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SAHEL HUMAN RESOURCES  
DEVELOPMENT III  
THIRD COUNTRY TRAINING MANAGEMENT STUDY

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## TABLE OF CONTENTS

	Page
Executive Summary .....	ii
I. Background .....	1
Introduction	
Methodology	
II. Findings .....	4
A. General Findings	
B. Specific Finding	
III. Recommendations .....	18
A. General Recommendations	
B. Specific Recommendations	
IV. Next Steps .....	27
A. REDSO/WCA	
B. Sahel Missions	
C. AID/W	
Annexes	
A. Scope of Work	
B. Interview Questionnaire	
C. Country Reports	
D. Conditions of Training Agreement	
E. REDSO/WCA Participant Training Issues	
F. REDSO/WCA Training Assistant Job Description	
G. Application Form	
H. Evaluation Plan	
o Exit Interview	
o Follow-up Questionnaire	
I. Contract Agreement: Agence Tunisienne de Cooperation Technique, and USAID/Nouakchott	
J. List of Persons Contacted	

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## EXECUTIVE SUMMARY

### INTRODUCTION

This study was undertaken to review the current status of third country training (TCT) under Sahel Human Resources Development III (SHRD III). It identifies constraints to implementation and suggests steps to be taken in order to enhance the management of TCT under SHRD III.

### METHODOLOGY

A three-person team of consultants visited six francophone Sahelian countries (Burkina Faso, Chad, Mauritania, Senegal, Mali and Niger), and the Ivory Coast to interview USAID mission staff regarding the implementation and management of TCT. The Zaire and Cameroon missions were also visited, as these countries receive Sahelian participants funded by SHRD III. The consultants also interviewed staff from institutions attended by SHRD III participants. The institutional interviews covered procedures for foreign student enrollment and questions of academic monitoring, as well as cost and logistical issues.

### FINDINGS

Three general findings frame the detailed analysis of TCT management in this study:

1. Missions are, on the whole, able to satisfactorily conduct TCT activities;
2. Missions desire significant REDSO/WCA assistance in obtaining information on institutions and training programs, and in clarifying existing TCT guidelines; and
3. It is neither feasible nor desirable for REDSO/WCA to serve as a management center for SHRD III TCT.

Specific findings address the following topics and issues which arise as missions expand TCT under this project:

1. Pre-departure procedures including:  
Candidate selection, placement, PIO/P preparation, orientation, and participant travel;
2. In-training procedures including:  
Reception of participants, health and accident insurance, payment of fees, and personal and academic monitoring;
3. Post-training procedures;
4. Financial procedures;
5. PTMS;
6. Availability of Institutional Information;
7. Communication and Inter-mission Coordination issues;
8. Staffing; and
9. Institutional Capacity.

## RECOMMENDATIONS

The study makes two general recommendations:

1. REDSO/WCA's role under SHRD III should be primarily that of an information clearinghouse for TCT, serving the missions; and
2. AID should avoid creating new systems for the management of SHRD III; rather, it should concentrate on streamlining current procedures, and providing mechanisms to assure that these procedures are understood and used.

After making specific recommendations which address each of the topics identified in the findings section, the report then outlines a series of steps to be implemented over a six-month period; and finally, the report includes a series of annexes of individual country reports and prototype documents.

## I. BACKGROUND

### INTRODUCTION

Sahel Human Resources Development III (SHRD III) is a \$19 million training project for the eight countries of the Sahel. The project differs from its two predecessors in that SHRD III mandates the development of country training plans and increases emphasis on third country training (TCT) as an efficient and cost-effective training mechanism fostering indigenous institutional development. According to recently submitted country training plans, approximately 345 long- and short-term participants will complete training in Sahelian institutions under SHRD III. This represents a substantial increase in the number of third country participants over SMDP II.

This study was undertaken to:

- assess Third Country Training (TCT) procedures;
- identify problems in the implementation of TCT under SHRD III; and
- articulate procedures to minimize impediments and maximize the use of third country institutions in meeting Sahelian training requirements.

In addition, the study team was asked to define (in conjunction with REDSO/WCA staff and with input from missions visited) the role REDSO/WCA should play in assisting Sahelian missions in the implementation of TCT, and to indicate action steps to be taken by Sahelian missions and REDSO/WCA to facilitate TCT (see Scope of Work: Annex A).

The study team was asked to address the following specific questions:

- Preparation of PIO/Ps: Is a new format design required? Should REDSO/WCA take responsibility for PIO/P preparation?
- Placement of Sahelian students in African Institutions: Can the process be centralized?

- Assistance to receiving missions: What is REDSO/WCA's role; its capacity to assist? What are mission needs?
- Centralized fiscal operations: Are they feasible?
- Participant travel: Can this process be centralized?
- Participant monitoring: Can a centralized reporting system be designed?
- PTMS and a computer-based SHRD III training reporting system: What are the requirements for implementing such a system?

## METHODOLOGY

A three-person team visited West Africa during February of 1987. Six Sahelian countries were visited: Burkina Faso, Chad, Mauritania, Senegal, Mali and Niger. These six francophone Sahelian countries participate in SHRD III by sending participants to African institutions and by receiving other Sahelian students at local institutions. Cameroon, Zaire and the Ivory Coast were also visited, as their institutions receive Sahelian students funded through SHRD III. In addition, the Ivory Coast is the site of REDSO/WCA operations (see individual country reports: Annex C).

Team members interviewed USAID mission staff in each of the countries, including Training Officers, Education and Human Resource Development Officers, Project Development Officers, Division Directors and Mission Directors. A questionnaire was developed and administered to ascertain TCT administrative procedures, to identify problems in the implementation of TCT, and to gather mission opinions on desired REDSO/WCA assistance. (See Annex B for the questionnaire.) At sending missions (those missions which primarily, and in some cases exclusively, send students to other Sahelian institutions), the interviews focused on procedures mission staff follow for third country training. At receiving missions, including Cameroon and Zaire, the mission

reviews were supplemented by site visits to institutions attended by SHRD III participants. Institutional interviews dealt with procedures for foreign student enrollment and questions of academic monitoring as well as cost and logistical issues. In addition to these primary tasks, the team also gathered information to update the Directory of Francophone Training Institutions in Africa.

Findings based on information gathered in the field are presented in the next section of this report. Following these findings the study makes recommendations and articulates next steps to be taken. These recommendations and next steps reflect the practical orientation of the team's approach to the study, which is intended to provide concrete and realistic solutions to problems faced in the implementation of TCT. The team attempts to minimize new or additive procedures and instead offers recommendations which streamline current practices. Finally, annexes provide individual country trip reports, suggested formats for documents and other relevant materials.

## II. FINDINGS

### A. GENERAL FINDINGS

1. Missions are, on the whole, able to satisfactorily conduct TCT activities. Difficulties in implementation stem largely from missions' failure to know of, understand or implement current regulations and guidelines.
2. Missions desire significant REDSO assistance in obtaining further information on institutions and training programs, as well as in clarifying and expanding existing guidelines on TCT.
3. It would be neither feasible nor desirable for REDSO/WCA to serve as a management center for SHRD III TCT. It does not have the disbursing authority required to carry out fiscal responsibilities for the project; further, proposed logistical support (e.g., centralized placement and PIO/P preparations) would limit mission autonomy, and bypass bilateral mechanisms already in place.

### B. SPECIFIC FINDINGS

#### 1. Procedures: Pre-departure

##### a. Candidate Selection

Candidate selection takes place in several ways, both within a given mission and among missions. Means of selection include:

- host governments presenting a pool of candidates (chosen by examination or through other means) for specific types of training, with donors selecting those candidates they wish to fund;

- A.I.D. proposing available training, and host governments choosing candidates for that training with A.I.D. assistance; and
- A.I.D. and the host government forming a joint committee to match candidates and training openings.

A.I.D. missions expressed general satisfaction with their own procedures, with the following exceptions:

- host governments often take a long time in nominating candidates, creating problems of insufficient time to complete pre-departure formalities; and
- host governments sometimes nominate candidates with insufficient academic or professional backgrounds for the training proposed.

#### b. Selection of Institutions and Placement

Institutions and training programs are chosen by A.I.D. and/or host governments. Missions indicated that these choices are often made out of preference for the known, rather than through an analytical selection process. They expressed a desire to obtain more detailed and qualitative information on both long- and short-term programs, as well as more timely information on seminars or special short-term programs (see Section 6, Information on Institutions).

Missions are generally satisfied with current placement mechanisms, which include:

- Bilateral placement: government-to-government (e.g., Chad and Senegal).
- Combination bilateral and sending mission placement (e.g., Niger).
- Receiving mission placement (e.g., Ivory Coast).
- Government-to-government contractual agreement: Placement, logistical support, financial maintenance and academic monitoring (e.g., Mauritania and Morocco).
- Mission contract with private sector agency: All placement and logistical arrangements are handled through the contractor (e.g., Mauritania mission and Agence Tunisienne de Coopération Technique).

One significant problem was raised regarding bilateral placement. The sending government is sometimes notified by the receiving government that participants have been placed, only to have the receiving mission discover upon the participant's arrival that the institution concerned has not actually admitted the candidate.

Further, training office personnel are often hard pressed to select institutions and arrange placement in response to last-minute requests from the Mission's technical divisions.

### c. PIO/P Preparation

Missions have few complaints about the present PIO/P preparation procedures. They do not consider the completion of the current PIO/P form to be an onerous task, nor do they wish to turn the task over to REDSO/WCA, as the information would still need to be collected by the missions and forwarded to REDSO/WCA. A centralized process would likely mean delays, and most seriously, funding authority would then rest with REDSO/WCA, not the missions.

Problems cited by the missions regarding PIO/P preparation concern delays due to difficulties in collecting bio-data in countries where candidates are not required to come to A.I.D. for an interview, and delays in obtaining the necessary fiscal data to draw up a training budget. (Some Training Officers were unaware of existing guidelines in Handbook Ten, Annex E.) In the case of special programs, the information is not detailed in Handbook 10.

From the viewpoint of the receiving missions, PIO/Ps are frequently received with insufficient advance, are often incomplete, and sometimes arrive only with the participant. In part, this delay seems to be caused by the time necessary for pouching documents and the late nomination of candidates. In some cases, sending missions appear unaware that it is receipt of the PIO/P that triggers placement requests and vouchering for academic expenses and

maintenance allowances. Receiving missions stressed the importance of respecting A.I.D. deadlines for PIO/P receipt. When deadlines cannot be met, receiving missions requested that as a minimum, sending missions cable relevant information at least 30 days in advance, and send participants with hand-carried copies of all necessary documents as a back-up to pouched materials.

d. **Other Pre-departure Preparation**

- i. Orientation: Limited pre-departure orientation is now conducted for TCT participants. Missions sometimes provide written information on the institutions to be attended when this is available, but lack orientation information on the countries/cities where the participants will be located. They are particularly eager to have information for North and East Africa. While several missions discuss with participants their rights and obligations under a USAID scholarship, only the Niger mission requires each participant to sign a Conditions of Training Agreement. (See an example of Conditions of Training Agreement in Annex D.)
- ii. Visas: Visas are often not necessary among West African countries, but problems do arise when countries requiring visas have no diplomatic representation in the sending country. This situation

requires that the participants travel to training sites via Abidjan in order to obtain visas. Several missions requested that a formalized system of REDSO/WCA assistance be arranged to facilitate the visa process.

- iii. Travel Advance and Tickets: Missions saw no reason for REDSO/WCA to be involved in the process of obtaining tickets or advances. While obtaining the necessary authorizations may take some time, most missions reported that urgent cases can be walked through the system in a few days.

## 2. Procedures: In-Training

As presented in Handbook 10 and further clarified in a series of cables by REDSO/WCA, a receiving mission is responsible for providing support to third country participants. (See REDSO Newsletter: "Participant Training Issues" in Annex E.) This includes assisting placement, making in-country payments (e.g., tuition and book allowance, health insurance, maintenance allowance), and providing support and monitoring assistance (e.g., orientation, housing arrangements if necessary, emergency counseling, and academic progress reports).

Visits to several receiving missions, however, indicate that these activities are not carried out systematically and are, in many cases, done on an ad hoc basis by the training office as a low priority. The primary receiving missions for Sahel participants are, in descending order of numbers of incoming third country trainees, Senegal, Ivory Coast, Cameroon and Zaire. Of these, the Ivory Coast is the most active in providing logistical support to incoming participants.

a. Reception

- i. Placement: Individual country procedures for placement are variable. Whereas REDSO/WCA handles placement upon request, Senegal relies primarily upon bilateral and sending mission placement. Cameroon desires that placement be handled bilaterally, given the government clearance requirements for all foreign students. Zaire expressed a willingness to handle placement, although the volume of third country trainees has been negligible to date.
- ii. Housing. Receiving mission assistance with housing is also variable. REDSO/WCA takes an active role in locating suitable housing when not provided by the training institution; however in Senegal, housing is the participants' responsibility. Training Officers in both Cameroon and Zaire are willing to assist participants in locating housing when not available at training centers.
- iii. Orientation: In varying degrees, receiving missions provide third country trainees with an initial briefing upon arrival in-country. Training Officers at REDSO/WCA and in Cameroon provide participants with general information on the country (e.g., social and cultural conditions); A.I.D. rules and policies vis-à-vis participant and mission responsibilities; procedures for health insurance; and financial information, including the payment schedule for maintenance allowance. Every mission visited indicated that improvements could be made in orienting third country participants to their training experience. Missions were especially receptive to the idea of developing a package of information to present to third country trainees, which would include the aforementioned

topics and other information (e.g., reading lists and guidelines for purchasing training materials/books, reporting requirements from the training institution, and more specific information on training institution programs and registration procedures).

**b. Health and Accident Insurance**

Training Officers at REDSO/WCA and in Cameroon use local companies for participant insurance coverage. However, arrangements in the past have only covered participants from the time of their arrival in the country of training, leaving them vulnerable from the time of departure from their home country. Short-term participants are often not covered at all. The process of securing insurance coverage can be further delayed if the PIO/P is not received far enough in advance to prepare a voucher. Senegal and Burkina Faso currently reimburse participants for medical costs incurred, with no provision for catastrophic illness. Zaire has not had experience in securing insurance, but has identified a company for future use. Many missions expressed interest in establishing a blanket policy, whether on an individual country or regional basis.

**c. Payment of Fees**

Each receiving mission handles payments for third country trainees, including health insurance, book allowance, tuition and maintenance allowance, and other training-related expenses (e.g., per diem for field trips). The training office maintains a record of payments in accordance with the PIO/P, and prepares vouchers for the mission controller. The controller, in turn, requests checks from Paris and forwards Advice of Charges to sending missions on a regular basis. If funds in the original PIO/P are insufficient, the Training Officer cables the sending mission to amend the PIO/P and augment funds. Each mission can also issue emergency vouchers for limited amounts

from the mission cashier when participants arrive with insufficient travel funds in advance of their PIO/P, or with PIO/P in hand. (Cameroon claims that 80% of incoming third country participants arrive unannounced or with PIO/P in hand.) This is clearly a problem for receiving missions in light of the limited funds available at the mission. Also, frequent emergency requests from the training office may strain relations with the controller's office.

