

PROJECT DATA SHEET

PD 021196

1. TRANSACTION CODE  A = Add  C = Change  D = Delete  
 Amendment Number \_\_\_\_\_ DOCUMENT CODE 3

2. COUNTRY/ENTITY Sahel Regional

3. PROJECT NUMBER 625-0960

4. BUREAU/OFFICE AID/AFR/SDPRO

5. PROJECT TITLE (maximum 40 characters) Sahel Manpower Development II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)  
 MM DD YY  
 09 30 88

7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)  
 A. Initial FY 83 B. Quarter 2 C. Final FY 86

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

A. FUNDING SOURCE	FIRST FY 83			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	2,300		2,300	10,000		10,000
(Grant)	( 2,300 )	( )	( 2,300 )	( 10,000 )	( )	( 10,000 )
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country	720		720	3275		3275
Other Donor(s)						
<b>TOTALS</b>	<b>3,020</b>		<b>3,020</b>	<b>13275</b>		<b>13275</b>

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) SH	660	700				10,000		10,000	
(2)									
(3)									
(4)									
<b>TOTALS</b>						<b>10,000</b>		<b>10,000</b>	

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)  
 710 720 730 740 750 760

11. SECONDARY PURPOSE CODE 600

2. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)  
 A. Code TNG BWW INTR R/AG RDEV  
 B. Amount 4000 2000 2000 500 500

5. PROJECT PURPOSE (maximum 480 characters)

To identify and alleviate those development constraints which respond to long and short term training, in institutions impacting upon the success of AID funded projects in the Sahel.

4. SCHEDULED EVALUATIONS  
 Interim MM YY MM YY Final MM YY  
 09 85 09 88

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

AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP Amendment.)

17. APPROVED BY  
 Signature: Frederick E. Gilbert  
 Title: Director, AFR/SWA

Date Signed MM DD YY  
 11 21 82

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION  
 MM DD YY  
 12 15 82

# BEST AVAILABLE DOCUMENT

## SAHEL MANPOWER DEVELOPMENT (II)

### PROJECT PAPER

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# BEST AVAILABLE DOCUMENT

ACTION MEMORANDUM FOR THE ACTING ASSISTANT ADMINISTRATOR FOR AFRICA

FROM: AFR/PD, Norman Cohen

SUBJECT: Sahel Manpower Development II Project (625-0960)

I. Problem: Your approval is requested for a grant of \$10,000,000 from funds available under Section 121 of the Foreign Assistance Act (FAA) of 1961, as amended, Sahel Development Appropriation, for the Sahel Manpower Development II Project (625-0960). It is planned that \$2.3 million will be obligated in FY 1983.

II. Discussion:

A. Project Description

The purpose of the Sahel Manpower Development II Project (SMDP II) is to remove or alleviate critical development constraints in institutions that impact upon the success of A.I.D.'s projects in the Sahel. This purpose differs from that of SMDP, Phase I, which focussed upon the provision of training designed to increase the number of skilled personnel needed for the development of rural areas. This change in focus requires that the A.I.D. field offices in the Sahel countries identify the development constraints and indicate, as part of an ongoing planning process, how their resolution will enhance the likelihood of project success and national or regional development.

Training provided under SMDP II will be used for either pre-project training or for training designed to alleviate institutional constraints outside the scope of training offered under other A.I.D.-funded projects. Each Sahel Mission will be required to prepare a comprehensive, multi-year country training strategy which embraces both the host country's development priorities and the A.I.D. planning strategy. This strategy will be submitted to a Training Review Committee in AID/Washington for review and approval prior to allotment of project funds to each Mission. Section II of the PP (pages 12 through 16) contains brief analyses of the relationship of each country's CDSS to this project.

About 1,200 Sahelians will receive training under this project. These are the principal beneficiaries. They include the following types of training (numbers of participants are estimates):

Long-term U.S. academic training (Masters level) - 48 participants

Short-term U.S. technical or special training (non-degree) - 72 participants

Long-term third-country training - 72 participants

In-country training (workshops and seminars) - 720 participants

Regional workshops and seminars - 288 participants

Beneficiaries of the training provided under this project will also include the Sahelian institutions that derive improved services from their staff and employees in the form of better leadership, improved technical skills, better management and improved linkages with A.I.D. and other donors.

#### B. Financial Summary

The FY 1983 obligation is to be \$2.3 million and Life-of-Project funding is \$10 million over the next four years (FY 1983-1986). The breakdown of funds is shown below:

	(\$000)	
	<u>First Year</u>	<u>LOP</u>
U.S. Training	738	2,952
Third Country Training	1,218	4,977
Evaluation	-	150
Contingency and Inflation	344	1,921
TOTAL	<u>2,300</u>	<u>10,000</u>

While there is a 50% limitation on funds for long term stateside training, this restriction will not be applied, pending the establishment of a mechanism for Third Country Training placement and maintenance, as described in the Project Paper. Sahelian countries will provide an equivalent contribution of \$3.2 million in the form of salaries (\$2.6 million) and provision for inflation (\$0.6 million).

#### C. Socio-economic, Technical and Environmental Description

The Project Paper analyses demonstrate that the training offered will enhance the well-being of Sahelians. Proper technical, financial, economic and administrative analyses were done to ensure the acceptability and feasibility of the project. The project was judged to be technically sound as well as cost-effective. There are no human rights implications in the project.

#### C. Environmental Analysis

Negative/resolved determination: the IEE is negative and no future environmental analyses are necessary.

#### D. Conditions, Covenants, Implementation Plan and Implementation Agencies

Project funds will be obligated by each Sahel A.I.D. field office through a Limited Scope Grant Agreement (LSGA) to which there are no conditions precedent or covenants.

The Project Committee concluded that the implementation plan (Section V of the PP) sets a realistic time frame for carrying out the project. U.S. Training will be managed by AID/Washington's Office of International Training on the basis of individual PIO/Ps submitted by A.I.D. Sahel field posts. Management of Third-Country training and conduct of in-country and regional seminars will be the responsibility of a U.S. contractor.

The requirements of Section 611(a) have been satisfactorily met.

E. Responsible Offices

Each Sahel field office will appoint a project officer for this project; the Training Review Committee in AID/W will consist of representatives of AFR/TR/EHR, S&T/IT, AFR/PD/SWAP, AFR/RA and AFR/SWA.

III. Waivers

No waivers are included in this project.

IV. Justification to the Congress

A Congressional Notification was sent to the Congress on May 25, 1983 and the waiting period expired on June 9, 1983. In accordance with the requirements of Section 121(d) of the FAA, the Assistant Administrator, Bureau for Africa, determined, on May 3, 1983, that funds used under this project would not be released to host government entities; the certification requirements of Section 121(d), therefore, do not apply.

V. Clearances Obtained

AFR/PD/SWAP, JRMccabe JK  
GC/AFR, LDeSoto JK  
AFR/DP, SSharp JK

AFR/SWA, FEGilbert JK  
AFR/TR/EHR, MShaw (draft) JK  
AFR/SWA, JProcopis JK  
AFR/DP, EDonoghue JK

VI. Recommendation: That you sign the attached Project Authorization, and thereby approve life-of-project grant funding of \$10,000,000 for the Sahel Manpower Development II Project.

APPROVED: Allyardo R. Linares

DISAPPROVED: \_\_\_\_\_

DATE: June 24, 1983

Attachments:

1. Project Authorization
2. Project Paper

Drafted: AFR/PD/SWAP, GS16cum, 03/31/83(0288M)

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## PROJECT AUTHORIZATION

Name of Country: Sahel Regional

Name of Project: Sahel Manpower Development II

Number of Project: 625-0960

1. Pursuant to Section 121 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Sahel Manpower Development II Project for the Sahel Regional involving planned obligations of \$10,000,000 in grant funds over a four-year period from the date of authorization, subject to the availability of funds in accordance with the AID/OYB allotment process, to finance foreign exchange and local currency costs of the project.
2. This project is designed to provide training for Africans from the eight Sahelian countries, Cape Verde, Chad, The Gambia, Mali, Mauritania, Niger, Senegal and Upper Volta; the training will take place in the United States and in Africa, and it will be in skills which are directly related to the respective Country Development Strategy Statements or Small Program Strategy Statements, and also related to host country development plans.
3. Training priorities and recommendations will be established by each Sahel USAID Mission and submitted to the AID/Washington Project Committee as described on pages 5-6 of the Project Paper. Selection of participants will be with joint AID/host country involvement. Implementation procedures will vary depending on the type of training programmed. At the end of this project, a total of about 1,200 participants will have been trained over a period of four years. This includes about 48 participants planned for long-term training in the U.S.; about 72 participants for short-term technical or special training in the U.S.; about 72 participants for long-term training in Third Country institutions; about 720 planned for in-country training through workshops and seminars; and about 280 participants planned for training through regional workshops and seminars.
4. The project will also include funds for two in-depth evaluations on the efficacy of the training effort.
5. I hereby authorize the initiation of negotiation and execution of Project or other agreements with the appropriate countries, organizations or persons by the officers to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms, together with such other terms and conditions as A.I.D. may deem appropriate:

a. Source and Origin of Goods and Services

Goods and services, except for ocean shipping financed by A.I.D. under the Project shall have their source and origin in the United States, or the Cooperating Countries, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Project shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

Date : June 21, 1953

*Alfred L. Jones*  
Assistant Administrator for  
Africa (Acting)

Clearances: As shown on Action Memorandum

Drafted by: AFR/PD/SWAP, GSJ/cum (3/22/83; 0444M)

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## I. PROJECT DESCRIPTION

### A. EXECUTIVE SUMMARY

Phase II of the Sahel Manpower Development project will provide funding for the training of approximately 1200 participants over a period of four years, of whom 120 will be long term in either African or U.S. institutions. Training offered under Phase II is to be used for either pre-project training, or to remove or alleviate critical development constraints that impact negatively upon the success of AID's projects in the Sahel. The Project, which is closely linked to each AID mission's development strategy, provides annual and LOP country planning levels and requires that all participants be fully funded at the outset of their training.

SMDP II will provide a funding source for five types of training:

- U.S. long term
- U.S. short term
- Third country training (long and short)
- In-country training
- Regional seminars

It establishes a mechanism for the placement and maintenance of participants in third country institutions as well as a study to examine the cost effectiveness of conducting in-country English Language Training. SMDP II requires that each Sahel post prepare a multi-year Country Training Strategy which provides an overview and rationale of all mission training activities, including, but not limited to SMDP. Chapter Two of the project paper details the relationship of SMDP to each mission's program.

SMDP II differs from Phase I in the following respects:

1. It seeks to integrate participant training with program strategy, country by country.
2. It seeks to alleviate institutional constraints rather than to train manpower; the emphasis is upon the institution, not the person.
3. It seeks to establish a system for the implementation and management of third-country training.
4. It seeks to promote more training in Africa and less in the United States.
5. It requires that participants achieve at least minimal English language proficiency prior to training in the United States.
6. It places greater emphasis upon short-term rather than long-term training.
7. It requires submission of a multi-year training strategy in which SMDP can be seen in a total mission program context.
8. It decentralizes the management process by: (a) requiring full-forward funding of each participant, (b) providing LOP planning levels to each mission, and (c) requiring annual cabled updates of the previous year's activities and upcoming year's planned activities linked to country training strategy.
9. It reduces possibility of overrun on mortgage through 8, a-c above.
10. It provides programmatic oversight through Sahel Development Planning Regional Office (SDPT).

11. It specifically prevents use of SMDP funds for training which can be financed through projects.
12. It requires that all long-term U.S. participants undertake General and Financial Management Training.

B. BACKGROUND

The Sahel Manpower Development Project (SMDP) 625-0936 was authorized in 1979, at a level of \$ 8.5 million, to finance the training of some 400-500 Sahelians over a period of five years. In May of 1982, the project was amended to provide an additional \$ 1.225 million to enable 135 participants, currently in training, to complete their studies. From April 21 to May 21, 1982, a project evaluation team was formed to assess, inter alia, the impact of the project as well as the reasons for the rapid drawdown of project funding. Principal evaluation findings and recommendations are as follows:

During the course of the field evaluation of the SMDP, carried out in the second quarter of FY 82, it was found that AID Missions regard the Project as a versatile development tool to provide training outside the bilateral project context. Although SMDP was authorized in FY 79 as a five-year project at a level of \$ 8.5 million, by FY 82, the entire \$ 8.5 million, had been obligated. The rapid utilization of project funding demonstrates that SMDP has been popular with most countries and USAIDs. At the same time, the rapid drawdown of funds together with an additional \$ 1.2 million mortgage also reflect inadequate management practices. As a result, only about 315 Sahelians were trained under SMDP instead of the 400-500 originally anticipated.

SMDP I was designed to provide training "to increase the number of skilled personnel needed for the development of rural areas". Although the project was not to be used for project-related training, there were instances in which this provision was violated. The Evaluation Team recommended that SMDP II be designed specifically to remove or alleviate critical development constraints in institutions or sectors which impede bilateral project progress but that under no circumstances should SMDP substitute for bilateral project funding or training.

Host and third-country training were not utilized as fully as expected. Figures made available to the Evaluation Team demonstrate that out of 315 participants, approximately 73 were trained in Africa. To encourage greater use of host and third-country training, the Evaluation Team recommended that AID retain the services of a contractor for placing and maintaining Sahelian participants in African training institutions. It also recommended that AID encourage and finance regional short-term seminars and identify U.S. training resources capable of offering in-country courses.

The process of apportionment and allocation of funding under SMDP I was based upon submission and review of annual country training plans, usually in November. In all Sahel countries, however, coordinating authorities require notification of scholarship availability a month earlier in order to make candidate selection. Thus AID Missions were frequently faced either with promising scholarships prior to any assurance of available funding or forfeiting an opportunity to nominate the most desirable candidates for U.S. long-term training.

The annual funding process also prevented USAID from engaging in long-term planning with HC officials.

Ineffective management both in the field and at AID/W contributed to the early depletion of project funds. Mission controller records were not maintained on a systematic basis. Compounding the situation, AID/W failed to make adequate financial reports to the field with the result that Missions were caught by surprise when informed that no funds were available in FY 82. Cost overruns resulted in large part from Missions' lack of information as to total project expenditures. Inflation, longer than anticipated training periods for certain participants, and Mission failure to fully fund long-term trainees were also contributing factors. For SMDP II the Evaluation Team recommended the execution of five-year country training plans (CTP) containing a rational mix of U.S., third and in-country training justified in terms of the CDSS but not necessarily harnessed to the CDSS priority sectors. It was felt that the CTP would give missions and HCs advance knowledge of future year funding availability enabling better planning and eliminating the possibility of cost overruns. It was also felt that field management of the SMDP should be improved through (1) strengthening the staff responsible for participant training (2) providing training for officers if required, and (3) stronger support for the human resources staff.

English language training raised a number of issues. Most long-term participants receive their English language training at ALIGU, usually for a six-month period but sometimes longer. The costs are high but could be reduced if participants received some ELT in their own country prior to departure. With the exception of Mali, no adequate in-country facilities for ELT are available. Possibilities of developing ELT capabilities were explored utilizing ICA and/or Peace Corps resources. It was recommended that AID/W also consider developing an English language training center in the Gambia.

Participants received little or no pre-departure orientation training despite the fact that Handbook 10 stipulates that all AID-sponsored participants must receive such training. It was recommended that a minimum two-weeks in-country orientation program uniform in content for the Sahel be contracted out to USICA or the Peace Corps. Such a program should provide introduction to the American education system as well as general information on American life and customs. The Evaluation Team also recommended the organization of follow-up programs for returned participants in collaboration with USICA and Peace Corps and using returned participants as resources in the pre-departure orientation of new candidates.

Two further concerns of the Evaluation Team relate to the selection of participants which included few women and almost no candidates from the private sector. In SMDP II very few women were given the opportunity for any type of short-term or long-term U.S. training. It was recommended that Missions exert as active a role as possible to ensure increased participation of women by giving them priority consideration in the screening process and by encouraging host-country officials to identify more women as candidates, particularly for short-term in-country and third-country training.

With respect to candidates from the private sector - the Evaluation Team recommended that new guidelines for candidate selection submitted to HC agencies should include: (1) a specific (and feasible) portion of

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candidates to be chosen from the private sector and (2) an outline of possibilities for conducting adult education training for private sector participants not qualified for formal academic courses.

C. THE PURPOSE

The purpose of SMDP Phase II will differ considerably from that of Phase I in that, instead of seeking to "provide training designed to increase the number of skilled personnel needed for the development of rural areas", (1) the Phase II project seeks, through training, to remove or alleviate critical development constraints in institutions that impact upon the success of AID's projects in the Sahel.

This change in focus requires that all USAID's and principal posts identify such constraints and indicate, as part of an ongoing planning process, how their resolution will enhance the likelihood of project success and national or regional development.

The Sahel Manpower Development Project, Phase II, will provide for two types of training: training to strengthen institutions that impact upon AID-funded projects and pre-project training to assure that personnel, with scarce skills needed for the implementation of a planned activity, will come on line in a timely fashion. The first type of training will essentially be accomplished through in-country or regional workshops; and the second type, "pre-project" training will consist of long-term academic or technical degree training, either in Africa or in the United States. Both types should enhance, support, or otherwise improve the likelihood of success of AID's project objectives. SMDP II, unlike the first phase, should not be regarded as a scholarship program, but rather as a means of providing training to alleviate specific mission-identified development constraints.

D. THE PROBLEM

Virtually all Sahel CDSS's and the RDSS cite the general lack of well-trained manpower as a critical constraint to the development of the region. This project will not address that constraint in any serious manner, since nothing short of massive assistance to Sahelian training institutions will enable Sahel states to effectively educate or train their human capital (2).

In addition to the issues set forth in the Project Identification Document, the Project Paper Team carefully examined mission responses to concerns raised by the PID review committee and the DAA/AFR as expressed in State 250066 of September 4, 1982 (attached). These are:

1. The relationship between SMDP II and mission development goals.
2. Whether any of the training described herein can be funded under ongoing project activities.
3. Whether missions and staff are organized to effectively manage SMDP II.
4. Whether SMDP II should remain a regional activity as opposed to a series of bilateral projects.
5. Whether English Language Training (ELT) can be more economically and effectively offered in-country (as opposed to in the United States).

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(1) SMDP Project Paper, 2/8/79.

(2) AID finances a number of projects specifically targeted toward the strengthening of agricultural training institutions in Niger, Upper Volta, Mali, Senegal, The Gambia and Mauritania.

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Responses to these questions are contained in the body of the project paper.

E. THE PROJECT - OUTPUT

SMDP II will provide funding for the training of:  
48 participants - long-term training in the United States (Masters level ) (UST)  
72 participants - short-term technical or special training in the United States (nondegree)  
72 participants - long-term (three year) training in Third Country institutions (TCT)  
720 participants - in-country training through workshops and seminars (ICT)  
288 participants - regional workshops and seminars

A total of 1,200 participants will be trained over a period of four years. The mix of U.S. training vs. TCT and ICT may fluctuate, subject to country development strategy, but the project sets a 50 per cent limitation on the amount of project funds which can be used by any given country for training in the United States.

F. BENEFICIARIES

Beneficiaries of the training described herein will be the Sahelian institutions that derive improved services from their cadre and employees in the form of better leadership, improved technical skills, better management, and improved linkages with AID and other donors. Recipients of the training will experience personal and professional growth but may or may not receive increased compensation or status as a direct result of their training. Since most of AID's projects in the Sahel target agricultural growth and productivity as an objective, and since SMDP's purpose is to create a better institutional environment for AID's projects, the ultimate beneficiaries of this project will be the farmers and herders who constitute the population of the Sahel.

G. FORMULATION OF COUNTRY TRAINING STRATEGY

Planning, implementation, and evaluation of participant training is a complex process requiring a high degree of organization and management at the mission level. One of the sub-purposes of SMDP is to create a context for better, more cost-effective administration, not only of SMDP-funded participants, but of all project and non-project funded participants in any given post. More specifically, during the LOP of SMDP II, systems for the placement and maintenance of third country training (TCT) will be developed. Systems for predeparture training and orientation will be organized, and systems for in-country English language training may be developed in at least four of the eight Sahel states.

Since the impact of SMDP will extend beyond the project's output targets, it is necessary that each USAID and principal post prepare a multi-year training strategy, upon which basis training to be funded under SMDP can be seen within the context of an integrated mission training plan. The multi-year country training strategy which corresponds chronologically to the time frame of the CDSS should be sub-

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mitted by June 30, 1983 through the Sahel Development Planning Team (SDPT) to a committee made up of representatives of:

AFR/TR/EHR	AFR/PD/SWAP	AFR/RA
S&T/IT	AFR/SDPRO	AFR/SWA

This group, to be called the Training Review Committee, will be chaired by AFR/PD/SWAP. The human resources officer of SDPRO and/or AFR/TR/EHR will be available for consultation in the planning of each mission's training strategy and guidelines for the drafting of the document will arrive at each post o/a 1 May 15, 1983. This strategy will assist missions in the SMDP planning process and will improve upon the former procedure of submitting annual Country Training plans in the following ways:

- Each post will receive a multi-year planning level for SMDP. If perceived training needs exceed the amount available under SMDP, missions will have the option of designing bilateral participant training projects.
- Since all future participants must be fully forward funded at the outset of their training, and since missions will receive an annual finite authorization based upon a multi-year planning level, there should be no possibility for cost overrun or mortgage.
- Missions will be better able to plan participant training with host country officials and more effectively synchronize programming with national deadlines for notification of training opportunities.
- Central financial management and reporting will be eliminated, or at least curtailed, since each post will essentially manage its own program.

It is probable that missions will want to modify their long-term training strategy periodically in response to changing program priorities, but it is expected that training funded annually under SMDP II will conform to the latest strategy which has been reviewed by the training review committee.

In addition to the multi-year mission training strategy, each post will be required to submit no later than July 30 of each year a brief cabled statement of anticipated SMDP II funded training for the upcoming fiscal year. This statement will be much more specific than the multi-year training strategy and will include an outline of anticipated training requirements to be funded under SMDP, a brief recapitulation of the previous year's activities, including line item obligations, and a statement which links projected training to the approved mission training strategy.

The mission multi-year training strategy will probably be more specific during the early years than the latter. This is expected, since program directions will change. However, the strategy will provide key baseline data that will be useful to mission planners and project implementation personnel, such as:

- other donor training activities
- host country policies for recruitment, candidate selection, maintenance, equivalency, etc.
- basic manpower statistics
- status of indigenous higher-level training institutions
- follow-up data on returned AID-funded participants.

H. APPORTIONMENT OF PARTICIPANTS

Pending the elaboration of multi-year training strategies which will include but not be limited to SMDP-funded participants, SMDP has developed criteria for the apportionment of project funds among the eight Sahel states. In July 1983 when the strategies are reviewed, adjustments may be made, upward or downward, but the fluctuations will not be radical since project funding is extremely limited.

For the first year of project funding these criteria are:

1. Magnitude of AID's overall effort in each country.
2. Relationship of proposed training to success of each mission's development strategy.
3. Each mission's access to other nonproject funding sources for participants training.

Under this project each post will receive, annually, sufficient funding to finance the following (US \$000):

	Annual Cost	LOP Cost	No. P's LOP
Two level I posts will receive:			
1 long-term U.S. participant	48	192	4
2 technical/special U.S. P's (short-term)	18	72	8
1 long-term third country participant	21	84	4
1 in-country workshop/seminar (20 P's)	60	240	80
Access to 3 regional workshops per year ( 9 P's)	37,5	150	36
	<hr/>	<hr/>	<hr/>
	184.5	738	132
In addition to the above, two posts, classified as <u>level II</u> , will receive:			
1 long-term third country participant per year	21	84	4
	<hr/>	<hr/>	<hr/>
	205.5	822	136
Two posts classified as <u>level III</u> , will receive in addition:			
2 long-term third country participants per year	42	168	8
1 long-term U.S. participant per year	48	192	4
	<hr/>	<hr/>	<hr/>
	274.5	1,098	148
Two posts classified as <u>level IV</u> will receive in addition:			
2 long-term third country P's per year	42	168	8
1 long-term U.S. participant per year	48	192	4
1 technical/special (US) per year	9	36	4
2 additional workshop/seminars (LOP)	30	120	
	<hr/>	<hr/>	<hr/>
	313.5	1,254	164
	<hr/>	<hr/>	<hr/>
	(1,956)	(7,824)	(1,166)

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On the basis of the SMDP I evaluation and the application of the above criteria to mission responses to State 250066 of September 4, 1982 (Appendix 4), the following classifications have been made for the first year of the project. As stated, these classifications may change when multiyear training strategies are reviewed:

- Level I Cape Verde, Chad
- II Gambia, Mauritania
- III Mali, Upper Volta
- IV Niger, Senegal

Missions are not bound to the illustrative breakdowns among categories of training (long-term, short-term, etc.), but they may not exceed the total budget allowance for any given year and, upon establishment of a mechanism for placement and maintenance of Third Country Training participants, no more than 50 percent of the total budget in any given post can be used for training in the United States. The budget for Sahel regional workshops will be managed by the SPDR0. While Missions are engaged in developing their multi-year country training strategies, funds for FY 83 will be authorized on the basis of cabled training proposals which will be examined and approved by the training review committee. Criteria for these submissions should conform to the provisions of the project paper.

#### I. PROJECT UTILIZATION

SMDP II should be seen as a general training project, limited in purpose, but flexible with regard to the level of training to be offered, degree vs. non-degree, and whether the locus for training is in-country, regional, third country, or in the United States. Having said this, it is recognized that Bachelors (undergraduate) level training in most sectors related to planning, management, or implementation of rural development is available, in English and in French, in many African institutions that are open to foreign nationals. Cape Verde poses a rather special problem, as a Portuguese-speaking country, but has access to undergraduate participant training under the African manpower development project, which the other Sahel States do not. For this reason, SMDP should not generally be used to finance undergraduate degree training in the United States. In cases where undergraduate university level education is required to serve the purpose of this project and, where no indigenous institution can provide such training, the sponsoring mission should identify an appropriate third country institution. Unfortunately, no effective mechanism yet exists for the implementation of third country training, a deficiency that this project seeks to remedy.

