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AFRICA BUREAU DEVELOPMENT TRAINING STRATEGY PAPER

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-DEVELOPMENT TRAINING ASSISTANCE STRATEGY PAPER

I. Introduction

The purpose of this paper is to establish a strategy to intensify A.I.D.'s efforts in higher level human resources development for Sub-Saharan Africa. The principal elements of the strategy are to expand A.I.D.'s participant training programs in the United States and third countries, to increase A.I.D.'s assistance for short-term in-country training, and to propose A.I.D. support for development of regional training institutions within Africa.

"Participant training" refers to A.I.D.-sponsored training of selected individuals outside their home countries. "Development training" includes external participant training, in-country training activities, and assistance to African training institutions.

Development training is a concern of all sectors of A.I.D.'s development assistance to Africa. Statements regarding human resources development needs and objectives appear in Africa Bureau strategy papers for agriculture, health, energy and other sectors. These statements have been drawn on for the preparation of this paper.

This paper recognizes the variation in levels of human resources development among the 46 countries in Sub-Saharan Africa. Recommended approaches for development of country training strategies are outlined in this paper. Country training strategies can help assure A.I.D.'s development training activities are targeted to the appropriate levels, the priority development needs, and the absorptive capacity of the country where a significant training program is underway or planned. The paper also stresses the need for coordination of A.I.D.'s development training activities with host country training programs and with training programs supported by other donors.

Allowing for adaptations, A.I.D.'s development training activities in each country will help provide personnel needed to strengthen key development institutions (including training institutions); to plan and implement policy reforms; to assimilate appropriate technologies; and to support the indigenous private sector.

This strategy paper on development training is complementary to the Africa Bureau's strategy paper on Basic Education and Technical Training and a strategy paper on Development Management. The latter paper provides guidance for improving the management of development institutions in both the private and public sectors through coordinated programs of training and technical assistance.

The former strategy provides the basic guidance to the field for development of programs and projects in the education and human resources sector.

This strategy paper on development training conforms with A.I.D.'s Policy Determination on Participant Training (July 1983), the Africa Bureau Strategic Plan (January 1984), and the Africa Bureau Small Country Program Review (January 1984). It incorporates mission responses to State 292717 (October 14, 1983) concerning manpower development in Africa. Reference has also been made to the Lagos Plan of Action; the 1980 World Bank report, Accelerated Development in Sub-Saharan Africa; and to individual studies of manpower requirements and activities in African countries.

II. Human Resources Development in Africa

A. Human Resources Needs

Shortages of trained human capital are a continuing major constraint to African development. This constraint is repeatedly identified in Country Development Strategy Statements, in the Africa Bureau's Strategic Plan, and in sector strategy papers. The following quotations are illustrative of sectoral analyses:

The paucity of technically competent Africans to undertake national planning and policy analyses efforts and, in general, to manage and staff the institutions, both public and private, which service the agricultural sectors of African nations is among the major constraints to overcoming the deteriorating food situation.

--Africa Bureau Food Sector Assistance Strategy Paper, October 1981

There is no question that faster economic growth in Africa will require the accelerated development of human resources... This strategy recognizes that the shortage of adequately trained human resources represents one of the major constraints in all sectors. It therefore encourages collaboration with all sectors in areas of education and training.

--Africa Bureau Strategic Plan, April 1984

Many African governments and institutions still rely heavily on expatriate personnel for policy-making, management and technical skills. The World Bank estimates that 80,000 resident non-nationals provide technical assistance to the public service and parastatal bodies in 40 African countries; of these, more than half are teachers.

Figures from the UNESCO Statistical Yearbook for 1982 illustrate Africa's low level of human resources development compared to other regions of the world. The following table compares numbers of students in institutions of higher education by world regions.

<u>Region</u>	<u>1980 - Total Population (000)</u>	<u>1980 - Est. Total Enrolment in Higher Education (000)</u>	
Africa	355,000	496	(includes South Africa)
Latin America	363,000	4,893	
Arab States	163,000	1,229	
Asia	2,510,000	12,152	(does not include China)
Oceania	23,000	421	
Europe	751,000	13,793	(includes USSR)
North America	<u>252,000</u>	<u>12,456</u>	
Total	4,417,000	45,440	

Although Africa has about eight percent of the world's population, it has only about one percent of the students in higher education. Latin America, with about the same population as Africa, has ten times the number of students in higher education.

