit organization under Swiss law. Its headquarters has since been shifted to Cameroon.

PAID/IPD's primary objective is training, planning and management of the rural development sector in Africa. It utilizes a tri-dimensional approach to rural development - training, applied research and technical support facilities. Much of its funding comes from the donor community (AID supplied nearly \$5 million over 5 years). It is well known and respected throughout Africa, having trained personnel from some 35 countries.

Each of the training facilities in Cameroon averages about 50 trainees per year. Major participating countries have been: (1) francophone countries - Cameroon, Togo, Burkina Faso, Niger, Central African Republic and the Congo; (2) anglophone countries - Cameroon, Nigeria, Ghana, Kenya, and Zambia.

PAID/IPD trains development agents, assists local institutions in adding rural development components to their instruction, conducts applied research in rural development and provides technical services to African governments. There are 5 areas of rural development program concentration: project development, project implementation and evaluation; integrated regional planning; management of agribusiness and cooperatives; training of trainers. Case studies, small group seminars and applied research are all used for instructional purposes. PAID/IPD also regularly implements short-term in-country training programs.

D. IDM - Institute of Development Management

IDM is located in Botswana with resident facilities in Swaziland and Lesotho. IDM's focus is similar to PAID's but its outreach is more limited. Most of its work is with its affiliated members, although it has received students from Zambia and Zimbabwe. Its concentration was to have been on middle and senior management but it has focused primarily on junior management with 6 to 8 month courses offered in public sector management principles.

II. NATIONAL MANAGEMENT TRAINING INSTITUTES

A sampling of certain better-known national institutes includes:

A. CESAG - Centre Africain d'Etudes Superieures en Gestion

CESAG is located in Dakar, Senegal. It is relatively recent (created in 1978) and has a very limited number of foreign students. It has essentially concentrated on training managers for middle-sized firms and offers a degree program (2 years) and a certificate program in business management. The program was developed in conjunction with the local private sector and accepts only employees from existing firms. Short-term courses are also available in personnel management, financial management and commerce. The Center has organized a few short-term courses for foreign students.

B. CIGE - Centre Ivoirien de Gestion des Entreprises

CIGE is located in Abidjan and is sponsored by the Ministry of Education and the Employers' Association of Ivory Coast. A national professional training tax is paid by all enterprises in Ivory Coast. They are authorized to recover

the amount of that tax in the form of training courses for their personnel at CIGE. Trainees are primarily upper and middle-level managers. CIGE trained nearly 600 managers in short term programs in 1985. It receives assistance from UNIDO. CIGE has also begun a management consultancy program, including human resources development analysis, economic and management analysis.

C. KIM - Kenya Institute of Management

KIM is located in Nairobi and conducts a wide range of short courses for middle-level managers, primarily from the private sector. Although there is a small fulltime staff, most courses are taught by members of the Faculty of Commerce or by local managers. Leading industrialists serve on KIM's board.

III. AID-SPONSORED TRAINING PROGRAMS IN AFRICA

A. CLUSA - Cooperative League of the USA

CLUSA (now known in the United States as National Cooperative Business Association) was organized in 1916 and began international programs in 1953 by extending assistance to cooperatives in India. It has since provided assistance to cooperative organizations and host governments in 40 countries. Its African experience includes a program of technical assistance and training in Equatorial Guinea where it provided assistance to cooperatives in rehabilitating production and processing facilities and established a national cooperative transportation system for marketing fresh produce. In Niger it provided advisory services to assist in the privatization of the national system for farm supply distribution. In the Gambia CLUSA provided management training, member education and small farmer literacy training at the village level.

The project of most relevance for HRDA is that in Rwanda where CLUSA provided advisory services and technical assistance for the development of a national cooperative training center. The Center for Cooperative Training and Research (known locally as IWACU) opened in 1983 and concentrates on short term resident training of cooperative managers, members of administrative councils and extension agents, plus certain research activities. The center operates at 86% of capacity and can house up to 75 trainees. It has six classrooms and a canteen. CLUSA is cooperating with INADES (Institut Africain pour le Developement Economique et Social) to develop written materials and has also developed an audio-visual section to develop radio programs and produce video programs. CLUSA also works closely with cooperative credit unions and has developed a series of short term in-country training programs in financial management for cooperative banks. The Rwanda facility may be a possible regional training resource.

B. NASPAA

NASPAA (National Association of Schools of Public Affairs and Administration) has a cooperative agreement with S&T/RD to provide development management research and training to USAID missions worldwide. NASPAA received its first grant from USAID in 1979. A second phase was approved in 1983, continuing through 1989. All of the field costs of training have been met by the missions. In FY 86, African missions bought into the program in the amount of \$505,847, primarily for in-country NASPAA training activities. In FY 87,

NASPAA did field work (training and research) in Chad, Guinea, Rwanda, Zambia, SADCC and Madagascar. Programs have also been implemented in Central African Republic, Togo, Benin, Niger, Mauritania, Sudan, Congo, Djibouti, Mali and Malawi. Most of the seminars implemented concern development project management although a series in Mauritania and one in the Congo dealt with development of small scale enterprises. NASPAA at times collaborates with certain business schools which are also members of NASPAA, such as Washington State University. NASPAA is quite active in francophone Africa, particularly through the efforts of the University of Pittsburgh and more recently Texas Tech. A two month summer program entitled Francophone Development Management (FDM) is conducted in Pittsburgh and includes industry visits.

While NASPAA's emphasis to date has been on public sector management of development programs, certain of the modules are readily transferable to private sector concerns. The inter-active training methodology would lend itself well to workshops involving both the private and the public sector for an exchange of viewpoints and study of constraints and means of removing them.

IV. OTHER AID-SPONSORED PROGRAMS

A. Entrepreneurs International

This program is a relatively new training initiative which grew out of the Presidential Task Force on Private Sector Initiatives (1984). The program seeks to bring entrepreneurs from developing countries to the United States for on-the-job training with U.S. business. The U.S. Dept. of Commerce is a co-sponsor. The ultimate goal of the program is to place some 200 entrepreneurs per year.

AID missions were requested in September 1986 to identify and select candidates to participate in this program. Training is expected to last from 2 to 12 weeks. AID mission response was very favorable - over 250 candidates were selected by missions of which 65 were from Africa. AID/S&T/IT and its contractors match requests from entrepreneurs with training opportunities offered at no charge by U.S. business. These firms are recruited through regional conferences, local meetings, one-on-one meetings and mailings. AID placement contractors have also used their contacts to seek U.S. business community participation. AID will provide only travel and per diem costs.

A number of matches have been made between entrepreneurs and U.S. firms, although the first trainees have yet to arrive in the U.S. Two requests from Ghana for internships have been filled but have been delayed due to lack of available funding for travel and per diem. Demand for this program appears high (the Kenyan mission's private sector staff indicated that it could easily propose 50 worthy candidates per year) but limited financial resources for travel and per diem may continue to constrain the program.

B. American Management Association

The LAC Bureau has an ongoing project in Honduras with a small and medium-sized business association, GEMA. The American Management Association, headquartered in New York, is providing short term technical assistance and course materials to the association for membership training programs. Initial reviews of the program are very positive.

AMA has in-house training materials in French, English, and Spanish, as well as instructors fluent in those languages. (In fact, AMA has a European Program Office in Brussels). AMA has worked in both Nigeria and Kenya, providing course materials and train the trainer programs. In Honduras, AMA conducted a needs assessment, identifying course requirements (demand was for internal communications, organization, and management of marketing) and a supplier, GEMA. GEMA then made a request to the USAID mission to assist them in instituting the program, with the proviso that they would incrementally assume the financial and management responsibility of the program. AMA trained trainers both in Honduras and in New York and then provided off the shelf materials and short term technical assistance (an AMA instructor in Mexico spending approximately 2 weeks per month in Honduras). GEMA charges \$125 per course - a cost subsidized only in the sense that they have received the training materials from AID. Initial course offerings include Management by Objectives, Management Practices, Salesmanship, Administration and Accounting.

C. ARIES - Assistance to Resource Institutions for Enterprise Support

The S&T/RD/EED ARIES project is designed to strengthen support organizations in developing countries to implement small-scale and micro-enterprise development programs. It builds on the AID PISCES (Program for Investment in the Small Capital Enterprise Sector) program. It works with intermediary support organizations that provide services to the small and micro enterprise, such as PVOs, banks, chambers of commerce, management training centers and other government and non-government organizations.

The contract for the 5-year program was awarded to Robert Nathan Associates, Inc., with subcontracts to Harvard's Institute for International Development, Control Data Corporation, and Appropriate Technology International. Mission-funded technical assistance represents \$3.8 million of the total five-year budget of \$6.8 million.

The project has 3 components: (1) research directed by Harvard on issues regarding the intermediary support organizations to determine which organizations are best able to deliver a given set of services under various environmental constraints and the kinds of institution building activities a USAID mission might wish to support to strengthen that institution; (2) design, implementation and evaluation of training materials for the intermediary organizations in subjects such as business planning, information systems, financial management, personnel administration, project management and cost-effectiveness evaluation. Once the core modules are developed, Nathan, Control Data, and Appropriate Technology will conduct 4-6 training programs per year (modules will be ready in Years 3, 4, and 5 of the program, i.e. 1988, 89, and 90); (3) technical assistance - Robert Nathan Associates is responsible for providing short term technical assistance to AID missions and intermediary associations on aspects such as designing SSE strategies, designing specific programs, developing intermediary organizations. ARIES uses a field service agreement for the mission buy-in process.

To date, 2 training activities in Zaire have been implemented for the OPPEZ - Office de Promotion des Petites Entreprises Zairoises; a study in Sudan and an evaluation of a Women's Business Association in Somalia are planned in May 1987.

IV. OTHER PROGRAMS OF INTEREST

A. USTTI - United States Telecommunications Training Institute

USTTI was established as a joint venture between leaders of the U.S. telecommunications industry and the Federal Government. The goal of the program is to share U.S. communications advances on a global basis by providing a full array of free telecommunications and broadcast training courses each year for third world participants. When the organization of such a program was envisioned in 1982, five leading (and competing) telecommunications firms joined together, each agreeing to provide free training at its corporate site, finance the overhead costs of USTTI and serve on the board of the institute. Founders were AT&T, COMSAT, GTE, MCI and Western Union. Since the Institute was founded, seven other major companies have agreed to provide the same level of support.

During the first 3 annual curriculum offerings in 1983, 1984 and 1985, fifty-three different courses were offered by USTTI, with 563 graduates, representing key telecommunications and broadcast managers and technical experts in 82 developing countries. In 1986 with increased government and corporate support, USTTI offered 37 courses with more than 490 training slots which were oversubscribed by more than 3:1. Another 340 persons were graduated from USTTI training in 1986. Sixty-seven were USAID-funded participants from Africa.

USTTI inaugurated its first regional training program in the Caribbean in July 1986. Five corporate sponsors agreed to provide the tuition-free training for 52 individuals from 16 nations during the month-long program. U.S. corporations have also provided "in-kind" support in the form of telex service credits, computer systems, direct mail and printing, seminar equipment and modems. AID provides grants for travel and subsistence support for participants. Total AID support to date is nearly \$1,000,000, with \$300,000 having been provided in 1986 alone. Support is also provided by the Dept. of Commerce, the FCC, the Dept. of State Bureau for International Communications and USIA.

B. CLD - Center for Leadership Development

The CLD of the U.S. Chamber of Commerce operates the Institutes for Organization Management, a program of short-term seminars provided over six years to train managers from business associations. In 1984 CLD received a grant from the Center for International Private Enterprise (CIPE) to invite international participants to attend the Center's Institute program, followed by a one-week session in Washington, D.C. In 1985, the CLD began an Institute Program in Latin America which is implemented at INCAE in Costa Rica. The LAC Institute's summer seminar program extends over 3 years. All courses are taught in Spanish by a group of CLD instructors, INCAE professors and regional executives. In 1986, CLD began an Institute program in India to reach ANE association executives.

CLD has submitted a proposal to CIPE to fund a one-week training program on volunteerism in August 1987, based on the enthusiastic response from the African participants in CLD's stateside Institute program. This pilot program should assist in determining whether it is advisable to envision a full

Institute program in Africa. Supporters of the African institute concept include Chamber of Commerce executives from Nigeria, Uganda, Botswana, Zimbabwe, Ivory Coast and Kenya, all of whom attended the Institute program in the U.S. in 1986. An African Board of Counselors, composed of these officials and certain others, has been created to study the feasibility of an African program.

ANNEX F

This annex contains:

1. Scope of Work for Technical Assistance Contract Services
2. Position Descriptions for proposed contract personnel
 - a. Private Sector Training Specialist
 - b. Higher Education Specialist
3. Contract services required for implementation of the HRDA Management Information System (MIS)
4. Position Descriptions for proposed MIS personnel
 - a. System Manager/Training Specialist
 - b. Programmer
 - c. Data Entry Person
 - d. System Designer/Trainer (consultant)

SCOPE OF WORK FOR TECHNICAL ASSISTANCE CONTRACT SERVICES

Background

The Human Resources Development Assistance (HRDA) project proposes to support training activities in 26 African countries. It is estimated that during the life of the project (FY 88 through FY 92) training will be provided for 2,400 participants in the U.S. and third countries; 3,500 trainees at in-country courses; and 1,100 participants in regional seminars.