Most missions issue vouchers for participants' maintenance allowances on a monthly basis, and find the process time-consuming. Special arrangements must be made for participants in training programs outside capital cities, where direct contacts with the training institution may be difficult. Training Officers felt it important for the receiving mission to be responsible for payments for all third country trainees, to avoid problems associated with payment by sending missions: lost checks, irregular payments to participants by the training center, or fluctuating exchange rates. The only exception to this procedure would be in cases where longstanding relationships exist between USAID and an institution, and a clearly-defined process for participant support has been established.

**e. Monitoring: Personal and Academic**

All missions noted that third country trainees contact the training office whenever there are financial, academic, or social problems, and Training Officers all felt it was their responsibility to assist. Most Training Officers maintain that personal and academic adjustment is not a problem for participants within the Sahel, but some indications to the contrary were noted. Although Training Officers generally visit all participants during the year, limited academic monitoring and counseling take place. Receiving missions generally forward participants' exam results to sending missions at the end of the academic year; however, some missions reported only sporadic receipt of academic results.

### 3. Procedures Post-Training

Receiving missions cable return information on departing participants and arrange travel when necessary. No other follow-up is initiated by receiving missions, with the possible exception of informal de-briefings.

Most missions find follow-up problematic, largely because of the difficulties in locating participants who may not contact the mission upon return or after having changed jobs. Currently there are no standard mechanisms for participant follow-up (e.g., Alumni Associations, award ceremonies, newsletters).

Some missions ask for post-training reports or send out questionnaires, but encounter difficulties in getting participants to respond.

### 4. Procedures: Finance

Missions consider that shifting vouchering and other financial procedures away from individual mission responsibility and centralizing them in REDSO/WCA would not facilitate the processing of financial requests, and would actually impose an added step on the process.

Currently, sending missions are responsible for completion of PIO/Ps, which obligate SHRD III funds. The PIO/Ps trigger funding requests by receiving missions for tuition stipends and living allowances, and are

official records for the sending missions. As neither the sending nor the receiving mission has substantial disbursement authority, all disbursements, with the exception of emergencies, come from Paris. REDSO/WCA does not have disbursing authority either; consequently, it could not act as a central disbursing agent. If REDSO/WCA eventually is granted disbursing authority, a centralized system based in Abidjan would then facilitate the vouchering and payment process. Presently the problem does not lie in procedures; rather, it is the failure to adhere to procedures and procedural deadlines that adversely affects the processing of vouchers and the timely funding of participants.

#### 5. Participant Training Mangement System (PTMS)

PTMS is being developed to help missions plan and implement their training programs more effectively. It was first conceived in 1983 as a tracking system using a microcomputer-based software package to monitor mission training activity, from the development of the Project Paper to the follow-up stage after project completion.

##### a. Current Status of PTMS

A pilot version of the PTMS software package (Version 2) was released in 1986 for mission-wide distribution. A recent S&T/IT cable inquiry into current mission use of PTMS indicated that of 47 missions, 28 have the appropriate hardware and software and 20 have the system installed. The cable also requested information on implementation problems. Almost all the responding missions reported encountering some problems. Lack of time to learn how to use the system and technical implementation problems were most frequently cited.

A new version is currently being produced which corrects technical difficulties and incorporates mission suggestions. S&T/IT has mounted an effort to facilitate implementation of PTMS, and plans to visit as many missions as possible, including the Sahel, in the next few months.

## **b. Mission Use**

In addition to REDSO/WCA, only Mali has installed PTMS; however, missions indicated interest in using this system, and are awaiting installation of the most recent version and training in its application. Chad has independently developed its own database for record-keeping.

## **c. REDSO/WCA Role**

REDSO believes it can develop the capacity and expertise to provide technical assistance and training to Sahel missions in the implementation and maintenance of PTMS. A Participant Training Assistant is being hired within REDSO's Human Resource Development Office, whose responsibilities will include periodic field visits to the Sahel missions for this purpose. (See Job Description in Annex F.)

## **6. Availability of Institutional Information**

### **a. Directory of Francophone Training Institutions in Africa**

Missions generally agreed that institutional descriptions in the Directory are incomplete regarding the quality of instruction, content of programs and condition of facilities. Training Officers expressed the need for expanding and updating the Directory, incorporating more qualitative information, and making this information more accessible. Currently, sending missions do not use the Directory as originally conceived; rather, it is used most frequently

as a reference (e.g., for telex and telephone numbers). Further, guidelines for implementing third country training contained in the Directory are not often consulted.

**b. Computerized Institutional Database**

All missions agree that a microcomputer-driven institutional database would facilitate information flow, expedite institutional cross-referencing, and allow for comparative inquiry on a variety of factors. The idea that the Directory be adapted to a microcomputer-based format using D-Base III was enthusiastically received by the missions, as it would provide them with a more flexible, interactive planning tool.

**c. Information Desired on Institutions**

Missions identified the following items as being the most useful for planning third country training:

- Details of program content, including practical/theoretical orientation.
- Evaluation of program quality, including use of state-of-art methods, staff capability and experience beyond degrees, condition of equipment and facilities, and status of library subscriptions.
- International dimension, including composition of student body, regional structure, and current donor assistance.
- Prior A.I.D. experience, based on mission and participants' comments.
- Foreign student admissions, including entrance requirements, quotas, date and place of qualifying examinations, application procedures, and equivalency issues.
- Housing information.
- Detailed cost information.
- Complete contact information.

## **7. Communication/Coordination Issues**

Direct contact between sending and receiving missions is insufficient. The lack of exchange of country training plans and non-notification of participant arrival are two examples of this breakdown in communications. Poor intra-mission communication results in the nomination of unqualified candidates, the loss of training opportunities and gaps in academic monitoring.

## **8. Staffing**

### **a. Staffing Levels**

The study team found staffing levels adequate at all missions, with the addition of a Participant Training Assistant in REDSO/WCA and a part-time staff assistant in Senegal.

### **b. Training Officer Status**

Despite the fact that Training Officers have assumed major training responsibilities in recent years as a result of the departure of almost all mission HRDOs, their status and level of authority have remained relatively low. This situation is likely to impede and in some cases undermine effective implementation of TCT. To support increased professional recognition and authority, most Training Officers desire additional training to upgrade their skills, in accordance with the intent of SHRD III.

## **9. TCT Institutional Capacity**

Institutions visited indicated that in general their capacity to accept more foreign students was adequate; in some cases, such as INDR in Senegal, there is the possibility for greatly expanded foreign student enrollment. While most receiving countries do have quota systems for foreign students, quotas have not affected trainee placement to date. If, however, SHRD III results in greatly increased numbers of TCT participants, new institutions will have to be identified, or special placement arrangements negotiated at current institutions.

### III. RECOMMENDATIONS

#### A. GENERAL RECOMMENDATIONS

1. REDSO's role under the SHRD III project should be primarily that of an information clearinghouse for TCT, serving the missions.
2. A.I.D. should avoid creating new systems for the management of SHRD III; rather, it should concentrate on streamlining current procedures, and providing mechanisms to assure that these procedures are understood and used.

#### B. SPECIFIC RECOMMENDATIONS

##### 1. Procedural Recommendations: Pre-departure

###### a. Selection of Candidates

- i. Missions should take full advantage of country training plans, and requisite advance planning, to encourage USAID staff and host governments to initiate an early and appropriate selection of candidates, thus alleviating much of the pressure caused by late nominations. A yearly planning meeting between individual A.I.D. missions and host governments would be an appropriate means to facilitate this process.
- ii. A.I.D. missions should adhere strictly to Handbook 10 timetables for receipt of nominations and completion of PIO/Ps. Host governments should be made aware of these deadlines and the missions' intent to enforce them.
- iii. A standardized application form should be developed in French, based on the bio-data section of the PIO/P. The form should be

transmitted to host governments along with formal notification of numbers and types of scholarships available. As part of the nomination process, host governments would be required to submit the completed form when notifying USAID of scholarship candidates. (See Annex G for Application Guidelines.)

**b. Selection of Institutions and Placement**

- i. REDSO should not be given centralized placement responsibility, as this would increase time and paperwork necessary for placement, put an unacceptable burden on REDSO/WCA staff, and require missions to relinquish decision-making autonomy vis-à-vis REDSO/WCA and host governments.
- ii. REDSO/WCA should become a central repository for institutional information, including various placement mechanisms and organizations.
- iii. REDSO/WCA should have the authority and responsibility to identify and arrange group placement for a fixed number of students per year at appropriate institutions, offering slots to participants from all Sahel missions. Circumstances warranting such arrangements would include frequently-used institutions, frequently-pursued programs of study, and institutions where USAID missions have had placement difficulties in the past.
- iv. Innovative placement arrangements, such as government-to-government group packages, or contracting with private agencies, should be promoted.
- v. REDSO/WCA should centralize and disseminate up-to-date information on TCT, including: qualitative information on programs, staff and

facilities; comments from missions and participants familiar with the programs; specifics on admissions; full cost breakdowns; and logistical information.

- vi. REDSO/WCA should make this expanded information base available to missions, either through a regularly updated directory or, preferably, a computerized information system which captures the information currently contained in the Directory.
- vii. REDSO/WCA should become a central repository for information on institutional capacity to organize special programs, and should gather information on mission requirements for special study programs that could be arranged on a regional basis (e.g., short-term specialized study, study tours). REDSO/WCA should arrange such programs when possible and appropriate.
- viii. REDSO/WCA should serve as a back-up resource to Washington in ensuring that missions are informed in a timely fashion of centrally-funded short-term and new A.I.D.-sponsored long-term programs in Francophone Africa.

c. PIO/Ps

- i. Responsibility for preparing PIO/Ps should remain with the missions. No change in the present form is required.
- ii. The application form previously described should be used to facilitate PIO/P preparation by furnishing complete bio-data information to the Training Officer.
- iii. Cost breakdowns by country and institution should continue to be compiled annually by receiving missions. REDSO/WCA, however, should become the central repository and disseminator of this information, and serve as a resource for information on non-Sahel countries and special programs.

- iv. Handbook 10 deadlines for receipt of PIO/Ps should be enforced.
- v. S&T/IT should reconsider current TCT PIO/P deadlines (90 days for academic training and 60 days for technical training) in light of mission and government constraints. The study team suggests PIO/P deadlines of 60 days in advance of participant arrival when placement is done by receiving missions, and 30 days when placement is handled by the sending mission or other mechanism.
- vi. In addition to pouching completed PIO/Ps according to Handbook 10 schedules, sending missions should cable fiscal data to receiving missions at least 30 days in advance, to assure sufficient time for requesting initial stipends and tuition.
- vii. Each participant should be given a copy of his PIO/P to hand-carry as a back-up, but not as a substitute, for advance notification.

**d. Orientation**

- i. Orientation packages should be developed for all countries where SHRD III participants study. These packages should be prepared according to a standardized format, by either the missions themselves or through technical assistance, and should contain information on A.I.D. regulations governing TCT, general information on the country of training, and program and institutional information.
- ii. All missions should adopt the use of Conditions of Training Agreements to assure that participants are fully aware of their rights and responsibilities, and to provide guidelines for Training Officers at receiving missions.

**e. Visas**

- i. REDSO/WCA should prepare a reference document listing visa application requirements for each receiving country, and any alternatives for obtaining visas.
- ii. As Abidjan is often the location in which visas must be obtained for other countries, REDSO/WCA should facilitate this process by preparing letters of reference, arranging appointments, and providing any logistical assistance required.

**2. Procedural Recommendations: In-training**

**a. Reception**

- i. When receiving each participant for the first time, Training Officers should review the Conditions of Training Agreement, enrollment status, insurance status, housing arrangements, and academic monitoring procedures.

**b. Insurance**

- i. It is essential that all participants, both short- and long-term, be covered by health insurance. In order to ensure this, REDSO/WCA should establish a regional blanket policy with an international insurance company in Abidjan. Such an arrangement will also necessitate negotiation of a prompt reimbursement agreement. Should a regional policy not be feasible, it may be appropriate to release advance funds permitting individual missions to purchase their own blanket policies.

**c. Payment of Fees/Allowances**

- i. A Wang glossary should be developed for automated preparation of monthly maintenance allowance vouchers.

#### **d. Monitoring**

- i. A standard academic reporting form should be developed, and provided to each participant as part of pre-departure orientation. The participant should be responsible for submitting a completed form to the receiving mission Training Officer on a quarterly or semestrial basis. The Training Officer should, in turn, furnish the reports to sending missions.
- ii. Sending missions should notify receiving missions of arrival times for all long-term participants, even when these participants do not require financial or logistical support.
- iii. All long-term participants should be responsible, upon arrival in the country of training, for contacting the USAID Training Officer, even when support is not required (e.g., when training has been arranged under a bilateral agreement). This preliminary meeting will be used to establish academic monitoring procedures, and to facilitate any emergency assistance which may later be required.
- iv. The REDSO/WCA Assistant Training Officer should meet with participant groups in each country at least once a year, and be available at other times to assist with specific problems.

### **3. Procedural Recommendations-Post Training**

#### **a. Exit Interview**

A standard exit interview should be conducted by the receiving mission Training Officer at the time of participants' final payment of stipend or return travel allowance, and a copy of the questionnaire should be forwarded to the sending mission. (A sample questionnaire is presented in Appendix H.) The purpose of the exit interview is to provide qualitative information on training programs and institutions, and baseline data on participants' training experience.

**b. Follow-Up**

- i. It is recommended that a second questionnaire be administered within a year of the participant's return, permitting assessment of professional development and training impact (see Annex H).
- ii. Participation in follow-up activities could be encouraged through organization of awards ceremonies, alumni meetings or short-term training/seminars on topics of interest.

**4. PTMS**

a. Missions are strongly encouraged to install the third version of PTMS and include third country training data in this management system. In addition to the technical assistance currently being offered by S&T/IT for the installation of PTMS, REDSO staff should receive advanced training in the use of PTMS, so that they will be able to function as a resource for technical assistance to Sahel missions.

b. REDSO/WCA should maintain a regional PTMS file for third country training under SHRD III. Missions would be responsible for informing REDSO of third-country training activities to be included in the regional file. On a biannual basis, Sahel missions should forward training data, including PTMS files on country training plans, participants-in-training and returned-participants to REDSO/WCA. The ensuing database will be able to access information on regional patterns in third country training, institutional

usage, and cost trends, as well as be responsive to A.I.D./W requests for data on third country training in the region.

## 5. Institutional Information

A database should be developed to supplement the Directory of Francophone Training Institutions in Africa. Qualitative, fiscal and logistical information should be provided on institutions for which experiential data are available as the result of USAID use or the Training Officers' personal knowledge. Standardized criteria should be used to assess institutions included in the database.

## 6. Communications

### a. TCT Manual

A Third Country Training Manual should be developed, as a supplement to Handbook 10. The purpose of the manual will be the following:

- to clarify TCT policies and procedures contained in Handbook 10;
- to articulate procedures not currently covered by Handbook 10; and
- to assemble all reference documents and forms pertaining to TCT including a prototype pre-departure orientation package.

Examples of policy areas needing clarification are:

- procedures and responsibilities for student monitoring,
- permissible expenditures for training costs; and
- establishment of maintenance allowances.

