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Africa Regional Conference on Participant
Training, Arusha, Tanzania
August 23-26 1976

FOREWORD

The position of "Training Officer" no longer exists in Africa. It was abolished in 1973 during the Agency-wide Reduction in Force. During the past several years, the functions have been assumed in great part by host country mission employees and American Program Officers. For the first time both host government officials and American AID staff gathered at a regional conference to discuss the existing status and needs of the participant training program in Third Country, In-Country and the United States. The Conference held in Arusha for the USAID African posts was field oriented. It was a conduit for discussion of problems and possible solution between Washington and the Missions.

The Conference, suggested by Charles H. Fleer, Director, Office of International Training, was hosted by the Acting Director of the Regional Development Office for East Africa, G. William Ramsay in Arusha, Tanzania on August 23-26, 1976. The program was developed by the African Bureau's African Manpower Project Manager, Paul Struharik and the Office of International Training Staff, Joseph Kovach, Barbara Lane and Anne Dammarell. The Field was canvassed for topics to be discussed. Selected mission personnel were asked to participate on panels and to prepare papers on assigned subjects. Key personnel involved in the Participant Training Program represented the United States and fourteen African countries. Father Daniel Mbunda, Director of the Institute of Adult Education, Dar es Salaam, was a guest speaker from the Tanzanian Government.

The discussions and recommendations reflect the thinking of those experienced in the area of participant training. Their conviction of training's importance to the development process and concern for improving the program resulted in an open exchange between AID/W and the USAID Missions. Special acknowledgement is made to Mr. Dewey Brumbaugh and Mr. Michael Guido of the Manpower Development Division for the support and cooperation, which they offered to the Office of International Training in arranging the Conference.

PARTICIPANTS AT THE CONFERENCE
(In Alphabetical Order of Country)

<u>FIELD</u>	<u>TITLE</u>	<u>MISSIONS</u>
Mr. G. William Ramsay	Actg. Regional Develop. Officer	RDOEA/Arusha
Ms. Mary Visznecki	Executive Assistant	RDOEA/Arusha
Mr. Norman Green	Human Resources Officer	Cameroon
Ms. Inger Hvoslef	Project Manager	Chad
Mrs. Guenet Alemu	Training Coordinator	Ethiopia
Mr. Douglas P. Broome	Operations Officer	The Gambia
Mr. August Hartman	Agriculture Project Manager	Guinea
Mr. Japheth Owor	Training Officer	Kenya
Mr. Michael Rugh	Assistant Program Officer	Kenya
Mr. Harry Johnson	Operations Officer	Lesotho
Ms. Celestina Moholo	Training Assistant	Lesotho
Mrs. Cecelia Blake	Training Assistant	Liberia
Mr. Aly Tamboura	Program Assistant	Mali
Mr. Patrick McDuffie	Training Officer	Niger
Mr. Peter Osayamwen	Training Specialist	Nigeria
Mr. Byron Bahl	Assistant Program Officer	Swaziland
Ms. Saker Bhatia	Chief Training Assistant	Tanzania
Mr. Vernon Johnson	USAID Director/ Tanzania	Tanzania
Ms. Mwangombeani Juma	Sec. Asst. Program Office	Tanzania
Mr. Michael Kombe	Training Staff	Tanzania
Fr. Daniel Mbunda	Institute of Adult Education	Tanzania
Mr. Robert Dakan	Assistant Program Officer	Upper Volta
Mr. Paul Struharik	African Manpower Project Officer	AID/W - AFR/RA
Mr. Charles Fleeer	Director of OIT	AID/W - OIT
Mr. Joseph Kovach	Planning Staff	AID/W - OIT
Ms. Barbara Lane	Training Specialist	AID/W - OIT
Ms. Anne Dammarell	Planning Staff	AID/W - OIT