The UNESCO Statistical Yearbook gives additional comparative figures for 1980 for the adjusted percentages of the population in the age group 18 to 23 enrolled in higher education. Again, Africa is far behind the other world regions:

Africa	1.7
Latin America	14.3
Arab States	8.2
Asia	8.1
Oceania	21.2
Europe	22.2
North America	53.4
World	14.3

The requirement for higher level skilled human resources in Sub-Saharan Africa is evident. Most countries, however, need more detailed studies to determine specific sectoral and institutional manpower requirements. Studies are also needed to assess the capacity of existing African training institutions to meet demands for skilled human resources.

B. Development Training

The capacity of African countries to provide higher-level training has expanded substantially since the independence of African states. In 1960, there were scarcely a dozen universities in Sub-Saharan Africa; today there are 56. The total number of students enrolled in African universities has risen from about 30,000 in the early 1960s to better than 150,000 today. Added to this are large numbers of students in numerous post-secondary training programs offered by ministries and institutions outside the universities.

The quality of training institutions in Africa varies; nevertheless, these institutions are the continent's main source of indigenous skilled manpower. In the long run, the expansion and improvement of African training institutions is the key to meeting Africa's manpower requirements.

The supply of skilled African manpower is augmented by training obtained outside the continent. In 1980, it was estimated that 75,000 African students were enrolled in universities in western Europe and North America.* The great majority of these students were self-financed and the largest group was from Nigeria. In round figures, an estimated 30,000 African students were in the United States; 20,000 in France; 10,000 in the United Kingdom; 3,000 in Canada; and smaller numbers in other European countries. These figures do not cover short-term technical and other training provided outside universities. An estimated 18,000 Africans were in training programs of all types in Eastern Bloc countries.

A.I.D.'s Office of International Training (ST/IT) records 3,317 A.I.D.-sponsored participants from African countries in the U.S. in 1983, a ten percent increase over 1982. Of this number, 2,151 were in programs for academic degrees and 1,166 were in shorter-term technical training programs. Over 1,800, or about 55 percent, of the 1983 participants were from 10 countries: Botswana, Kenya, Lesotho, Liberia, Senegal, Sudan, Swaziland, Tanzania, Uganda and Zimbabwe. About 7 percent, or 242 participants were from 17 small countries.

Although A.I.D.-sponsored participants are a small proportion of African students studying abroad, A.I.D.'s participant training activities are significant because the training is concentrated in priority fields of study and is targeted towards development objectives. A.I.D. intends to augment the number of training opportunities in the U.S. for students from small countries in Africa.

* The estimates in this paragraph are from the following article: Lyons, Charles H., "Africa's Overseas Students," World Higher Education Communique, vol 3, No. 1; Winter 1980; published by the Institute of International Education, New York.

C. Human Resources Planning and Utilization

Information about students studying overseas, whether sponsored by donor organizations or privately funded, should be factored into data on a country's manpower supply. There is need for greater planning and coordination of scholarships offered by donor organizations in relation to host country manpower requirements. Past history indicates that donor organizations are unlikely to coordinate scholarship programs among themselves. Coordination, if it is to take place, must be a host country function.

Unfortunately, human resources planning is a general weakness in African countries. Persons who can analyze data on human resources supply and demand and plan internal and external training requirements are needed at several levels: institutionally, for planning staffing requirements for a ministry or university; sectorally, for planning various levels of manpower requirements for programs in agriculture, health and other sectors; and nationally, for coordinating all human resources planning.

The Africa Bureau strategy paper for Basic Education and Technical Training supports assistance to African countries for assessment of constraints and inefficiencies of education and training systems, for institutionalization and long-term improvement of the indigenous information base, and for strengthening host country capabilities for analysis, resource allocation and policy determination. These supports required for improving host country planning capacities are especially significant for higher level human resources and institutional development.

