

WORKSHOP NOTEBOOK



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Welcome to the Managing for Training Impact Workshop!

This is the fourth workshop for Africa-based Training Officers organized under HRDA since 1988 and the first arranged under the new core contract by AMEX International, Inc. and Creative Associates International, Inc. We welcome your active participation in all workshop activities and hope that you find the sessions informative and directly useful in your work.

We are all professionals with years of experience in the world of Human Resource Development and Training. Within our small group, we share the goals, frustrations and satisfactions which accompany our responsibilities as training experts. Through periodic meetings such as this workshop, we can exchange vital information and ideas on how to improve the impact of training, contribute to the overall development effort of USAID and, ultimately, make a difference in the lives of individuals and institutions around us. Improving the quality and availability of skilled human resources is key to sustaining development activities in any country. Our efforts to build human capital underpin virtually every sectoral development activity, from improving rural health care delivery to modernizing communication systems.

Although most USAID projects contain training components ("technical assistance, training and commodities") and a few only fund training, such as HRDA and ATLAS, the field of Human Resources Development is often under-appreciated by development experts from the technical fields (agriculture, health, etc.). Often we are ill-prepared to represent convincingly our contributions to development, or our management needs. This workshop will expose Mission training experts to the latest information in human resources development and supporting management systems. You will leave with a deepened understanding of your profession AND many practical tools to help you manage training.

This workbook contains 8 sections which correspond to the agenda set out for our eight days together:

1. INTRODUCTION
2. ACHIEVING BROADER IMPACT THROUGH TRAINING
3. MAKING THE MOST OF STAFF AND RESOURCES
4. RESPONDING TO THE NEEDS OF SPECIAL TARGETS: WOMEN, PRIVATE SECTOR AND DEMOCRACY AND GOVERNANCE
5. RE-INVESTING IN TRAINEES: NETWORKING AND STRENGTHENING ALUMNI ASSOCIATIONS
6. THE VALUE OF INFORMATION
7. UNDERSTANDING PROGRAMMING CHOICES
8. SUPPLEMENTARY INFORMATION

The workbook is designed so that it becomes your individualized documentation source for future reference. Feel free to add hand-outs, documents and notes to each section, and to arrange your notes along with the yellow dividers included in Section 8. Tabs 9-12 are also provided for you to customize your workbook. Diskettes will be provided with files that include sample SOWs, memos and other useful documents which you can take home to load onto your office computer system.

We look forward to your help in making this workshop a rewarding and enriching experience. We welcome your suggestions and criticisms during and after the workshop.

The HRDA Project Staff:

USAID/AFR/Office of New Initiatives

AMEX International, Inc.

Creative Associates International, Inc.

March 22, 1994

AGENDA

DATE / TIME	SESSION	PRESENTER
Wednesday, March 23, 1994		
8:30-9:00	Welcome, Introductions	Paul Knepp
9:00-10:00	Latest Perspective on AID	Gary Bombardier
10:15-10:45	Logistics, Norms for the Workshop	Derry Velardi, Rita Wollmering
10:45-12:15	Understanding Mission Strategies	Susan Votaw
1:30-2:00	An Impact Interview	Andy Gilboy
2:00-3:45	Evaluating Training Programs	Brenda Bryant
4:00-5:00	Managing the Information Resource for Impact: HRDA Information System Overview	Hugh Maney
Thursday, March 24, 1994		
8:30-10:00	Using Mission Strategies to Develop HRD Objectives	Susan Votaw
10:15-12:00	Case Studies: Using What We Know About Factors that Contribute to Impact to Plan a Training Strategy	Susan Votaw
12:00-12:15	Photo Session	Team and all participants
1:30-2:00	Group Reports from Morning Sessions	Isabel Dillener
2:00-2:30	Beyond Processing: Increasing Training Office Visibility	Andy Gilboy
2:30-3:45	Taking Advantage of the Information Resource	Martin Hudson
4:00-5:00	Increasing Visibility: Experience from the Field	Isabel Dillener
Friday, March 25, 1994		
8:00-9:30	Drafting PIO/Pe	Lorraine Denakpo
9:30-10:30	PTMS Core Information Gathering and Analysis	Peter Gallagher
10:45-12:00	Data Quality and the Value of Information	Hugh Maney
12:00-1:00	Crisis and Closeout Management	Andy Gilboy
Monday, March 28, 1994		
8:30-10:15	Responding to Needs of Special Targets: Private Sector, Women	Donald Hart
10:30-11:45	What Makes Up Civil Society in Africa: Brainstorming	Felipe Tejada
11:30-1:15	Luncheon Panel: How Do HRD, Training and Democratization/Governance Fit Together?	Felipe Tejada
1:30-2:00	Will You Help My Brother Get an MBA?	Andy Gilboy
2:00-3:45	Case Studies: Advisory Boards, Recruitment, Selection	Susan Votaw
4:00-5:00	Using Databases to Manage Recruitment and Selection	Lorraine Denakpo

DATE / TIME	SESSION	PRESENTER
Tuesday, March 29, 1994		
8:30-10:00	Understanding Institutional/Individual Needs	Donald Hart
10:15-12:15	Group Session of Country Strategy Homework	Brenda Bryant
1:30-2:00	A Lesson on Buying Shoes	Andy Gilboy
2:00-3:45	Quality Control: The Characteristics of a Good Training Program	Rita Wollmering
4:00-5:00	Getting Your Money's Worth: US Academic Training	Isabel Dillener
Wednesday, March 30, 1994		
8:30-10:00	Open Discussion	Paul Knepp
10:15-12:15	Professional Development: Interviewing Techniques	HRDM Trainer
Thursday, March 31, 1994		
8:30-9:30	Looking at Third Country Programming Options	Elizabeth Torrey
9:30-11:15	Training Office Information Needs	Hugh Maney
11:15-12:15	Why Re-Invest?	Ron Raphael
1:30-2:00	Can't USAID Send Me to Another Seminar?	Andy Gilboy
2:00-3:15	Basics of Scopes of Work	Donald Hart
4:00-5:00	Budgeting for Training and Training Services	Lorraine Denakpo
Friday, April 1, 1994		
8:00-9:30	Reinforcing the Likelihood of Impact	Andy Gilboy
9:45-11:00	Promoting Linkages of Local Associations	Stephen Dike
11:00-12:00	Post-Test, Evaluation	Rita Wollmering
12:00-1:00	Lunch and Presentation of Certificates	Paul Knepp

LIST OF PARTICIPANTS

Hajera Abdullahi	Training Assistant USAID/Ethiopia
Souley Alima	Participant Training Clerk USAID/Niger
Roger Blassou	Training Officer USAID/Benin
Hadiza Bolho	Participant Training Assistant USAID/Niger
Alpha Souleymane Diallo	Private Sector Training Assistant and PTMS Specialist USAID/Guinea
Moustapha Diallo	Training Officer USAID/Guinea
Mamadou Diarra	HRDA Project Manager USAID/Senegal
Joseph K. Enuson	Participant Training Officer USAID/Ghana
Barbara Jensen	Human Resources Development Officer USAID/Gambia
Wilbur Jones	Clark Atlanta Univ. HRDA Manager USAID/Zambia
Anna Jozefowicz	Program Specialist USAID/Poland
Lucy Chris Kaliu	Participant Training Specialist USAID/Malawi
Thierno Kane	REDSO/WCA, Regional HRDA Project Advisor USAID/Côte d'Ivoire
Z. Kristos Minja	Training Officer USAID/Tanzania

Fatma Ahmed Foad Naguib	Training Office USAID/Egypt
Eugene Ndaro	BEST Project Training Administrator USAID/Burundi
Methode Ndikumana	Acting BUHRD Project Manager USAID/Burundi
Emmanuel Oche Okochi	Ag. Head of Training Division/Program Officer for Training USAID/Nigeria
Gilbert Pouho	Assistant Training Officer USAID/Guinea Bissau
Agnes Rakotomalala	Program Office USAID/Madagascar
Asina Sibetta	HRD Officer USAID/Zambia
Emanuel Antero Garcia da Veiga	General Development Officer USAID/Cape Verde
Dominique Zemrag	Participant Training Assistant USAID/Morocco
Jeanne Marie Zongo	Training Officer USAID/Burkina Faso

LIST OF PRESENTERS

AID/AA/AFR/DAA

Gary Bombardier Deputy Assistant Administrator, Africa

AID/AFR/ONI/TPPI

Paul Knepp	Acting Director
Freeman Daniels	Private Sector Training Specialist, HRDA
Elizabeth Torrey	International Programs Specialist, HRDA
Rita Wollmering	Public Sector Training Specialist, HRDA
Hugh Maney	MIS Specialist, HRDA
Barbara Keating	Data Administrator and Analyst, HRDA
Yvonne Anduaem	Senior Training Advisor, ATLAS
Ted Clarke	Associate Training Advisor, ATLAS

AID/HRDM/TSD

Lucy Sotar	Director of Training and Staff Development
Toni Mitchell	Training Specialist

AID/G/OIT (Office of International Training)

Ron Raphael	Field Service Advisor for Africa and the Newly Independent States
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AMEX International, Inc.

Lorraine Denakpo	Project Manager, HRDA
Donald (Duca) Hart	Private Sector Training Coordinator, HRDA
Andrew Gilboy	Private Sector Training Coordinator, HRDA
Isabel Dillener	Assistant Project Manager, HRDA
Felipe Tejeda	Vice-President and Corporate Monitor, HRDA

Creative Associates International, Inc.

Brenda Bryani	Vice-President and Corporate Monitor, HRDA
Susan Votaw	Information Dissemination Specialist, HRDA
Derry Velardi	Workshop Logistics Coordinator, HRDA

InfoStructure, Inc.

Peter Gallagher	President, Information Management Specialist, HRDA
Martin Hudson	Vice-President, Information Management Specialist, HRDA

African American Institute (AAI)

Heather Monroe	Chief of Party, ATLAS
Niamani Mutima	Program Officer, Field Services, ATLAS
Ken Doucet	Placement Officer, ATLAS

Partners in International Training and Education (PIET)

Dawn Gayle	Placement Specialist
Carey Needham	Programmer, Entrepreneurs International (EI)

US-Africa Chamber of Commerce

Stephen Dike	Director
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Service Corps of Retired Executives (SCORE)

Peter Pallesen	Business Consultant
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WORKSHOP GOAL

To manage and administer more effectively a range of human resource development programs in order to increase impact in Mission-designated target areas.

WORKSHOP OBJECTIVES

Participants will:

- be able to analyze the Mission's overall program objectives and develop appropriate training strategies;
- gain a better understanding of the need to demonstrate impact as well as learn strategies and develop techniques for achieving high impact training;
- enhance their skills in utilizing management information (MIS) systems for planning and managing HRD activities;
- increase their understanding of the relationship of training implementation documents — such as PIO/Ps and PIO/Ts — to project management, evaluation, and impact analysis.

GLOSSARY OF FILES ON DISKETTE

This workbook is accompanied by diskettes with files that may be of use to you in managing your training portfolio for its impact on your Mission's and country's development goals.

The following table lists the files provided, along with the following information for each file:

- the file's name;
- the format or software the file is in;
- the use the file is intended to serve;
- suggestions on how to use each file.

FILE NAME	FORMAT	USE	COMMENTS
ACADQUES	WordPerfect 5.1	Sample questionnaire for participants in US training.	Fill in Mission and add any additional questions.
ENGORIENT.MEM	WordPerfect 5.1	Sample orientation materials in English for arrival in the US, including arrival instructions for Washington.	Fill in appropriate blanks and add any special information.
FRORIENT.MEM	WordPerfect 5.1	Sample orientation materials in French for francophones on their way to training in the US, including arrival instructions for Washington.	Fill in appropriate blanks and add any special information.
PORIENT.MEM	WordPerfect 5.1	Sample orientation materials in Portuguese for lusophones on their way to training in the US, including arrival instructions for Washington.	Fill in appropriate blanks and add any special information.
HIRING.MEM	WordPerfect 5.1	Sample job description and advertisement in English for a Training Specialist.	Fill in Mission, project-specific information, and any other additional information.
SKILTEST.MEM	WordPerfect 5.1	Sample skills test for a candidate for the Training Specialist's position.	Add any Mission- or project-specific information, or follow this format to create your own skills test.
SELPROC.MEM	WordPerfect 5.1	Selection procedures for a Training Specialist.	Add any Mission- or project-specific information or procedures, or follow this format to create your own recruitment process.
EVALCRIT.MEM	WordPerfect 5.1	Evaluation criteria for a Training Specialist.	Add any Mission- or project-specific information or procedures, or follow this format to create your own evaluation criteria.
SPECREJ.MEM	WordPerfect 5.1	Sample letter to a candidate who was not selected as Training Specialist.	Fill in particulars or use this format to create your own letter.
SOW-NEED.MEM	WordPerfect 5.1	Sample Scope of Work for a Training Needs Assessment.	Follow this format to develop Scopes of Work for in-country training needs assessments.

FILE NAME	FORMAT	USE	COMMENTS
PROVQUES	WordPerfect 5.1	Sample questionnaire for local training providers.	Fill in Mission, country, and add specific questions as necessary.
TPLAN.MEM	WordPerfect 5.1	Sample Annual Mission Training Plan.	Follow this format to develop Annual Training Plans for your training office.
TNGORD.MEM	WordPerfect 5.1	Sample Mission Training Order.	Fill in Mission-, country- and project-specific information, or follow this format to develop your own Mission Training Order.
WIDGRANT.MEM	WordPerfect 5.1	Sample memorandum for a Concept Paper for an HRD/WID matching grant program.	Fill in your country-specific information, or use this format to justify other kinds of programs.
ETPAGREE.MEM	WordPerfect 5.1	Sample Inter-Agency Reimbursement Agreement to contract for in-country English language services with USIS.	Fill in your country-specific information.
ALUMASSN.MEM	WordPerfect 5.1	Sample flyer on returned participants' association.	Fill in your country-specific information or use this format to create your own flyer.
TNGMKT.MEM	WordPerfect 5.1	Sample flyer describing a human resource development project.	Use this format to create your own description of HRDA or other Mission-specific projects.
PICTURES	WordPerfect 5.1	Graphics that can be used in WordPerfect documents.	Copy the figure box you want into your text, then use WordPerfect to edit its size or position if needed.
AFRONI.LST	WordPerfect 5.1	List of all personnel at AID/AFR/ONI.	Keep current by editing as you receive notification of any personnel changes.
OIT.LST	WordPerfect 5.1	List of all personnel at OIT.	Keep current by editing as you receive notification of any personnel changes.
HRDA.LST	WordPerfect 5.1	List of all personnel working on the HRDA Project, including AID/AFR/ONI and contractors.	Keep current by editing as you receive notification of any personnel changes.
AFRTO.LST	WordPerfect 5.1	List of all training office personnel in African field Missions.	Keep current by editing as you receive notification of any personnel changes.
BROCHURE	WordPerfect 5.1	Sample HRDA informational brochure.	Enter any Mission-specific information and delete italics.
3RDPIOP.WK1	Lotus 1-2-3 version 2.4	Sample PIO/P budget worksheet for third country training.	Enter specific information to complete the budget.
BUDGET.WK1	Lotus 1-2-3 version 2.4	Sample worksheet for technical services.	Enter specific information to complete the budget.
LTPIOP.WK1	Lotus 1-2-3 version 2.4	Sample PIO/P budget worksheet for long-term training.	Enter specific information to complete the budget.
STPIOP.WK1	Lotus 1-2-3 version 2.4	Sample PIO/P budget worksheet for short-term training.	Enter specific information to complete the budget.

ACHIEVING BROADER IMPACT THROUGH TRAINING

We have been hearing more about impact in Missions recently, especially since AID/Washington created the *Assessment of Program Impact* ("API") in the 1980s. That exercise requires that Missions identify baseline data drawn from their sectors of interest against which the success of USAID's development interventions can be measured. For instance, a health project might record the number of child deaths due to dehydration before and after implementation of a USAID-financed health activity intended to increase the use of oral rehydration techniques. A change in the rate of deaths may be attributable to the activity sponsored by USAID.

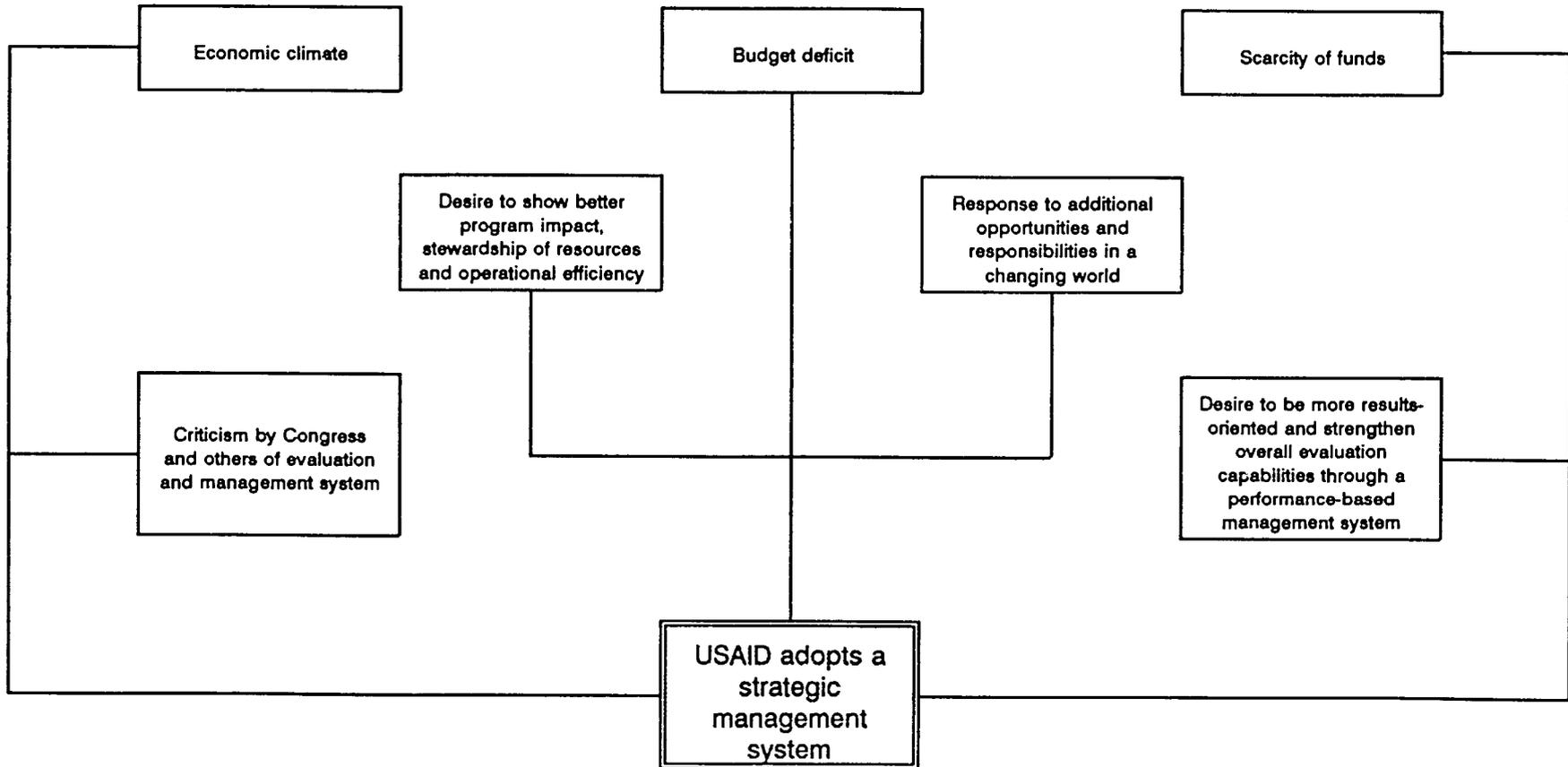
There are special obstacles in the way when we measure investments in human resources and training against anticipated outcomes. We have to consider human behavior, unanticipated events, individual intentions and unquantifiable factors to try to evaluate the impact of training. How we can evaluate the impact of training and achieve broader impact with our limited training resources are addressed in this section.

In addition to understanding impact, we need to know how to integrate the Mission's strategic development objectives into our training plans. The CPSP helps Missions focus its activities while providing the USAID HRD professionals with clear guidance on where to devote training resources. How to integrate the CPSP into your training activities will also be treated, so that your all of the Mission's training investments correlate with its development goals and objectives. We will also learn how to use the CPSP as a tool to keep training investments targeted.

In this section and in the workshop sessions related to this theme, participants will:

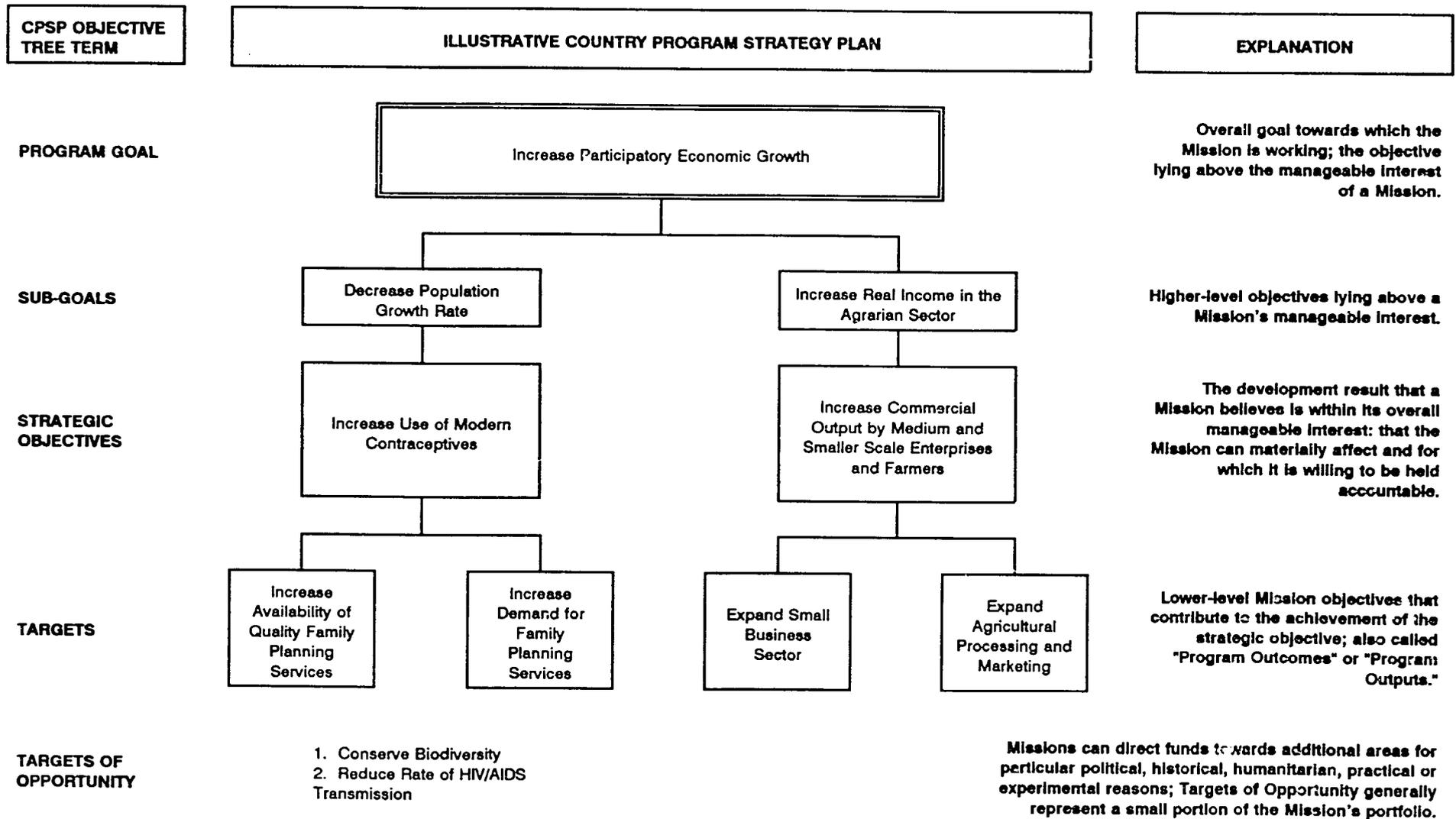
- ◆ gain a better understanding of the CPSP as a strategy tool;
- ◆ understand why demonstrating impact is important;
- ◆ use the CPSP to develop training strategies;
- ◆ learn about how to employ training strategies to ensure the greatest return on investment;
- ◆ realize how computer applications are key to impact planning and evaluation.