SCHEDULE OF CONFERENCE MEETINGS

Day 1

Monday - August 23

9:00	Welcome	Vernon C. Johnson, Mission Director USAID/Dar es Salaam
9:30	Conference Procedures	
10:00	COFFEE BREAK	
10:15	SER/IT New Trends	Charles H. Fler, Director, OIT
11:15	<u>Panel - U.S. Training</u>	
	Introduction of Panel	
	L U N C H	
2:00	How Participant Training is Handled in the Field	
	Overview of Recent FAA Mandates	George W. Ramsay, RDCEA/Arusha
	Selection & Orientation Procedures	Inger Hvoslef, USAID/Chad Cecelia Blake, USAID/Liberia
3:45	COFFEE BREAK	
4:00	Problems the Field Faces with Partici- pants in Meeting AID/W Requirements	Peter Osayamwen, USAID/Nigeria
		REPORTER <u>Saker Bhatia, USAID/Tanzania</u>
P.M.	MOVIE When Comedy was King (Charlie Chaplan, Key Stone Cops, Etc.)	

Day 3

Wednesday - August 25

9:00	<u>Alternative Approaches to Human Resources Development</u>	Father Daniel Mbunda, Institute for Adult Education, Dar es Salaam REPORTER <u>Michael Rugh, USAID/Kenya</u>
10:15	COFFEE BREAK	
10:45	<u>Workshop - Third Country In-Country Training</u>	
	Logistics of Implementing Third Country Training	Robert T. Dakan, USAID/Upper Volta
	Pre-Departure Orientation	August Hartman, USAID/Guinea
	Updating of Guide	Japhath Owar, USAID/Kenya
	In-Country Training	Joseph Kovach, AID/W - OIT
		REPORTER <u>Patrick McDuffie, USAID/Niger</u>
	L U N C H	
2:00	<u>Workshop - U.S. Training</u>	
	U.S. Training Cycle Required Documentation	Barbara Lane, AID/W - OIT
4:00	COFFEE BREAK	
4:15	Pre-Departure Orientation Standard Cost System	Joseph Kovach, AID/W - OIT
		REPORTER <u>Norman Green, RDC/Cameroon</u>
7:30	Farewell Dinner	

Conclusions

1. The field does not have sufficient staff assistance to handle all facets of participant training.
2. Current information on training facilities in TC and U.S. is not available to the field.
3. No systematic information on In-Country training needs and statistics is gathered.
4. AID contractors do not always coordinate recruiting of participants and publicizing of programs with the USAID field offices.
5. Adequate pre-departure orientation is not available in the field.
6. Medical facilities are not available in all countries.
7. English Language centers and trained staff do not exist in all countries.
8. A serious time lag exists between AID/W and the field on reporting matters pertaining to participant training programs.
9. Mid-level participants with management responsibilities are not receiving management training.
10. Contact with returned participants is not being maintained.

Recommendations

- ✓ 1. Establish a Regional Training Officer position as minimum support to the field. (AID/W)
2. Provide TDY assistance to develop country training plans and conduct Follow-up activities to take care of immediate needs. (AID/W)
3. Recruit additional host country staff. (Field)
- ✓ 4. Provide appropriate training to host country staff. (AID/W and Field)
- ✓ 5. Establish a Women in Development Officer position with SER/IT to provide field support. (AID/W)
6. Distribute publications on degree and non-degree training in Africa including the 1968 "Third Country Training Resources Catalogue in Africa". (AID/W)
- ✓ 7. Update the 1968 "TCT Resources in Africa" catalogue. (AID/W and Field)
- ✓ 8. Develop a U.S. Training Guide to include both short and long term training. (AID/W)
- ✓ 9. Define and identify need for In-Country training and reporting system. (AID/W and Field)
10. Provide guidance and coordinate all activities of AID contractors working in country. (Field)
- ✓ 11. Advise SER/IT if medical facilities are not available in country and request that participants be given a medical exam at POE. (Field)
12. Send contractor (ALIGU) to assist in establishing an English Language program in countries where none exist. (AID/W and Field)
- ✓ 13. Develop guidelines and provide a package of pre-departure materials to the field. (AID/W)
- ✓ 14. Simplify program documentation - PIO/P and biodata. (AID/W)
- ✓ 15. Request that universities list courses participants will take within 30 days of receipt of PIO/P and to insure that progress and academic reports be systematically sent to the field. (AID/W)
- ✓ 16. Acknowledge receipt of program request if a delay is anticipated, especially if for key counterpart of high ranking host government official. (AID/W)
- ✓ 17. Develop a system to insure that all mid-level participants receive management training. (AID/W and Field)
- ✓ 18. Publish Participant Directory of returned participants. (AID/W and Field)
- ✓ 19. Determine need and arrange post-training seminars of a general management or technical nature for returned participants. (AID/W and Field)
- ✓ 20. Consider funding follow-up activities - especially purchasing of technical literature - out of PIC/P. (AID/W and Field)