### b. Training Officers Annual Meeting

Training Officers should meet annually to discuss third country training. The meeting should be a working session which would address Training Officers' problems with implementation of TCT, permit exchange of information on

participants, programs and institutions, and encourage discussion of other areas relevant to the implementation of TCT. Short-term training through seminars or workshops should be provided to Training Officers as part of these meetings.

## **7. Staffing and Staff Development**

### **a. Staffing of REDSO/WCA Training Office**

The Participant Training Assistant should be responsible for the establishment and maintenance of an information clearinghouse on third country training with the following functions:

- development and updating of an institutional database;
- maintenance of regional PTMS files;
- timely dissemination of information on special or new training opportunities; and
- response to institutional or procedural information requests.

It is estimated that the above tasks would initially require approximately 50% of the new staff officer's time.

### **b. Other Mission Staff**

No additional staff is required for the other Sahel training offices, with the exception of USAID/Dakar which is currently reviewing its staffing pattern and contemplates the hiring of a part-time Training Assistant.

### **c. Staff Development**

In recognition of Training Officers' desire for professional development and improved status within the missions, and in accordance with the intent of SHRD III, Training Officers should be provided with additional training in program planning, management and evaluation. Furthermore, training in PTMS should emphasize its use as a management tool rather than as a filing system.

#### IV. NEXT STEPS

The following action steps are recommended for implementation over the next six months.

##### A. REDSO/WCA

1. Redefine the job description for the Participant Training Assistant and fill the position as soon as possible.
2. Send the Training Assistant on a familiarization tour of the Sahel region to gather logistical and qualitative information for the institutional database. It would be appropriate for the Training Assistant to be accompanied by another REDSO/WCA staff member for this initial trip.
3. Establish the institutional database, as a priority task under SHRD III.
4. Set up a regional PTMS database structure and enter existing data from mission country training plans.
5. Arrange advanced training for appropriate REDSO/WCA staff in the use of PTMS so that they may supply technical assistance to the missions.
6. Prepare a TCT manual as outlined in this report.
7. Organize a Training Officers' meeting as a working session to review and discuss the specifics of TCT implementation under SHRD III.
8. Establish a regional health insurance policy for all TCT participants.

## **B. SAHEL MISSIONS**

1. Assist REDSO/WCA in the establishment of an institutional database by supplying qualitative information on institutions and programs known to the mission.
2. Adopt PTMS and establish a TCT field for participant management.
3. Initiate procedures for the professional development of Training Officers, which would include providing training and identifying ways of upgrading their status within the mission.
4. Adopt the use of Conditions of Training Agreements for TCT participants.
5. Adopt the exit interview and academic monitoring procedures recommended in this report. Establish inter-mission procedures for participant monitoring and exit interview. The annual Training Officers' meeting is an appropriate venue for this discussion.
6. Establish a Wang glossary for automated preparation of monthly stipend vouchers.

## **C. AID/W**

1. Supply technical assistance to REDSO/WCA for PTMS and D-Base III training.
2. Continue to provide technical assistance to Sahel missions in the installation and use of PTMS.

3. Disseminate Handbook 10 revisions, which will form the basis for the TCT Manual.
  
4. Review current Handbook 10 deadlines for PIO/P preparation and receipt. Consider modifying timetables to 60 days advance receipt of PIO/Ps when receiving mission places participants and 30 days advance receipt when receiving mission placement is not required.

## ANNEXES

- A. Scope of Work
- B. Interview Questionnaire
- C. Country Reports
- D. Conditions of Training Agreement Sample
- E. REDSO Newsletter: Participant Training
- F. REDSO Participant Training Assistant Job Description
- G. Application Form - English & French
- H. Evaluation Plan
  - 1. Exit Interview (De-briefing Questionnaire)
  - 2. Follow-Up Questionnaire
- I. Agreement: Agence Tunisienne de Coopération  
and USAID/Nouakchott
- J. List of Persons Contacted

## ANNEX A: SCOPE OF WORK

### I. TITLE OF ACTIVITY

Study of support services to Sahel Missions and REDSO/WCA needed for expansion of participant training in Francophone African institutions. The growth of participant training in Francophone Africa is one of the goals of the Sahel Human Resources Development III Project 625-0977.

### II. OBJECTIVE

Contractor will supply a three-person team of participant training specialists and logistical support for a three/four person-month survey of requirements of six Francophone Sahel posts for expansion of training in Francophone West African institutions. Study will also address the needs of receiving Missions (non-Sahel) such as the Ivory Coast, Cameroon, and Zaire, where many Sahelian participants are sent for training.

The underlying premise of this study is that we are not trying to institutionalize host country processing in support of participant training, but we are trying to alleviate the third country training support burden (managerial and financial) on Sahel posts and REDSO/WCA. The most cost effective way to do this appears to be by standardizing and systematizing procedures.

REDSO/WCA is viewed as the appropriate site of the interim operation to facilitate training in Francophone Africa through the seven year life of the Sahel Human Resources Development Project. Once a regularized proven support is established, elements can gradually be assumed by African institutions training sizeable numbers of foreign students. Our intention is to lay the groundwork for an African Foreign Student Adviser system, such as now exists in U.S. academic institutions.

### III. STATEMENT OF WORK

A senior education specialist will be team leader and will select two assistants for a study team to collect data in Abidjan and six Sahel countries, visit major Francophone West African institutions in the Ivory Coast, Cameroon, and Zaire and confer with REDSO/WCA.

All team members should have previous experience with A.I.D. participant training programs in Francophone Africa and familiarity with the French systems of higher education. Prior experience in working with African universities and technical institutes is desirable.

The team will be responsible for the following tasks:

1. After reviewing the "Repertoire des Institutions de Formation en Afrique Francophone," published for A.I.D. by Creative Associates, the team will investigate requirements for admission of students by African institutions and consult with Sahel Missions and REDSO/WCA on support needed for placement of participants, monitoring and evaluation of programs and periodic progress reports to home countries on participants' progress. The team will also consider the provision of administrative support to participants through the proposed Abidjan Office with travel, housing, health and accident insurance and cultural orientation to country of training.
2. The study team will investigate the following:
  - (a) Preparation of PIO/Ps: Can a new document be designed specifically for third country training and be prepared by the proposed Abidjan Office?
  - (b) Placement in African Institutions: Can all contact with schools regarding placement be handled through Abidjan?

- (c) Assistance to Receiving Missions: How much help will be required of Training Officers in non-Sahel posts, such as Cameroon and Zaire, where many institutions are located? To what extent can assistance to receiving Missions be furnished by the proposed Abidjan Officer?
- (d) Payment of Tuition and Fees to Training Institutions: Can these payments be handled by REDSU/WCA Controller? Can REDSU/WCA accept all funds allocated under the SHRD III training project for third country training and pay both institutional fees and student allowances?
- (e) Participant Travel to Training Institution/Return to Home Country: Who should arrange this? The Missions or proposed REDSO officer?
- (f) Reports on Participant Progress: Can a reporting system be designed to provide periodic reports (at least twice a semester) to Missions on their participants' progress?
- (g) Computerized Reporting System on all SHRD III Funded Training in Francophone Africa: An automated system should be designed and maintained in Abidjan on participants in training, by name, country of origin, country of training, arrival date, estimated program completion date, field of training, degree objective, and an indication of program progress, such as number of academic credits completed.

ANNEX B: SAHEL QUESTIONNAIRE FOR HUMAN RESOURCES TRAINING:  
THIRD COUNTRY TRAINING

I. AS A SENDING MISSION

- A. What are numbers and types of third country trainees?
- B. Where are they currently placed?
- C. What are the anticipated changes under the new project?
- D. What are the present arrangements for handling third country training: (who, what, and with what amount of success)?
- recruitment
  - placement
  - pre-departure orientation
  - travel/stipends
  - school fees
  - visas/health requirements
  - advising
  - monitoring
  - follow-up
- E. What is the level of coordination between sending and receiving missions?
- F. What is the present support supplied by REDSO?
- G. What changes would simplify the process, (e.g., forms, group contracting with designated universities, other)?
- H. PTMS:
- Does the mission use it?
  - To what extent?

15/11

- Problems

- Can it also function as a management system for third country training?

I. What additions to the directory would facilitate third country training?

## II. RECEIVING MISSIONS: NEEDS AND OPPORTUNITIES

A. What is the level and efficiency of the communication with Abidjan, other Sahel missions?

B. What are your responsibilities for placement of third country trainees as a receiving mission?

C. What are your responsibilities for monitoring and supporting other African students (e.g., orientation, housing arrangements, travel and visa requirements, insurance, counseling, maintenance allowance)?

D. What are the trainee's responsibilities?

E. What is the nature and extent of communication and coordination between sending and receiving missions with regard to the following:

- Financial (tuition, room and board, housing and living allowance)

- Academic (records and transcripts, progress reports, application)

- Follow-up

F. Has a non-USAID organization been used to administer and/or monitor tasks associated with Third Country Training?

- Which? / quality?

- Is this a viable option?

G. What is your capacity as a receiving mission to assume the administration and monitoring tasks associated with Third Country Training? How many students could be accommodated?

### III. TRAINING INSTITUTIONS-INTERVIEW GUIDELINES

A. What are the current costs/application procedures?

B. Services

- Transport
- Health
- FSA/Counselor
- Bookstore
- For dependents
- Housing-dormitory space
- Restaurant/vacations

C. Reporting: Are progress reports issued regularly?

D. Contract: "Memo of Understanding": Is an all inclusive fee per student to handle monitoring and support feasible?

E. Percent Foreign enrollment

- How many last year?
- Quota?

## ANNEX C: COUNTRY PROFILES

1. Burkina Faso
2. Cameroon
3. Chad
4. Ivory Coast
5. Mali
6. Mauritania
7. Niger
8. Senegal
9. Zaire

## BURKINA FASO

Despite a diminishing portfolio, Burkina Faso continues to function as both a receiving and a sending mission. As a sending mission it places about seven long-term trainees a year, with the bulk of TCT grantees receiving short term training in regional or centrally-funded programs. The mission's small size facilitates and provides flexibility in completing administrative procedures such as PIO/Ps and maintenance allowance vouchers.

As a receiving mission, the main problem encountered is participant dissatisfaction with non-standardized allowances. All training activities are coordinated by a Training Officer, under the supervision of the Office of Program and Project Development. Although the Training Office is regarded as highly effective, training itself does not appear to enjoy high status in the mission.

### Candidate Selection

Candidates chosen are generally civil servants who are proposed by their own Ministries to the Ministry of Higher Education. Final selection is made by USAID and a national scholarship committee.

### Placement

At the present time placement is not considered a problem; agricultural training is mostly short-term, initiated in response to program announcements, and health training is generally centrally funded, for pre-arranged programs. The only placement difficulty noted is that announcements often come late, and contain insufficient information on program content and costs.

For other types of training, institutions are most often chosen by the host government. Both the mission and the Government of Burkina Faso would be

interested in looking at new programs, and would like to see the Francophone Directory be regularly updated, and include more information on the content of programs, institutional quality, conditions of admission, and costs. The Health office would like to have REDSO/WCA help in identifying appropriate courses of study (e.g., MPH programs in Africa), and in organizing observational or study tours.

### PIO/Ps

The POI/P preparation process is facilitated by the fact that each candidate selected comes to the mission for an interview, and thus provides all necessary bio-data. The approval process in the mission is rapid, and urgent PIO/Ps are dealt with immediately if hand-carried. The only problem which occurs is in obtaining information on institutions from other missions, which can delay the PIO/P by as much as a month.

### Travel and Visas

Obtaining travel advances and tickets is not a problem. The Burkina Faso mission would like to see REDSO/WCA continue to facilitate the visa process, either by handling some visas through the mail, or by helping trainees who transit through Abidjan to obtain visas.

### Orientation

Cultural adjustment is not considered to be a problem for neighboring countries, but the mission would like to see materials made available for countries where adjustment tends to be more difficult, e.g., Cameroon and Zaire. They would also like to see a document developed on "The A.I.D. Grantee in Africa". Such a document would explain rights and obligations, and what A.I.D. fellowships will and will not cover.

### Maintenance Allowances

A serious problem regarding maintenance allowances is the difference in amounts paid by various donors. The mission would like to have more leeway for the Training Officer to make adjustments, in agreement with the sending missions. On the other hand, all A.I.D. trainees should, in their opinion, receive the same stipend at the same training location.

### Health Insurance

At present Burkina Faso does not insure incoming participants who are not covered under a school plan. Instead, any expenses over 5,000 CFA are reimbursed. The mission has considered setting up a blanket policy, but would require considerable advance funds to do so, and needs to be sure that prompt reimbursement will be possible.

### Monitoring

The mission now receives academic information on the participants it sends only at the end of the academic semester or year, except in the case of serious problems. The Training Officer would like to see a standardized reporting form developed, along the lines of the U.S. participant form.

### Follow-Up

As Burkina Faso sends mainly short-term participants, the mission does not see many of these participants after their return. Even long-term participants are moved around in their jobs quite regularly, and become difficult to follow. The mission wishes to formalize post-return procedures, and would like forms developed to help evaluate programs: one to be filled out on completion of training, and one to be filled out 6 months to one year later.

### Role As a Receiving Mission

Burkina Faso would like to be kept advised of direct contacts between other missions and Burkinabè institutions. They would also like sufficient notice of arrival of participants. While this mission is more flexible than some others in handling unannounced arrivals or participants with no PIO/P, they would find it easier to make such arrangements if fiscal data were cabled in advance.

### PTMS

PTMS has not yet been installed. A consultancy scheduled for April is to assist in installation and provide initial training, but the mission anticipates a need for on-going assistance, starting with help in entering back data, and extensive computer training for the Training Officer.

### Other Assistance Requested

The mission would like to see a clarification of the Handbook 10 regulations on third country training, to provide more guidance on such matters as purchase of books and training materials; standardized advances and allowances, allowances for participants in transit and repatriation. They also suggest that REDSO/WCA develop a Training Officers Manual, which could be more easily revised than Handbook 10, to provide this guidance.

### Persons Interviewed

- Herbert Miller, Mission Director
- Fati Ouedraogo, Training Officer
- Richard Greene, Health Program Officer
- Perle Combary, Health Program Officer
- Roger Bloom, Office of Agriculture
- Donald Mackenzie, Director, Office of Project and Program Development
- Tom Nickle, Office of Financial Management

## CAMEROON

As a receiving country, Cameroon offers a number of training opportunities for Sahel participants, especially in the areas of statistics (ISSEA), demography (IFORD), nursing (CESSI), and development management (IPD). Although the average number of incoming third country participants is five a year, the mission expressed its willingness to accommodate more SHRD III participants. The Training Office is staffed by a Training Officer and two Training Assistants under the supervision of the Human Resource Development Office which includes three HRDOs.

### Placement

Until three years ago, placement requests by sending missions were handled by the Training Office which would negotiate with an institution for application and admittance. Currently, however, sending missions must go through formal government-to-government channels for candidates' clearance and admittance into GOC training programs. In principle, the application is routed through Cameroon's Ministry of Foreign Affairs to the appropriate ministry which, in turn, forwards the application to the school for review by faculty selection committees. The sending mission is informed of a candidate's acceptance through these same channels.

There is, however, no standard practice for placement among the various training centers. The mission's HRDO suggested that a meeting be convened with representatives from the training centers and GOC ministries to establish a standard policy and practice regarding the selection and placement of foreign students.