Inappropriate personnel policies and practices may cause such symptomatic problems as a "brain drain" or limited access by women to skills training and employment. In many countries, a review of wage scales and benefits, academic qualifications for employment, degree equivalencies and other such regulations may be called for. Where appropriate and feasible, donor organizations should encourage policy and management reforms needed to increase the effective utilization of skilled human resources.

III. Strategy

A. Summary

The Africa Bureau Strategic Plan states that the U.S. can and should play an effective role, in partnership with other donors, in accelerating the development of human resources in Sub-Saharan Africa. The Lagos Plan of Action resolved to adopt policies and measures that would promote the training of Africans on the principle of cooperation among African states recognizing, however, that international support to assist in human resources development is necessary and welcome "to supplement the African self-reliant effort."

The Africa Bureau will expand and improve its activities to provide human resources development in Africa, particularly for the agricultural sector. The following are the principal elements of the Bureau's strategy to achieve this objective:

- To help strengthen host country capacities to assess human resources needs, plan and coordinate training, and utilize trained personnel;
- To encourage the development of explicit training strategies in countries where manpower development is a significant component of A.I.D. assistance;
- To increase the amount of development training funded under bilateral sector projects;
- To establish bilateral development training projects in large missions to address general or sectoral human resources needs;
- To increase funding by the African Manpower Development project for development training programs in small countries;
- To expand AFGRAD-type programs to provide U.S. academic scholarships for persons who will return primarily to policy-making positions or positions in African training and research institutions;
- To identify training needs and opportunities for women that encourage their greater participation in development activities;
- To analyze objectives of participant training programs closely, encouraging short-term technical training when only one skill or refresher type upgrading is required;
- ✓ -- To make greater use of third-country training opportunities in Africa and in other regions of the Third World, where appropriate;
- ✓ -- To implement an increased number of short-term in-country training programs in cooperation with host country institutions;
- To encourage English language training programs in host countries;
- To encourage missions to expand A.I.D. training activities for the private sector;
- To prepare a concept paper for an A.I.D. program to assist national institutions that have the potential for serving as regional centers for specialized training;*
- To strengthen the capacity of the Africa Bureau to collect and analyze information on development training.

*A.I.D. assistance to strengthen local training institutions (technical institutes, teacher training colleges, universities, etc.) to meet national needs is discussed in the Bureau's strategy paper on Basic Education and Technical Training.

This strategy will help increase the numbers of qualified men and women needed by African nations to plan and implement policy reforms; adapt and apply appropriate technologies; staff key development institutions; and strengthen the private sector in African countries. The elements of the strategy are more fully described in the sections which follows.

B. Human Resources Planning

1. Host Country Planning Capacities

Where appropriate, the Africa Bureau could assist host countries to develop or increase their capacities to carry out human resources planning. Efforts to strengthen the integral relationship between human resources planning, policy analysis and institutional development activities will be supported as a means to achieve overall development objectives. Activities to be supported include but are not limited to the following:

- Establishment of or upgrading the capacity of a central unit of the host government to coordinate human resources planning, external scholarships, and the development of in-country training capacities;
- Assistance to improve coordination with other bilateral and multilateral donors involved in training;
- Training and technical assistance for personnel responsible for planning sector and institutional human resources requirements;
- Assistance to improve personnel policies and practices for recruitment, retention and professional development of trained human resources;
- Activities to develop alternative means to finance training, including private sector resource;
- Development of regional programs for training in human resources planning skills.

Training needed to develop human resources planning capacities can be provided through technical assistance, in-country seminars, and participant training. Much of the training can take place in Africa, which would help assure its relevance to African needs. At present, the Eastern and Southern African Management Institute (ESAMI) in Arusha, Tanzania offers training courses in human resources management and planning. A.I.D. is assisting the Institute for Economic Development and Planning (IDEP), in Dakar, to add training in this area to its curriculum. More training programs in this field need to be established at regional centers in Africa.

2. AID Training Strategies

In designing development training assistance programs, missions are encouraged to establish clear training objectives and explicit training strategies in support of their overall assistance strategy. There are several approaches available to missions for this purpose depending on host country manpower needs, the scale of training and the type of assistance programs envisioned.