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OPENING SESSION

The opening remarks were made by Dr. Vernon Johnson, Director of USAID/Tanzania and were followed by a period of introduction and familiarization with the schedule.

Mr. Charles H. Fler, Director of the Office of International Training, presented the objectives of the Office of International Training and the present training system used by the Agency. (attachment A)

The remaining eight sessions of the Conference including discussion and recommendations are detailed in the following pages.

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SESSION ONE

SUBJECT: PANEL - U.S. TRAINING

SPEAKERS: G. William Ramsay, RDOEA/Arusha
Inger Hvoslef, USAID/Chad
Cecelia Blake, USAID/Liberia
Peter Osayamwen, USAID/Nigeria

REPORTER: Saker Bhatia
USAID/Tanzania

TOPICS COVERED:

1. Field overview of recent FAA mandates.
2. Field selection and orientation of participants.
3. Field procedures to process participants.
4. Problems field faces in meeting AID regulations.

DISCUSSION

RECENT FAA MANDATES: Mr. Ramsay

According to the new mandate from AID/W the field was asked to concentrate on three areas:

1. Food/nutrition, population/health and human resources directed toward the poorest element of society.
2. Closer working relationship with other donors.
3. Women and their contribution in the programs selected.

Mr. Ramsay said the mandate limits the field's activities and ties their hands and brings constraint to field personnel's work. The criteria for determining priorities or eligibility for assistance is often poorly defined or based on standards not applicable in all instances to all LDCs.

Some difficulties the field faces are:

1. A dollar value cannot be put on all things which represent meaningful "income" in many countries. Who are the poorest of a society?
2. A healthy daily diet cannot be standardized. What is a healthy daily diet or what should it be compared to? People with different types of calorie diets have lived healthy lives on standards different than those used in AID's definitions.
3. Some criteria needs refining and the policy needs to be made more clear.

SELECTION AND ORIENTATION OF PARTICIPANTS - Ms. Hvostef

The lasting value of foreign assistance efforts in less developed countries is embodied in the wide range of skills which people of these nations acquire in the development process. Their abilities constitute the only assurance for continued benefit of what has been accomplished and the only promise for further socio-economic development.

In the often bitter discussions about the unequal utilization of nature's material resources, it seems to be forgotten that were it not for the human ingenuity in recognizing their utility, these physical resources would still be dormant and unutilized. In reality, therefore, the true goals of foreign assistance to developing countries are to share the knowledge of how to use the natural resources with an ever existing possibility of uncovering new and more rational methods to help improve the welfare of all nations. Is it not the combination of physical and human resources which lies behind the foreign assistance goal to create a healthier, better life for future generations? And the discovery and development of human resources may well hold the key to foreign aid's success.

The crying need to develop the human part of nature's resources struck me with force when during my first AID assignment abroad I found what appeared to be new road construction equipment lying idle along the roads, in need of repair but without anyone to do it. Similar examples abound and no amount of capital investments, of building costly infrastructure or factories will have lasting benefit if people are not trained to use and to protect what foreign assistance provided.

It is paramount that the quality of training is of the highest order and in the U.S., it is SER/IT which carries the responsibility. However, the highest priority consideration is the trainees's ability to learn and motivation to draw full benefit from the training. For this, those who select the participants abroad have full responsibility; i.e. officials of the host country in cooperation with the assistance donor.

We who are involved in participant training abroad, might be well advised to learn as soon as possible about the host country's scholarship operations and policies. Where none exists, we could help inspire a systematic approach to foreign scholarship offerings as measured against manpower needs and the ability to absorb the services of the returned participants.