A COMBINATION OF FACTORS LED TO A CHANGE IN USAID'S MANAGEMENT SYSTEM



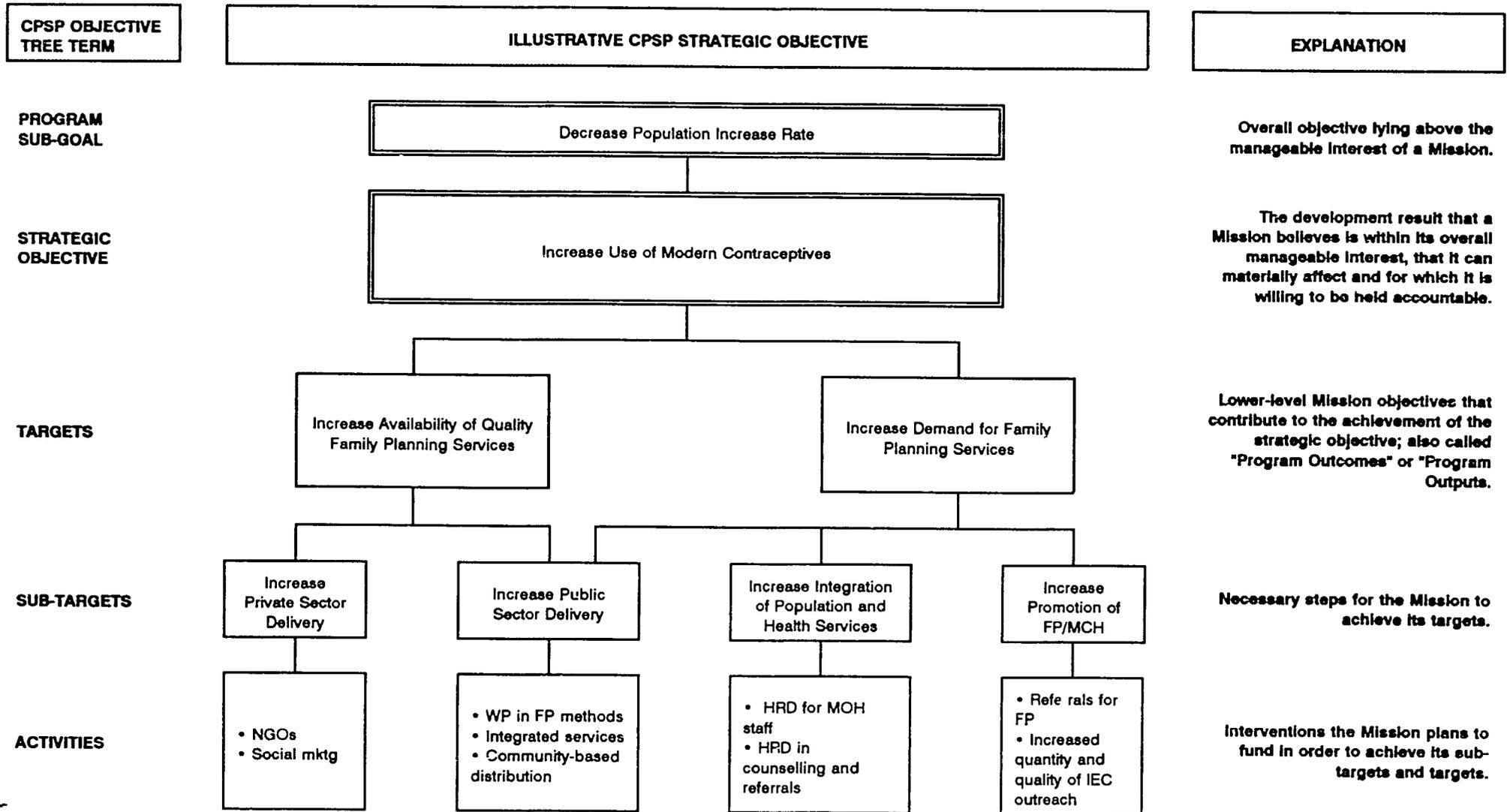
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STRUCTURE OF THE CPSP OBJECTIVE TREE



Note: These definitions have been extracted from the Agency-wide A.I.D. Program Performance Measurement Guidance drafted 2/21/1992.

STRATEGIC OBJECTIVE TREES SPELL OUT ANTICIPATED DEVELOPMENT RESULTS AND ACTIVITIES TO ACHIEVE THEM



Note: These definitions have been extracted from the Agency-wide A.I.D. Program Performance Measurement Guidance drafted 2/21/1992.

GLOSSARY OF CPSP TERMS

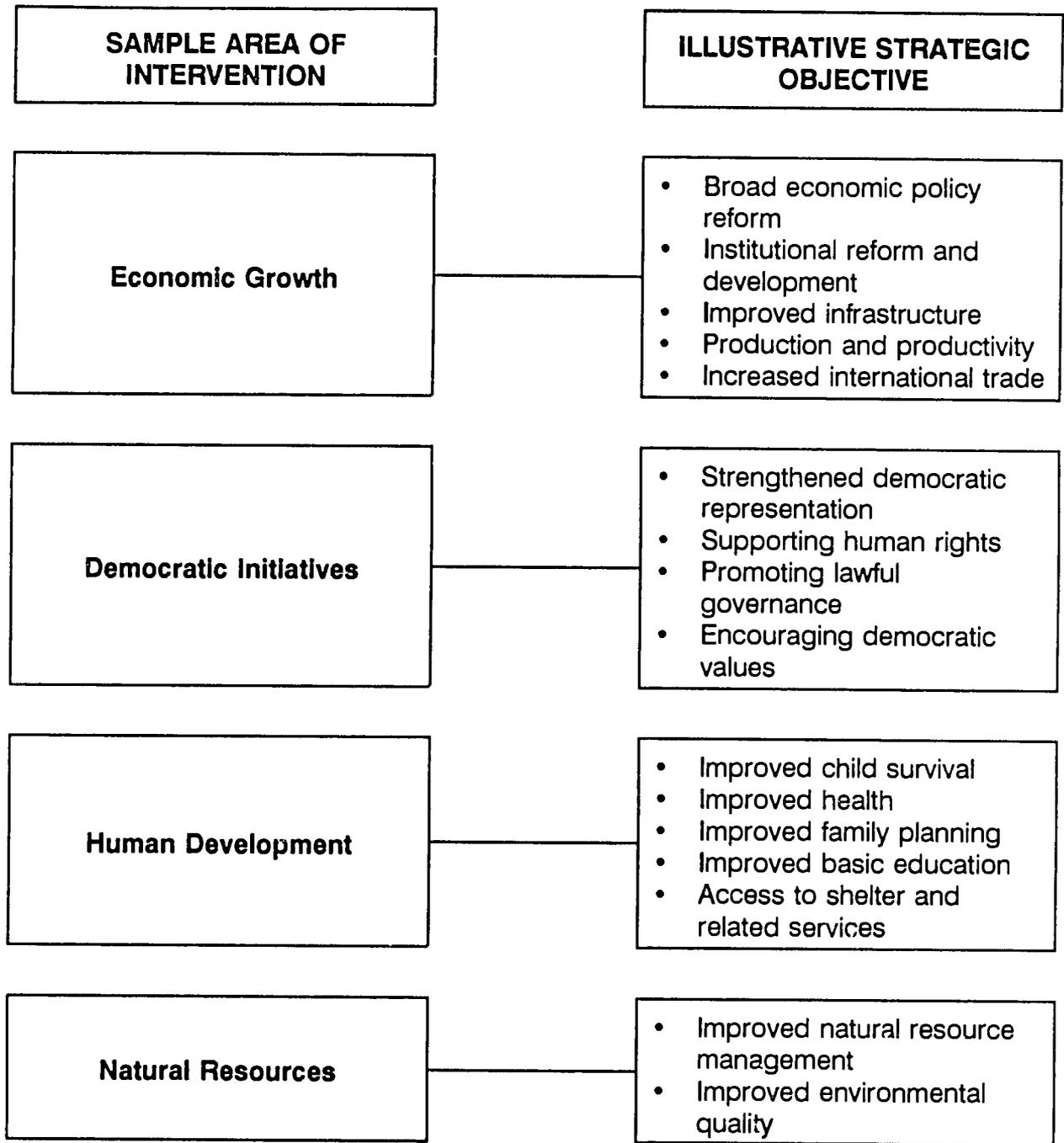
CDIE DEFINED A CONSISTENT TERMINOLOGY TO SUPPORT USAID'S DESIRE TO MANAGE FOR RESULTS

TERM	MEANING
Program	The sum of the project, non-project and policy dialogue actions undertaken by a Mission in pursuit of a given strategic objective.
Strategic Objective	The average of 3 highest level objectives on which a Mission's activities can be expected to have a meaningful impact in the short to medium term.
Country Trends	Basic national, social, economic, financial, political and environmental trends which provide the context for and ultimate object of USAID activities.
Program Performance Indicators	Criteria for determining or calibrating performance in the attainment of strategic objectives.
Performance Standards or Targets	Anticipated levels of accomplishment with respect to program performance indicators.
Performance Monitoring	An institutionalized system for collecting and reporting program performance data on a periodic (generally annual) basis.
Program Outputs, Program Outcomes or Targets	The major accomplishments for which a Mission is willing to assume direct responsibility in its efforts to achieve its strategic objectives.
Linking Studies	The special studies sometimes needed to establish the relationship between program outputs and strategic objectives.

Targets of Opportunity

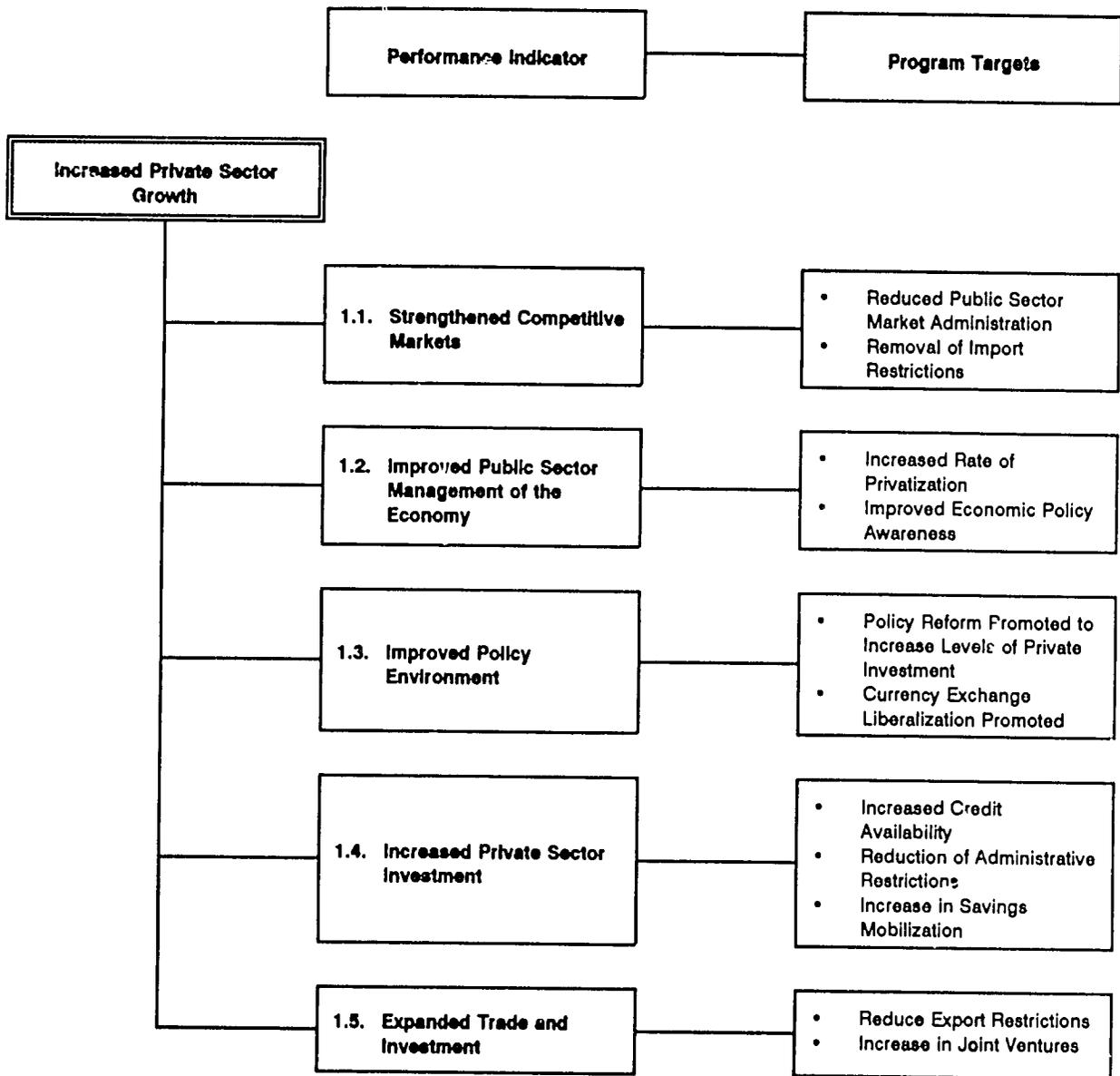
Those objectives included in a Mission's portfolio which do not contribute in a direct or measurable way to the attainment of a Mission's designated strategic objectives but which are nevertheless retained in the portfolio for historical, political or developmental reasons.

USAID IS DEVELOPING OBJECTIVES IN A COMPREHENSIVE SET OF AREAS



ILLUSTRATIVE AGENCY-WIDE PROGRAM OBJECTIVES AND PERFORMANCE INDICATORS	
CORE STRATEGIC OBJECTIVE	SAMPLE PERFORMANCE INDICATOR
1. Increased Private Sector Growth	Increased private sector proportion of GDP
	Increased level of private sector employment
	Increased level of private sector employment
2. Increased Agricultural Productivity	Increased productivity for selected crops
	Increased net farm incomes
	Increased food security
3. Improved Natural Resource Management	Increased percentage of valuable hectares protected and managed
	Increased percentage of pollution sources eliminated or reduced
	Increased ratio of forested areas to deforested areas
4. More Effective and Enduring Democratic Institutions	Increased respect for human rights
	Increased responsiveness of governments to human need
	Decreased violence of contests for political power
	Increased consent of the governed to the right of the government to rule
5. Increased Use of More Effective and Sustainable Human Services	Increased literacy rate of school age population
	Decreased mortality rate
	Increased life expectancy
	Decreased population growth rate

DETAILED ILLUSTRATION OF PRIVATE SECTOR OBJECTIVES



DEVELOPMENT IMPACT AND THE ROLE OF HRD

Development assistance aims to secure and maintain a basic quality of life for people around the world. Development assistance meets this objective by changing and improving the economic, social and political conditions that relate directly to people's quality of life. The task is complex and requires a variety of interventions to achieve results.

Designing HRD to Ensure Results

Human resource development projects or activities cannot be designed until other more comprehensive development program plans are in place. The strategic direction of the Mission will dictate planning for education and training.

There are three steps to designing HRD interventions to ensure results:

- Start with the "big picture."
- Translate the "big picture" into action plans.
- Move from action plans to training needs.

These steps are discussed below.

► **Starting with the big picture.**

Because human resource development is a support strategy — one critical to sustainable development — HRD interventions must be designed in response to Mission plans made with and for the host country. Those plans result from a number of inputs that include but may not be limited to the following:

- Regional priorities defined by the US government and the Agency for International Development — an example is the Development Fund for Africa;
- National priorities established through the government planning process — an example is a National Development Plan;
- Donor agreements that promote collaboration and influence the role of US assistance;

Human resource development (HRD) is one important tool in development assistance.

HRD builds local capacity and contributes to the sustainability of economic, social and political change.

The role of HRD is to support and enhance the effectiveness of other development interventions.

- Strategies that are developed regionally or bilaterally to focus and concentrate the USAID investment in a given county — an example is the Country Program Strategy Statement (CPSP).

A key step in the country planning process is to articulate the desired impact. USAID must make a commitment to contributing to promoting change at the level of the target beneficiary. USAID must answer these questions:

- *What changes are we trying to effect?* An example is lower fertility rates;
- *What population is the target of change?* An example is rural adolescent girls;
- *What is the current situation or status?* For example, what is the current fertility rate among adolescent girls?
- *What kinds of changes can we expect to the current situation?* If possible, a numerical target of change should be established that is both realistic and in line with intended investments.
- *How can the changes be monitored and who will monitor changes?* what is the USAID plan and what role will the government or other entities play?

There are three steps to designing HRD interventions to ensure results:

- ▶ Start with the "big picture."
- ▶ Translate the "big picture" into action plans.
- ▶ Move from action plans to training needs.

▶ ***Translating the big picture into action plans.***

Once the strategic design decisions have been made, the Mission can turn its attention to action planning. Programs and projects are developed that are aimed at positively affecting the target beneficiaries and contributing to the specified impact. The Mission may elect to have one or more programs or projects aimed at a single strategic objective. One sector or several sectors may be involved. For instance, lowering fertility rates may involve both the health and population experts and the education experts. It is their job to determine how the desired change can best be achieved efficiently and effectively.

The plan of action frequently depends substantially on local capacity — the capacity of a variety of organizations and institutions to get certain goods and services to target beneficiaries. If the capacity to do so is limited or performance is inadequate, then *training* may be an essential additional element of a Mission's strategy.

Determining the need for human resource development is part of the action planning process. The steps involved in determining HRD needs include:

- *Describing the system that is interacting with target beneficiaries.* For example, describe the institutional network that currently affects fertility rates among rural adolescent girls: describe the systems that affect girls' reproductive behavior including families, religious institutions, public institutions such as schools, health care providers, and so on.
- *Describing the institutions that are key to the USAID-funded initiative.* The Mission's plans probably call for working with some but not all of the institutions and organizations identified. For instance, schools and communities may have been identified as critical while health care providers will play a limited role in the Mission's work with adolescent girl fertility rates.
- *Determining the capacity of the key institutions and organizations to perform their roles in the program or project that has been planned.* An important element in capacity assessment is an assessment of the human resource status. HRD activities will be designed according to the identified institutional needs. Institutions that are targeted for training may be policy-making bodies, implementing organizations, community groups, or other types of organizations that influence the delivery of results. Institutional assessment means making judgements about both the capacity and current ability of the institution to perform.

► ***Moving from action plans to training needs.***

Once the limitation in capacity and performance have been identified, those limitations that can effectively be addressed by training can be tentatively defined. These needs for training must be determined with the active participation of the targeted institution. Training of all types of personnel must be considered:

- *Leadership* or executive personnel;
- *Management* at senior, middle and supervisory levels;
- *Technicians* including personnel that may be considered highly skilled or semi-skilled;
- *Administrators* that support the leadership, managerial, technical or administrative functions.

When considering the full range of training needs, types of training options must be broadly considered as well. Training options include academic and technical training, long-term and short-term training as well as training in the US, in-country or elsewhere. It is important to consider all types of training for all types of personnel so

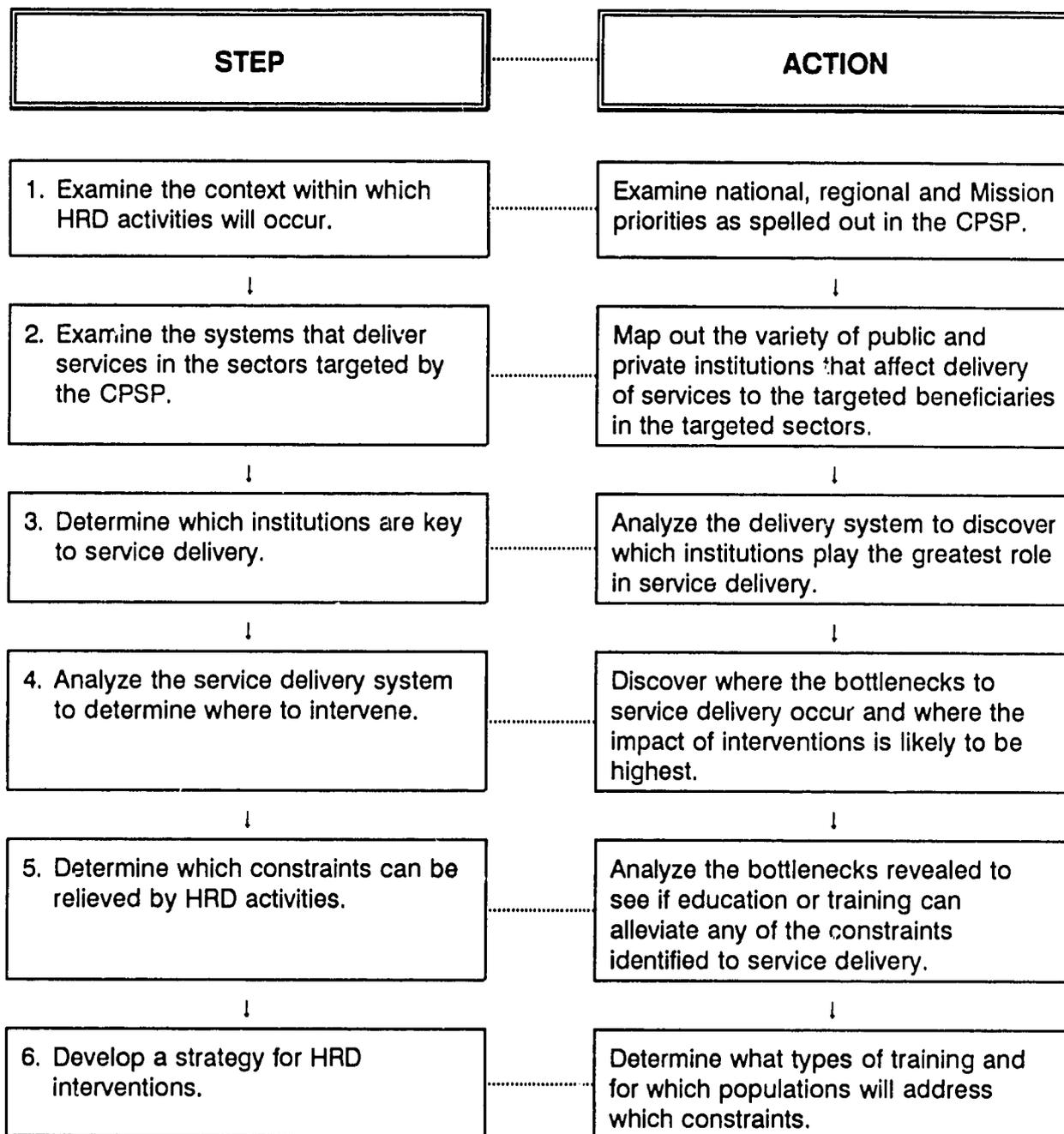
that the HRD plan is thorough, systematic and integrated into the broader action plan. Guidelines as to what training to apply to which limitation are provided under the section "Understanding Programming Choices" in this Workbook.

Not all limitations in institutional capacity or performance can be remedied through human resource development activities.

For example, restrictive codes may inhibit the growth of small businesses. Such a factor would influence a hypothetical strategic objective to increase small business activity but cannot be directly attacked by training entrepreneurs.

Training action plans should take careful note of these exogenous variables that limit the impact Mission-funded HRD activities can have.

DEVELOPING AN HRD STRATEGY



TRAINING FOR IMPACT

The purpose of a strategy to train for impact is to specify:

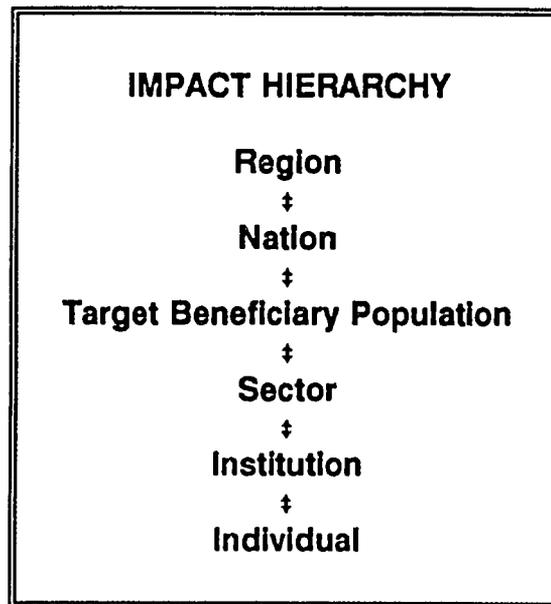
- how training serves the Mission's aims;
- how training can be implemented and managed for tangible results.

Implementing a strategy to train for impact generally requires:

- assessing a Mission's current training implementation process
- examining how the impact of training is currently defined and measured;
- determining how this system can be improved.

WHAT IS IMPACT?

- Impact is change. At the individual level, impact is change in the quality of life.



- Development impact occurs on a variety of levels, from individual to institutional to sectoral to national-level impact.
- Training itself is not impact. Impact is what trainees **do** with their training. Training is simply one intervention available to a Mission or institution to produce change.
- Training is not necessarily a Mission's strategic objective. However, training and skills development can be used to contribute to achieving a Mission's strategic objectives or targets of opportunity.
- Demonstrating the impact the Mission has had on a country's development requires measuring differences in performance before and since training.
- Establishing impact means measuring individual and institutional performance prior to training and following training. The change in performance identified in this way may be the result — the impact — of the training.
- In order to contribute to USAID's aims for development, training must be
 - **responsive** to the country's plans for development;
 - **fully integrated** into the Mission's programs and projects that support these plans;
 - **managed strategically** as a tool for fostering USAID's defined development outcomes.