## Disbursements

Once a PIO/P has been received, the Training Office makes payments to participants, (e.g., transit allowance, insurance, maintenance on a trimestrial basis, books and training materials, and tuition costs). The Training Office reported that 80% of third-country participants arrive unannounced, with a copy of the PIO/P in hand, creating problems with the controller's office which has limited emergency funds.

The Training Office maintains a record of payments for third country trainees, and monthly Advice of Charges are sent to the sending mission. The controller's office reported it can handle the processing of 10-15 vouchers a month for third country participants.

## Health Insurance

The Training Office has worked with the Compagnie Camerounaise d'Assurance et de Reassurance (CCAR) in the past. One problem, however, has been the requirement that participants personally sign the insurance agreement before coverage begins which leaves participants vulnerable until they arrive in Yaounde. The Training Officer is currently exploring the use of the American Life Insurance Company (ALICO) as it appears to be less expensive and more flexible.

## Orientation

The Training Office provides an orientation for third country trainees; which includes the following topics:

- Health insurance procedures;
- participant and mission responsibilities under the training program;
- schedules and budgeting;
- English language requirements for Government programs; and
- social and cultural information.

The Training Officer would welcome a package of materials to distribute incoming participants.

### Housing

As housing in Yaoundé is a problem and almost impossible at the University, the Training Officer assists participants in locating housing. Several training centers (IFORD and ISSEA) have rental agreements with the Société Immobilière de Cameroun for a block of houses; and others outside the capital city are reported to have adequate dormitory facilities.

### Monitoring/Follow-Up

The Training Officer makes yearly visits to third country participants and emergency visits when necessary. He obtains verbal reports from advisors every three months for Yaoundé-based participants, and forwards end-of-year exam results to the sending missions.

The Training Officer also cables the sending mission with return information on some participants.

### Mission Capability

The training office is greatly handicapped by the absence of automation. Although interest in the PTMS is high at the mission the training office does not currently have the appropriate hardware. Without this and a reorganization of staff responsibilities, the training office could not easily accommodate an increased number of third country participants.

The average number of incoming participants has been five per year. The majority of these attend ISSEA, CESSI, and the Ecole des Eaux et Forêts in Mbalmayo. Participants going to the Institut Panafricain pour le Developpement (IPD) are handled directly through the training institute in Douala.

The training office could handle up to 20 third country participants a year: (10 new starts/10 carry over). The current office workload has four peaks: July, August, November-December, and March-June. The slow period for U.S. training occurs in September-October which is the busiest time for incoming third country participants.

The following institutions were identified during the team visit as potential training opportunities for SHRD III participants:

- Ecole des Eaux et Forêts, Ministry of Agriculture in Mbalmayo;
- Institut des Techniques Agricoles (Ecole National Supérieur Agronomique) in Dschang;
- Institut Supérieur de Management (Canadian-funded, but policies are changing and program potential not clear);
- Ecole National d'Administration et de La Magistrature (ENAM)--(general administration oriented to Cameroon's Civil Service employees; and
- Updated directory profiles will be forwarded to the Training Office from ESSTI, CESSI, and Ecole Polytechnique.

## SUMMARY OF INSTITUTIONAL VISITS

### University of Yaounde

**Conditions of Admission.** Candidates cannot be more than 25 years old and need a minimum of a BAC or A Level.

**Application.** Although the official procedure is through the Ministry of Foreign Affairs, it was suggested that applications be sent directly to the University Chancellor with a courtesy copy to the Ministry of Higher Education. If sent through regular channels, an application can be delayed by 3-6 months. Applications to the various faculties are reviewed by faculty selection committees. Applications to the Grandes Ecoles of International Relations, Ecole Normale Supérieure, and ESSTI are reviewed based on credential analysis; whereas, the Ecole Polytechnique and Centre Universitaire de Soins de la Santé (CUSS) require competitive entrance exams. CESSI within QJSS allows a quota for foreign students without taking the entrance exam.

**Foreign Student Enrollment.** Total enrollment is approximately 17,000 with about 200 foreign students, coming mostly from Chad, Niger and Burundi. Most foreign students are enrolled in undergraduate programs. There is more room for foreign students at the masters and doctoral levels. Sending undergraduate students is not recommended because of overcrowding at the level.

**Housing.** There are 600 beds in the University dorm for 17,000 students. Private facilities near the university, "mini-cité," can accommodate 2,000 students (rent is about 7,000 CFA per month). Students must apply for this housing by July to reserve a place for the beginning of the school year.

**Monitoring.** The University faculties follow standard testing and evaluation procedures throughout the year. Mid-term and end-of-year examinations are held. Faculties/professors send these results to other institutions upon request.

**Costs.** The University is subsidized by the government and thus, there are no tuition costs. No policy has been instituted regarding costs for foreign students, although miscellaneous fees are assessed at registration (3,000-5,000 CFA). The GOC requires that foreign students be given the same amount for living expenses that Cameroonian students are given.

**Weak Points of the University (according to Training Officer):** No books, not well-equipped, too many students (500-700 students in one lecture at a time); professors are not accessible because of the number of students; lack of tuition makes students less responsible; and bilingual policy can be a problem for French-speaking students.

**Positive Points:** Free tuition; capable professors; periodic examinations; practical work and directed studies reflect effort to be in touch with students; no hostility toward foreign students; lively sport and cultural life on-campus; and a new restaurant.

#### Ecole Nationale Supérieure des Travaux Publics (ESTP)

**Foreign Student Admissions.** The student body has few foreign students (one from Chad this year; one from Benin last year). Admissions requirements include foreign student applications which are reviewed by the Ministry of Public Service.

**Facilities.** The school has no boarding facilities, but housing does not appear to be a problem. The labs seem well-equipped (hydraulic lab, carpentry workshop, and metal workshop). The French assistance provide teachers.

## Institut de Formation et de Recherches Demographiques (IFORD)

IFORD is a regional organization with 25 member countries, established by the Economic Commission for Africa in 1972 as a center for Sub-Saharan Francophone countries. It offers a two-year diploma program in demography. The United Nations Fund for Population Activities (UNFPA) finances its activities and scholarships.

**Application and Selection.** Until this year, 25 students were recruited every year, but due to funding constraints, recruitment now takes place every two years. Recruitment is done through notices sent to the Departments of Statistics in member countries for entrance exams which are held in April, for October enrollment. The Department of Statistics is responsible for coordinating application and selection procedures within each member country. The top 25 candidates are selected, with consideration given to geographic balance.

**Other Sponsors/Costs.** IFORD would be interested in direct relationships with USAID and would negotiate package deals. An approximate fee of 145,000 CFA/month was calculated which would include in-country transportation, field trips, maintenance, health insurance, lodging, and training materials.

**Facilities.** A block of houses has been reserved by IFORD from the Société Immobilière with 28 available units. The facility appeared small and somewhat run-down; although the library offers, current publications. Plans have been proposed to move the Center to the University campus.

**Monitoring/Reporting.** Exam results are sent to the respective Departments of Statistics in participants' home countries. When a student has problems, IFORD contacts the sponsoring department as often as necessary.

### Institut Sous-Regional de Statistique et d'Economie Applique (ISSEA)

ISSEA is a regional institution with six member countries, and receives assistance from the Common Market (Fonds Européens pour le Développement). Candidates are sponsored by UNDP, USAID, the Canadian Development Agency, and through other national scholarships. Each sponsor manages its own scholarships.

**Application/Selection.** Entrance exam announcements are sent out to participating Departments of Statistics which coordinate the application and selection procedures in member countries. Total enrollment is 140 students in three different programs of whom 80 are new starts each year. No more than 30 are admitted to each program.

**Facilities.** A block of houses is reserved by ISSEA through the Societe Immobiliere. ISSEA provides transportation and minimum health services for minor emergencies. The Center seemed adequately equipped and well-organized with a bookstore and library facilities, large conference room, and several computers.

**Monitoring/Reporting.** Professors prepare a course summary and include theoretical training and practical applications (e.g., surveys). Weekly written assignments are required and exams are held at the end of each semester. Results are sent to participants' sponsors every semester. An evaluation session is held with students do not maintain the average grade point level.

### Centre Regional de formation Phytosanitaire de Yaounde (CREPHY)

CREPHY established as a regional crop protection training center in 1977 through an A.I.D. project in response to the Sahel drought. So far, 600 people have participated in CREPHY training, from field workers to agronomists, of whom 10% were foreign trainees. CREPHY now organizes several training sessions a year and occasional regional conferences.

**Facilities.** The Center offers housing (20 rooms) with plans for building another guest house. Cafeteria facilities seemed pleasant with ample space. Classrooms were well-equipped and well-organized. The facilities include several work labs for students, a diagnostic lab for testing soils, a dark room, an audio-visual room, and a slide bank of over 4,000 slides.

**Special Programs.** CREPHY would welcome requests for training groups of foreign students and would negotiate a package deal.

### Ecole Nationale Supérieure Polytechnique de Yaounde (ENSPY)

The School expanding and receives both national and international assistance. The French provide 30 "coopérants," and faculty exchanges with French institutions. Other assistance is provided by Switzerland, the World Bank, and USAID. At present, the School offers a first-cycle program leading to a Travaux Ingénieur and a license (BAC minimum criteria), and is developing a program at the master's level. They would like to eliminate the first cycle program, and develop the more advanced curriculum.

**Foreign Student Admissions.** An entrance exam is required for admittance to the school. No exceptions are made regarding the entrance exam which can only be taken in-country. The Director suggested that foreign students enroll at the Faculté des Sciences and take the entrance exam in their third year. Otherwise, they can audit courses at the school.

The Director was very interested in receiving additional students at the licence-level. He suggested that USAID make a formal request for a quota for foreign students who could be accepted "sur dossier" in the first year of the licence cycle, then take an exam to continue the program.

Facilities. The school was recently renovated and appeared to be well-equipped and well organized. Their computer system is state-of-the-art.

#### Center d'Enseignement Superieur en Soins Infirmiers (CESSI)

CESSI which was originally funded by the World Bank as a regional center for nurse-training in Francophone Africa is now a component of the University of Cameroon's School of Public Health.

Foreign Student Admissions. Requirements are a "Diplôme d'Etat" with two years experience. A quota has been established for foreign students who are admitted based on credential reviews without entrance exam.

#### Ecole Superieure des Sciences et Techniques de l'Information (ESSTI)

ESSTI provides training in journalism and communications with continuing financial support from various international donors.

Foreign Student Admissions: 7 places of a maximum of 30 are reserved for foreign students, who are not required to take the entrance exam. They are admitted based on a review of their dossiers and upon recommendation by the Ministry of Foreign Affairs.

Facilities. The school's facilities are well-equipped, and include video and radio studios, a library, and an amphitheater.

#### Institut Africain pour le Developpement Economique et Social (INADES)

A visit to the headquarters of INADES (attached to the of Ministry of Labor), suggested this would not be appropriate for training A.I.D.-sponsored participants. The center organizes outreach activities at the village-level and does not offer standard training programs.

## USAID/Yaounde: Persons Interviewed

- Mr. Bob Schmeding, HRDO
- Mr. Emile Nzalli, Training Officer
- Ms. Josephine Mbarga, Training Assistant
- Mr. Richard Acha, Training Assistant
- Mr. Jack Winn, Financial Management Officer
- Mr. Gary Leinen, Health Officer
- Ms. Massina Jordan, Deputy Director
- Mr. Jay Johnson, Director

## Training Institutions Visited

1. Ecole Nationale Supérieure des Travaux Publics (ENSTP)  
Directeur: Dr. John Navti
  2. Institut de Formation et de Recherches Demographiques (IFORD)  
Directeur des Etudes: M. Antoine Babatounde Houehougbe
  3. Institut Sous-Regional de Statistique et d'Economie Appliquée (ISSEA)  
Directeur: M. Paul Ngongang
  4. Centre Régional de Formation Phytosanitaire de Yaounde (CREPHY)  
Directeur: Shadrock Eric Njomou
  5. Ecole Nationale Supérieure Polytechnique de Yaounde (ENSPY)  
Directeur: M. Henri Botta  
Charge des Cours: Dr. Yunkap Kwankam
  6. Centre d'Enseignement Supérieur en Soins Infirmiers (CESSI)  
Centre Universitaire en Soins de Sante (CUSS)  
Directeur/CUSS: Dr. Pierre Carteret  
Coördiatetrice/CESSY: Mme. Awasum (Left message)
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Ministry of National Education  
M. Germain Ndjieunde, Directeur

Enseignement et Recherche, Université de Yaoundé  
Prof. Jean Claude AboLo, Chef Service-Adjoint

Faculté de l'Economie et Droit, Université de Yaoundé  
Dr. Essama, Vice-Dean

## CHAD

Chad is exclusively a sending mission, with most of its training under the SHRD III project taking place in third countries rather than the United States. There are currently 35 long-term participants in third country training institutions for the 1986-87 academic year. According to its Country Training Plan, however, the training office plans to fund between 6 and 10 new third-country participants per year (or 45 third country participants during the life of project), with increased emphasis on incountry training under SHRD III. The training office operates within the mission's project development office and is staffed by a Training Officer and one Training Assistant.

### Participant Selection

A joint USAID-GOC selection committee receives nominations for training from GOC ministries, reviews dossiers, and forwards approved nominations to USAID for final approval and placement. Applications are sent to the selection committee in May/June for the following academic year. The Training Officer reported that this mechanism has generally worked well, but commented on the tendency for GOC to sometimes approve candidates without the proper qualifications. He added that he does not have enough authority to veto these candidates. The Training Officer also explained that nominations for the current and first academic year under SHRD III were late due to the late receipt of SHRD III funds.

### Selection of Institutions

Chad tends to select training institutions used in the past in Senegal, Ivory Coast and Cameroon, with institutions in Morocco, Gabon and Burkina Faso used to a lesser degree. The Training Officer commented that the Francophone

Directory does not provide enough information to adequately select institutions not yet used. He added that the Directory has been most useful in providing contact information and suggested that a classification system be developed for evaluating the institutions contained in the Directory based on standard criteria. This would not only provide training officers with qualitative information, but it might also encourage competition among institution to improve their standards.

### Placement

Chad uses several placement mechanisms: mission-to-mission; government-to-government; and mission to training institution. Each channel has problems. Chad reports that receiving missions don't respond 30% of the time to placement requests, and sometimes inaccurate information is provided. Government channels also pose problems in terms of verifying the school's commitment to admitting candidates (e.g., an acceptance letter sent by a Ministry may be contradicted by the training institution). Chad considers the lack of verification of placement to be one of its biggest problems.

### PIO/Ps

Before the training office can issue PIO/Ps, annual project funds need to be allocated. As mentioned above, these were late for the first year of the SHRD III project which delayed the selection and placement process and thus preparation of PIO/Ps. The preparation of PIO/Ps is also contingent upon verification of placement which can be problematic as discussed above. The Training Officer explained that past incidents of participants arriving unannounced at receiving missions with a GOC travel authorization but no PIO/P were due to lack of verification of placement for candidates who had been selected for training. This happened last year in Togo, Senegal, Mali and Morocco where participants used their own funds to travel without mission

knowledge. The Training Officer explained that he cannot complete the PIO/P without confirmation of placement, and that the mission has no control over GOC issuing travel authorizations. This situation is being studied further by the project development office.