Under no circumstances is SMDP II to be used to finance training which can be funded through on-going projects. SMDP can be used to finance pre-project training, in order that scarce skills cadre who are needed to assure the success of a given project can be available to replace, or work as counterparts to technical assistance, in a timely manner. SMDP may not be used to substitute for unforeseen training needs within any given on-going project, nor may it be used for post-project training, since this kind of training can be accommodated by way of an amended project. Missions have stated their desire to have SMDP II remain a regional activity as opposed to a series of bilateral projects, for reasons cited in their responses to state 250066 (attached) (1).

#### J. THIRD-COUNTRY TRAINING

The subject of third country training is controversial among some Africans, but it is clearly a path to follow for several reasons:

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(1) Appendix 4 mission responses to State 250066.

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- Each state seeks to be maximally self-sufficient with regard to its own institutions for higher learning and technical training, often at the expense of the primary and secondary school systems. Because of limited population, very scarce financial resources, and a severe shortage of a higher-level teaching cadre, it is incumbent upon the donor community to encourage the shared use of specialized institutions, particularly since AID actively supports the growth and development of institutions for higher learning in most of the Sahel states.
- Third country training costs less than half of what U.S. training costs and alleviates the need for costly, time-consuming English language training. There are obvious social, political, even economic advantages to be gained from funding training in the United States, but in the short term we must seek maximum cost effectiveness and, in the long term, the development of quality specialized African training institutions that are open to nationals of other countries.
- Higher-level training in the United States, particularly at the undergraduate level, is frequently irrelevant to African development needs. Specialized African institutions tend to take a more pragmatic approach to development problems.

However, it should be recognized that many African institutions are already overcrowded; that severe budget limitations often restrict the quality of training; that Africans themselves generally prefer to study in a developed nation; and that political and social conflicts sometimes limit access to third country training institutions.

SMDP II seeks to provide, by the second year of the project, i.e., by September 1983, a coherent system for the placement and maintenance of participants in third country training institutions. The key to this system will be the identification of appropriate training institutions, combined with strengthened linkages between USAID training officers and the institutions themselves. Upon project approval, the SDPT/HRO will prepare a PIO/T to be funded under the project, with a yet to be identified contractor to provide the following services:

1. Through site visits and research, ascertain all relevant information required for the placement and maintenance of participants in Francophone Africa. At present, the following countries are considered to have appropriate institutions for TCT of Sahelian participants:

Cameroon	Algeria
Ivory Coast	Tunisia
Senegal	Mali
Togo	Marocco
Upper Volta	Zaire
Niger	Congo/Brazzaville

The contractor will narrow the number of appropriate training institutions on the basis of their capability and willingness to accept Sahel nationals and the perceived quality of the educational program. When this final list is compiled, an in-depth profile of each institution will be prepared, with the collaboration of the USAID training

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officer, which will include information on admission criteria, course content, visa requirements, placement contacts, fee schedules, policies on foreign student admission and other pertinent information. These profiles will serve as the basis for a handbook on TCT placement, maintenance, and monitoring.

2. Organize a workshop of USAID training officers at which time the handbook and a basic reference library of TCT placement materials can be reviewed and modified, if necessary. The workshop may include representatives of the profiled educational institutions and/or ministry representatives.

3. During the two years following the workshop, the contractor will assume prime responsibility for the physical placement and maintenance of TCT participants, working closely with USAID training officers. The contractor will be expected to phase his services out of the placement and maintenance process by August 1985, with the training officers assuming total responsibility for these functions. The contractor will provide semi-annual reports on student progress to sending missions.

It should be noted that the AID Africa Bureau, in collaboration with the AID/S&T/IT office, is in the process of elaborating a bureau wide, and possibly agency-wide, mechanism for the implementation of TCT. When this mechanism is finalized, and if it is considered to be appropriate and cost-effective, Sahel TCT participants will be handled through the new system. The process herein described is intended to bridge the gap during an interim period as well as to make mission training officers self-sufficient with regard to implementation of TCT. It should also be noted that this procedure will require a high degree of collaboration and cooperation among training officers, most of whom are in USAID missions outside of the Sahel. The handling of placement and maintenance of participants from other USAID missions will need to be made part of the job description of all training officers by August 1985, unless the AF Bureau/IT mechanism is operational by that date.

#### K. RECRUITMENT/SELECTION

The most critical role of each USAID/mission in the recruitment/selection process is in the establishment of training requirements. The multi-year training strategy will be useful in prioritizing specific training needs. If the formulation of the strategy is, as it should be, a joint USAID/host country process wherein AID missions are informed of other donor and national training plans, the annual candidate identification, recruitment, and selection process should be simplified and more relevant to project purpose.

Policies regarding the identification and recruitment of participants differ among the Sahel states. In some states, the host country government plays an active role in identification of candidates through competitive examination procedures (Niger). While in others, donors are allowed much more flexibility with regard to participation in the recruitment process. By and large, AID missions have played too passive a role in the identification and selection of participants and should establish clear criteria for candidate selection (especially for U.S. training) which should include:

- evidence of prior English language training (if appropriate)
- evidence of high scholarship
- upwardly mobile career pattern
- character and motivation

In countries where candidate identification is carried out by the government, without AID participation, AID should convey its criteria to appropriate officials, and if necessary, include such criteria as covenants to the limited scope project agreement.

L. MANAGEMENT TRAINING

It is frequently the case, in Africa, that highly trained technical personnel are rapidly promoted to supervisory and administrative positions, where they lack the skills necessary to effectively manage people, projects, and budget. For this reason all SMDP long-term U.S. participants must agree prior to their selection, to enroll in two courses (six semester hours) in management; one in general management, and the other in financial management. Missions must state this requirement on the PIO/T in order to assure that such training is authorized and prescribed as part of the graduate program. It is recommended that this requirement also be applied to non-SMDP AID funded long-term U.S. participants.

M. ENGLISH LANGUAGE TRAINING

The Evaluation Team found that provisions for in-country English language training and pre-departure training was inadequate. Only Mali offers full ELT (requiring a TOEFL score of 550 for candidates for U.S. training). Niger and Senegal offer partial training in collaboration with USIS. Two factors weigh heavily in support of establishing centers for minimum English language training: (1) cost effectiveness (as compared with ELT in the U.S.) and (2) early opportunity to weed out students lacking either aptitude or motivation.

Centers established in Niger, Upper Volta, Senegal and possibly a regional center in The Gambia for Mauritania, Cape Verde and Chad, would provide instruction for participants in other program as well as SMDP II. It is possible that USIS and/or PC facilities and personnel could be utilized. The Centers would provide a basic minimum of ELT (TOEFL score of 475) and standardized pre-departure orientation. Students would then proceed to the U.S. for "topping off" in ELT at ALIGU or another appropriate U.S. English language training facility.

A study will be prepared under contract, to determine the feasibility of establishing English language training centers. The study will examine a number of issues including location, use of African teachers, the availability of USIS and PC resources, estimates of class size, details on cost-effectiveness, management, monitoring and, if study conclusions are favorable, starting date (ideally by October, 1983).

N. DEGREE EQUIVALENCY

The issue of equivalency with respect to U.S. and Francophone university degrees is sensitive and complex. Basic differences between the two educational systems lead to disagreement concerning equivalency for both undergraduate and graduate degrees. The controversy relates to the level at which African participants are accepted at institutions in the United States as well as to promotion prospects in the civil service for participants upon return to their home countries.

Prior to departure for the United States, it is essential that each participant have a firm understanding with his or her respective government on degree equivalency and expected salary upon return from overseas study.

## II. RELATIONSHIP OF SMDP II TO COUNTRY DEVELOPMENT STRATEGY

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a. Senegal - AID's country strategy statement presented a plan to assist Senegal to achieve food self-sufficiency through production, trade, and storage measures by 2000 A.D. The strategy proposed, first, to increase the proportion of non-project aid; second, to concentrate USAID assistance in three geographic zones of comparatively high agricultural potential; and third, to adopt two parallel approaches to rural producers in those zones, one through appropriate official and parastatal agencies, the other through voluntary agencies and the private sector. USAID's overall human resources strategy for the development of Senegal's institutions consists of:

- improvement of extension and service-oriented state agencies through training
- strengthening appropriate community-based producer organizations through training
- assistance to Senegalese national training institutions, such as the National School of Applied Economics (ENEA), which supply manpower to both extension and service agencies, as well as community-based producer organizations.

USAID/Senegal proposes to utilize SMDP II to provide training in three broad categories, all of which relate to the mission's overall development strategy.

The first and foremost function is to provide training for personnel of those institutions which, in a fundamental way, set the context for successful USAID programs: the Ministries of Plan, Finance, Rural Development, Scientific Research, and Health, and the offices of the President and Prime Minister. This training will be principally short term, and USAID/Senegal plans to commit at least half of SMDP funds to this first category.

The second function of SMDP training, which reflects the approach stated in the CDSS human resources supplement, is to help prepare Senegal for the reform of its national education/training system, a reform which is necessary but to which the GOS is not yet wholly committed. SMDP will provide one or two long-term training slots in such areas as education planning, in addition to nondegree programs and in-country seminars.

The third major role for SMDP will be training in support of the private sector, principally through staff training for three new Senegalese institutions (SONEPI, SOFISEDIT, and SONAGA) which have recently been formed to assist small enterprises with credit, management, and technical questions. SMDP funds may also be used to support staff training for Senegal's new Graduate School for Business Management (ESGI!).

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b. Niger Training provided through SMDP will support all ongoing and planned AID interventions through indirect project-related training and pre-project training. While essentially all AID/CON bilateral projects contain a training component which specifically responds to a project's training requirements, actual project implementation may suffer from the lack of adequately trained personnel in other institutions which are indirectly related to, but impact strongly upon, project success or failure. For example, while increased food production distribution is a priority goal of the CDSS and of the USAID/Niger program, an indirectly related institution is responsible for the development of an equitable food distribution policy. If this related institution cannot effectively fulfill its responsibility, project success becomes compromised. Similarly, a project's continued implementation following termination of AID assistance is ultimately dependent upon the proper allocation of human, material, and financial resources in support of overall development goals. This responsibility often resides in institutions not directly responsible for actual project implementation (Plan, Finance, Fonction Publique, etc.). SMDP II in Niger will play a fundamental role in alleviating manpower constraints within these indirectly related institutions, thereby increasing the likelihood of project success and continuation upon termination of external assistance.

Due to the length of long-term training, participants frequently fail to return to their sponsoring project until it is nearing completion. SMDP II funds will be used to insure that host country personnel with need for technical or managerial skills are trained and on board in a timely fashion so that they can contribute to project implementation.

c. Mali. USAID/Mali will utilize SMDP II funds to respond to identified constraints to the implementation of mission programs, and to provide funds for training cadre who are in positions to effect policy changes for new project initiatives which are not yet approved.

USAID/Mali's on-going project portfolio places priority upon technical training in agriculture, livestock/range management, rural development, forestry management and rural health; all of which address the objectives of food production self-sufficiency, development of alternative energy resources, improvement of rural health, and improved public and private sector management capability.

New project initiatives will focus upon development of small and medium scale private sector agricultural enterprises and inter-regional trade, research, development of sorghum and millet based farming systems, and improvement of health delivery systems.

USAID/Mali will use SMDP II funds to address agricultural policy and institutional constraints in the areas of cereals pricing, and marketing, agricultural related public enterprise efficiency, provision and management of credit, management of agricultural research and extension organizations, removal of private sector disincentives, removal of export-import restrictions, and project development implementation and evaluation. With relation to new projects, SMDP II will fund training of cadre for small and medium scale private sector development, health organization and management, and management of agricultural research. These latter will be financed during the early stages of SMDP II.

USAID/Mali will emphasize short-term training under SMDP; long term training will be limited to a maximum of ten participants. In-country and third-country training will be used when quality programs are available and where mechanisms for placing and maintenance of participants are in place. U.S. training will only be done if comparable programs are unavailable in West Africa, or, where for political reasons, the mission decides to provide maximum exposure to American policies and practices.

d. Upper Volta. Upper Volta's CDSS cites four priority areas: increasing food production; preservation and enhancement of the productive capacity of the natural resource base; population and health related activities; and rural education with emphasis upon agriculture and health. The CDSS states that "almost every development effort must confront a variety of interlocking constraints, making it unproductive to attack a single constraint at a time. Two of the most serious of these constraints are the lack of trained personnel, and the inability to meet recurrent costs of development projects".

Upper Volta's most critical skill shortage is the mid-level manager or technician with operational responsibilities. At higher levels, there is a shortage of educated specialists for senior positions and teaching positions. At all priority levels, an important aspect of USAID/UV activities will be the training of personnel to increase the capacity of the GOUV to carry out development projects.

AID's strategy in support of the agricultural sector is to make more efficient use of existing resources and give Voltaic producers (males and females) improved options for the growing and marketing of these crops. The mission has concluded that the best payoff, at this time, will come from emphasis on investments in the rural development planning and management apparatus, farm systems research, training, and improved data collection and analysis.

SMDP II funds in Upper Volta will be utilized to develop a cadre of across-the-board management technicians who can supply respective governmental backup to management intensive projects, which by their nature are integrated. USAID/Upper Volta will not restrict the use of SMDP II to management training. It sees SMDP II as an important adjunct to the training components in its various sector projects. The mission requests to use SMDP as a device to respond to emergency requirements as the development process unfolds. Given the intention of the GOUV Ministry of Higher Education to present its five-year plan to AID in November, SMDP II will authorize funding for management-related training alone, in Upper Volta, and will authorize further funding on the basis of the identification of specific needs that are consistent with USAID/Upper Volta's CDSS and this project's purpose.

e. The Gambia. The OAR/Banjul development strategy emphasizes assistance in:

- Devising new programs that will assist the COTG to improve its balance of payments and budget situation.
- Development of indigenous private sector agricultural or agribusiness ventures.

The Gambian CDSS emphasizes the lack of sufficient numbers of trained mid-level managerial and technical personnel to efficiently implement

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development projects. The COTG five-year plan for economic social development advocates increased productivity in the civil service through staff planning, intensified training and improved organization and management.

The mission plans to provide assistance in this area by utilizing SMDP II funds for in-country, third-country and U.S. training in fields related to the planning, organization, and management of development programs linked to the areas of emphasis in the OAR/Banjul development strategy as stated above. The mission also plans to utilize SMDP funds to support the participation of Gambians in specialized courses offered by the recently established World Bank sponsored Management Development Institute. The Institute will emphasize financial and organizational management.

f. Mauritania. AID's focus on Mauritania is upon environmental restoration, increased food production, and health. USAID stresses that human resources development and institution development clearly emerge as the twin preconditions for development of the Mauritania economy and society. Whatever problems are addressed -- food production, ecology, firewood, health, rural development, etc. -- they all come back to the shortage of trained personnel, especially in the public sector; and the inadequacy of institutions, even to the point of being neither able to constructively absorb trained personnel, on the one hand, nor able to release qualified personnel for additional training. This will emerge as one of the key themes of the next CDSS.

Training funded under SMDP will be used to augment the small pool of technical and managerial personnel needed to valorize, or make coherent, the training and other inputs of the bilateral program, including OMVS. SMDP is needed to finance training for persons not directly linked to any given project, but required to give such projects greater effectiveness and support. Specific fields where SMDP has and will be used are: planning, economics, rural and regional development, administration (including financial management) and quantitative analysis (including data processing). In addition, SMDP will be used to finance out-of-country training/observational conference attendance in a variety of fields to give Mauritania exposure to thinking abroad or in specialized subjects for which long or medium term training would not be justified, using U.S. resources; examples of such problems are urbanization, roles of labor unions or other social institutions.

g. Chad. AID's strategy for the utilization of U.S. assistance to Chad is in the process of being formulated. However, it is probable that the rebuilding and strengthening of Chad's institutions will be second in importance only to the need for sound national planning and policy development. The GOC is a new government, inexperienced in dealing with emergencies and even more inexperienced in development planning. For this reason, SMDP II funds for Chad will focus primarily upon providing U.S. expertise to organize workshops, seminars and conferences on policy and planning issues that are critical to the rebuilding of Chad's institutions. In the short term, key officials need to be trained in how to deal with food and health emergencies. In the long term, officials will need considerable training in planning, management and policy development in key sectors related to agricultural growth and rural development.

h. Cape Verde. USAID's Country Development Strategy in Cape Verde focuses on increasing food production and more specifically upon:

1. Strengthening public and private institutions through the development of their human resources.
2. Expanding the role and influence of the private sector.
3. Seeking basic policy change in areas that constrain growth and rural development.

The primary constraint and first in order of priorities is the development of a core of personnel with the expertise to implement the first National Development Plan.

SMDP funds will specifically:

- assist in the development of a small country arid land agricultural research institution.
- assist in the improvement of the agricultural extension service, with better linkages among farmers, extension agents, agricultural research and the UCV.
- provide training in irrigated agricultural production: including improved varieties, farming methods, irrigation and water use efficiency.
- provide training in development of improved cropping systems to optimize land use.
- provide training in watershed management for domestic consumption, rainfed agriculture and irrigation.

### III. PROJECT ANALYSIS

#### A. ECONOMIC FEASIBILITY

1. Cost Effectiveness. The second phase of SMDP will be considerably more cost effective than phase one. It will be more effective because the training herein described is more focused than the training offered in phase one, and because the training is directly linked to the alleviation of constraints that inhibit the success of AID's overall project portfolio in the Sahel. By improving the institutional and policy making environment in which AID operates ... a very broad spectrum ranging from improved agricultural price policies to improved mid-level management capability ... this project will valorize the ensemble of AID and other donor development activities in the region. The economic impact, that is, the rate of return on investment in SMDP II, is designed to go far beyond the scope of the project itself, by focusing upon constraint identification and alleviation, primarily through short term seminars and workshops in areas of key concern. This impact, if it were to be objectively measured would need to consider the marginal increase in return of the ensemble of development activities related to the training in question; a task which is well beyond the scope of this analysis.

Senegal's CDSS, for example, cites an intent to adopt two parallel approaches to rural producers in its three zones of geographical concentration; one through official and parastatal agencies, the other through voluntary agencies and the private sector. Senegal's human resources strategy also cites the need to strengthen, through training, community based producer organizations. One of the key elements of

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Senegal's Agricultural decentralization program is the eventual privatization of the system wherein inputs are supplied to farmers, i.e. seed, fertilizer, credit and machinery. The strengthening of community based producer organizations will depend upon the ability of the private sector to furnish inputs in a timely and efficient manner. Yet, several obstacles, in the form of vested interest and protective policies restrain the development of Senegal's agricultural private sector. These policies are effected by officials in the ministries of plan, finance, rural development and the offices of the President and the Prime Minister. USAID Senegal could, for example, commit SMDP II funds to sponsor a seminar involving these officials, and international experts, to examine Senegal's policies with regard to the privatization of the agricultural sector. Should this result in policy change, and should community based producer organizations be subsequently strengthened, the economic impact would be vast and probably incalculable, since it would be impossible to attribute causality to the seminar upon the events that follow. It is clear, however, that the targeted impact of SMDP II is related not to the project itself, but to the marginal increase in return of the ensemble of development activities affected by the training.

Similar scenarios could be developed for food storage, reformed cereals marketing policies and development administration. They would be for illustrative purposes only, to show that the economic impact of SMDP II goes far beyond that of traditional scholarship programs.

SMDP II places greater priority upon training within Africa than in the United States. This will result not only in considerable cost savings, but in greater effectiveness, since constraint removal, or policy change, implies the need to bring together these officials who are in the best position to effect such change. A review of chapter two of this project shows that most USAID missions intend to use the greater part of SMDP II funding for short term in-country seminars and workshops. Although the project stipulates that not more than 50% of project funds may be used for training in the U.S., we anticipate that closer to 75% of project funding will be used for training in Africa, mostly short term. U.S. training is factored at \$1600 per month, while training in Africa is factored at \$600 per month.

SMDP II contains three elements which are designed to bring down cost with no loss of effectiveness vis à vis general participant training programs:

1. The project promotes more training in Africa and less in the United States;
2. The project places greater emphasis upon short term rather than long term training;
3. The project seeks to require that participants achieve intermediate level English language proficiency prior to training in the United States.

In addition, the project contains tighter admin/management procedures which will require that missions prioritize their training needs and assure financial control.

The obvious alternative to at least part of this project, i.e., the long term training components, is to provide technical assistance in lieu of training. Since most of the long term training to be financed by SMDP II is for pre-project training which is to obviate the need for

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expensive technical assistance, i.e., to assure that individuals with scarce skills are in place during the early stages of project implementation, this alternative is unacceptable. Technical Assistance costs well in excess of \$100,000 per annum, while the same sum could train two Sahelians, who could provide 20 years + service, to the masters level, or one, to the PhD level. In fact, the second alternative, i.e., some combination of TA and training is likely to be the rule, but the training should reduce the number of years of TA necessary, and assure project continuation at least from a manpower point of view, when AID's input is terminated.

Another alternative to SMDP II would be to mount bilateral participant program in each of the Sahel USAID's. This is a feasible alternative but would require seven additional management units and AID would have no means of financing regional seminars or workshops, which constitute an important element of this project. Most missions, in their responses to State 250066 para 5D which posed this question, have indicated their preference for a regional program. In fact, SMDP II represents a compromise of sorts, being a decentralized regional program wherein AID gains the benefit of centralized programmatic direction with essentially decentralized implementation and management based upon individual country planning levels.

2. Cost Benefit. Education is a prima facie economic investment and claims a large part of GDP -- 4 per cent in two thirds of the African countries for which data are available -- and represents 16 per cent of total public expenditure. (1) This clearly indicates that educational costs should be balanced against potential and actual private and social benefits. Considerable research in these areas has been done in recent years by World Bank education economists and other researchers far beyond the replicative resources of this paper. One of the principal findings of this work is given here as being illustrative of the economic and social impact to be anticipated from this project.

The steadily rising proportion of resources being devoted to education in sub-Saharan Africa is far from being excessive. A recent (1980) review of economic returns to educational investment has shown the returns to be substantial, as illustrated in the following table:

Rates of Return to Investment in Education in Africa (1)

(In per cent)

<u>Educational Level</u>	<u>Private</u>	<u>Social</u>
Primary	29	29
Secondary	22	17
Higher	32	12

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(1) See "Accelerated Development in Sub-Saharan Africa: An Agenda for Action", The World Bank.

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## B. SOCIAL SOUNDNESS ANALYSIS

By project completion an estimated 1,200 Africans will have been trained, 120 in the United States and 1,080 in Africa. SMDP II will provide training for Africans in skills and disciplines needed to remove constraints in institutions which relate closely to the success of AID projects.

Not only will participants themselves benefit from training in management, planning, and implementation; the population within the eight countries of the Sahel which SMDP II serves will be the ultimate beneficiaries. African institutions will be strengthened and newly trained Africans who are teaching in African institutions will extend their skills to others.

Follow-up procedures concerning returned participants will help to encourage full use of returned participants' newly acquired skills and expertise in the development process.

Special attention will be paid to the recruitment of more women during the collaborative selection of candidates by missions and host governments. Careful attention will also be paid to selecting candidates from the private sector promoting greater opportunity for the development of private enterprise.

The evaluation of SMDP I registered two areas of potential social concern in the provision of participant training. Although nearly all participants (UST and TCT) return to work in their country of origin, many are severely inconvenienced by having to leave their homes and families for extended periods of time. The Government of Niger has adopted policies enabling families to accompany the participant after one year of foreign training, and we encourage missions to work with host country officials to adopt similar policies. Many Sahel Governments are, of course, constrained from providing family travel assistance due to lack of funds. SMDP II recognizes this inconvenience but refrains from financing travel for dependents due to the excessive cost. It is important, however, that each potential long-term participant, and his family, understand prior to entering training that AID cannot and will not subsidize any costs for the travel and maintenance of dependents.

As has been stated, very few women participated in SMDP I, partly due to West African social attitudes but also due to the inability of most African women to leave their families for extended periods. SMDP II therefore provides significant funding for short-term U.S. and in-country training which should facilitate the participation of women. Missions are strongly urged, nevertheless, to make every possible effort to encourage participation of women in long-term training.

## C. TECHNICAL FEASIBILITY

The technical feasibility of SMDP II centers around several issues:

1. Whether systems for the planning and management of each of the project's components are in place and effective.
  - U.S. training (long)
  - U.S. training (short)
  - Third-country training (long and short)
  - In-country training (short)
  - Regional (Sahel) training (short)
2. Whether systems for English language training and pre-departure training and orientation can be developed by September 1983.
3. Whether targets set for United States versus Africa, and long - versus short - term training are in proportion to mission perceived needs during project implementation.
4. Whether missions are able to identify and alleviate, through

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training, institutional or policy constraints which inhibit the success of AID's program.

The administrative feasibility section of the PP details how each of the project's components will be managed. However, it should be understood that two key systems will not be operational at the outset of the project, but rather developed as part of the project's implementation. These are:

- A system for the placement and maintenance of participants in third country institutions;
- A system for in-country implementation of English language training in at least four of the eight Sahel states.

In addition, as part of the above, missions will offer a much more intensive predeparture orientation than they have in the past.

The system for the placement and maintenance of participants in third country institutions will be contracted out to an appropriate organization with experience in this field and with a network of overseas representatives. It is projected that the system will be in place by August 1983.

The offering of in-country English language training will depend upon the outcome of a cost-efficiency survey which will be financed through sources outside of this project. The survey will assess, inter alia:

The demand for English language training: whether a sufficient mass of demand exists to justify the establishment of infrastructure and services in any given country, or whether it is cheaper and more effective to continue to train participants in the United States.

Shared financing of in-country English language training: whether other U.S. (Peace Corps, USIS) agencies or host country institutions are willing and able to cofinance in-country English language training.

Regional English language training: whether it is reasonable and efficient to establish a regional ELT center in the Gambia to offer training for participants from Chad, Cape Verde, Mauritania, and possibly other Francophone or Lusophone states.