The project has three special concerns: (1) training programs for 50 percent of the participants and trainees should promote development of the private sector in African countries; (2) a portion of the training activities should be directed toward the development of programs and staff of about 50 African universities and training institutions; and (3) the project should seek to increase the share of African women among project participants to 35 percent.

The HRDA project builds on experience from the predecessor African Manpower Development Projects (AMDP-I and AMDP-II). HRDA is the largest of several regional training projects which include the Sahel Human Resources Development project and the African Graduate Fellowship Program (AFGRAD).

Because of its size and the number of its participating countries, HRDA serves other functions for the Africa Bureau in addition to providing a regional funding and management process for bilateral training activities. These other functions include:

- establishing directions for training activities, such as the three concerns stated above;
- increasing the use of third country and in-country training;
- tapping resources of the U.S. private sector to assist African human resources development programs;
- developing linkages between U.S. and African universities; and
- initiating measures for reducing training costs, while maintaining a high quality of training performance.

To measure and evaluate its programs and expenditures for human resources development, the Africa Bureau has further charged the HRDA project with establishing an information system that will provide current, reliable reports on all important aspects of AID's training activities in Africa. The information system will include data on training under all bilateral, regional and central projects, in addition to serving as a management tool for HRDA project activities.

Contract Services

The following technical assistance is required to implement the HRDA project and to provide support for the Africa Bureau's entire human resources development program:

technical assistance to develop programs to promote the growth of the African private sector through human resources development;

technical assistance to help build the capacity of African universities and training institutions, establish linkages between U.S. and African universities, and make greater use of African institutions for AID-funded training activities;

technical assistance to develop and implement an integrated Management Information System that will (1) provide statistics and cost data for all AID participant and in-country training activities in Africa; (2) serve management and decision-making needs concerning training activities at all levels (agency, bureau, mission and project) and (3) monitor training activities and costs for the estimated 7,000 participants and trainees to be funded by the HRDA project.

More detailed information on the technical assistance required is provided in the following position descriptions for proposed contract personnel and in the description of contract services required to implement the Management Information System.

POSITION DESCRIPTION

Private Sector Training Specialist (60 person months)

The private sector training specialist for the HRDA project will have the following responsibilities, under the direction of the AFR/TR Office of Education.

1. The contractor will review all communications from participating missions relative to private sector human resources development activities. The contractor will take actions designated for AFR/TR/E, as approved by the Office Chief, or ensure that missions' requests are channeled to, and acted upon, by other appropriate offices, such as AID/W project officers for the ARIES project (small scale enterprise development) or the NASPAA cooperative agreement (public or private sector management training).
2. In response to missions' requests for technical or training assistance, the contractor will research possible suppliers, request proposals and transmit them to the USAID mission for evaluation. The contractor will ensure appropriate follow-up to facilitate contracting and program implementation.
3. The contractor will make field visits to Africa to assist missions in the development of private sector training plans and their ongoing evaluation. Alternatively, the contractor will arrange consultant assistance for planning and evaluation requirements.
4. The contractor will compile, maintain and update a databank on private sector training opportunities in the United States and in African and certain non-African third countries, including long-term and short-term training programs, internships and sample study tours. Information on new or unique possibilities will be transmitted to the missions concerning programs in Africa or private sector initiatives in LAC and ANE which might have replication potential for Africa.
5. The contractor will arrange assistance to ST/IT, when required, for the placement of HRDA participants as interns in U.S. business establishments and for the organization of special observation and study tours related to private sector development. Assistance from technical specialists for these purposes may be obtained through AFR/TR contractual arrangements.
6. The contractor will recommend procedures for encouraging greater involvement by the U.S. private sector in human resources development programs, including the provision of tuition-free training programs such as those offered by the U.S. Telecommunications Training Institute.
7. The contractor will provide liaison for the project's private sector training activities among AFR/TR, AFR/PRE, S&T/IT, S&T/RD, PRE and other AID/W offices and with other government agencies such as the Department of Commerce and the Department of Labor.
8. The contractor will seek donor coordination for private sector human resources development initiatives so that possibilities for providing training, technical assistance and credit are fully explored and that the activities of any one donor are coordinated with the on-going activities of other major donors, particularly the IBRD and UNIDO/UNDP.

9. The contractor will provide regular progress reports and implementation evaluations to AFR/TR/E.

10. After experience has been gained in planning and implementing AID training activities for private sector development in Africa, the contractor will draft an Africa Bureau Strategy Paper for Private Sector Training. The paper should delineate a course of action for the bureau and serve as a handbook for mission personnel on this subject.

The Private Sector Training Specialist will be employed full-time for the life of the project.

When required, and with the approval of the HRDA Project Manager, short-term consultants may be employed under the technical assistance contract to assist the Private Sector Training Specialist in the performance of the above listed duties.

POSITION DESCRIPTION

Higher Education Specialist (60 person months)

The higher education specialist for the HRDA project will have the following responsibilities, under the direction of the AFR/TR Office of Education.

1. The contractor will serve as coordinator and resource person for AID programs to assist African universities and training institutions. The contractor should be knowledgeable concerning past and present AID bilateral and regional projects in this area; other donor activities; lessons learned from prior projects; and current issues and problems concerning higher education.
2. The contractor will visit selected missions to assist in planning activities to support one or more training institutions that relate to a mission's CDSS priorities. The contractor may assist in planning training programs for key faculty positions and institutional administrators or in arranging short-term technical assistance to improve policies, management practices, or instructional programs. Activities of this type may be funded by the mission's HRDA allowance.
3. The contractor will investigate the feasibility of establishing linkages between appropriate U.S. universities (including HBCUs) and African universities in several countries. Linkages such as faculty exchanges, management of graduate students' field research and curriculum planning seminars could be initial linkage activities. These could lead to desired experimental programs in one or more countries to supplement students' Africa-based training programs with one or two semesters at the sister U.S. college or university. HRDA has reserved funds to initiate linkages of this nature.
4. The contractor will participate in planning or reviewing proposals for upgrading selected African national universities to become regional undergraduate or graduate training centers in priority development fields.
5. The contractor may participate in the evaluation of current projects that support higher-level training institutions in Africa, including training programs (such as AFGRAD) that train faculty for African universities.
6. The contractor will build and maintain a computerized databank on African universities and training institutions, supplemented by available printed directories, catalogs, brochures, etc. The databank will be used to facilitate third country training programs and to identify institutions that could merit AID or other donor assistance. To serve these purposes, the databank should include assessments, from various sources, of the quality of the institution's program.
7. The contractor will assist missions and host country governments to resolve "equivalency" problems resulting from differences among educational systems.

8. The contractor will serve as coordinator of sub-regionally based training officers, financed under the project, and responsible, in third country training receiving countries, for the placement and maintenance of participants from other countries. The contractor will collaborate closely with the REDSO based training officers in Abidjan and Nairobi.

9. The contractor will provide liaison for African higher education activities among AFR/TR, S&T, and other AID offices; with other donors; and with U.S. universities.

10. The contractor will provide regular reports and implementation evaluations to AFR/TR/E.

11. The contractor will participate in drafting a Strategy Paper for the Africa Bureau for support to African universities and training institutions. The paper should delineate a course of action for regional and bilateral programs and state bureau positions on higher education issues and problems.

The Higher Education Specialist will be employed full-time for the life of the project.

When required, and with the approval of the HRDA Project Manager, short-term consultants may be employed under the technical assistance contract to assist the Higher Education Specialist in the performance of the above listed duties.

Contract Services Required for Implementation
of the HRDA Management Information System (MIS)

The contractor will perform the following services, under the direction of the HRDA Project Manager.

1. The Immediate Phase

The immediate phase commences with approval of the Project Paper and should be completed within 60 days after contract initiation. Immediate phase activities consist of establishing an in-house (AFR/TR/E) system which collects project data deemed most essential and most accessible at project start-up. This immediate system, though a discrete activity, is not separate from, or in addition to, the development of the eventual project management information system. Rather it is the first stage and foundation of the comprehensive system.

The contractor will perform the following activities in the immediate phase:

- o Determine equipment acquisition route for AID/W needs;
- o Procure equipment;
- o Verify Agency policy on such issues as downloading information from mainframes, system development, etc.;
- o Ensure maximum data compatibility with existing systems;
- o Identification and review of sources of necessary data with special emphasis on automated systems. Early indications suggest that S&T/IT's PTIS, PTMS and program data bases are the most accessible, reliable and relevant sources. With coordination with S&T/IT, this data could be transferred into a computerized system within AFR/TR/E;
- o Development of a data transfer policy and procedures in coordination with S&T/IT;
- o Build HRDA MIS for bureau use;
- o Document the system (user's guide);
- o Provide necessary training to bureau users;
- o Development of useful reports;
- o Survey Missions for data processing resources and capabilities;
- o Determine manual flows of information;
- o Formulate data collection, processing and reporting policies and procedures (including in-country).
- o Development of work-plan, task charts and schedules for the follow-on phase.

At the end of the immediate phase, the Bureau should have the basis of a working system with data from at least US participants. Procedures and policies will be established which will govern data management for participant and in-country training. A detailed work plan for implementation of the follow-on phase will be produced.

2. The Follow-On Phase

The follow-on phase is composed of system expansion, field extensions and on-going technical assistance/training. The activities of this phase would be a logical extension of work begun during the first phase. Technical assistance would continue for the life of the project.

Specific activities to be performed during this phase include:

- o Build formats and contents into system design to facilitate use of data in later planning activities;
- o Propose an orientation for missions, contractors and programming agents of S&T/IT;
- o Develop edit procedures and routines to ensure reliability of data;
- o Upgrade field data processing resources and capabilities;
- o Improve standardization, techniques and procedures;
- o Tailor system to USAID use;
- o Document tailored system (user's manual);
- o Download or enter baseline data from manual flows in missions or AID/W;
- o Update and complete baseline data;
- o Collect bureau training data as generated;
- o Acquire necessary hardware and software for missions;
- o Install PTMS in missions;
- o Train/assist mission personnel and regional personnel;
- o Participate in S & T/IT Training Officer conferences;
- o Expand system functions, document, train and assist mission and bureau personnel;
- o Reconcile field data with other sources;
- o Provide on-going assistance.

At the end of project, the bureau will have a working management information system which will supply it routinely with data necessary for training management. This would include complete installation and implementation of the Participant Training Management Systems computer application and other relevant systems in missions, training of mission and bureau personnel, regular and accurate entry of data into the system, regular and accurate submission of manual (paper) data to relevant AID/W offices, and reliable reporting of the data to AID/W decision-makers.

Position Descriptions for Proposed MIS Personnel

System Manager/Training Specialist (60 person months)

The System Manager/Training Specialist must have knowledge and skills in MIS design, development, evaluation and maintenance; and in programming and reporting with dBase and Lotus. He/she should have experience with AID participant training programs and with USAID programs in Africa. He/she should have team building, leadership and user training skills and be available for frequent travel in Africa. French language capability is desirable but not essential.

The System Manager/Training Specialist will have the following duties:

- Analyze HRDA MIS requirements
- Survey AID and external agency resources and capabilities
- Coordinate efforts with PIET, USDA, etc.
- Design HRDA MIS
- Procure equipment
- Supervise system development and documentation
- Supervise installations in the Africa Bureau
- Prepare policies and procedures

- Provide necessary training to bureau users
- Survey missions for data processing resources and capabilities
- Upgrade field data processing resources and capabilities by visits to missions and by procurement of necessary hardware and software
- Install systems in missions
- Train/assist mission and regional personnel
- Provide on-going assistance to bureau and missions

The MIS System Manager/Training Specialist will be employed full-time for the life of the project.

Programmer (24 person months)

The Programmer must have considerable knowledge and experience with dBase III and with systems development. He/she should have instructional writing skills.

The MIS Programmer will have the following duties:

- Develop and test programs and report generation for the MIS
- Prepare draft documentation
- Assist the System Manager with other duties as required

The Programmer's full-time services will not be required beyond the second year of the project. Short-term assistance may be provided thereafter, as needed.

Data Entry/System Maintenance Person (60 person months)

The Data Entry person must have knowledge of dBase III and LOTUS 1-2-3 software and experience with programming, system maintenance activities and IBM PC XT/AT and compatibles.

The Data Entry person will have the following duties:

- Assist the System Manager in all aspects of system operations
- Receive and review all data from other sources (missions, contractors) for completeness and correctness
- Add data to system
- Develop and print requested reports

The Data Entry person will be employed full-time for the life of the project.