USING TRAINING TO ACHIEVE DEVELOPMENT IMPACT

Training for impact may require a change in how the Mission, the government and beneficiary organizations perceive human resource development. Training for impact on development means changing from a focus on individual skill achievement to looking at employing institutions and sector, concentrating on the utilization of training at the organizational level.

- Mission-funded training will only have impact if the recipient organization can effectively utilize the training.
- The utilization of training begins with how USAID, the employing organization and the trainee plan for and manage training.
- Effective utilization of training is the responsibility of the organization whose work units and staff benefit from training.
- Demonstrating impact requires collecting baseline data against which training impact will be measured and performing longitudinal studies to document change over time.
- Accounting for productivity — demonstrating training impact — should be the responsibility of recipient institutions.

A STRATEGY TO TRAIN FOR IMPACT HAS MANAGEMENT IMPLICATIONS

Training is a highly visible and coveted tool at the Mission's disposal to support a country's development goals. Training for impact requires a Mission-wide integrated philosophy which fosters human resource development for its impact across sectors and across projects.

A strategy to train for impact has implications about how training is planned, managed, and utilized. It means linking training planning, including nominating candidates, to training's ultimate utilization. Indeed, forward and backward links to selection, design and evaluation are key to a successful strategy.

Using training to achieve development impact means changing perceptions about why we train and who we train.

WHY: To achieve change in an *organization*.

WHO: *Individuals* who can effect organizational change.

Training for development impact means changing from a focus on providing an individual with needed skills to focusing on providing employing institutions and sectors with individuals with the skills required to effect institutional or sectoral change.

■ Development impact is likely if:

- USAID, the employing institution and the trainee work together to plan and manage the training;
- the employing institution uses its trained staff effectively.

Mission-funded training will only produce the desired impact if the organization or sector targeted can use the skills of those trained.

■ Demonstrating training impact requires:

- defining the indicators of impact;
- collecting baseline data on these impact indicators;
- ensuring that recipient institutions have set up systems to account for changes in productivity;
- performing longitudinal studies to document change over time.

■ Managing training for its impact on development requires mutually understood objectives.

■ Training for impact requires transparent and fair selection procedures. This may mean developing procedures for how people are nominated for training so that employing institutions are implicated in the application of newly acquired

knowledge and are held accountable for utilizing training. Training for impact means recipient institutional accountability for tracking productivity.

- Mission leadership should initiate a dialogue about the meaning of a strategy to train for impact with government policy makers and policy implementers if these procedures are different from existing mechanisms.
- Missions should work closely with government and the private sector to gain commitment to transparency in procedures and to take steps to open up the process for selecting what training to fund.
- Missions should take advantage of local institutions to assist in identifying training needs and potential training beneficiaries.
- Missions can create human resource development advisory boards to support implementation of an effective strategy to train for impact. These advisory boards can filter and funnel requests for training to USAID and can serve as a critical sieve for training requests. They can recruit and pre-screen training candidates, help with follow-on to assure appropriate utilization of training, and can ensure the collection of baseline data against which training impact will be measured.
- Deciding what training to fund revolves around the employing institution's capacity to plan, manage and utilize training. If an institution cannot demonstrate its capacity to take the steps necessary to utilize and document the utilization of Mission-funded training, the Mission should first focus on supporting this capacity through technical assistance and training. Together the Mission and employing institution should work to specify the linkages between training proposed and how training will be utilized. This may require marketing the value of staff development to employing institutions.
- Missions can work with representatives of the business community, business support organizations, and government to constitute a Private Sector Advisory Board to support USAID objectives in private sector development.
- Missions can also revamp the process for identifying institutions and candidates for public sector training. Steps to improve the transparency and efficiency of the system should link training proposed for funding to how training will be utilized. Employer stakes in training include degree equivalencies, career development plans, salary scales, promotion schemes, as well as collecting the baseline data against which training impact will be assessed.
- Missions can establish a Public Sector Group to ensure transparency in recruiting public sector candidates for training and to provide a forum for dialogue on the exogenous variables—salary scales, degree equivalencies—that affect how training is utilized.

- Missions should fully utilize all tools available, including the Participant Training Management System (PTMS), to manage training and to track training impact. Missions can identify PTMS Specialists with a vested interest in maintaining the database as well as a role in training other staff and contractors in the system's use and utility. The Mission can request PTMS training for this specialist as well as for the larger community of PTMS users: project managers, project officers, the Human Resources Development Officer (HRDO), Training Officer (TO), Mission contractors, and Mission leadership. Fully using PTMS means knowing what reports are available to managers and how to use them to support managing for impact as well as entering training data.
- Impact — its definition, process, and the pre- and post-intervention data required to demonstrate impact — should be fully integrated into new project design.
- Contracts for future project should spell out specifically how contractors will set up and manage the process for training for impact under their projects.

PLANNING TRAINING FOR ITS IMPACT ON DEVELOPMENT

Impact is defined as changes in the quality of life. Training itself is not impact. Impact is what trainees *do* with their training. As such, training is simply a pre-condition for impact—change—to occur.

"I used to do a, b and c at work. Then I benefitted from training. Now I do x, y and z."

The impact of this person's training is the difference between "a, b and c" and "x, y and z."

Training was simply the intervention or pre-condition that enabled impact to occur.

In planning training for impact, several considerations must be born in mind for impact to be established—recognized, demonstrated, and measured—following training. These are summarized in the following table.

***Training itself is not impact.
Impact is what trainees do with their training.***

- "I used to let the day's emergencies determine my day. Then I learned about time management. Now I plan my time realistically each morning, and am more productive and satisfied."
- "Before obtaining my graduate degree in the US, I could not organize and analyze large amounts of data. Now I enjoy working with data and seeing the results of my research."

The difference in performance before and since training is its impact.

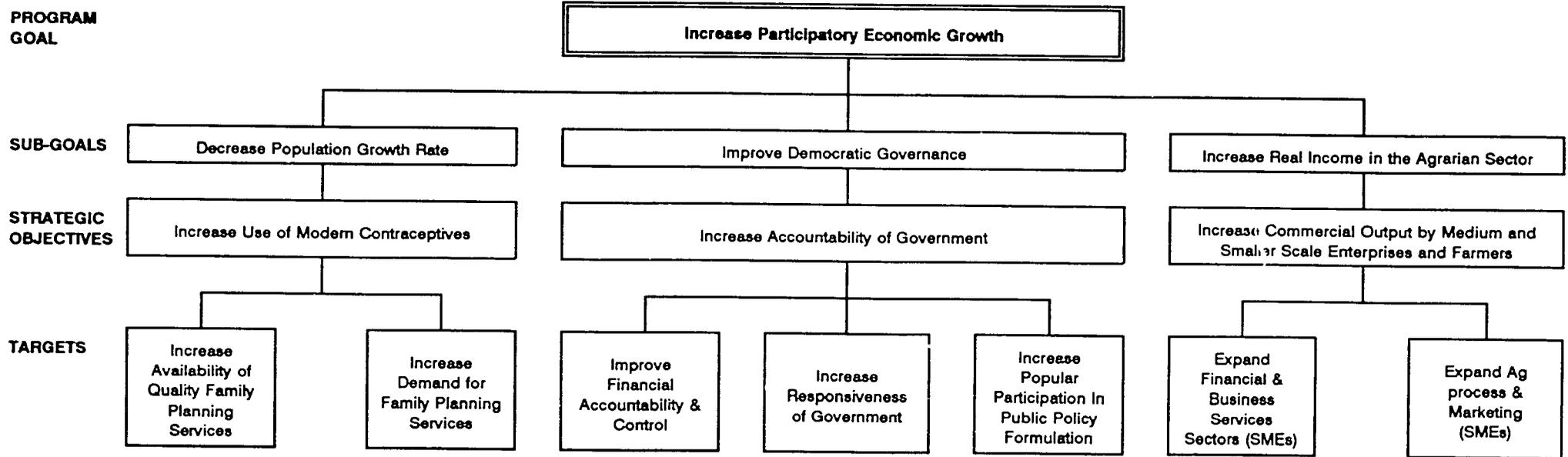
CONSIDERATIONS FOR DEMONSTRATING TRAINING IMPACT	
ISSUE	SOLUTION
How will impact be recognized?	Clearly define objectives for training
How can impact be demonstrated?	Measure it
How will impact be measured?	Compare baseline (pre-training) data to longitudinal (post-training) data

Supporting the Mission's CPSP objectives through training interventions calculated for demonstrable impact may require a substantial change in Mission procedures.

Training for impact requires certain pre-conditions at the planning stage. These include

- verifying and if necessary, supporting the utilizing organization's capacity to plan, manage and utilize training — for example, confirming that professional responsibilities increase with advanced degrees or work experience;
- open, transparent mechanisms for advertising training opportunities, especially for candidates falling outside traditional nomination procedures — for instance, women, members of non-governmental organizations, or the local private sector;
- the ability to choose the most appropriate candidates from as large a pool as possible of qualified candidates;
- involving all players—participants and employers, individuals and institutions—in designing the training program;
- incorporating institutional accountability for utilizing the training at the planning stage;
- establishing the system by which baseline data will be gathered prior to training;
- determining responsibility for collecting longitudinal data following training;
- situating responsibility for comparing pre-training and post-training data to evaluate the impact of training.

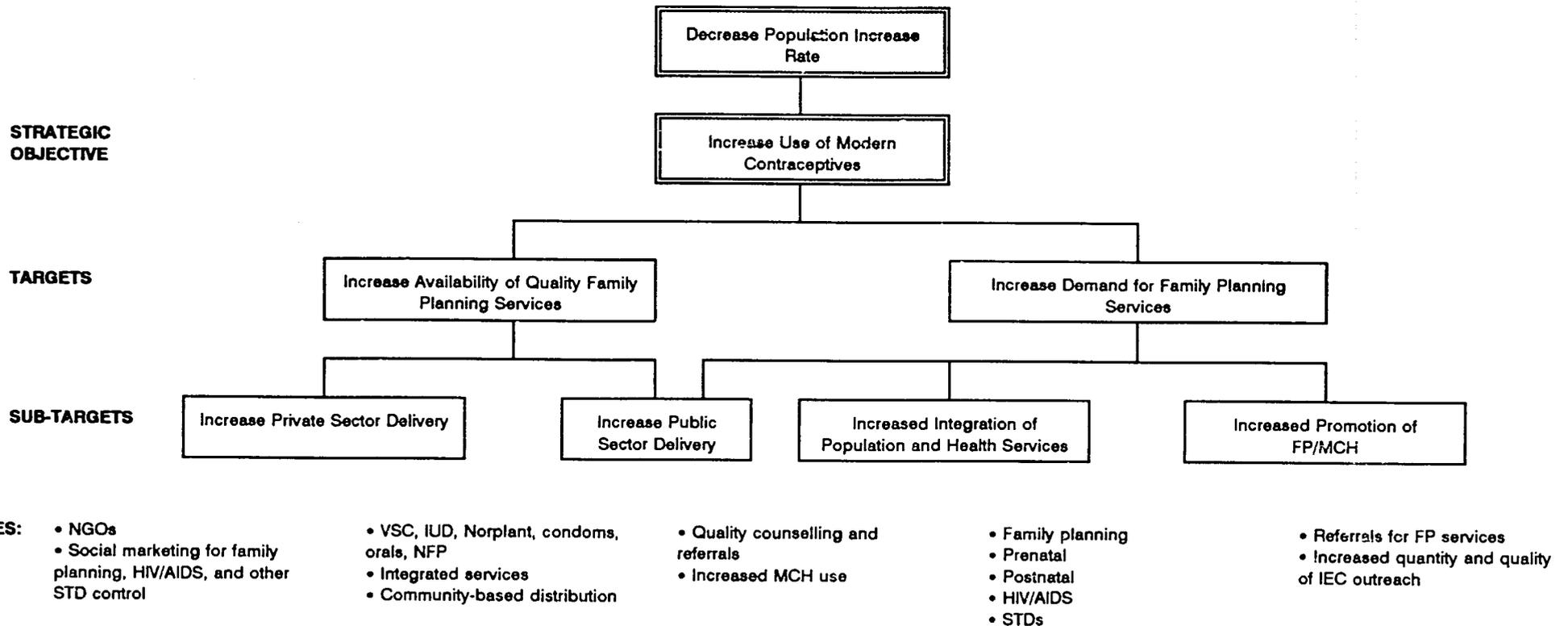
SAMPLE CPSP PROGRAM OBJECTIVES AND STRATEGY



- TARGETS OF OPPORTUNITY**
1. Conserve Biodiversity—improved management of national parks and reserves
 2. Reduce Rate of HIV/AIDS Transmission—targeted IEC, condom social marketing, and STD programs in largest urban centers.

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SAMPLE CPSP PROGRAM OBJECTIVES AND STRATEGY: POPULATION



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SAMPLE CPSP PROGRAM OBJECTIVES AND STRATEGY: PRIVATE SECTOR DEVELOPMENT

STRATEGIC OBJECTIVE

Increase Commercial Output By Medium and Smaller Scale Enterprises

TARGETS

Expand Financial & Business Services Sectors (Medium and Smaller Scale Enterprises)

Expand Agricultural Processing & Marketing (Medium and Smaller Scale Enterprises)

SUB-TARGETS

Improve Policy & Regulatory Environment

Develop Appropriate Legal & Regulatory Framework for Rational Exploitation of Natural Resources

Strengthen Indigenous Entrepreneurship

ACTIONS

- Further policy and regulatory changes on registration, entry and exit, taxation, contracts, marketing (domestically and internationally)
- Reduce or limit the role of parastatals

- Modify legal framework
- Establish regulatory capacity to monitor and evaluate NRM issues affected by business activities
- Tourism development

- Marketing skills
- Identifying and adapting production technologies
- Market information
- Credit
- Auditing and accounting
- Entrepreneurial training
- Market town infrastructure
- Business plan development incorporating NRM concerns
- Cooperative development
- Regional markets

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SAMPLE CPSP PROGRAM OBJECTIVES AND STRATEGY: GOVERNANCE



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EVALUATING A REQUEST FOR TRAINING

The Mission should use human resource development as a strategic tool to support the development objectives in its CPSP.

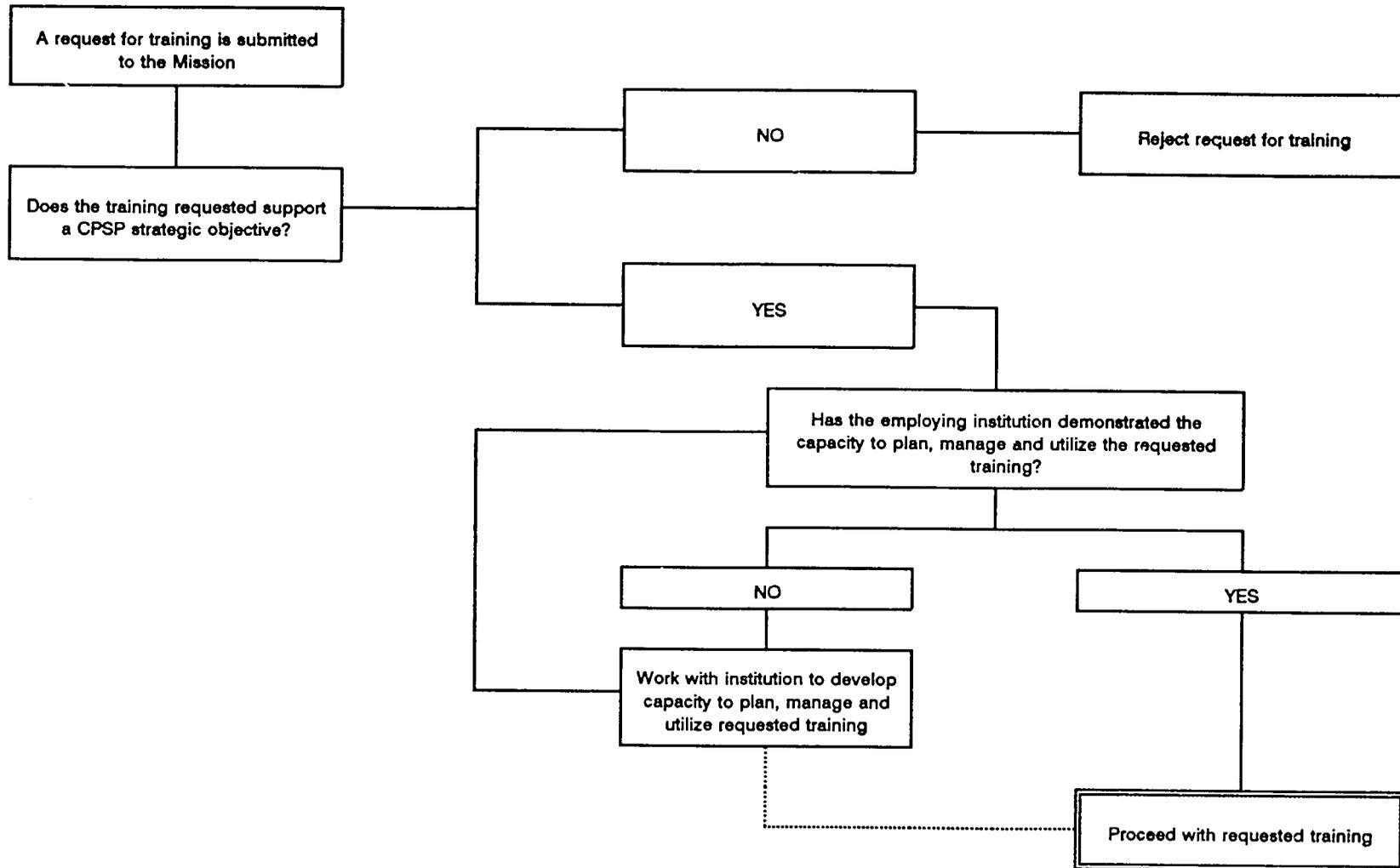
The criteria for evaluating a request for training are simple. Does the training requested support any of the strategic objectives in the CPSP? If not, the Mission should reject the request for training.

If the requested training will contribute to a Mission strategic objective, a second question arises before a training request should be approved. This concerns the potential for impact. Has the requesting organization or ultimate employer demonstrated the capacity to plan, manage and utilize training?

If the organization does not have a demonstrated capacity to use the HRD activities appropriately, the Mission has a choice. This organizational capacity to plan, manage and utilize training should be supported before the requested training is funded. If the Mission cannot or will not support this organizational capacity before the training request is funded, the Mission should not approve the request for training unless special circumstances and the approval of senior Mission staff warrant granting the request.

This process is depicted in the following chart.

EVALUATING A REQUEST FOR TRAINING



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MAKING THE MOST OF STAFF AND RESOURCES FOR TRAINING

It is all well and good to understand the key role played by human resources development in achieving USAID objectives in your country. **Marshalling the staff and resources** to get the job done is quite a different matter!

An effective Training Officer must simultaneously be on top of the complex institutional and sectoral training needs in the country as well as the daily demands of managing the training process. One without the other will diminish the training office's capacity to achieve *high impact training*.

How many Training Officers opt to focus on daily emergencies, postpone visiting new training institutions, updating current knowledge about employment trends or developing long-term training strategies? Too often key Mission officers either fail to understand the management needs of the training office, or regard it as a necessary but obscure "process" facility. This section and the related workshop sessions will help enhance your visibility in the Mission and improve your management style.

Participants will:

- ◆ better understand how HRD and project-related training help Missions achieve their development objectives;
- ◆ learn how to increase visibility and participation in key Mission decisions affecting training through the use of Annual Training Plans and Mission Orders;
- ◆ discover how to plan for crises and close-outs;
- ◆ grow to love and appreciate what a PIO/P can do for you!
- ◆ walk through the process of hiring additional staff for the Training Office;
- ◆ discover ways to enhance pre-departure orientation and the monitoring of long-term trainees.

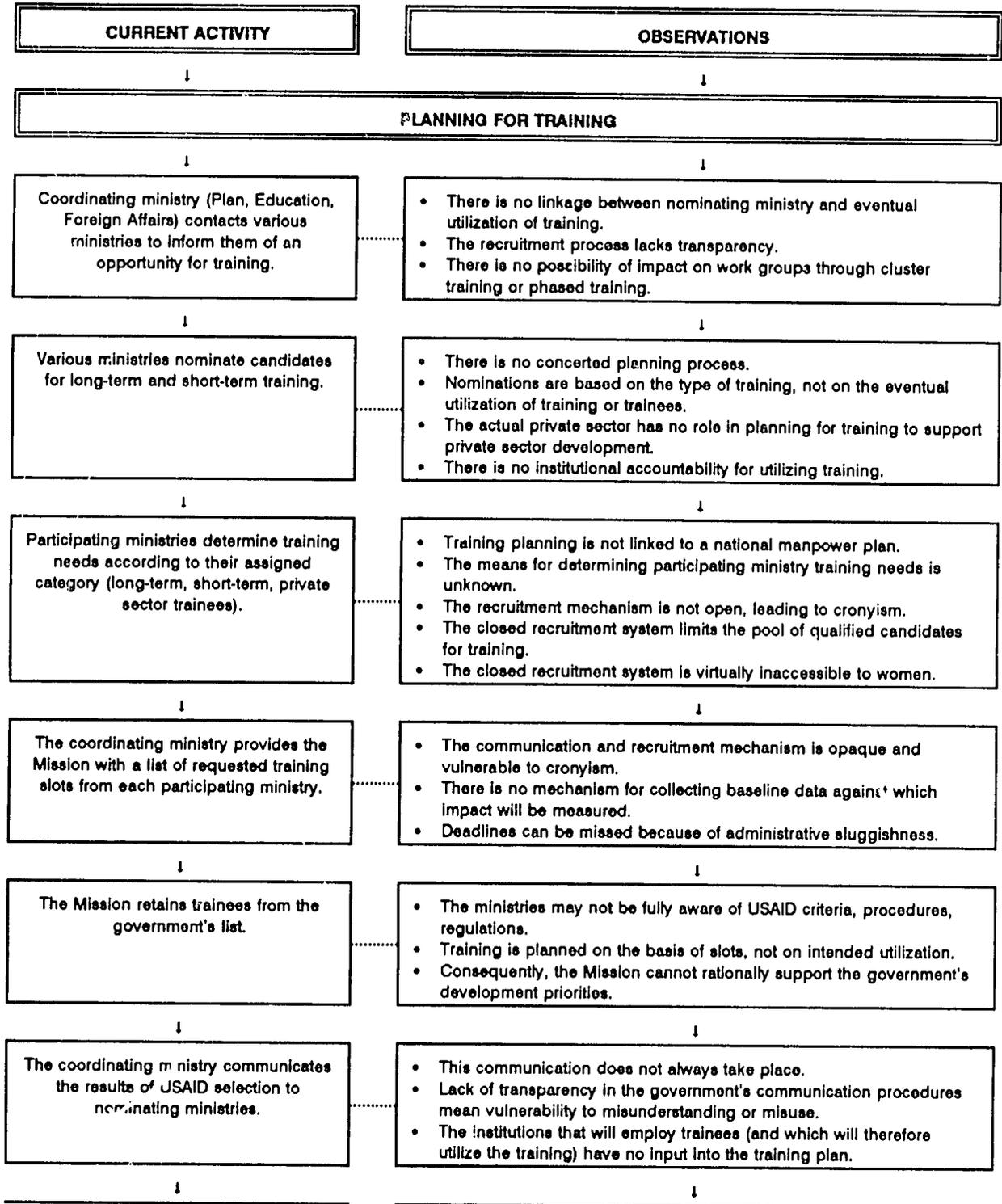
RECURRENT THEMES IN TRAINING IMPLEMENTATION SYSTEMS

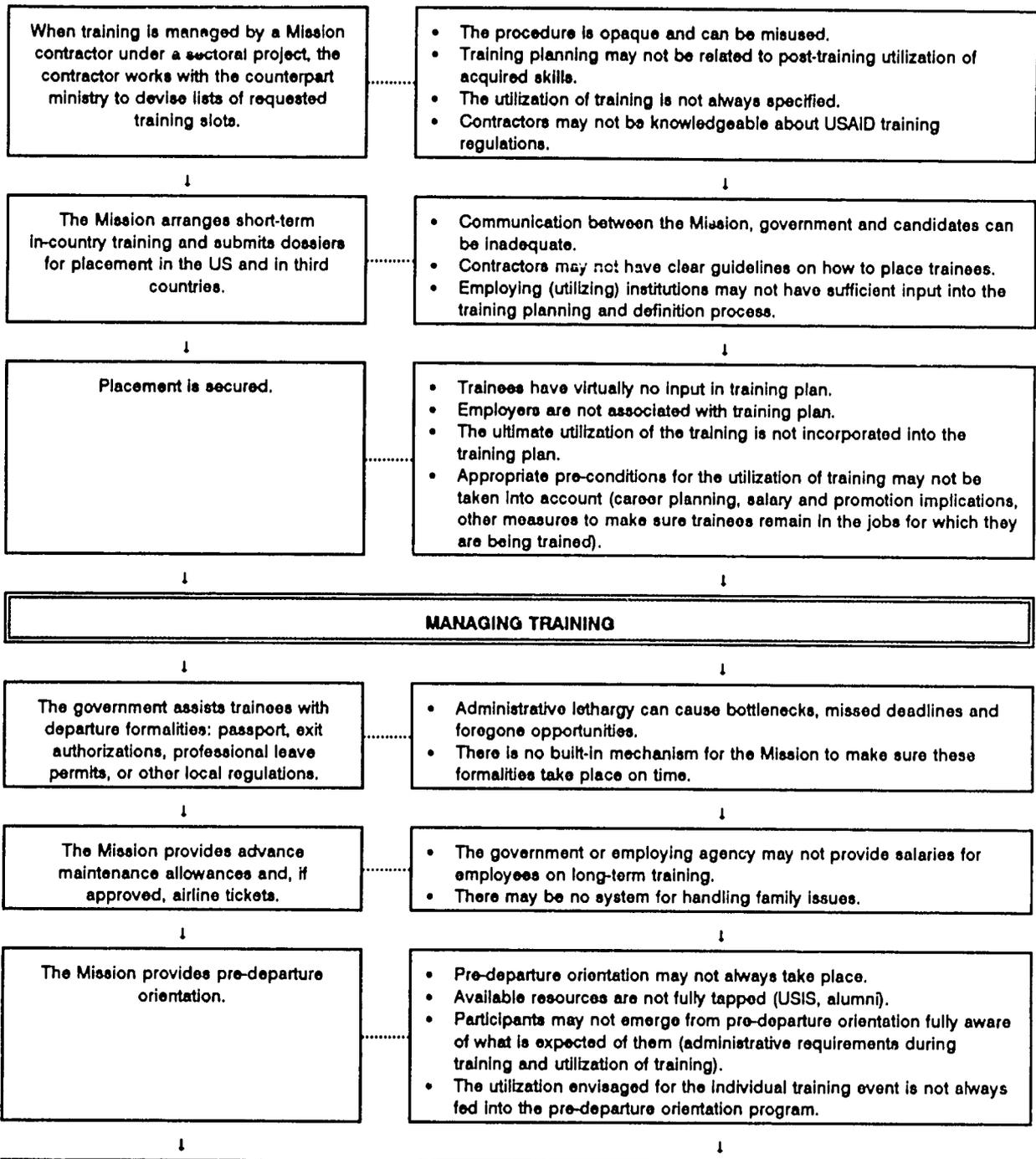
A step-by-step analysis of a sample training implementation process reveals a number of recurrent themes.