The survey is scheduled to take place o/a September 1983 and will include specific cost and procedural recommendations for the establishment of in-country ELT by December 1983, if justified.

Both the third country training contractor and the in-country ELT contractor (if applicable) will be required to develop predeparture orientation materials for all participants selected for training outside of their own country. These materials will prepare candidates for academic and social life in the institutions they are bound for. Missions should draw upon the experience of returned participants in orientation sessions as well as U.S. staff and dependents, as appropriate.

It should be noted that S+T/IT has recently contracted with a private firm to produce printed and visual materials which will be made available to AID missions. These materials are intended for the use of participants preparing for study in the United States only. It is equally important that participants for Third Country Training, long or short term, be prepared for social and academic conditions in the countries they are bound for. At a minimum, participants and their sponsors or supervisors should have full understanding of the course of study to be undertaken to assure that the proposed program is neither redundant nor beyond the academic capacity of the participant. The ins-

titutional profiles which will emerge from the in-depth third country training qualitative assessment should provide training officers with sufficient data to prepare orientation programs; especially when combined with local resources in the form of personnel, if available, who have studied in the receiving institution.

The targets for U.S. versus African training and long-term versus short-term training are, essentially, illustrative and based upon cabled mission perception of needs. Realization of significantly higher levels of third country training will depend upon how quickly and how effectively AID can develop its system to place and maintain participants in such institutions. It will also depend upon the level of training that is required, since TCT is essentially undergraduate training, while UST is restricted to graduate level studies.

The offering of short-term in-country training will require serious planning on the part of each USAID. Once needs are determined and an appropriate training organization has been identified, missions need to select candidates, arrange for logistics, issue PIO/T, etc., all with sufficient (i.e., not less than three months) lead time.

The question of whether missions are able to identify and alleviate, through training, institutional or policy constraints to the success of AID's program is hypothetical. Many constraints are physical or natural and can either not be effectively addressed (lack of rainfall) or only addressed through infrastructural or commodities interventions; these latter generally constitute AID's projects portfolio. Missions need to carefully relate their training strategy to their overall program goals in order to pinpoint where training can effectively unblock constraining elements within a host country's organizational or policy-making structure, enabling project interventions to be better utilized. It is obviously best to plan for physical and training assistance in tandem, but it is frequently the case that constraints are identified subsequent to project design. SMDP II will provide the capability to address training needs outside of projects. The impact of this training upon improving the organizational or policy environment in which AID operates will be a function of the perspicacity of mission planners.

### C. ADMINISTRATIVE FEASIBILITY

As cited in the evaluation of SMDP Phase I, project management was ineffective both in AID/W and in the field, resulting in the early depletion of project funds. Analysis shows that most management problems hinged upon the allocation/apportionment process, wherein missions were required to submit annual Country Training Plans but were given no fixed annual or LOP planning levels. Moreover, in order to get as many participants into training as possible, several missions only partially (as opposed to fully) funded participants for one year at a time resulting in a rapid and large mortgage build-up. This situation was compounded by poor communications between AID/W and the field regarding total project obligations; although missions had some idea of their own expenditures, they had no idea of how rapidly project funds were being drawn down regionally. All of this resulted in a \$1.225 million cost overrun and the subsequent need to amend SMDP I to provide funding for participants who were currently in training, primarily in the United States, scarcely two years into the five-year life of the project.

Phase II of SMDP assigns each mission a four-year planning level for utilization of project funds which will be allocated in annual increments, pending the review of the project utilization cable which highlights:

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- previous years' activities and obligations
- proposed training for upcoming fiscal year
- statement of linkage of proposed training to country training strategy.

All multi-year training must be fully forward funded (i.e., funds obligated) at the cost of training.

Mortgage buildup will no longer be possible, cost overruns will no longer be possible, missions will have fixed annual and LOP planning levels and management of the project has been effectively decentralized, with field missions responsible for their own expenditures and record keeping. The Sahel Development Planning Regional Office (SDPRO/Bamako) is responsible for programmatic oversight and the coordination of regional seminars. During the initial project year, the SDPRO will also play the key role in setting up systems for the management of third country training and in-country English language training.

Management of participants in the United States has been arranged for by AID/S+T/IT under a contract with the Partners for International Education and Training (PIET), or through USDA, whichever is appropriate. These contracts provide for placement, maintenance, and periodic progress reporting to missions, upon receipt of PIO/T. This mechanism can also accommodate English language training when necessary. Missions are responsible for complete programmatic and financial record keeping and for appropriate participant follow up. With respect to the latter, mission training officers must maintain current, up-to-date, statistics on:

- participants presently in training
- returned participants:
  - a. present occupational function and position
  - b. career pattern
  - c. means of locating
  - d. type of training received.

It is required that all returning participants be debriefed with respect to the quality and appropriateness of the training received, and that recommendations for improvement of training be made, if indicated, by memorandum to AID/S+T/IT with an information copy to the SDPRO.

As stated in the project paper section on third country training, management of TCT for the initial two years of the project following the training officers workshop will be handled by a contractor with field representatives in each of the Sahel states and in each country where training is effected. It is expected that the contractor will work extremely closely with training officers so that by August, 1985, the services of the contractor will either no longer be needed or turned over to a bureau wide contracting mechanism (if operational). Systems developed for the management of TCT and in-country English language training will also accommodate non-SMDP participants.

Each mission is responsible for the planning, organization, implementation, and evaluation of in-country seminars or workshops financed by the project. Missions should arrange for the organization of such workshops by PIO/T, well in advance of the actual implementation, since many training organizations (including USDA) require a minimum of three months' notice for staff identification and materials preparation.

Organization of regional seminars is a responsibility of the SDPRO/Bamako. The SDPRO/HRO will engage in a training needs identification process, and arrange for an appropriate United States or African organization to provide training as required. It is expected that Sahel

USAIDs will rotate responsibility for hosting regional seminars or workshops, and that the host mission training officer will assume responsibility for logistics arrangements which will include cabled travel authorization to participants, site identification and rental (if necessary) transport arrangements, opening and closing ceremonies, etc. Regional seminars or workshops will be limited to high level or relatively esoteric training for which the demand in any given country is limited. Where there is sufficient demand for a national workshop, missions should handle their own arrangements, using SMDP or other project funding.

Since some implementation matters will require attention in AID/W, the Training Review Committee, chaired by the AFR/PD project officer, will assume responsibility for actions that require monitoring or management in Washington.

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INITIAL ENVIRONMENTAL EXAMINATION

OR

CATEGORICAL EXCLUSION

Project Country: Sahel Regional

Project Title and Number: Sahel Manpower Development Project; Phase II (625-0960)

Funding: FY(s) 1983-87 \$10,000,000

IEE/CE Prepared by: Denny Robertson, AFR/PD/SWAP

Environmental Action Recommended:

Positive Determination \_\_\_\_\_  
 Negative Determination \_\_\_\_\_  
 or  
 Categorical Exclusion  X

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 above categorical exclusion provides the "Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (such as construction of facilities, etc.)" do not require an Initial Environmental Examination, Environmental Assessment or Environmental Impact Statement.

The activity proposed for AID action - the Sahel Manpower Development Project; Phase II - consists entirely of the financing of training activities. SMDP II is an umbrella project which provides for a variety of academic and non-academic training on a regional basis. 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: Frederick Gilbert, AFR/SWA

Bureau Environmental Officer

APPROVED

John D. Blumgart

DISAPPROVED

DATE

12/5/82

Clearance: GC/AFR LA

Date

11.30.82

Estimated AID Cost of SMDP II

(\$000's)

	FY 1983		FY 1984		FY 1985		FY 1986		LOP	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Total
A. U.S. training										
1. Long term <u>1/</u>	12	576	12	576	12	576	12	576	48	2,304
2. Technical/special <u>2/</u>	18	162	18	162	18	162	18	162	72	648
B. African training										
1. Third country <u>3/</u>	18	378	18	378	18	378	18	378	72	1,617 <sup>6/</sup>
2. In-country <u>4/</u>	180	540	180	540	180	540	180	540	720	(1,512)
3. Regional	72 <u>5/</u>	300	72	300	72	300	72	300	288	2,160
C. Evaluation				75				75		150
Subtotal		<u>1,956</u>		<u>2,031</u>		<u>1,956</u>		<u>2,031</u>		<u>8,079</u>
D. Contingency (10 per cent)		195.6		203.1		195.6		203.1		797.4
Total	<u>300</u>	<u>2,151.6</u>	<u>300</u>	<u>2,234.1</u>	<u>300</u>	<u>2,151.6</u>	<u>300</u>	<u>2,234.1</u>	<u>1,200</u>	<u>8,876.4</u> <sup>6/</sup>
E. Inflation (5 per cent)		113.3		229.2		328.4		452.7		1,123.6
Grand Total		<u>2,264.9</u>		<u>2,463.3</u>		<u>2,478.0</u>		<u>2,686.8</u>		<u>10,000.0</u> <sup>5/</sup>

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- 1/ Estimated at \$1,600 per month x 30 months, \$48,000 P/P including transportation.
- 2/ Estimated at \$1,200 per month x 5 months, \$9,000 P/P.
- 3/ Estimated at \$500 per month x 42 months, \$21,000 P/P (includes contractor support).
- 4/ Estimated at \$600 per month x 5 months, \$3,000 P/P.
- 5/ 3 P's x 8 countries x 3 P/A x 4 years LOP.
- 6/ Includes estimated cost of approximately \$105,000 for preparation of a TCT handbook and seminar.

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Host Country Contribution to SMDP II

(\$000's)

Type of training	FY 1983		FY 1984		FY 1985		FY 1986		No.	LOP Total
	No.	Amount	No.	Amount	No.	Amount	No.	Amount		
1. Long term										
U.S.T.	12	115.2	12	115.2	12	115.2	12	115.2	48	460.8
T.C.T.	18	172.8	18	172.8	18	172.8	18	172.8	72	691.2
2. Short term										
U.S.T	18	32.4	18	32.4	18	32.4	18	32.4	72	129.6
In-country	180	324	180	324	180	324	180	324	720	1,296
Regional	72	10.8	72	10.8	72	10.8	72	10.8	288	43.2
Total	<u>300</u>	<u>655.2</u>	<u>300</u>	<u>655.2</u>	<u>300</u>	<u>655.2</u>	<u>300</u>	<u>655.2</u>	<u>1,200</u>	<u>2,641.6</u>
3. Inflation (10 per cent)		65.5		13.1		196.5		262		655
Grand total		<u>720.7</u>		<u>786.2</u>		<u>851.7</u>		<u>917.2</u>		<u>3,275.8</u>

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#### IV. FINANCIAL ANALYSIS AND PLAN

##### A. General

The total cost of the project is estimated at \$13.2 million, including \$2.5 million for contingencies (10 per cent for AID) and inflation (5 per cent for AID, 10 per cent for host countries). The proposed U.S. contribution is \$9.98 million and that of host countries \$3.2 million.

##### B. Cost Attribution

###### 1. AID

The AID contribution of \$9.98 million will be to cover: (a) U.S. long-term academic and technical/special training (\$3.9 million); (b) African training in host and third countries (\$3.7 million); (c) preparation of a handbook and conduct of a workshop on third-country training (\$105,000); (d) three regional seminars per year for four years (\$1.2 million); (e) evaluations (\$150,000); (f) contingencies (\$797,000) and (g) inflation (\$1,1 million).

###### 2. Host Country

The participating host countries will provide an equivalent contribution of \$3.2 million in the form of salaries (\$2.6 million) and provision for inflation (\$665,000).

Approximate host country contributions were arrived at based on the following assumptions: (a) a partial salary of \$80 per month for 12 months is calculated for those in long-term training (12-30 months), (b) salaries of approximately \$300 per month will be paid to officials while in special/technical training of up to 6 months, (c) similar salaries will be paid for short-term training which is assumed to be of two months duration, and (d) regional seminars are estimated to be of two weeks duration with a salary payment of \$150.

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V. PROJECT IMPLEMENTATION CALENDAR

- April 15 Mission should advise appropriate HC officials of tentative availability of funds, and begin candidate identification process.
- May 1 Mission begins preparation of 1983 SMDP utilization cable to AID/W AFR/EHR with info to SDPT/HRO outlining:  
(a) previous year's SMDP II activity (if any)  
(b) proposed SMDP II training for FY 1983  
(c) linkage of proposed training to CDSS  
Cable should be sent shortly as after project approval o/a May 30.
- May 15 SDPT/HRO begins preparation of PIO/T for G'Town ALIGU or other competent firm to undertake survey of technical and economic feasibility of in-country English language training in Senegal, Upper Volta, Niger, and Regional Center for Mauritania, Chad, and Cape Verde in The Gambias. Study should examine demand, minimal cost-efficiency threshold possible shared financing (USIS, PC), Cost, and specific steps necessary to begin IC/ELT by December 1983.
- May 20 Project approval.
- June 15 PIO/T for ELT study is issued.
- June 1 SDPT/HRO begins needs identification process in connection with Sahel regional seminars, in the form of country visitations.
- May 15 Missions receive guidelines for development of country training strategy from SDPT.
- May 15 Missions begin U.S. short-term and long-term candidate selection process.
- May 25 Missions begin correspondence with appropriate institutions (universities, USDA, consulting firms for provision of in-country training.
- June 1 SDPT/HRO prepares PIO/T for development of directory of Francophone African Training Institutions. This directory will include only those institutions which: (a) can accommodate foreign students; (b) are judged to offer quality training. Directory will furnish precise information on placement procedures, maintenance procedures,

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cost, visas, etc. Contract will also include funding for workshops of training officers to handbook and procedures, as well as provision for six month and twelve month evaluation and procedure modifications.

- June 1 Mission prepares PIO/P's for U.S. short-term training.
- Aug. 1 Contract for third country training directory, handbook, and workshop is finalized.
- July 1 Missions issue PIO/T's for in-country workshops/seminars.
- May 15 Missions begin preparation of country training strategy due July 30.
- Aug 15-Sept. 30 Contract team on third-country training conducts institution visitations.
- June 30 SDPT/HRO issues PIO/T's for regional seminars.
- July 15-Aug. 30 In-country English language training feasibility study begins field visits.
- Oct.-Nov. Third-country training handbook is written and reproduced.
- July 30 Country training strategies are submitted to AID/W AFR/DR/EHR for review by committee.
- Aug. 1 Country training strategies are reviewed by committee.
- Open Workshop on TCT for training officers (workshop may include other topics).
- Open Organization of IC/ELT begins (pending recommendations of survey team).

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## VI. EVALUATION

Because of the complexity of regional training programs, and as a safeguard measure to monitor the relatively innovative mechanisms of Third Country Training (TCT), development of detailed Country Training Strategies (CTS), and overall management of SMDP II, funds will be earmarked for a mid-term and postproject evaluation (at approximately \$50,000 each). The mid-term evaluation is scheduled for two and one half years after project start up and the post-project evaluation, upon PACD.

### Staffing

It is expected that the evaluations be performed by teams composed of both AID Direct Hire Personnel and Contractors, due to the extensive travel required and the limited availability of DH staff. Recommended team size is six persons for an evaluation of one month.

The evaluation(s) should focus on the following areas:

### Participant Utilization

Missions should conduct pre-departure and re-entry interviews with long term participants to assess the degree to which their needs were met by training. In addition, records must be kept on post-training assignments of all participants. This information should be made available to the evaluation team.

### Pre-departure Orientation/Minimum Competency ELT

As described in the SMDP I evaluation, pre-departure orientation and in-country ELT were judged to be unsatisfactory in preparing participants in the U.S. The Evaluation Team may be able to infer whether progress has been made in these areas from proportion of participants completing their programs.

### Inclusion of Women

It is expected that the mechanism for Third Country Training will permit increased participation by women in SMDP II. In any event, the number of women participants should be addressed, as well as efforts made to recruit women.

### Project Management

The overall efficiency of project management should be examined, with special emphasis given to:

- the role of the Mission Training officer;
- forward funding as a means of improving financial management; and
- record keeping and participant follow-up.

### Equivalency/Promotion

To the degree it can be measured, the issue of equivalency vs. promotion should be examined for long term participants.

### Breakdowns of Training

To what degree were USAIDs able to utilize TCT and short term/regional training (keeping in mind the reduced emphasis on State side training as the only acceptable means of removing constraints to development)?

Conformance of Training to CDSS or CTS

How well did projected training needs (as outlined in the CDSS or CTS) conform to actual training funded by SMDP II?

Training in Private Enterprise

Because of the Agency's policy to provide incentives for private enterprise, training provided in response to this should receive attention.

Project Purpose Achievement

To what extent have development constraints been relieved by SMDP II, and what constraints in particular?

Third Country Training

To what extent have the mechanisms set in place for the placement and maintenance of participants in third country training institutions facilitated the utilization of such institutions?

SMDP and ANDP

Are there economies of scale or other programmatic or management reasons for planning an eventual merger of the SMDP with the Africa Manpower Development Project?

ANNEX I  
PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

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**PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK**

Life of Project:  
From FY 83 to FY 87  
Total U.S. Funding           
Date Prepared: 12/82

Project Title & Number: Sahel Manpower Development Project; Phase II (625-0960)

ANNEX I

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS										
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>to improve Sahelian institutions with direct or indirect responsibility for support or implementation of AID funded projects, and increase their capacity to effectively utilize development assistance</p>	<p>Measures of Goal Achievement:</p> <p>Sahel National Ministries of Plan, Finance, Rural Development and other executive level institutions develop policies and administrative mechanisms that are consistent with AID program goals in each State</p>	<p>Routine economic analysis by GRM, US Embassy and USAID; AID level of assistance over time; Development of National Development Plans that reflect AID's program priorities</p>	<p>Assumptions for achieving goal target:</p> <p>AID project success is dependent on capacity of Sahel institutions to utilize development assistance; AID will continue to provide development assistance to the Sahel; Sahel governments will continue to accept USG development assistance.</p>										
<p>Project Purpose:</p> <p>To identify and alleviate those development constraints which respond to long and short term training, in institutions impacting upon the success of AID-funded projects in the Sahel. Subpurpose: To assure that scarce skilled personnel are available to overlap with and replace technical assistance during the early stages of project development</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>Trained participants in key institutions will be utilizing new skills to create a policy and administrative environment that is complementary with and supportive of AID's program goals.</p>	<ol style="list-style-type: none"> <li>1. Evaluation findings</li> <li>2. Mission records</li> <li>3. GRM-USAID relations</li> <li>4. SER/IT records</li> <li>5. Contractor/Grantee records</li> <li>6. Country Training Strategies</li> </ol>	<p>Assumptions for achieving purpose:</p> <p>Project purpose fulfilled; need identified; Training is available within institutions; Trained participants will return to job/country after training; Sahel institutions utilize trained participants to achieve project purpose.</p>										
<p>Outputs:</p> <p>Trained participants: Long Term (US) Short Term (US) Long Term (TCT) Short Term (In-Country) Short Term (Regional) Total Pa</p>	<p>Magnitude of Outputs:</p> <p>Trained participants over Life of Project</p>	<ol style="list-style-type: none"> <li>1. Contractor/Grantee records</li> <li>2. AID/Embassy Reports</li> <li>3. AID Evaluation</li> <li>4. PIO/PS</li> </ol>	<p>Assumptions for achieving outputs:</p> <p>Beneficiaries perceive the need and recognize benefit of training; participants respond to training; training improved skills; Qualification exist; Space is available in Country Institutions; USAID specific training strategies; the personnel to implement them.</p>										
<p>Inputs:</p> <p>* \$11 Million Grant</p> <table border="1"> <thead> <tr> <th>Country</th> <th>LOP Funding</th> </tr> </thead> <tbody> <tr> <td>(I) Chad, Cape Verde</td> <td>\$774,000 each</td> </tr> <tr> <td>(II) Gambia, Mauritania</td> <td>\$890,000 each</td> </tr> <tr> <td>(III) Niger, Upper Volta</td> <td>\$1086,000 each</td> </tr> <tr> <td>(IV) Mali, Senegal</td> <td>\$1242,000 each</td> </tr> </tbody> </table> <p>* Feasibility study for ELT * Contract for Project Mgmt/Handbook * Workshop for Training Officers</p>	Country	LOP Funding	(I) Chad, Cape Verde	\$774,000 each	(II) Gambia, Mauritania	\$890,000 each	(III) Niger, Upper Volta	\$1086,000 each	(IV) Mali, Senegal	\$1242,000 each	<p>Implementation Target (Type and Quantity)</p> <p>See Financial Plan (Page )</p>	<p>Mission, contractor and AID/W records</p>	<p>Assumptions for providing inputs:</p> <p>Funding is available in the prescribed amounts; The following exist at a reasonable cost and are available: Expertise to provide training; contractor to administer training; Expertise for feasibility study.</p>
Country	LOP Funding												
(I) Chad, Cape Verde	\$774,000 each												
(II) Gambia, Mauritania	\$890,000 each												
(III) Niger, Upper Volta	\$1086,000 each												
(IV) Mali, Senegal	\$1242,000 each												

ANNEX II

SMDP II PROJECT IDENTIFICATION DOCUMENT (PID)

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FACE SHEET (PID)

A C = Change  
D = Delete

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COUNTRY/ENTITY Sahel Regional		3. PROJECT NUMBER 625-0960	
BUREAU/OFFICE AID/AFR/SDPRO A. Symbol B. Code		5. PROJECT TITLE (maximum 40 characters) Sahel Manpower Development Phase II	
ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION A. Initial FY 82 B. Final FY 87 C. PACD 89		7. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 = )	
		FUNDING SOURCE	
		LIFE OF PROJECT	
		A. AID 10,245	
		B. Other U.S. 1. 0	
		2. 0	
		C. Host Country 354	
		D. Other Donor(s) 0	
		TOTAL 10,599	

8. PROPOSED BUDGET AID FUNDS (\$000)

APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. 1ST FY 83		E. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
SH	660	1.700		2100		10,245	
TOTALS							
SECONDARY TECHNICAL CODES (maximum 3 codes of 3 positions each)		720	730	740	750	760	10. SECONDARY PURPOSE CODE 600

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

Code	TNG						
Amount	1 536						

PROJECT PURPOSE (maximum 480 characters)

To provide appropriate training in Africa and the United States, to remove or alleviate critical development constraints in institutions that impact upon the success of AID's projects in the Sahel.

SOURCES REQUIRED FOR PROJECT DEVELOPMENT

Staff: Human Resources/Project Design officer - 4 weeks  
Social Economist - 4 weeks

Funds Costs for HR/Design officer (Est \$4,650) (DIRECT HIRE) to be funded by AID/AFR/SWA OE budget.  
Costs for Social Economist (IQC) est. \$15,084) costs for typing and other secretarial to be included in IQC.

INITIATING OFFICER'S OFFICE	Signature Lawrence A. Dash		15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY		
	Title Director, Sahel Development Planning Regional Office				
EFFECT DOCUMENT ACTION TAKEN S = Suspended GA = Conditionally Approved A = Approved DD = Decision Deferred D = Disapproved			17. COMMENTS		
ACTION OVERVIEW	Signature		19. ACTION REFERENCE		20. ACTION DATE MM DD YY
	Title				

## I. Background

The Sahel Manpower Development project (SMDP) 625-0936 was authorized in 1979 at a level of \$8.5 million to finance the training of some 400-500 Sahelians, over a period of five years. In May of 1982, the project was amended to provide an additional \$1.225 million to enable 135 participants currently in training to complete their studies. From April 21-May 21, 1982, an evaluation team was formed to assess, inter alia, the impact of the project, as well as the reasons for the rapid draw-down of project funding. The full evaluation is appended to this PID.

### Principal Evaluation Findings:

1. In lieu of the 400-500 Sahelians scheduled to have received training under this project, a total of approximately 315 will have been trained. The reasons for the cost overrun, training and time deficits are as follows:
  - a. AID's allocation policies tended to respond to USAID training proposals on an ad hoc, unprogrammed basis, and thus allowed the LOP funding to be obligated in 2.5 rather than 5 years.
  - b. In several posts, participants were partially, rather than fully funded, resulting in cost overruns and "mortgages" on future funding.
  - c. The demand for long term U.S. academic and technical training, as opposed to third country (TCT) or in-country training (ICT) was much higher than anticipated.<sup>1</sup>
  - d. The training of many participants had to be extended beyond the anticipated time frame to accommodate English language or academic deficiencies.
  - e. Inflation caused substantial increases in the cost of participant training over the past three years.
  
2. AID's participant data base and tracking system stores data in two separate systems. Information retrieval, particularly financial, is extremely difficult.

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<sup>1</sup> In lieu of the 135-160 P's scheduled to undertake TCT, only 35 will have completed TCT by EOP.

3. AID lacks an effective mechanism for the placement and maintenance of participants in third country institutions. This contributed to the relatively low level of SMDP sponsored training in African institutions.

4. The process of apportionment and allocation of SMDP funding was based upon submission and perfunctory review of annual country training plans (CTP). This process prevents missions from long term planning with host country officials due to uncertainty regarding future funding levels. The apportionment process was ad hoc, since the project paper did not spell out criteria for the allotment of funds.

5. The cost of U.S. participant training, estimated at \$22-24,000 per annum in FY 82, is high. AFGRAD participants cost \$12,000 p.a. Even recognizing that AFGRAD is a tuition waiver program, the cost of SMDP is excessive.<sup>2</sup>

6. Little or no predeparture orientation to U.S. academic or social life was made available to participants.

7. Very few women have participated in SMDP.

8. Three of the seven countries visited offer full or partial in-country English language training. USAID Mali offers full English language training (ELT) and requires achievement of approximately 550 TOEFL prior to sending a participant to the U.S. Niger and Senegal offer partial ELT in collaboration with USICA, and have no fixed minimal achievement requirement prior to call forward. All of the posts visited (Mali and Gambia excepted) utilize ALIGU (Georgetown University) or other U.S. institutions for all or part of ELT. ALIGU training costs \$10,000 for 900 hours while Mali's OMBEVI ELT center offers 900 hours at a cost of \$6,000. It is felt that even Mali could reduce cost significantly by increasing class size. By and large, the provisions of handbook 10, regarding call forward requirements, are not adhered to.