Most developing countries in Africa today, I believe, have an assessment of existing manpower needs and some idea about future demands with a view to the budgetary funding. This is essential, because without it, a scholarship operation becomes like a ship without a rudder. And in offering AID funded training, we should have some insight into the country's own priorities and other bi- and unilateral training opportunities. In many French speaking countries there is a strong preference for liberal arts education in France whereas the United States ranks high for training in agriculture, engineering and other practical subjects including business management.

Once the PIO/P is issued and papers sent forward, there is still no assurance that the participant will be accepted for the training envisaged. In an academic program, it depends upon the receiving institution's evaluation of past education or recognition of a certain degree. Practical or non-degree academic training offers greater flexibility. In any case, a rejection is always a painful experience and difficult to handle for us abroad. Much depends upon the mutual understanding and respect between officials of the host country and us to minimize a natural resentment.

The problem of degree equivalency recognition in different countries should be taken into account when sending a participant for advanced academic training abroad. The rank within the hierarchy of the returned participant depends upon the home country's evaluation of the degree received.

I am not forgetting the private sector and the need to develop imaginative, capable entrepreneurs, but ours is a government-to-government operation, first of all. Where large foreign companies have settled in host countries, training is either given on-the-spot or funded abroad by the company. However, this does not exclude a mixed government and private training program provided the participant is nominated by his or her government.

The complicated and often slow bureaucratic processes test the patience of all involved and we abroad cope with the double frustration. We recognize that proper programming of participants in the United States must take time and we try to adhere to the guideline in Handbook 10. However, when requesting special programs for ranking officials with whom we deal we try to emphasize that it will take time. Nevertheless, their own responsibilities at home come into play and plans involving more than the observational visits in the U.S. can create difficult problems for us. It would be a help if we could receive some message that the request has been received, will be looked into, and an answer can be expected within a given period.

It probably is natural that I as a woman in the Women's Decade and with "Women in Development" responsibilities am particularly sensitive on this issue but I cherish the pleasant relationship with ranking women in Chad and can only hope that the long waiting period for any news about their brief training will not jeopardize this essential cooperation since these women are involved with our projects. Having been on "both sides of the fence", I do understand but find it difficult to explain in Chad.

As part of the pre-departure orientation, we are fortunate to have USIS' assistance in English language courses for non-English speakers. We in Chad are particularly grateful for an apparent understanding in SER/IT that for academic training programs, no amount of local language training can be sufficient. We know it is costly and we realize that it would be an ideal world were the participants fluent in English upon arrival in the U.S.

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RECOMMENDATION

1. That we abroad do our best to decrease the heavy load on the small SER/IT counseling service by trying to insure that physically and emotionally healthy people are selected.
2. That all Chambers of Commerce be approached from SER/IT to see what they can contribute of background information about their State.
3. That some brief recognition or acknowledgement of receipt be sent to the posts when special programs are proposed which involve key counterparts and high ranking host government officials.
4. That OIT consider assigning a person as Women in Development Officer.

Thank You!

4. Materials for pre-departure orientation and certificates of achievements are not received even though requested.
5. Contract participants (mainly population programs) are selected and processed before the Mission learns about the program and then only when problems develop.
6. Academics - sometimes extensions are encouraged by universities for training beyond the objectives and time planned for the training, which disrupts the original project schedule.
7. Academic records, titles of courses being taken and need for extensions are not always sent to the field but are often requested by the host government.
8. ETAs are not always received for returning participants.
9. Requests for overpayment by AID/W and outstanding bill collection occasionally come to a Mission which has no authority to deal with the participants' personal issues.
10. Some participants face problems in joining or continuing professional societies after returning home.

RECOMMENDATIONS

1. SER/IT within 30 days cables or uses a form to acknowledge receipt of the training request and indicate that a program is being developed especially with those cases which take an unusually long time.
2. SER/IT develop a packages of useful pre-departure materials to send to the field.
3. AID/W informs contractors to work through Mission channels.
4. Require universities to send a draft of the courses the participants will take within 30 days of receipt of PIO/P and insure that academic grades are routinely forwarded to the field.