System Designer/Trainer Consultant(s) (2 person months)

The System Designer/Trainer must have knowledge of AID, Africa Bureau and HRDA organization and goals. He/she should have skills and experience in coordinating system design and implementation plans, analyzing MIS issues, problem solving and establishing priorities.

The System Designer/Trainer will have the following consulting duties:

- Monitor the system development activities
- Review and evaluate the progress of the MIS

- Communicate with AID managers and technical officers regarding implementation of the system
- Coordinate team effort to resolve problems

The consultant's services will be required approximately 45 days during the first year and approximately 25 days in subsequent years.

ANNEX G

ECONOMIC IMPLICATIONS

The discussion which follows draws implications from World Bank analyses of economic efficiency in higher education in sub-Saharan Africa. The analytical methods used in determining the economic merits of investments in higher education in Africa are rate of return, wage rates, and labor market indicators (retention of expatriates, public sector vacancies and periods of job search). Social rate of return is the appropriate tool for measuring the impact of an investment in higher education on the economy and society as a whole. This tool compares the stream of real benefits to society with the opportunity cost associated with producing the benefits. However, as discussed below, rates of return calculations for education in Africa are highly suspicious. As a result, it is advisable to look also to partial and short-term assessments of the labor market for higher education graduates.

One such assessment is wage rates. Wage rate structures provide information about the demand for graduates in an economic sense.

Another indicator, labor market surveys, may prove useful in providing partial information on the current state of and trends in the labor market. This indicator may also show whether there has been over or under-expansion of higher education in terms of available jobs.

It is emphasized that for sub-Saharan Africa, the factual information available to conduct analyses of rates of return, wage structures and labor markets is seriously inadequate. Consequently, the analyses are of limited use in evaluating higher education and assessing the labor market for graduates. Tentative conclusions can be drawn. The purpose of discussing the analyses here is to use whatever conclusions that can be drawn to help shape the design of the HRDA project.

1980 World Bank calculations show that the average social rate of return to investments in higher education in sub-Saharan Africa is 12%. This average was based on calculations for eight countries (Ethiopia, Ghana, Kenya, Malawi, Nigeria, Zimbabwe, Sierra Leone, Uganda). The rates of return for the eight countries ranged from a low of 8.8% to a high of 17.0%. Average social rates of return for primary and secondary education were 26% and 18%, respectively. These calculations point to the following conclusions: (a) investment in education is probably wise; and (b) investment in primary education is probably wiser than investment in higher education (in modernizing societies).

However, these conclusions should be viewed in light of the data constraints that exist. First, social rates can be very useful where earnings data used can be assumed to reflect differentials between marginal productivity and education levels. That assumption cannot reasonably be made for the above calculations since in all but two of the case studies, earnings benefits were taken directly from civil service pay scales. Second, in all of the cases, calculations assumed that graduating students are the sole output of training institutions. The effect of this assumption is to inflate costs and reduce returns to the extent that the institutions have other outputs. Probably, the rates of return for higher education are affected most by this shortcoming

since universities and institutions of higher learning generally play an important role in generating outputs such as research and outreach services. Third, the calculations are based on surveys conducted 14 to 20 years ago. In light of changed conditions such as increases in enrollments by an average of 11% annually, sharp increases in public sector employment and widespread replacement of expatriates, it is unlikely that rates of return have remained constant. A conservative conclusion that can be drawn from the data constraints is that the rate of return may be higher than the calculations show, particularly for investments in higher education.

Additionally, the World Bank's rate of return calculations are based on education provided in African institutions. The absolute unit cost of higher education in Africa is similar to that for developed countries, twice that for Latin American countries and ten times that for Asian countries. These high costs are heavily subsidized by African Governments. A survey of 24 African countries shows that in each case, tuition is free, and in almost all cases, additional government allowances are provided to cover accommodation costs. For example, in 1981, students at the University of Ougadougou received stipends equal to 770 percent of per capita GNP; in Zaire, allowances are equal to eight times per capita income. This high rate of subsidization has the effect of lowering the social rate of return, since it increases the opportunity cost to society for providing the education. The opportunity cost of an investment decision is the value of its best alternative, or opportunity, that is sacrificed. Where there are no sacrifices, there are no opportunity costs. Assume that due to the AID funding, the recipient government is making no sacrifices, i.e., the government is not taking resources that could be used in other investments to subsidize higher education. To the extent this is true and all other things remain constant, the opportunity cost is reduced, resulting in a higher social rate of return than the Bank's calculations show.

The inference of this line of thought is that current policies toward subsidization of higher education in Africa are inappropriate. Governments such as those cited above should gradually shift the burden of financing of higher education toward individuals thereby valorizing social return. This shift would also yield a de facto consideration on the part of the individual of private return vs. opportunity cost.

Wage rates can provide partial, short-term assessments of demand for labor. However, for sub-Saharan Africa, the data exist for only a few countries (Gambia, Ghana, Kenya, Liberia, Sierra Leone, Somalia, Tanzania, Zambia, Zimbabwe). In addition, since only a small number of countries have graduates employed in the private sector in significant numbers, public sector data must be used. On the average, starting salaries for graduates in sub-Saharan countries in 1979 were 10 times per capita income. In general, starting salaries for university graduates are substantially higher than for non-university graduates. However, in most countries, the premium received by higher education graduates has been reduced in recent years. This may be due to supply increasing at a faster rate than demand. Another plausible explanation is that government wage policies directed at equity in income distribution may have reduced the differential. While there seems to be a tightening of the labor market for university graduates, analyses of earning structures do not provide a great deal of evidence for judging the state of the labor market for higher education graduates.

Retention of expatriates at high wages is a reasonable indication of unmet demand. Expatriate employment is substantial in several sub-Saharan countries (e.g., Botswana, Burundi, Liberia, Malawi, Nigeria, Tanzania, Zambia). Expatriates are normally employed in senior management and professional jobs, science and math based professions (engineers, metallurgists, architects, pharmacists, technicians) and as teachers (secondary, university and science and math.)

To the extent that they reflect true shortages, public sector job vacancies indicate demand for labor. Surveys in Nigeria and Tanzania show that the greatest number of vacancies in the public sector tend to be for secondary school teachers, senior professional jobs and technical and scientific professionals.

Period of job search can indicate the state of the labor market. A study done in Sudan in 1975 showed that agricultural, engineering and natural science graduates found employment in about half the time required for social science and liberal arts graduates. Subsequent information available for other countries (Zambia, Zaire) shows a continuing shortage of science and engineering graduates and difficulties in placing social science and humanities graduates.

Another important point should be made. In the 1960s and 1970s, public sector employment exploded. Currently, many parts of the public services are inflated and cannot be expected to continue to provide significant additional employment. Teaching is a prime public service area which is not inflated. The public sector of countries with large numbers of expatriates employed and countries where natural resource exploitation creates general expansionary conditions may be able to continue to provide significant public sector employment. But, in general, there is a need to expand the size of the private sector to absorb a greater share of available labor.

The foregoing discussion on labor market conditions indicates that the social rate of return may be higher for investments in higher education in the science, math and technical based fields, management and teaching than for higher education fields across the board. The apparent shortage of individuals trained in these fields and surplus of individuals in the humanities and liberal arts fields support this conclusion. In light of this conclusion and the inherent problems with the rate of return calculations discussed above, it is clear that the rate of return for the type of university training offered under HRDA will be higher than 12%. All HRDA long-term training will be in the math, scientific, technical, and management areas.

HRDA's long-term academic training will produce several benefits. First, the trainee will receive a private good in the form of additional income attributable to the training. If the trainee, in turn, contributes to an action which increases production or reduces waste, a social benefit will accrue. If the trainee replaces an expensive expatriate technician, the cost saving could be large and made available for alternative development investment.

Also, the overall rate of return for the HRDA project is bolstered by the significance placed on short-term training and the emphasis placed on strengthening the private sector. The goal of the project is to strengthen the capability of private and public institutions to promote economic growth. Strengthening through short-term training and in-country training (as opposed to long-term and out-of-country training) reduces the associated opportunity costs and the gestation period for realization of benefits. The expected early benefits of this training include better use of staffs by public institutions, provision of more competent and effective counterparts for implementation of donor assisted projects, adoption of ways by the private sector to increase output and reduce costs. Long-term benefits are also expected from this training in terms of government programs more supportive of private production and investment.

A constraint to increasing the economic benefits related to training is the limitation on the size of the labor market and economic activities for trainees. An individual can use her training to generate a social good (i.e., make a contribution to society and GNP) by either entering the labor market or creating an economic enterprise or increasing the efficiency of an economic enterprise. Where training creates new opportunities to accomplish either of these, the rate of return for the associated training will increase. HRDA focuses on strengthening the private sector so that its size and viability will improve to absorb more labor and to increase its contribution to economic growth.

In sum, the social rate of return to investments proposed under the HRDA project is likely to be considerably higher than 12%.

TECHNICAL ANALYSIS

A. Constraints to Economic Growth in Sub-Saharan Africa

Despite their resources and large amounts of concessional aid from donors, African economies, on the whole, are in worse shape now than at any time in the past twenty years. Due to the high population growth rate and low level of GDP growth, the region's current per capita income is below the 1960 level. African incomes, educational levels, living standards and health status are the lowest in the world.

Inappropriate domestic policies and excessive reliance on public sector institutions and public sector investment programs have contributed, in large part, to Africa's deteriorating economic situation. Too often, the policy environment in African countries is unsupportative of or hostile to economic growth. Past public sector investments have been inefficient and have created institutions, infrastructure and services that governments can no longer maintain.

The major constraints to economic growth in Africa are a lack of physical, human and institutional infrastructure and inappropriate or weak policies. HRDA is responsive to these needs. The project's goal is to strengthen Africa's human and institutional infrastructure. In so doing, HRDA will help increase the capabilities of African countries to make needed policy changes and to plan and promote appropriate investments in physical infrastructure.

B. Fields and Areas of Human Resources Requirements

Africa has about 8 percent of the world's population, but only about 1 percent of the world's students in higher education. Lack of trained personnel to promote economic growth is a salient feature of countries throughout the region. This scarcity is pervasive; it ranges from farmers to senior executives to science and mathematics teachers and impedes growth at each level of each sector.

Although the areas and levels of HRDA-assisted training will vary from country to country and missions and host governments will look to development priorities and the AID strategy to determine specific needs, manpower and sector studies for Africa indicate a number of skill-training requirements common to most countries. These are listed below. Training sponsored by this project will typically address a country's training needs in several of these areas.

1. Science and mathematics skills

Each sector in Africa suffers from lack of individuals with science and mathematics based skills needed to plan and promote growth-oriented strategies and profitable investments. The general lack of these skills is the cause for a limited supply of qualified candidates for higher-level technical training opportunities and the reason many African participants sent to the U.S. for graduate training spend a year or more taking remedial undergraduate science and math courses. It is not unusual for 80 percent or more of a country's

secondary-level math and science teachers to be expatriates, including significant numbers of Peace Corps Volunteers. Science programs in elementary schools are weak and poorly taught. There is a basic need in Africa for additional well-qualified personnel in the fields of science and math throughout the educational systems, including teacher trainers, curriculum and materials specialists, and teachers and professors for secondary schools, technical schools and universities.

2. Agricultural and Veterinary Specialists for Crop, Animal and Range Management

Poor performance in the African agricultural sector, including both non-food and food areas, is a major explanation for the stagnant and declining income growth rates. Agriculture is the mainstay of most African economies. About 70 percent of the region's entire population depends on agricultural activities for income and employment. Agriculture accounts for 70 to 80 percent of foreign exchange earnings in the region. Yet, a 1984 assessment by FAO reported that in 41 countries with a combined population in excess of 400 million, a total of only 11,000 Africans had higher degrees in agriculture and related fields. Sixteen countries had less than one hundred such specialists. Another FAO report listed 62 subject areas, ranging from poultry production to agricultural policy, in which high-level trained specialists are required. The report noted the scarcity of educational opportunities in Africa for such important subjects as agricultural management and agricultural education, the very few French language offerings in plant sciences and land development, and the non-existence in Africa of high-level specialized agricultural training in the Portuguese and Spanish languages.

3. Management Skills

Development investments in Africa are often paralyzed by administrative inefficiency. Better qualified management personnel for public and private enterprise is key to promoting growth. Africa's submission to the Special Session of the U.N. General Assembly stated that investments are needed in public sector management to promote efficient allocation and use of resources, to improve public management systems, institutions and practices, to reshape public services so that they become more development-oriented, to improve the performance of public enterprises and to improve management of foreign debt and foreign assistance. Priority areas for improvement of public sector management include administration of donor assisted activities, educational administration, public health management and administration of research programs. In the private sector, modern management skills are needed to promote improved productivity and to encourage business expansions. Training is needed in areas such as principles of management, planning and forecasting, financial management, marketing, personnel management and application of computers.