Sahel missions have prepared multi-year training strategies as a prerequisite for obtaining funding allowances for training activities under the Sahel Manpower Development II project. A similar requirement for more explicit planning will be proposed for a follow-on project to the African Manpower Development II project.

Other countries, especially in Category II, with major training efforts underway or planned may find such strategies appropriate planning tools.

Category I countries are encouraged to develop bilateral umbrella training projects of their own. As part of the Project Paper, these missions should include analysis of manpower needs and how training assistance will be used to support priority needs.

Smaller missions are encouraged to formulate training plans or some may want to use a training strategy to define the major assistance intervention in that country. No matter which approach is followed, training strategies should:

- Describe the status of in-country and higher level training institutions; host country and donor efforts to develop high-level skill capacity; summarize available manpower or training needs surveys and sector assessments;
- Relate A.I.D. training activities to human resources needs in priority sectors and institutions identified in the CDSS or SPSS;
- Formulate a multi-year, integrated strategy for A.I.D.'s bilateral assistance to human resources development, covering U.S., third-country, and in-country training and the development of host country training capacities;
- Analyze training needs and plan program as well as cost effective levels and types of training;
- Provide the basis for coordination of A.I.D. and other donor training activities.

In planning training activities, field posts are encouraged to address special concerns such as the use of private sector sources, training for the private sector, equivalency issues, "brain drain" problems, and increasing training opportunities for women.

Improved planning for development training in multi-year strategies, PPs and in other documents will help the Africa Bureau to project mission training activities and support the development or strengthening of appropriate training programs in the U.S. and Africa. It is important to establish a data base within the Africa Bureau on existing and projected training activities for the Africa region as currently available data on training are insufficient for Bureau planning purposes.

C. Participant Training

Since its inception, A.I.D. has emphasized participant training as a key means to develop high-level skills and institutional capacity. A.I.D.'s participant training policy is to:

- Relate participant training activities to institutional development in the public and private sectors;
- Use participant training programs for staff development for A.I.D.-assisted projects;
- Use participant training to improve local training capacities;
- Use participant training programs to meet specific needs for technical skills identified in CDSS analyses, sector assessments, institutional profiles and project design exercises;
- Use participant training to support policy reforms and develop closer economic and political ties between the United States and LDCs.

Participant training may be of two basic types: academic degree training and short-term technical training. The former should not be provided when the latter will suffice to meet training objectives. Academic training in the U.S. should be concentrated at the graduate level. However, baccalaureate, associate degree or certificate training may be appropriate for some specialized technical fields. More general training at these levels may also be appropriate as an interim measure for some smaller African countries which have not yet developed post-secondary school training capacities. Both types of participant training may be carried out within the context of bilaterally, regionally or centrally funded projects.

Large numbers of undergraduate and graduate students from Africa are studying in the U.S. under private or host country financing. The Bureau needs to know more about these students and how A.I.D.'s U.S. participant training programs relate to and complement the academic training provided from other sources.

The Bureau will authorize a study to compile and analyze data on privately funded African students in the U.S. and to assess the implications these data have for A.I.D.'s training activities.

1. Bilateral Project Training

a. Projects with participant training components:

These bilateral projects include short- and long-term training activities which are essential for implementing A.I.D.-financed project activities in agriculture, health, education and other sectors.

Missions should generally increase the scope and amount of training provided under bilateral sectoral projects. The full use of all functional accounts to increase project-related training will be one of the principal means of increasing A.I.D.'s development training activities in Africa.

In designing training components for projects, field posts will identify skills needed and develop a training plan to address needs. In preparing the plan, these factors are to be considered: scheduling of training in conjunction with project inputs and activities; cost-effectiveness of alternative modes of training; alternative methods of administering training (contractor or field post) and related cost factors; methods of monitoring and evaluation of training; and identification of ways to maintain links between participants in training and project activities.

b. Projects which have human resources development as their major purpose:

These projects should focus on types and levels of technical or management skills needed in a single sector or related sector as identified in the CDSS or SPSS.