SESSION TWO

SUBJECT: African Manpower Development Project

SPEAKERS: Paul Struharik, AFR/RA
Joseph Kovach, SER/IT
Norman Green, USAID/Cameroon

REPORTER: August Hartman
USAID/Guinea

TOPICS COVERED:

1. Background on Development and future of AMDP
2. Developing a Country Training Plan

DISCUSSION

1. BACKGROUND OF AMDP - Mr. Struharik gave a brief outline of the chronological development of the AMDP and present status of the project. He described in detail the planned implementation procedures for FY77 (see Appendix) and solicited questions from the attendees. Discussion began on how detailed requests for training should be in the Country Training Proposals. Should they specify exact courses with designated participants? It was decided that it was not necessary to be so specific. In conjunction with AMDP Country Training Proposals, Mr. Struharik stressed three points before soliciting comments from the group.

1. Be sure to prioritize requests
2. Give enough information to demonstrate importance of requests
3. Give justification for academic degree if required (There is some question of the necessity for academic graduate degrees as opposed to graduate training itself particularly with respect to reaching the poorest of the poor.)

Some of the field views presented were:

1. The project gives no assurance that training needs identified in the country plan will actually be forthcoming and this creates problems in planning by and with host government.
2. Concern was expressed by some attendees about AAI's past unresponsiveness in taking into account AID or country development priorities and procedure. In present project, however, fields of training will be specified by AID in consultation with the host country. AAI will not be without selection criteria which is more responsive to AID determined needs.
3. It is necessary to clearly justify and explain proposals in the country proposal. One cannot assume that Washington is aware of the "whyfors" of all requests.

RECOMMENDATIONS:

1. When SER/IT receives a listing of a participant's proposed courses or outline of studies prepared by universities, copies should be sent to the field. (Field suggests this be a requirement and "blackballing" universities not willing to cooperate by preparing and sending advance program outlines.
2. Have all U.S. academic participants receive some management training either at the university or through supplementary training e.g. Project Design and Evaluation seminar or a brief Management Seminar.
3. Have contractors (AAI) involve the Missions in selection of participants.
4. Have AID/W send someone on TDY who can assist field in developing a useful country training proposal. Do not send "high-level" contractor.

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SESSION THREE

SUBJECT: Third Country/In-Country Training

SPEAKER: Joseph Kovach, AID/W - OIT REPORTER: Douglas P. Broome
USAID/The Gambia

TOPICS COVERED:

1. History of Third Country Training
2. Current Approaches to Third Country Training

DISCUSSION:

Third country training began with technicians who wanted their counterparts in the host government to see project progress achieved by them or other technicians in neighboring countries. As the value of this exchange became more apparent, the procedures for this type of activity were formalized and the training opportunities exploited more fully. This activity relied almost exclusively on a USAID to USAID (sending and receiving) relationship for implementing TCT. As AID attempted to move more of the negotiating and implementation responsibility for TCT to the sending and receiving governments, programs floundered except in those instances where receiving country governments established a central coordinating agency or unit.

Except in those few Asian countries where the host governments have established offices for the purpose of coordinating incoming training requests, TCT has become more and more of a problem. Some African countries still receive and process requests for training from other African countries, while others rely on the "buddy" system for arranging short term training or observation in neighboring countries. It is obvious that some consideration needs to be given to the current system of handling TCT as it is outlined in Handbook #10, to determine whether it represents a practical or desirable system for meeting mission human resources needs.

Probably the second major constraint on TCT after the shortage of administrative support is the lack of up-to-date information on the availability of training opportunities within Africa. Since catalogs assembled in the past which provided some of this information, depended on the input from African missions, some consideration should be given to the capacity of present missions to provide this type of input to updated catalogs.

RECOMMENDATIONS:

1. SER/IT should distribute 1968 Third Country Training catalogs for Africa, pending up-dating of this information.
2. SER/IT should secure copies of the UNESCO publication on training information on facilities available in Africa and distribute copies to the field.