4. Engineering and Transportation Skills

Africa is seriously lacking in the physical infrastructure needed to support, encourage and sustain investments and commerce. There is a need in both the public and private sectors for qualified civil engineers for construction, mechanical and electrical engineers for industry, mining and metallurgy engineers, sanitation engineers and other engineering skills for growing urban

and industrial needs. There are also critical requirements for engineers and managers for the construction and maintenance of vital roads, bridges, railways, harbors, airports and other transportation facilities. A 1983 SADCC study stresses the great need for mechanical technicians and managers for the railways in Southern Africa.

5. Economics and Data Analysis Skills

Inappropriate and weak domestic policies have been key in exacerbating Africa's poor economic performance. Policies have been consistently biased against agriculture in terms of price, tax and exchange rate. Inadequate attention has been given to administrative constraints in mobilizing and managing development resources. Given the weakness of planning, decision-making and general management capacity, the public sector has been over-extended. Restrictive policies in the areas of trade regulation (import tariffs and licensing and export incentives), price controls, exchange rates, taxation, administrative controls, and labor laws and wage structure have hampered private enterprise growth and have discouraged domestic savings and foreign investment. More appropriate policies which have a sounder base in economics and data analysis are required. The formulation of appropriate economic policies and strategies, including increased roles for individual initiative and price and market incentives, requires the services of highly trained economists, with emphasis on agricultural economics and macroeconomics. Also needed are technicians who can apply computer technology to Africa's data processing and management/planning needs. Except for a few urban centers, Africa has barely entered the computer age.

6. Participation and Communication Skills

A major objective of most African countries is to teach rural populations and the urban poor new knowledge and skills that will help them improve their productivity and increase their output and incomes. To do this, an expanded cadre of trained personnel is needed to plan and manage services in rural development, extension, mass media, cooperatives, labor unions, adult education, local government training and other forms of participatory and decentralized development.

7. Public Health Specialists and Managers

Africa has the lowest health status of any region in the world. African populations are characterized by low life expectancies, high infant mortality rates, chronic malnutrition and high incidences of endemic diseases. There is a relationship between an individual's health status and his/her labor productivity and learning ability. Economic growth requires human infrastructure that is minimally healthy and educated. In addition to its low health status, Africa has the world's highest population growth rate. High population growth rates hamper economic growth by contributing to the following: (a) high dependency ratios which limit the expansion of domestic savings and, in effect, capital formation; (b) increasing pressure on limited foreign exchange to import food; and (c) inability to maintain basic services and human capital investments. There is only one physician per 16,766 people in Africa; in western countries, the ratio is one physician per 544 persons. The PID for the regional Africa Health Leadership Training project (698-0460) identifies major requirements for higher level public health personnel in

health administration, finance and economics, demography and population, maternal and child health, nutrition, health planning and management, epidemiology and biostatistics, and public health nursing.

8. Researchers and Environmentalists

Research addressed towards improving agricultural technologies, farming systems, energy sources, priority areas of economic productivity, housing, rural-urban planning and other aspects of social well-being is needed in Africa. At the same time, the environmental effects of old and new technologies and natural forces must be monitored and protective measures designed and implemented. Subject matter specialists in many areas are needed at Africa's national and regional research centers to carry out research that will guide Africa's agricultural growth, its rural and urban planning, the management of its natural resources and the development of its energy capacities.

9. University and Technical School Faculty

In the long run, Africa's requirements for skilled human resources must be met primarily by African universities and higher-level training institutions. There has been substantial growth over the past 25 years in the capacity of these institutions to provide undergraduate training. Graduate studies have also become available at some institutions in some areas. A key requirement for the further development of African universities is the training of qualified teaching and administrative staff. At some universities, expatriates still constitute over 50 percent of the faculty. A concerted effort is needed to train Africans to replace at least some of the expatriate faculty, to fill new positions in academic disciplines required for development, and to fill requirements for qualified institutional administrators.

10. Private Enterprise and Entrepreneurial Skills

The African countries with the most impressive growth rates are those where the private sector dominates (Kenya, Malawi, Mauritius, Cameroon). With their heavy debt burden and budgetary constraints, their growing population and severely restricted employment opportunities in the public sector, many African nations are now looking to the private sector to generate foreign exchange through export projects, to create new jobs and to offer services traditionally provided by the public sector. Specific training requirements must be met if the private sector is to serve as an engine of growth. First, the policy environment must be conducive to expansion of the private sector. Resources are needed to support training and to sensitize public sector officials to the importance of the private sector role in development. Private associations (Chambers of Commerce, trade associations, employer's associations, women's business groups, industrial promotion centers, cooperative unions, etc.) need to be strengthened through training for their directors and staff. These groups should be encouraged to provide business advisory services to their membership, including advisory groups of active business people and organization of programs to respond to training needs of their membership. Private sector associations should be allowed to participate in policy dialogue with public sectors and to identify constraints to private sector development and means of alleviating them. Second,

entrepreneurs and their support organizations need training in preparing investment projects, identifying sources of credit, completing loan applications, financial projections and respecting financial commitments once they are made. Financial institutions' staffs also require skill training in project appraisal and determination of collateral requirements when proven entrepreneurial talent exists. Third, a great need exists to develop latent entrepreneurial talent through selective training and integration of "entrepreneurial development" programs in the formal education system, both at the post-secondary and secondary levels. In addition, post-training information and business advisory services, such as the outreach and incubator programs provided by the Small Business Centers in the U.S., are needed. "Entrepreneurial development" efforts must be capable of reaching both urban and rural populations. To ensure adequate outreach, rural cooperatives should be used as channels for training which promotes privatization of marketing of agricultural inputs and commodities, credit mechanisms, storage facilities, packaging and rural transport services. Fourth, African entrepreneurs need to be trained in modern management skills to promote increases in productivity and to encourage business expansions. Finally, the African private sector needs training in technical skills to increase levels of productivity and to encourage business expansions. Finally, the African private sector needs training in technical skills to increase levels of productivity and to raise standards of workmanship. Areas for concentration include basic industrial engineering, quality control and maintenance.

C. Training Options and Cost Effectiveness

The preceding subsection analyzed the skill areas of training most suitable to achieving the project's goal. This subsection examines the technical suitability of alternative methods for achieving the project's purpose. (The Financial Analysis section of the paper examines cost effectiveness at the input/output level.)

Technical suitability has two interrelated aspects. The first is concerned with likelihood of achieving the project's purpose, i.e., the effectiveness of an option. The second is concerned with the costs associated with an option. In other words, the most technically suitable option is that which offers the greatest chance of achieving the project's purpose at the least possible cost.

HRDA proposes to produce trained individuals. There are two basic types of training suitable for this purpose, i.e., academic training and technical training. AID Handbook 10 defines academic training as a program in an institution of higher education leading to a degree. Technical training is any non-degree training directed at improving the trainee's job performance. Examples include technical courses offered by USDA and the Bureau of the Census, management training seminars, workshops, university short courses, specially designed observation and study tours and internships in U.S. businesses.

The costs associated with a technical training program are generally lower than costs corresponding to an academic training program. This is because technical training normally requires less time to complete than academic training. However, the comparative cost advantage of technical training must be weighed against the likelihood that the program will be responsive to the specific training requirement, i.e., effectiveness of the programs in meeting

the training objective. Technical training concentrates on one subject while academic training is more comprehensive in scope and coverage of related subject areas within a discipline. Where the required skill augmentation can be accomplished by concentrating training in specialized subject areas or by addressing specific constraints to performance, technical training is the more cost effective option. On the other hand, technical training is not a technically feasible option where the need is to develop or to strengthen substantial skills in a formal discipline. Academic training is required to meet this type of requirement.

The discussion, supra, on skills requirements in Africa implies the need for both technical and academic training. Thus, in order to attain HRDA's objectives, a mix of technical and academic training is authorized. The project emphasizes maximum use of technical training; academic training should be selected as an option only where technical training is not feasible. Conformity with this principle requires a clear appreciation of the scope and nature of the institutional and skill deficiency that is being addressed by the specific training.

It is estimated that technical programs will account for about 93 percent of the total number of people selected for training over the five-year life of the project. The planned corresponding share under AMDP II was 90 percent.

Although training formulas in Africa should be heavily geared toward technical programs, the degree to which HRDA emphasizes technical training should not be taken to diminish Africa's need for academic training. Unlike technical training, much of Africa's requirement for academic training can be and is being met outside of the AID program. For example, in 1986 only 7.6% of the African students enrolled in U.S. universities were AID participants.

Another factor affecting cost and effectiveness is the location of the training. Here the options are in-country, third-country or the U.S. Normally, in-country training has a comparative cost advantage over third-country training and third-country training has a comparative cost advantage over U.S. based training. These relationships will not hold in somewhat exceptional situations where attainment of the training objective will require an extraordinary capital investment. For example, if it is determined that the specific training objective will be served by an observation/study tour to a computer manufacturing company and no such company exists in-country, it may be cheaper to visit a computer company in a third-country than to invest in reproducing a model in-country. If training is needed in a specialized area of industrial engineering and no in-country or third-country university has courses in the area, it would be cheaper to provide the training through an established program at a U.S. university rather than invest in the course development and faculty needed to offer the training in-country.

However, in general, in-country training is preferred for non-degree technical training that addresses specific country training requirements. In addition to its cost advantage, in-country training tends to be highly responsive to a country's immediate needs, provides broad access to the national human resource base (because of the convenience in location), eliminates language barriers and provides the opportunity to support national institutional resources. Sites other than in-country should be selected for academic

training and for that technical training which cannot be accomplished in-country or where other sites offer distinct and overriding advantages. It may be noted that U.S. technical training may offer important advantages, particularly in meeting needs for management training or private sector activities. The cost, in some cases, may be reduced by the use of tuition-free internships in U.S. businesses.

No academic in-country training will be funded under HRDA. Therefore, the site choices for this type of training are third-country or the U.S. The cost differential between U.S. and African based academic training is 3:1. In addition, training at African sites offers the following advantages: (1) institutional support to African national and regional facilities and strengthening of regional linkages; (2) commonality of academic foundation; and (3) increased access to training, particularly for women. Third-country training at French-speaking African and Portuguese-speaking non-African sites eliminates language barriers (where they would otherwise exist). These options enable immediate access to training for French and Portuguese-speaking candidates and eliminate the cost of English training.

Notwithstanding the advantages of third-country academic training, U.S. sites will be preferable in certain circumstances. For example, the needed training may not be available in third-countries. Due to economies of scale or other factors, the cost effectiveness of U.S. training may greatly exceed that of third-country training. Also, exposure to the U.S. environment, institutions and methodologies may improve the effectiveness of the training (e.g., training of private sector managers).

Most of the U.S. academic training planned under HRDA is at the Master's degree level, since U.S. undergraduate and doctoral training are expensive and time-consuming options. Normally, Master's degree training allows the participant to return to her home position within two years. U.S. undergraduate training may be the appropriate option where no third-country institution provides the needed training (e.g., in specialized technical areas), for in-service training to upgrade selected staff who have university training but less than a BA/BS degree and for training in leadership skills or for other political purposes. HRDA funds should be used for doctoral training only in exceptional situations. These include training of faculty and administrators as part of an institutional strengthening strategy or key government officials at the decision-making level. Most training needs at the doctoral level should be met through the tuition-free AFGRA program.

Estimates for HRDA training anticipate that 50 percent of all training will take place in-country, 29 percent in third-countries (includes regional seminars which account for 18 percent of total training), and 21 percent in the U.S. For academic training, 52 percent is planned at third-country sites and 48 percent in the U.S. Planned figures for ADMP II anticipated 63.1 percent of all training in-country, 8.4 percent in third-countries and 28.4 percent in the U.S. For academic training, it was anticipated that 94.0 percent would take place in the U.S. and 6.0 percent in third-countries. Clearly, HRDA shows a shift toward more technical, in-country and third-country training.

HRDA includes measures specifically designed to improve the effectiveness of training activities. To the maximum extent feasible, technical training should be active (as opposed to passive). In providing instruction, techniques such as case studies, simulations, role playing, resolution of practical problems and exchanges of experiences will be used. Where appropriate, the training of trainers concept will be used to increase spread effects. Seminars and workshops will be serial so that they have a building and reinforcing quality. Subject matter will be tailored to the specific needs of the trainees so that meaningful and immediate benefits accrue. Efforts will be made to aggregate U.S. participants with common learning objectives (e.g, business management) in universities with programs oriented toward LDCs. This approach is expected to reduce costs and increase the relevance of the training.

D. Technical Requirements

The preceding discussion shows that, in general, HRDA training formulas favor in-country and third country training over U.S.-based training. In-country training activities normally derive from requests for training assistance by one or more host country entities, or from recommendations by the mission. If the training applies to only one institution (e.g., the Ministry of Agriculture), that institution assumes responsibility for selecting trainees, arranging for their local travel and per diem, and providing suitable training facilities. AID's contribution normally consists of contracted technical services from U.S. or African sources to help the institution plan the activity, prepare teaching materials and present the training program.