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2. This PID budgets UST at current levels, due to agency policy but anticipates improved efficiency which could offset inflation.

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## Principal Evaluation Recommendations

1. SMDP should seek to provide training that will remove or alleviate critical development constraints in institutions that impact upon the success of AID's projects. Under no circumstances should SMDP substitute for training which could be funded through projects. Missions should take appropriate steps to encourage a higher level of private sector candidates, particularly through non-formal, short-term in-country training.
2. A more realistic assessment of time necessary for degree completion should be made. For planning purposes, a 30 month projection, including ELT, should be made for participants entering U.S. masters programs.
3. SMDP should limit the amount of funding available for U.S. training, and should take concomitant steps to encourage and facilitate third country training, when possible.
4. The two existing management information systems should be consolidated, and should include considerable additional data, as outlined in the body of the evaluation.
5. AID should investigate whether the implementation (placement and maintenance) of third country training can be effectively contracted out. In addition, AID should encourage regional Sahel based short term training in certain technical disciplines previously available only in the U.S.
6. Disbursement of SMDP funds should be based upon submission of five year general country training plans which would indicate the mix of U.S.T., TCT and ICT; the relevance of such training to country development strategy; and justification for the level of effort requested. Measurable criteria should be developed for the apportionment of project funds. Responsibility for the management of SMDP should devolve from AID/W to the missions themselves.
7. All training should be fully funded at the outset of training to avoid overruns and mortgage build-up.
8. Extensions of training should generally not be permitted, and only with AID/W concurrence.

JL 6/7

9. Criteria should be developed to measure project impact and to assess cost-benefit.
10. The cost of participant training should be reduced through:
  - more efficient English language training
  - lower contract overhead
  - tuition waivers
  - fewer extensions
  - if possible, increased HC contributions  
(perhaps air fare)
11. AID missions should play a more active role in candidate selection.
12. A significant orientation to academic and social life in the U.S. should be incorporated into predeparture ELT, perhaps in collaboration with USICA or Peace Corps.
13. AID should not pay for the cost of travel or maintenance of accompanying dependents.
14. AID should assume a more active posture in assuring increased female participation.
15. AID should take immediate steps to develop Sahel based ELT to at least the TOEFL 425 level. The need to acquire a minimal level of English proficiency prior to departure for the U.S. will have a motivational effect on participants and will weed out those with limited English language learning aptitude. If it is not feasible for all U.S. Sahel posts to mount in-country ELT, arrangements should be made for ELT in a neighboring country on a cost effective basis; collaboration with Peace Corps and USICA for ELT should be encouraged.

## II. Project Description

### A. Statement of the problem

Virtually all Sahel CDSS's and the RDSS cite the general lack of well trained manpower as a critical constraint to the development of the region. This project will not address that constraint in any serious manner, since nothing short of massive assistance to Sahelian training institutions will enable Sahel states to make effective use of their human capital<sup>3</sup>.

The purpose, therefore, of the proposed SMDP phase II will differ considerably from that of phase I, in that instead of seeking to "provide training designed to increase the number of skilled personnel needed for the development of rural areas"<sup>4</sup>, the phase II project seeks through training, to remove or alleviate critical development constraints in institutions that impact upon the success of AID's projects in the Sahel; training that cannot be funded through the projects themselves. This change in focus will require that all USAID's and principal posts identify such constraints, and indicate, as part of the SMDP planning process, how their resolution will enhance the likelihood of project success, and national development.

The Sahel Manpower Development project will provide for two types of training; training to strengthen institutions that impact upon AID funded projects; and pre-project training that will assure that personnel with scarce skills needed for the implementation of a planned activity will come on line in a timely fashion<sup>5</sup>. The first type of training will most likely accomplished through in-country or regional workshops or seminars; and the second type, "pre-project" training is likely to consist of long term academic or technical degree training, either in Africa or in the U.S. Both types should enhance, support, or otherwise improve the likelihood of success of AID's project objectives.

SMDP II, unlike the first phase, should not be regarded as a scholarship program, but rather as a means of providing training to alleviate specific mission identified development constraints. This implies that AID missions should play a much more active role than they have in the

3. AID finances a number of projects specifically targeted toward the strengthening of agricultural training institutions in Niger, Upper Volta, Mali, Senegal, the Gambia and Mauritania.
4. SMDP project 625-0936 project paper 2 8/79.
5. Examples of appropriate training which can be funded by SMDP are found in the Issues Section!

1/8/79

past<sup>6</sup> in training needs identification and candidate selection.

The project sets a target for the training of 175 participants in the U.S. (70 long term, 105 short term); 70 long term participants in African third country institutions; 525 in-country short term trainees, and 300 short term third country trainees who participate in regional seminars; with a total of 1070 participant/trainees over a period of five years, at a total cost of \$10.245 million<sup>7</sup>. The mix of U.S. vs. TCT and ICT may fluctuate, subject to submission of country training plans, but it should be noted that the project sets limitations on the percent of budget that may be used for training in the United States.

## B. Project Policies

This project provides for the education and training of Sahelians in disciplines required to remove or alleviate critical development constraints in institutions that impact upon the success of AID's projects. The policies that are outlined in this section are designed to improve the efficiency and the effectiveness of SMDP through better planning and improved management.

### 1. Project Planning

Each participating USAID or principal post will prepare a five year training plan upon which basis the apportionment of SMDP funds will be made. The plan should indicate the principal disciplines in which training is needed; the relative mix of short term in-country, short term U.S., long term U.S., and third country training which is contemplated; and the levels at which degree training will be offered. The training plan should specify and justify the requested level of annual effort, relating training to the alleviation of development constraints to the achievement of AID's country strategy. The training plan should be consistent with agency policy, and cognizant of parallel training efforts being funded by other donors. It is anticipated that 5 year LOP planning will improve upon annual CTP submissions in the following ways:

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6. v. SMDP Evaluation p.

7. See Budget section for cost breakdown

- USAID missions will be better able to synchronize funds available with HC requirements for notification of training opportunities.
- AID and Sahel governments will have advance knowledge of future funding availability, enabling better long term planning.
- AID/Washington's management role will be shifted to the field
- Possibilities for cost overruns will be diminished.
- Responsibilities for central financial reporting will be diminished, since field missions will have up front knowledge of their LOP authorization.
- Apportionment of regional funds will be based upon specific criteria applied to the 5 year training plan submission.

Missions will have some flexibility in modifying their long term training plan, annually, based upon changing needs. This will be an internal field process with minimal Washington involvement, but with SDPT oversight.

The apportionment of funds among participating missions should be based upon specific measurable criteria, including:

- Coherency of training with Agency policy and country strategy
- Availability of participant training funds through non-SMDP resources.
- Importance of training to constraint alleviation or removal.
- Status of national education and training resources in priority sectors.
- Level of other donor effort in participant training.
- Size of affected population.

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- Magnitude of AID's overall effort.

The project paper should assess and weigh these criteria in such a way as to permit the rational apportionment of project funds. It is proposed that 10-15 % of the total funding be reserved to finance regional Sahel based seminars to be organized and managed by the Sahel Development Planning Regional Office.

## 2. Project Utilization

With the exception of Cape Verde, which has access to AMDP funded undergraduate U.S. training for Portuguese speaking participants, B.A. level training<sup>8</sup> in most sectors related to rural development, is available in African institutions in both English and French. For this reason, SMDP should not generally be used to finance undergraduate degree training in the U.S. In cases where training at B.A. level is seen to be necessary, and where no national institution can provide such training, the sponsoring mission should identify an appropriate third country institution. It is recognized that no effective mechanism presently exists for the implementation (placement and maintenance) of third country training, and it is recommended that the project paper team investigate whether TCT can be effectively contracted out to an international organization which maintains a network of correspondents in Africa who could assume this responsibility.

SMDP can be used to finance Masters, and if appropriate, PhD level training in the U.S. through normal S+T/IT PIO/P procedures, but short term technical training in the U.S. should only be planned in cases where a practical exposure to U.S. technology is needed. Such training should be provided in French or Portuguese<sup>9</sup> if participants do not already have a command of English. It is not cost effective to offer English language instruction in connection with short term U.S. training. Short term U.S. training which consists, essentially, of classroom instruction, should be offered in the Sahel, either regionally or in-country, if there is sufficient demand.

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8 "Licence" or "Ingénieur" level training in the francophone states.

9. Gambia is, of course, excepted.

In view of the high cost (\$22-24,000 PA) of participant training in the United States, missions are encouraged to make much more use of SMDP funds for Africa based training (ICT, TCT, regional workshops/seminars) than they have in the past.<sup>10</sup> For this reason, it is recommended that the project paper team treat this as an issue, and consider establishing a percentage ceiling that can be used for U.S. training.

### 3. Recruitment/Selection

The SMDP evaluation team established that missions play a passive role in the recruitment and selection of candidates and often in the establishment of training needs. Missions will be expected to play a key role in training needs identification and a much more active role in candidate recruitment and selection within limits set by beneficiary governments. Each post should establish vigorous criteria for candidate identification (especially for U.S. training) which include, previous English language training (if appropriate), evidence of high scholarship, and upwardly mobile career pattern. In addition, when selecting candidates, missions should weigh character and motivation. A serious effort should be undertaken to promote female participation, and the participation of candidates from, or bound for private sector employment.

### 4. Implementation/Management

All posts must disburse adequate funds to assure the total forward funding of participants with no mortgages, and AID will not pay for the transportation or maintenance of dependents of participants.

Each USAID and principal post will manage its own LOP authorization, and SDPT/Bamako will provide oversight and management of the regional training portfolio. Participants in the U.S. will continue to be placed and maintained by the yet-to-be determined general agency contractor under the supervision of S+T/IT according to AID handbook 10 regulations. Missions will maintain financial and program records and document current and returned participant status. Missions will advise participants prior to departure that time extensions will only be granted under exceptional circumstances, which do not include English language or academic deficiencies. This implies that much more pre-selection screening needs to

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be done to assure that candidates have prerequisite academic credentials for their proposed programs, and minimal English language entry levels. The best way to assure the latter is to provide for in-country English language training.

AID/S+T/IT is in the process of upgrading its participant training information system (PTIS) to provide missions with better and more timely reporting of U.S. participant status. The soon to be selected general agency contractor will furnish quarterly reports to sending posts who are, in turn, expected to inform appropriate ministry or private sector participant sponsors of progress.

The SMDP evaluation team found that returned participants are not generally utilized as resources for pre-departure training, and orientation, or follow-up/re-entry activities. Missions are strongly encouraged to make better use of this resource in SMDP II, and to organize where possible, formal or informal committees of HC nationals who have studied in the U.S.

#### 5. Predeparture Training and Orientation

In the case of a participant with little or no previous English language training (ELT), experience has shown that approximately 900 hours of training is needed to reach a TOEFL level of 550 which is the average minimum university admission standard. At the present time, most such training is done at ALIGU (Georgetown University) or other U.S. institutions at a cost of approximately \$10,000 per participant for 900 hours of instruction. Of the six Sahelian francophone and lusophone states, only USAIDs Mali, Niger and Senegal conduct in-country ELT, with Mali the furthest along, requiring the full 550 TOEFL prior to call forward for U.S. training. Niger and Senegal, in collaboration with USICA offer part time ELT and have no required minimum proficiency level prior to continuing ELT in the United States. Mali's ELT program costs approximately \$6000 per participant for 900 hours of instruction, but it is felt that this cost could be considerably reduced by increasing class size.

There are, unquestionably, advantages to doing ELT in an anglophone environment, and Georgetown's ALIGU program is well known and effective. however, in view of the striking cost disparity between in-country and U.S. ELT, the SMDP evaluation team has recommended, and this PID accepts, that at least a minimum proficiency level be achieved in-country

prior to continuing ELT in the United States. It is felt that the establishment of minimum proficiency requirements will serve a motivational purpose, and will weed out those who are not seriously motivated, or who simply lack aptitude.

Therefore, effective January 1981, a minimum 425 TOEFL will be required prior to "topping off" in a U.S. ELT program such as Georgetown. Missions wishing to participate in SMDP for U.S. training will be asked to either develop in-country training facilities, perhaps with the collaboration of USICA or Peace Corps, or make arrangements with a neighboring mission having such facilities, should this approach be more appropriate. The project paper team is asked to examine the feasibility of this requirement, in terms of start-up cost and instructional constraints, and USAID missions will be asked to comment. In any event, no more than a total of 8 months of combined in-country and U.S. ELT will be authorized, and candidates will not be called forward for academic/technical training in the U.S. unless all credentials have been submitted and reviewed per the provisions of AID's handbook 10. Placement and maintenance will be handled by a yet-to-be named agency contractor, but missions are expected to closely monitor the choice of institutions for relevance. All participants must receive, as part of their pre-departure training, a comprehensive orientation to academic and social life in the United States<sup>9</sup>.

#### 6. Management Training

It is often the case, in Africa, that ~~tightly trained~~ technical personnel are rapidly promoted to supervisory and administrative positions where they frequently lack the skills necessary to effectively manage people, projects and budget. It will be required, therefore, that all SMDP participants agree, prior to their departure, to enroll in two courses (six semester hours) in management; one in general management, and the other, in financial management. It is recommended that this requirement be applied also to non-SMDP AID funded participants.

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9. The SMDP evaluation treats this subject in some detail.

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### III. Major Issues

There are a number of program and management issues that will need to be resolved by the project paper team with the advice of field personnel, but an overriding concern is the question of whether the project is necessary. It can be argued that participant training can be funded within the context of AID's project activities. Why therefore have a supplemental source of funds? First, it should be emphasized that SDMP will fund pre-project training and provide funds for the training of personnel in key institutions to overcome constraints to the success of AID's projects and Sahelian development. In the first category, pre-project training, AID can often identify key skills gaps in planned projects which are not yet funded; gaps that must be filled if the projects are to succeed. In the short run, AID can fill these gaps with technical assistance, but in the long run, even over a period of a few years, T.A. is a very costly alternative. In the second category, constraint removal, there is often a need to provide workshops or seminars to cadre who are not directly associated with an AID project, but whose lack of training or insight creates a policy environment which inhibits national development. SMDP is the only flexible vehicle to address such needs.

Unlike the first phase, SMDP will not fund "post-project" training since such training can and should be provided through the projects themselves, with supplemental funding, if necessary. SMDP is necessary and its availability to Sahel missions will enhance and support AID's overall program in the Sahel. SMDP II provides a framework for implementation of participant training that goes far beyond its limited level of effort. It validizes each mission's total training effort by establishing structures and procedures for English Language Training, participant orientation, candidate selection, third country training and participant monitoring and follow-up. These structures pertain not only to SMDP participants and trainees, but to all participants funded through AID's project resources.

In addition to the question of whether SMDP is necessary, the Project Paper should examine the following issues:

- a) whether the funds apportionment criteria, as outlined in the PID are appropriate, and if so, how each factor be weighted for maximum equity.

- b) whether it is feasible, and desirable, in terms of cost, and effectiveness to require minimum 425 TOEFL proficiency for francophone and lusiphone participants, prior to continuing ELT in the United States.
- c) whether third country training can be effectively and efficiently handled by a U.S. or Africa based institution on a contract basis. The project paper should examine the capability of the African American Institute, the Association of African Universities, and any other institutions which may have such capacity.

#### IV. Project Alternatives

SMDP Phase II grew out of the Africa Manpower Development project (AMDP) Phase I (698-0384) which was approved on June 1976 at a level of \$23,397 million. It was determined, in 1979, that, in keeping with the intent of the Sahel appropriation, participant training for Sahelian states be broken out of AMDP and a separate project established.

A possible alternative to mounting this project is to investigate whether the AMDP project phase II (698-0433 June 7, 1982 \$29,675 million) can be amended, using Sahel Development Program funding, to manage Sahelian participant training, as it did prior to 1979. Should this be feasible, we would expect that the amended AMDP include provisions for the reforms herein cited, and that the project be at least as cost effective under AMDP, as proposed in this PID.

It is suggested that this alternative be carefully investigated prior to PID review, with the participation of AFR/RA and S+T/IT.

#### V. Estimated Project Cost

- |           |  |       |
|-----------|--|-------|
| (70 P's)  | 1. U.S. Training: based upon average level of 2 fully funded 30 month M.A. participants per country x seven countries x 5 years at 24,000 per participant/year.<br>\$24,000 x 2.5 yrs x 2 P's x 7 states x 5 yrs | 4,200 |
| (105 P's) | 2. U.S. tech + special short term: based upon average of 3 participants per country x seven countries x 5 years at \$9,000 per participant<br>9,000 x 3 P's x 7 states x 7 yrs                                   |       |

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3.	Third country degree/diploma training: based upon 2 participants per country x (525 t's) 36 months x seven countries x 5 years at 10,000 per participant/year 10,000 x 2 P's x 3 yrs x 7 states x 5 yrs	2,100
4.	In-country training: one seminar per country per year x seven countries x 5 years at (300 t's) 60,000 per seminar average class size 15 60,000 x 7 states x 5 yrs (average cost per t = \$4,000)	2,100
5.	Regional workshops/seminars 3 seminars (in region) per year x 5 years at 60,000 (300 t's) Average class size 20 60,000 x 3 seminars x 5 yrs (average cost per t = \$3,000)	900
TOTAL		\$ 10,245

No factor for contingency or inflation is included. If costs rise, the targeted number of participants will decrease proportionately.

#### Host Country Contribution

HC contribution consists, essentially, of maintenance payments to family members in form of base salary or indemnities, while participant is away from home. This contribution differs considerably among Sahel states and our estimates are based upon conservative average of \$61.50 per month (20,000 CFA) times number of person months.

	000's
1. U.S. training 2100 person/months at 61,50	129
2. U.S. short term 315 p/m at 61,50	19
3. Third country training (long term) 2520 p/m at 61,50	155

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4. In-country training	
Cost of use of facility \$400	
35 x 400	14
5. Regional workshops/seminars	
600 p/m x 61,50	37
	<hr/>
	354

#### VI. Initial Environmental Examination

Per 22 CFR part 216.2 para 2 C (2) i, Education, Technical Assistance and Training Programs are generally excluded from Initial Environmental Examination.

This project will not have any impact on the environmental factors included in the checklist since it is restricted exclusively to training. Even such training that may be of consequence from an environmental point of view would have only a limited secondary impact on the project area due to increased environmental awareness on the part of the trained individual. In view of the fact that this project will not have any impact on the environment, it is recommended that a negative determination be approved.

#### VII. Project Preparation Strategy

The SMDP Evaluation/PID development process was primarily a field based activity, and it was foreseen in the Evaluation/PID scope of work, that most of the data necessary for PP design would be generated by the Evaluation team. The project paper design process will therefore be a U.S. based activity, which will address concerns identified by the Evaluation/PID team, most of which pertain to U.S. based implementation issues.

A key component of the project paper, which is not addressed in the PID, except by reference, is the economic analysis, which should describe and analyze marginal growth contribution based on differential rental values (wage differences) of the human capital embodied in persons with various levels of schooling. Considerable research (Schultz, Denison, Psachropoulos, Selowsky et al) has been done in the formulation of models for calculating the return on investment in education. These

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models refer to increments to the stock, not to the stock of human resources available to complement new physical capital, and can be weighted, using the Cobb-Douglas constant shares weighting system, to assess the relative importance of investment in (higher) education, vs. other sectors.

Preparation of the project paper will require significant collaboration with S+T/IT, AFR/RA and PPC/ED. S+T/IT is responsible for the managing/coordinating of the implementation of all agency sponsored U.S. participant training, and AFR/RA has had considerable experience in the development of criteria for and review of country training plans. PPC/ED has played a key role in the formulation of AID's participant training strategy. The project paper team should work closely with these offices to assure program consistency and maximum advisement. PP design will require travel to New York (AAI) to investigate feasibility of management of third country training, and to a representative sampling (perhaps 3) of U.S. universities to assess selection criteria, participant support issues, English language training, and possibilities for tuition waivers.

The Project Paper team should consist of:

1. A Human Resources/Project design officer who will be responsible for the overall design and technical analyses of the PP. This person should have a strong background in development planning and an understanding of resources for higher education in Africa and the United States. If timing permits, this position could be filled by the SDPT/HRO (30 days).
2. A social economist with a strong technical background and experience in assessing the IRR of investment in education. In addition to writing the economic analysis, as described above, this person will also be responsible for the financial analysis. The economist should be familiar with recent trends and research in growth accounting and the rental value of human capital (30 days).

Timing:

The timing of project paper design and approval is critical, if SMDP II funds are to be available for the placement of U.S. and third country participants in September 1983. Assuming 6-8 months of English language training USAID's will need to know, NLT November 1, 1982, whether recruitment of candidates can take place, and at what level of effort. The recommended timetable is as follows:

PP design o/a Aug 9-Sept 10, 1982

Project Review o/a Oct 1, 1982

ECPR o/a Oct 15, 1982

No overseas travel is anticipated.

PP Design Budget:

Human Resources/Design officer - 4 weeks

Direct Hire position

Per diem AID/W 2,250

Travel (int'l) 1,800

Travel (domestic) 600

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4,650 to be charged to AFR/SWA

Social Economist - 4 weeks

Contract position

Salary 221 x 30 days 6,630

Per diem Washington 2,250

Travel (domestic) 300

Secretarial 600

Overhead at 80% of salary 5,304

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15,084

60

Alternate Project Preparation Strategy

Planning for the use of SMDP funds to be used for short term in-country and/or Regional Africa based training is complex and will require sensitivity to rather limited Francophone U.S. training resources.

The funds apportionment process, and indeed, justification for the level of effort herein requested, will depend upon training needs, as outlined in the long term (5 year) country training plan.

It is proposed, that the project paper team include the services of a highly experienced rural development specialist/trainer, who is thoroughly versed in U.S. Francophone training resources, and the status of overall training deficiencies in the Sahel. This specialist would, in the course of project paper development, actively assist missions and principal posts in the formulation of their short term training needs, and assess whether this training can be effectively offered in the Sahel.

If the PID review committee accepts this approach, it would require the following budget:

Salary : 35 days x \$221	7735
International travel	3200
Per diem at 90 average	3150
Secretarial support	200

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ANNEX III  
PID APPROVAL CABLE

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ORIGIN OFFICE AFFW-04  
INFO AAAF-02 AFRA-03 AFCV-03 AFDP-02 AFDR-06 PPCE-01 PDPR-01  
PPPB-03 GC-01 GCAF-01 GCFL-01 IT-06 AFDA-01 ES-01 RELO-01  
MAST-01 WAB-01 AFPM-01 /048 A3 606

INFO OCT-22 INR-10 AF-00 EB-08 INRE-00 /063 R

DRAFTED BY AFR/SWA/SRD:DMAXWELL/CROBERTSON:MER

APPROVED BY DAA/AFR:FCORREL

AFR/SWA:JWOODS (DRAFT)

AFR/DP:SSHARP (SUBSTANCE)

AFR/DR/SWAP:GSLUCUM (DRAFT)

AFR/DP:GCAUVIN (DRAFT)

AFR/RA:NGREEN (DRAFT)

S&T/IT:ECARTER (DRAFT)

AFR/EHR:MSHAW (DRAFT)

PPC/PDPR:FMETHOD (DRAFT)

AFR/DR/SWAP:JMCCABE (DRAFT) AFR/SWA:FGILBERT

DESIRED DISTRIBUTION

ORIGIN AFFW INFO AFRA AAAF AFCV AFDP AFDA AFOR AFPM PPCE PDPR PPPB  
GC GCAF GCFL IT ES WAB 30-00 END

-----055031 0405352 /38

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FM SECSTATE WASHDC

TO AMEMBASSY BAKAKO IMMEDIATE

AMEMBASSY DAKAR IMMEDIATE

AMEMBASSY NOUAKCHOTT IMMEDIATE

AMEMBASSY NIAMEY IMMEDIATE

AMEMBASSY PRAIA IMMEDIATE

AMEMBASSY BANJUL IMMEDIATE

AMEMBASSY OUAGADOUGOU IMMEDIATE

INFO AMEMBASSY NDJAMENA

AMEMBASSY YAOUNDE

AMEMBASSY ABIDJAN

UNCLAS STATE 250066

AIDAC

E.O. 12356: N/A

TAGS:

SUBJECT: PID REVIEW, SAHEL MANPOWER DEVELOPMENT PROJECT  
PHASE II (SHDP II) (625-0960)

REF: (A) BANJUL 02194, (B) BAKAKO 64646, (C) NOUAKCHOTT  
0430, (D) BAKAKO 5018, (E) BAKAKO 4886, (F) DAKAR 7634,  
(G) OUAGADOUGOU 04472

1. SUMMARY: PID REVIEW COMMITTEE MET AUGUST 9, 1982 AND  
ENDORSED RECOMMENDATION TO ECPR FOR APPROVAL OF SUBJECT PID.  
A SUBSEQUENT MEETING WITH THE DAA/AFR REVIEWED POSSIBILITY  
OF JOINT MANAGEMENT OF SHDP WITH AMDP. THE RESULTS OF THE  
DELIBERATIONS WERE: (A) PID APPROVAL; (B) A DECISION TO  
MAINTAIN THE SHDP AS A SEPARATE PROJECT; AND (C) INSTRU-  
CTION TO EACH MISSION TO SUBMIT A STATEMENT BY SEPTEMBER 17  
WHICH (1) PROVIDES A MISSION SHDP II STRATEGY DESCRIBING  
HOW SHDP II RESOURCES WILL BE APPLIED TO DEVELOPMENT GOALS,  
AND (2) DESCRIBES ACTIONS EACH INTENDS TO TAKE TO RESOLVE  
PRINCIPAL ISSUES. ADDITIONAL TIME REQUIRED TO DO THIS MAY  
RISK LIMITING FY 83 U.S. TRAINING STARTS, BUT THIS IS FELT  
TO BE NECESSARY TO ACHIEVE MUCH BETTER DEFINED PROJECT.  
END SUMMARY.