SESSION FOUR

SUBJECT: Alternatives to Human Resource Development

SPEAKER: Fr. Daniel Mbunda
Institute of Adult Education
Dar es Salaam

REPORTER: Michael Rugh
USAID/Kenya

TOPICS COVERED:

1. Adult education in the context of "ujamaa na kujitegemea".
(Tanzanian socialism and self-reliance)
2. Alternative approaches to HRD:
 - (1) How can African people involve themselves in development?
 - (2) Tanzanian development problems - aims.

DISCUSSION

Fr. Mbunda has been in adult education since 1969. He was attracted by the informality of adult education vis-a-vis formal secondary education. He described the historical development, today's problems and successes, and the attitude toward outside aid.

1. Historical development - The Arusha Declaration stated Tanzania's commitment to socialism and self-reliance. Socialism is best expressed by the Swahili word "Ujamaa" (brotherhood, familyhood) and "kujitegemea" (self-reliance).

For education and self-reliance the people must understand the principles of ujamaa to help themselves realize their own potential. Without education, masses of people live below subsistence level, facing problems of disease and poverty.

"Illiteracy" is one of the first obstacles to making people understand and participate in the development process.

In the field of education, TanGov used a two-pronged approach toward embedding the concept of "ujamaa" and "kujitegemea". The first was the restructuring of the formal education system; the second, was to announce the policy to combat illiteracy (1970). A pilot project to eradicate illiteracy in six selected districts was very successful, and led to a national campaign.

TanGov was faced not only with the problem of reaching out to an estimated 5.1 million illiterates, but also was faced with the problem of creating an institutional framework capable of sustaining momentum. Therefore, a number of permanent structures were established:

SESSION FIVE

SUBJECT: Workshop - Third Country Training

SPEAKERS: Robert T. Dakan, USAID/Upper Volta
August Hartmar, USAID/Guinea
Japhath Owor, USAID/Kenya
Joseph Kovach, AID/W - CIT

REPORTER: Pat McDuffie
USAID/Niger

TOPICS COVERED:

1. Logistics of implementing third country training
2. Pre-departure Orientation
3. Up-dating of Guide
4. In-Country Training: Discussion of Field's Needs

DISCUSSION

LOGISTICS OF TCT: Mr. Dakan

Some third country participant training has been arranged by the governments involved and the AID Mission has not been extensively involved in this process. In West African countries this has generally been the rule while AID plays a more involved role in East African countries.

A list of all training facilities and institutions in Africa should be supplied to each mission. Even if existing lists are out of date they may still serve as a general guide.

RECOMMENDATIONS

1. Not all missions are in possession of training catalogues so AID/W should send any available catalogues to those missions. If catalogues are not available in AID/W, more should be printed.
2. Individual missions should up-date catalogue sections concerning their country.
3. Missions should become more involved in third country training instead of leaving it entirely up to the African governments.
4. If missions are lacking catalogues of training facilities, AID/W should be notified at once.

IN-COUNTRY TRAINING - Mr. Kovach

For in-country training it is necessary to determine what kind of support is needed (design, implementation, etc.) and who can provide it. In some countries, assistance from the U.S. may not be necessary.

OIT is not pushing to become too involved in third country and in-country training, but realizes that it does have a reporting responsibility to Congress for all AID supported training activities.

In some missions, contractors have been brought in for short periods of time to determine training needs, provide support, etc. They tend to work primarily in isolation instead of with some interested and important segments of the host government and the country mission. Some contractors have ignored the mission completely and have not been effective in working with the host government. No matter how qualified, an expert cannot be expected to accomplish a great deal in a period of just one month, especially if there is minimal contact with the people in the mission or host government who are knowledgeable about specific but sometimes subtle country needs. Occasionally, contractors concentrate all of their efforts in just one location (a department or province) and ignore the rest of the country.

It might be better to rely on African organizations such as the Pan African Institute for Development (PAID) and African Training and Research Center in Administration for Development (CAFRAD). These organizations might be more helpful since they could provide long range training, and would be less expensive. They may have a greater comprehension of the type of training needed and, therefore, provide more relevant training.

ICT may be especially appropriate in expanding institutional capacity and in increasing middle level manpower.