Large field posts are encouraged to use bilateral funds to develop sector training programs. Appropriate sectoral functional accounts should be used for these activities. This type of project may be developed to provide training of trainers, to create a "critical mass" for institutional development, or to alleviate constraints that impede bilateral project success.

In designing bilateral training projects, missions should work closely with the host country to identify priority short- and long-term training needs for both men and women, to assess potential in-country capacity to address future training and re-training in skills needed, to develop effective selection and monitoring procedures, to solve potential problems associated with integrating trained personnel into appropriate positions, and to evaluate the effectiveness of training activities in meeting development objectives.

2. Regional Training Projects

a. AMDP and SMDP

The Africa Bureau will continue to sponsor two regional training projects: the African Manpower Development project (AMDP) and the Sahel Manpower Development project (SMDP). Training funded by these two regional projects

complements training provided under bilateral projects and under other regional projects.

Access to AMDP or SMDP is specified as one of the core program options for small countries in the Africa Bureau Small Country Strategy Review. To augment the resources available for training activities for small countries, the African Manpower Development project will:

- Increase the amount of funding made available for training activities in small countries;
- Phase out, over time, AMDP funding for Sudan, Kenya, Liberia, Somalia, Zaire, Zambia, and Cameroon;
- Continue to disallow access to AMDP funding to countries which have bilateral training projects of their own (e.g., Zimbabwe, Lesotho, Swaziland, Botswana);
- Investigate the feasibility of funding AMDP training costs from two or more functional accounts.

The phasing out of AMDP allowances to larger missions is based on the judgment that they are able to fund manpower training activities under their bilateral projects or have the capacity to establish bilateral training projects, if needed.

The Bureau's classification of small countries includes some that have a relatively high level of manpower development (e.g., Sierra Leone, Mauritius) and some that have few university graduates (e.g., Equatorial Guinea, Guinea-Bissau). The development of five-year country training strategies, as discussed above, for small countries will help assure that AMDP training is suited to the human resources level and needs of each country and that the greatest possible development impact is obtained from the training provided.

In addition to funding training activities, the regional manpower projects may fund services needed to support participant training programs in the field missions. Such services may include:

- Technical assistance for preparation of country training strategies;
- Evaluation of training activities;
- Collection and dissemination of information on U.S. and third-country training;
- Purchase of computer software to install participant training data systems in the missions;
- Provision of pre-departure orientation materials for participants going to the U.S.

b. AFGRAD

The regionally-funded African Graduate Fellowship Program (AFGRAD) currently authorizes 80 African students from 36 countries to enter U.S. graduate schools each year. An adjunct to the AFGRAD program, known as the Development Education for Portuguese-Speaking Africa program (DEPSA), authorizes an additional 15 students from Guinea-Bissau, Cape Verde and Sao Tome/Principe to enter U.S. undergraduate schools each year. Authorization for bringing new students to the U.S. under these programs expires in FY 1985.

The Africa Bureau will sponsor new scholarship programs to begin in FY 1986 which will provide advanced training for approximately 650 students over a five-year period. The programs will have the following general features:

- Graduate scholarships for approximately 100 students a year will be provided at U.S. universities. Countries participating in the program will receive fixed quotas for the number of scholarships they may expect over a five-year period. USAIDs and host countries will plan how their quotas will be used to obtain the maximum developmental impact, with major emphasis given to staffing requirements of selected university departments, research institutes and planning offices in government ministries.
- Undergraduate scholarships for approximately 20 students a year will be provided for countries which have very limited or no post-secondary training institutions and which also have difficulty placing students in universities in other African countries (e.g., Equatorial Guinea, Djibouti, Guinea-Bissau). Countries participating in this program will receive fixed quotas for the number of scholarships they may expect over a five-year period. USAIDs and host countries will plan how their quotas may best be used to obtain the maximum impact.
- Post-graduate scholarships for approximately 10 advanced students a year will be provided in U.S. or Third World institutions. Most scholarships will support post-graduate training and research programs of about six-months duration for senior members of training, research, or policy-making institutions.