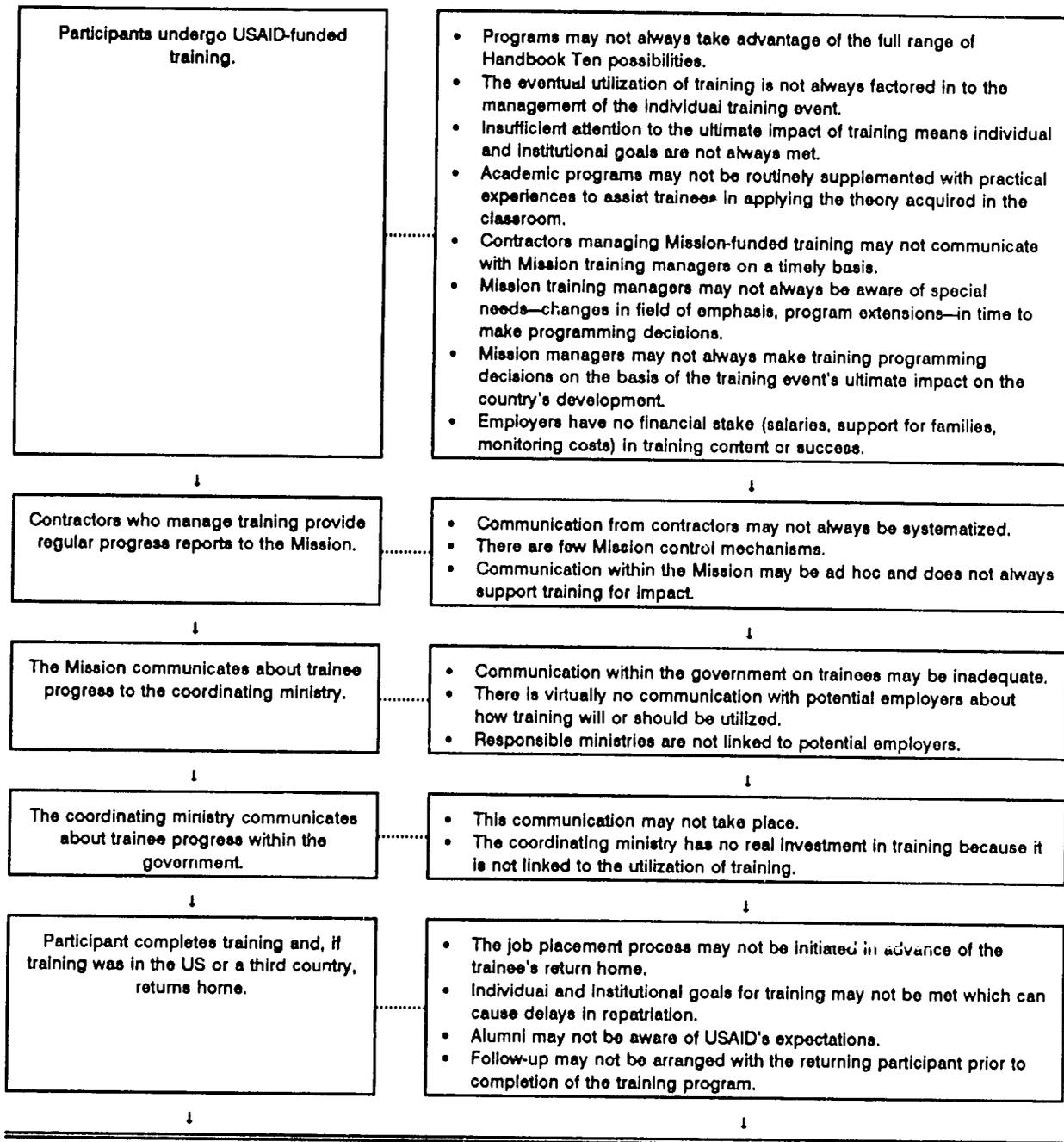
- Missions may have shortcomings in how training is *planned, managed and utilized*.
- These shortcomings weaken the Mission's ability to train for impact on development.
- They may also impede a Mission's ability to demonstrate the impact of training accomplished to date.

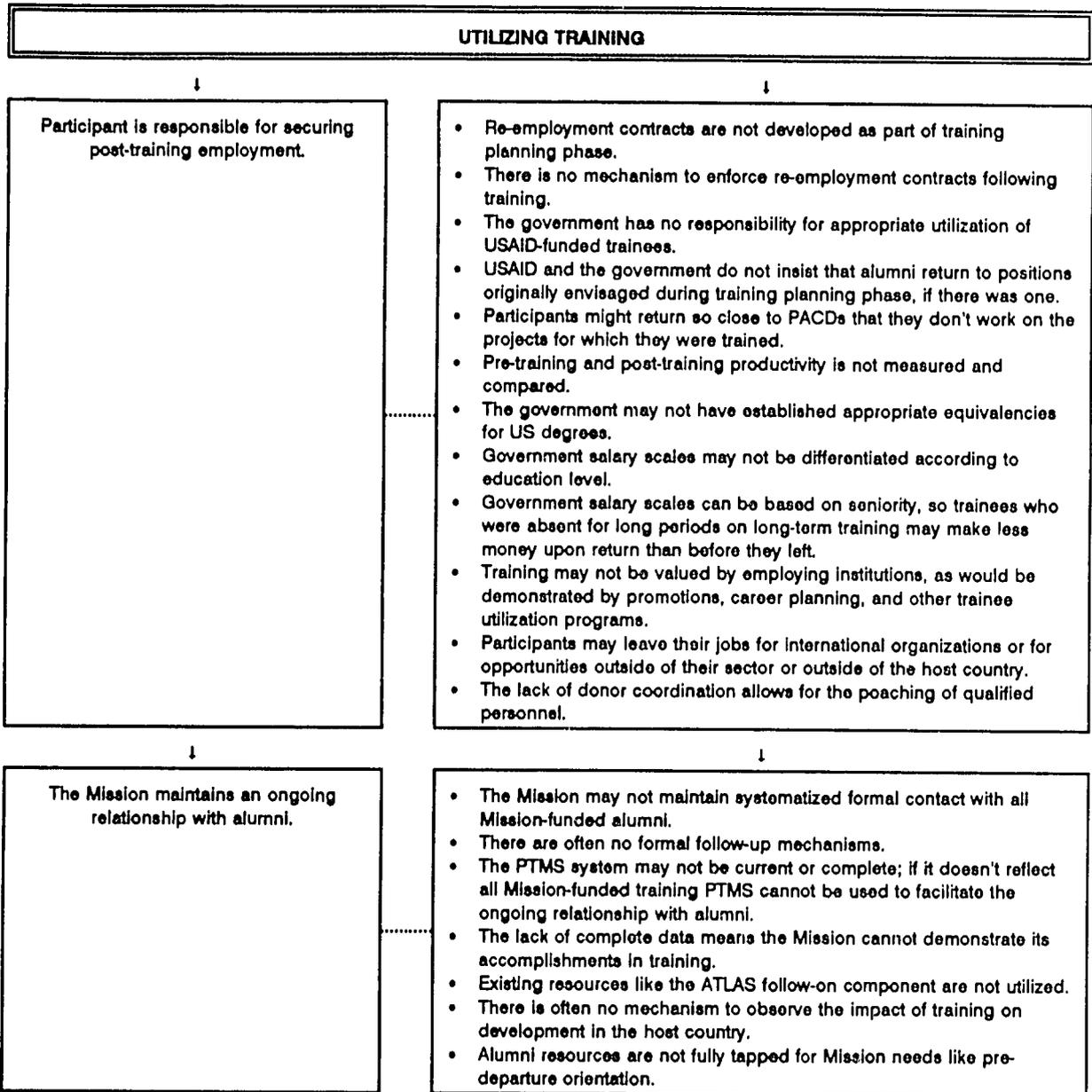
Potential weaknesses in a Mission's process for planning, managing and utilizing training are discussed in the following chart, alongside suggested solutions.

ANALYSIS OF A SYSTEM: HYPOTHETICAL PROCESS FOR PLANNING, MANAGING AND UTILIZING PUBLIC SECTOR TRAINING









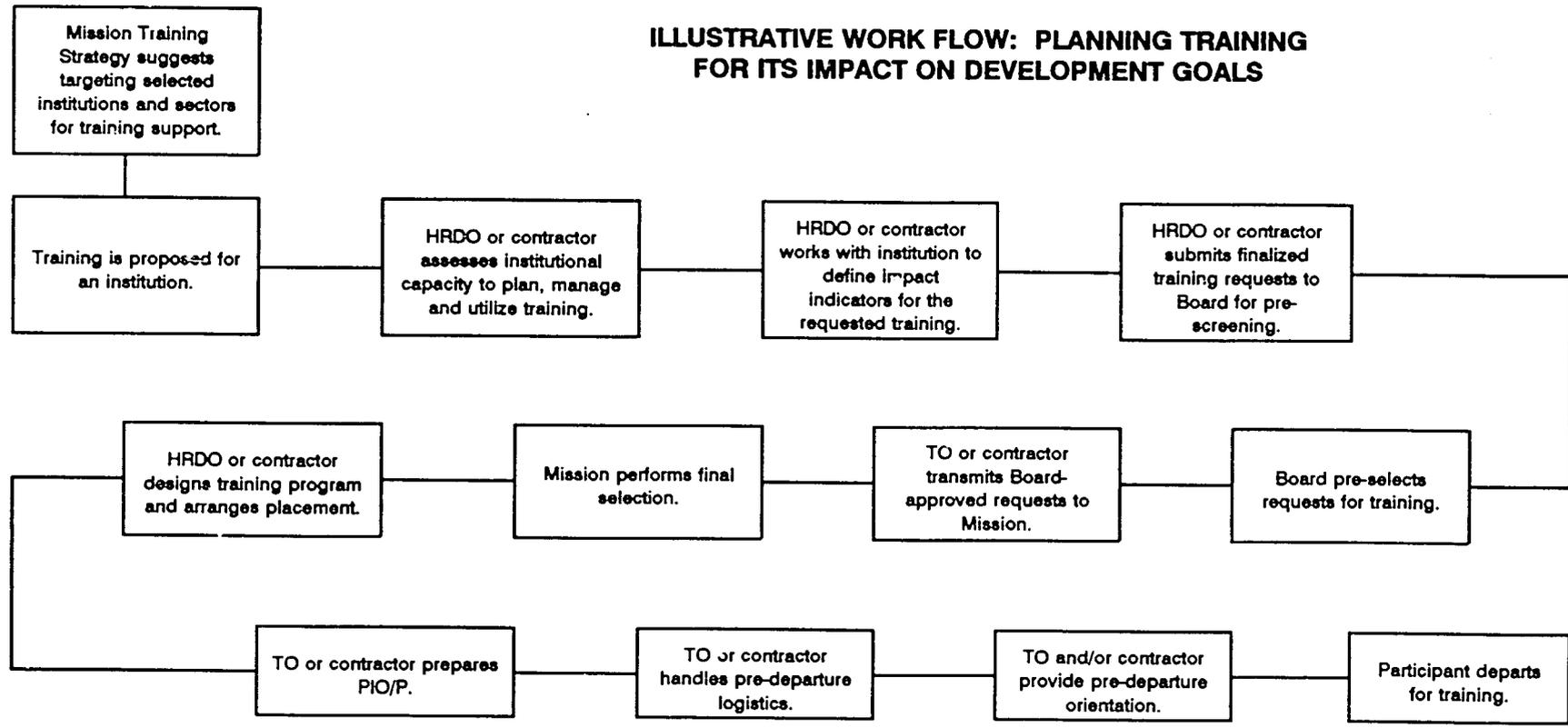
SOMETIMES A MISSION'S HRD IMPLEMENTATION PROCESS IS NOT DESIGNED FOR IMPACT

Often a Mission's training implementation procedures developed over time, often in response to changing local administrative requirements or other factors. These historical procedures often exhibit a number of shortcomings, summarized in the following chart.

PHASE OF TRAINING / TYPICAL SHORTCOMINGS	ILLUSTRATIVE SOLUTIONS
<p>Planning training: The steps taken at the training planning stage set the tone for the entire training experience. This includes, most importantly, the ultimate application of skills acquired to support the country's development goals.</p>	
<ul style="list-style-type: none"> • There may no common understanding of or policy towards training among Mission staff, contractors, and government players. • The mechanism for training planning, recruitment and selection for the public sector is often opaque—this lack of transparency leaves the system vulnerable to cronyism and delays and severely limits the pool of qualified candidates for training opportunities. • The links between trainees, their training, and the utilization of their training may not be adequate, meaning the Mission misses opportunities for impact and individual trainees may delay repatriation until personal and institutional goals are met. • Communication between the key players—the Mission, government, the private sector, Mission contractors, trainees, and their employing institutions—may be insufficient to support training for impact. • There is often no systematized collection of pre-training data against which training impact can be measured. • Mechanism for identifying participants from the private sector are sometimes inappropriate or inefficient. • There is often virtually no institutional accountability for USAID-funded training. 	<ul style="list-style-type: none"> • The Mission's training planning process should be revamped. • Every training program should be linked to its anticipated ultimate impact—how training will be utilized by the individual and employing institution. • All stakeholders—USAID, employing institutions, participants themselves—should be fully integrated into the planning of training and their interests should be clearly identified and expressed. • The process of planning training should include collecting baseline data against which the results of training can be assessed. • The process for recruiting and selecting candidates should be overhauled. • Separate mechanisms should be developed for public versus private sector training.

PHASE OF TRAINING / TYPICAL SHORTCOMINGS	ILLUSTRATIVE SOLUTIONS
<p>Managing Training: How training is managed determines whether program content is sufficient to meet individual and institutional objectives defined during training design. This phase of the training process also sets the tone for the participant's ultimate long-term relationship with USAID. Training program content, satisfying development goals and cementing the future relationship between USAID and the participant are all keys to the success of the human resource development agenda.</p>	
<ul style="list-style-type: none"> • Poor communication between players—the Mission, government, employing institutions, contractors managing training, participants themselves—can cause misunderstandings and delays. • There is often virtually no communication with potential employers about how training will or should be utilized, which means training is not managed for impact. • The lack of clarity of individual and institutional goals for training at the planning phase can translate into a reduced possibility for impact. • Little attention to the ultimate impact of training can mean short-sighted training programming decisions. • Alumni may not be aware of USAID's expectations of them following the period of USAID-funded training. 	<ul style="list-style-type: none"> • Training should be managed with the trainee's ultimate utilization in mind. • Programs should be designed so that the period of training is as enriched as possible because training might be a one-shot opportunity to contribute to the individual's and organization's efficiency. • Program enrichment means establishing mentor relationships, complementing theoretical training with practical skill utilization experiences, conducting research in the home country, as well as the full gamut of Handbook Ten opportunities. • Employing institutions—the utilizers of training and the loci of impact—should have a stake in the success of training; this stake should ideally be financial. • Employing institutions should be involved in managing training. • Participants should remain in contact both with USAID and their future employer during training. • Training beneficiaries should be fully aware of what is expected of them by USAID and by their employers, during the period of USAID-funded training and thereafter.
<p>Utilizing Training: How training is utilized is the clearly the most important pre-condition for the impact of Mission-funded training. Inadequacies in training utilization are manifested by delayed repatriations, slow post-training re-employment, job dissatisfaction, chronic leaving, and insufficient relations with USAID following training.</p>	
<ul style="list-style-type: none"> • Inadequate linkages between planning, management and utilization of Mission-funded training can cause re-employment delays, underutilization, and, in worst cases, contributes to brain drain. • Employing institutions may have no stake in Mission-funded training. • The Mission may not have a formal mechanism to guarantee appropriate employment of Mission training program alumni. • There is often no source of reliable, standardized data against which the impact of Mission-funded training can be measured and demonstrated. 	<ul style="list-style-type: none"> • The Mission and the government should have formal mechanisms for ensuring appropriate employment and utilization of training. • Such mechanisms should address issues that affect job satisfaction, including degree equivalencies, salary scales, possibilities for future training, and other such concerns—USAID should only provide training to organizations which demonstrate their ability to utilize training and trainees in these regards. • The post-training phase should include collecting data and comparing this data to pre-training data—this is the Mission's only way of demonstrating impact.

ILLUSTRATIVE WORK FLOW: PLANNING TRAINING FOR ITS IMPACT ON DEVELOPMENT GOALS



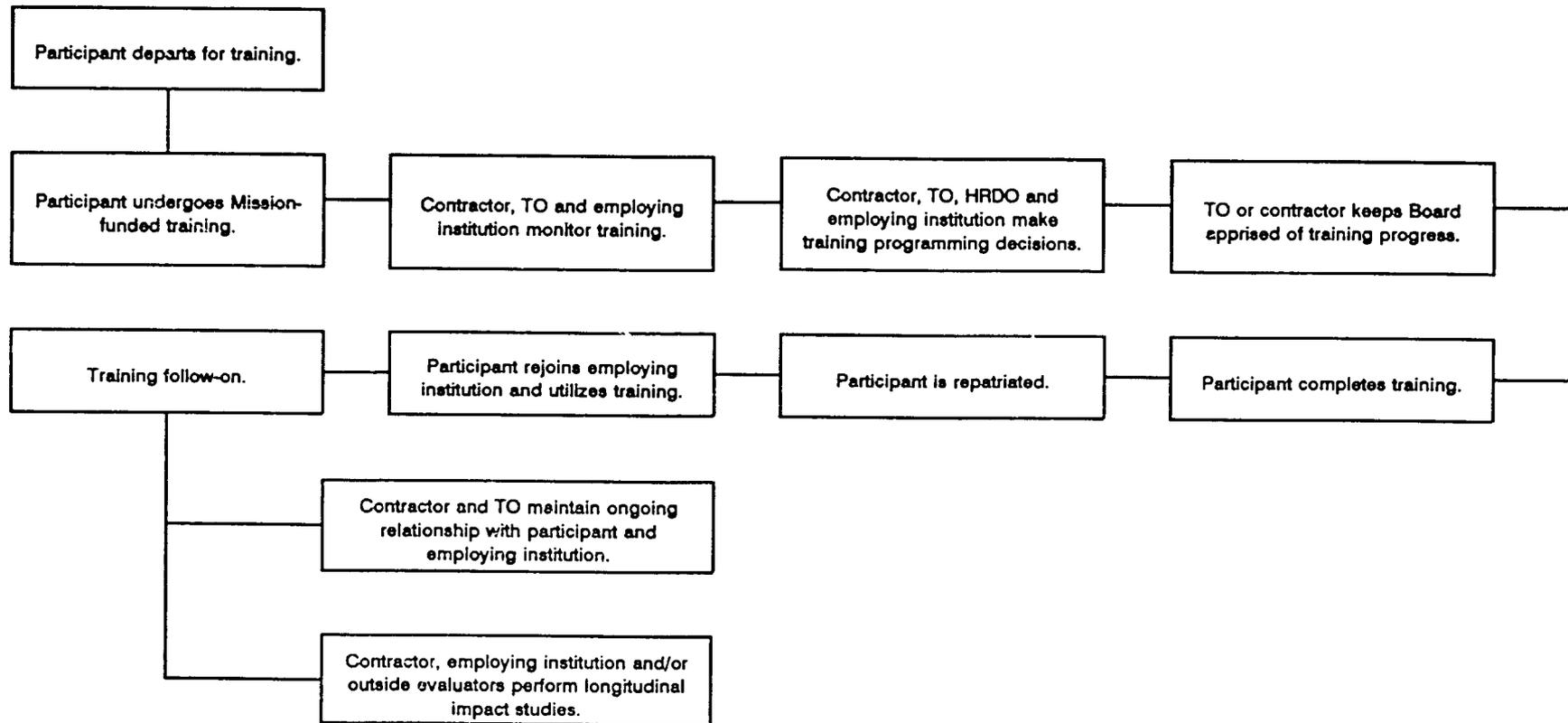
HRDO = Human Resource Development Officer

TO = Training Officer

Contractor = for non-Mission-managed training

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ILLUSTRATIVE WORK FLOW: MANAGING AND UTILIZING TRAINING



HRDO = Human Resource Development Officer

TO = Training Officer

Contractor = for non-Mission-managed training

TOOLS TO PLAN AND MANAGE TRAINING

ANNUAL MISSION TRAINING PLANS

The Mission Training Office can do a great service for the Mission if it issues annual Mission Training Plans that detail, project by project, the projected training starts for the next year.

The Training Office needs to ensure that top Mission management understand and support the need for such plans so that Project Officers and Managers are required to report their training plans to the Training Office on an annual basis.

Once institutionalized, the Annual Plan is an important means by which the Mission can focus its training efforts and facilitate its response to a wide range of requests for training assistance.

The Annual Plan also provides an excellent opportunity to present information on the types of training provided in the previous year. This information can easily be presented in graphic form using data from PTMS.

A sample Mission Training Plan follows.

MISSION ORDERS ON TRAINING

Missions regularly issue Mission Orders to outline the policies and regulations related to particular issues. Training Officers should inquire whether a Mission Order (M.O.) on Participant Training, In-Country Training or any other training-related issue has ever been issued. If M.O.s have been issued in the past, the Training Office should become familiar with their content and determine whether a revised order is required, based on changing regulations and policies.

If no previous Mission Order on Training has been issued, the Training Office should take the initiative in proposing that an M.O. be issued. Be prepared to make the first draft which can be circulated among all Mission Offices for comments and suggestions. The Mission Order provides an excellent medium in which to clarify training-related policies such as the use of PIO/Ps versus the use of Invitational Travel Orders.

A sample Mission Order on Training follows.

SAMPLE ANNUAL MISSION TRAINING PLAN

The purpose of this Annual Training Plan is to describe the various training interventions planned during the next calendar year. The Plan enables Project Officers and Managers to set reasonable targets for new training starts and to set priority areas for training in accordance with their project's stated objectives. The Plan also provides the Mission with an overall view of training opportunities available to host country nationals in the next year — a view which is helpful in enabling Mission staff to respond more knowledgeably to outside requests for training assistance. Finally, the Plan enables the Training Office to predict the level and type of assistance it will be required to provide — such as approving PIO/Ps, applying for U.S. visas for participants, and advising Project staff as they carry out their specific training programs.

I. PROJECT DESIGN ACTIVITIES

During 199x, USAID/x will be actively engaged in the planning and development of major projects in the fields of xxx and xxx. It is likely that each of these projects will contain both participant and in-country training components as part of the "solution" to the problems encountered in the targeted areas. Project design teams will need to consider the training elements carefully and make provisions for appropriate needs assessments, budgeting of costs, and administrative support early in the design activity.

For example, an inadequate understanding of the time required or of the administrative burden of selecting and processing candidates will result in unrealistic budgeting as well as in unrealistic scheduling of major project components.