It would be desirable if a system of evaluating contractors could be devised. AID/W, the field and contractors coordinate and cooperate with the host country to be sure to respect the needs of the country and its customs. It must be remembered that ICT should meet the needs of the host government and not those of the donor.

RECOMMENDATIONS

1. The criteria for determining the suitability of contractors should be reviewed by AID/W.
2. The field must coordinate activities and provide guidance to contractors.

SESSION SIX

SUBJECT: Workshop - Required Documentation

SPEAKERS: Joseph Kovach, AID/W
Barbara Lane, AID/W

REPORTER: Norman Green
RDO/Cameroon

TOPICS COVERED:

1. Participant Documentation
2. Pre-Departure Orientation
3. Standard Cost System

DISCUSSION

PARTICIPANT DOCUMENTATION: Ms. Lane

The participant training cycle for U.S. training and PIO/P documentation were reviewed and emphasis was stressed on clarity of written request. If degree is desired, specify. If supplemental training is desirable, state so. If training must be completed within the stipulated time and an extension is not possible, include in Block 19.

If additional time is required for program completion and can be done on an independently financed basis, include in PIO/P, if known.

Main objective in OIT is to provide quality programs. The more information we have, the better equipped we are to develop worthwhile programs.

Documentation lead time is 5 months. 150 days for academic programs, 3 months (90 days) for specialized training, 2 months (60 days) for contract (academic) training.

Only one participant may be listed on PIO/P for academic training. More than one for non-academic training if location, duration, and other factors are identical.

English language proficiency should be carefully checked.

A. Suggestions for clarification of PIO/P form were:

1. Block 16. Clarify meaning of "Activity target". Information provided could possibly follow logical framework. Outline, i.e. goal, purpose, output, input.
2. Block 18. Suggest insertion of standard wording stating that training does not conflict with activities of other agencies so that Mission would only have to check a block.

Some missions do not have use of medical facilities and find it difficult to arrange for a medical exam. It was suggested that when such facilities are not available in country, AID/W be advised. Medical exams can sometimes be arranged at Port of Entry in conjunction with Public Health Officials of DHEW. Participant must have physical exam prior to departing home country. A VIP may be exempted from this regulation, but it is still encouraged.

Members of the Office of International Training have been exposed to contagious diseases because medical exams were not given to participants prior to departure. (Recent arrival in U.S. with active TB was cited. All persons in contact with the participant were required to have TB tine test.)

RECOMMENDATIONS

1. OIT should revise PIO/P and biodata forms to include the mentioned suggestions.
2. The health insurance coverage should be increased.
3. If medical facilities are not available in country, Mission should notify OIT to see if examination can be arranged at POE.

It was mentioned that many posts lack PIO/P and biodata forms in spite of requests to AID/W and that authorization to sign DSP 66 is presently too loose.

PRE-DEPARTURE ORIENTATION (to U.S.) - Mr. Kovach

A. There should be a series of orientations, beginning at the time of filling out biodata form.

1. Program orientation (by technician, project manager and participant's supervisor). Orientation should stress that training is for project objectives, not personal objectives.
2. Administrative orientation concerning logistics, travel, allowances, etc.
3. Cultural orientation

B. To obtain copies of Participant Handbook, field post should address memo to Victor McKay, SER/IT, AID/W.

C. Field offices need more information on American Universities and available scholarships. Suggest that university provide a catalogue for the participant when he is accepted.

SESSION SEVEN

SUBJECT: Follow-up

SPEAKER: Anne Dammarell, AID/W - OIT

REPORTER: Harry Johnson
USAID/Lesotho

WORKSHOP: Guenet Alemu, USAID/Ethiopia
Japheth Owor, USAID/Kenya
Michael Rugh, USAID/Kenya
Cecelia Blake, USAID/Liberia
Saker Bhatia, USAID/Tanzania

TOPICS COVERED:

1. Present follow-up requirements
2. How follow-up is done in the field and present problems

DISCUSSION

Present Requirements

A brief history and goals of the follow-up program was given. Systematic follow-up dates back to the early 1960's when Congress formally asked the Agency to account for the people trained and their use of training. The required activities of maintaining contact and issuing Certificates of Achievement as well as the suggested activities were reviewed.