The principal objective of the scholarship programs will be to train key personnel for policy-making, training and research institutions in priority development fields. The scholarship programs will augment bilateral and regionally funded training activities. The programs will provide academic training at levels (undergraduate, master's, doctoral, post-graduate) appropriate to each participating country. U.S. universities will share the costs of the program by waiving tuitions for graduate students.

Participation of students from Sahel countries in these scholarship programs will depend upon the provision of Sahel funds to cover the costs of their training. In addition, the Bureau will consider dividing the costs of

scholarship programs for students from countries outside the Sahel between two or more functional accounts.

3. Centrally Funded Training Activities

A.I.D. supports a number of centrally funded training activities which relate to particular development concerns such as health, population, labor, energy and housing. These centrally funded training projects are designed to build skills of Third World personnel in the special development areas. Missions should be familiar with the training opportunities available under central projects and take advantage of those that pertain to their CDSSs. Participants in centrally funded training programs must be included in data on participant training kept by the mission and ST/IT.

4. Third-Country Training

Training resources available in Third World countries have been utilized to only a limited degree by most African field posts. A recent study sponsored by ST/IT and the Africa Bureau* outlined advantages of third-country training in meeting some of Africa's human resources development needs, particularly for middle-level technical skills and undergraduate training. While not ignoring problems associated with third-country training, the study recommended that missions give greater emphasis to third-country training in planning and implementing participant training activities.

This strategy paper supports the recommendations of the study for greater use of third-country training opportunities in Africa as well as in other Third World regions. Training institutions in North Africa, Asia, and, in some cases, Latin America may be particularly appropriate for training needs identified in projects and country training strategies.

Use of African training institutions for A.I.D. participant training activities is a logical extension of prior A.I.D. support to some of these institutions and a means of further supporting institutional development in Africa. A.I.D. assistance to African training institutions is discussed more fully in Section III.G., below.

* A.I.D.: Third Country Training in Africa, April 1983, 96 pp. The study was prepared by Jeffalyn Johnson & Associates, Inc.

A significant problem in implementing third-country training is the lack of current information on Third World training institutions. Information on training institutions in Africa is scattered and often out of date. To help remedy this situation, the Sahel Manpower Development project is funding a survey in francophone countries that will produce a directory of francophone training institutions for use by missions in planning and implementing third-country training. Similar information is being gathered on anglophone training institutions in Southern Africa for the Southern African Development Coordination Conference. Plans are being made for the African Manpower Development project to fund a survey and the production of a directory covering training institutions in seven anglophone countries in East and West Africa.

The information provided by these surveys must be kept current if it is to remain useful. Missions will be requested to update information on training institutions in their countries. The African Bureau will coordinate the collection of this information and its dissemination to mission training officers.

D. In-Country Seminars and Short Course

In-country short-term training is a significant component of development training. The Africa Bureau supports expanded use of cost-effective in-country training to address human resources and institutional development needs identified in bilateral and regional projects.

In-country training should be planned in conjunction with host country institutions as a means of strengthening host country training capacities. Host country instructors should participate with the technical personnel provided by A.I.D. to plan, implement and evaluate in-country training activities.

In-country training may often be effectively coordinated with participant training, whereby trainers who have been taught special skills as participants teach those skills, in turn, to mid-level technicians at home. The Training for Rural Development project in Tanzania is a model of such vertically integrated training schemes.

Well-designed in-country training combined with technical assistance can bring about significant improvement in the management and performance of development institutions. On-site management training applied to systems analysis and reform is urgently needed by many of Africa's public, parastatal and private institutions. Further discussion of in-country management training activities is provided in the Bureau's Development Management Strategy Paper.

In-country short-term training can also address training needs for women and private sector trainees who have on-going family and business responsibilities. If offered on a regional basis, in-Africa seminars can bring together key people from neighboring countries for seminars on mutually important technical topics and regional planning activities.

Because of the many advantages outlined above, missions are encouraged to increase their support for in-country training. Technical assistance is available from U.S. sources (e.g., USDA, Bureau of Census, University of Pittsburgh) and African regional institutions (e.g., PAID, ESAMI, CAFRAD). The Africa Bureau is preparing a list of such resources for field use.