The Training Office, including the services of the Human Resources Development Advisor (*or other such person*), is available to work with those responsible for project design in the drafting of scopes of work for needs assessments, estimating budgets for training costs, and other technical matters related to training.

II. WOMEN'S PARTICIPATION IN TRAINING ACTIVITIES

Project Officers and Managers need to ensure that female participation is actively sought for all training activities, regardless of content area, training duration, and training location. At the very minimum, projects should show evidence of 25% participation in training activities. The X Project, as recently amended, has a target of 40% female participation for external training activities and 50% for in-country training activities. Each project is required to maintain gender-disaggregated data on participants in every training activity.

III. REPORTING ON IN-COUNTRY TRAINING

All Projects are required to provide the USAID/X Training Office with information on in-country training completed. The information is submitted on an annual basis and includes the following:

- training field
- type of training (on-the-job training, workshop, conference, etc)
- dates and length of training program
- total number of participants
 - number of men
 - number of women
- cost of the training program.

IV. ON-GOING PROJECTS

A. Project X

1. Long-term Training

- a. Project X will continue to monitor the progress of the 7 participants currently enrolled in academic programs in the United States.
- b. In mid-1993, approximately 6 private sector candidates and 3 public sector candidates (from technical ministries and private sector support institutions) will leave for the U.S. to pursue graduate degrees in business-related fields.
- c. Approximately 4 women will be selected to complete their undergraduate training in two-year programs in the United States. The women will be selected from recent graduates of commercial and agricultural programs and will be encouraged to study in fields for which no comparable undergraduate training is available locally.
- d. Approximately 10 (5 public and 5 private sector) individuals will be selected to complete long-term technical training in managerial or technical fields selected to improve the analytic and technical capacity of their institution or business.

Project X uses the services of PIET to program long-term participant training in the United States.

2. Short-term Training

- a. Approximately 40 host country nationals (30 private sector and 10 public sector) will attend short-term training programs in the U.S. or third countries to increase their skills in areas that will promote private sector entry into export markets and improve the quality of local goods and services. Private sector candidates for training are selected by the Project's Private Sector Selection Committee.
- b. In addition, training will be provided to approximately 5 persons to improve the ability of selected training institutions to serve the needs of the private sector.
- c. The Project will, in consultation with USAID Officers, also continue to respond on a case-by-case basis to specific training requests from targeted ministries and institutions. Approximately five such programs may be carried out in 199x. One program that is currently being developed will improve the accounting

skills of women tax inspectors in the Ministry of Finance. Another program will provide the leaders of selected women's professional and business organizations with learn from the experience of their counterparts in Kenya and Tanzania.

U.S.-based training will be programmed with the assistance of PIET and Entrepreneurs International. Third-country training will be managed directly by the Project Office until a contract is entered into with a U.S. institutional contractor to provide third-country programming assistance.

3. In-Country Training

a. In collaboration with the Chamber of Commerce, the Project will continue to provide training to small business owners outside City X. The training programs will increase the participants' understanding of accounting, marketing, and financial management as well as provide them with information on commercial and tax legislation affecting their businesses.

b. The Project will work with the Chamber of Commerce and other training institutions to develop a series of training programs designed to meet the needs of employees in the formal private sector. Cross-cutting training in skills such as marketing, sales promotion and financial management will be provided to employees of interested firms on a cost-shared basis. In-depth training needs analyses will be performed in specific sectors such as the garment industry.

c. The Project will also provide support for selected in-country programs that serve as follow-on components for past training activities or that are a cost-effective alternative to providing third-country or U.S. training. For example, Project X will collaborate with the Export Promotion Agency to implement a workshop on the exportation of flowers and ornamental plants which will include the active participation of former participants. It will also consider requests from key ministries and departments for in-country staff training in areas that will improve the quality of services the government provides the private sector.

Most in-country training activities will be contracted for through an agreement with the Chamber of Commerce. Other activities requiring the services of outside consultants will be provided for through the proposed U.S. institutional contract for management support services.

B. Private Sector Support Project

1. Group Visits

2. Individual Marketing Visits

3. In-Country Training

C. Family Planning Project

1. Short-term Training
2. In-Country Training

D. Agricultural Project

1. Long-term Training
2. Short-term Training
3. In-Country Training

E. Combatting Diseases Project

III. CENTRALLY-FUNDED TRAINING

USAID/X will take advantage of centrally-funded training activities only when such activities fit clearly into the Mission's overall development goals. Centrally-funded training must be approved by the appropriate technical office as well as by the program office. An unfunded PIO/P is required for centrally-funded training and it is the responsibility of the U.S. contractor responsible for the centrally funded project to provide USAID/X with the required project and funding information needed to execute the PIO/P. As is the case for all training opportunities, inadequate lead time (of less than six to eight weeks) will probably lead to the Mission's refusal to approve such training activities.

SAMPLE MISSION TRAINING ORDER

ORDER NUMBER:

EFFECTIVE DATE:

ISSUE DATE:

FROM: The Training Office
PDO
Human Resource Development Officer
Training Officer
PTMS/Training Specialist

SUBJECT: Mission Long-Term Training Policy and Participant Training Procedures.

A. PURPOSE

This Mission Order is issued to ensure smoother management of the Mission's long-term degree participant training programs.

B. BACKGROUND

USAID sponsors long-term participant training in the US and other countries to develop managerial and technical skills in private individuals and public sector officials in recipient countries.

USAID's Mission Training Strategy is to use training as a strategic tool to advance both directly and indirectly the Mission's overall sub-goals and strategic objectives and to support our project portfolio.

C. AUTHORITY

Handbook 10.

D. POLICY

The Mission Notice is based on AID policy as stated in Handbook 10 and in Africa Bureau guidelines, including PTMS.

E. APPLICABILITY

The following procedures apply to Mission-funded and centrally-funded long-term participant training that is part of the Mission's portfolio (eg. HRDA, ATLAS).

F. DEFINITIONS

- 1) **Participant training** describes project-funded or centrally funded training that occurs in the United States or in third countries. For this Mission, participant trainees are citizens of Country X who are sent abroad for AID-sponsored training. Such trainees were formerly referred to as "Thomas Jefferson Fellows" or "Thomas Jefferson Associates."
- 2) Long-term participants or **academic participants** are those enrolled in an academic institution with the objective of obtaining an academic degree such as AA, BA, BS, MA, MS, MPH, MBA, or PhD.
- 3) **Technical participants** are those whose training does not have an academic degree as an objective; training may be short courses, on-the-job training, observation tours, or university courses without the objective of a degree.
- 4) The Mission's **Country Training Strategy (CTS)** describes how training activities within the Mission will be carried out.
- 5) Each project has a **project training plan** which includes a discussion of the focus of the training component within the project, an overview of yearly overseas and in-country training for the life of the project, criteria for impact indicators and measurement instruments, training activities, participant selection process (including boards or committees), and a detailed, time-phased, twelve-month implementation plan with a list of institutions initially identified for each training activity, pre- and post-baseline data collection required and the institution responsible for gathering, monitoring and evaluating the training event. PTMS inputs are outlined. Other activities described include pre-departure activities, alumni association participation and testing dates.

In accordance with Recommendation No. 1c of Audit Report No. 87-05 entitled "Audit of Long-Term Participant Training in Africa," a life-of-project (LOP) participant training plan must be prepared prior to disbursement of funds for training under all projects having a participant training component.

- 6) **Contract-funded participants** are those whose training is fully funded and organized by contractors under a USAID-funded bilateral project. Procedures for contract-funded participants are generally the same as for non-contract-funded participants. Procedures for both contract-funded and non-contract participants are described in this Mission Order and the Mission CTS.

G. PROCEDURES**1) Extensions of Training Programs**

AID policy discourages program extensions, and the Mission does not regularly approve them. In planning training programs, project managers and contractors should make reasonable estimates of the time required to complete the work.

If special circumstances occur during the course of a training program that add to the time required to complete it, the project manager (Mission-funded participants) or contractor (contract-funded participant) should prepare a written request for extension following the procedures described in Handbook 10, Chapter 30, and send the request to the Human Resource Development Officer (HRDO) for review.

This request should be received well in advance of program completion so that it can be properly reviewed. The HRDO, after a review of the request, will recommend a decision for the Mission Director's approval.

2) Degree Objectives

USAID and Mission policy mandate a single degree objective for each training program. Only the Mission Director can approve a successive degree in accordance with the criteria specified in Handbook 10.

As soon as it appears that a participant might request a successive degree, the Project Manager or contractor will collaborate with the HRDO, who will prepare a memorandum with the details required by Handbook 10, Chapter 2. The HRDO will forward the memorandum along with appropriate recommendations to the Mission Director for final decision.

3) Conditions of Training Forms

The Training Officer will require all employers with long-term training participants in the US to sign a "conditions-of-training" form (AID-1381-6) before the individual leaves for training.

These forms require the employer to develop a career plan for the participant, designate someone in the employing agency to maintain regular contact with the participant during training, and guarantee the trainee a position upon return which allows him/her to use the training effectively.

4) Participant Dependents

It is USAID policy that individuals in training under USAID sponsorship not be accompanied by dependents. The Training Officer will inform training candidates as well as departing trainees of this policy and ensure that participants have well-planned care for families prior to departure.

Project Managers and contractors are also asked to make sure participant trainees have considered family issues. Those participants whose family relationships and responsibilities make them unsuitable for long-term training absences should be discouraged from undertaking long-term training.

Under exceptional circumstances, participant trainees may request permission for their dependents to accompany them during their training in the United States. If the host country government endorses such a request, the HRDO will consider it and send an appropriate recommendation to the Mission Director for final decision. The training unit will ensure that

participants who request permission for their dependents to accompany them meet the conditions required in Handbook 10, Chapter 15.

5) Graduate Level Research

It is Mission policy to encourage participants to undertake graduate-level thesis research that is directly related to Country X or even that takes place in-country whenever feasible.

Thesis writing, compiling documents prior to departure, and employing institutions' input into graduate research should be addressed by the Training Officer, Project Manager and/or contractor prior to pre-departure orientation. These issues should be followed up on at the orientation.

6) English Language Testing

To improve the screening and selection process for long-term participants, English language proficiency and aptitude will be incorporated as one of the criteria for final selection of candidates for long-term training in the US.

USIS's ETC will assist the Mission in evaluating applicants' proficiency and aptitude through formal tests and interviews. USAID will request ETC either to recommend appropriate English language training or to recommend that candidates not be selected for training based on proficiency and aptitude in English. Timing of language activities will be determined by the Training Officer.

7) Mission Training Committee

A Mission Training Committee will review all candidates nominated by the private or public selection boards for long-term US training to ensure that they meet all requirements specified in Handbook 10 and in the Mission's training policy.

The Mission Training Committee is composed of the following:

Chairperson:	HRDO
Other members:	Training Officer; representatives from the following offices: PRM, ADO, HPO, and CONT.

The Committee will review and approve all candidates pre-selected by the Boards for long-term training. The Committee will meet as determined by decision reached by appropriate Boards.

8) Mission-Wide Selection Criteria

In addition to the AID-wide selection criteria enumerated in Handbook 10, Chapter 4. the Mission Training Committee will use the following criteria when reviewing candidates for long-term US training:

- (a) candidates must have a good academic background and possess the equivalent of a US undergraduate degree (French Licence/Maîtrise, Rwandan Maîtrise (high school completion degree plus four years of university), Diplôme d'Ingénieur de Conception (high school completion degree plus five year of university) or equivalent degree;
- (b) candidates must have at least two years of work experience, preferably in a sector related to the desired training program;
- (c) candidates must have a written letter from their employer agreeing to the training requested and for:
 - releasing candidates for in-country English language training (ELT), if the course is in an English-speaking country
 - releasing candidates for academic training in the US or third country
 - identifying a person at the institution to be responsible for the participant during training, to receive all records, grades, etc. and to send all documentation and local/institutional news to participant
 - agreeing to the impact measures identified by the institution, Project Manager, contractor, or selection board;
- (d) employers must agree in writing to pay participants' salaries during the ELT in-country and during their US academic training and to guarantee a higher position for the returned participants in appropriate jobs—this can be based on a trial period for assessment of the returnees skills;
- (e) the proposed training must be relevant to the candidates' job upon return and the organization's needs and have impact indicators which are known by participant, institution and contractor/Project Manager;
- (f) candidates must have good English proficiency and aptitude as evidenced by their academic records, test results, and the recommendations of appropriate specialists in ETC.

9) Centralization of Training Files

Project Managers (Mission-funded training) and contractors (project-funded training) are responsible for delivering copies of all documents related to participant training to the PTMS/Training Specialist. The PTMS/Training Specialist is responsible for keeping up-to-date versions of the following documents: correspondences, copies of PIO/Ps, training implementation plans (TIPs), academic enrollment and term reports (AETRs), completed medical examination forms, and plans of study.

Project Manager and contractors must use PTMS for completing PIO/Ps and seek advice from the PTMS/Training Specialist for correct PIO/P and other documentation completion. PMs and contractors should have a familiar and frequent relationship with the PTMS/Training Specialist and ensure that all needed information is documented on PTMS.

10) Participant Training Management System (PTMS)

USAID/X has established a computerized Participant Training Management System (PTMS) to track trainees. The PTMS/Training Specialist is responsible for maintaining and updating PTMS and must regularly receive, enter and update relevant participant data into PTMS.

Project Managers are responsible for keeping track of the same information for their centrally-funded participants as contractors do for their project-funded participants. All must get this information to the PTMS/Training Specialist so that it can be maintained in PTMS. All PMs and contractors must know how PTMS works, what it can produce, and receive a minimal level of training from the PTMS/Training Specialist.

The PTMS/Training Specialist will send PTMS reports to Mission leadership, Project Officers, Project Managers, and contractors on a quarterly basis along with the training manager's report of training activities.

11) Follow-On

Project Managers and contractors will ensure that all returning trainees report to the USAID training unit with their employer to meet the Training Officer for a debriefing at which time they will be required to complete a questionnaire developed by the training unit. Completed questionnaires will be used for follow-up and evaluation purposes. Measurement of pre-determined impact indicators will be discussed with the contractor or Project Manager and the employer and the timeline of the institution's and individual's measurement articulated.

The training unit will complete the returned participants' "Follow-up Activities Reports" by each year's end and forward them to OIT.

H. RESPONSIBILITIES

- 1) Office chiefs whose projects have participant training components are responsible for ensuring that their Project Managers carry out the procedures described in this Mission Order.
- 2) The PDO is responsible for ensuring that the training unit carries out the procedures described in this Mission Order.
- 3) The chairperson of the Mission Training Committee will take responsibility for deciding when to schedule committee meetings or how otherwise to discharge committee's duties. The chairperson will also be responsible for sending the committee's recommendations to the training unit, when reviewing candidates for long-term training, and to the Mission Director, when reviewing requests for dependents to accompany trainees to the United States.
- 4) The Project Manager or contractor as well as the employing agency will be responsible for maintaining contact with participants while they are in training. The

Training Officer will monitor grade reports and requests for extensions and will initiate any required action.

- 5) For training programs with a research component, the contractor or Project Manager, the institution and the individual participant will discuss possible areas of study which would benefit the institution and the sector. Documentation needed for such research should accompany the participant when leaving for training.

The academic advisor should ultimately assist the participant to plan and execute research which has the most benefit to the institution. The Training Officer will make all participants, institutions and boards aware that Mission policy prefers country-specific or applicable research. If in-country research is appropriate, the Training Officer will see if funding is available.

I. Additional Programming Considerations

1) English language training (ELT)

AID-funded long-term and short-term participants requiring ELT will take ELT in-country. The HRDO will request exceptions to this policy; these must be approved by the Mission Director in writing in advance.

Only participants who are not from Capital City X will receive a maintenance allowance while attending ELT in Capital City X. The maintenance allowance will be a set daily rate approved by the USAID Controller. Institutions must continue to pay salaries during this time.

2) Participant Training Procedures

The procedures outlined in this section are for long-term participants and apply mainly to training in the US. Third country long-term training procedures will be similar to those shown below except that the Training Officer will arrange the training program through the USAID Mission in the country where training will take place.

All procedures will be in accordance with Handbook 10.

3) Procedures for Non-Contract-Funded, Mission-Managed Training

Mission leadership, including the HRDO, and GOX officials will discuss policy changes concerning guaranteed salaries during training, establishing degree equivalencies, post-training job guarantees and institution accountability for training utilization.

a) Private and Public Sector Selection Boards

Two boards, one private and one public, will be set up and managed by the HRDO to improve upon the transparency of the institutional and individual selection process.

The boards will review:

- the type of training (academic or technical) and its relevance to the institution and targeted sector
- duration
- location (US, third country or in-country)
- degree objective
- the position or alternate position to which participant will be scheduled to return
- degree equivalencies
- the identification of impact indicators and measurement.

b) Final Selection Procedures

Once institutions or organizational units have been selected and individuals identified, the relevant GOX ministry must send a letter of commitment to the Training Officer stating that the participant will be released from official duties during his/her training period. In addition, all GOX employers with long-term training participants in the US must sign a "conditions-of-training" form (AID-1381-6) before their personnel leave for training. Training will not be approved without these written assurances.

The training period will include time required for ELT in-country. The GOX will assure in writing that each long-term participant, upon his/her return, will occupy a position at the same or higher level as the position before training. The participant agrees to return to Country X and accept the job assigned by the unit or GOX agency.

c) Developing and Processing the PIO/P

The HRDO and Training Officer will jointly review the selection process to ensure the most open process to attract the most qualified candidates.

The Training Officer uses PTMS to draft a PIO/P.

The PTMS/Training Specialist checks with the controller's office to verify availability of funds.

The controllers' office assigns a PIO/P number and fiscal data.

The PTMS/Training Specialist issues the PIO/P in final form and routes it for the following signatures:

Clearances:

- Training Officer
- HRDO
- Project Manager
- Office chief of originating office
- Controller

GOX approval: GOX responsible counterpart (project officer to arrange)

USAID Approval: PDO

The PTMS/Training Specialist reproduces the PIO/P and distributes it as follows:

- 2 copies to Controller
- 2 copies to ASU
- 2 copies to the Project Officer
- 2 copies to GOX project manager.

d) Participant Files

The PTMS/Training Specialist establishes an official file, which is maintained in the training unit, with participant's name and PIO/P number. The Training Officer must send copies of all correspondence concerning the participant to the PTMS/Training Specialist for the official file. Likewise, the PTMS/Training Specialist will send the Training and Project Manager copies of all correspondence the training unit receives concerning the participant.

e) Processing Training Documents

The participant submits the following to the PTMS/Training Specialist:

- 4 certified copies of transcripts and grades;
- 4 certified copies of diplomas;
- 6 ID pictures; and
- 3 letters of recommendation.

The participant turns in original and translated transcripts and letters of recommendation (or alternatively a contract is made with the USIS ELC for such services).

The Training Officer will pouch ten copies of the PIO/P—including biodata form—and all documents to:

ST/IT
Room 201-D SA-16
Agency for International Development
Washington, DC 20523

The Training Officer cables AID/W advising the date documents were pouched and requesting notification of receipt.

f) Pre-Departure Processing

The Training Officer maintains an action log and follows up by cable as necessary to ensure that training is properly scheduled and that the call forward (CF) is received on time, whether training takes place in the US or in third countries.

The Training Officer arranges for the participant to start ELT in-country, if required. The training unit follows progress of the participant in ELT.

The PTMS/Training Specialist requests tickets from USAID's travel section. Participants are prohibited from changing the routing and from making their own reservations. If they do, and the reservations are canceled by the airline (double bookings are automatically canceled), the HRDO may cancel the training program.

The PTMS/Training Specialist prepares and submits visa application forms and photos for US visa to the US Consular Officer when necessary for US training. For third country training, the PTMS/Training Specialist arranges to obtain a visa for the country of training.

The PTMS/Training Specialist sets up an appointment with the USAID-approved doctor for the participant's medical examination and notifies the participant of the date, time and place of the medical exam. Medical exams are required for any participant attending a training course of more than two months' duration.

The PTMS/Training Specialist submits a request for maintenance advance to the Controller in time to allow receipt of the check prior to departure.

The PTMS/Training Specialist communicates procedures and status of each participant to the Training Officer by memo.

The Training Officer cables AID/W or, for third-country training, the country of training, advising them of participants' ETA, and provides maintenance advance and ticket to participant.

The Training Officer organizes pre-departure orientations for participants, preferably with other participants departing during the same time. Alumni of US and third country training will be invited to share their training experiences as well. Research possibilities, US university procedures, family maintenance, health, and other pertinent issues are covered during the Training Officer's pre-departure orientation.

All participants sign "conditions for ticketing" forms.

g) PIO/P Extensions and Amendments

Long-term training of more than one year is more easily administered if the total estimated amount for training is earmarked in the first year under a single PIO/P. It is Mission policy to fully fund all PIO/Ps. However, if available funds are insufficient in the first year of training, the training unit will amend the PIO/P or issue a new PIO/P when further funding becomes available.

Requests for extension will be handled as described in the first part of this Mission Order. If a participant wants to change the area of study, the participant and employing institution must inform the Project Manager in writing. If the change is justified, the Project Manager will obtain the Project Officer's signature and will request the PTMS/Training Specialist to modify the PIO/P as appropriate.

The PTMS/Training Specialist checks with the Controller to verify the availability of funds.

The PTMS/Training Specialist uses PTMS to amend the original PIO/P or to issue a new PIO/P to provide continuing funding. The Project Officer clears amended PIO/P.

The PTMS/Training Specialist obtains signatures on PIO/P amendments according to the procedures outlined previously.

The PTMS/Training Specialist distributes the PIO/P amendments according to the procedures outlined above.

GOX officials and selection boards must be informed that extensions are given only on an exceptional basis.

J. Procedures for Contract-Funded Participants

Contract-funded participants are those participants whose training is fully funded and organized by contractors under certain USAID-funded bilateral projects.

The procedures for contract-funded participants are generally the same as those described for non-contract-funded participants, except that the contractor, rather than the training unit, will be responsible for most of the processing actions.

Since the role of the contractor in the selection process will vary from contract to contract and board to board, the contract will specify the contractor's actions and responsibilities for most of the processing actions. In general, contractors may:

- participate on selection boards
- meet with institutions to present the Mission's strategy and to ensure impact indicators and measurement instruments are formulated
- fill out PIO/Ps under the guidance of the PTMS/Training Specialist
- maintain all participant records and forward copies to the PTMS/Training Specialist
- learn how to use PTMS
- ensure that baseline data is gathered and verified
- ensure that impact is measured at the pre-determined time by the pre-determined institution
- participate on appropriate boards with Project Managers, the HRDO and the Training Officer.

MONITORING PARTICIPANT PROGRESS

One of the most difficult aspects of managing participant training is understanding the problems and daily concerns of participants, especially those in long-term training programs. Mission Training Offices are usually several steps removed from the participants since the bulk of monitoring is done by U.S. contractors such as PIET and AAI.

Yet experience has shown that maintaining contact with participants in training is a crucial factor in alumni long-term relationships with USAID.

Here are several ways to keep in touch:

- Monthly or quarterly newsletters sent to participants.
- Have a contractor organize a meeting or workshop during the university spring or summer break. This could be attended by government officials, Mission staff, and participants. Participants welcome these activities, not only as a support group of fellow nationals, but also as an opportunity to talk with country and Mission representatives.
- A yearly questionnaire on topics of concern to participants.
- Greeting cards at New Year's or for the Host Country's national holiday.

Missions with participants in long-term training need to develop strategies for keeping in touch with those participants.

One strategy is to keep in touch by mail. Computerized mailing lists and address labels make this very easy.

The following attachment provides a sample questionnaire sent to participants who had been in U.S. academic training for at least one year.

USAID/X SPONSORED PARTICIPANT QUESTIONNAIRE

The purpose of this questionnaire is to help the USAID Training Office (1) understand how we can better serve your needs, (2) ensure that your training objectives are met in the most satisfactory fashion, and (3) provide better orientation services for new participants.

Your responses to this questionnaire will be tallied with other responses to produce an anonymous report which will be made available to USAID/X staff and other institutions as required. As soon as the global report is prepared, your individual responses will be destroyed.

1. Full Name:

2. U.S. Mailing Address:

3. Phone contacts: Home: _____
Other (where?) _____

4. May we provide your address and phone number to other Country X participants prior to their departure for the U.S.? **YES NO**

5. What is the name of your programmer (also called Education and Training Specialist)?

6. How often are you do you talk to your programmer?

- _____ At least once a month
- _____ At least once every three months
- _____ Only when I have a major problem
- _____ Never

7. Do you think your programmer has a good understanding of your academic concerns?

YES NO Please explain your response.

8. Do you think your programmer has a good understanding of the problems confronting you on a daily basis?

YES NO Please explain your response.

9. In addition to communicating with your programmer, would you like to have regular contact directly with the USAID/Training Office in Country X? **YES NO**

If you answered yes, do you have any suggestions as to what kind of contact would be the most effective?

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10. Do the following services exist on your campus? If so, which ones do you take advantage of the most?