### Orientation

The training office provides a pre-departure orientation for participants, which often involves other returned participants from the same institution. If this is not possible, other information is prepared on the institution, program, and social and cultural aspects of the new environment. The Training Officer acknowledged that the orientation could be improved upon and suggested the development of videos for each receiving country.

### Health and Accident Insurance

Health insurance coverage for Chadian participants has varied from country to country. Policies have been used for Chad participants in some receiving countries, whereas others have reimbursed participants any medical expenses incurred. Sometimes insurance is included in tuition. The Training Officer suggested that a regional policy would be a better alternative to existing methods.

### Follow-Up

The training office has developed a follow-up plan which includes two questionnaires: one for participants and another for participants' supervisors after the participant has been back on the job for several months. The mission also arranges certificate award ceremonies for returned participants, and was planning one during the team's visit.

### PTMS

The training office has developed its own database using D-Base III for tracking participants. The office plans to receive its own micro-computer at

54

which time it would be interested in having the new version of the PTMS installed, with the understanding that their current data could be "dumped" into the PTMS.

#### Other Assistance Needed

The training office would welcome information assistance from REDSO/WCA on training institutions specifically, and a computerized institutional database would greatly facilitate the process of identifying suitable training institutions for third country participants. The Training Officer would like to see a more qualitative assessment of institutional capability.

Given its placement problems, Chad is interested in developing a way to verify placement and admittance of its candidates.

Chad also felt the need for someone to verify or re-examine the actual per diem needs in receiving countries.

#### Persons Interviewed

- Mr. Isaac Tedambe, Training Officer
- Mr. Ahmat Djimet-Seid, Assistant Training Officer
- Carrie Kassebaum, Project Development Officer

## IVORY COAST

After Senegal, the Ivory Coast receives the greatest number of third country participants under the SHRD III project. There are numerous reputable training institutions with varied program offerings in priority development areas. The REDSO Training Office currently handles between 15 and 20 third country participants a year, and could accommodate more with proper planning. A direct-hire Human Resource Development Officer and an FSN Assistant HRDO oversee the operations of the Training Office. A Training Assistant is being hired to focus exclusively on third country training activities under the SHRD III project.

### Placement

Upon the request from sending missions, the Training Office contacts the training institution to inquire about application and placement procedures as well as costs, and cables the information to the sending mission.

### Disbursements

The training office handles payments for participants' health insurance, tuition and book allowance, monthly stipends, and per diem costs for field trips. This involves preparing vouchers for the West Africa Accounting Center (WAAC), cover letters with tuition payments, and preparation of monthly vouchers for participants' maintenance allowance. The training office also keeps an informal log of all expenses/payments made for third country participants. After processing vouchers, WAAC sends Advices of Charge to the sending mission.

### Counseling/Monitoring

Third country participants contact the training office periodically with problems or requests, (e.g., program changes, and financial or housing problems). The Training Officer requests end-of-year exam results from the schools and forwards them to the respective sending missions. The Training Officer also visits participants on a yearly basis, and makes emergency visits when necessary.

### Housing

The training office assists participants in locating housing if none is provided by the training center. A limited number of rooms are available at the University of the Ivory Coast if reserved in advance.

### Orientation

The training office provides incoming participants with an orientation prior to their program which includes general information on the Ivory Coast, a profile of the training institution, A.I.D. rules and regulations, health insurance, and allowable book expenses. According to the Training Officer, there are no significant cross-cultural adjustment problems among foreign participants.

### Health Insurance

The training office uses a local company which requires a medical exam before coverage. Participants are reimbursed through the program for any treatment received.

### Mission Capability to Handle More TCT

The Training Officer does not see increased third country training in the Ivory Coast as a burden if properly planned. At present, the training office handles between 15-20 long-term participants a year. This requires 50% of the

Training Officer's time at the beginning of training, but diminishes to about 20% after the training has begun. A Participant Training Assistant is being hired to focus exclusively on third country training activities for the Sahel.

#### SUMMARY OF INSTITUTIONAL VISITS

Because most of the training centers used by third country participants are now located outside of Abidjan, in Yamassoukrou and Bouaké, visits in Abidjan involved one new institution, another frequently-used institution which recently moved into new quarters, and several visits with key administrators at the University of Abidjan. Further discussions were held with the REDSO Training Officer, who is quite familiar with most of the Ivory Coast Institutions.

#### Ecole Nationale Supérieure d'Economie Appliquée (ENSEA).

**Admissions.** Participants must pass a qualifying exam which is given in most Sahel (and other African) countries by their respective Departments of Statistics. Last year, there were 800 candidates for the first-year program, of which the top 25 were selected. Sixty-three percent of the student body represents 18 African countries, with 37% from the Ivory Coast.

**Facilities.** The School has just moved into newly-constructed quarters. Classrooms, amphitheater, computer facilities, and the library seem well-equipped and well-organized. There is also a small cafe on-site where refreshments and sandwiches can be obtained. University housing is available with advance notice.

**Academic Monitoring.** Regular work assignments and exams are given to students, who must reach the average or higher to continue in the program. The School would be willing to forward these results to sponsors upon request.

**Costs.** Tuition costs range from 360,000 to 405,000 CFA/year.

A new brochure is being prepared for publication, and the Directory profile was updated.

### Ecole Supérieure Interafricaine de l'Electricité (ESIE).

This school is sponsored by Electrical Professional Societies in 20 Francophone African countries. It offers a five-year diploma program with an additional year of preparation.

**Admissions.** An entrance qualifying exam which must be taken by all applicants is given in each participating country. Participants must be recommended by the Electrical Society in the member country which makes all the arrangements for application and placement. Each member country has a quota for which they must recruit more candidates in order to ensure competitive selection. Capacity has not been reached as the school has only been in operation for a limited period of time.

**Facilities.** The School is totally self-contained, with transportation, lodging and restaurant facilities. It also has excellent training facilities including modern classrooms, a video room, laboratories, and state-of-the-art equipment.

**Costs.** Six million CFA per year per student (about \$20,000) includes everything (room and board, tuition, language training, insurance).

The School would be very interested in receiving more A.I.D.-sponsored students (currently one Chadian is enrolled).

### University of Abidjan.

Discussions with both the Academic Director and Director of Student Services reflected great interest at the University in accepting more foreign students. There is a special office for foreign student admissions, and the

Academic Director expressed interest in providing special counseling services for foreign students. Ten percent of the current student body is foreign. He mentioned as well that there were four American students currently enrolled through the ISEP program at Georgetown University.

The Director of Student Services offered to reserve five places a year at the University housing facilities if confirmation of student placement is received in June for September enrollment. He explained that additional space may be available if reserved far enough in advance.

#### REDSO/WCA-Persons Interviewed

- Jim Washington, Human Resources Development Officer
- Esther Addo, Assistant HRDO
- Duncan Miller, Director, PADS
- J. C. Stanford, West Africa Accounting Center, Controller
- Tom Walsh, Deputy Controller
- Howard Handler, Deputy Director

#### Training Institutions Visited

##### Ecole Nationale Supérieure d'Economie Appliquée (ENSEA)

Directeur: Mr. Yattien Amiguet

##### Ecole Supérieure Interafricaine de l'Electricité (ESIE)

Directeur de la Scolarité: Mr. Niang

##### Centre National des Oeuvres Universitaires (CNOU)

Directeur: Mr. Jean Vincent Zinsou

##### University of Abidjan

Directeur de la Scolarité: Mr. Mbaye Kane

## MALI

Mali serves primarily as a sending mission, with approximately ten TCT participants at present, but also receives some participants. Under the SHRD III Project, this mission anticipates sending approximately 20 participants for third country training\*. The professional staff in HRD consists of one U.S. direct hire HRDO and two Malian Training Officers, one specializing in U.S. training, and one in TCT. Although the relatively larger size of this mission requires more time to complete approval processes than in some other missions, administrative procedures do function smoothly, and permit emergency exceptions. Main concerns of the mission include receiving greater information regarding institutions, and A.I.D. TCT policies.

### Participant Selection

The selection of participants is centralized in the Ministry of Planning, which receives applications from the various ministries and chooses the most appropriate candidates in coordination with representatives of USAID.

### Selection of Institutions

The mission presently tends to use the same institutions over and over, but would like to expand its choices. While staff feel that the Directory of Francophone Training Institutions is a good start, they desire much more information to help them make selections. Desired information includes:

- detailed description of programs of study offered (and assurance that individual programs are really currently available);
- evaluation of the quality of programs, e.g., are they state-of-the-art, how are the faculty, the laboratories, the library;

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\*Clarification of this figure has been requested by AID/W

- detailed information for foreign students: quotas, application dates, requirements, equivalency issues;
- information on full and detailed costs
- what possibilities exist for housing if no dormitories are available;
- more information on, and access to, North African institutions;
- clear A.I.D. guidelines for use of African institutions for degree programs, both undergraduate and graduate.

### Placement

Placement is done in several ways: direct contact between the Government of Mali and institutions, placement by receiving missions at the request of the Mali mission, or placement by the Mali mission itself.

The mission would like the following assistance in placement:

- REDSO/WCA researching the best programs in a given subject, and making institutional arrangements;
- REDSO/WCA contact with institutions to clarify what A.I.D. will and will not pay for, and possibly to negotiate package deals for several students.

In return for such assistance, the mission recognizes that it will need to make early identification of the types of program sought, and provide a suggestion of some possible institutions.

### PIO/Ps

PIO/Ps take close to two months for completion and approval, but much of this is waiting time. Training staff do not consider the work required to be excessive, but cite the following delays: problems getting bio-data from candidates who do not come to the mission for an interview, and the extensive number of approvals required. The system does work, however, and in emergencies PIO/Ps can be walked through the mission in a week.

Suggestions for expediting the process include revision of the PIO/P form to eliminate some biodata, (e.g., elementary schools, description of job), and enforcement of the policy of no participant being allowed to travel without at least taking his PIO/P with him (Chadians have arrived in Mali with no PIO/Ps).

### Orientation

No pre-departure orientation is presently conducted. The mission would like to receive packages of orientation materials for different countries or even institutions, as well as specifics on what A.I.D. will or will not pay or allow.

### Monitoring

Mali considers that few of its participants have academic adjustment problems in TCT, and feels that one report per semester would be sufficient.

### Stipends

Unequal stipends given for the same location by different missions, or even by different projects within a mission, represent a major source of problems for Mali, as both a sending and receiving mission. The staff did not mention Annex E to Handbook 10, but stated that they would like to see some form of standardization applied.

The paperwork involved in preparation of monthly vouchers is a time-consuming process and the mission would like to see a system created for automated preparation of vouchers.

### Health Insurance

Mali desires the standardization of the type of health insurance coverage to be provided in each country, preferably through REDSO/WCA.

### Follow-up

Mali uses a standard training evaluation form, which is somewhat U.S.-oriented, and does not provide for detailed feedback on institutions. These forms are sent to the returned participants, and there are often problems in getting them back.

### PTMS

PTMS has been installed, but is not currently in use. The Mission is counting on an A.I.D. consultancy to get the system working, enter the backlog of data, and train staff in the use of the system--not only in entering and retrieving data, but also in making analyses and comparisons.

### Other Assistance Requested

The mission would like see A.I.D. clarify and expand the guidelines on TCT presented in Handbook 10, including such items as policies on dependents, continuing salary, and tax issues.

Mali also suggested regular meetings of HRD personnel from the entire region to share information, discuss and resolve problems, coordinate policies, and undergo additional short-term training.

Training Officers would like to receive additional training in computer use (not just PTMS) and in training design.

### Persons Interviewed

- Eugene Chiavaroli, Mission Director
- Sherry Suggs, HRDO
- Babacar Diallo, Training Officer
- Manlafi Keita, Training Officer
- Celeste Robertson, Program Office

- Diane Ponasik, General Development Office
- Francisco Zamora, Health Projects
- Emmy Simmons, Agriculture Office
- Becky Niec, Agriculture Office
- Rich Newberg, Agriculture Office
- SK Reddy, Agriculture Office
- Zack Hahn, Private Enterprise Office
- Jim Elliott, Private Enterprise Office

## MAURITANIA

Mauritania is a sending mission exclusively with an anticipated 35 long-term third country participants and 16 short-term participants funded under SHRD III. In general the Mauritanian mission is very supportive of third country training and has established two mechanisms to assure the improved operation of TCT. The HRDO, Andrew Gilboy and the Training Officer Cheik Moussa Kamara have introduced the use of support contracts with Morocco and Tunisia to this end. As an exclusively sending mission and one with a dual affiliation to sub-Saharan and North Africa, the mission is to expand its training opportunities throughout the continent. The principal obstacle to this expansion, as expressed by the mission, is lack of information on programs and program requirements. Training enjoys support throughout the mission particularly with the mission Director and his Deputy. With the introduction of the PTMS and the proposed institutional data-base in REDSO/WCA Mauritania will be able to better implement its TCT under SHRD III.

### Placement

Mauritania relies on several mechanisms for placement of TCT participants. The USAID mission has established a contract with l'Agence Tunisienne de Coopération Technique for the placement, maintenance and monitoring of all participants studying in Tunisia (see Annex I for contract agreement).

USAID/Nouakchott has also established a bilateral agreement with the government of Morocco through the Agence Mauritanienne et Marocaine de Cooperation (AMAMCO) for placement, maintenance, and monitoring assistance for all Mauritanian participants studying in Morocco.

The mission also requests placement assistance by receiving missions when necessary and uses any other channels for placement available to it for TCT.

### PIO/Ps

No problem was raised with the completion of PIO/Ps. The major obstacles to this task are insufficient data to complete the bio-data and fiscal information sections of the PIO/Ps. The mission was not aware of annual cost updates which emanate from S&T/IT, with respect to estimating institutional costs for the fiscal section of the PIO/P.

### Orientation and Monitoring

With the use of contractors for placement and monitoring USAID/Nouakchatt has established an efficient and effective system of complete support for its participants in Morocco and Tunisia. These two countries receive the bulk of Mauritians studying in third countries. Other students are monitored by receiving missions and status updates are sent to Mauritania. No pre-departure orientation is currently given to participants outside the two contractor-implemented programs.

### Health Insurance

Mauritania urged the establishment of a HAC for Francophone Africa; alternatively they suggested a self-insurance program with individual contributions from each participant's PIO/P. Specifically Mauritania suggested that Van Breda Insurance Company, an international health insurance company, be contacted regarding a policy for Francophone Africa.

### Follow-Up

Mauritania is in the planning stages of an awards ceremony for returned participants. The mission feels this is an important way to recognize participant achievement and to re-establish contact with returned participants for purposes of follow-up. They welcome the development of a standardized follow-up questionnaire.

## PTMS

The mission is awaiting the visit of the S&T/IT technical assistant to install its PTMS and to provide initial training in its use. The mission is enthusiastic about the potential of the PTMS as a management tool and plans to include third country training in the system.