E. English Language Training

Long-term participants require high-level English skills to undertake academic training in the U.S. Countries throughout Africa vary in their capacity to provide such training; however, most countries have the capacity to provide basic English instruction.

In order to limit the period of time participants are required to be separated from their cultural environment and families, to reduce the costly long-term training in English skills in the U.S. and, in some cases, to encourage the establishment of, or support for, English language training centers for leaders of the governments, private sector or scientific community, the Africa Bureau encourages missions in non-English-speaking countries to provide assistance for in-country English language training. Participants should obtain TOEFL scores of 450 or over before departure to the U.S.

Where no English language training facility exists, missions are encouraged to institutionalize such training, perhaps in conjunction with USIS, the Peace Corps, the British Council, or a host country institution. In countries where English is the official language, or where high-level English training facilities have been established, English training to the TOEFL level required for university admission will be carried out in-country. Where facilities need upgrading to meet standards necessary for undertaking English training, missions are encouraged to consider investing in improvement measures, especially where the country training strategy calls for a substantial number of U.S. trained participants. Sending participants to other African countries with English training capacity may be an alternative approach.

Another aspect to consider in selecting or institutionalizing English language programs is the potential for providing orientation to the U.S. and to American university life in conjunction with language training. American values, institutions, political systems, education systems, roles of men and women in U.S. society, university procedures and processes, including activities such as aspects of term paper writing and the active role of students are examples of experiences to be included. Returned participants should be asked to take part in the mission's orientation program. Inviting prospective participants to film showings, social occasions, and sports activities during their English training is also encouraged. Field posts' efforts to strengthen relationships among officers and participants who will later be carrying out project responsibilities in all likelihood will facilitate project implementation activities.

F. Training for the Private Sector

The Bureau encourages missions to explore ways to expand A.I.D. training activities for the private sector for the purposes of stimulating private enterprise and supporting indigenous entrepreneurs. Some methods of achieving these purposes through A.I.D. training activities are listed below.

- Seminars or workshops on various aspects of the role of private enterprise in African development may be held for government policy makers and business leaders under the direction of respected U.S., third country or local institutional contractors.
- Training may be provided for staff of national or private organizations that support the private sector. These may include agencies responsible for stimulating trade and investments, development banks and other credit organizations, and agencies that provide training and extension services to small and medium sized enterprises.
- In-country training and technical assistance for indigenous entrepreneurs may be provided directly by U.S. or local contractors or PVOs under bilateral projects.
- Greater use of AMDP, SMDP and bilateral manpower projects may be considered for private sector training.
- Participant training may be provided, normally on a cost-sharing basis, for higher level technicians and managers employed in private enterprise. Selection of participants from the private sector may be managed in collaboration with local Chambers of Commerce or other appropriate organizations.

U.S. industries and private organizations with interest in Africa should be encouraged to join with A.I.D in sponsoring in-country or participant training activities for the private sector. One significant example of such collaboration is the skills training provided by U.S. firms under the program of the U.S. Telecommunications Training Institute. Another example is the Bureau's collaboration with the Rotary Foundation to bring groups of young African businessmen to the U.S. for observation of business practices.

The Bureau will initiate a study of private sector training in order to suggest ways of opening additional training opportunities for Africa's private sector and to recommend means of obtaining support from U.S. businesses for such training activities.

G. Development of Regional Training Centers

Most countries in Africa have established training institutions, of varying quality, to address their needs for teachers, health workers, extension agents, government administrations and other manpower categories fundamental

to their development. The Bureau's Strategy Paper on Basic Education and Technical Training specifies that an acute shortage of technicians in one of the mission's priority sectors could justify consideration of bilateral assistance to national training institutions of this type and level.

At higher levels of technical training, few African countries have the resources to provide training for soil scientists, range ecologists, public health professionals or a whole range of other specialized skills. Most higher level technical training has been obtained by study abroad. There is growing demand, however, to build the capacity of African training institutions to provide essential higher-level technical training.