2. REVIEW OF SUBJECT PID WAS HELD ON AUGUST 9, 1982 WITH  
REPRESENTATIVES FROM SWA, RA, S&T/IT, DR, AND PPC IN  
ATTENDANCE. COMMITTEE RECOMMENDED SUBMISSION OF PID TO  
ECPR FOR APPROVAL AND MERGING SHDP MANAGEMENT WITH AMDP.  
AFR/RA INDICATED THAT IT FORESAW NO SIGNIFICANT MANAGERIAL  
OR FISCAL PROBLEMS IN ABSORBING THE SHDP UNDER THE PRESENT

AMDP.

3. THE FOLLOWING RECOMMENDATIONS WERE MADE BY THE REVIEW  
COMMITTEE ON THE PP DESIGN:

----A. THE ISSUES LISTED IN THE PID ARE CLEAR AND SHOULD  
---- BE ADDRESSED BY DESIGN TEAM.

----B. THE SHDP EVALUATION INDICATED THAT LITTLE EVIDENCE  
---- EXISTED OF MISSION-ESTABLISHED TRACKING SYSTEMS TO  
---- FOLLOW-UP ON RETURNED PARTICIPANTS. THE REVIEW  
---- COMMITTEE FELT THAT THE PP SHOULD INCLUDE MEASURES  
---- TO BE INITIATED BY MISSIONS TO THIS END.

----C. A STIPULATION SHOULD BE INCLUDED WHICH INCORPORATES  
---- THE RECOMMENDATIONS MADE BY THE SHDC THAT THE HUMAN  
---- RESOURCES OFFICER ON THE SAHEL DEVELOPMENT PLANNING  
---- TEAM WILL PARTICIPATE IN REVIEW OF THE COUNTRY  
---- TRAINING PLANS SUBMITTED BY THE MISSIONS. THE  
---- REVIEW COMMITTEE ALSO URGED THAT THE APPROVAL PRO-  
---- CEURE OUTLINED IN THE ORIGINAL SHDP PROJECT PAPER  
---- BE ADHERED TO.

----D. SHDP II LOP SHOULD BE REDUCED TO 4 YEARS AND DOLS.  
---- 8 MILLION TO SYNCHRONIZE WITH AMDP.

4. THE REVIEW COMMITTEE THEN FORMED A TASK COMMITTEE, COM-  
POSED OF REPRESENTATIVES FROM SWA, RA, S&T/IT, AND DR TO  
FURTHER EXPLORE THE AREAS OF COMPATABILITY AND DIVERGENCE  
BETWEEN THE AMDP AND SHDP. THIS TASK COMMITTEE MET AUGUST  
11 AND CONCLUDED THAT THE ISSUES AND RECOMMENDATIONS IJEN-  
TIFIED IN THE SHDP EVALUATION COULD BE ADEQUATELY ADDRESSED  
UNDER PROJECT MANAGEMENT CONSOLIDATED WITH AMDP.

5. MEMBERS OF PROJECT COMMITTEE (SWA, OR, RA, DP) MET WITH  
DAA/AFR ON AUGUST 13 TO REVIEW COMMITTEE RECOMMENDATIONS  
AND DETERMINE APPROPRIATE AMDP/SHDP RELATIONSHIP. DECISION  
WAS MADE TO MAINTAIN SHDP AS SEPARATE PROJECT. IPP DESIGN  
SHOULD EXPLORE UTILIZATION OF AMDP MANAGEMENT CHANNELS TO  
EXTENT POSSIBLE IN SHDP IMPLEMENTATION. PID IS GENERALLY  
APPROVED BY DAA/AFR, WITH ADDITIONAL INSTRUCTIONS BELOW.  
MISSIONS ARE INSTRUCTED TO PROVIDE BY CABLE FOLLOWING IN-  
FORMATION:

--- A. SHDP EVALUATION INDICATES THAT TRAINING PROVIDED  
--- UNDER PROJECT IS FELT TO BE HIGHLY VALUABLE BY  
--- MISSIONS. EVALUATION ALSO STATES THAT, IN GENERAL,  
--- TRAINING FUNDED UNDER PROJECT IS CONSISTENT WITH  
--- MISSION DEVELOPMENT STRATEGY. NEITHER EVALUATION  
--- NOR PID, HOWEVER, CLEARLY STATES ROLE OF SHDP IN  
--- MISSION DEVELOPMENT STRATEGY, NOR WHAT SHDP  
--- ACTUALLY CONTRIBUTES TO MISSION DEVELOPMENT GOALS.  
--- MISSIONS ARE THUS REQUESTED TO PROVIDE A CLEAR  
--- STATEMENT OF HOW TRAINING TO BE PROVIDED UNDER SHDP  
--- II WILL CONTRIBUTE TO SPECIFIC MISSION DEVELOPMENT  
--- GOALS. WE EXPECT A THOUGHTFUL AND CONCISE DIS-  
--- CUSSION OF THE TRAINING AS AN INTEGRAL PART OF  
--- MISSION'S STRATEGY AND HOW IT CAN BE USED TO ADDRESS  
--- SPECIFIC DEVELOPMENT PROBLEMS FACED BY HOST GOVERN-  
--- MENTS. THIS STATEMENT WOULD THEN PROVIDE A FOUNDA-  
--- TION FOR DEVELOPMENT OF A COUNTRY TRAINING PLAN  
--- (CTP) TO GUIDE DECISIONS ON SUCH MATTERS AS (1) THE  
--- APPROPRIATE MIX OF U.S., THIRD-COUNTRY, AND IN-  
--- COUNTRY TRAINING; (2) SELECTION OF HOST COUNTRY  
--- INSTITUTIONS TO BENEFIT FROM OR CONTRIBUTE TO SHDP  
--- TRAINING; (3) POSSIBILITY AND ADVISABILITY OF  
--- EXPANDING SCOPE OF PROJECT TO PROVIDE SHORT-TERM  
--- CONSULTANCIES, E.G., TO IMPROVE SELECTION PROCEDURES  
--- FOR SCHOLARSHIP APPLICANTS, RESOLVING DEGREE-EQUIVA-  
--- LENCY PROBLEMS, OR ADDRESSING OTHER PERTINENT MAN-

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## TELEGRAM

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--- POWER DEVELOPMENT AND MANAGEMENT ISSUES; (4) THE  
 --- TYPE OF IN-COUNTRY TRAINING PROGRAMS WHICH CAN BE  
 --- INSTITUTED TO RESOLVE KEY PROBLEMS, E. G., IT WOULD  
 --- HAVE BEEN USEFUL IF MISSIONS HAD ESTABLISHED  
 --- FINANCIAL MANAGEMENT TRAINING PROGRAMS IN ADVANCE  
 --- OF THE AUDITOR-GENERAL'S RECOMMENDATION; AND (5)  
 --- NOT JUST WHETHER CTP MEETS AGENCY PRIORITIES (I. E.,  
 --- AGRICULTURAL PRODUCTION, PRIVATE SECTOR DEVELOP-  
 --- MENT, POLICY REFORM, ETC.) BUT HOW CNDP TRAINING IS  
 --- AN INTEGRAL PART OF MISSION PROGRAM. IT WOULD ALSO  
 --- BE DESIRABLE TO HAVE CTP FROM EACH COUNTRY FOR THE  
 --- PP, AND AN OUTLINE OF THE CTP TO PROVIDE ILLUSTRATIVE  
 --- SUBSTANCE TO THIS STATEMENT. WE SUGGEST  
 --- MISSIONS BEGIN DEVELOPING A CTP AND PROVIDE AN OUT-  
 --- LINE OF ITS CONTENT AS PART OF THE SHDP STRATEGY  
 --- STATEMENT.

-B. THERE IS WIDESPREAD BELIEF, REINFORCED BY EVALUA-  
 --- TION FINDINGS, THAT SOME TRAINING APPROVED UNDER  
 --- SHDP SHOULD HAVE BEEN FUNDED UNDER ON-GOING PROJECT  
 --- ACTIVITIES. MISSION STATEMENT SHOULD INCLUDE  
 --- MEASURES IT WILL TAKE TO ASSURE THAT SHDP FUNDS  
 --- WILL NOT BE USED FOR PROJECT TRAINING REQUIREMENTS.

-C. TRAINING MANAGEMENT AND FOLLOW-UP IS CRITICAL ISSUE  
 --- TO BE RESOLVED IN PP. BOTH WITH RESPECT TO MISSIONS  
 --- BEING ABLE TO JUDGE IF PROJECT OBJECTIVES ARE MET  
 --- THROUGH SHDP AND IN VIEW OF REDUCED AID/W STAFF  
 --- CAPABILITY TO MAINTAIN FOLLOW-UP REPORTING, MISSIONS  
 --- MUST BE PREPARED TO PERFORM REQUIRED MANAGEMENT AND  
 --- FOLLOW-UP ACTIVITIES. THEREFORE, MISSION STATEMENT  
 --- SHOULD INCLUDE MEASURES IT WILL TAKE TO DESIGNATE  
 --- SUFFICIENT STAFF MAN-HOURS TO DEVELOP COUNTRY TRAIN-  
 --- ING PLANS, MANAGE THE PROGRAM, AND CONDUCT THE  
 --- FOLLOW-UP TASKS AND REPORTING REQUIRED TO ASSURE AN  
 --- EFFECTIVE PROGRAM.

-D. WITH SHDP FUNDED FROM SAHEL REGIONAL FUNDS, IT IS  
 --- DIFFICULT TO DETERMINE THE PRIORITY OF SHDP TRAIN-  
 --- ING RELATIVE TO OTHER MISSION PROGRAM COMPONENTS.  
 --- REGIONAL FUNDS, WHILE IN DIRECT COMPETITION WITH  
 --- BILATERAL FUNDS, ARE FROM MISSION PERSPECTIVE  
 --- SUPPLEMENTAL TO BILATERAL FUNDING. MISSION STATE-  
 --- MENT SHOULD COMMENT ON ADVANTAGES AND DISADVANTAGES  
 --- OF HAVING TRAINING PROVIDED UNDER SHDP AS PART OF A  
 --- BILATERAL PROGRAM RATHER THAN REGIONAL, AND WHETHER  
 --- SHDP II SHOULD SERVE AS A TRANSITION. (ASSUME THE  
 --- DESIRABLE ELEMENTS OF REGIONAL MANAGEMENT COULD BE  
 --- RETAINED.)

-E. MISSION COMMENTS ARE ALSO SOLICITED RE COST EFFEC-  
 --- TIVENESS AND APPROPRIATENESS FOR PROVIDING ENGLISH  
 --- LANGUAGE TRAINING TO SHDP AND OTHER FRANCOPHONE  
 --- TRAINING PROGRAMS. WHERE US TRAINING IS CONSIDERED  
 --- TO BE OF SIGNIFICANT PRIORITY, OBVIOUSLY ENGLISH  
 --- TRAINING IS NECESSARY. HOWEVER, CAREFUL ANALYSIS BY  
 --- MISSIONS OF MOST URGENT AND APPROPRIATE TRAINING  
 --- NEEDS MAY LEAD TO CONCLUSION THAT US TRAINING IS TOO  
 --- EXPENSIVE AND OF TOO LONG DURATION TO MAKE THE KIND  
 --- OF DEVELOPMENT IMPACT NEEDED OVER SHORT RUN, THERE-  
 --- BY PUTTING GREATER PREMIUM ON IN-COUNTRY OR IN-  
 --- REGION TRAINING OR TRAINING IN THIRD COUNTRIES.

-F. WE REALIZE THAT ONE YEAR OF VERY LIMITED NEW STARTS  
 --- IN U. S. TRAINING HAS ALREADY OCCURRED AND THE  
 --- POSSIBLE DELAY BY REQUIRING ABOVE STATEMENTS RISKS  
 --- ADDING ANOTHER YEAR. YET THE QUESTIONS RAISED ABOVE  
 --- ARE IMPORTANT ENOUGH THAT CAREFUL ANSWERS BE FORMU-  
 --- LATED AND MADE A PART OF PP. SAHEL MANPOWER DEVELOP-  
 --- MENT RAISES WHOLE RANGE OF SUCH BROADER ISSUES WHICH

--- NEED CAREFUL DISCUSSION. IF TIMING PERMITS, BOTH  
 --- DAA/AFR'S LOVE AND CORREL ARE PLANNING TO ATTEND  
 --- SHDC XI, AND SUGGEST THIS TOPIC BE INCLUDED ON  
 --- AGENDA.

6. WE ARE ENCOURAGED TO NOTE THAT MISSION COMMENTS ON  
 PID GENERALLY REFLECT A DESIRE TO RESOLVE AND  
 SPECIFICALLY ADDRESS CERTAIN OF THESE ISSUES. ONE  
 ADDITIONAL ISSUE RAISED BY THE CABLES IS THE DEGREE TO  
 WHICH THE SHDP SERVES A PURPOSE COMMON TO ALL MISSIONS  
 (E. G., HOWARD/OTT AND BAHJUL QUESTION PRACTICALITY OF  
 PRE-PROJECT TRAINING WHILE BAHAKO SUPPORTS IT). MISSION-  
 SPECIFIC SHDP STRATEGY STATEMENT REQUESTED IN PARA. 5  
 ABOVE ARE EXPECTED TO VARY AMONG MISSIONS AND CERTAIN  
 SHDP PURPOSES THUS NEED NOT BE COMMON TO ALL MISSIONS.  
 WITH INFORMATION PROVIDED BY MISSIONS PER ABOVE REQUEST,  
 PP DESIGN TEAM WILL BE INSTRUCTED TO INCORPORATE FLEXI-  
 BILITY INTO PP TO ACCOMMODATE VARIATION AMONG MISSION  
 PROGRAMS WHILE AT THE SAME TIME STRENGTHENING FOCUS OF  
 INDIVIDUAL MISSION COMPONENTS.

7. DESIGN SCHEDULE OF SHDP II PP CALLS FOR AUTHORIZATION  
 NLT END OCTOBER. TO MAINTAIN THIS SCHEDULE, AID/W MUST  
 RECEIVE MISSION STATEMENTS NLT SEPTEMBER 17. IF STATE-  
 MENTS ARE RECEIVED LATER THAN THIS DATE SCHEDULE WILL NOT  
 PERMIT FUNDING PARTICIPANTS FOR U. S. TRAINING IF ENGLISH  
 LANGUAGE TRAINING IS REQUIRED. SHULTZ

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ANNEX IV

FIELD RESPONSES TO PID APPROVAL CABLE

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ACTION AID-00

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PARTICIPATION OF GAMBIAIS IN THESE COURSES.

ACTION OFFICE AFFW-04  
INFO AAAP-02 AFRA-03 AFDP-02 AFDR-06 PPCE-01 PDPR-01 PPP0-03  
STAG-02 SAST-01 IT-06 AFDA-01 AGRI-01 RELO-01 ~~TELE-01~~  
MAST-01 /036 AA 822

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TO SECSTATE WASHDC IMMEDIATE 3475  
INFO AMEMBASSY BAKAKO  
AMEMBASSY DAKAR  
AMEMBASSY NIAMEY  
AMEMBASSY NOUAKCHOTT  
AMEMBASSY OUAGADOUGOU  
AMEMBASSY PRAIA

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AIDAC

EO 12356: NA  
SUBJ: PID REVIEW, SAHEL MANPOWER DEVELOPMENT PROJECT PHASE II  
(SHDP 11) (625-0910)

REF: A STATE 250066, B BANJUL 2194

1. MISSION FULLY SUPPORTS RECOMMENDATIONS: (1) TO MAINTAIN SHDP AS A SEPARATE PROJECT FROM ADP; (2) THE PARTICIPATION OF SHPT/HRD IN REVIEW OF COUNTRY TRAINING PLANS; AND (3) MISSION'S NEED TO ESTABLISH A TRACKING SYSTEM TO FOLLOW-UP ON RETURNED PARTICIPANTS.

2. PER PARA FIVE A, REF A, THE GOTG IS HIGHLY DEPENDENT ON SHDP FOR THE FULFILLMENT OF ITS TRAINING REQUIREMENTS. OUR BANJUL CONSIDERS SHDP AN INTEGRAL AND IMPORTANT ELEMENT OF ITS OVERALL PROGRAM STRATEGY. MISSION DEVELOPMENT STRATEGY EMPHASIZES ASSISTANCE IN:

- A. DEVSING NEW PROGRAMS THAT WILL ASSIST GOTG AMELIORATE TS SERIOUS BALANCE OF PAYMENTS AND BUDGET SITUATION.
- B. CONCENTRATING BILATERAL FOCUS ON THE PRODUCTIVE ASPECTS OF THE AGRICULTURAL AND ENVIRONMENTAL (VIZ FORESTRY) SECTORS AND, WITHIN THESE SECTORS, REDUCING THE NUMBER OF DISCRETE ACTIVITIES FROM THE CURRENT NINETEEN TO NO MORE THAN TEN.
- C. PURSUING PRIVATE SECTOR ACTIVITIES PARTICULARLY RELATED TO DEVELOPMENT OF INOIGENOUS AGRICULTURAL OR AGRIBUSINESS VENTURES.

IT IS PLANNED THAT SHDP FUNDS WILL BE UTILIZED TO SUPPLEMENT AND SUPPORT TRAINING TO BE PROVIDED UNDER SPECIFIC PROJECTS TO ASSIST IN ACHIEVING THE LONG-TERM VIABILITY OF THE ABOVE EFFORTS. THE ANALYSIS SECTION OF OUR COSS EMPHASIZES THE LACK OF SUFFICIENT NUMBERS OF TRAINED MIDDLE LEVEL MANAGERS AND TECHNICAL PERSONNEL TO MAINTAIN EFFECTIVE MANAGEMENT OF DEVELOPMENT PROJECTS THE GOTG, IN ITS SECOND NATIONAL DEVELOPMENT PLAN, I.E. THE FIVE-YEAR PLAN FOR ECONOMIC AND SOCIAL DEVELOPMENT, 1981/82, ADVOCATES INCREASED EFFICIENCY AND PRODUCTIVITY IN THE CIVIL SERVICE, THROUGH STAFF PLANNING, INTENSIFIED TRAINING AND IMPROVED ORGANIZATION AND MANAGEMENT. MISSION WISHES TO PROVIDE ASSISTANCE IN THIS AREA BY UTILIZING SHDP FUNDS FOR IN-COUNTRY, THIRD COUNTRY AS WELL AS U.S. TRAINING. THE GOTG, THROUGH WORLD BANK FINANCING, HAS EMBARKED ON THE ESTABLISHMENT OF A MANAGEMENT DEVELOPMENT INSTITUTE WHICH IS TENTATIVELY SCHEDULED TO START OPERATING IN JANUARY 1983. IT IS PLANNED THAT EXTENSIVE STAFF TRAINING OF MID-LEVEL PERSONNEL WILL BE CARRIED OUT AT THIS INSTITUTE. THE INSTITUTE WILL PLACE STRONG EMPHASIS ON TRAINING IN FINANCIAL MANAGEMENT AND GENERAL MANAGEMENT PRINCIPLES. WE PROPOSE TO UTILIZE SHDP FUNDS IN AREAS OF PRIORITY INTEREST TO SUPPORT THE

3. PER PARA 5B, OUR ANALYSIS INDICATES THAT WE HAVE UTILIZED SHDP FUNDS IN ONLY ONE CASE WHEN SPECIFIC RPROJECT FUNDS SHOULD HAVE BEEN USED. WE INTEND TO MONITOR THE USE OF SHDP TO INSURE THAT FUNDS ARE NOT INTERMINGLED EVEN ONE TIME IN THE FUTURE. WE PROPOSE THAT OUR TRAINING OFFICER OBTAIN A STATEMENT FROM THE RELEVANT PROJECT MANAGERS THAT ANY PROPOSED SHDP TRAINING IS COMPLEMENTARY TO AND IN SUPPORT OF THE PARTICULAR PROJECT BUT NOT IN SUBSTITUTION THEREOF.

4. PER PARA 5C, WITHIN THE CONTEXT OF THE COSS, COUNTRY TRAINING PLANS ARE JOINTLY DEVELOPED BY MISSION AND GOTG OFFICIALS INVOLVED IN ADMINISTRATION OF SHDP. PRIOR TO THE DEVELOPMENT OF THE PLAN, AN ANNUAL MEETING IS HELD BY THE MISSION WITH THE HEADS OF DEPARTMENTS WITHIN PRIORITY AREAS IDENTIFIED BY MISSION AND GOTG. MEMBERS OF THIS MEETING FORM THE EVENTUAL SELECTION COMMITTEE. REPORTS ARE NOW RECEIVED NORMALLY FROM ST/IT AND ARE CAREFULLY REVIEWED FOR INDICATION OF PROBLEMS ENCOUNTERED BY A PARTICIPANT AND WHETHER PARTICIPANT IS ENROLLING IN THE APPROPRIATE COURSES LEADING TO THE PROGRAM REQUESTED.

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AMEMBASSY BANJUL

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PAGE 01  
ACTION AID-00

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INFO AMEMBASSY BAMAKO  
AMEMBASSY DAKAR  
AMEMBASSY NIAMEY  
AMEMBASSY NOUAKCHOTT  
AMEMBASSY OUAGADOUGOU  
AMEMBASSY PRAIA

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IN THE FUTURE, MISSION TRAINING OFFICER  
COULD OBTAIN TRAINING PROGRESS REPORTS (AETH'S IN THE CASE OF  
ACADEMIC PARTICIPANTS) DIRECTLY FROM PARTICIPANTS OR THEIR  
ACADEMIC ADVISORS, EVALUATE THEM AND DISTRIBUTE COPIES TO  
MINISTRIES AND DEPARTMENTS AS WELL AS CONCERNED MISSION STAFF.  
WE PROPOSE TO CONTINUE THE CURRENT PRACTICE OF REQUESTING A  
PARTICIPANT, UPON THE COMPLETION OF TRAINING TO  
SUBMIT A REPORT OUTLINING DETAILS OF THE TRAINING PROGRAM, AS  
PART OF OUR FOLLOW-UP ACTIVITIES, IN JANUARY 1982 THE MISSION  
CREATED AN ALUMNI ASSOCIATION OF RETURNED PARTICIPANTS (INCLUDING  
SMDP) IN ORDER TO MAINTAIN CONTACT WITH RETURNED PARTICIPANTS, AND TO  
ASSIST AND GUIDE RETURNED PARTICIPANTS TO ADJUST TO NEW JOB  
SITUATIONS AND ENVIRONMENT. AN INITIAL FORMAL CEREMONY WAS  
HELD IN MARCH 1982 TO AWARD AID CERTIFICATES OF ACHIEVEMENT  
TO ALL RETURNED PARTICIPANTS. MISSION PLANS TO MAKE THIS AN  
ANNUAL EVENT. ACTIVITIES PLANNED FOR THE ASSOCIATION INCLUDE  
GUIDELINES IN HANDBOOK 10, CHAPTER 30 AND OTHER MISSION RELATED  
ACTIVITIES. WE ARE PRESENTLY WORKING ON A PROPOSAL TO INTERVIEW  
ALL RETURNED PARTICIPANTS TO DETERMINE THE IMPACT OF TRAINING  
ON DEVELOPMENT OBJECTIVES, WHETHER PARTICIPANTS HAVE BEEN  
RETURNED TO THE POSITIONS FOR WHICH TRAINING NEEDS WERE  
IDENTIFIED, AND WHETHER SKILLS AND KNOWLEDGE ACQUIRED FROM  
TRAINING ARE BEING APPLIED TO JOB SITUATIONS.

5. PER PARA 5D, FROM THE POINT OF PROGRAMMING AND MANAGEMENT,  
OAR BANJUL PREFERS THE PRESENT REGIONAL NATURE OF SMDP SO  
LONG AS (1) THERE IS REASONABLE ASSURANCE THAT FUNDS WILL BE  
AVAILABLE FROM YEAR TO YEAR TO PROVIDE ESSENTIAL PROGRAM  
CONTINUITY; AND (2) WE CAN RELY ON PERIODIC MONITORING ASSISTANCE  
FROM SDPT/HRO. THE ESSENTIAL REASON FOR THIS PREFERENCE IS  
TO REDUCE THE WORKLOAD ON OUR MEAGRE MISSION STAFF WHICH A  
WELL CONCEIVED AND MANAGED REGIONAL PROJECT CAN, IN FACT,  
ACCOMPLISH.

6. REGARDING ENGLISH LANGUAGE TRAINING, MISSION DOES NOT  
REQUIRE ELT FOR ITS PARTICIPANTS PRIOR TO THEIR DEPARTURE FOR  
TRAINING IN THE U. S. MISSIONS AND AID/W MIGHT WISH TO CONSIDER  
POINTS RAISED IN PARA 4 REFTEL B. FURTHER, WE BELIEVE STRONGLY  
THAT THE PROJECT SHOULD SUPPORT EFFORTS TO SOLVE TCT INFORMATION/  
MANAGEMENT PROBLEMS.  
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21 PAGE 01 NIAMEY 25702 02 OF 02 2210547 0888 047195 AID9721  
22 ACTION AID-22

23 -----  
24 ACTION OFFICE AFFW-24  
25 INFO AAAF-02 AFRA-03 AFDP-02 AFDR-06 PPCI-01 FIFE-01 PFFI-02  
26 70-01 GCAF-21 GCFI-01 FM-02 IT-02 AFDA-21 RMLO-01 TELI-01  
27 MAST-01 AFPM-01 /038 A4 822

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29 INFO CCT-00 COPY-01 INR-10 AF-00 FI-08 OLS-09 /073 W  
17 -----345056 2211127 /11

11 O 2210322 SFP 82  
12 FM AMEMBASSY NIAMEY  
13 TO SECSTATE WASHDC IMMEDIATE 7751

15 UNCLAS SECTION 02 OF 02 NIAMEY 25702

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18  
19 TO PROMOTE REGULAR JOINT CONSULTATION WITH GON AND  
20 OTHER DONORS TO FACILITATE PLANNING AND INSURE COMPLEMEN-  
21 TARY OF PROGRAMS. IN ADDITION, IT WILL BE PROPOSED  
22 THAT DONORS EXCHANGE TRAINING STATUS REPORTS (ON-GOING  
23 AND PROJECTED) ON A REGULAR BASIS. WHILE THIS WILL  
24 INITIALLY TAX DONOR ORGANIZATIONS THAT LIKE USAID ARE  
25 UNDERSTAFFED, IN LONG RUN SUCH INFORMATION WILL FACILITATE  
26 PLANNING AND COULD RESULT IN OVERALL REDUCTION OF STAFF  
27 HOURS.