SERVICE	EXISTS?	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL
International Student Office				
African Students Association				
Academic Advisor				

11. Which of the following aspects of your daily life causes you the most headaches? Explain below why you checked specific items.

- Using English
- Housing
- Getting Food/Meals/Cooking
- Using Library and Research Facilities
- Amount of Reading Required
- Amount of Writing Required
- Shopping for Basic Needs
- Interacting with Americans
- Interacting with Faculty
- Interacting with other Students
- the Weather
- Transportation (or Lack of)
- Medical/Health Concerns
- Cost of Rent, Telephone, and Utilities
- Worrying about Family
- Other (Please List)

Please explain here.

12. Do you think you will be able to complete your training objective in the time allotted? If not, please explain. (Honest answers here will enable us to better assess requests for extensions.)

13. Given the amount of time you have already spent in the U.S. and the academic progress you have made, are you **PLEASED** with the academic program you are enrolled in?
YES NO Why?

14. Do you think the coursework you are taking will provide you with skills and knowledge that you can put to use in Country X?
YES NO Why?

15. Are your spouse or children with you? **YES NO**

If so, what is the main benefit of having them with you?

If so, what is the main disadvantage of having them with you?

16. How often do you talk to or contact with countrymates (not in your immediate family) who live in the United States?

- Every Day
- More Than Once a Week
- More Than Once a Month
- Every Two or Three Months
- Rarely
- Never

17. What was your most recent TOEFL score before you began academic coursework?

18. Did you study English at the American Cultural Center in Country X prior to going to the U.S.? **YES NO**

Compared to the English language training you had in the United States, how would you rate the English language training you had in Country X at the American Cultural Center?

EXCELLENT VERY GOOD GOOD SATISFACTORY WEAK POOR

19. Do you think you were adequately prepared for studying in the U.S. when you started your academic coursework? **YES NO**

If no, what additional preparation would you suggest for future participants?

- _____ More English Language Training
- _____ More Information About Academic Programs
- _____ More Information About Area of Specialization
- _____ More Information About U.S. Culture and Customs
- _____ Other — Please Explain:

20. What is your overall impression of the time you have spent in the United States so far?

VERY SATISFACTORY -- SATISFACTORY -- SOMEWHAT FRUSTRATING -- VERY FRUSTRATING

Your comments/suggestions on any aspect of your program are more than welcome. Also feel free to ask any questions that you would like to have the head of USAID/X's Training Office answer for you.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLEASE MAIL IT TO US AT THE FOLLOWING ADDRESS:

**TRAINING OFFICE
USAID/X
Agency for International Development
Washington, D.C. 20521-XXXX**

YOU WILL NEED TO ADD A 29 CENT STAMP.

PRE-DEPARTURE BRIEFINGS AND ORIENTATION

After participants are selected for training, the momentum of programming and travel arrangements often detracts from the need to make sure that all parties (the Mission, the nominating institution or firm, and the participant) understand and are comfortable with the final training request.

Training Office and/or Project Office staff should spend time with participants and nominating institutions to go over the final training request (which is spelled out on page two of the PIO/P) and discuss expectations about the training.

As the departure date approaches, pre-departure information on logistics and program content should be sent to participants and time should be made available for individual or group discussions of pre-departure materials.

Pre-departure orientation sets the stage for the ongoing relationship between the Mission and the participant.

Pre-departure orientation allows Missions to make sure that the HRD intervention will have the impact intended during its planning.

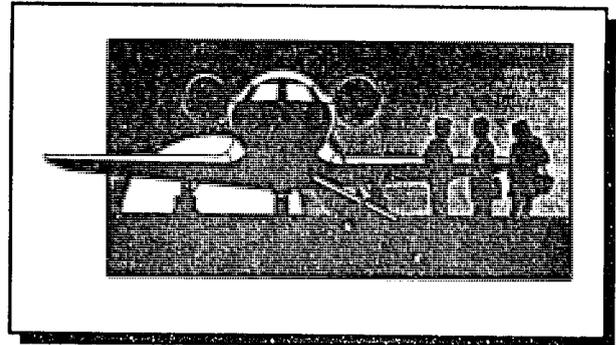
Pre-departure orientation also allows Missions to make sure trainees understand what is expected of them during training and upon return.

The Training Office (or Project Office) will find that pre-departure briefings will be more effective if a "package" of standard materials is designed and printed. For each training activity specific information on itineraries, maintenance allowances and other details can be typed in.

The following package is a sample of materials in English, French and Portuguese. These materials are included on the accompanying diskette so that each office can tailor them to its specific needs.

PRE-DEPARTURE INFORMATION FOR PROJECT-X FUNDED PARTICIPANTS TRAVELLING TO THE UNITED STATES

TRAVEL ITINERARY:



YOUR PROGRAMMER:

- The person responsible for you and your training program while you are in the United States is

Mr/Ms/Mrs _____

He/She is a staff person of PIET (Partners for International Education and Training) located in the New York office of the African-American Institute (AAI).

- The address of the African American Institute is:

**AFRICAN AMERICAN INSTITUTE
333 UNITED NATIONS PLAZA, NEW YORK, NEW YORK 10017**

- The telephone number is:

949-5666 or 1-800-323-1236

The second number is "toll-free" and can be used anywhere in the United States **except** in New York City.

MONEY MATTERS

Before you leave City X, you will receive the following amounts of money as part of your maintenance allowance:

_____ in cash

_____ in check which you can **either** cash at a local bank and convert into U.S. dollar Travellers Cheques before you depart **or** cash at a bank in the United States.

Remember that these funds are not meant to be used during your travel to the U.S., but are intended to be used during the first 10 to 15 days of your stay in the U.S. You are required to use these funds (and others which your Programmer provides you) for your lodging, meals and miscellaneous personal expenses during your training program.

The maintenance allowance that you will receive is calculated based on your location in the U.S. and the number of days you spend at each location.

The amounts you will receive has been calculated as follows:

New York: _____

Washington, DC: _____

San Diego: _____

Your Programmer will advise you of any changes in the amounts estimated above.

OTHER EXPENSES

You will receive \$60.00 for the purchase of books for your training program as well as \$60.00 for shipping the books back to your home country. You will not be required to present a receipt for these expenses.

As you travel from one location to another, always ask for a receipt for transportation you pay for to travel from an airport to a hotel or from a hotel to the airport. You are required to use the least expensive form of transportation available for such travel. This usually means taking an Airport Bus or Limousine.

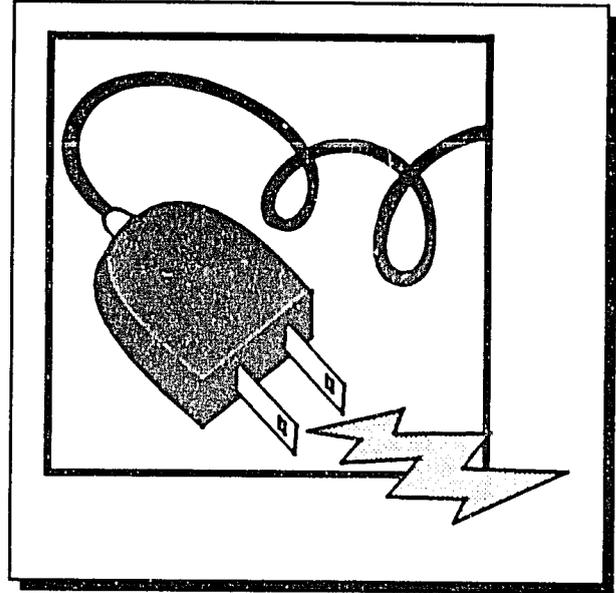
Submit your receipts to your Programmer before you leave the U.S. or to XXX at USAID/X when you return home.

Travel between the airport and hotel and back is an allowable expense which will usually be reimbursed. If your training program calls for individual visits to businesses or offices and you are required to take public transportation or taxis for such visits, you should also keep your receipts and present them to your Programmer for reimbursement at the end of your program.

QUESTIONS OF SECURITY

Never keep money, travellers cheques, travel documents such as passports and airplane tickets in your hotel room unattended. Ask at the hotel reception for a safe deposit box where you can safely store your valuables. Take care not to lose the key to your safe deposit box!

Don't leave your baggage and belongings unattended in the airport or elsewhere. Use common sense and stay on the alert as you walk about cities, especially in the evening. If your belongings should be stolen or if you are a victim of an attack or criminal incident, report the incident to the police immediately and seek advice from your Programmer by calling the toll-free number.



YOUR HEALTH

From the time you leave your home country, during your stay in the U.S. until your return to X, you will be covered by a medical and health insurance coverage called the HAC Insurance Program. This coverage is in effect as long as you are in training or traveling directly to or from your training program. You will **not** be covered should you change your itinerary from the one originally approved. While the HAC Program will cover most medical expenses, you may be required to purchase services or medicines yourself and then submit a claim for reimbursement. Your Programmer will provide you with full details on the HAC Program.

YOUR RESPONSIBILITIES

Your primary responsibility is to focus your time and energy on the successful completion of your training program. Your goal is to accomplish the training objectives set out on page 2 of the PIO/P which is provided here as an attachment.

If you feel that your original objectives can not be attained, contact your Programmer so that adjustments can be made, if possible. Remember that your Programmer can not make major changes in your training program, including extensions or changes in the major training objective, without the prior approval of USAID/X.

You are also responsible for ensuring that all hotel bills, telephone charges, and other bills for services or goods you purchased, including charges for excess baggage, are paid in full before you leave the United States.

AIRLINE RESERVATIONS

You will be provided with a round-trip ticket before you leave for training. All necessary airline reservations have been made and confirmed. You will need to re-confirm your onward flights directly with the airline companies concerned. Once in the U.S. this is very easy and can be done by telephone, usually 24 hours a day. You can obtain the toll-free number of the airline company you will be using by calling Information at tel: 1-800-555-1212.

EXCESS BAGGAGE

You will receive \$60.00 for shipping books back to your home country. This money can be used to pay excess baggage charges at the airport.

On international flights leaving the United States, the baggage allowance is 2 pieces of luggage. Each piece can weigh up to approximately 25 kilos. What is most important is the **number of pieces** and not the **weight**. If you travel directly from the U.S. to your country without a long stopover in Europe, you can take advantage of the baggage system by piece if you check your luggage to travel directly to your home country.

If you are required to stopover in Europe, you may have to collect your luggage in Europe and register them again after the stopover. In that case, your bags will be weighted on a 20 kilo limit imposed and the fines for excess baggage can be quite expensive.

In either case, it is your sole responsibility to ensure that you have adequate funds to pay excess baggage fees should you be required to do so.

Upon re-entry into your home country, you may also be required to pay customs fees for any merchandise you purchased in the United States.

YOUR ARRIVAL IN WASHINGTON, DC, THE FEDERAL CAPITAL

ARRIVAL INFORMATION

Upon arrival at National Airport in Washington, DC, you will be met by a staff person of the Meridian House International Center (MIC). You should look for someone holding a sign with your name. MIC staff will assist you in finding the appropriate transport to your hotel.

If no one from MIC meets you at the airport, you should follow the signs marked "Ground Transportation" and take either the Washington Flyer bus (about \$15.00) or, if no bus is scheduled, take a taxi (about \$25.00) to your hotel.



YOUR HOTEL IN WASHINGTON:

The Windsor Park Hotel
2116 Kaorama Road
Washington, DC
Telephone: 202-483-7700

ORIENTATION PROGRAM

In Washington, DC, you will participate in an Orientation Program at the Meridian House International Center (MIC) from

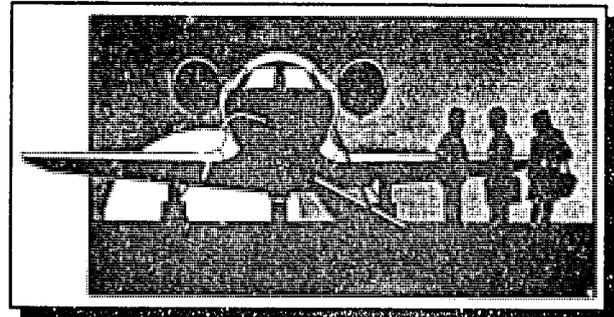
_____ to _____.

This orientation program will help you become acquainted with American customs and life. You will also learn how to use the public transportation systems and how to make business and social contacts with Americans. During the program, you will also have an opportunity to visit some of Washington's interesting sites.

- You are scheduled to begin your program on _____ at 8:30 a.m. You should go directly to MIC at 1630 Crescent Place, in Northwest Washington. It is not far from your hotel and you can ask for directions from the Hotel reception.
- MIC's telephone number is 202-939-5552.

GUIDE DU VOYAGEUR VERS LES ETATS-UNIS A L'INTENTION DES BOURSIERS DU PROJET X, USAID X

**Ce qu'il faut savoir avant votre départ vers
les Etats-Unis:**



Votre itinéraire:

Votre responsable du programme

- La personne chargée de vous et de votre programme pendant tout votre séjour aux Etats-Unis est

M./Mme. _____

C'est un membre du personnel de **PIET** (Partners for International Education and Training) basé à New York dans les enceintes de l'**African-American Institute** (AAI).

- L'adresse de l'African-American Institute est la suivante:

**AFRICAN AMERICAN INSTITUTE
833 United Nations Plaza, New York, NY 10017**

- Leur numéro de téléphone est le suivant:

949-5666 ou bien 1-800-323-1236

(Ce deuxième numéro est gratuit et peut être utilisé partout aux Etats-Unis sauf à New York City.)

AFFAIRES D'ARGENT

Avant votre départ de X, il vous sera remis pour frais de subsistance :

_____ en liquide

_____ en chèques, que vous pourrez toucher dans une banque locale et acheter des chèques de voyage avant votre départ.

Attention, cet argent n'est pas destiné à des dépenses durant le voyage. Il vous servira pendant les premiers 10 à 15 jours aux Etats-Unis. En effet, l'hôtel sera à votre charge; les repas et les autres besoins seront couverts par cet argent reçu au départ.

Le montant de la bourse qui vous sera octroyée pendant votre séjour aux Etats-Unis est calculée en fonction de votre localité et de la durée du séjour.

Les taux applicables à votre programme sont indiqués ci-dessous:

Votre responsable de programme vous avisera de tout changement.

Autres frais:

Vous recevrez 60 dollars pour l'achat de livres en rapport avec votre programme et 60 dollars pour leur transport jusqu'à Ville X. Il ne sera pas nécessaire de présenter des reçus pour ces dépenses.

Lors de vos déplacements d'une destination à une autre, demandez toujours les reçus des billets de transport de l'aéroport vers l'hôtel ou de l'hôtel vers l'aéroport. D'une manière générale, il vous est conseillé de prendre le bus ou la "limousine" plutôt que le taxi qui est beaucoup plus cher.

Remettez tous vos reçus à votre programmeur à AAI avant votre départ des Etats-Unis ou à M/Mme X à l'USAID/X à votre retour de formation.

Il sera procédé au remboursement de toutes les sommes dépensées pour le transport hôtel-aéroport. Dans le cas où votre programme comporterait des visites à des entreprises ou autres bureaux, visites organisées par votre programmeur, veillez à garder tous les reçus de transport par taxis et par bus. Ces dépenses vous seront remboursées à la fin de votre formation.

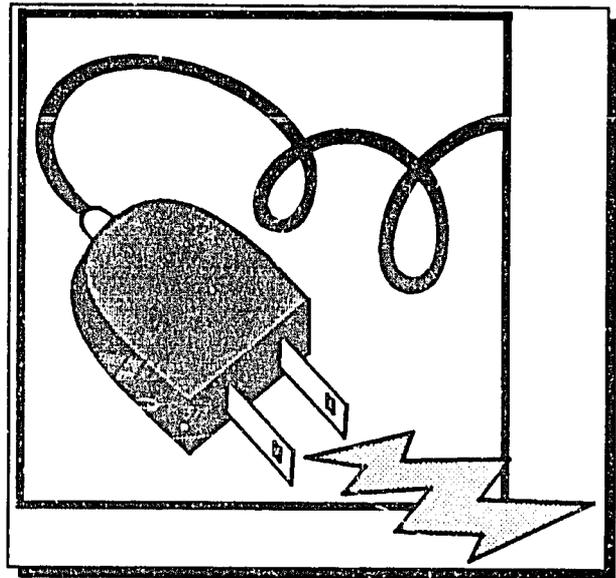
VOTRE SECURITE

Ne gardez jamais argent, chèques de voyage, documents de voyage comme le passeport, les billets d'avion et autres biens dans votre chambre d'hôtel. Demandez plutôt à la réception de l'hôtel de mettre un coffre à votre disposition où vous pourrez déposer vos biens de valeur. Dans ce cas, prenez soin de ne pas perdre la clé du coffre.

Ne vous éloignez jamais de vos bagages à l'aéroport ou ailleurs.

Usez du bon sens et soyez alerte lors de vos promenades dans les grandes villes, en particulier le soir. Si par hasard vos biens étaient volés ou si vous étiez victime d'un incident quelconque, appelez

immédiatement le numéro gratuit de votre programmeur afin de signaler l'incident et demander conseil.



VOTRE SANTE

Au cours de votre voyage en direction ou en provenance de votre programme de formation, et tout au long de votre séjour aux Etats-Unis, vous êtes couvert par une assurance maladies et accidents dite " **HAC Insurance Program**". Mais parfois vous serez obligé d'acheter des médicaments et de payer des soins médicaux de votre poche en tant que patient extérieur, avant de vous faire rembourser.

VOS RESPONSABILITES

Votre responsabilité majeure est de consacrer le maximum de votre temps et de vos énergies à votre programme de formation et à l'accomplissement des objectifs de formation y assignés tels qu'indiqués à la page 2 du dossier du participant (PIO/P) ci-joint.

Si vous avez le sentiment que les objectifs initialement poursuivis ne seront pas atteints, entrez directement en contact avec votre programmeur pour que des ajustements soient, si possible, opérés. Cependant, vous devez garder à l'esprit que le programmeur ne portera pas de changements notoires à votre programme que ce soit au niveau de l'extension ou au niveau des objectifs sans s'en référer à l'USAID/X.

Prenez également toutes vos dispositions afin qu'avant votre départ des Etats-Unis vous ayez liquidé toutes vos factures d'hôtel, de téléphone, et payé les frais d'excès de bagages.

Si pour une raison ou une autre vous vous avisez à interrompre votre programme de formation vous devrez en ce cas rembourser à l'USAID/X tous les frais de séjour qui vous

auront été versés à l'avance, pour la période pendant laquelle vous auriez dû être en formation.

RESERVATIONS D'AVIONS

Un billet d'avion aller-retour vous a été préparé à l'avance; il vous suffit seulement de confirmer votre réservation. Notez que c'est à vous seul qu'incombe la responsabilité de reconfirmer les réservations auprès des compagnies d'aviation concernées. Au moment où vous vous trouvez aux Etats-Unis, vous pouvez les contacter par téléphone au numéro gratuit. Demandez ce numéro à l'opérateur au téléphone No.1-800-555-1212.

EXCES DE BAGAGES

Il vous sera accordé un montant de 60 dollars comme frais de transport de livres dont une partie pourra servir à couvrir les frais d'excès de bagages. Sur les vols internationaux en provenance des Etats-Unis, la limite normale de bagages est de 2 bagages. Chaque bagage peut peser jusqu'aux environs de 25 kilos. L'important n'est donc pas le poids mais le nombre de bagages. Si vous voyagez directement des Etats-Unis vers Pays X sans escale en Europe, vous pouvez profiter de ce principe de deux bagages et enregistrer directement vos bagages sur Pays X. Mais si vous devez faire escale en Europe, vous aurez à reprendre vos bagages à l'escale et les faire enregistrer de nouveau vers Pays X.

A ce moment le système européen qui limite le poids des bagages à 20 kilos sera appliqué et vous risquerez de payer les frais d'excès de bagages d'Europe à Pays X. Remarquez que ces frais peuvent s'avérer très élevés. Ceci peut vous coûter très cher puisque c'est votre responsabilité de payer la totalité des frais d'excès de bagages et ceux-ci ne sont pas remboursables. Tous les effets que vous ramenez des Etats-Unis sont susceptibles d'être frappés par la douane du Pays X.

VOTRE ARRIVEE A WASHINGTON DC LA CAPITALE FEDERALE

Information à l'arrivée:

Dès votre arrivée à l'Aéroport National de Washington, vous serez accueilli par un employé de Meridian House International Center (MHIC). Il vous faudra repérer quelqu'un qui tient un panneau sur lequel est inscrit votre nom. La personne préposée par MHIC pour vous accueillir vous aidera à trouver un moyen de transport vers l'hôtel.

Si personne n'est venu à votre rencontre à l'aéroport, vous suivrez alors la direction des signes "**GROUND TRANSPORTATION**" pour prendre soit le bus (à peu près 15\$) soit le taxi (à peu près 35\$) pour arriver à votre hôtel.



VOTRE HOTEL A WASHINGTON, DC

The Windsor Park Hotel
2116, Kalorama Road
Washington, DC
Téléphone: 202-483-7700

PROGRAMME D'ORIENTATION

Une fois à Washington, vous participerez d'abord à un programme d'orientation au **Meridian International Center (MIC)** du _____ au _____. Ce programme d'orientation est destiné à vous familiariser avec la culture et la société américaines. Vous y apprendrez aussi d'utiles et intéressantes informations au sujet du système des transports, l'utilisation du téléphone, l'art de faire les achats, de prendre des contacts d'affaires, etc. C'est aussi pendant l'orientation que vous pourrez visiter certains des sites touristiques de Washington.

Le _____ à 8 heures et demie du matin vous vous rendez au MIC, situé au **Nord-West de Washington DC, 1630 Crescent Place.**

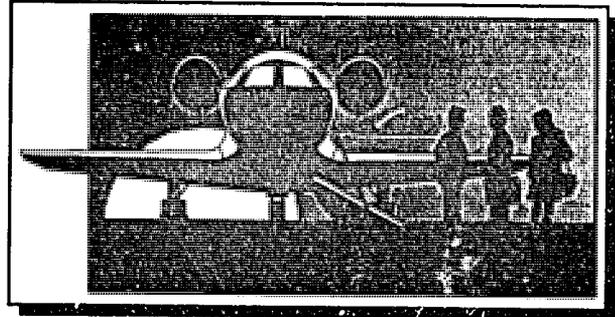
Le numéro de téléphone est le **202-939-5552.**

En fait, MIC se trouve non loin de votre hôtel. Vous pouvez obtenir à la réception de l'hôtel les renseignements pour y arriver.

**GUIA DO VIAJANTE PARA OS ESTADOS UNIDOS NO QUADRO DOS
BOLSISTAS DO PROJETO X
USAID/X**

**O que você precisa saber antes
da sua partida aos
Estados Unidos**

O seu itinerário:



O encarregado do seu programa:

- a pessoa responsável por você e o seu programa durante toda a sua estadia nos Estados Unidos é:

Mr./Mrs. _____

Esta pessoa faz parte do efetivo de PIET, que é situado em New York na sede do African American Institute (AAI)

- O endereço do African American Institute é:

AFRICAN-AMERICAN INSTITUTE
833 UNITED NATIONS PLAZA, NEW YORK, NY 10017

- O número de telefone do AAI é:

949-5666 / 1-800-323-1236

(O segundo número é chamada gratuita e pode ser utilizado em qualquer lugar dos EEUU fora New York City.

ASSUNTOS FINANCEIROS

Antes de sua partida de X, você receberá para despesas de subsistência:

_____ cash (dinheiro em espécie)
_____ cheques, que você poderá trocar por travelers checks antes de partir.

N.B: esta importância não lhe é providenciada para despesas de viagem. Ao contrário, vai lhe servir durante os primeiros 10-15 dias nos EEUU. Ela não deve ser gasta para diária de hotel, o que é sua responsabilidade, mas sim para refeições e outras despesas.

O restante da bolsa que lhe será entregue ao longo de sua estadia nos EEUU é calculado em função de sua localidade e do prazo da visita.

A diária (per diem) estabelecida para seu programa é indicada abaixo:

O encarregado de seu programa avisar-lhe-á de qualquer mudança nos termos financeiros.

Outras despesas:

Você receberá US\$60 para a aquisição de livros relacionados ao seu programa e US\$60 para o transporte dos mesmos até X. Não é necessário apresentar recibo para essas despesas.

Quando voce viajar, exija sempre um comprovante de pagamento pelo transporte do aeroporto ao hotel e vice-versa. Em geral, você é aconselhado a pegar um ônibus ou "limousine" em vez de taxi, sendo este bem mais caro.