### Persons Interviewed

- George Eaton, Director
- Walter Bohme, Deputy Director
- Andrew Gilboy, HRDO
- Cheik Moussa Kamara, Training Officer

## NIGER

Although in a transition period of HRDOs when visited, the Training Office of the Niger mission benefits from carefully structured and attentively followed procedures permitting the Assistant HRDO, Assistant Training Officer and Secretary (whose actual role is more that of an Assistant Training Officer) to function as an effective team (e.g., use of Conditions of Training Agreements, regular pre-departure cables to receiving missions). Niger serves as a sending mission only, with about 40 TCT participants per year. TCT participants under SHRD III are expected to number 103, and will include final participants from projects being phased out. The main concern expressed by the Training Office is the ad hoc nature of many requests for selecting institutions and placing participants.

### Candidate Selection

There are currently three mechanisms by which participants are chosen: under projects, from a pool of training requests submitted by the Government of Niger, and in response to announcements of seminars or other organized short-term training. Some concern was expressed at the mission that the candidates selected be those who most need training, based on national needs, and that the training received be appropriate. It was further suggested that each year's training be planned as completely as possible in advance, so as to limit ad hoc requests from both technical offices of the mission and the GON, and nomination of unqualified candidates. Measures being considered include an annual AID/GON training planning meeting, and the exercise of a stronger veto power of candidates.

## Selection of Institutions and Placement

In many cases it is the Government of Niger that makes its own contacts; sometimes the USAID mission does so. In both cases the tendency is to rely on institutions that are already well known. Both the GON and the mission would like to expand the number of institutions used, and would appreciate having more information available in the Francophone Directory, e.g., evaluation of programs (overall quality, level of practical orientation), more information on short-term training, criteria for entrance, breakdown of costs, and more complete contact information. The training office also inquired as to the possibility of having individual institutional profiles incorporated into the PTMS system.

The training office prefers not to turn over placement responsibilities to REDSO, but would like REDSO assistance in informing missions of new short- or long-term training available, and in organizing special training programs (e.g., computer-related), based on common needs of the missions.

### PIO/Ps

PIO/Ps are easily completed within two weeks, once all the necessary information has been obtained. All participants come to the mission, eliminating problems in obtaining bio-data, but there are often problems in obtaining sufficient descriptions of training programs or a breakdown of training costs.

The Niger training office always cables receiving missions as soon as they begin preparing a PIO/P. Because the pouching of PIO/Ps can take a month or more, the mission always cables relevant financial data before participant departure, and sends a copy of the PIO/P along with the participant.

## Visas

The mission would like REDSO to provide up-to-date listings of visa information, such as which embassies handle the affairs of other countries, and when it is possible to obtain a student visa in the receiving country itself.

## Orientation/Preparation for Departure

The mission is concerned that A.I.D. establish and use clear and standardized maintenance rates for all participants in the same place. An ideal situation would be to coordinate with other donors as well. One specific problem is that the GON sometimes considers the proposed allowances to be excessive--they do not wish participants to be "privileged" in comparison to their colleagues who remain at home. Having binding rates imposed centrally by A.I.D. can help.

Niger is the only mission systematically signing Conditions of Training Agreements with all TCT participants. The training office feels that the use of such agreements helps to avoid misunderstandings and eventual conflicts between the mission and participants, and provides guidance for the receiving mission.

## Health Insurance

As a sending mission only, Niger has no control over the way individual receiving missions handle insurance. They would like to see a standard requirement for insurance, preferably a regional policy that would also cover short-term participants.

## Evaluation and Follow-Up

All participants are asked to submit a written report after returning, but there are currently no guidelines for content, and there is no way to require that the reports be turned in. Even those reports which are turned in are not

always very informative. The training office considers that this problem could be dealt with by linking the submission of a final report or completion of a questionnaire to a final payment of participant allowances.

### PTMS

PTMS is not yet installed, but the mission is expecting a consultant in April to install the system and train the staff.

### Other Assistance Requested

The training office would like to receive more complete guidelines on TCT policy than are now contained in Handbook 10, for example, short-term per diem, health insurance, limits on tuition and supplies, guidelines for using institutions outside of Africa (e.g., India).

Requests for additional training for local Human Resources staff include design of training programs and management skills.

### Persons Interviewed

- Gaston Kaba, Assistant HRDO
- Abdou Yoronto, Assistant Training Officer
- Marie Paule Tran, Secretary, Training Office
- Dayton Maxwell, Director, GDO
- Abbe Fessenden, Program Officer
- Kevin Mullally, Agriculture Office
- Quincy Benbow, Agriculture Office
- Ibrahim Mahamane, Agriculture Office

## SENEGAL

Senegal is both a sending and receiving mission. It receives the largest number of third country participants under SHRD III with approximately 30 per year. The mission also anticipates sending 9 long-term and 24 short-term third country participants over the life of project.

The training office is staffed by a Training Officer and an Assistant Training Officer, and is supervised by two direct-hire Program Officers. While the mission's training is primarily focussed on U.S.-based training, it serves as a major receiving mission and as such will require another Training Assistant to coordinate TCT activities including academic monitoring and participant follow-up.

### Placement

Senegal generally does not get involved in placement, as most placement is achieved through government-to-government contacts. In the case of Niger, Senegal does assist in student placement. Schools visited had varying policies with respect to student placement. At the Ecole Nationale d'Economie Applique (ENEA) students are presented for consideration by their governments and must pass an entrance exam before being admitted; The Institute Nationale de Developpement Rurale (INDR), however, accepts all students presented by their respective governments given that candidates meet all of the institutions academic prerequisites.

### Participant Selection

The mission plans to take a more active role in identifying candidates for long-term training under SHRD III. Priority fields as well as targeted institutions will be agreed upon with the GOS for all long-term slots. The Bureau des Bourses de l'Education National (BEN) (Higher Education Scholarship

Office) will continue to advertise training opportunities through radio broadcasts and in the national newspaper. At the same time, however, the USAID mission will actively identify potential candidates by canvassing targeted institutions and other organizations. Further, the GOS has agreed to set up a separate USAID Participant Training Selection board with members from the ministries involved in USAID training.

Selection criteria include the relevancy of the training to the job the applicant will return to and the need for new skills and approaches in the job, as well as academic qualifications of the candidate.

### Student Preparations

Most institutions visited noted varying levels of student preparation. CESAG maintains rigorous entrance requirements which assure a well prepared student body. ENEA has special tutoring programs and remedial course work for students who do not maintain minimum academic levels; ENUT also has such a program. The latter has just begun a program funded by USIS to assist Francophone Africans with the University's English language requirement. EBAD and INRD have not had any specific problems in student preparation.

### Academic Monitoring

With respect to academic monitoring all schools indicated that it was possible and desirable and could be done on a regular basis (quarterly). ENUT tests its students every 3 months and department heads function as academic counselors. EBAD has mid-year exams, and end-of-year testing. INDR has regular written exams as well as grading of applied work and performance at mandatory stages. ENEA actually evaluates its students overall progress on a regular basis and A.I.D. has ready access to these reports.

A standardized practice of student monitoring needs to be introduced. The information is available but is not currently received by USAID/Senegal staff nor forwarded to sending missions.

## Cultural Adjustment

Although the problem of cultural adjustment was acknowledged, it was largely felt that living in an "internat" environment (which is the case for most of these students) is a cultural-melding experience. This issue could and should be addressed by the receiving mission through a "cultural introduction to Senegal for students. Psychologically this would be a good "ice-breaker".

## Inter-Mission Communication

Coordination between sending and receiving missions needs to be improve as does information flow from sending missions. A major problem raised in Senegal is the lack of any academic files and/or institutional agreements regarding placement of students completed on a bilateral or government-to-institution basis. Attention needs to be given to this problem so that complete and up-to-date dossiers can be compiled for each student, particularly since USAID/Dakar is not involved in placement arrangements.

## Housing

Housing seems to be a minor problem in that most of the schools currently have dormitories. Otherwise student housing is available in Dakar.

## Medical Insurance

Medical insurance is included in some program fees but not in all. Currently the mission practice is to reimburse students for medical expenses. No catastrophic accident coverage is available.

## Student Intake Capacity

All programs visited indicated a willingness to accept more Sahelian students. INDR for example only has 47 students with an institutional capacity of 200. All institutions except INDR, indicated that they maintain country quotas but none saw them as absolutes nor as constraints to increased numbers of foreign students at this time.

## Staffing

Concerning questions of placement, monitoring, counselling and follow-up two options were discussed with USAID/Senegal:

- a) hire a half-time employee for those activities; or
- b) contract activities out through a local firm.

## Persons Interviewed:

- Mr. Joel Schlesinger, Chief of PDO
- Mr. William Hammink, Deputy of PDO
- Mr. Ousmane N'Dao, Training Officer
- Mr. Amatu Athie, Director of Studies, ENEA
- Mr. Charles Yves de Boissy, Deputy Director for Training, CESAG
- Mr. Souleymane Seck, Director of ENSUT
- Mr. Henri Séné, Director of EBAD
- Mr. Camara, Director of ENCR
- Mr. Moussa Fall, Director of INDR

## Institutions Visited

### Ecole Nationale d'Economie Appliqué (ENEA)

Director of Studies: Mr. Amatu Athie

### Ecole Nationale Supérieur Universitaire de Technologie (ENSUT)

Director: Mr. Souleymane Seck

### Ecole Supérieur de Gestion (CESAG)

Deputy Director for Training: Mr. Charles Yves de Boissy

### Ecole de Bibliothécaires, Archivistes et Documentaliste, (CEBAD)

Director: Mr. Henri Séné

### Institut National de Developpement Rurale

Director: Mr. Moussa Fall

### Ecole Nationale des Cadres Ruraux

Director: Mr. Camara

## ZAIRE

USAID/Kinshasa receives very few third country participants, with the majority attending short-term USDA-sponsored seminars. The training office has handled only one long-term participant in the last four years. A visit to a number of training institutions suggested several potential training opportunities for SHRD III participants in the areas of public health (University of Kinshasa's School of Public Health), finance and accounting (CEPETEDE), and media production (SEVOZA). Other training centers visited appeared to lack basic resources and may not be appropriate at the present time for placing A.I.D. participants. The training office would be willing to accommodate more third country trainees, depending on the volume and kind of assistance required. The training office operates within the project development office under the supervision of a PSC Training and Communication Specialist, and is staffed by one Training Officer and two Training Assistants.

### Support and Disbursements

The training office has had limited experience with long-term third country trainees, but has issued payments for their tuition and allowance on a case-by-case basis, and sent Advice of Charges to the sending missions. The training office has not been involved in securing insurance for participants, but would be prepared to do so with a local company (Société National d'Assurance).

The Training Officer is often not informed of other third country trainees, (e.g., 7 Nigeriens were discovered to be in training sent by a contractor). A common practice is to learn of third country participants only when there is a problem, especially with payments. The Training Officer

believes it is better for payments to be controlled by the receiving mission to avoid problems with lost checks and also to be aware of the numbers of third country participants in training.

### Monitoring and Housing

The training office has not had much experience with long-term participants and thus has not been involved in monitoring academic progress. Kinshasa is over-populated and housing in general is difficult to obtain. University housing and eating facilities are generally not available.

### Mission Capability to Handle More TCT Participants

The training office could assist more third country trainees if enough time were allowed in advance to prepare for participants' placement, housing and insurance, and payment schedules.

Staff members also suggested that mission responsibilities regarding third country trainees need to be clarified. Given the low numbers of third country trainees currently in Zairian institutions, assistance to third country participants is a low priority.

## SUMMARY OF TRAINING INSTITUTION VISITS

### Centre National de Coordination de la Formation au Developpement (CENACOF)

**Training Focus and Audience.** CENACOF organizes short-term workshops for a variety of agencies (e.g., FAO, World Bank, A.I.D.). The focus is on development management for mid-level government employees with an accent on sectors considered priority development areas, e.g., health, non-formal education, women and development, and transportation. Its approach is experiential. Foreign participants have come from the Congo, Rwanda, and Burundi to attend various USDA agricultural programs sponsored by A.I.D.

**Services/Facilities.** CENACOF would be willing to design special programs on request. They would also be willing to arrange for housing. The facility seemed adequate for workshops or seminars with one main conference room (30-50 people), equipped with blackboard and flip charts. Also several smaller areas outside could accommodate small groups. Plans to build a larger center are under consideration.

**General Impressions.** CENACOF is an A.I.D.-sponsored project due to terminate in December 1987. It is not clear whether CENACOF will survive A.I.D.'s funding cutoff. It has recently gone through a management reorganization and is experiencing some difficulty in its relations with USAID. The mission plans to continue to use CENACOF on a contractual basis for USDA seminars.

#### Studio-Ecole de la Voix de Zaire (SEVOZA)

The training facilities at SEVOZA are well-equipped and include several production studios for video/television and radio, an auditorium/viewing room, a library with a tape collection, and several classrooms. New equipment had arrived just prior to the team visit. SEVOZA receives ongoing support from the French. The Director was very interested in exploring possibilities to arrange training programs for A.I.D. participants. This center was not listed in the Francophone Directory. A questionnaire has been filled out.

#### Centre de Perfectionnement aux Techniques de Developpement (CEPETEDE)

**Training Focus and Audience.** A seven-month program is offered in finance/accounting and business management for mid- to upper-level professionals. The program consists of a four-month common core with an option to specialize in one of three areas for the remaining three months. A competitive selection process involves an entrance exam. Aside from one participant from Rwanda and a program for Congolese participants

in Brazzaville, participants are mostly from Zaire. CEPETEDE would very much like to organize programs for A.I.D. participants and would respond to any requests for training.

**Services/Facilities.** CEPETEDE would also arrange for guest housing, with costs to be negotiated. The facility seemed pleasant, well-organized, and well-equipped with several conference rooms, computers, and a reproduction/documentation center. The directory profile was updated.

### School of Public Healths University of Kinshasa

**Training Focus and Audience.** The School of Public Health is an A.I.D.-sponsored project which will eventually offer the equivalent of an MPH at the University of Kinshasa. At the present time, a one-year diploma course is offered, and several short-term seminars are being organized by Tulane University. Twenty-two students (all doctors) were enrolled for the first year, and 25 will be enrolled next year. The School already has nominations from the World Bank for five foreign candidates from Rwanda, Burundi, Madagascar, l'ile Maurice, and the Congo who have been recommended by their respective governments. A quota of 5-8 foreign participants is envisioned, although the Director would consider more as the demand arises.

**Services/Facilities.** Temporary housing has been arranged for this first group, although construction of new quarters is well underway and should be completed by October 1987. The School has several vans to meet transportation needs. The new facility will have housing and restaurant facilities, temporary housing for guest teachers, office space for instructors, laboratories, and classrooms. USAID staff are very excited about the project and would be interested in receiving other A.I.D.-sponsored students. The School was not listed in the Directory; a questionnaire was completed.

### Institut Supérieur de Techniques Appliquées (ISTA)

**Training Focus and Audience.** ISTA offers a three-year diploma program in mechanical and electrical engineering, meteorology, and aviation. A foreign student quota of twenty places has been established.

**Services/Facilities.** New facilities were constructed in 1980 with EEC support and include lodging and well-equipped laboratories. ISTA's intention is to become a regional training center. Foreign students are given priority admittance and lodging. The Institute is not listed in the Directory; a questionnaire will be mailed to USAID.

### Centre de Perfectionnement en Administration (CPA)

**Training Focus and Audience.** CPA offers training similar to that of CENACOF (i.e., development management). In the last five years, there have been eight participants from the Congo, Rwanda, and Burkina Faso.