Present Problems and Implementation

Each workshop panel member described how follow-up activities could or could not be done in their country.

The major problem was lack of staff. Due to the RIF the field does not have sufficient staff to maintain personal contact with returned participants. Nor does the field have clerical staff to update a Participant Directory.

The change of policy two years ago to have AID/W rather than field responsible for issuing a participant directory has had no impact. Due to the RIF, OIT has not had the staff to start this project.

It was mentioned that in some countries contact with returned participants may be viewed with suspicion. Comments made by returned participants, however, indicate they enjoy the contact. Many have stated that they would like to maintain contact to up-date their professional knowledge. The possibility of having supplementary courses in-country for returned participants was favored. The possible extension of membership to professional journals was also mentioned. A discussion on how to fund follow-up activities followed. One suggestion was to have a standard supplemental cost added to the PIO/P.

SESSION EIGHT

SUBJECT: Key Problem Areas Not Directly Covered During Conference

1. Contractors

Contractors do not always work through the AID missions - especially population contractors (Maharry, Down State, GAI). Often USAIDs are asked to become involved only when problems arise. Because USAIDs lack background information it is embarrassing and difficult to give appropriate assistance or responses to host government inquiries.

2. Host Country USAID Employees

Training - especially OJT for those who have never attended an "OIT Advance Training Seminar" in Washington - is necessary for host country USAID employees. Missions who wish to send their employees for OJT will notify OIT.

3. Call Forwards

Call forwards which come to the field too late cause serious problems. An interim to giving a CF - especially if the delay is longer than usual -- needs to be devised.

4. Notification of Changes in Program Costs

AID/W has given the field only a few days notice about changes in Standardized Cost and methods of estimating the cost of training. Since ABSs have already been submitted by that time, all training estimates have to be redone.

5. Program Announcements

USDA has sent announcements of programs directly to the field or to host government officials. Often it is assumed by the host governments that AID will pay for the training. Some programs are not even project related. U.S. government and private organizations must work through the established AID channels.

OBJECTIVES

- 1. SUPPORT U.S. FOREIGN POLICY**
- 2. SUPPORT HOST COUNTRY HUMAN RESOURCES DEVELOPMENT TRAINING EFFORTS**
- 3. INCREASE INVOLVEMENT OF WOMEN IN DEVELOPMENT**
- 4. INVOLVE PRIVATE U.S. INTERNATIONAL AND DOMESTIC ORGANIZATIONS AND CORPORATIONS IN TRAINING FOREIGN NATIONALS**
- 5. TRANSFER TECHNICAL EXPERTISE THROUGH TRAINING IN THE PRIORITY AREAS**
- 6. EXPLOIT THE STATE OF THE ART IN SCIENCE AND TECHNOLOGY FOR DEVELOPMENT TRAINING**
- 7. COORDINATE TRAINING ACTIVITIES OF OTHER U.S. AGENCIES INVOLVED IN L.D.C. DEVELOPMENT**
- 8. COMPLEMENT AND COORDINATE TRAINING WITH MULTI-NATIONAL INSTITUTIONS**
- 9. PROVIDE SER/IT WITH PERSONNEL SKILLS REQUIRED TO PERFORM THE CHANGING ROLE REFLECTED IN THE OTHER OBJECTIVES**

FUNCTIONS OF REGIONAL TRAINING OFFICER

1. THIRD COUNTRY TRAINING

- Identify sources
- Evaluate sources
- Advise Missions on sources
- Facilitate placement

2. IN-COUNTRY TRAINING

- Identify outside resources
- Advise Missions on resources
- Help set up programs
- Evaluate programs
- Coordinate field reporting of all types of in-country training

3. U.S. TRAINING

- Work on bottlenecks
- Be a contact point on communication problems

4. OPERATIONAL SERVICES

Train local staff (assist in recruitment by interviewing candidates, set up pre-departure orientation, orient host country officials how AID training works, help set up training plans, help identify where U.S. training may be useful, advise U.S. technicians on training resources available, train technicians on PIO/P preparation.)

5. FOLLOW-UP

- Help set up follow-up programs