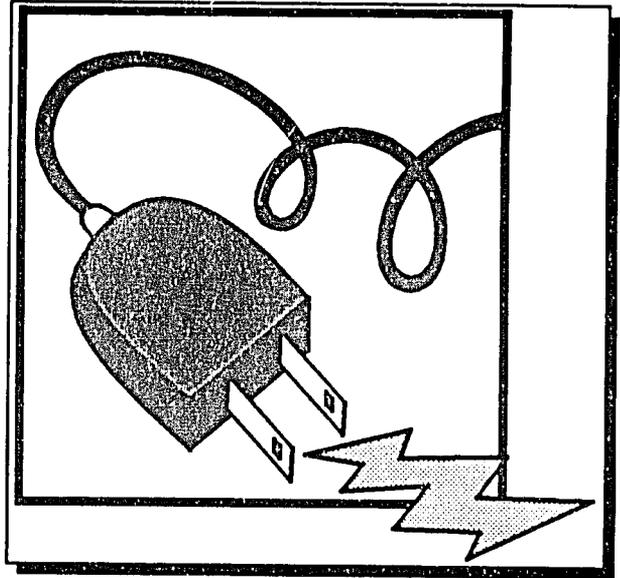
Entregue todos os seus recibos ao seu encarregado do AAI antes de deixar os EEUU; alternativamente, pode remetê-los a M/Mme X a USAID/X uma vez de volta do programa.

O procedimento descrito acima é válido para toda importância gasta para transporte aeroporto-hotel. Da mesma maneira, se o seu programa inclui visitas a empresas ou diversos lugares--visitas organizadas pelo seu encarregado--guarde todos os recibos de taxi e ônibus. Você será reembolsado no fim de sua visita.

PARA A SUA SEGURANÇA

Jamais deixe dinheiro, cheques de viagem, passaporte ou outros documentos importantes, passagens aéreas, ou outros bens de valor no seu quarto de hotel. Peça à recepção para colocar estes objetos num cofre. Cuidado para não perder a chave do cofre.

Nunca deixe sua bagagem desacompanhada no aeroporto ou em outro lugar público. Também, cabe a todos precaver-se durante passeios nas grandes cidades, sobretudo a noite. Se por acaso tiver o azar de ser roubado, assaltado, ou for vítima de qualquer incidente, ligue imediatamente ao seu encarregado, usando o número gratuito, para pedir orientação.



SUA SAÚDE

Ao momento de partir para começar o seu programa de formação, e durante toda a sua estadia nos EEUU, você terá cobertura para problemas de saúde ou de acidente através de uma seguradora chamada "HAC". No entanto, ocasionalmente, você terá de comprar medicamentos ou pagar consultas com fundos próprios antes de ser reembolsado.

SUAS RESPONSABILIDADES

Sua maior responsabilidade será de dar o máximo de si mesmo ao seu programa de formação e à realização dos objetivos estabelecidos e indicados na pagina 2 do seu "PIO/P".

Se você sentir que os objetivos não serão realizados, entre diretamente em contato com o seu encarregado para discutir possíveis modificações. Lembre-se, contudo, que o encarregado não poderá efetuar modificações no seu programa sem o consentimento de USAID/X. Queira igualmente ter o máximo zelo em liquidar todas as suas dívidas, inclusive faturas de hotel e telefone, antes de deixar os EEUU. Você terá também de pagar excesso de bagagem.

Se por qualquer motivo você dever ou se decidir a interromper o seu programa antes do fim, você terá que reembolsar USAID/X todas as despesas de viagem que lhe foram adiantadas no início, por todo o período contando de sua desistência até o fim normal do programa.

RESERVAS DE AVIÃO

Você receberá adiantado uma passagem aérea de ida e volta; porém, caberá a você cuidar de reconfirmar as viagens. Esta responsabilidade é inteiramente sua. Uma vez nos EEUU,

poderá ligar a qualquer agência aérea por chamada gratuita. Descubra o número ligando informações como segue: 1-800-555-1212.

EXCESSO DE BAGAGEM

Você receberá US\$60 destinados a transportar livros; uma parte dessa soma poderá ser proporcionada a excesso de bagagem. Em vôos internacionais partindo dos EEUU, o passageiro tem direito a duas malas, que podem pesar até 25 kg. O que importa, portanto, é menos o peso que o número de peças. No entanto se você quiser registrar sua bagagem só até a Europa, você terá que seguir um outro sistema a partir de lá.

O sistema europeu limita o peso da bagagem a 20 kg., e se você tiver que pagar algum excesso, isso pode ser oneroso. Qualquer despesa por excesso de bagagem será inteiramente a sua responsabilidade; não é ressarcida. Lembre-se também que você estará sujeito a tarifas alfandegárias ao chegar ao X.

SUA CHEGADA A WASHINGTON, DC, A CAPITAL FEDERAL

Informacao à chegada:

A partir de sua chegada ao aeroporto Nacional de Washington, você será acolhido por um funcionário de Meridian International Center (MIC). Procure uma pessoa que carrega uma placa com o seu nome escrito. Este indivíduo o ajudará a encontrar condução até o seu hotel.

Se por acaso não houver alguém à sua espera, procure o "GROUND TRANSPORTATION" para pegar o ônibus (mais ou menos US\$15) ou um taxi (mais ou menos \$35) para ir ao hotel.

SEU HOTEL EM WASHINGTON

The _____.

PROGRAMA DE ORIENTAÇÃO

Uma vez em Washington, você participará de um programa de orientação no Meridian International Center (MIC) do dia xx ao xx. Este programa é oferecido para lhe proporcionar uma certa familiarização com a cultura e a sociedade americanas. Você vai aprender também muita coisa útil e interessante sobre o sistema de transporte, o uso do telefone, como fazer compras ou contatos oficiais. Durante este programa você será beneficiado, tendo a oportunidade de visitar certos lugares turísticos de Washington.

O dia xx às 08:30 voce deve ir au MIC, a 1630 Crescent Place.

O número de telefone do MIC é: 202-939-5552.

De fato, MIC fica perto do seu hotel. Pergunta na recepção como chegar até lá.

AVAILABLE RESOURCES

Missions enjoy a number of resources that can be tapped for support to implement a strategy to train for impact, emphasizing using existing tools in its implementation.

- Before deciding on which option to use, Mission should first analyze the training required to provide support for its strategic objectives.
- Depending on the country's circumstances, the amount of donor aid available (or previously available), and the types and levels of US-funded training previously provided, the Mission may want to carry out an evaluation of past training and of local training providers as well as carry out training needs assessments in sectors of priority importance to the Mission. The results of these evaluations and needs assessments will also be important to the development of technical projects in other fields (democratization/governance, health, agriculture, natural resource management, and so on).
- Finally, the Mission should develop a Country Training Strategy (usually done for a five-year period) which will set out the Mission's needs and provide the foundation for making choices on training programming and management which affect the Mission's entire portfolio.

Relationships with other US agencies could be formalized, and resources are available for other aspects of training management. They include:

- bilateral projects;
- Mission-managed projects;
- contractor-managed projects;
- the HRDA project;
- the ATLAS project;
- Partners for International Education and Training (PIET);
- the HERNS activity;
- African Women in Development (AFWID) advisors and support;
- USIS offices and programs in-country;
- Peace Corps offices and programs in-country;
- local alumni associations;
- the PTMS system;
- other data sources:
- PASAs;
- IQCs.

Resources are available for training, for technical assistance to support implementing the Mission's strategy to train for impact, and for data-related aspects of measuring and demonstrating impact.

These resources are discussed below and summarized in a chart.

Bilateral Projects

Missions can develop a bilateral project tailored to the Mission's strategic objectives or to the country's most pressing HRD needs. Bilateral Human Resources Development Projects can offer various types of training. Basic decisions need to be made during project development on the mix of training types and the management mechanisms to be used for each training type.

Bilateral projects can be managed by contractors or by the Mission itself. Separate sections below discuss the pros and cons of Mission-managed versus contractor-managed projects, including ATLAS and PIET.

Mission-Managed Projects

Missions can opt to manage their own HRD endeavors rather than procuring contractor services.

Mission management of **US-based training** under HRD projects is handled through AID's Office of International Training's participant programming contract with Partners for International Education and Training (PIET), discussed in a separate section below.

Missions can also manage their own **third country training** activities. While many Missions have tried to manage these kinds of programs without outside management assistance, it is often difficult unless the Mission sets up special mechanisms with individual training providers in third countries. This will work if the bulk of participants can receive "off the shelf" or standardized training at a very small number of institutions.

Missions should consider several factors before opting to manage their own **in-country training** programs.

- What levels and types of training will be required? Will the training be done in a local language?
- Do local training providers have the expertise, staff and resources required to design and implement the training required, or will outside expertise be needed?
- Is the Mission willing to use project funds to provide the local management support required for carrying out the activities? Is Mission staff available to manage such activities?

Mission management of in-country training is most attractive if local resources and training providers are available to provide the training needed and if the bilateral project can hire a local or US PSC to manage the training. This option is especially helpful if levels of training are high and if the Mission wants to be able to carry out needs assessments, evaluations, and follow-on programs with a minimum of US contracting.

Contractor-Managed Projects

US programming can be provided through an **institutional contract** with a US university or firm. This mechanism is most useful when the contractor is also required to provide other types of technical assistance, in-country or third country training, or other management support.

Missions can also contract with firms or training providers to manage **third country training**. This can be a contract to provide specific training programs (at Institution X in Country Y) or to provide a certain level of services over a fixed period of time. Such services can also be included in the scope of work of a larger contract to provide other types of training-related assistance.

The Mission can contract directly with **local firms or training providers** if local firms have the capacity required to carry out training programs (either as discrete programs or as part of a series of courses). The Mission may want to consider whether it wants to use project funds to increase the institutional capacity of local public or private institutions to provide training or training management services as this could be an important component of the bilateral project that should be made clear during project design. There are many different ways that local institutions can be supported while they provide training services compatible with the project's objectives.

Institutional contracts must be competitively bid and a PIO/T issued for contractor services. As is the case for other major project procurement actions, the time required for issuing a PIO/T, requesting proposals, reviewing proposals, and completing negotiations can be from six months to a year. Before the institutional contract is in place, the Mission may want to have a mechanism available for providing training. One method is to set up the project's budget with some training funds outside the line-item for the institutional contract. This allows the Mission to access PIET (through PIO/Ps) or to manage some third-country training early on in the project while procurement of the institutional contract is being finalized.

HRDA

The Human Resources Development Assistance (HRDA) Project is a successor to the African Manpower Development Projects. Major HRDA mandates are increased attention to human resources development for the private sector, with a target of 50 percent of the project's trainees designated for this purpose, and 35 percent of the total training opportunities for African women.

The project emphasizes training activities in Africa: in-country, in third countries and at regional in-Africa seminars. HRDA is highly flexible, and may be utilized by USAID Missions in creative ways. HRDA funds can be disbursed to support institutional capacity to plan, manage and utilize training, both training providers and receivers, as well as to improve the training procedures and programs of contractors and to support the development of private sector advisory boards.

HRDA is a cross-sectoral project that will be completed on September 30, 1997. It is anticipated that AID/Washington and Congress will approve a successor project.

HRDA offers Missions a variety of HRD management services.

- **Field support services** can assist requesting Missions with a range of endeavors, from developing strategies and training plans or strengthening the training management process to process and impact evaluations of Mission training activities over time.
- The quarterly newsletter, *HRDA Directions*, features topical articles on planning and managing training as well as schedules of upcoming activities.
- Missions can buy into HRDA for **technical assistance** to assist contractors, sub-contractors, or local organizations to better plan, manage and utilize training. Technical assistance can also be deployed to help establish a private sector advisory board, public sector training selection group, or to strengthen the mechanisms and communication between the Mission and its community of contractors.
- When HRDA is sponsoring a **regional workshop**, a Mission can send participants by issuing a PIO/P from a bilateral project. In this case the actual workshop costs would be picked up through the HRDA core activity, so the Mission only has to provide travel and maintenance for its participants.
- If a Mission wants to hold its own **in-country or regional workshop**, it can issue a PIO/T to request HRDA to design, implement and manage the workshop. The Mission would thus finance workshop costs as well as individual participants' travel and maintenance costs.

Missions use an OYB transfer of funds or sign a Limited Scope Grant Agreement in order to participate in HRDA. The OYB transfer may limit the use of funds obligated to a two-year period. The LGSA provides greater flexibility of project funding (funds can be used until the PACD) and may imply closer host-country dialogue and management of the use of funds.

ATLAS

The African Training for Leadership and Advanced Skills (ATLAS) Project, the successor to the African Graduate Fellowship (AFGRAD) Programs, offers a variety of services.

- ATLAS offers undergraduate, graduate, and postgraduate fellowships for highly qualified Africans to undertake academic programs in the United States.
- ATLAS offers undergraduate tuition scholarships for women in non-traditional fields of study, even when there is a university in her country.
- ATLAS is a cooperative effort of participating governments, American universities, the Council of Graduate Schools in the United States, and

USAID. The project's goal is to improve the ability of African institutions and organizations to plan and promote sustainable development.

- ATLAS provides advanced studies in disciplines critical to development, such as economics, business, administration, public health, agriculture and engineering.
- At least 30 percent of ATLAS awards are reserved for women in order to increase their ability to fill leadership and non-traditional roles in African development.
- ATLAS is a Mission's most cost-effective vehicle for long-term US training because participating colleges and universities provide tuition scholarships for qualified candidates. Pre-selection of candidates is conducted collaboratively, usually by a selection committee which may include the following: AAI staff, AAI representatives serving in Africa, AID/W ATLAS staff, USAID Mission personnel and/or host country officials.

While final selection is not determined by USAID Missions, any candidate who is not retained through ATLAS's selection process can be funded under HRDA or other project funds if such funds are available and time before PACD permits.

ATLAS provides post-training professional enhancement activities beyond long-term training:

- Grants of up to \$30,000 to local organizations such as alumni groups, professional voluntary organizations, NGOs, and PVOs which have an active number of US government-supported former trainees, including USAID and USIS — applications are found in *IROKO* and *ATLAS Alert*, two project publications;
- Publication of the annual *AFGRAD/ATLAS Alumni Directory*, of *IROKO*, ATLAS's networking bulletin, and of *ATLAS Alert*, a publication which features project activities;
- Two annual regional conferences, workshops or seminars in Africa as well as national conferences;
- ATLAS funds can be used for short-term training in the United States for former long-term trainees who may want to develop new skills or become familiar with the latest techniques. No English language training is provided. Participants are placed in three to six month programs at a cost of approximately \$15,000 to 20,000 per participant. Several USAID Missions exclusively use ATLAS in this way.

Missions wishing to participate in ATLAS's US programs can do so through an OYB transfer of funds. ATLAS staff can provide Missions with information on budgeting requirements for the number of long-term participants anticipated over the next several years. Missions are required to fully fund participants through program completion.

ATLAS offers a number of features:

- Tuition scholarships are provided by the participating universities throughout the participant's academic degree program.
- Missions spend no time on contracting for US management of the program.
- Missions spend less time on management including little administrative burdens: the contractor assists with visas, maintenance checks, and airline tickets.
- ATLAS staff assist in the selection of participants.
- PIO/Ts are prepared by AID/Washington.
- ATLAS offers post-training enhancement programs.
- More than 200 universities and colleges — including HBCUs — participate in ATLAS.

Missions can maximize the benefit of using ATLAS by assuring that ATLAS candidates are selected from fields which are linked to the Mission's overall strategy and by being involved in the selection process, ensuring an open fair nomination process.

ATLAS may not be a Mission's only participant training mechanism and most Missions use it in conjunction with HRDA or bilateral programs. If a Mission's training strategy has identified the need for long-term academic training in the US, the Mission should seriously consider what ATLAS can offer, preferably by entering into a dialogue with AFR/ONI/TPPI's ATLAS staff. In addition, Missions should consider to what extent they want to take advantage of ATLAS to implement follow-on activities for US trained returnees. The impact of USAID-funded training in a country with a large number of former US participants from AFGRAD, ATLAS, or other USAID bilateral projects can be substantially increased if a Mission recognizes the importance of connecting (and re-connecting) with returnees. ATLAS can also provide an excellent mechanism for implementing follow-on and networking programs for returnees.

As under HRDA, Missions can issue a PIO/P to sponsor participants at ATLAS-funded regional workshops. Actual workshop costs would be picked up through the ATLAS's core activity, so the Mission would only provide travel and maintenance for its participants. Missions can also issue a PIO/T to request ATLAS to design, implement and manage an in-

country workshop. In such a case, the Mission would be responsible for workshop costs as well as individual participants' travel and maintenance costs.

Partners for International Education and Training (PIET)

Programming of US training is provided through AID's Office of International Training which has a participant programming contract with PIET (Partners in International Education and Training).

Participant programming refers to the series of management activities required to identify (sometimes) and enroll a participant in an appropriate training program or activity and provide the administrative support required to ensure that the Mission's training request is carried out and paid for. The AID PIO/P form is used to earmark and reserve funds for the activity and to provide the programmer with instructions on the type of training required and the participants. The Mission is usually responsible for recruiting and selecting participants as well as for issuing the PIO/P. The Mission must also manage the monitoring, evaluation and follow-on activities required for its training programs. More detailed information on managing US participant training can be found in AID's Handbook 10.

Using the PIET mechanism for US training is less burdensome than negotiating a separate contract with a US-based firm or institution to provide programming services. PIET's services can be utilized as soon as the project grant agreement is signed and the Mission issues a PIO/P. Mission management is usually done through the Training Office or with professional level PSCs working in the Mission. Financial tracking and reporting are simplified if the Mission has MACS input directly into its PTMS system.

OIT's contract with PIET for participant programming now allows Missions to access a requirement contract for third-country training. This involves "buying in" to PIET's contract with a PIO/T for the services requested. This option is attractive in cases where the Mission wants to send more than a few participants to off-the-shelf courses offered at a third country institution and it may be an excellent option for implementing training programs that are well-designed and targeted to respond to specific needs. Since programming third-country training is a new area for PIET, Missions may first want to query others who have tried PIET's third-country training services.

Human and Educational Resources Network Support (HERNS) Activity

The Office of International Training (OIT) has developed the HERNS activity "in response to the Agency's mandate to assist Missions in designing and implementing their training programs in a manner that enhances the impact of participant training activities on Agency and Mission development objectives." Specifically, HERNS can assist Missions with training program design and implementation (including the design of a training component of a technical project), with process and impact evaluations of training, and with information management for participant training.

Missions interested in accessing HERNS for technical support should request additional information from AFR/ONI/TPPI.

African Women In Development

In the last several years, AID/W's Africa Bureau has strengthened its commitment to women's participation in development by designating three Africa-based women to serve as regional advisors on these issues. The African Women in Development (AFWID) Advisors have regional responsibilities and are located in Côte d'Ivoire, Botswana, and Kenya.

AFWID Advisors are available to travel to USAID Missions within their respective regions to undertake any gender-related activity, for example, conducting research on gender issues, meeting and working with women's groups, or making recommendations on how to improve the recruitment and selection of women for USAID training.

Missions can cable the appropriate REDSO office to request an AFWID Advisor, providing a scope of work in the cable. REDSOs fund such consultancies. Missions can also request the Africa Advisor out of AID/W, Global Bureau, R&D/WID, again providing a scope of work. R&D/WID would determine the source of financing for an R&D/WID consultancy, which could incorporate training, technical assistance, or information.

United States Information Service (USIS)

The United States Information Service (USIS) is a close complement to the resources available at a USAID Mission. USIS's English Language Training Centers (ETC) generally offer both informal and intensive English language classes on a quarterly basis, an important component of pre-departure orientation for trainees.

USAID can contract with USIS for ETC Directors to work closely with potential trainees and with those selected for training regarding the application process, the US academic system, and cross-cultural issues.

USIS usually offers a library and an audiovisual section. Their programs provide for the teaching of the English language and for a better understanding of American institutions and culture. USIS serves as a resource center for English language books and video tapes, and as an organization working directly with trainees and potential training participants.

Peace Corps

The United States Peace Corps often has experience fielding Volunteers in areas relating to a USAID Mission's CPSP objectives. The Peace Corps staff and volunteers often can prove a valuable resource in support of Mission objectives.

Alumni Associations

An alumni association of former USAID trainees can greatly facilitate the recruitment, pre-selection, pre-departure orientation, and return activities of training participants, be they short-term, long-term or in-country. Mission can tap into local alumni associations for a variety of services. Alumni associations can also apply for ATLAS grants, described above.

Participant Training Management System (PTMS)

The Participant Training Management System (PTMS) is a tool that responds to the administration, management and information needs of individual USAID Missions in the field. The system assists Training Office staff to monitor the many steps related to training activities while providing Project Officers and Managers, the Controller and Mission leadership with summary reports.

PTMS maintains two categories of information:

- the training funded under the Mission's project portfolio;
- Mission project information.

For each project, PTMS maintains data on:

- the participants themselves—biographical data;
- the training undertaken;
- how training was funded;
- participants' employment and the impact of training on participant career patterns;
- the steps required to process training.

Africa Bureau central funds allow basic, intermediate and advanced PTMS training visits to USAID Missions as well as workshops in Washington, DC and regionally in Africa, targeting both Mission staff, leadership and contractors.

Additional Sources of Data

Missions can take advantage of a number of reports from other data sources, including reports from AAI, the AFGRAD and ATLAS contractor, and from PTIS, OIT's US-based training management information system. Participant files, MACS reports, PIO/Ps, PIO/Ts and PILs represent other sources of data on participants and their training.

Data from these sources can be used as the basis for auditing the data in a Mission's PTMS system. Data anomalies should be corrected, and the backlog of Mission-funded training entered into the system so that it can serve its purpose as the Mission's primary management information tool for training.

Other Training Resources

Resources and assistance are available from USAID/Washington, including the Office of International Training (OIT), Bureau of Africa/Operations and New Initiatives/Technical Programs and Project Implementation (ONI/TPPI) and current HRDA Washington- based contractors such as Amex International/Creative Associates International, Inc.

Information on HRD opportunities and experiences is also available from other USAID missions in Africa. While attendance at US or regional workshops may not always be possible, contact either by official Africa-wide cable or by fax should be encouraged when queries, problems can be answered by other Missions, particularly other HRDOs and Training Officers. Visits to neighboring Missions' Training Offices could also be advocated as a source of input and new ideas for managing training.

PASAs

A Participating Agency Support Agreement (PASA) is an agreement between two overseas government agencies. This would be the appropriate mechanism for establishing and clarifying the relationship between the Mission and other overseas agencies (USIS, US Peace Corps), particularly for human resources, training, financing and project implementation responsibilities.

IQCs

An Indefinite Quantity Contract (IQC) is a short-term contract which must be carried out within 120 days of the start date. It is a faster mechanism than many others available within USAID which is particularly appropriate for short-term technical assistance.

A RANGE OF VEHICLES ALLOW MISSIONS TO CHOOSE THE ASSISTANCE THEY WANT

TYPE OF REQUEST	BILAT. PROJ.	MSN-MGD PROJ.	CON-TRACTORS	LOCAL FIRMS	HRDA	ATLAS	FIET	HERNS	AFWID	USIS
Develop a CTS	✓	✓	✓		✓			✓		
Develop a CTP: bilateral project	✓		✓		✓			✓		
Develop CTP: regional project		✓			✓			✓		
Set up or train Advisory Boards	✓	✓	✓		✓					
Design US-based training	✓	✓	✓		✓	✓	✓			
Design third country training	✓	✓	✓				✓			
Design in-country training	✓	✓	✓	✓	✓					
Set up/manage in-country ELT	✓	✓	✓	✓						✓
Set up/manage US-based ELT	✓	✓	✓			✓	✓			
Manage regional workshop	✓	✓	✓	✓	✓	✓				
Manage US-based training	✓		✓			✓	✓			
Manage third country training	✓		✓	✓			✓			
Manage in-country training	✓	✓	✓	✓						
PTMS training					✓			✓		

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TYPE OF REQUEST	BILAT. PROJ.	MSN-MGD PROJ.	CON-TRACTORS	LOCAL FIRMS	HRDA	ATLAS	PIET	HERNS	AFWID	USIS
Set up/manage mechanisms to involve more women	✓	✓	✓	✓	✓	✓		✓	✓	
Set up/manage mechanisms for private sector HRD	✓	✓	✓	✓	✓	✓		✓		
Set up/manage mechanisms for HRD to support democratization	✓	✓	✓	✓	✓	✓		✓		
Provide follow-on	✓	✓	✓	✓	✓	✓		✓		✓
Set up alumni association	✓	✓	✓	✓	✓			✓		
Evaluate training	✓	✓	✓	✓	✓		✓	✓		

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MANAGEMENT AND STAFFING IMPLICATIONS

Managing training within a Mission is a difficult task. A well-defined project integration system must be in place so that participants can be recruited, selected, trained, monitored and evaluated.

Without this system, the Mission has no way of either measuring its impact on development or conducting any type of cost-benefit analysis.

Certain key questions must be raised to evaluate a Mission's capacity to manage training for its impact on development objectives.

- What are the Training Office's responsibilities?
- Is the Training Office responsible for managing millions of dollars of training interventions?
- What are the Training Office's responsibilities in the management and implementation of programs primarily managed from other offices (such as Agriculture, Health, Democracy and Governance)?
- Does the Training Office have the programmatic, managerial, administrative and clerical staff it needs to manage its portfolio? Is the Training Office's staff comparable to the project staff of a similarly sized technical project?
- Is there a full-time, dedicated PTMS Specialist in the Training Office?

The Mission's ability to design, manage and evaluate the training interventions required to support strategic objectives is directly linked to the stature and resources of the Training Office.