**Services and Facilities.** Lodging is a big problem. There are five people for every one space in the dormitory. The classrooms are somewhat bleak and crowded. There is no main conference room, nor evidence of supplementary equipment. The center maintains a media database on Zairian issues, and a skills bank of training professionals in Zaire. The Directory profile was updated.

### Institut du Batiment et des Travaux Publics (IBTP)

**Training Focus and Audience.** IBTP offers training in architecture, geometry and public works. The latter two sections were closed in 1984 and opened again this year. They were closed down for political reasons, and were consolidated with the architectural school. Candidates need a diplôme d'Etat or equivalent and spend one year in preparation. Students at the school have come from Burundi, India, Lebanon, Rwanda, Cameroon and Angola.

**Facilities and Services.** The former location of the Geometry and Public Works sections was better-equipped. The current location has no lodging, fewer labs and equipment, and appears to be quite run-down. The Directory profile was updated.

### Other Institutions/Observations

**Institut Supérieur de Commerce (ISC).** The Institute trains mid-level technicians in financial management, accounting, and commerce. Lodging is available on-campus but demands exceed availability. A three-year diploma program in commerce, accounting, computer science and secretarial skills is also offered. USAID recruits graduates from ISC to fill accounting and secretarial positions. The facilities are generally not well-equipped and are somewhat run-down.

**Institut National de Préparation Professionnelle (INPP).** INPP offers vocational training and refresher courses for public and private organizations and does not have much experience with foreign students.

### Persons Interviewed

- Mr. Kamal Zein, Training and Communications Officer
- Mr. Massila Kwa Nkazi, Training Officer
- Mr. Katunda, Training Assistant/CENACOF
- Ms. Marie Noel Aerts, Training Assistant/PTMS
- Ms. Carol Payne, Project Officer, School of Public Health
- Mr. Tim Born, Project Officer, CENACOF
- Mr. Manguidoula, USAID Engineering Officer
- Mr. Dennis Chandler, Director

## Training Institutions Visited

### Centre National de Coordination de la Formation au Developpment (CENACOF)

Directeur: Dr. Rudi Chizungu

### Studio-Ecole de la Voix de Zaire (SEVOZA)

Directeur: M. Yves Durandeau

### Centre de Perfectionnement aux Techniques de Developpment (CEPETEDE)

Directeur des Etudes: Jorel Conan

### Université de Kinshasa, Ecole pour la Santé Public

Co-Directeur: Dr. Kashala Diong

### Centre de Perfectionnement en Administration (CPA)

Co-Directeur: Mme. Françoise Lambinet

### Institut du Batiment et des Travaux Publics (IBTP)

Chef du Section Adjointe (TP): Mme. Murgu Profira

Directeur des Services Académiques: M. Mkwala

### Institut Supérieur de Techniques Appliqués (ISTA)

Directeur Générale: Dr. Moussa

Chef du Cabinet du DG: M. Fiote Semandea

ANNEX D: CONDITIONS OF TRAINING AGREEMENT  
DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT

CONDITIONS OF TRAINING

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1. Name of Participant NABAZO, Loulou	2. PIO/P No. 683-0234-1-50645	
3. Country of Training SENEGAL	4. Cooperating Country NIGER	5. Project/Activity No 683-0234

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I agree that if I am accepted to receive academic training under the AID-sponsored participant training program, I will adhere to the program arranged as requested by my government, devote my time and attention to my studies and/or practical training, and conform to AID regulations and procedures for the duration of the training program. I agree that I will not seek extension of the period of my program but will return to my country without delay upon completion of my training and will endeavor to utilize for the benefit of my country the training acquired under this program.

Furthermore, I thoroughly understand the following policies of AID:

- I. The USAID Mission to Niger agrees to fund 30 months only of the academic study in Social Communication to be pursued by the candidate whose signature appears below. Training will be take place at the Ecole Nationale d'Economie Appliquée (ENEA), Dakar, Senegal. Details of the grant are as follows:
- II. Duration of program: January 1987 through June, 1989. The program will be cancelled automatically on the candidate's failing to gain admission into the next successive year's program. The terminal date, i.e. June 1989 is final, and not subject to extension. The candidate is expected to receive the diploma: Ingenieur des Travaux en Communication Sociale. at the end of academic year 1988/89.
- III. Included in the grant are the following measures of support:
  1. Payment of enrollment fee and training related costs to ENEA, Dakar for 30 months.
  2. Payment of a monthly allowance stipend of F/CFA 80,000 during the course of 30 months, contingent on the candidate's continuing enrollment in good standing at ENEA, Dakar. Before departure, the participant will be given payment of F/CFA 300,000 covering first quarter maintenance (January through March, 1987) and first year book allowance.
  3. Payment of a books allowance of F/CFA 60,000 per academic year of enrollment.

4. One roundtrip air ticket, Niamey/Dakar/Niamey in each of the three academic years.
  5. Payment of F/CFA equivalent of U.S. Dollars 120 at the end of the program (i.e. June 1989) for return shipment of books as accompanied baggage.
  6. Health/accident insurance is covered by the grant and is included in training related costs payable to ENEA.
- IV. The grant does not authorize nor provide for purchases of equipment and/or apparatus.
- V. All communications regarding the grant and its implementation will be directed by the candidate to the Office of Education and Training, USAID Mission to Niger, American Embassy, Niamey.

Signed:



\_\_\_\_\_  
(Signature of Participant)

Witnessed:



Michael Kerst

\_\_\_\_\_  
(Signature of Mission Official)

Date:

16 JAN 1987

Title:

Special Project Officer, GDO/ET

Date:

16 JAN 1987

## ANNEX E: REDSO NEWSLETTER

### PARTICIPANT TRAINING ISSUES

The REDSO/WCA human resources development office which also handles participant training, inter alia, is using this chapter of the REDSO/WCA newsletter to initiate dialogue with Training Officers in the REDSO/WCA region, and to address some of the concerns missions might have regarding training. The following are major issues which were brought to our attention over the past year:

#### 1. Travel Authorization for Participants:

Participant training is governed by the rules and regulations of Handbook 10. The Handbook specifically states that "ISSUANCE OF TRAVEL AUTHORIZATIONS FOR PARTICIPANTS IS PROHIBITED". Our attention was drawn to the fact the some missions issued Travel Authorizations instead of PIO/Ps for their participants; these participants submitted travel vouchers for reimbursement of expenses made while in training and received the authorized per diem for USG employees. This practice is incorrect; the only document required for participant training is a PIO/P and not a TRAVEL AUTHORIZATION. Accordingly, participants are not required to submit travel vouchers upon their return from training. Handbook 10 states, and AID/W has reiterated on more than one occasion that, PIO/Ps are issued for all participants regardless of funding or management source. Some missions intentionally use TAs instead of PIO/Ps because they feel that certain participants who are senior level officials should not receive the same maintenance rates as other participants. STATE 250783 dated August 86 provides guidance on the question of per diem for participants, and we would also like to draw your attention to the distinction between a PARTICIPANT and a NON PARTICIPANT as found in Handbook 10.

"A participant is a foreign national traveling to the United States or a Third Country for training through meetings, seminars or conferences as authorized by a PIO/P. Foreign nationals traveling to the United States for the purpose of attending meetings, seminars, or conferences as consultants or experts are not considered participants.

The distinguishing factor is the benefit principle derived as a result of the travel. Should the foreign national gain more benefit from the purpose of training to promote the LDC development program, the foreign national is a participant. If the purpose of the foreign national's presence is to gain more benefit for the Agency's program than for the recipient country, he/she is not a participant."

The Office of International Training (ST/IT) has a bureau which caters specifically to Very Important Persons (VIPs), therefore there is absolutely no need for mission staff to be apprehensive of the treatment or amount of per diem to be paid to such officials when they are in training or on observational tours.

## 2. The Training Process and Lead Times:

The sending mission is required to prepare and send PIO/P's to AID/W and the receiving mission prior to the arrival of participants in the U.S. or in the Third Country. Handbook 10 provides the following guidance for appropriate lead times: For U.S. academic training, (i.e., long-term training leading to a degree), the PIO/P must be received in Washington 150 days prior to commencement of the training program. For U.S. short-term training, usually referred to as technical training, the PIO/P must be received in Washington 90 days prior to commencement of the training program.

For Third Country Training, academic and technical, the PIO/P must be received in the mission in the country of training 60 days in advance of the start of the training program. Upon receipt of the PIO/P by PARTNERS or USDA for US Training, or the Training Officer in a receiving mission for third country training, the training institutions are contacted to



discuss the training requested via the PIO/P and to enroll participants. This process is long and usually time consuming, and often require lengthy discussions in working out suitable placements.

After an agreement is reached on placement, AID/W or the receiving mission sends back to the sending mission the training calendar and an actual budget and advises the sending mission whether or not funds in the PIO/P are sufficient to cover the training requested. The sending mission approves the training plan and makes the necessary budget adjustments. AID/W or the receiving mission then forwards to the sending mission the CALL FORWARD CABLE which provides the date of arrival in the country of training. The sending mission provides pre-departure orientation, advance maintenance allowance and notifies the receiving mission or AID/W of participant's arrival. When there is insufficient lead time the participant may arrive in the country of training without the proper notification or even before a PIO/P is received, in which case the participants go through unnecessary hardship and as usual causes inconvenience and embarrassment for the people at the receiving end.

### 3. Approved Maintenance Allowance Rates

Approved advance maintenance rates are the following: U.S. training: nine hundred dollars (\$900.00) paid by treasury check except for fifty dollars which is paid in cash. Third Country training: the equivalent of one hundred dollars (\$100.00). For budget purposes, Handbook 10 Appendix C and E provide authorized maintenance rates for the U.S. and third countries respectively. These rates are updated annually in A.I.D. Training Notices. Please note that it is the responsibility of the receiving mission to ensure that A.I.D. funds are utilized according to A.I.D. regulations; in other words, the receiving mission or AID/W pays

participants the authorized rates for their countries and not the rates proposed by the sending mission or participants' government. When in doubt as to what are the current rates of a particular third country, the sending mission can always cable the receiving training officer in the receiving mission for such information.

One mission posed the question as to how third country rates are determined. A.I.D. missions all over the world determine maintenance rates for their various countries. In determining rates for their countries, missions take into consideration a number of factors including (1) the cost of university or training facilities, (e.g., dormitories, meals, etc.); (2) maintenance allowance provided to host country nationals by their governments, and (3) maintenance allowance provided by other donors which sponsor participants for training in the country. The Handbook 10 chapter on maintenance rates is updated yearly and the Office of International Training (ST/IT) sends out a cable once a year--usually towards the end of the year--requesting missions to advise any revisions in the maintenance rates for their countries. These rates are approved by ST/IT and published in Training Notices.

#### 4. Management of Third Country Training; Responsibilities of the Receiving Mission

The receiving mission is required to provide health insurance for A.I.D.-funded participants. Our experience in Abidjan has been that the insurance companies will not insure Long Term participants for the duration of their programs. Health insurance in Cote d'Ivoire covers the period January to December renewable each year. For example, when participants arrive in October, they are insured from October to December during the first year, then from January to June or to December for those

participants whose programs last for more than one academic year. The costs of the health insurance are charged to the individual PIO/Ps.

The receiving mission assumes administrative responsibility for third country participants in their country. The mission provides administrative orientation to participants upon arrival in country, pays participants their monthly maintenance allowance and book allowance, pays the training institution all training related costs, including tuition, and sends feedback on the performance of participants to the sending mission.

As always, REDSO HRD officers are available to assist missions with the design, implementation/evaluation of their programs.

5. General Information:

WAAC posts should note that the controller's office will not process advance maintenance allowances prior to the arrival of the Call Forward Cable. Missions are therefore urged to attach a copy of the CFD cable to their vouchers.

ST/IT's new field training advisor Gene Peuse, attended the REDSO scheduling conference from September 21-24, 1986 to explain his role to Missions' representatives and to find out how he can best be of service to the missions in West and Central Africa. Mr. Peuse is available to assist missions with the PTMS, training needs assessments, and general participant training matters throughout Africa.

## ANNEX F:

### REDSO PARTICIPANT TRAINING ASSISTANT JOB DESCRIPTION

#### DESIRED QUALIFICATIONS

- a. Education: Collegiate degree in Education, Business Administration, or the Social Sciences is required.
- b. Experience: At least two years of A.I.D. participant training experience, personnel administration, or vocational training administration experience.
- c. Language: Proficiency (reading, writing, speaking) in French and English required.
- d. Knowledge: Working knowledge of (1) A.I.D. Handbook on Participant Training; (2) training facilities in Cote d'Ivoire, West Africa, and the U.S.; (3) Educational systems in U.S. and francophone West Africa.
- e. Abilities and Skills: Must have ability to develop and maintain good working relations with colleagues, training officers and training institutions.

#### POSITION ELEMENTS

- a. Supervision received: Works under the general supervision of the USDH Human Resources Development Officer and under the immediate supervision of the FSNDH Assistant Human Resources Development Officer.
- b. Available Guidelines: A.I.D. Handbook on Participant Training, SHRD III Project Paper.
- c. Exercise of Judgment: Judgment is exercised in selecting training institutions and in scheduling participant arrivals and departures.
- d. Authority to make commitments: The individual controls own time. Cannot commit funds.
- e. Nature, Level and Purpose of Contacts: Contacts made with Government officials in the Sahel to ascertain the countries' training needs and to develop training strategies; Contacts with directors of training institutions in West Africa to enroll Sahel participants or to discuss other training-related issues.
- f. Supervision exercised: No employees are supervised by the Training Assistant.
- g. Time required to perform full range of duties: Six months.

## SCOPE OF WORK

### BASIC FUNCTION OF POSITION

Serves as Participant Training Assistant in the REDSO Human Resources Development Office. Performs a variety of functions designed to implement the Sahel Human Resources Development Project.

### MAJOR DUTIES AND RESPONSIBILITIES

- 50% 1. Assists with the management of Third Country Training for the Sahel. Upon receipt of PIO/Ps from Sahel missions, identifies suitable training institutions in Africa capable of providing training for Sahelian participants and places participants. Provides administrative services and support to participants in training; this includes counseling, arranging for insurance coverage for participants, paying tuition fees and maintenance allowance, monitoring the progress of participants in training and providing feedback to the sending mission. Prepares reports covering individual trainees, analyzing and evaluating the effectiveness of the training vis-à-vis the project goals and the apparent de facto utilization of the training.
- 20% 2. Assists USAID training officers in the Sahel to prepare their multi-year Country Training Plans. This entails travel to eight Sahel missions to work with the training officers and consult with other mission staff and government officials.

- 10% 3. Travels to USAID missions in the Sahel to provide technical assistance and training to Sahel mission Training Officers to enable them to utilize the Participant Training Management System (PTMS) for the management and tracking of participant records.
- 10% 4. Keeps a database of participants trained under the project and reports on the status of the project. Updates the Directory of Francophone Training Institutions in Africa periodically.
- 10% 5. Performs other duties as assigned.