28  
29 4. PROGRAM FOLLOW UP HAS PROVED DIFFICULT IN PAST DUE  
30 TO LACK OF SUFFICIENT MISSION STAFF. THE ADDITION LAST  
31 YEAR OF A FSK TO ASSIST MISSION TRAINING OFFICER (WHO  
32 IS ALSO THE PROJECT MANAGER OF 4 OTHER PROJECTS)  
33 HAS CONSIDERABLY IMPROVED SITUATION. TO INSURE SMDP II  
34 IS KEPT ON TRACK AND OBJECTIVES MET, MISSION INTENDS TO  
35 INSTITUTE REGULAR QUARTERLY REVIEWS SIMILAR TO THOSE  
36 PRESENTLY CONDUCTED FOR OTHER USAID DEVELOPMENT PROJECTS.  
37 5. THE PRIMARY DISADVANTAGE OF SMDP AS A REGIONAL PROJECT  
38 HAS BEEN THE ANNUAL PREPARATION OF A COUNTRY TRAINING  
39 PROGRAM REQUIRING EXTENSIVE EFFORT BY USAID AND THE GON  
40 WITHOUT ADEQUATE PRICE ADVICE AS TO PROBABLE FUNDING LEVELS.  
41 DURING THE LAST TWO FISCAL YEARS FUNDING LEVELS HAVE  
42 BEEN UNEXPECTEDLY LOW AND SMDP HAS NOT BEEN ABLE TO ADEQU-  
43 ATELY RESPOND TO GON REQUIREMENTS. AS A BILATERAL PROJECT  
44 WHEREBY LEVELS WOULD BE KNOWN FROM YEAR TO YEAR, PLANNING  
45 WOULD BE GREATLY FACILITATED.  
46

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21 6. THE HIGH COST OF US TRAINING AND NECESSITY FOR  
22 ENGLISH LANGUAGE TRAINING ARE FACTORS THAT MUST BE CON-  
23 SIDERED IN PREPARATION OF CTP. THE COST AND DURATION  
24 OF ENGLISH LANGUAGE TRAINING ALREADY ESSENTIALLY PRECLUDES  
25 FUNDING OF SHORT TERM TECHNICAL TRAINING IN THE U.S.  
26 SNEP II SHOULD PUT MORE EMPHASIS ON TCT WHEN POSSIBLE AND  
27 APPROPRIATE WITH U.S. TRAINING RESERVED FOR PROGRAMS OF  
28 HIGHEST PRIORITY.

29  
30  
31 7. MISSION BELIEVES FOLLOWING, AT MINIMUM, SHOULD FORM  
32 BASIS FOR CTP CONTENT:  
33 - OBJECTIVES BY SECTORS PROPOSED  
34 - RELATIONSHIP OF TRAINING PROPOSAL TO AID POLICY  
35 AND USAID COUNTRY DEVELOPMENT STRATEGY  
36 - PRIORITY SKILL CONSTRAINTS WITHIN SECTORS PROPOSED  
37 - PARTICIPANT SELECTION CRITERIA  
38 - COMPOSITION OF USAID/CON TRAINING REVIEW COMMITTEE  
39 - RELATION AND JUSTIFICATION OF TRAINING PROPOSED TO  
40 SPECIFIC PROJECT OBJECTIVES. CASFY

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TELEGRAM

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ACTION OFFICE AFFV-01

INFO AAF-02 AFEM-03 AFRA-03 AFCW-03 AFDP-02 AFDR-06 AFCA-03  
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PERS-05 STAG-02 STHE-01 STMO-01 STFN-01 SAST-01 PIA-01  
IT-06 PVC-02 AFDA-01 FVPP-01 CH10-01 ES-01 RELO-01  
TELE-01 MAST-01 AFPM-01 /064 A1 427

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SOFISEDIT, AND SONAGA) WHICH HAVE BEEN RECENTLY CREATED TO HELP SMALL ENTERPRISES WITH CREDIT, MANAGEMENT, AND TECHNICAL QUESTIONS. SHDP FUNDS MAY ALSO BE USED TO SUPPORT STAFF TRAINING FOR SENEGAL'S NEW GRADUATE SCHOOL FOR BUSINESS MANAGEMENT (ESGE). THIS MAY DOUBLE AS PRE-PROJECT TRAINING, SINCE AID/WASHINGTON AND USAID/SENEGAL HAVE ALREADY EXPRESSED INTEREST IN ASSISTING ESGE TO BECOME A REGIONAL INSTITUTION AFTER IT ESTABLISHED ITSELF ON A NATIONAL BASIS.

5. USAID/SENEGAL WILL BEGIN TO DEVELOP A DETAILED COUNTRY TRAINING PLAN (CTP) IN EARLY FY 1983, WHILE REORGANIZING TO BRING THE OFFICERS RESPONSIBLE FOR HRD, PARTICIPANT TRAINING, AND VID WITHIN A SINGLE MISSION TRAINING UNIT. THIS UNIT, WHICH WILL BE SUPERVISED BY A SENIOR DIRECT-HIRE U.S. OFFICER, WILL HAVE PRIME RESPONSIBILITY FOR FORMULATING THE

CTP. THIS UNIT WILL MANAGE THE TRAINING AS LAID OUT IN THE CTP, AND WILL ACCOUNT FOR ALL SENEGALESE TRAINED UNDER U.S. AUSPICES OUT OF COUNTRY, BOTH PRESENT AND RETURNED. RECORDS IN THIS REGARD WILL BE ORGANIZED FOR EASE OF RECALL AND UPDATING, PROBABLY AT A LATER TIME USING AUTOMATED EQUIPMENT WHICH THE USAID HAS PURCHASED AND HAS SCHEDULED FOR INSTALLATION IN FY 83.

6. THE COUNTRY TRAINING PLAN WILL INTEGRATE TWO PLANS WHICH HERETOFORE HAVE TENDED TO REMAIN SEPARATE. THE FIRST PERTAINS TO TRAINING SCHEDULED UNDER AUTHORIZED PROJECTS OR PLANNED AS AN ESSENTIAL PART OF THE USAID'S THREE NON-PROJECT ASSISTANCE ACTIVITIES (ESF, AG, DECENTRALIZATION, AND TITLE III). BEGINNING IN OCTOBER, THE TRAINING UNIT IN COORDINATION WITH THE PROJECT MANAGERS WILL BRING TOGETHER IN A COMPREHENSIVE AND SYSTEMATIC WAY DETAILS REGARDING TRAINING (PAST, PRESENT, PLANNED) UNDER ALL ON-GOING PROJECTS. THIS WOULD REPRESENT AN ELABORATION OF THE KIND OF INFORMATION REPORTED, AT AID/W REQUEST, IN DAKAR 3998 (30 APP 82). AT THE SAME TIME, WITH THE HELP OF OUTSIDE PROFESSIONALS AND IN COOPERATION WITH THE GOS BUREAU OF ORGANIZATION AND METHODS, THE USAID WILL ASSESS THE TRAINING NEEDS OF THE PRINCIPAL GOS INSTITUTIONS SERVED BY SHDP (PARA 4, ABOVE).

IDENTIFICATION WITHIN THE SINGLE COUNTRY TRAINING PLAN OF THE TWO SEPARATE SOURCES, PROJECTS AND SHOP, WILL TEND TO INSURE THAT SHDP FUNDS ARE NOT USED TO PROVIDE TRAINING WHICH IS MORE APPROPRIATELY FINANCED OUT OF PROJECT FUNDS. AT THE SAME TIME, BRINGING THE TWO STRANOS TOGETHER WITHIN A SINGLE PLAN WILL IDENTIFY ECONOMIES OF SCALE, WHERE, FOR EXAMPLE, AN IN-COUNTRY TRAINING PROGRAM OR A CONSULTANCY MIGHT BE ORGANIZED TO ANSWER SEVERAL NEEDS AT ONE TIME.

7. IN INTEREST OF REDUCING COSTS AND INCREASING PERTINENCE OF TRAINING, USAID SUPPORTS EVER GREATER USE OF IN-COUNTRY OR THIRD-COUNTRY, SHORT-TERM TRAINING. TO MAKE BEST USE OF THIRD-COUNTRY SOURCES, HOWEVER, THE USAID TRAINING UNIT WILL REQUIRE A GREATER KNOWLEDGE OF THE LEVEL AND QUALITY OF INSTITUTIONS AVAILABLE. WE THEREFORE SUPPORT THE SUGGESTION IN THE PID THAT A CONTRACTOR BE FOUND TO GUIDE MISSIONS AND HELP MANAGE THIRD-COUNTRY TRAINING.

8. ENGLISH TRAINING: AS NOTED IN PID, USAID/SENEGAL ALREADY HAS UNDERWAY A PRE-DEPARTURE ENGLISH TRAINING PROGRAM. FIFTEEN CANDIDATES, FOR EXAMPLE, FROM THE MINISTRY OF SCIENTIFIC AND TECHNICAL RESEARCH, HAVE EACH RECEIVED FIVE MONTHS ENGLISH INSTRUCTION (TWO HOURS PER DAY, FIVE DAYS PER WEEK) IN FY 1980 AND 1981. IN COOPERATION WITH USIS, THE MISSION PLANS TO CONTINUE AND INTENSIFY THIS PROGRAM TO REDUCE TO A MINIMUM THE TIME IT IS NECESSARY FOR A CANDIDATE TO SPEND IN U.S. PRIOR TO COMMENCING ACADEMIC TRAINING.

9. USAID HAS NO STRONG PREFERENCE CONCERNING REGIONAL AND BILATERAL AFFILIATIONS FOR SHDP, SO LONG AS THE PROGRAM CONTINUES TO ALLOW ADEQUATE FLEXIBILITY TO MEET SENEGAL'S SPECIFIC TRAINING NEEDS IN LINE WITH THE USAID STRATEGY. THE USAID REQUESTS, HOWEVER, THAT THE PP DESIGN TEAM ADDRESS THE ISSUE OF HOW SHDP FUNDS SHOULD BE PROGRAMMED FOR THE TRAINING OF PERSONNEL BELONGING TO REGIONAL INSTITUTIONS (E.G., OMVG, CEAO) NOT ORDINARILY COVERED BY BI-LATERAL MISSIONS AND NOT FUNDED UNDER REGIONAL PROGRAMS. SHOULD THESE FUNDS COME FROM MISSION

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ORGANIZATIONS. FINALLY, ACCORDING TO THE STRATEGY, REGIONAL PROGRAMS (FINANCIAL MANAGEMENT TRAINING, SMDP, AND FOOD CROP PROTECTION) WILL PROVIDE ASSOCIATED TRAINING IMPORTANT FOR REACHING OVERALL OBJECTIVES.

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4. IN THIS CONTEXT, THE MISSION'S HUMAN RESOURCES STRATEGY SUGGESTED THREE IMPORTANT FUNCTIONS FOR SMDP:

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- THE FIRST AND FOREMOST FUNCTION IS TO PROVIDE TRAINING FOR PERSONNEL BELONGING TO THOSE INSTITUTIONS WHICH, IN A FUNDAMENTAL WAY, SET THE CONTEXT FOR SUCCESSFUL USAID PROGRAMS: THE MINISTRIES OF PLAN, FINANCE, RURAL DEVELOPMENT, SCIENTIFIC RESEARCH, HEALTH, AND THE OFFICES OF THE PRESIDENT AND PRIME MINISTER. IN THE PAST, SMDP HAS SUPPORTED A NUMBER OF MASTERS DEGREE CANDIDATES WITHIN THIS CATEGORY, BUT IN THE FUTURE THIS TRAINING WILL BE PRINCIPALLY SHORT-TERM. WE HAVE FOUND THE TWO-MONTH FRANCOPHONE MANAGEMENT COURSE (UNIV. OF PITTSBURGH) AND THE FRANCOPHONE ECONOMICS COURSE (UNIV. OF MICHIGAN) PARTICULARLY APPROPRIATE IN THIS REGARD. USAID/SENEGAL WILL COMMIT AT LEAST HALF OF SMDP FUNDS TO THIS FIRST CATEGORY OF TRAINING.

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AMEMBASSY NIAMEY  
AMEMBASSY NOUAKCHOTT  
AMEMBASSY OUAGADOUGOU  
AMEMBASSY PRAIA  
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- THE SECOND FUNCTION OF SMDP TRAINING ACCORDING TO THE STRATEGY IS TO HELP PREPARE SENEGAL FOR THE REFORM OF THE NATIONAL EDUCATION/TRAINING SYSTEM. A REFORM WHICH THE HRD STRATEGY RECOGNIZES AS NECESSARY BUT TO WHICH THE GOS IS NOT YET WHOLLY COMMITTED. SMDP HERE WILL PROVIDE ONE OR TWO LONG-TERM TRAINING SLOTS IN SUCH AREAS AS EDUCATION PLANNING (E.G., AT STANFORD'S SIEC), PLUS NON-DEGREE COURSES (E.G., IIEP IN PARIS), CONSULTANTS AND INVITATIONAL TRAVEL (INCLUDING WORK ON DEGREE EQUIVALENCY ISSUES).

UNCLAS SECTION 01 OF 03 DAKAR 08057

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E.O. 12356: N/A  
SUBJECT: PID REVIEW, SAHEL MANPOWER DEVELOPMENT PROJECT,  
PHASE II (SMDP II, 625-0960)

REF: A) STATE 250866, B) DAKAR 7634

- THE THIRD MAJOR ROLE FOR THE SMCP WILL BE TRAINING IN SUPPORT OF THE PRIVATE SECTOR, PRINCIPALLY THROUGH STAFF TRAINING FOR THREE NEW SENEGALESE INSTITUTIONS (SONEPI,

1. SUMMARY: THE SMDP II COUNTRY STRATEGY FOR SENEGAL IS AN ELABORATION OF THE ROLE DESIGNATED FOR SMDP IN THE HUMAN RESOURCES CHAPTER OF THE MISSION'S COSS SUPPLEMENT, APPROVED BY AID/W IN MARCH, 1982. THE PURPOSE OF THIS MESSAGE IS (A) TO INDICATE THE ROLE OF SMDP IN THE USAID DEVELOPMENT STRATEGY, (B) TO OUTLINE THE MISSION'S COUNTRY TRAINING PLAN (CTP), AND (C) TO SUGGEST MEASURES WHICH THE USAID WILL TAKE TO MAINTAIN AND EXECUTE THIS PLAN. END SUMMARY.

2. THIS MISSION'S FY 1983 COSS STRATEGY PRESENTED A PLAN FOR ASSISTING SENEGAL TO ACHIEVE FOOD SELF-SUFFICIENCY THROUGH PRODUCTION, TRADE, AND STORAGE MEASURES -- BY 2000 A.D. THE STRATEGY PROPOSED FIRST, TO INCREASE THE PROPORTION OF NON-PROJECT AID; SECOND, TO CONCENTRATE USAID ASSISTANCE IN THREE GEOGRAPHIC ZONES OF COMPARATIVELY HIGH AGRICULTURAL POTENTIAL (SENEGAL BASIN, SINE SALOUM, AND CASAMANCE); AND, THIRD, TO ADAPT TWO PARALLEL APPROACHES TO RURAL PRODUCERS IN THESE ZONES, ONE THROUGH APPROPRIATE OFFICIAL AND PARASTATAL AGENCIES, THE OTHER THROUGH VOLUNTARY AGENCIES AND THE PRIVATE SECTOR. IN THE FOLLOWING YEAR, THE MISSION'S COSS SUPPLEMENT (JANUARY, 1982) SET FORTH IN GREATER DETAIL THE WAYS IN WHICH HEALTH, TRAINING ACTIVITIES (INCLUDING SMDP) AND EVALUATION WOULD WORK TO IMPLEMENT THIS STRATEGY.

3. THE HUMAN RESOURCES STRATEGY PRESENTED IN THE COSS SUPPLEMENT (SECTION 3, PP. 34-56) PLACED PRIMARY EMPHASIS UPON SUPPORT TO RURAL PRODUCERS IN THE THREE GEOGRAPHIC ZONES: (A) THROUGH TRAINING TO IMPROVE EXTENSION AND SERVICE-ORIENTED STATE AGENCIES AND (B) THROUGH TRAINING TO STRENGTHEN APPROPRIATE COMMUNITY-BASED PRODUCER ORGANIZATIONS. AT A HIGHER LEVEL, THE HRD STRATEGY CALLED FOR ASSISTANCE TO SENEGALESE NATIONAL TRAINING INSTITUTIONS, SUCH AS THE NATIONAL SCHOOL OF APPLIED ECONOMICS (NESA), WHICH SUPPLY MANPOWER TO THE (A) AND (B)

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MAXIMUM NUMBER OF COURSES IN PRINCIPAL SUBSTANCES OF THEIR STUDIES. USAID DOES NOT RULE OUT GRADUATE PROGRAMS, BUT OBSERVES THAT IN ANY EVENT AFGRAD IS A VEHICLE FOR GRADUATE STUDIES. BRYNN

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HAVE FLEXIBLE GUIDELINES. INDIVIDUAL USAIDS MUST BE FREE TO ADJUST PROGRAMS TO MEET OPPORTUNITIES AND CONSTRAINTS OF HOST COUNTRY, AND USAIDS ARE BEST JUDGES OF THESE. AT SAME TIME, CONTINUED REGIONAL CO-MANAGEMENT IS IMPORTANT BECAUSE IT ALLOWS FOR REGIONAL COURSES AND REGIONAL MANAGEMENT INPUTS; LATTER ARE PARTICULARLY IMPORTANT IN RELATION TO (1) THIRD-COUNTRY TRAINING AND (2) ENGLISH LANGUAGE TRAINING. USAID WELCOMES A COORDINATIVE/CONSULTATIVE ROLE FOR SDPT HUMAN RESOURCES OFFICER, PER REF A, PARA 3-B.

(C) TRAINING MIX - US, TC, IC (PID, PAGES 13-14): USAID ASSUMES MIX IS ILLUSTRATIVE, TO SERVE NEED TO CALCULATE OVERALL COSTS. IN-COUNTRY SEMINARS IN MAURITANIA ARE FEASIBLE BUT EXTREMELY MANAGEMENT-INTENSIVE. THIRD-COUNTRY TRAINING POSSES TWO SETS OF PROBLEMS: (1) DIFFICULTIES IN OBTAINING ADEQUATE ACCURATE INFORMATION ABOUT SCHOOLS TO PLAN PROGRAMS THAT SATISFY USAID, HOST GOVERNMENT, AND TRAINEE-DESIGNATE; AND (2) RESISTANCE BY MAURITANIANS TO THIRD-COUNTRY TRAINING, LARGELY BECAUSE THEY PERCEIVE IT AS LESS GOOD THAN US TRAINING, AND BECAUSE US TRAINING, UNLIKE TRAINING IN FRANCOPHONE COUNTRIES, OFFERS THE "TWO-IN-ONE DEAL" OF SUPERIOR TECHNICAL TRAINING COMBINED WITH OPPORTUNITY TO ACQUIRE FLUENCY IN ENGLISH. SINCE IT IS VIRTUALLY IMPOSSIBLE TO LEARN ENGLISH EFFECTIVELY IN MAURITANIA, THIS FEATURE OF US TRAINING IS HIGHLY VALUED.

(D) ENGLISH LANGUAGE TRAINING (REF A, PARA 5-E; PID, PAGES 10-11, 13): USAID/MAURITANIA WILL NEED TO DEPEND ON A NEIGHBORING USAID IF MAURITANIAN PARTICIPANTS ARE TO BE TRAINED IN ENGLISH TO ANY DEGREE PRIOR TO DEPARTURE FOR US. MOREOVER, USAID/M CONTINUES TO URGE CONSIDERATION OF ESTABLISHING, UNDER SMDP OR ANOTHER FUNDING SOURCE, A REGIONAL ENGLISH LANGUAGE CENTER BOTH TO PREPARE PARTICIPANTS FOR TRAINING IN US, AND TO TEACH ENGLISH ON VERY INTENSIVE BASIS TO SAHELANS WHO NEED ENGLISH FOR GREATER PROFESSIONAL/TECHNICAL EFFECTIVENESS.

(E) FINANCIAL MANAGEMENT TRAINING: USAID URGES THAT PP EXPLICITLY ESTABLISH LINKAGES BETWEEN SMDP AND THE SAHEL FINANCIAL MANAGEMENT TRAINING PROJECT.

(F) UNDERGRADUATE PROGRAMS IN US (PID, PAGE 8): USAID URGES THAT PP REMAIN FLEXIBLE ON THIS QUESTION. FOR MAURITANIANS, UNDERGRADUATE PROGRAMS IN US ARE CONSTRUCTIVE TRAINING INVESTMENT IN FIELDS IN WHICH US HAS STRONG COMPETENCE, AND IN WHICH KNOWLEDGE OF ENGLISH IS ITSELF A LASTING ASSET. USAID HAS FOUND GRAM RECEPTIVE, EVEN EAGER, TO PLACE "B-D" HOLDERS INTO US B.A. PROGRAMS. THESE PLACEMENTS WOULD BE EVEN MORE WORTHWHILE IF STATE COULD ARRANGE FOR UNDERGRADUATE PROGRAMS THAT SHIP TRIMMING, INTERC. APPRECIATION, ETC. AND GIVE TRAINEES

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PITTSBURGH MANAGEMENT SEMINAR TO BE HELD IN OUAGADOUGOU  
NOVEMBER 1, 1982 TO NOVEMBER 19, 1982 WE DO NOT, OF  
COURSE, EXPECT TO BE LIMITING SHDP TO MANAGEMENT TRAINING  
SUPPORT. AS STATED AT THE BEGINNING OF THIS MESSAGE, USAID  
SEES SHDP II AS "AN IMPORTANT ADJUNCT TO TRAINING COMPO-  
NENTS CONTAINED IN ITS VARIOUS SECTOR PROJECTS" IN THIS  
RESPECT THERE NEEDS TO BE A DEVICE RESPONSIVE TO EMERGING  
AND IDENTIFIED REQUIREMENTS AS THE DEVELOPMENTAL PROCESS  
UNFOLDS. USAID INTENDS TO UTILIZE SHDP II IN THIS LIGHT.

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C. THE GOV/MINISTRY OF HIGHER EDUCATION HAS STATED IT  
INTENDS TO PRESENT ITS FIVE-YEAR PLAN TO USAID IN NOVEMBER  
FOR REVIEW AND COMMENTS. THIS WILL BE REVIEWED CAREFULLY  
WITH A VIEW TOWARD DEVELOPING A COHERENT COUNTRY TRAINING  
PLAN. USAID'S ABILITY TO DEVELOP AND IMPLEMENT THIS IMPOR-  
TANT ASPECT OF SHDP II AND OUR OVERALL PARTICIPANT TRAINING  
PACKAGE FOR UPPER VOLTA WILL BE ENHANCED BY THE PRESENCE  
OF A SOON-TO-ARRIVE USOH WITH CONSIDERABLE BACKGROUND IN  
TRAINING AND HUMAN RESOURCE DEVELOPMENT.

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TO SECSTATE WASHDC 3718

D. SHDP MAY ALSO PROVE INVALUABLE ON TWO VERY PRACTICAL  
COUNTS: FIRST, THE VERY NATURE OF THE BUREAUCRATIC ENVIRON-  
MENT IN WHICH WE OPERATE LIMITS PROVISION OF ASSISTANCE TO  
ONLY THOSE MINISTRIES WITH WHICH ONGOING PROJECTS ARE IN  
PLACE. THUS, SHORT-TERM TRAINING TO MINISTRY OF PLAN  
CADRES WOULD BE OUT OF THE QUESTION IN THE ABSENCE OF AN  
SHDP-LIKE MECHANISM. THE SHEER BUREAUCRATIC GYMNASTICS  
NECESSARY TO GET A MINISTRY OF RURAL DEVELOPMENT TO USE  
"ITS" PROJECT MONEY TO TRAIN SOMEONE FROM ANOTHER MINISTRY  
IS NOT WORTH THE EFFORT.

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E. A SECOND EXAMPLE OF THE UTILITY OF SHDP WOULD BE FOR  
TRAINING OF VOLTAICS WHO PARTICIPATE IN SO-CALLED REGIONAL  
ACTIVITIES. WE SEE A CERTAIN VALUE IN HAVING A "POT" OF  
TRAINING FUNDS WHEREBY SAY, WE COULD SPONSOR SHORT-TERM  
TRAINING FOR A VOLTAIC INVOLVED IN A REGIONAL PROJECT

E.O. 12356: N/A  
SUBJECT: PID REVIEW, SAHEL MANPOWER DEVELOPMENT PROJECT  
PHASE II (SHDP II) (625-0960)

REF: STATE 250066

1. IN RESPONSE TO PARA 5A OF REFTEL:

A. USAID SEES SHDP II AS AN IMPORTANT AND CRITICAL ADJUNCT  
TO TRAINING COMPONENTS CONTAINED IN ITS VARIOUS SECTOR  
PROJECTS. WE DO TRY TO DESIGN AS MUCH TRAINING INTO BI-  
LATERAL PROJECTS AS IS POSSIBLE, BUT EVEN THE BEST OF PRO-  
JECT PAPERS CANNOT FORESEE ALL THE TRAINING NEEDS OF A  
SECTOR OR SUBSECTOR. FOR EXAMPLE, IN OUR RECENTLY SIGNED  
HEALTH PLANNING PROJECT WE HAVE TARGETED TRAINING FOR SIX  
PERSONS IN HIGHLY SPECIFIC COURSES FOR A TOTAL OF 66  
PERSON MONTHS; LIKEWISE, IN OUR AGRICULTURE SECTOR PROJECT  
SCHEDULED FOR DESIGN STARTUP IN 1983 WE WILL ALSO BE TAR-  
GETING TRAINING ON SECTOR-SPECIFIC PROJECT-RELATED AREAS.  
TO NOT HAVE AN SHDP-LIKE MECHANISM, WE WOULD BE, IN EFFECT,  
CONSTRAINED IN PROVIDING THE BROAD SPECTRUM OF TRAINING SO  
BADLY NEEDED IN A COUNTRY LIKE UPPER VOLTA.