If more than one institution is involved (e.g., for a policy seminar involving representatives from various public and private sector entities), the training would normally be carried out in cooperation with a coordinating institution, like the Ministry of Plan, and a national training institution, such as a faculty of the university or the Institute of Public Administration. Again, AID's input would be technical assistance and the cooperating institutions would provide managerial and logistic support and local costs for the activity.

For third country training, it is estimated that HRDA will fund 640 participants for short-term training and 250 participants for long-term studies. Much of the short-term training will take place at regional institutions such as those listed in Annex D (ESAMI, EIER, PAID, CAMPC, etc.). These institutions have considerable capabilities and expertise in receiving trainees and managing international training programs.

Third country observation and study tours are normally very short in duration and are usually arranged through dual channels, i.e., between sending and receiving African institutions and between sending and receiving USAID missions, with the receiving African institution normally accepting responsibility for providing the services requested.

Annex D lists 56 African universities and some 100 other national and regional African training institutions. Among these institutions, a select few will be used for HRDA's estimated 250 third country long-term academic participants. Much of this training will take place in Senegal, Ivory Coast and Kenya. Nigeria, Cameroon, Zaire, Ghana and other countries have the potential for receiving increased numbers of third-country participants. For missions in

receiving countries, the requirements for managing growing numbers of AID participants from other countries may create a burden on the training office. Where justified, HRDA funds will be made available to contract additional local Training Officers.

Recent surveys of selected African institutions indicate that most would welcome AID participants. Training institutions in Senegal already have over 2,000 students from other African countries, most under private auspices. Institutions in Ivory Coast host about 1500 foreign students. Some countries, however, have quotas on the number of foreign students they will accept and some institutions, though willing to accept foreign students, are over-crowded with their national students. Dormitory space and other student housing is often in short supply. The HRDA higher education specialist, through information received from missions and other sources, will keep informed of these and other problems at desirable third country training sites. This information will be entered into the HRDA databank and will be made available to help missions plan suitable third country training programs.

Among the 26 countries participating in HRDA, nine are anglophone, ten are francophone; two (Cameroon and Mauritius) are more or less bilingual in French and English; one (Somalia) uses Italian and English; one (Equatorial Guinea) is Spanish-speaking; and three (Guinea-Bissau, Sao Tome/Principe and Mozambique) are Portuguese-speaking.

In this variety, the Handbook 10 requirement for participants to attain certain English Language TOEFL scores prior to their departure for the U.S. presents varying kinds of problems. Some countries have adequate English language centers in which prospective participants may enroll. Funds from HRDA allowances may be used to support such training. Missions with sizeable numbers of U.S. participants may establish their own language training courses, for which HRDA allowances may also be used. For smaller countries with few participants, the most manageable, though somewhat expensive, solution may be to send participants for lengthy training at the ALIGU program or elsewhere in the U.S.

S&T/IT is currently reviewing ELT problems and issues. The results of this review will be applied to the HRDA project.

In sum, while some technical training problems are being reviewed, there are no apparent technical constraints which prohibit implementation of training as planned by HRDA.

ANNEX I

FINANCIAL ANALYSIS

The following compares least cost inputs to outputs to test the reasonableness of: (a) unit output costs; and (b) aggregate project costs. The reader should refer to the note at the end of this section for a disaggregation of unit costs.

HRDA's output consists of trained personnel. The project authorizes a combination of technical, academic, in-country, third-country and U.S. training to produce this output. The unit costs of the various training formulas that can be derived from these programs are ranked below in order of least to highest costs.

In-country technical training	\$ 2,000
Third-country technical training	
Private sector	\$ 3,000
Public sector	\$ 4,800
U.S. technical training	
Private sector	\$ 6,700
Public sector	\$ 9,000
Third-country academic	\$27,000
U.S. academic	
MA/MA	\$45,000
BA/BS	\$88,000
Ph.D.	\$90,000

The least cost scenario emphasizes technical in-country and third-country training. HRDA's design follows this scenario to the maximum extent feasible. The project plans to provide technical training to 6510 individuals (or 93 percent of trainees). Eighty-one percent of these individuals will be trained in-country (53 percent) or in third-countries (28 percent, including 18 percent in regional programs). It is not possible to provide all training in-country and in third-countries, primarily because training objectives may dictate otherwise. For example, the needed training may require a specialized program, facilities or conditions that do not exist in-country or in third-countries. As a result, it is estimated that about 19 percent of planned technical training will take place in the U.S.

Although technical training is considerably lower in cost than academic training, some of the training needs in Africa must be met through academic programs. In addition, AID Policy Determination on Participant Training states that all AID assisted countries should have access to a general participant training program. HRDA is the mechanism for assuring such access for African countries. However, HRDA is consistent with the least cost design since only 7 percent of all trainees are planned for academic programs and less than half of the training budget is attributable to academic training.

The above ranking of unit costs shows that U.S. undergraduate and doctoral degrees are twice as costly as a master's degree. Again, because of the extent and nature of training needs in Africa, HRDA does not rule out the more costly degrees totally; but the situations where U.S. undergraduate and doctoral training are appropriate have been carefully circumscribed. (See

Technical Analysis for a discussion of these situations). As a result, 78 percent of U.S. academic training is planned at the master's level, 15 percent at the undergraduate level and 7 percent at the doctoral level.

Table I.A. compares AID funded inputs to outputs for HRDA and AMDP II. In terms of numbers of trainees, HRDA places slightly more emphasis on technical training than AMDP II (93 percent for HRDA and 90 percent for AMDP II).

HRDA's dollars are used to purchase considerably more third-country and in-country training than is the case under AMDP II. For HRDA, third-country training accounts for 28 percent of the budget (compared to 6.8 percent under AMDP II) and in-country training accounts for about 17 percent of the budget (compared to about 8 percent under AMDP II). Together, in-country and third-country programs claim about 45 percent of HRDA's budget. The corresponding share for AMDP II is about 14 percent. U.S. training took a lion's share of AMDP II's budget (about 86 percent). This share is reduced substantially under HRDA to about 55 percent.

Turning to numbers of trainees, although the share going to in-country programs is less under HRDA than AMDP II (50 percent compared to 63 percent), the share for third-country programs is considerably larger under HRDA (29 percent for HRDA and 8 percent for AMDP II).

HRDA's shift away from U.S. training has resulted in a lower unit training cost for HRDA than for AMDP II, even if inflation is ignored. The average unit training cost for HRDA is \$5,972 compared to \$7,438 for AMDP II. If inputs for management and technical assistance are included in the calculations, the average unit output cost is \$6,900 for HRDA and \$7,500 for AMDP II. Therefore, as designed, HRDA is a least cost alternative to AMDP II.

HRDA's inputs other than those directly related to training include costs for project management and technical assistance. The regional Sahel training project, Sahel Human Resources Development III (625-0977) is closely analogous with HRDA. The Sahel project attributes 12.9 percent of total AID costs to management (a third-country training management contract) and 5.3 percent to technical assistance for missions and REDSO. HRDA's management costs account for 7.5 percent of total AID funding, inclusive of bilateral and regional buy-ins and 8.4 percent exclusive of buy-ins; technical assistance costs account for 3.7 percent of AID LOP funding, inclusive of buy-ins and 3.5 percent exclusive of buy-ins. It therefore seems that HRDA's planned management and technical assistance costs are within reason.

Note: Unit costs for participant training are a factor of the estimated duration of the training program times the estimated monthly costs (i.e., tuition and fees; maintenance allowances, books and other authorized allowances; insurance; local travel and per diem; and administrative costs). In addition, there are special expenditures for international travel, English language training and program enhancement activities. Calculations used in this paper are as follows:

U.S. undergraduate training: $\$1600 \times 48 \text{ months} = \$76,800$; plus $\$1500$ international travel; $\$6000$ ELT; $\$3700$ enhancements. Total: $\$88,000$.

U.S. master's degree: $\$1700 \times 21 \text{ months} = \$35,700$; plus $\$1500$ international travel; $\$4000$ ELT; $\$3800$ enhancements. Total $\$45,000$.

U.S. Ph.D.: $\$1700 \times 48 \text{ months} = \$81,600$; plus $\$1500$ international travel; $\$3000$ ELT; $\$3900$ enhancements. Total $\$90,000$.

U.S. technical training (public sector): $\$3750 \times 2 \text{ months} = \7500 ; plus $\$1500$ international travel. Total: $\$9,000$.

U.S. technical training (private sector): $\$3000 \times 2 \text{ months} = \6000 ; plus $\$700$ international travel. Total AID costs: $\$6,700$. African private sector pays partial international travel ($\$800$) and U.S. private sector provides training fees ($\$1500$).

Long-term third country training: $\$750 \times 36 \text{ months} = \$27,000$.

Short-term third country training: $\$1200 \times 4 \text{ months} = \$4,800$ (public sector) or $\$1200 \times 2.5 \text{ months} = \$3,000$ (private sector).

In-country training costs are estimated at $\$2000$ per trainee, on the basis of $\$50,000$ per course for U.S. technical and material assistance divided by 25 trainees per course.

Regional policy seminars: preliminary costs, $\$50,000$; 20 programs \times $\$50,000 = \$1,000,000$. Total : $\$1,050,000$.
($\$2000/\text{participant} \times 25 \text{ participants} \times 20 \text{ programs} = \$1,000,000$.)

Regional Chamber of Commerce programs: preliminary costs, $\$25,000$; 5 annual institutes \times $\$100,000 = \$500,000$. Total: $\$525,000$.
($\$1333/\text{participant} \times 75 \text{ participants} \times 5 \text{ institutes} = \$500,000$.)

WID seminars: preliminary costs, $\$25,000$; 5 programs \times $\$55,000 = \$275,000$. Total: $\$300,000$.
($\$1375/\text{participant} \times 40 \text{ participants} \times 5 \text{ programs} = \$275,000$.)

Tuition-free training at newly organized U.S. private sector institute: no contract costs. Per diem and travel costs reserved for participants: 90 participants \times $\$7500 = \$675,000$.

Technical assistance:

Planning assistance to missions: 10 missions \times 5 years \times $\$10,000 = \$500,000$.

Assistance to African regional training institutions 5 institutions \times 5 years \times $\$20,000 = \$500,000$.

Linkages between U.S. and African universities: 5 activities \times 4 years \times $\$20,000 = \$400,000$.

AID/W management costs for: private sector specialist; higher education specialist; data management personnel; consultants (5-year contract):

Salaries, 22 person/years	\$1,135,000
Consultants, 15 person/months, with international travel	200,000
Overhead	1,067,000
80% of salaries, for office space, secretarial services, etc.	
Equipment, AID/W and mission hardware and software for data management	85,000
Travel, per diem for salaried personnel	468,000
Other direct costs (communications, etc.)	107,000
Fee, 10% of personnel costs	<u>135,000</u>
Total	\$3,197,000

TABLE IA: COMPARISON OF HRDA AND AMDPII

	HRDA				AMDPII			
	Number (est.)	% of Total Trainees	Amount (000's)	% Total Train. Cost	Number (est.)	% of Total Trainees	Amount (000's)	% Total Train. Co
U.S. TRAINING	1,461	20.9	23,040	55.1	900	28.4	20,162	85.6
Academic	231	3.3	12,620	30.2	275	8.7	13,912	59.1
BA/BS	35	0.5	3,080	7.4	27	0.9	N/A	N/A
MA/MS	180	2.6	8,100	19.4	197	6.2	N/A	N/A
Ph.D.	16	0.2	1,440	3.4	51	1.6	N/A	N/A
Technical	1,230	17.6	10,420	24.9	625	19.7	6,250	26.5
THIRD COUNTRY TRAINING	2,055	29.4	11,760	28.2	268	8.4	1,600	6.8
Academic	250	3.6	6,750	16.2	17	0.5	N/A	N/A
Technical	1,805	25.8	5,010	12.0	251	7.9	N/A	N/A
IN-COUNTRY TRAINING	3,475	49.7	6,950	16.7	2,000	53.1	1,800	7.6
TOTAL TECHNICAL TRAINING	6,510	93.1	22,380	53.6	2,876	30.8	N/A	N/A
TOTAL ACADEMIC TRAINING	481	6.9	19,370	46.4	292	9.2	N/A	N/A
TOTAL ALL TRAINING	6,991	100.0	41,750	100.0	3,168	100.0	23,562	100.0
			\$5,971.9 = avg. unit cost				\$7,437.5 = avg. unit cost	

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ADMINISTRATIVE ANALYSIS

HRDA may have three basic components, i.e., training, management and technical assistance. Actions are required to bring each of these components into effect. Consequently, careful attention must be given to the overall management of the project. The following analysis pertains to AID/W's role in managing and implementing the project.

The major duties related to central management of the HRDA project are listed below:

Training responsibilities:

- development of regional seminars;
- fostering development and utilization of intern programs with the US private sector (e.g., Entrepreneurs International);
- establishing linkages between US universities (including HBCUs) and African universities;
- development of procedures for encouraging greater involvement of the US private sector in human resources development, including provision of tuition-free training programs (e.g., USTTI); and
- allocation of funds for regional training in special concern areas such as child survival, environment and AIDS.