ANNEX G:

THIRD COUNTRY TRAINING APPLICATION GUIDELINES

Participant Biographical Data  
(to be completed by Applicant)

Personal Information

LAST NAME  
FIRST NAME  
GENDER  
BIRTHDATE  
MARITAL STATUS  
PLACE OF BIRTH  
HOME ADDRESS  
EMERGENCY CONTACT/ADDRESS

Language Proficiency

French: Speaking/Reading/Writing (Excellent/Good/Fair)  
English: " " "  
Other: " " "

Educational Information

TOTAL YEARS COMPLETED (12-13, ETC.)  
HIGHEST DEGREE OBTAINED  
SCHOOLS ATTENDED (Name/Dates/Field of Study/Degrees)  
OVERSEAS TRAINING EXPERIENCE (country-dates-sponsor)

Employment Information

PRESENT EMPLOYER (Ministry, Organization, Company)  
EMPLOYMENT SECTOR (Public, Parastatal, Private)  
DEPARTMENT  
LOCATION  
TEL:

POSITION/OCCUPATION  
MAIN DUTIES  
DATES OF EMPLOYMENT (from \_\_\_\_\_ to present)  
NAME OF SUPERVISOR  
# OF EMPLOYEES SUPERVISED

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THIRD COUNTRY TRAINING APPLICATION GUIDELINES

Proposed Training

TRAINING PROGRAM/FIELD: \_\_\_\_\_

TRAINING INSTITUTION: \_\_\_\_\_

DATES OF TRAINING: \_\_\_\_\_

LOCATION OF TRAINING: (CITY/COUNTRY) \_\_\_\_\_

DEGREE OBJECTIVE: \_\_\_\_\_

**ANNEX H:**

**EVALUATION PLAN**

- 1- Debriefing Questionnaire**
- 2- Follow-up Questionnaire**

EXIT INTERVIEW: GUIDELINES FOR QUESTIONNAIRE  
(To be administered before participants' return  
and forwarded to sending mission)

Name of Participant: \_\_\_\_\_  
Return Date: \_\_\_\_\_

Employment Status

1. Are you returning to your former employer? If not, why?
2. Are you returning to the same position you occupied before training? If not, will your new position have more, less or the same responsibility?

Preparation of Training

3. To what extent were you involved in planning your program (content, objective, schedule)?
4. Are you satisfied with assistance provided by the A.I.D. mission in preparing for your departure (e.g., placement, visa, travel arrangements)? If not, why?
5. Did you receive a pre-departure orientation before leaving your home country (covering administrative, programmatic, and cultural information)? If so, how useful was it?
6. How could the USAID orientation be improved?

In-Training Experience

7. Are you satisfied with support from the local USAID office?
8. During training, did you have any problems with the following: If so, please explain:
  - a) receipt of allowance
  - b) amount of allowance
  - c) living arrangements
  - d) program changes
  - e) academic counseling
  - f) personal counseling
  - g) health insurance plan
9. Did you have language problems during training? If so, please explain.

## Quality of Training

10. Overall, how satisfied are you with your training experience? If not, why?
11. How would you rate the following characteristics of the institution/program you attended (poor, fair, good)
- a) competence of instructors
  - b) academic program/curriculum
  - c) practical experience
  - d) availability of training materials
  - e) library facilities
  - f) laboratories/workshops
  - g) other research facilities
  - h) computer facilities
  - i) condition of equipment
  - j) available medical services
  - k) services for foreign students
  - l) transportation
  - m) access to restaurants/food
12. Do you think the knowledge and skills learned in your training program will be useful in your job?
13. Which skills do you think will be most useful?
14. What are the strengths, if any, of your program?
15. What are the weaknesses, if any?
16. How could this program be improved?
17. Would you recommend this program to others of similar background?

## Comments

**GUIDELINES FOR FOLLOW-UP QUESTIONNAIRE**  
(To be administered to participants within one year after return.)

Name of Participant \_\_\_\_\_  
Date of Return \_\_\_\_\_  
Program Attended \_\_\_\_\_

1. Have you changed job positions since returning from training?  
If so, does your current position have more, less or the same responsibility?
2. Have you received a training-related promotion or salary increase?
3. Is your present position in the same field for which you were trained under the A.I.D. program?
4. Overall, how satisfied are you now with your training experience?
5. To what extent are you now satisfied with the following aspects of your program?
  - a) content
  - b) technical level
  - c) relevance to home country conditions
  - d) competence of instructors
  - e) training resources (equipment, library)
  - f) practical experience
6. To what extent are the knowledge and skills learned in your training program useful in your job?
7. Which skills are the most useful?
8. Overall, how much do you think your training increased your professional competence?
9. Have you experienced any change in attitudes as a result of your training experience? If so, please describe:
10. Have you experienced problems in applying the knowledge and skills acquired in training in your present job? Please describe:
11. How successful have you been in introducing new ideas and/or changes in your job? If not, why?

12. As a result of your training, are you involved in the following activities more, less, or about the same (where applicable):
- a. develop/revise policy
  - b. develop/revise operating procedures
  - c. participate in planning
  - d. develop new programs or services
  - e. develop educational or training materials
  - f. plan or coordinate workshops
  - g. research
  - h. publishing
13. Have you corresponded with your training institution or a professional contact made during training? If so, how frequently?
14. Are you in contact with other A.I.D. participants?
15. How much have you used each of the following methods to share knowledge from training with others?
- a. informal discussion
  - b. on-the-job training
  - c. formal presentations
  - d. exchange of training material
  - e. written reports
16. Have you had any of the following problems since returning from your training?
- a. finding a training-related position
  - b. adequate resources to carry out job duties
  - c. acceptance by colleagues and/or supervisors
  - d. readjusting to bureaucratic procedures
  - e. readjusting to lifestyle
17. Are you a member of a professional association?
18. Do you receive professional publications?
19. Would you recommend this program to others of similar background?

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Comments

C O N V E N T I O N

ENTRE

L'Agence Tunisienne de Coopération Technique, représentée par son Directeur Général, Monsieur HAMED ZECHAL, et désignée ci-après "ATCT" d'une part,

ET

L'Agence Américaine pour le Développement International, représentée par le Chef du Bureau de Nouakchott, Monsieur et désignée ci-après "USAID", d'autre part.

IL A ETE CONVENU CE QUI SUIV

ARTICLE 1 - OBJET DE LA CONVENTION

La présente convention fixe les conditions dans lesquelles l'ATCT assurera pour le compte de l'USAID, l'accueil, le séjour et la gestion financière et administrative d'étudiants et stagiaires mauritaniens en Tunisie.

ARTICLE 2 - PRESTATIONS ASSUREES PAR L'ATCT

L'ATCT assurera pour le compte de l'USAID et en concertation avec elle les prestations suivantes :

- a) Recherche d'établissements ou d'organismes de formation ou de stage.
- b) Introduction des dossiers de formation ou de stages auprès des institutions compétentes.
- c) Accomplissement des formalités d'inscription auprès des organismes de formation ou de stages.
- d) Communication aux étudiants et stagiaires, avant leur arrivée en Tunisie, du lieu d'affectation et des données relatives aux conditions de formation et de séjour.
- e) Choix des Chefs de stages.

f) Accueil et assistance des étudiants et stagiaires à leur arrivée à Tunis et aide pour leur hébergement.

g) Acheminement des étudiants et stagiaires au lieu de la formation ou du stage à l'intérieur de la Tunisie, le cas échéant.

h) Paiement des allocations mensuelles de bourses, des frais de voyages locaux effectués dans le cadre de la formation ou de stage et de tous frais annexes pouvant découler des accords particuliers conclus en application de la présente convention.

i) Organisation de la participation des étudiants et stagiaires aux activités sociales et culturelles liées à l'objet de leur formation

j) Contrôle et suivi du déroulement des études et des stages et évaluation de leur résultat.

k) Garanties des risques sociaux et assurance en responsabilité civile pour les dommages qui pourraient être occasionnés par les étudiants ou stagiaires boursiers.

l) Organisation et prise en charge du retour définitif des boursiers.

m) Plus généralement, toutes interventions qui pourraient lui être demandées par l'USAID, en liaison avec l'objet de la présente convention.

### ARTICLE 3 - MODALITES FINANCIERES DE REGLEMENT DES PRESTATIONS

a) L'ATCT est chargée d'assurer pour le compte de l'USAID la gestion des prestations mentionnées à l'article 2 ci-dessus.

Elle établit, à cet effet, pour chaque boursier, un état financier comprenant notamment :

- Le montant de la bourse (frais de logement, de nourriture, de fournitures scolaires et de transport),
- Les frais de formation (droits d'inscription, honoraires du chef de stage, frais d'étude ou de stage s'il y'a lieu),
- Les frais d'assurance,
- Les dépenses pour activités sociales et culturelles,
- Les frais de transport lors du retour définitif en Mauritanie à l'issue de la formation par la voie aérienne la plus courte ainsi qu' les frais d'exédent de bagage pour la documentation acquise le cas échéant,
- Les frais de gestion découlant de la mise en oeuvre des prestations visées à l'article 2 ci-dessus (soit un certain % de l'ensemble des dépenses engagées, à définir entre les parties contractantes),
- Les dépenses imprévues.

b) L'ATCT acquitte mensuellement et à l'avance les bourses d'étude et de stage en dollars US.

c) L'USAID prend à sa charge l'ensemble des frais mentionnés à l'alinéa (a) du présent article qu'elle acquitte en dollars US à l'ATCT.

Le paiement de ces frais s'effectue en totalité et à l'avance si la durée des études ou du stage est inférieure à six (6) mois et par tranche semestrielle si cette durée est supérieure à six (6) mois.

d) Pour permettre à l'ATCT d'assurer la gestion administrative de la formation des étudiants et stagiaires mauritaniens, l'USAID lui versera une contribution aux frais de gestion calculée en pourcentage du montant total des frais visés à l'alinéa (a) du présent article.

#### ARTICLE 4 - CONDITIONS D'APPLICATION DE LA PRESENTE CONVENTION

a) La mise en oeuvre des dispositions de la présente convention exige au préalable pour chaque formation, un accord entre les parties contractantes par échange de lettres.

b) Il appartient à l'USAID de décider du nombre et du profil des étudiants et stagiaires ainsi que de la nature de la formation qu'ils doivent recevoir en Tunisie.

c) L'ATCT s'engage à informer l'USAID de toute opportunité de formation d'étudiants et stagiaires mauritaniens en Tunisie.

Cet engagement s'inscrit dans la limite des quotas mis à la disposition du Gouvernement Mauritanien par le Gouvernement Tunisien.

d) L'ATCT s'engage à ne prendre aucune décision tendant à mettre fin ou à proroger d'office une formation. De telles mesures ne pourront être décidées qu'avec l'accord de l'USAID.

Par contre, elle s'engage à suspendre les paiements aux étudiants et stagiaires, dans le cas où elle aurait été saisie d'une interruption de leurs études ou stages sans autorisation régulière, de fautes graves ou de manque d'assiduité, et à en informer l'USAID.

#### ARTICLE 5 - DUREE DE LA PRESENTE CONVENTION

La présente convention, qui prend effet à la date de sa signature, est conclue pour une durée de deux (2) ans.

Elle pourra être dénoncée par l'une ou l'autre partie, avec préavis de trois (3) mois, en cas d'inexécution par une des parties des obligations qui lui incombent en vertu de la présente convention.

A l'expiration de la convention ou dans le cas d'une dénonciation, il sera procédé à la liquidation et au paiement par l'USAID des créances pouvant incomber à l'ATCT, le solde créditeur à la clôture du compte sera reversé à l'USAID.

ARTICLE 6 - REGLEMENT DES DIFFERENDS

a) Tout différend qui surgirait à propos de l'interprétation ou de l'application de la présente convention et qui ne serait pas réglé par voie de négociations directes, sera soumis à un arbitre unique.

b) l'arbitre unique sera choisi d'un commun accord par l'AECT et l'USAID, dans un délai maximum de soixante (60) jours à compter de la proposition d'une des parties de recourir à la procédure d'arbitrage pour régler la litige.

c) l'arbitre unique appliquera le droit interne de l'Etat de siège de l'ATCT et à titre subsidiaire les principes généraux du droit.

d) l'arbitre unique sera compétent pour élaborer les règles de procédure sous réserve des dispositions impératives de la loi de l'Etat de siège.

e) l'arbitre unique statuera sur les frais d'arbitrage.

f) l'arbitre unique devant statuer en dernier ressort, les parties renoncent à tout recours.

Fait à .....

LE DIRECTEUR GENERAL DE  
L'AGENCE TUNISIENNE DE  
COOPERATION TECHNIQUE

LE CHEF DU BUREAU DE  
L'AGENCE AMERICAINE POUR LE  
DEVELOPPEMENT INTERNATIONAL  
DE NOUAKCHOTT

105-

ANNEX J:

PERSONS INTERVIEWED

BURKINA FASO

Herbert Miller, Mission Director  
Fati Ouedraogo, Training Officer  
Richard Greene, Health Program Officer  
Perle Combary, Health Program Officer  
Roger Bloom, Office of Agriculture  
Donald Mackenzie, Director, Office of Project and Program  
Development  
Tom Nickle, Office of Financial Management

CAMEROON

Bob Schmeding, HRDO  
Emile Nzalli, Training Officer  
Josephine Mbarga, Training Assistant  
Richard Acha, Training Assistant  
Jack Winn, Financial Management Officer  
Gary Leinen, Health Officer  
Massina Jordan, Deputy Director  
Jay Johnson, Director

CHAD

Isaac Tedambe, Training Officer  
Ahmat Djimet-Seid, Assistant Training Officer  
Carrie Kassebaum, Project Development Officer

IVORY COAST

Howard Handler, Deputy Director  
Jim Washington, Human Resources Development Officer  
Esther Addo, Asst. HRDO  
Duncan Miller, Director, PADS  
J. C. Stanford, West Africa Accounting Center, Controller  
Tom Walsh, Deputy Controller

## MALI

Eugene Chiavaroli, Mission Director  
Sherry Suggs, HRDO  
Babacar Diallo, Training Officer  
Manlafi Keita, Training Officer  
Celeste Robertson, Program Office  
Diane Ponasik, General Development Office  
Francisco Zamora, Health Projects  
Emmy Simmons, Agriculture Office  
Becky Niec, Agriculture Office  
Rich Newberg, Agriculture Office  
SK Reddy, Agriculture Office  
Zack Hahn, Private Enterprise Office  
Jim Elliott, Private Enterprise Office

## MAURITANIA

George Eaton, Director  
Walter Bohme, Deputy Director  
Andrew Gilboy, HRDO  
Cheik Moussa Kamara, Training Officer

## NIGER

Gaston Kaba, Assistant HRDO  
Abdou Yoronto, Assistant Training Officer  
Marie Paule Tran, Secretary, Training Office  
Dayton Maxwell, Director, GDO  
Abbe Fessenden, Program Officer  
Kevin Mullally, Agriculture Office  
Quincy Benbow, Agriculture Office  
Ibrahim Mahamane, Agriculture Office

## SENEGAL

Joel Schlesinger, Chief of PDO  
William Hammink, Deputy of PDO  
Ousmane N'Dao, Training Officer  
Amatu Athie, Director of Studies: ENEA  
Charles Yves de Boissy, Deputy Director for Training,  
CESAG  
Souleymane Seck, Director of ENSUT  
Henri Sène, Director of EBAD  
Camara, Director of ENCR  
Moussa Fali, Director of INDR