B. USAID'S 1984 ABS SUMMARY STRATEGY STATEMENT SAID "THE  
MISSION'S OVERALL DEVELOPMENT GOALS PARALLEL THE GOV'S.  
THIS IS CONSISTENT WITH BOTH THE CLUB/CILSS AND ROSS  
STRATEGIES. AGRICULTURE IS THE BACKBONE OF THE VOLTAIC  
ECONOMY. IT EMPLOYS 80 PERCENT OF THE WORKFORCE AND  
ACCOUNTS FOR 37 PERCENT OF GDP AND 79 PERCENT OF EXPORT  
EARNINGS. THE A.I.D. STRATEGY IN SUPPORT OF THE AGRICUL-  
TURAL SECTOR IS TO MAKE MORE EFFICIENT USE OF EXISTING  
RESOURCES AND GIVE VOLTAIC PRODUCERS (MALE AND FEMALE)  
IMPROVED OPTIONS FOR THE GROWING AND MARKETING OF THEIR  
CROPS. WE HAVE CONCLUDED THE BEST PAYOFF AT THIS TIME  
WILL COME FROM EMPHASIS ON INVESTMENTS IN THE RURAL  
DEVELOPMENT PLANNING AND MANAGEMENT APPARATUS, FARM  
SYSTEMS RESEARCH, TRAINING, AND IMPROVED DATA COLLECTION  
AND ANALYSIS". USAID'S EXPERIENCE HAS BEEN THAT WHILE IT  
IS ESSENTIAL TO TARGET PROJECT TRAINING RESOURCE AT PRO-  
JECT IDENTIFIED REQUIREMENTS, IT IS ALSO OF PRIMORDIAL  
IMPORTANCE TO DEVELOP A CADRE OF ACROSS-THE-BOARD MANAGE-  
MENT TECHNICIANS WHO CAN SUPPLY RESPONSIVE GOVERNMENTAL  
BACK-UP TO MANAGEMENT-INTENSIVE PROJECTS WHICH BY THEIR  
NATURE ARE INHERENTLY LINKED OR INTEGRATED. IN UPPER VOLTA  
THERE IS A SEVERE SHORTAGE OF QUALIFIED MANAGEMENT EXPER-  
TISE IN THE GOVERNMENT SERVICE. ONE OF THE ROLES USAID SEES  
SHDP II PLAYING IS THAT OF THE MEANS BY WHICH MANAGEMENT  
TRAINING CAN BE PROVIDED TO THE GOV. SHDP IS AN IDEAL  
TOOL TO ASSIST THE GOV IN MEETING ITS IDENTIFIED REQUIRE-  
MENTS IN GOVERNMENT SERVICE DIRECTLY RELATED TO DEVELOPMENT  
PROJECTS. USAID HAS BACKED UP ITS COMMITMENT TO THE FORE-  
GOING AT THE LOCAL AND REGIONAL LEVEL BY ALLOCATING  
EXTENSIVE STAFF TIME TO SUPPORT THE PAID/UNIVERSITY OF

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FOR SHDP FUNDING ONLY IF TRAINING WOULD CONTRIBUTE TO ADDRESSING  
CONSTRAINTS TO PROJECT IMPLEMENTATION WHICH CANNOT BE JUSTIFIED  
WITHIN EXISTING PROJECT OBJECTIVES AND TARGETS.

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UNCLAS SECTION 1 OF 2 BAHAKO 5706

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ED 12356: N/A  
SUBJ: SAHEL MANPOWER DEVELOPMENT PROJECT PHASE II (625-0960)  
STRATEGY STATEMENT

REF: STATE 250056

1. SUMMARY. PER REQUEST REFTEL PARA 5 MISSION PROVIDES PROPOSED STRATEGY STATEMENT TO ADDRESS IDENTIFIED CONSTRAINTS. INCLUDED ARE DISCUSSIONS ON MEASURES TO DELIMIT USE OF SHDP FUNDS, PROJECT MANAGEMENT, REGIONAL VERSUS BILATERAL PROJECT APPROACH, ENGLISH LANGUAGE TRAINING AND DEGREE EQUIVALENCY. END SUMMARY.

2. MISSION PROPOSES TO USE SHDP II FUNDS TO RESPOND TO IDENTIFIED CONSTRAINTS TO IMPLEMENTING MISSION PROGRAM AND TO PROVIDE FUNDS FOR TRAINING CADRE AND PROVOKING POLICY CHANGES FOR NEW PROJECT INITIATIVES NOT YET APPROVED. BILATERAL PROJECTS PLACE PRIORITY ON TECHNICAL TRAINING IN AGRICULTURE, LIVESTOCK AND RANGE MANAGEMENT, FURAL DEVELOPMENT, FORESTRY MANAGEMENT AND RURAL HEALTH NEEDED TO ADDRESS OBJECTIVES OF INCREASING FOOD PRODUCTION SELF-SUFFICIENCY OBJECTIVES, DEVELOPING ALTERNATIVE ENERGY SOURCES, IMPROVING HEALTH CAPACITY OF RURAL POPULATION AND IMPROVING HIGH-LEVEL PUBLIC AND PRIVATE SECTOR MANAGEMENT CAPACITY. NEW PROJECT INITIATIVES WILL FOCUS ON FACILITATING DEVELOPMENT OF SMALL-AND MEDIUM-SCALE PRIVATE SECTOR AGRICULTURAL ENTERPRISES AND INTER-REGIONAL TRADE, RESEARCH AND DEVELOPMENT OF SORGHUM-AND MILLET-BASED FARMING SYSTEMS, AND IMPROVING RURAL HEALTH DELIVERY SYSTEMS. MISSION PROPOSES TO USE SHDP II FUNDS TO ADDRESS AGRICULTURAL POLICY AND INSTITUTIONAL CONSTRAINTS SUCH AS CEREALS PRICING AND MARKETING, PUBLIC ENTERPRISE EFFICIENCY (RELATED TO AGRICULTURE), CREDIT PROVISION AND MANAGEMENT, AGRICULTURAL RESEARCH AND EXTENSION ORGANIZATION AND MANAGEMENT, PRIVATE SECTOR DISINCENTIVES, EXPORT-IMPORT RESTRICTIONS AND PROJECT DEVELOPMENT, IMPLEMENTATION AND EVALUATION CAPACITY. TRAINING FOR NEW PROJECT INITIATIVE CADRE FOR SMALL-AND MEDIUM-SCALE PRIVATE SECTOR DEVELOPMENT, HEALTH ORGANIZATION AND MANAGEMENT AND AGRICULTURAL RESEARCH ORGANIZATION AND MANAGEMENT IS PROPOSED FOR INITIAL SHDP II PROJECT PERIOD.

MISSION WILL EMPHASIZE SHORT-TERM AS AGAINST LONG-TERM TRAINING UNDER SUBJECT PROJECT. LONG-TERM TRAINING WILL BE PROVIDED FOR A MAXIMUM OF TEN PARTICIPANTS. IN-COUNTRY AND THIRD-COUNTRY TRAINING WILL BE USED WHERE QUALITY PROGRAMS ARE AVAILABLE AND MECHANISMS FOR PLACING AND MONITORING PARTICIPANTS EXIST. U.S. TRAINING FACILITIES WILL BE USED WHERE PROGRAMS ARE UNAVAILABLE IN WEST AFRICA OR WHERE FOR POLITICAL REASONS MISSION DECIDES TO PROVIDE MAXIMUM EXPOSURE TO AMERICAN POLICIES AND PRACTICES.

3. MISSION TO DELIMIT USE OF SHDP FUNDS. BASED ON KNOWLEDGE OF OVER-ALL MISSION PROJECT TRAINING, MISSION PROJECT OFFICER WILL BE RESPONSIBLE FOR ASSURING THAT PROPOSED TRAINING UNDER SHDP CANNOT BE OTHERWISE FUNDED THROUGH ON-GOING PROJECT. NOMINATIONS OF PARTICIPANTS FROM ORGANIZATIONS FUNDED UNDER BILATERAL PROGRAMS WILL BE CONSIDERED

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EO 12356: N/A  
SUBJ: SAHEL MANPOWER DEVELOPMENT PROJECT PHASE II (625-0860).  
STRATEGY STATEMENT

REF: STATE 250066

4. PROJECT MANAGEMENT. MISSION PROPOSES ESTABLISHMENT OF MISSION PROJECT COMMITTEE COMPOSED OF SHOP PROJECT OFFICER AND REPRESENTATIVES OF TECHNICAL AREAS, PROGRAM AND DESIGN AND EVALUATION TO IDENTIFY AND DEVELOP SPECIFIC ANNUAL TRAINING PROGRAMS ADDRESSING CONSTRAINTS. HUMAN RESOURCES DEVELOPMENT OFFICER (HRDO) WILL SERVE AS PROJECT OFFICER AND WILL BE ASSISTED BY TWO MALIANS, ONE GENERAL HRDO ASSISTANT AND ONE TRAINING ASSISTANT TO IMPLEMENT PROJECT, COORDINATE ACTIVITIES WITH GRM (MINISTRY OF PLANN) AND REGIONAL PROJECT OFFICER, PREPARE PROJECT REPORTS AND FOLLOW UP ON RETURNED PARTICIPANTS. HRDO IS CURRENTLY UNDERTAKING ASSESSMENT OF MISSION TRAINING ACTIVITIES THROUGH USE OF QUESTIONNAIRES AND INTERVIEWS WITH NEWLY DESIGNATED AND RETURNED PARTICIPANTS. FINDINGS FROM THIS STUDY WILL BE USED TO DEVELOP MORE APPROPRIATE ORIENTATION AND FOLLOW-UP ACTIVITIES. PARTICIPANT SELECTION WILL FOLLOW ALREADY ESTABLISHED PROJECT PROCEDURES WHEREBY GRM AND USAID NOMINATE AND JOINTLY SELECT PARTICIPANTS FROM NUMBER OF PROPOSED CANDIDATES. MECHANISM WILL BE DEVELOPED TO ENSURE NOMINATION AND PARTICIPATION OF MALIANS FROM PRIVATE SECTOR AND WOMEN. CP IN LIMITED SCOPE PROJECT AGREEMENT WILL REQUIRE GRM AGREEMENT THAT PRIVATE SECTOR AND WOMEN BE PROPOSED FOR TRAINING WHEREVER POSSIBLE.

5. ADVANTAGES AND DISADVANTAGES OF REGIONAL VERSUS BILATERAL PROJECT.

ADVANTAGES: REGIONAL PROJECT CAN PROVIDE OPPORTUNITY FOR DEVELOPMENT OF REGIONAL SEMINARS ADDRESSING INDIVIDUAL COUNTRY NEEDS WHICH ARE TOO LIMITED TO ADDRESS BILATERALLY. MECHANISM FOR IDENTIFYING OPPORTUNITIES FOR AND COORDINATING THIRD-COUNTRY (TC) TRAINING CAN BE MORE EASILY DEVELOPED ON REGIONAL BASIS. REGIONAL PROJECT CAN PROVIDE FOCUS OR MECHANISM FOR ADDRESSING COMMON PROBLEMS SUCH AS DEGREE EQUIVALENCY. FINALLY, REGIONAL FUNDS CAN ASSIST MISSIONS TO ADDRESS TRAINING NEEDS WHICH DO NOT MERIT INDIVIDUAL PROJECT DEVELOPMENT OR WHICH CAN ADDRESS POLITICALLY SENSITIVE ISSUES ON REGIONAL BASIS.  
POTENTIAL DISADVANTAGE: EXTERNAL APPROVALS OF COUNTRY TRAINING PLANS IN PAST LED TO LONG DELAYS IN APPROPRIATION OF FUNDS. PP SHOULD ASSURE THAT MECHANISM FOR APPROVAL OF PROGRAMS AND PROGRAM CHANGES PERMIT TIMELY PROVISION OF FUNDS AND GIVE MISSIONS MAXIMUM FLEXIBILITY.

6. ENGLISH LANGUAGE TRAINING (ELT). MISSION PROPOSES TO CONTINUE IN-COUNTRY ELT FOR THIS AND OTHER PROJECTS BASED ON EXPERIENCE THAT SUCH TRAINING IS MORE COST EFFECTIVE, INSURES TO EXTENT POSSIBLE PARTICIPANTS SELECTED FOR TRAINING ARE SUFFICIENTLY MOTIVATED AND CAPABLE OF PERSEVERING TO ACHIEVE ADVANCED ACADEMIC LEVEL GOALS IN US AND SHORTENS PERIOD OF TIME THAT PARTICIPANTS

BAHAKO 05706 02 OF 02 170852Z 8363 043907 A105528  
REMAIN IN US SEPARATED FROM FAMILY AND INDIGENOUS CULTURAL ENVIRONMENT. MISSION FINDS IN-COUNTRY ELT COSTS CAN BE HALVED OR REDUCED BY AT LEAST ONE-THIRD IF GRM SALARY COSTS ARE CONSIDERED. MISSION WILL CONTINUE TO REQUIRE PRE-DEPARTURE TOEFL SCORES OF 500-550 FOR PARTICIPANTS DEPENDING ON REQUIREMENTS OF PARTICULAR UNIVERSITIES.  
ELT PROGRAM IN MALI IS NEARLY SELF-SUPPORTING, INCLUDING COSTS FOR AMERICAN ADVISOR. USAID CONTINUES TO PROVIDE LIMITED FUNDS FOR EQUIPMENT AND MATERIALS. MISSION WILL CONTINUE TO ENCOURAGE ICA AND PEACE CORPS (PC) SUPPORT FOR ELT ACTIVITIES WHERE APPROPRIATE.

7. DEGREE EQUIVALENCY. EQUIVALENCY PROBLEMS CONTINUE TO PLACE CONSTRAINTS ON PLACEMENT AND REMUNERATION FOR RETURNED PARTICIPANTS TRAINED UNDER SHOP AND OTHER PROJECTS. MISSION BELIEVES PP SHOULD PROVIDE MEANS AND PLAN TO ADDRESS PROBLEM ON REGIONAL LEVEL.

CANADIANS ARE CURRENTLY PROPOSING INNOVATIVE INITIATIVES IN THIS AREA AND AID COULD POSSIBLY COORDINATE EFFORTS WITH THEM TO INSURE THAT NORTH AMERICAN DEGREE ARE GIVEN APPROPRIATE RECOGNITION IN SAHEL. ICA IN MALI HAS INITIATED SERIES OF ACTIVITIES TO PROVIDE CHANGE IN GRM EQUIVALENCY POLICIES, BUT GIVEN INVESTED INTERESTS IN FRENCH DEGREES AND COMPLEXITY OF ISSUE IN COUNTRY SUCH AS MALI WHERE PARTICIPANTS ARE TRAINED IN NUMEROUS EASTERN AND WESTERN EUROPEAN COUNTRIES WE SUGGEST ISSUE BE ADDRESSED ON BROADER, REGIONAL BASIS.

7. HRDO JEAN DU RETTE WILL BE IN AID/W 15-20 SEPTEMBER AND COULD BE AVAILABLE TO DISCUSS PROPOSED STRATEGY  
CECIL

UNCLASSIFIED

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**LIMITED SCOPE GRANT PROJECT AGREEMENT**

Between the United States of America, acting through  
the Agency for International Development (AID)

AND

Republic of Niger

(Grantee)

1. Project Title Salal Manpower Development Project	2. AID Project Number 625 0936
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The above-named parties hereby mutually agree to carry out the Project described in this Agreement in accordance with (1) the terms of this Agreement, including any annexes attached hereto, and (2) any general agreement between the two governments regarding economic or technical cooperation.

3. Amount of AID Grant \$ 245,000	4. Grantee Contribution to the Project \$ 31,200	5. Project Assistance Period June 30, 1981
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6. This Agreement consists of this title page and 14 following pages: Annex I (Project Description), Annex II (Special Provisions), Annex III (Standard Provisions), Annex IV (Geographic Code N° 941).

7. For the Grantee Name HAMED ALGABED	8. For the Agency for International Development Name HARVEY E. GUTMAN
Signature <i>[Signature]</i>	Signature <i>[Signature]</i>
Title SECRETARIE D'ETAT AUX AFFAIRES ETRANGERES ET A LA COOPERATION	Title Acting Director
Date September 1979	Date September



SEP 29 1979



*[Handwritten mark]*

# Project Agreement

## Annex I

### Project Description

Project Title:

Sahel Manpower Development Project

AID Project Number:

625 0936

#### A. Detailed Description

This Project consists of short and long term academic and special training programs for Nigerien students and professionals, working or intending to work in the public sector. The objective of this multi-year, incrementally funded Project is to increase the availability of trained Nigeriens in those priority areas which will contribute to the economic and social development of Niger. Special emphasis is to be placed on those skills which will ultimately benefit the rural population. In meeting this objective, the Project will assist the Grantee in meeting critical manpower requirements by providing financial assistance for those training programs which may be agreed upon on an annual basis following discussions between AID and the Grantee.

##### 1. Types of Training

Training may include graduate or undergraduate academic training as well as other undergraduate and special courses. Training opportunities for women as well as for men will be emphasized. The broad categories and types of training approved and designated as priority areas for focus of training are the following:

##### a. U.S. Academic Training

Academic training in the United States may be at the bachelor's, master's or doctorate level. Individual training programs should normally not extend beyond three years in duration. Candidates for advanced degrees will be required to write theses or dissertations, preferably on topics directly related to Niger's development. Training in the United States will be financed only for those disciplines for which comparable training does not exist in Africa. Provision will be made for doctoral research to be conducted in Niger to the extent possible. The approval of the degree-granting institution and travel and maintenance support by the Grantee will be arranged in advance.

##### b. Africa Academic Training

Academic training in Africa may be at any level. However, individual training programs should normally not extend beyond

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three years in duration. Training will be financed in other African countries only if it is not provided in Niger.

c. Special Programs

This category covers special training programs in Niger, other African countries, the United States, or other countries for short term intensive training in a specific subject in relation to a specific job. These programs will usually be less than six months in duration. For special training programs conducted in Niger, Project funds will be used to finance all in-country travel and participant per diem.

2. Fields of Study

Training programs to be financed under this Project are restricted to subject matters that are directly related to those priority areas which will contribute to the economic and social development of Niger. With the concurrence of AID, additions can be made to the following list of approved disciplines..

a. Academic Training

Subject Matter Areas

- Agricultural Crop and Livestock Research and disciplines related to Food Production, such as Agronomy, Entomology, Plant Pathology, Farm Extension, Home Economics, Rural Sociology, etc.
- Agricultural Economics/Farm Management
- Veterinary Medicine/Animal Husbandry
- Cooperatives
- Agricultural Education
- Civil Engineering/Environment Engineering
- Forestry/Fisheries/Natural Resource Planning
- Public Health and Paramedical Care
- Mother and Child Health/Family Planning/Nutrition
- Rural Development/Social Anthropology
- Communications
- Public Administration, Project Management and related disciplines in supply, procurement, accounting and other areas supporting rural development oriented programs.

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-- Economics, with emphasis on Macro and Micro, cost - benefit analysis, operations research.

-- Educational Economics/Educational Technology

-- Non-Formal Education

-- University Faculty, in fields related to establishing or strengthening instruction at the universities which relates to programs involving and assisting the poor majority.

b. Special Training

- (i) Training in African institutions and ICRISAT in India on a scheduled basis. This includes courses given by the PAID, CAFRED, JITA, IDEP and other third country institutions.
- (ii) Special courses designed to meet unique regional or country needs, to be arranged through African regional or country institutions on an ad hoc basis., including seminars and conferences.
- (iii) Short training courses in the United States such as those offered by USDA and universities specializing in development economics, in such fields as rural development, financial management or maternal and child health, for qualified professionals who need special technical or observation programs, seminars or conferences.
- (iv) Regional training programs for women. Women training-trainers can be funded for the purpose of conducting regional or country sessions (in French and local languages) for representatives of a women's organization, focusing on project identification, design, management, implementation and evaluation. These sessions can be followed by in-country short courses and seminars for local participants, led by those trained in the regional sessions.

3. Selection Criteria for Candidates

Training will be primarily for personnel of government and/or para-statal institutions with private sector employment approved on a limited, case by case basis. Training requests will satisfy one or more of the following criteria:

- a. Pre-project training of selected key personnel required in development of proposed projects. Such training expedites project implementation by providing trained personnel as soon as the project is approved.
- b. Post-project training for personnel required for successful continuation of project activity.

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- c. Training for a non-project activity in one of the priority or critical development areas (listed in paragraph 2.a. above) which contribute to achievement of an AID program or strategy objectives.
- d. Training of trainers to provide the broadest possible multiplier effect.
- e. Training to upgrade special skills of personnel in the subject areas listed in paragraph 2.a. above.

Training for the staffing of a particular institution will not be included under the present Project.

#### 4. First Year Program

In accordance with this section and within the limits of initial year funding made available under the Project, the Grantee may select candidates for training in any of the priority fields of study identified in Section A.2.a.. The areas for initial concentration will be the fields of agriculture and animal husbandry.

It is estimated that the first year funding will cover the costs of training participants in the following types of training:

##### United States

Academic

4 persons in 2-3 year study programs

Special

3 person months of special studies

##### Africa

Academic

3 persons in 2-3 year study programs

Special

15.3 person months of special studies

It is understood that of the participants selected for training, no fewer than two of those enrolled in academic studies in the United States, and no fewer than two of those in academic studies in Africa, will pursue studies leading to a degree in the field of agriculture. It is further understood that any short term, or special, training as contemplated herein will be for concentration in the fields of agriculture or animal husbandry.

This Agreement may be modified as required from time to time to reflect changes in the priority focus of training by the mutual agreement between the Grantee and AID.

5. Subsequent Year Programs

In the event any additional or incremental funding may be made available by amendment to this Agreement, such amendment will identify and specify the understandings of the parties with respect to any such incremental funding. Training programs for any future years will be concentrated in those academic and non-academic fields of study, interest and research as mutually agreed upon by the Grantee and AID. An annual training request will be submitted to AID by the Grantee identifying training activities proposed for financing. This written request will form the basis for deliberations concerning ongoing and new training activities.

B. Financial Plan

1. AID Contribution

AID's contributions to the Project will be provided in annual increments, the initial one made in accordance with Block 3 of the Title Page of this Agreement. Subsequent increments will be subject to the availability of AID funds for this purpose and to the mutual agreement of the Grantee and AID, at the time of each subsequent increment, to proceed. Each increment will fully fund the training programs to begin in the same or subsequent fiscal year.

AID will fund the following project components:

a. U.S. Training

- (i) Academic: Tuition, books, domestic travel, maintenance, etc. are estimated at \$1,334 per month (or \$16,000 per year), including international travel.
- (ii) Special: DS/IT costs are \$1,800 per month, excluding international travel.
- (iii) International Travel: Round trip travel is estimated at \$1,900.

b. Africa Training

- (i) Academic: Tuition, books, maintenance, etc. are estimated at \$1,000 per month.
- (ii) Special (scheduled): Tuition, books, maintenance, etc. are estimated at \$600 per month.
- (iii) Special (ad hoc): Funds will be used primarily for hiring regional African institutions to develop and conduct special training. Costs for maintenance and international travel will be paid by the Project if conducted at a regional institution. Maintenance, in-country travel and rental of training facilities will be paid for in-country training to the extent that funds are available.

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Estimated AID Cost of  
 Label Manpower Development Project - Niger  
 ( \$ thousands )

Location and Type of Training	Year of Obligation											
	FY 79		FY 80		FY 81		FY 82		83		Total	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost
<b>A. U.S. Training</b>												
1. New Academic	1/	192	5	22.4	5	22.4	5	16.0	0	0	19	80.0
2. Continuing Academic	2/	0	4	-	9	-	9	-	9	-	-	-
3. Special	3	5.4	3	5.4	3	5.4	9	16.2	18	32.4	36	64.8
<b>B. Africa Training</b>												
1. New Academic	3/	38.4	3	38.4	3	38.4	4	38.4	0	0	13	153.6
2. Continuing Academic	4/	0	3	-	5	-	5	-	6	-	-	-
3. Special	15.3	9.2	18	10.8	18	10.8	48	28.8	72	43.2	191.3	102.8
<b>C. Inflation</b>		0		27.4		58.4		80.6		35.4		194.8
<b>Total Cost</b>		<u>245</u>		<u>306</u>		<u>337</u>		<u>324</u>		<u>111</u>		<u>1,323</u>

1/ Number of U.S. academic trainees fully funded for 2 or 3 years at \$16,000 per year.  
 2/ Months of U.S. special training at \$1,800 per month.  
 3/ Number of Africa academic trainees fully funded for 2 or 3 years at \$4,800 per year.  
 4/ Months of Africa special training at \$600 per month

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Table II

Estimated Grantee Contribution to  
Sahel Manpower Development Project - Niger  
( 3 thousands)

Type of Training	FY 80		Year in which training commences				FY 83		FY 84		Total	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost
Academic	1/ 7	21.4	15	45.9	22	67.3	22	67.3	15	45.0	86	247.8
Special	2/ 38.3	9.8	21	5.4	21	5.4	57	14.5	90	23	227.3	58.1
Totals		31.2		51.3		72.7		81.8		68.9		305.9
Inflation (10%)		-		5.1		13.3		27.1		32		77.5
		31.2		56.4		86		108.9		100.9		383.4

1/ Number of participants enrolled in academic training programs

2/ Number of participant-months of training

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2. Grantee Contribution to the Project

The Grantee will continue to provide the following standard benefits to each participant:

- a. Payment of a full salary while in training
- b. A monthly special training allowance of approximately \$48.00.