Management responsibilities:

- development of a Bureau strategy on assistance to higher education institutions in Africa;
- development of a Bureau strategy for private sector training;
- creation and maintenance of a data bank on private sector opportunities in the US, Africa and certain third countries;
- creation and maintenance of a data bank on African universities and training institutions;
- review and initiation of measures to cut training costs;
- management and supervision of project contracts;
- development and implementation of an integrated Management Information System;
- review of 5-year training plans;
- monitoring financial implementation; and
- coordination of project evaluation.

Technical assistance responsibilities:

- provision of technical assistance to missions in planning training activities, identifying suppliers and requesting proposals for private sector training;
- assistance to missions in the development of private sector training plans and their ongoing evaluation;
- assistance to ST/IT, as required, for placement of project participants in US business internships;
- assistance to selected missions in planning activities to support training institutions; and

assistance to missions on implementation of the Data Information System (the Participant Training Management System and the Training Cost Analysis), that relate to HRDA Management Information System.

Since HRDA is a regional project with participating countries located throughout the African continent, AID/W should centrally manage the project. In addition, many of the responsibilities listed above (e.g., those related to Bureau strategy development) are actions which must be coordinated by AID/W.

However, the listing of central management responsibilities underlines the complexities of project management. The problem of declining staff resources compounds the situation.

Within AID/W, AFR/TR/E is the appropriate office for the management of HRDA. Clearly, AFR/TR/E does not have the staff resources to carry out all of the functions listed above. In the first instance, the project requires a level of expertise in private sector development and automated information systems that properly is not a part of a technical human resources backstop office. Although central AID/W offices can provide support in these areas, they are not staffed to meet the level of effort required by the project. In addition, project management needs to be centralized in one office. Second, AFR/TR/E staff size is not adequate to handle the required level of effort. At best, one staff member can be assigned to the project on a full-time basis. Finally, the rate of turnover of AID staff impairs continuity in project management and implementation.

In light of the above, it is advisable to contract out portions of central project management responsibilities. HRDA proposes to execute contracts to manage and implement functions related to the following project elements: (1) assistance to develop programs to promote the growth of African private sector through human resources development; (2) assistance to help build the capacity of African universities and training institutions, establish linkages between US and African universities and make greater use of African institutions for AID-funded training activities; (3) assistance to develop and implement the integrated Management Information System; (4) assistance to design and implement regional training seminars. Annex F contains the scopes of work and position descriptions for the first three of these contractual requirements. The scopes of work for the regional seminars will be developed during project implementation.

Execution of these contracts will improve AFR/TR/E's ability to manage HRDA. AFR/TR/E will be able to devote much of its energy to the many decisions related to financial and operational management and to project monitoring.

ANNEX K

IMPLEMENTATION OF THE HRDA MANAGEMENT INFORMATION SYSTEM

This section of the Project Paper describes procedures and requirements for implementing a Management Information System (MIS) to monitor the Africa Bureau's training activities (participant training and in-country training).

The system is labeled the "HRDA MIS". Installation of the system will be funded by the HRDA project. Contractual services for implementing the system will be managed by the HRDA Project Manager.

The HRDA MIS has two principal purposes:

1. To provide statistics and cost data for all AID training activities in Africa, in order to serve Agency program functions at all levels of decision-making;
2. To monitor training activities and costs for the estimated 7,000 participants and trainees to be funded by the HRDA project.

The HRDA MIS will not duplicate existing data management systems operated by S&T/IT, M/FM and other AID/W offices; rather, it will draw on these resources, supplementing them as necessary, in order to achieve the above stated purposes.

The material in this section is presented as follows:

- Part A discusses training program information requirements, including necessary bureau reports and related data elements;
- Part B reviews current information systems in the Agency which might supply portions of the required data;
- Part C assesses briefly the constraints of current systems;
- Part D provides a proposed course of action to install the desired Management Information System.

A. Training Program Information Requirements

Agency, Bureau, project and mission managers involved in program planning, budget allocation processes or project operations require a variety of information on U.S. funded training programs. The HRDA Management Information System (MIS), in coordination with S&T/IT, M/FM, and other data management systems, will supply the needed information.

The information base for the HRDA MIS has several requirements: the data in the database should be up-to-date; reliable; relevant to project management needs; use standardized definitions; be verifiable; and be available to produce reports on a cyclical and timely basis in the face of the high level of volatility in Agency participant training policy and programming decisions. The following sections describe each of these needs in greater detail.

The data must be up-to-date to develop reports and to conduct assessments which reflect the latest status of training programs. Trends may change quickly in participant training policy and implementation. Data which are several months old may not reflect current directions.

The data must be reliable (accurate). It must reflect reality. This has implications for data collection and input in the field.

The data must be relevant to needs. Only data necessary for management at all levels should be collected. Data needed by certain Agency offices may not be needed by others. For example, emergency contacts in home countries should usually be kept in the missions, not in Washington. Some of the data relevant to HRDA needs is not presently collected by any Agency system (manual or automated) and will have to be added.

Standard definitions of data elements and collection procedures are necessary to ensure comparability in information on the AID participant training program and reports. Standardized meanings for vocabulary such as short-term training, long-term training, academic, technical, in-training, and in-country training must be ensured. In addition, the HRDA project depends on a standard definition of private sector-related training.

Cyclical requirements refer to the Bureau's responsibilities to provide historical and prospective data for the Congressional Presentation (October-January process), to provide updated historical and prospective data for responses to Qs & As during Congressional sessions (February-November), updated historical and prospective data for internal budgeting and programming decision-making (i.e., CDSS planning, budget submission to OMB) (February-September), for operational year budget allocations (November-September), and for regular or one-time responses to demands for information.

The HRDA MIS system data should be verifiable and consistent with data in other Agency systems. Actual data on individual trainees in central information systems should be consistent with PIO/P and Participant Data Form (PDF) submissions and with mission records. Obligations data should tie with official AID accounting records in missions and in Washington. Statistics and estimated costs for planned programs realistically should reflect indicated funding levels and be consistent with Country Training Plans (CTP) rationale.

Much of the data in the Agency's comprehensive systems will be subject to change over the course of the annual programming and budgeting cycle. For example, planned funding levels, such as the project OYB, are vulnerable to upward and downward changes from overall Agency budgeting exercises. Changes in funding levels can affect at least the operational year and the budget year simultaneously. Statistics and estimated costs for training components must be available to assist justification of funding levels.

The following sections identify: 1) participant training reports needed to meet Africa Bureau and HRDA project requirements for information and 2) the related information (data elements) needed to develop the reports. Each section is further divided into a) U.S. and third country participant training and b) in-country training.

1. REPORTS NEEDED

- a. U.S. and Third Country Participant Training Reports
 - Summary and detailed reports on numbers of participants by sex, training location, type of training, training duration,

training objective (in terms of HRDA definitions), sector origin of participants, country of origin, project, funding source.

- Financial reports including obligations and expenditures using Training Cost Analysis items (TCA).
- Special reports such as Congressional Presentation, ABS/Action Plan, Qs & As, and requests for information from senior management and Congress.

b. In-country Training Reports

In-country training reports will be based on specific training programs and courses (e.g., a training program to reach rural cooperative leaders) rather than on individual participant data. Thus, reports will be at the training program level. Illustrative reports include numbers of in-country training participants by sex, type of training, type of institution being assisted (public sector, private enterprise, parastatal, cooperatives, non-government organizations, education/training institution, research institution), country of training, project number, funding source, field of study (training), sector of training, numbers of programs involved, training contractor, and expenditures.

2. DATA REQUIREMENTS

The following section describes the major data elements needed to compile the above reports. This section is divided into a) data on U.S. and third country training and b) data on in-country training programs.

a. Data on U.S. and third country training

(1) Biographical Data

- o Names (last, first, middle and if necessary local nomenclature)
- o Country of origin
- o Date of birth
- o Sex
- o Nationality
- o Town, province of origin
- o Employed at time of selection, yes/no
 - Job title
- o Employment sector
- o Educational achievement
 - Highest degree obtained/U.S. equivalent
 - Field of preparation

(2) Training Program Data

- o Field of study
- o Sector being trained for
 - Public sector
 - Private Sector (per definition in PP)
- o Type of institution being trained for
 - Public sector
 - Private enterprise
 - Parastatal
 - Cooperative
 - NGO (PVO, etc.)

- Education/training institution
- Research Institution
- Other
- o Type of training (academic, technical)
 - If academic, degree objective (A.A., B.A./B.S., M.A./M.S., Ph.D)
- o Training dates
 - Call forward date
 - Estimated completion date
 - Actual completion date
- o Training Institution
 - Country code of institution
 - Name of institution

For U.S. institution

 - Code of institution
 - Location (city, state)
 - Telephone contact
 - HBCU
- o Participant status at program termination:
 - Successfully completed program
 - Did not successfully complete program due to:
 - Poor grades
 - Personal decision by participant
 - Illness
 - Other
- o Participant status one year after completion of training.
 - Employed in
 - Public Sector
 - Private enterprise
 - Parastatal
 - Cooperative
 - NGO (PVO, etc.)
 - Education/training institution
 - Research institution
 - Other
 - Unemployed
- o Change in responsibilities prior to training
 - No change
 - Promoted
 - New supervisory responsibilities
 - New management responsibilities
 - New policy-making responsibilities
 - New teaching responsibilities

- o Attitude towards training
 - Positive
 - Neutral
 - Negative
 - Appropriate to functions
 - Inappropriate to functions

(3) Fiscal Data - Expenditures and Budgets

Expenditures and budgets for individual participants or programs using the Training Cost Analysis (TCA) from S&T/IT. It is unclear at this time if the TCA will be applied to third country and in-country training programs. Cost categories include:

- o Tuition/fees
- o Maintenance advance
- o Maintenance allowance
- o Books, typing, other allowances
- o Travel (International & US domestic)
- o Insurance (HAC and other)
- o In-country English language training
- o U.S. English language training
- o Escort/interpreter
- o Orientation and reception
- o Internships and enrichments
- o Program administration
- o Other

(4) AID Program/Project Data

- o Project Name
- o Type of project
 - Bi-lateral
 - Regional
 - Central
- o Original PIO/P number(s) (U.S. and third country); Current PIO/P number(s)
- o Project number
- o Contractor/agreement number
- o Contractor code (S&T/IT)
- o Contractor name
- o Funding source
- o Selection criteria
- o ID number
- o FY of funding and funding amendments
- o Country of training (AID country codes)
- o International organization code (developed by AFR/TR)
- o Original visa number and expiration date; Current visa number and expiration date

(5) Mission Data

These data elements may be requested by individual missions which may wish to collect special data for host country reporting, planning, or other reasons. Examples of this type of data include emergency contact telephone numbers and addresses, participants' local mailing addresses, etc.

b. Data on in-country training programs

Data on in-country training programs should not be collected by individual participant due to high cost. Rather in-country training programs should be described in terms of training course descriptors. These descriptors include:

(1) Special categories, for example:
Numbers of participants in training group by sex, ethnic origin.

(2) Training Program Data

- o Field of course content
- o Sector being trained for
 - Public Sector
 - Private Sector (per definition in PP)
- o Type of institution being trained for
 - Public Sector
 - Private enterprise
 - Parastatal
 - Cooperative
 - NGO (PVO, etc.)
 - Education/training institution
 - Research institution
 - Other
- o Training dates
- o Training institution or intermediate institution;
- o Method of program administration
- o PIO/T number, if any
- o PIO/T or other scope of work and statement of training objectives (to be kept on record)
- o Subjective evaluation by mission on a scale of 1 to 5

(3) Fiscal Data

- o Total cost of training program (amount of PIO/T)
- o International travel and per diem of trainers, if any
- o Other costs (in-country expenses to AID, etc.)

(4) AID Program/Project Data

- o Project Name
- o Type of project
 - Bi-lateral
 - Regional
 - Central

- o Project number
- Contractor/agreement (e.g., PIO/T) number
- Contractor name
- Funding source
- FY of funding and amendments
- Country of training (AID country codes)

(5) Mission Data

Mission requested data can be collected for in-country training programs. The precise data requested will be specified by each mission during system implementation.

B. Current Information Systems

This section identifies the existing and planned HRDA-relevant data processing and telecommunications systems. This survey provides the basis for comparison between the information requirements and available resources and capabilities to satisfy those requirements.