The Lagos Plan of Action calls for reducing dependency on external sources of training, which are costly and not always entirely appropriate to African needs. The Lagos Plan recommends cooperation among African states to develop specialized regional and subregional training centers to complement national programs. Such centers should be based at existing national universities or institutions that serve regional training needs. A.I.D. is providing support under bilateral projects to a number of agricultural colleges (e.g., the University Center for Agriculture in Cameroon and Egerton College in Kenya) which train some students from their neighboring countries. Many African universities receive support for staff development from A.I.D. through the AFGRAD program and other training activities. The Center for Economic and Social Research (CIRES) at the University of Ivory Coast is an example of a national institute which has developed the capacity to provide regional training and research services, largely because of the extensive U.S. training provided for its staff.

The Southern African Development Coordination Conference (SADCC) is already preparing plans for subregional cooperation in higher level technical training. Africa Bureau strategy papers for health, agricultural research, and energy include similar regional approaches to meeting human resources requirements for their sectors.

The basic approach, as stated in the Africa Health Strategy Paper, will be "to identify and provide assistance to existing national institutions which have the potential for expanding to serve as regional centers for training middle and upper level personnel as technicians, managers and trainers."

Such a program would require considerable planning, including potential donor coordination and collaboration. The following actions are planned as first steps towards developing a proposal for an A.I.D. program to assist regional training centers in Africa:

- Increase activities to collect information on African universities and training institutions. The SMDP study of francophone training institutions and the SADCC activities mentioned above, and a FAO study presently underway of Africa's agricultural training capacities are all useful for this purpose. Information on African universities and training institutions is needed to provide missions with current

information on third-country training opportunities and to plan and coordinate A.I.D. support to higher level educational and training institutions in Africa.

- Identify major specialized training needs in each sector, with highest priority given to the area of food production.
- Identify African universities or training institutions where the required specialized training might be established. The selected institutions would already have some basic capacities in the technical field to which new expertise could be added. The selected institutions would also have a willingness to serve a regional training function, assuming some assistance and incentives from external sources.
- Develop a concept paper for the Africa Bureau proposing how A.I.D. support to selected training institutions could be provided and funded.

H. Staff Resources to Support Development Training Activities

1. Mission Level

Most field posts employ a foreign national to serve as training officer. ST/IT provides initial and periodic in-service training for these officers. Missions are encouraged to provide access to such training and to develop a professional status for the training officers.

The responsibilities of training officers include collaboration in the development of training projects and mission training plans and selection of participants, preparation of training documents, maintenance of data on past and current training activities, predeparture orientation for participants, visas, medical clearances, monitoring participant training activities administered by A.I.D. and its contractors, and follow-up and evaluation of returned participants. Data collection and monitoring functions for participant programs will be aided by the installation of computer software in many missions in the near future.

Training officers in missions that receive A.I.D.-sponsored participants from other countries are responsible for placement, monitoring and support services for these students. The officers must also periodically update information on local training institutions.

2. Regional Level

REDSOs and the regional office in the Sahel are encouraged to provide personnel (possibly under personal services contracts or PASA agreements) to support increased human resources training activities and increased A.I.D. assistance to African universities and training institutions.

The responsibilities of regional Human Resources Development Officers may include the following duties:

- Assist with the preparation of country training strategies and the design of training plans for bilateral projects;
- Provide support and guidance to mission Training Officers on the management of participant training;
- Assist Embassies with training activities in countries with no A.I.D. personnel;
- Evaluate training institutions for third-country training;
- Assist missions with planning and implementing third-country training programs;
- Assist with planning and arranging regional and in-country seminars and workshops;
- Support the development of in-country English language training programs;
- Help plan and coordinate A.I.D. support for the development of African universities and training institutions;
- Evaluate training activities;
- Coordinate training activities with other donors.

3. AID/W Level

ST/IT has primary responsibility for A.I.D.'s policies on participant training as contained in A.I.D. Handbook 10, administering U.S. participant training activities, maintaining centralized information systems and other central support services, and providing guidance and technical assistance for training programs in Washington and in the field.

Responsibilities of the Africa Bureau include the development of strategies for human resources development, collecting and analyzing information on development training, monitoring regional and bilateral training projects, and providing technical support for design and evaluation of training activities within the Africa region.