For purposes of this Project, it is assumed that the average Grantee contribution per participant-month of training will be approximately \$255.00.

C. Evaluation

The USAID/Government of Niger Annual Training Plan should include an appraisal of past programs so as to ascertain whether appropriate training was provided and whether it was utilized to further project or sectoral activity goals. Evaluation should include an analysis of the data on the returned participants in order to improve the selection of future candidates and assist in the design of new programs.

Annex II

Special Provisions

A. Implementation of the Project

Funds made available under this Agreement shall be used to finance the costs of the individual training programs specified in this Agreement for first year funding and as specified in subsequent amendments providing subsequent year funding. Each of these training programs will be implemented upon the issuance of sub-documentation which will provide complete details of the training program and specify the name of the individual or individuals who will receive the training. This sub-documentation will be prepared on the standard AID forms normally used for this purpose. Upon the advice of the Grantee, these forms (Project Implementation Order/Participants - PIO/P's) will be prepared with the assistance of the USAID/Niger liaison officer responsible for this Project and will be jointly signed by authorized representatives of both parties to this Agreement. Sub-documentation for training programs to be financed under this Agreement in fiscal year 1980 must be issued within eight months of the effective date of this Agreement.

B. Utilization of Personnel

The Grantee agrees that upon completion of the training programs financed under the terms of this Agreement, the returned participants will be assigned to responsibilities in the service compatible with the training received.

C. Source and Origin of Goods and Services

The source and origin of goods and services financed by AID under the Project shall be in accordance with Handbook I, Supplement 8, Procurement Policies. Authorized Third Country Training is to be provided in accordance with AID Handbook 10, Participant Training.

D. Location of Institutions

Location of training institutions are limited to those in the United States, Niger, other African countries and other countries of the world included in AID Geographic Code 941 (Annex IV).

## ANNEX III

### STANDARD PROVISIONS

A. Reference to "this Agreement" means the original Project Agreement as modified by any revisions which have entered into effect. Reference to "Grantee" means the Republic of Niger.

B. (1) AID will make available the amount specified in Block 3 of this Agreement, as necessary for the project, as may be further described in the Financial Plan, Annex I, Section B.

(2) The Grantee will make available the amount specified in Block 4 of this Agreement, as necessary for the Project, as may further be described in Annex I. The Grantee will also make, or arrange to have made, additional contributions of property, services, facilities and funds required for carrying out the Project as may be specified in Annex I.

C. AID and the Grantee may obtain the assistance of other public and private agencies in carrying out their respective obligations under this Agreement. The two parties may agree to accept contributions of property, services, facilities and funds for purposes of this Agreement from other public and private agencies, and may agree upon the participation of any such third party in carrying out activities under this Agreement.

D. Except as otherwise specified herein or subsequently agreed by the parties, all contributions of the parties pursuant to this Agreement shall be made on or before the Project Assistance Completion Date (see Block 5 of this Agreement), or amended date. A contribution of goods or services shall be considered to have been made when the services have been performed and the goods furnished as contemplated in this Agreement. Disbursement of funds may take place after final contributions have been made, but AID shall not be required to disburse funds hereunder after the expiration of nine months following the estimated Project Assistance Completion Date or any amended Project Assistance Completion Date specified.

E. The procurement of commodities and services to be financed in whole or in part by AID may (where so required by AID procedures) be undertaken only pursuant to Project Implementation Orders (PIOs) issued by AID.

F. Unless otherwise specified in the applicable PIO or Project Implementation Letter (PIL), the procurement of commodities imported specifically for the Project and financed

with the AID contribution referred to in Block 3 of this Agreement shall be subject to the provisions of AID Regulation 1.

G. Unless otherwise agreed by the parties or otherwise specified in the applicable PIO, title to all property procured through financing by AID pursuant to Block 3 of this Agreement shall be in the Grantee, or such public or private agency as it may authorize.

H. (1) Any property furnished to either party through financing by the other party pursuant to this Agreement shall, unless otherwise agreed by the party which financed the procurement, be used effectively for the purposes of the Project in accordance with this Agreement, and upon completion of the Project, will be used so as to further the objectives sought in carrying out the Project. Either party shall offer to return to the other or to reimburse the other for, any property which it obtains through financing by the other party pursuant to this Agreement which is not used in accordance with the preceding sentence.

(2) Any funds provided to either party pursuant to this Agreement which are not used in accordance with this Agreement shall be refunded to the party providing the funds.

(3) Any interest or other earnings on funds provided by AID to the Grantee under this Agreement will be returned to AID by the Grantee.

I. (1) If AID and any public or private organization furnishing commodities through AID financing for operations hereunder in the cooperating country, is, under the laws, regulations or administrative procedures of the cooperating country, liable for customs, duties and import taxes on commodities imported into the cooperating country for purposes of carrying out this Agreement, the Grantee will pay such duties and taxes unless exemption is otherwise provided by any applicable international agreement.

(2) If any personnel (other than citizens and residents of the cooperating country), whether United States Government employees, or employees of public or private organizations under contract with, or individuals under contract with AID, the Grantee or any agency authorized by the Grantee, who are present in the cooperating country to provide services which AID has agreed to furnish or finance under this Agreement, are under the laws, regulations or administrative procedures of the cooperative country, liable for income and social security taxes with respect to income which they are obligated to pay income or social security taxes to the Government of the United States of America, for property taxes on

personal property intended for their own use, or for the payment of any tariff or duty upon personal or household goods brought into the cooperating country for the personal use of themselves and members of their families (not including such personal or household goods as may be sold by any such personnel in the cooperating country) or if any firm, not normally resident in the cooperating country, is liable for income, receipts, or other taxes on work financed by AID hereunder, the Grantee will pay such taxes, tariff, or duty unless exemption is otherwise provided by any applicable international agreement.

J. If funds provided by AID are introduced into Niger by AID or any public or private agency for purposes of carrying out obligations of AID hereunder, the Grantee will make such arrangements as may be necessary so that such funds shall be convertible into currency of Niger at the highest rate which, at the time the conversion is made, is not unlawful in Niger.

K. AID shall expend funds and carry on operations pursuant to this Agreement only in accordance with the applicable laws and regulations of the United States Government.

L. The two parties shall have the right at any time to observe operations carried out under this Agreement. Either party during the term of the Project and for three years after the completion of the Project shall further have the right (1) to examine any property procured through financing by that party under this Agreement, wherever such property is located, and (2) to inspect and audit any records and accounts with respect to funds provided by, or any properties and contract services procured through financing by that party under this Agreement, wherever such records may be located and maintained. Each party, in arranging for any disposition of any property procured through financing by the other party under this Agreement, shall assure that the rights of examination, inspection and audit prescribed in the preceding sentence are reserved to the party which did the financing.

M. AID and the Grantee shall each furnish the other with such information as may be needed to determine the nature and scope of operations under this Agreement and to evaluate the effectiveness of such operations.

N. The present Agreement shall enter into force when signed. Either party may terminate this Agreement by giving the other party (30) days written notice of intention to terminate it. Termination of this Agreement shall terminate any obligations pursuant to Blocks 3 and 4 of this Agreement, except for payment which they are committed to make pursuant to non-cancellable commitments entered into with third parties prior

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to the termination of the Agreement. It is expressly understood that the obligations under Paragraph H relating to the use of property or funds shall remain in force after such termination. In addition, upon such termination AID may, at AID's expense, direct that title to goods financed under the Grant be transferred to AID if the goods are from a source outside the Grantee's country, are in a deliverable state and have not been offloaded in ports of entry of the Grantee's country.

O. To assist in the implementation of the Project, AID from time to time, may issue Project Implementation Letters (PILs) that will furnish additional information about matters stated in this Agreement. The parties may also use jointly agreed upon PILs to confirm and record their mutual understanding on aspects of the implementation of this Agreement.

P. The Grantee agrees, upon request, to execute an assignment to AID of any cause of action which may accrue to the Grantee in connection with or arising out of the contractual performance or breach of performance by a party to a direct U.S. Dollar contract with AID financed in whole or in part out of funds granted by AID under this Agreement.

Annex IV

Geographic Code N° 941

SELECTED, FREE, WORLD

Any independent country in the Free World a/ except the cooperating country itself and the following:

Europe

Other

Andorra	Malta	Algeria	Libya
Austria	Monaco	Australia	New Zealand
Belgium	Netherlands	Canada	Qatar
West Berlin	Norway	Cyprus	Southern Rhodesia
Denmark	Portugal	Greece	Somali Republic
Finland	San Marino	Hong Kong	South Africa
France	Spain	Iran	Yemon
West Germany	Sweden	Iraq	United Arab Emirates
Ireland	Switzerland	Japan	Republic of Congo
Italy	United Kingdom	Kuwait	(Brazzaville)
Iceland	Vatican City	Saudi Arabia	
Licchtenstein	Yugoslavia		

a/ For purposes of this Project, 'Free World' excludes the following areas or countries:

Union of Soviet Socialist Republics (USSR)  
Poland  
Albania  
Bulgaria  
Czechoslovakia  
Hungary  
Romania  
German Democratic Republic  
North Korea  
People's Republic of China  
Mongolia  
Laos  
Vietnam  
Cambodia  
Cuba

A.I.D. Project Number 625 0936.6

FIRST AMENDMENT  
TO THE  
LIMITED SCOPE  
GRANT PROJECT AGREEMENT  
between  
THE REPUBLIC OF NICER  
and the  
UNITED STATES OF AMERICA  
for the  
SAHEL MANPOWER DEVELOPMENT PROJECT

Dated: ;

Appropriation: 72-11X1012  
Allotment: 812.60 633 00.69 01

Whereas, the Republic of Niger acting through the Ministry of Foreign Affairs, and the United States of America, acting through the Agency for International Development, wish to amend the Limited Scope Project Grant Agreement dated September 29, 1979 to provide TWO HUNDRED SEVENTY THOUSAND United States ("U.S.") DOLLARS (\$270,000) of additional funding for financing of the Sahel Manpower Development Project.

Now therefore, the said Grant Agreement is hereby amended as follows:

1. Title Page, Block 3 (Amount of A.I.D. Grant): Delete "TWO HUNDRED FORTY FIVE THOUSAND United States ("U.S.") DOLLARS (\$245,000)", and substitute "FIVE HUNDRED FIFTEEN THOUSAND United States ("U.S.") DOLLARS (\$515,000)".
2. Title Page, Block 4 (Grantee Contribution to the Project): Delete THIRTY ONE THOUSAND TWO HUNDRED United States ("U.S.") DOLLARS (\$31,200)" and substitute "SEVENTY SEVEN THOUSAND ONE HUNDRED United States ("U.S.") DOLLARS (\$77,100)".
3. Section A.4 (Program) page 4, is amended to add the following:

Second Year Program

It is estimated that second year funding will cover the costs of training participants in the following types of training.

United States

Academic (long term)	5 persons in 2 year study programs
Special (short term)	2 person months of special studies

Africa

Academic (long term)	2 persons in 1 year study programs
Special (short term)	3 person months of special studies

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4. Section B.1 (A.I.D. Contribution) page 5: Delete "Each increment will fully fund the training programs to begin in the same or subsequent fiscal year." and substitute "Each such increment will fully fund special training programs and fund new long term academic programs for two years. Should a third year of training be contemplated for any continuing long term academic program, the third year of training will be approved for financing subject to the availability of further additional funding increments."

5. Section B.1(a) (U.S. Training) page 5, is revised as follows:

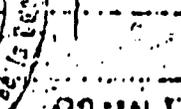
B.1(a), i. Long Term Academic: Tuition, books, domestic and International Travel, Maintenance, etc. are estimated at \$1,000 per month (or \$12,000 per year).

B.1(a), ii Short Term Special: Costs are estimated at \$3,000 per month, excluding International Travel.

6. Table 1, page 6, is revised in attached.

Except as expressly modified herein, all provisions of the initial Limited Scope Grant Project Agreement shall continue in full force and effect unless amended with the consent of both parties.

This amendment is effective on the date of the last signature below.

REPUBLICAN UNION  
BY:   
TITLE:   
DATE: 29 MAI 1967  
LE MINISTRE  
DES AFFAIRES ETRANGERES ET DE LA COOPERATION

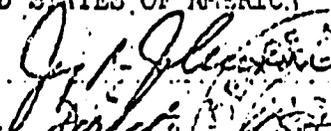
UNITED STATES OF AMERICA  
BY:   
TITLE:   
DATE: 9 APR 1967

TABLE 1  
First Amendment

ESTIMATED A.I.D. COST of  
Sahel Manpower Development Project - Niger  
(\$ Thousands)

Location and Type of Training	Year of Obligation										TOTAL No.
	FY 79 <sup>1/</sup>		FY 80 <sup>1/</sup>		FY 81 <sup>2/</sup>		FY 82 <sup>2/</sup>		FY 83 <sup>2/</sup>		
	No.	Cost									
A United States Training:											
1. New Academic	4 <sup>3/</sup>	200	5	250	2	124	2	142	0	0	13
2. Continuing Academic	0	0	4	..	9 <sup>4/</sup>	116	7 <sup>5/</sup>	165	4 <sup>2/</sup>	163	Subtotal:
		45		20		30		20		30	
B Other Types of Training: Africa Academic, Africa Special, U.S. Special											
Total Cost		245		270		270		327		193	

<sup>1/</sup> Funding currently obligated through executed Grant Agreements

<sup>2/</sup> Anticipated future year funding, dependent upon availability of funds for this purpose

<sup>3/</sup> Number of U.S. academic trainees funded for 2 years. Costs are calculated to be \$25,000 per year for FY 79 and FY 80; \$29,000 for FY 81; \$32,000 for FY 82; and \$39,000 for FY 83.

<sup>4/</sup> Number of continuing academic participants receiving 1 additional year of funding

\* Includes third year funding for the two new academic participants funded the previous fiscal year

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A.I.D. Project Number 625-0936.6

SECOND AMENDMENT  
TO THE  
LIMITED SCOPE  
GRANT PROJECT AGREEMENT

between

THE REPUBLIC OF NIGER

and the

UNITED STATES OF AMERICA

for the

SAHEL MANPOWER DEVELOPMENT PROJECT

Dated: 29 SEP 1980

Appropriation: 72-11X1012  
Allotment: 812-60-683-00-69-01

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Whereas, the Republic of Niger acting through the Ministry of Foreign Affairs, and the United States of America acting through the Agency for International Development, wish to amend the Limited Scope Project Grant Agreement dated September 29, 1979 to provide FORTY NINE THOUSAND FIVE HUNDRED United States ("U.S.") DOLLARS (\$49,500) of additional funding for financing the Sahel Manpower Development Project.

Now therefore, the said Grant Agreement as amended is hereby amended as follows:

1. Title Page, Block 3 (Amount of A.I.D. Grant): Delete "FIVE HUNDRED FIFTEEN THOUSAND United States ("U.S.") DOLLARS (\$515,000)" and substitute "FIVE HUNDRED SIXTY FOUR THOUSAND FIVE HUNDRED United States ("U.S.") DOLLARS (\$564,500)".
2. Title Page, Block 4 (Grantee Contribution to the Project): Delete "SEVENTY SEVEN THOUSAND ONE HUNDRED United States ("U.S.") DOLLARS (\$77,100)" and substitute EIGHTY THREE THOUSAND THREE HUNDRED United States ("U.S.") DOLLARS (\$83,300)".
3. Section A.4 (Program) page 4, is amended to add the following:

Second Year Program

It is estimated that second year funding will cover the costs of training participants in the following types of training.

United States

Academic (long-term)  
Special (short-term)

6 persons in 2 year study programs  
2 person months of special studies

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Africa

Academic (long-term)  
Special (short-term)

1 person in 1 year study program  
6 person month of special studies

Table 1, page 6, is revised as attached.

Except as expressly modified herein, all provisions of the initial Limited Scope Grant Project Agreement as amended shall continue in full force and effect unless amended with the consent of both parties.

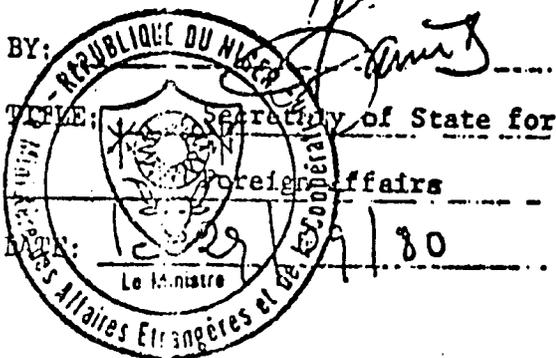
This amendment is effective on the date of the last signature below.

REPUBLIC OF NIGER

BY:

TITLE: Secretary of State for  
Foreign Affairs

DATE: 9/1/80



UNITED STATES OF AMERICA

BY:

TITLE: Director - USAID/Niger

DATE: SER 29 1980

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**ESTIMATED A.I.D. COST of  
Sahel Manpower Development Project - Niger  
(\$Thousands)**

Year of Obligation

Location and Type of Training	FY 79 <sup>1/</sup>		FY 80 <sup>1/</sup>		FY 81 <sup>2/</sup>		FY 82 <sup>2/</sup>		FY 83 <sup>2/</sup>		Total
	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost	
<u>States Training</u>	3	200	6	299.5	2	124	2	142	0	0	14
Academic											
Continuing Academic	0	0	4		10(4) <sup>4/</sup>	116	7(6)	192	(4)	183	
											Subtotal: 1
<u>Types of Training</u>											
Academic, Africa Special, Special		45		20		30		20		30	
Cost		245		319.5		270		360		193	

ing currently obligated through executed Grant Agreements

ipated future year funding dependent upon availability of funds for this purpose

r of U.S. academic trainees funded for 2 years. Costs are calculated to be \$25,000 per year for FY 79 and FY 80; \$29,000 for FY 81; \$33,000 for FY 82; and \$35,000 for FY 83.

r of continuing academic participants receiving 1 additional year of funding

as third year funding for the two new academic participants funded the previous fiscal year

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A.I.D. Project Number 625-0936.0

THIRD AMENDMENT  
TO THE  
LIMITED SCOPE  
GRANT PROJECT AGREEMENT

between

THE REPUBLIC OF NIGER  
and the  
UNITED STATES OF AMERICA

for the

SAHEL MANPOWER DEVELOPMENT PROJECT

Dated:

Appropriation: 72-11X1012  
Allotment: 812-60-683-00-69-11

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PROJECT GRANT AGREEMENT

AMENDMENT Number 3 dated \_\_\_\_\_, 1981, between the UNITED STATES OF AMERICA, acting through the Agency for International Development ("A.I.D.") and the Republic of Niger, acting through the Ministry of Foreign Affairs.

WHEREAS, the Republic of Niger and A.I.D. entered into a Limited Scope Grant Agreement dated September 29, 1979 ("Agreement"), and

WHEREAS, The Republic of Niger and A.I.D. desire to amend the Agreement to reflect an increase in funding for financing the project initiated by the Agreement:

YOU THEREFORE, the parties hereto hereby agree that the Agreement as amended shall be further amended to read as follows:

1. Title Page, Block 3 (Amount of A.I.D. Grant): Delete "Five hundred sixty four thousand five hundred United States ("U.S.") Dollars (\$564,500)" and substitute "Nine hundred sixty four thousand five hundred United States ("U.S.") Dollars (\$964,500)".
2. Title Page, Block 4 (Grantee Contribution to the Project): Delete "Eighty three thousand three hundred United States ("U.S.") Dollars (\$83,300)" and substitute "One hundred thirty eight thousand three hundred United States ("U.S.") Dollars (\$138,300)".
3. Section A.4 (Program) page 4, is amended to add the following:

Third Year Program

It is estimated that third year funding will cover the costs of training participants in the following types of courses:

United States

Academic (long-term)                      5 persons in 2 year study program

United States or Africa

Special (short-term)                      25 person months of special studies"

4. Tables I and II are hereby deleted, and the revised Estimated Cost Table attached hereto inserted in lieu thereof.

EXCEPT as expressly modified herein, all provisions of the initial Agreement as amended shall continue in full force and effect unless amended with the consent of both parties to the Agreement.

IN WITNESS WHEREOF, the REPUBLIC OF NIGER and the UNITED STATES OF AMERICA, each acting through its respective duly authorized representative, have caused this Amendment to be signed in their names and delivered as of the day and date first above written

REPUBLIC OF NIGER

BY \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

UNITED STATES OF AMERICA

BY \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

SAHEL MANPOWER DEVELOPMENT PROJECT  
Estimated Cost Table  
(\$000)

	No. Student Years of Training				No. Student Years of Training				No. Student Years of Training				No. Student Years of Training	
	Years	Years	AID	RN	Years	Years	AID	RN	Years	Years	AID	RN	AID	RN
.S. Academic *	4	1979	86.4	12.4	6	1980	139.2	20.4	6	1981	159	22.2		
	4	1980	92.8	13.6	6	1981	159.0	22.2	6	1982	186	24.6		
Sub-totals	8		179.2	26.0	12		298.2	42.6	12		345	46.8	32	822.4 115.4
Other Africa Academic			65.8				21.3				55			142.1
Africa Special S. Special				10.5				3.4				9.0		22.9
TOTALS			245**	36.5**			319.5**	46**			400	55.8		964.5 138.3

Estimated Costs Per Academic Year

AID	RN
21.6	3.1
23.2	3.4
26.5	3.7
31.0	4.1

or Obligations

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MEMORANDUM

Date: 2/23/83

TO : John R. Bolton, AA/PPC  
THRU : Edwin Hullander, AAA/PPC/PDPR *J.R. Bolton*  
FROM : Frank Method, PPC/PDPR/HR *F.M.*  
SUBJECT : Sahel Manpower Development II Issues

General Information

SMDP II is a substantial revision of SMDP I, addressing both the conclusions of the 1982 evaluation and the issues raised by PPC during the 1982 OYB review. Rather than an extension of SMDP I, an entirely new project has been designed which in several respects is a model for a regional general participant training program. PPC should endorse this project with enthusiasm. The only concern raised in this issues memorandum is whether the SMDP II is funded at a sufficiently high level. The needs of the Sahel region are enormous and this project could make effective use of additional resources.

Project Review Committee Meeting: Postponed to 1st week in March

Bureau Executive Committee Meeting: no date set

Date Received: 2/17/83

PPC Project Review Group: Lijewski (PDPR/RD), Method (PDPR/HR), Kramer (PB)

Bureau Issues Paper:

1. Synopsis of Project.

AID will provide \$9,979,000 LOP, \$2,979,000 in FY 1983. Counterpart funding is \$3,275,000 LOP. SMDP II will train approximately 1200 participants over four years, of whom 120 will receive long term training in African or U.S. institutions. Training will concentrate on pre-project staff development and on alleviating institutional constraints to AID project and program objectives. A major difference from SMDP I is that SMDP II focuses on institutional constraints while SMDP I focused more imprecisely on improving the availability of skilled personnel needed for development. Thus, SMDP I was often used as a kind of supplementary 'slush fund' to compensate for training deficiencies in bilateral project design. Major design improvements in SMDP II include:

-multi-year country training strategies, with SMDP allocations on the basis of an overview of all mission training activities;

-focus is on institutions with personnel weaknesses, rather than on individuals desirous of training;

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-will establish system for placement and management of third-country training;

-more than 80 percent of the training, and over half of the expenditure, will be for training in Africa. In addition to being more cost-effective, this will enable more practical short-course training to be provided and will make it more feasible for women and local private business to benefit from the training;

-sets clear selection criteria, including a more realistic (i.e. higher) standard for English language proficiency for U.S. training;

-requires full-forward funding of each participant, with LOP planning levels for training in each mission, and an annual procedure for revision of training plans based on assessment of previous year activities. This will help to reduce the ad-hoc nature of training commitments and will reduce substantially the program mortgage implications of long-term training (which in most projects is not full-forward funded);

-specifically prevents use of SMDP funds to supplement projects

-requires that all long-term U.S. participants undertake General and Financial Management Training (6 credits, minimum) regardless of professional field.

-includes specific recommendations on ways to increase female and private participation, including requirement that where such participation cannot be increased in external training, local academic and short-course training options should be developed.

-the multi-year country training strategies will be keyed directly to CDSSs and Sector Strategies.

## 2. Support for Policy Dialogue with the Host Country.

The entire project will focus on alleviating institutional constraints as a pre-condition to AID programming in the respective sectors or regions; thus, the training will be an essential part of the policy dialogue preceding program development. In some cases, the local training will take the form of policy seminars with external experts for high level officials. In Senegal, anticipating future possibilities to be involved with education reform, SMDP II will provide pre-project training for key educators.

## 3. Involvement of Private Sector.

Project recommends new guidelines for selecting specific portions of external training candidates from the private sector and for increasing local training in fields of interest to and in which private sector candidates can participate. External candidates are required to take basic courses in management. The entire project focuses on institution development; thus, to the extent that country programs reflect an emphasis on institutions consistent with private sector development, the SMDP II will as well.

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4. Support for Institution Building.

This is the major focus of the project.

5. Contribution to the Transfer of Technology.

This will be a major impact of the project, though the fields and types of technology transfer will be determined country-by-country. The in-country short-course training courses and seminars will be particularly important.

6. Relevance to Sector/Cross Sector Policies.

SMDP II will be completely relevant to sector and cross/sector policies, as it will be designed explicitly to address constraints to the strategies and policies identified in the CDSSs. Also, it is in itself a major first example of the revised guidance on participant training.

7. Relationship to CDSS and ABS. (see item 6, above)

SMDP II is anticipated in the Sahel ABS at the proposed level of funding.

8. Incorporation of Lessons Learned.

The project fully incorporates lessons learned both from the evaluation of SMDP I and, more generally, from evaluations of other general participant training programs in other regions.

9. Adequacy of Analyses.

All analyses are fully adequate

10. Recommended PPC Course of Action.

PPC should a) support this project with enthusiasm, b) commend the Sahel Development Planning Regional Office for the quality of this re-design effort and c) recommend this project to the Human Resources Sector Council as an exemplary project from which a number of program design lessons may be learned.

OK  
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