1. Existing Computer Application Systems

AID has approximately 75 standardized computer applications. The following appear to be the most relevant to HRDA and Africa Bureau participant training data requirements.

o Participant Training Information System (PTIS)

This system is used to provide statistical data on the AID funded participant training program. The system provides information on U.S.-based participant training programs and on third country training of participants outside the U.S., covering many data elements required by the HRDA MIS. The client office is S&T/IT.

o Participant Training Management System (PTMS)

The PTMS is a Mission-based tool for managing participant information. Starting with a "Life of Project" data file, the PTMS flags key milestones throughout the process of monitoring, selecting, training, returning and following up a participant's experience. It is a microcomputer-based system that provides both selected standardized report formats and the capability for customized formatting at the USAID level. The client office is S&T/IT. The PTMS contains many of the data elements needed by the HRDA MIS for U.S. and third country training. In addition, recent revisions to the PTMS allow easy addition of new data elements to "customize" the system in terms of individual project needs.

o S&T/IT Participant Programming Agents

Partners for International Education and Training (PIET) and USDA operate their own participant information systems that should be counted among available resources when accessed in coordination with S&T/IT.

o Allotment Accounting System

This system records allotments, obligations, advice of charge and disbursements for AID/Washington funded activities. It provides control over accounting transactions processed by AID/Washington in accordance with legal requirements of the Anti-Deficiency Act and accounting standards of the Government Accounting Office. It produces monthly Trial Balance, Allotment Ledger and Project Ledger Reports, and feeds summary information into the General Ledger. The client office is M/FM/CAD.

o Finance Accounting & Control System (FACS)

The FACS System is of a modular design consisting of a variety of financially oriented functions. Among its key capabilities are centralized Agency funds control, cash management, accountability, auditability and internal budgetary and accounting controls. FACS is an on-line system that was designed and developed in direct response to federal regulatory and Agency oversight reporting requirements that placed demands for flexibility and time-sensitivity on AID. The client office is M/FM.

o Project Accounting Information System (PAIS)

This system provides quarterly reporting of all dollars and U.S. owned local currency obligated and expended for all AID funded projects. It also maintains projections for U.S. dollar obligations and expenditures for use in monitoring financial progress (planned vs. actual).

o Mission Accounting & Control System (MACS)

MACS is an integrated minicomputer-based system designed specifically for accounting and control of financial functions in AID Missions. It serves approximately the same purposes at the USAID level that are served by FACS at the Central AID/W level. The AID/W cognizant office is M/SER/IRM/MPS.

o Other existing information resources

AID documentation such as Country Development Strategy Statement (CDSS), Country Training Plan (CTP), portions of the Annual Budget Submission (ABS) and the Operational Year Budget Allocation System.

2. Current Computer Hardware and Software

Existing AID/IRM mainframe hardware and software are more than adequate to support HRDA requirements. Adequacy of mini- and microcomputer resources, however, must be determined on a mission-by-mission basis during project implementation. A general description of current hardware and software resources is provided in the following paragraphs.

AID utilizes an IBM 3083 mainframe computer located in Washington, D.C. The computer runs under the MVS/SP operating system and employs time-sharing operation. COBOL is the primary programming language. INQUIRE is the DBMS employed for the majority of Agency systems.

The Agency standard minicomputer equipment is Wang. Wang VS and OIS 140 Office Information Systems are the most common types of equipment, although other Wang models are employed. Many mainframe users employ their OIS workstations under 3270 emulation to access their IBM applications.

The personal computers approved for Agency use are the Wang PC and the IBM PC/XT and its clones. Certain software packages are also approved, including Lotus 1-2-3 and dBASE II, III, and III Plus.

Wang VS minicomputers are the AID standard. Most minicomputer programming applications are performed in BASIC or WANG/VS COBOL. A project is underway to link the overseas WANG/VS machines to the mainframe with telecommunications, as discussed in the next section.

Updated inventories of Mission Resources should be obtained from the Computer Operations Division, Office of Information Resources Management (M/SER/IRM) prior to any long-term system design effort.

3. Telecommunications Plan

AID is implementing a comprehensive telecommunications plan. The AID Telecommunications Requirements and Tactical Plan (1985-89) published in September 1984 is under some revision as experience is gained. The plan presented the results of a study to develop long-range telecommunications directions for AID. Telecommunications, as broadly defined in the AID environment, include the electronic transmission of information and data between and among automatic data processing (ADP) equipment, word processors and microcomputers, as well as the Diplomatic Transmission System operated by the Department of State.

Future strategy calls for the employment of several possible network configurations (e.g. Local Area Networks - LAN, PBX and Point-to-Point) to accomplish the following results:

- o Integrate Office Automation (OA) and Data Processing (DP) throughout the Agency
- o Access other commercial and federal databases
- o Augment the Cable System with:
 - Electronic Mail
 - Bulk Text Transfer
 - Use of State Department links with Missions, complemented by international carriers.
 - Minimize USAID dependence on local telecommunications facilities (PTTs) and on localized dial-up services, i.e, hardwire USAIDs to embassy equipment.

Planning and implementation details, with an update of the current status of AID telecommunications, must be obtained during the project implementation phase.

C. Current Systems Constraints

The HRDA MIS proposes a number of reforms and initiatives that will ultimately require highly integrated, standardized and comprehensive project and participant information. Existing Agency data processing and telecommunications systems will only partially satisfy these requirements. Problems with existing procedures and systems occur, in varying degrees, in all phases of data generation, collecting, processing and utilization. Some significant problems which can be addressed at least in part by this project are:

- o **Inconsistent Data Collection and Processing Practices**
Although Handbook 10 prescribes standardized procedures for collecting and processing participant information, implementation practices among Missions, programming agents and contractors are extremely varied. On one extreme, established procedures are meticulously followed. On the other, even the minimum essential information (e.g. PIO/P, PDF, and Visa Data) is not consistently submitted to S&T/IT or other central Agency offices. This results in some centralized information and participant data files of questionable reliability and value.
- o **Diversity of Perceptions**
Some Mission personnel, programming agents and contractors are not adequately informed about the value and uses of data they are required to collect, process, and forward to AID/W. Consequently, Mission personnel fail to place adequate importance on submission of essential information for inclusion in PTIS and other systems.
- o **Inadequate Information Sharing**
Programming Agents, in particular, collect and process a significant amount of participant information. This is not adequately shared across organizational boundaries with AID to fill the gaps in the AID systems.
- o **Inadequate Planning-Implementation Linkages at the Project Level**
Participant cost and training program information collected during implementation of a program may not be available or in a form to support on-going project planning activities. Often, little project feedback from actual experience is provided to project managers.
- o **Infrequent or Non-Existent Data Edits and System Reconciliations.**
Data submitted is inadequately edited for completeness and accuracy resulting in erroneous or missing records. Further, central databases are not regularly and systematically reconciled with Mission and contractor/programming agent records. The result is disagreement between mutually dependent systems and inaccuracy of data.

- o **Lack of Reliable In-Country Data**
Reliable in-country participant data have not been routinely collected, processed or transmitted to a central file. These data are needed in the HRDA project and for other Africa Bureau training programs.
- o **Non-Standard Data Elements**
AID has not implemented Agency-wide standardized participant training data element formats or definitions resulting in incompatibility among Agency systems.
- o **Limited access to AID Participant Data**
Recent AID policy precluded downloading, updating and uploading of data between PTIS and microcomputers. It also precluded duplicative storage of central system files on microcomputers. Thus, there is limited access to useful AID participant training data.
- o **Limited Field Data Processing Resources**
Some Missions AID field office and sections of embassies have limited staff, hardware, and software needed to collect, process and report participant data.
- o **Varied and Divergent Field Technologies**
Data processing capabilities in field locations have evolved over the years to include a wide range of computer brands and widely differing techniques and procedures. Thus, systems may not be able to interface in all cases.

D. Proposed Course of Action

Development and implementation of the HRDA Management Information System should be done under contract selected by and reporting to AFR/TR/E. The contractor will develop and implement the HRDA MIS in two phases. These phases are 1) immediate and 2) follow-on. The following sections describe the scope of work for this contract in terms of the immediate phase and the follow-on phase.

1. The Scope of Work

The immediate phase commences with approval of the Project Paper and should be completed within 60 days after contract initiation. Immediate phase activities consist of establishing an in-house (AFR/TR/E) system which collects project data deemed most essential and most accessible at project start-up. This immediate system, though a discrete activity, is not separate from, or in addition to, the development of the eventual project management information system. Rather it is the first stage and foundation of the comprehensive system.

The contractor will perform the following activities in the immediate phase:

- Determine equipment acquisition route for AID/W needs;
- Procure equipment;
- Verify Agency policy on such issues as downloading information from mainframes, system development, etc.;

- Ensure maximum data compatibility with existing systems;
- Identification and review of sources of necessary data with special emphasis on automated systems. Early indications suggest that S&T/IT's PTIS, PTMS and programmer data bases are the most accessible, reliable, and relevant sources. With coordination with S&T/IT, this data could be transferred into a computerized system within AFR/TR/E.
- Development of a data transfer policy and procedures in coordination with S&T/IT;
- Build HRDS MIS for bureau use;
- Document the system (user's guide)
- Provide necessary training to bureau users;
- Development of useful reports;
- Survey Missions for data processing resources and capabilities;
- Determine manual flows of information;
- Formulate data collection, processing and reporting policies and procedures (including in-country);
- Development of work-plan, task charts and schedules for the follow-on phase.

At the end of the immediate phase, the bureau should have the basis of a working system with data from at least U.S. participants. Procedures and policies will be established which will govern data management for participant and in-country training. A detailed work plan for implementation of the follow-on phase will be produced.

The follow-on phase is composed of system expansion, field extensions and on-going technical assistance/training. The activities of this phase would be a logical extension of work begun during the first phase. Technical assistance would continue for the life of the project.

Specific activities to be performed during this phase include:

- Build formats and contents into system design to facilitate use of data in later planning activities;
- Propose an orientation for missions, contractors and programming agents of S&T/IT;
- Develop edit procedures and routines to ensure reliability of data;
- Up grade field data processing resources and capabilities;
- Improve standardization, techniques and procedures;
- Tailor system to USAID use
- Document tailored system (user's manual)
- Download or enter baseline data from manual flows in missions or AID/W;
- Update and complete baseline data;
- Collect bureau training data as generated;
- Acquire necessary hardware and software for missions;
- Install systems in missions;
- Train/assist mission personnel and regional personnel;
- Expand system functions; document; train/assist mission and bureau personnel;
- Reconcile field data with other sources;
- Provide on-going assistance.

At the end of project, the bureau will have a working management information system which will supply it routinely with data necessary for training

management. This would include complete installation and implementation of the Participant Training Management Systems computer application and other relevant systems in missions; training of bureau, regional, and mission personnel; regular and accurate entry of data into the system; regular and accurate submission of manual (paper) data to relevant AID/W offices; and reliable reporting of the data to AID/W decision-makers.

2. Staffing

Staffing would include:

- a System Manager/Training Specialist (full time, 5 years)
This person should have not only skills/experience of a systems technician, but also education/training in Africa substantive background. He/she will coordinate system development, train mission staff, and provide important evaluative and training guidance for all aspects of HRDA and other training projects to mission and regional personnel. These activities will be coordinated with, and reinforce, the duties performed by S&T/IT's RSSA for Africa Bureau.
- a Programmer (full time, 2 years)
- a Data Entry Person (full time, 5 years)
- Consultant: System Designer/Trainer (approx. 25 days per year)

The Washington-based MIS team will work at a site approved by AID. The Systems Manager/Training Specialist and the System Analyst (consultant) will have significant travel to the field.

Position descriptions for these persons are included in Annex F.

ANNEX L

BILATERAL GENERAL TRAINING PROJECTS

Six African countries have, or are currently designing, bilateral general training projects and therefore will not receive annual HRDA bilateral allowances. The six countries, and their projects, are as follows:

- | | |
|-----------|--|
| Botswana | Workforce and Skills Training II (633-0241), FY 86 - FY 90, \$31 m |
| Burundi | Human Resources Development (695-0121), being planned for FY 87 - FY 91, \$6 m (est.) |
| Congo | Manpower Training Project (679-0007), being planned for FY 87 - FY 91), \$3.7 m (est.) |
| Malawi | Human Resources and Institutional Development (612-0230), FY 87 - FY 91, \$14.5 m |
| Swaziland | Swaziland Manpower Development (645-0218), FY 84 - FY 89, \$19.6 m |
| Zambia | Human and Institutional Resources Development (611-0206), FY 84 - FY 89, \$17.7 m |

Note:

Somalia's Management Training for Development project (649-0119), FY 85 - FY 91, focuses on public and business administration. Somalia will be eligible to participate in HRDA, on a reduced scale, in order to provide training in other areas.

ANNEX M

GUIDELINES FOR THE PREPARATION OF A COUNTRY TRAINING STRATEGY

A mission's Country Training Strategy presents a plan for addressing priority human resources development requirements through HRDA and other project training activities. The strategy derives from the mission's CDSS. The formulation of a Country Training Strategy based on the CDSS will help the mission identify human resource constraints to its development objectives and to plan appropriate training activities to alleviate the constraints. The strategy also allows the mission to present its overall training program to AID/W and allows AID/W, in turn, to judge the merits of the mission's annual HRDA Country Training Plans and its proposed use of HRDA allowances and "buy-in" funds.

The CTS need not be more than 8 or 10 pages. Technical assistance, if needed, will be provided to missions for the preparation of this document.

A Country Training Strategy should contain the following information:

1. CDSS Objectives

Provide a brief statement of CDSS priority sectors and objectives.

2. Key Institutions

Identify key public sector institutions and private sector entities that implement programs needed to achieve CDSS objectives or that have major roles in establishing policies and procedures that pertain to CDSS objectives.

3. Human Resources Constraints

State the mission's perception of major human resources constraints to achieving CDSS objectives in the key host country institutions and private sector entities identified above. Refer to any needs assessments that have been complete.

Constraints may include: policy weaknesses; organizational and managerial weaknesses; and needs for special skills or technologies (for administration, analysis, production, research, extension, maintenance, etc.). Human resources constraints may be evident at various organizational levels. Other constraints (e.g., lack of equipment, need for credit) may also be evident and deserving of equal attention.

4. Available Resources

Review resources, other than AID's, that apply to the key human resources constraints identified above. The review should describe:

- (a) the programs, including capacity and quality, of relevant national training institutions;
- (b) numbers of persons studying abroad in relevant subject areas;
- (c) other donor activities.

5. Mission's Training Strategy

This section should contain two parts:

(a) Other projects

For each mission project (except HRDA) with training activities, briefly describe the human resources constraints being addressed, the types of training being provided, and the estimated numbers of trainees under each type of training. This information may be drawn from Project Papers.

(b) HRDA

Describe the planned role of HRDA in relation to human resources development activities provided by other mission projects and other resources. Based on the mission's estimated life of project HRDA allowance, plus any planned "buy-in" funds, describe types of training to be provided under HRDA. Types of training appropriate for addressing identified constraints may include: (1) building linkage with a U.S. institution); (2) providing in-country training (technical courses, sensitivity seminars, management improvement activities, staff training, etc.); and (3) providing U.S. or third country participant training for specific purposes.

Describe types of training and their purposes in as much detail as possible, giving estimated levels and duration of training and estimated costs. If useful, a summary table, such as the illustrative tables in the Financial Plan of this PP, may be presented.

6. Private Sector Training

Describe any additional plans, not covered above, the mission has for the management and implementation of private sector training, the selection of trainees and the planning of training programs.

7. Training of Women

Describe the mission's approach to increasing training opportunities for women.

8. Special Training Requirements

Describe the mission's special plans and requirements for in-country English language training, if needed; activities for following up and reinforcing training; and other special concerns or activities.

9. Management of Training Activities

Describe the mission's assignment of responsibilities for management of training activities, including data management.

10. Technical Assistance

List the mission's estimated external technical assistance requirements for further planning and/or for implementing in-country training programs.

ANNEX N

JUSTIFICATION FOR WAIVER OF SECTION 110(a) OF FAA OF 1961 FOR RELATIVELY LEAST DEVELOPED COUNTRIES

Under section 110(a) of the Foreign Assistance Act of 1961, as amended, recipient countries must provide at least 25 percent of the total costs of development assistance projects or activities. This cost sharing requirement may be met by cash or in-kind contributions. Section 110(a) further provides that a country meeting the criteria for "relatively least developed", based on the United Nations Conference on Trade and Development (UNCTAD) list of relatively least developed countries, may be relieved of the cost sharing requirement.

The following countries are identified by UNCTAD as relatively least developed (RLDCs) and are also eligible, or potentially eligible, to participate in HRDA.

Benin	Lesotho
Botswana	Malawi
Burkina Faso	Mali
Burundi	Niger
Cape Verde	Rwanda
Central African Republic	Sao Tome & Principe
Chad	Sierra Leone
Comoros	Somalia
Djibouti	Sudan
Equatorial Guinea	Tanzania
Gambia	Togo
Guinea	Uganda
Guinea-Bissau	

The cost sharing requirement should be waived for the above listed countries. HRDA addresses exclusively human resources and institutional development in Africa. Two important consequences flow naturally from the focus of this project.

First, a disproportionate share of the project's costs are in the form of foreign exchange. Major cost items such as tuition for out-of-country training, U.S. technical assistance and international travel must be financed with hard currency. Less than 20 percent of total project costs can be financed through local currency. As a result, a cooperating country will satisfy the 25 percent cost sharing requirement only if its contribution includes a fair amount of foreign exchange. In general, RLDCs have limited resources to devote to development; but their foreign exchange credits are desperately scarce. Requiring the least developed countries to use their foreign exchange would severely limit the participation of these countries.

Second, cooperating countries do not have the flexibility under this project to make substantial in-kind contributions. All cooperating countries, including RLDCs, will fund local currency costs. The bulk of these costs such as participants' salaries, family support, in-country travel, processing and temporary housing must be paid in cash. Provision of facilities and per diem for in-country training represent the only opportunities for host governments to make in-kind contributions to HRDA.

The fact that RLDCs are willing to participate in a relatively demanding project in terms of cash contributions of local currency provides tangible evidence of the countries' commitment to the goals of HRDA. Requiring in addition that RLDCs cover a portion of the foreign exchange costs so that they contribute 25 percent of total costs would limit participation of those countries that most need the project.

HUMAN RIGHTS PROCEDURES MEMORANDUM

MAY 3 1987
MAY 8 1987

TO : HA, Fred Ashley
FROM : AFR/TR/E, Norman Rifkin
SUBJECT : Human Rights Clearance

The following project:

Title : Human Resources Development Assistance
Number : 698-0463
Country : Africa Regional
Amount : \$52,925,000

is to be authorized in AID/W. This project was not among those reviewed by the Working Group in December 1984. The appropriate materials are attached.

HA concurrence is requested. If we are not notified within 15 days, we will assume concurrence.

TO : AFR/TR/E
FROM : HA

- Proceed with authorization
- Request hold authorization pending further review

Norman Rifkin
Signature

5-15-87
Date

cc: PPC/PDR, Thorrel (3889 NS)

5C(3) - STANDARD ITEM CHECKLIST

sted below are the statutory items
 ich normally will be covered
 utinely in those provisions of an
 sistance agreement dealing with its
 plementation, or covered in the
 reement by imposing limits on
 stain uses of funds.

ese items are arranged under the
 ernal headings of (A) Procurement,
) Construction, and (C) Other
 strictions.

Procurement

- | | | |
|----|--|------------|
| 1. | <u>FAA Sec. 602.</u> Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? | Yes |
| 2. | <u>FAA Sec. 604(a).</u> Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him?? | <u>Yes</u> |
| 3. | <u>FAA Sec. 604(d).</u> If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? | N/A |

4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.)

N/A

P - 2

5. FAA Sec. 604(g). Will construction or engineering services be procured from firms of countries which are direct aid recipients and which are otherwise eligible under Code 941, but which have attained a competitive capability in international markets in one of these areas? Do these countries permit United States firms to compete for construction or engineering services financed from assistance programs of these countries?

N/A

6. FAA Sec. 603. Is the shipping excluded from compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates?

N/A

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

Yes

8. International Air Transportation Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available?

Yes

9. FY 1985 Continuing Resolution Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States?

Yes

Construction

1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services be used?

N/A

2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

N/A

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the CP)?

N/A

Other Restrictions

1. FAA Sec. 122(b). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?
3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries?
4. Will arrangements preclude use of financing:
- a. FAA Sec. 104(f); FY 1985 Continuing Resolution Sec. 527. (1) To pay for performance of abortions as a method of family planning or to motivate or coerce persons to practice

N/A

N/A

Yes

(1) Yes

- abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; (4) to lobby for abortion?

(2) Yes

(3) Yes

(4) Yes
- b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property?

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

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

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

Yes
- f. FY 1985 Continuing Resolution, Sec. 503. To pay pensions, annuities, retirement pay, or adjusted service compensation for military personnel?

Yes

- g. FY 1985 Continuing Resolution, Sec. 505.
To pay U.N. assessments arrearages or dues? Yes
- h. FY 1985 Continuing Resolution, Sec. 506.
To carry out provisions of FAA section 209(d) (Transfer of FAA funds to multilateral organizations for lending)? Yes
- i. FY 1985 Continuing Resolution, Sec. 510.
To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields? Yes
- j. FY 1985 Continuing Resolution, Sec. 511.
Will assistance be provided for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? No
- k. FY 1985 Continuing Resolution, Sec. 516.
To be used for publicity or propaganda purposes within U.S. not authorized by Congress? No

5C(2) PROJECT CHECKLIST

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

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

N/A

GENERAL CRITERIA FOR PROJECT

1. FY 1985 Continuing Resolution Sec. 525; FAA Sec. 634A; Sec. 653(b).

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

Project included in FY 1987 Congressional Presentation (listed as the African Manpower Development Project III).

FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) N/A

(b) yes - see financial plan.

No further legislation is required.

further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

4. FAA Sec. 611(b); FY 1985 Continuing Resolution Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973, or the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See AID Handbook 3 for new guidelines.)

N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?

N/A

5. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

This is a regional project. It will, among other aspects, encourage discussion among countries with different levels of experience.

...conclusions whether projects will encourage efforts of the country to:

- (a) increase the flow of international trade;
- (b) foster private initiative and competition;
- (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations;
- (d) discourage monopolistic practices;
- (e) improve technical efficiency of industry, agriculture and commerce;
- (f) strengthen free labor unions.

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

FAA Sec. 612(b), 636(h); FY 1985 Continuing Resolution Sec. 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies, to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

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

- P - 9
- (a) No.
 - (b) Private sector training is a major part of the project.
 - (c) Management and skills training will be provided to these organizations.
 - (d) N/A
 - (e) Training is a well recognized means of increasing these efficiencies.
 - (f) N/A

The project intends to involve the U.S. private sector directly in the training through sponsorship of internships in U.S. industry or commerce and by organizing study tours to a variety of U.S. industrial and service concerns.

Each participating country will contribute local currency.

U.S. does not own foreign currencies.

No excess foreign currency exists in the region.

1. FAA sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes
2. FY 1985 Continuing Resolution Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? N/A
3. FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16. Does the project or program taken into consideration the problem of the destruction of tropical forests? Yes
4. FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (dollars or local currency generated therefrom)? N/A

5. FY 1985 Continuing Resolution Sec. 536. Is disbursement of the assistance conditioned solely on the basis of the policies of any multilateral institution?

No

16. ISDCA of 1985 Sec. 310. For development assistance projects, how much of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

Amount not specified

1. Development Assistance
Project Criteria

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

- (a) Increased use of in-country training (1600 participants envisioned are LOP) provide more opportunities for poor to partake in training.
- (b) N/A
- (c) Training in third countries and in-country directly benefit self help efforts and more cost effectively than traditional TA projects.
- (d) PP clearly designates women as target for training.
- (e) This regional project is based on regional cooperation at several levels.

105, 106. Does the project fit the criteria for the type of funds (functional account) being used?

Yes

c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

N/A

i. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed country)?

The cost sharing requirement will be waived for the relatively least developed countries. All other participating countries will provide 25% of the cost of assistance to their country.

FAA Sec. 110(b). Will grant capital assistance be disbursed for project for more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country

Yes - see Economic Implications

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

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

As a training project, HRDA will identify key areas where specific, short-term training provides early pay off in improvements to the development process. Most governments will select key individuals (influential, capable) for both short and long term training.

12. Development Assistance Project
Criteria (Loans Only)

- a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, at a reasonable rate of interest. N/A
- b. FAA Sec. 620(d). If assistance is for any productive enterprise which ~~will compete with U.S. enterprises,~~ is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan? N/A

Economic Support Fund Project
Criteria N/A

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of part I of the FAA? N/A
- b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities? N/A
- c. ISDCA of 1985 Sec. 207. Will ESF funds be used to finance the construction of, or the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified N/A

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

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

INITIAL ENVIRONMENTAL EXAMINATION
OR
CATEGORICAL EXCLUSION

Project Country: Africa Regional

Project Title: Human Resources Development Assistance (698-0463)

Funding: FY (s) 1987 - 1992 \$ 53,000,000

IEE Prepared by: AFR/TR/E, Norman Rifkin

Environmental Action Recommended:

Positive Determination _____
Negative Determination _____

Categorical Exclusion:

This activity meets the criteria for Categorical Exclusion in accordance with Section 216.2

This activity meets the criteria for Categorical Exclusion in accordance with Section 216.2(c)(2)(i) and is excluded from further review because the activity proposed for AID action - the Human Resources Development Assistance Project consists entirely of the financing of training activities. HRDA is an umbrella project which provides for a variety of academic and non-academic training in countries throughout Africa. Funds are included for evaluation and planning. No financing of construction is provided for in the project, nor is any financing provided for any activity which would directly affect the environment.

Concurrence: Bureau Environmental Officer

APPROVED [Signature]
Bessie L. Boyd

DISAPPROVED _____

DATE MAY 8 1987

Clearance: GC/AFR [Signature] Date 5/11/87

~~Bunyan Bryant~~
Mark Ward