The HRDA Project can assist a Mission in determining whether they have the staff and resources required to ensure that it can achieve its training strategies successfully.

ROLE OF THE TRAINING OFFICE

The Training Office has five major functions:

- to participate in Mission training decisions relating to policy such as HRD strategy, recruitment, selection, and processing issues;
- to serve as Project Manager when USAID is its own on-site contractor, for instance, under HRDA, ATLAS, and other buy-ins;
- to facilitate the departure of USAID-funded participants;
- to conduct all follow-on activities with alumni of USAID-funded HRD activities;
- to document *all* training events in collaboration with project managers and contractors — this includes entering data into PTMS on all trainees, including in-country training, following up with all training reports from training institutions, and follow-up with post-training employment placements.

STAFFING UP

Missions frequently underestimate the staff requirements to design, implement, monitor and evaluate training programs. During project development and project evaluations, Missions should assess the staffing needs of Mission-manager training programs and the staff requirements of monitoring programs managed outside the Mission. In the African region, Missions can request the HRDA Project to provide assistance in determining their training management needs.

How to justify the need for additional staff?

- Increased workload (new project, project expansion, new activities or activities that usually get short shrift, i.e. evaluation, follow-on, orientation);
- Decreased support from direct-hire staff in supervision, design, and management functions.

Where can the money come from?

- OE-funded (from the Mission's Operating Expenses). This is unlikely.
- Project funded by one or several projects (HRDA, a bilateral HRD Project, bilateral technical projects with training components).

The decision about whether and when to hire new staff is usually based on three factors:

- **Need** — can the office supervisor clearly justify the need for an additional person?
- **Money** — is there money available for a new position?
- **Staff time** — who will be responsible for the time consuming process of hiring someone?

Who's going to do the work?

- the Training Officer (FSN, PSC) can take the lead - thus unburdening both the DH Supervisor (Program Officer, GDO) and the EXO. Taking the lead requires scrupulous adherence to USAID practices, getting the process down on paper and making it as transparent as possible.

The Recruitment and Selection Process

1. **Write a position description and get it approved by your Supervisor and the Executive Officer.**

Look at previously prepared position descriptions (such as for Participant Training Clerk, Assistant, Officer, etc). Modify existing positions descriptions or create a new one. Don't get caught up in trying to decide what level the position is: that's the Executive Officer's responsibility and the position-level will be based on the description.

A sample Position Description for a Project-funded Training Specialist is provided.

2. **Ensure that funding is available. If the position is to be Project-funded, draft a PIO/T for the Project Officer.**
3. **Prepare a memo to the Executive Officer from your Supervisor.** The memo should appoint a Selection Committee and describe the recruitment and selection procedures to be followed.

This memo must be very carefully thought out since you do not want to change procedures in mid-stream. Make sure that the Committee members and the Executive Officer have reviewed the draft memo before it is issued in final form **and before any recruitment or selection procedures are initiated.**

4. **Proceed with recruitment and selection.**

Make sure that every step is carefully documented and that copies of position announcements are kept. Essential data from applications received should be recorded, preferably in a database, so that rejection letters and invitations to tests and interviews are facilitated. Test scores and interview scores should also be entered in the database.

5. **Draft a selection memo to the Executive Officer.**

Providing a summary of the process, the results and the Committee's recommendation. **Remember that the final decision will be made by the Executive Officer based on his/her negotiations with the candidates recommended by the Committee.**

SAMPLE POSITION DESCRIPTION: TRAINING SPECIALIST**I. POSITION TITLE: TRAINING SPECIALIST****II. BASIC FUNCTION OF POSITION:**

Performs a full range of advisory, planning, evaluative, and service functions in support of Project X-funded training activities. The main area of responsibility will be the implementation of in-country training programs, pre-departure orientations, and follow-on activities for all participants.

III. MAJOR DUTIES AND RESPONSIBILITIES:**A. Provides advice on designing, implementing and evaluating training programs.**

In collaboration with the Project Manager, develops plans to put into action USAID agreements with the host government with respect to project-funded training.

Serves as one of the Mission's agents in the execution of in-country training activities financed by Project X.

Consults with host country officials and nationals, answers inquiries and explains policy, training programs and correct procedure regarding Project X training activities.

In consultation with the Project Manager, host country officials and private sector representatives, determines the types of training needed, prepares training plans, scopes of work and other documents required to carry out planned training activities.

As needed in the implementation of in-country training, organizes meetings with appropriate host-country institutions to develop training plans and define training objectives.

B. Provides support in participant selection, departure and follow-on activities.

In collaboration with the Project Manager and host-country officials, ensures that nomination and selection of participants are carried out according to guidelines.

Prepares correspondence related to participant selection and to the development of training programs.

Interviews and debriefs former participants to evaluate the effectiveness of their training programs and to assess the short and long-term impact of training received in accomplishing the Mission's stated goals.

Participates with the Project Manager in defining training needs of host-country institutions and designing appropriate training programs.

Implements pre-departure briefings and orientation for U.S.-based and third country training.

Designs and carries out follow-on activities at regular intervals with all former participants. Reports on such activities on a regular basis.

C. Provides administrative services for the Training Office.

Ensures that the Mission's PTMS database and the database on training programs are kept up-to-date and provides relevant reports as required.

In collaboration with the Training Assistant, prepares PIO/Ps for Project X and reviews draft PIO/Ps for other training programs.

Prepares reports on training programs, meetings of selection committees and other summary reports as required.

Oversees the training assistant's activities in specific areas as assigned. This may include oversight of filing and documentation of project files, pre-departure preparations for participants, routine correspondence with the local government and offices in AID/W.

Drafts correspondence in both French and English to respond to routine requests from local and AID/W offices.

Ensures that Handbook 10 regulations and other policy directives are followed and serves as advisor on basic participant training issues to managers of other AID projects with training programs.

Assists the Project Manager in carrying out his/her responsibilities. This includes, but is not limited to, assisting in the preparation of SPIRs, annual training plans, and tracking of the Mission's overall participant training program.

Serves as Project Manager and Mission Training Officer, under the direct supervision of the Program Officer, during the absence of the Project Manager.

IV. DESIRED QUALIFICATIONS:

A. Education:

- Undergraduate degree is required, with evidence of above-average grades.

B. Prior Work Experience:

- At least two-years' full-time experience in a managerial or professional (including teaching) position.

C. Post Entry Training:

- Review of Handbook 10
- Attendance at Training Officers' Workshop (after first year of service)
- PTMS Training and other word-processing or software training
- Project Implementation Training (after two years' or more of service)

D. Language Proficiency:

- Advanced English skills (equivalent of TOEFL 600)
- Fluent French and local language

E. Knowledges:

Required as selection criteria:

- Comprehensive knowledge of various training facilities which are available locally as well as a good understanding of host country's educational and vocational training systems.
- Good understanding of the principles of adult education.
- Good understanding of host country government hierarchy, the key private sector enterprises, and education and employment issues as they relate to women.

To be acquired on-the-job:

- Comprehensive knowledge of AID's Handbook 10 and other directives about participant training.
- Good understanding of a number of database and word-processing programs, including the use of PTMS and GTI.

F. Abilities and skills:

- Must have excellent written and spoken communication skills.
- Must have excellent interpersonal skills.
- Must be able to develop and maintain a range of working and some senior-level contacts in governmental, educational and private sector circles.
- Must have the ability to render advice clearly and objectively.
- Must be able to interpret regulatory directives.
- Must demonstrate initiative and good judgement in dealing with special or unusual circumstances.

V. POSITION ELEMENTS:

A. Supervision Received:

- General supervision from the Training Advisor

B. Available Guidelines:

- AID Handbook 10 and other directives

C. Exercise of Judgement:

- Tact and diplomacy required in interactions with participants, host government officials and other Mission personnel;
- Fairness required in the application of regulations and policies;
- Ability to make decisions or seek outside help in extraordinary circumstances.

D. Authority to Make Commitments:

- None.

E. Nature, Level and Purpose of Contacts:

- Deals with officials at intermediate to senior levels in the host government, education and private sectors to discuss the implementation of Project X training programs.
- Daily contact with AID and Embassy personnel on matters related to training.
- Daily contact with participants during the implementation of training programs or in evaluation or follow-on activities.

F. Supervision Exercised:

- Some supervision of the Training Assistant for specific tasks as assigned by the Project Manager.

G. Time Required to Perform Full Range of Duties:

- Twelve to eighteen months depending on prior experience.

SAMPLE ADVERTISEMENT FOR A TRAINING SPECIALIST

Project X is recruiting an Assistant Project Manager and/or Training Specialist. This position is for a period of at least two years with possibility for renewal. We are looking for a Country X national with previous managerial and professional experience in a field directly related to human resources development or economic development. While an undergraduate degree is preferred, we will accept applications from other candidates having considerable professional experience in a relevant field. Candidates must be results-oriented, possess excellent communication and interpersonal skills, and have had successful managerial and supervisory experience. Advanced English language skills and computer skills will be viewed as significant assets. The successful candidate will be required to quickly assume major responsibilities for implementing all aspects of the Project as well as contributing substantially in the day-to-day operation of the project's training activities. For a position description as well as detailed information on application procedures, please pick up application materials from the USAID receptionist. The deadline for receipt of completed application materials is

HIRING A TRAINING SPECIALIST: SAMPLE TESTING INSTRUMENT

This is a sample testing instrument for a Training Specialist's position. The questions on interpreting regulations should be graded to assess the candidate's ability to support his/her interpretation and are not meant to imply prior knowledge of USAID regulations.

CANDIDATE'S BIRTH DATE: _____ TODAY'S DATE: _____
DO NOT WRITE YOUR NAME.

TEST TRAINING ASSISTANT

I. Language Skills

(An exercise on memo writing in English and/or another language could be used. Non-native English speakers could be tested at the local USIS Center.)

II. Interpretation of Regulations

Instructions:

In the following section you will be provided with excerpts adapted from U.S.A.I.D.'s manual on Participant Training Regulations. Several questions about the contents of the regulation will follow each paragraph and then you will then be given specifics on a particular case and asked to make a recommendation based on the facts you have and your interpretation of the regulations. There may not be a right or wrong answer -- what is important is the way you explain your recommendation. Write your answer in the space provided or on the back of the page if needed.

REGULATION: "It is policy that dependents of individuals in training under AID sponsorship should not accompany them to join them in their country of training. The presence of participant dependents in the country of training is discouraged because of cost, the possibility of program disruption and the possibility that the objective of the training would ultimately be frustrated if an American citizen child were born during spouse residence in the United States. However, if both the host government and the mission [this means the USAID office in Burundi, for example] approve, dependents may join participants while in training in the United States."

Question:

1. Explain the meaning of the underlined portion of the above regulation.

REGULATION: "If both the host government and the mission approve, dependent relatives may join participants while they are in training provided ... that the following conditions are met:

- a. The participant has remained in one place for at least six months.
- b. The participant has successfully completed one academic or training term in the country of training.
- c. The participant has furnished proof of adequate financial resources in addition to the AID monthly allowance. Participants and/or their dependents may not work for the purpose of dependent support. A general rule for adequate financial resources is that 50% of the monthly allowance is required for each accompanying dependent.
- d. The participant must furnish prior to the arrival of dependents proof (e.g. funds in a United States bank for at least six months) that he/she can provide adequate support throughout the length of stay.
- e. The participant must furnish proof of health insurance for all dependents to begin on the date that the dependent arrives and to be valid for at least one year.
- f. The participant must provide advance purchase of a non-refundable round-trip ticket."

Questions:

2. What do you think is the justification for condition "a" above?
3. Mr. Ndiaye is studying at Kansas State University. His monthly allowance is \$650.00. He would like his wife and two sons to join him. Assuming that he has fulfilled all the other conditions required above, how much additional money must he have in his U.S. bank account to be granted permission for his dependents to join him?
4. Mr. Sabimana went to the U.S. six months ago and has recently submitted a petition for his wife to join him in the U.S. His wife has come to see you to request your assistance in speeding up the process since she is pregnant and would like to have her child in the U.S. -- in the company of her husband. How would you respond to this request? Provide as detailed a response as you can.
5. Mrs. Bitoke has been selected for long-term degree training and is scheduled to depart in about two months. She has already participated in a pre-departure orientation in which USAID regulations about all aspects of participant training were explained. A man claiming to be her husband has come to see you to ask whether he would be allowed to accompany his wife on her training program. You asked him whether his wife had already talked to him about this. He explained that his wife husband had told him that USAID regulations strictly prohibit dependents from joining participants in the U.S. Describe what you would now tell this man and what, if anything, you would tell Mrs. Bitoke about dependent travel.

III. Knowledge of Local Educational and Training Institutions

(15 minutes)

Read the following profiles of host country nationals working in the private sector. After each profile describe where the individual might be able to get the training he/she needs without leaving the country. If no training is available locally, please write NONE AVAILABLE.

1. A group of women in Kitunga have formed a sewing cooperative. They would like to learn advanced sewing and embroidery techniques; in addition, they would like to learn how to better use their resources so that they can purchase more sophisticated equipment. Where can they get training?

2. Mrs. Dodonay works at a local financial institution. She has a B.S. in economics. She needs to be proficient in using a computer to analyze financial data, but she doesn't even know how to type. Where can she get training?

3. Mr. Imex has a large spare parts shop in Nodogou. She would like two of her employees to learn about stock management. Where can they be trained?

SAMPLE MEMORANDUM ON THE SELECTION PROCEDURES FOR A TRAINING ASSISTANT

DATE:

FROM: Training Advisor
Chairperson, Selection Committee

TO: Selection Committee Members:
Program Officer
Private Enterprise Officer

SUBJECT: SELECTION PROCEDURES FOR POSITION OF TRAINING ASSISTANT

Background: This position has been advertised for in the local newspaper, radio, and in the US Mission newsletter. The final deadline for submission of applications is COB April _____.

A copy of the required application materials are attached.

ACTION REQUIRED:

Please review the attached description of the selection process and the draft scoresheet for the evaluation of candidates.

Your comments and suggestions will be most helpful. I look forward to receiving them a/o April _____.

Your cooperation is most appreciated.

cc: EXO

SAMPLE SELECTION PROCESS FOR A TRAINING ASSISTANT

1. INITIAL REVIEW OF APPLICATIONS BY CHAIRPERSON

- Disqualify any incomplete applications
- Disqualify any applications not meeting basic requirements: university degree and two year's professional experience.
- Reject clearly uncompetitive application letters — i.e. in weak, unclear English or not per instructions.

2. ENGLISH LANGUAGE TESTING OF APPLICANTS

- Includes standard test and a case study to determine ability to interpret regulations.
- Reject applicants with less than XXX score.
- Reward superior skills with 15 POINTS to those with scores over XXX.
- Select top 75-50% for personal interviews (BETWEEN 10-15 APPLICANTS).

3. REVIEW OF APPLICATION MATERIALS BY FULL COMMITTEE USING SCORESHEET

- Select 8-10 for personal interviews.

4. SCHEDULE FIRST ROUND OF INTERVIEWS WITH 8-10 APPLICANTS

- Committee reviews application materials and uses scoresheet during interviews.
- Select top three to five candidates for second round of interviews.

5. MAKE REFERENCE CHECKS OF TOP CANDIDATES

- Report results to committee prior to second interviews.

6. SCHEDULE SECOND ROUND OF INTERVIEWS WITH TOP THREE TO FIVE APPLICANTS

- Determine final ranking of applicants and submit names of top finalists to Executive Officer.

Candidate _____ Evaluator _____ Date _____

SAMPLE EVALUATION CRITERIA SCORESHEET (TRAINING ASSISTANT)

	MAXIMUM POINTS	BEFORE INTERVIEW	AFTER INT'V
<u>REVIEW OF APPLICATION MATERIALS</u>	60/150		
<u>ACADEMIC EXCELLENCE (15)</u>			
Based on:			
Review of university grades, "Distinction" for thesis or any academic years	05	_____	_____
No failed years	05	_____	_____
Excellent grades in particularly challenging or relevant field	05	_____	_____
<u>APPLICATION LETTER (25)</u>			
Relevance of Content to Position	10	_____	_____
Written Expression	10	_____	_____
Appearance/Neatness, etc	05	_____	_____
<u>SPECIAL EXPERIENCE (20)</u>			
Experience working in/with private sector	05	_____	_____
Experience working outside capital city	05	_____	_____
Experience/knowledge of adult education	05	_____	_____
Other special skills list:	05	_____	_____
<u>SUBTOTAL</u>	60	_____	_____

Candidate _____ Evaluator _____ Date _____

EVALUATION CRITERIA SCORESHEET
TRAINING ASSISTANT

Page 2

	MAXIMUM POINTS	BEFORE INTERVIEW	AFTER INT'V
<u>PERSONAL INTERVIEWS</u>			
<u>KNOWLEDGE AND INTERPERSONAL SKILLS</u>			
Communication Interpersonal skills	20	_____	_____
Understanding of local educational system	10	_____	_____
Potential for learning new skills and working hard	10	_____	_____
Understanding of job responsibilities	10	_____	_____
<u>REFERENCE CHECK (AFTER INTERVIEW)</u>	20/130	_____	_____
GRAND TOTAL	130	_____	_____

SAMPLE LETTER TO AN UNSUCCESSFUL CANDIDATE (TRAINING ASSISTANT)

Dear Mr. xxx,

USAID/x would like to thank you for your application for employment as the Training Specialist.

The Selection Committee ranked you among the top 3 candidates for this position. We have, however, selected another highly qualified applicant to fill this position.

We appreciate having had this opportunity to learn more about you and your work. We will keep your application and curriculum vitae on file and consider you should similar positions in your area of expertise become available.

Again, thank you for your interest in our programs, and I regret that I cannot be more positive in my response at this time.

Sincerely,

Executive Officer

drafted: TRNG:
CLEARED: PROG:

MARKETING TRAINING OPPORTUNITIES

In order to reach target audiences and inform them about USAID's human resource development activities and training opportunities, the Mission's Training Office may want to develop brochures, newspaper advertisements or other mechanisms to tell the widest possible audience about a specific project or about the Mission's country training strategy.

The brochure on the next page was developed in both French and English and was used by the BUHRD Project in Burundi for distribution at the Chamber of Commerce's annual trade fair.

It was developed using WordPerfect 5.1 and another software program called By Design which operates "inside" WordPerfect.

The Training Office may find that it receives fewer unsolicited requests for training by making available concise descriptions of the training opportunities offered and the target audiences.

Africa Bureau Missions that would like to increase staff capabilities to design and produce effective training marketing vehicles can request HRDA assistance.

'INVESTING IN PEOPLE IS OUR BUSINESS'

The Burundi Human Resources Development Project (BUHRD) of the Government of Burundi and the U.S. Agency for International Development provides quality academic and technical training to Burundians in fields directly related to agricultural and economic development. The ten-year project, which began in 1987, has already provided training to over 600 Burundians. To date, 8 have completed graduate degrees in agriculture, agri-business, and business. Approximately 150 have attended short-term technical training in the United States or third countries and approximately 500 have benefitted from in-country training programs.

Seventy percent of the project's trainees work in the private sector and the project has a mandate to ensure that at least 40% of its training opportunities benefit women.

In the next year, a number of external and in-country training programs are planned. Approximately 30 Burundians from the private sector will be selected for short-term individualized training programs of two weeks to three months. Fifteen Burundians working in the private sector will be selected for long-term technical training of approximately one year in technical fields for which no comparable training is available in Burundi. Much of the training will be provided in other Francophone countries so that Burundians are not handicapped by their language skills.

In addition, BUHRD will embark on a new, expanded program of in-country training. First, the project will contract with local training institutions to carry out needs assessments of small and medium-sized businesses. The first two assessments will concentrate on the areas of financial management and marketing. Private businesses which would like to participate by having an assessment made of their training needs in these areas can contact the BUHRD Project Manager for consideration.

When these initial assessments are completed, the project will use the results to develop training opportunities to improve the human resources capabilities of local firms. Innovative training programs, including on-site training in selected firms, will enable a wide range of businesses to benefit.

BUHRD continues to provide training to enable public sector personnel and private sector support institutions, such as the CClB and the APEE, to develop and implement programs that are directly supportive of private sector development, especially in the critical areas of exports and the marketing of agricultural inputs throughout Burundi. These training programs are developed in collaboration with the departments involved and require considerable commitment on the part of trainees to achieve consensus on objectives after completion of the training program.

Finally, BUHRD is working with selected local training institutions to support their efforts to provide quality training to meet private sector needs.

Candidates for training in the United States or other countries are selected in a competitive process several times a year. Twice a year the Private Sector Selection Committee (PSSC), made up of private and public sector representatives as well as representatives from USAID and from among returned participants, selects between twenty and thirty candidates for training. The candidates must be sponsored from a privately owned firm or be independent

entrepreneurs. Priority consideration is given to candidates from firms operating in an agri-business sector or firms which could generate jobs for a number of Burundians.

In September 1993, a newly named PSSC will finalize the selection of candidates nominated earlier this year. Another selection will be made in January 1994.

In addition to the open, general selection process, BUHRD often solicits candidates for other training programs in specific areas of priority interest. For example, in 1993 BUHRD made special selections of candidates to attend a Free Trade Zone Promotion trip to Mauritius, a Study Tour to Kenya and Tanzania for the leaders of Women's Associations promoting economic development, and a two-month program in the United States on the marketing and distribution of fertilizers and other agricultural inputs. Selection for such programs is done competitively based on applications submitted in response to radio and newspaper advertisements. Business firms or individuals who would like to suggest topics or training programs for consideration as special programs, should contact the BUHRD Project Manager. If the program suggested is of sufficient interest, it could be included in the 1994 schedule. However, participation of a particular firm or individual cannot be guaranteed and must be based on an open selection process. The BUHRD Project Manager would especially like to hear from business associations about the training needs of a particular sector.

The following examples provide information on training already provided by BUHRD. This does not mean that these are areas in which additional training will be provided in the future. During the selection process, the Committee has found that the firms or individuals most often selected are those that clearly express real and felt needs for external training and contacts.

ERCO IMPORT-EXPORT: Mr. Aloys Nyandwi attended a course in Agribusiness Management in the United States. He learned techniques for managing the workforce, maintaining, irrigating and harvesting crops as well as methods of packaging in the field.

LE FLAMBOYANT: Mrs. Leocadie Binagana participated in coursework and on-the-job training in restaurant and kitchen management at Johnson and Wales University in the U.S. She returned home with increased skills in food preparation and storage as well as practical tips for training and motivating restaurant personnel.

GRAPHIM: Mr. Claude Bigayimpunzi attended several months of technical training in off-set and computer assisted printing. He was able to convince GRAPHIM's management to invest in computerized printing equipment to make them more competitive in the local market.

FLORIMEX: Mrs. Juliette Ndikumana attended a one-month program in Mauritius where she learned the daily operations of a greenhouse and the care and packaging of fresh flowers. She was also trained in the art of flower arrangements using fresh, dried, and artificial flowers.

For more information about the BUHRD Project and its training opportunities, please contact BUHRD Project staff: Project Manager, Lorraine Denakpo; Training Specialists, Methode Ndikumana and Germaine Basita. Telephone 225951 or 226575 for an appointment or write to BUHRD Project, USAID, B.P. 1930, Bujumbura, Burundi.

RESPONDING TO THE TRAINING NEEDS OF SPECIAL TARGETS: WOMEN, PRIVATE SECTOR, DEMOCRATIZATION AND GOVERNANCE

The HRDA Project broke new ground in building bridges to groups previously under-represented in USAID human resources development efforts. Targets were incorporated into the Project Paper and in individual country obligation documents to ensure that *women* participated at a minimum level of 35 percent and that the *private sector* benefitted from at least 50 percent of HRDA training. To assist Missions in reaching these goals, core support was arranged for assessments, workshops, technical assistance and regional conferences to enlarge USAID's outreach to these new communities.

The HRDA Project Paper set forward the innovative idea that Missions create Private Sector Advisory Boards (PSABs) to incorporate local business expertise into the planning and, in some cases, implementation of training targeted for local private sector development. Likewise, many Missions put teeth into their targets for participation by women by including precise language in LSGAs and PIO/Ts requiring that women candidates be *selected*, not merely nominated.

After six years of project implementation, we can demonstrate considerable accomplishments in designing and implementing training aimed at these two special groups of beneficiaries. This section is a forum to share information on the successes and failures of a variety of approaches tried by your offices.

Several years after HRDA was obligated, USAID/Washington adopted Agency-wide goals to sustain *democracy and governance* in developing countries. This trend paralleled the end of the Cold War, increased attention paid to human rights worldwide, and a shift from politically-driven foreign aid to performance-led development assistance.

The HRDA Project became a convenient — and appropriate — instrument for Missions to reach a new constituency involved in promoting democratic governance, especially in non-governmental organizations. Many of us were suddenly thrust into initiating in-country training programs or technical assistance to strengthen private voluntary groups, women's associations, legal defence organizations and electoral commissions. How have we fared with these new demands? Are we equipped to deal with management-intensive, in-country training aimed at grass-roots organizations and politically sensitive national lobbies?

The workbook contains preliminary materials such as information on conducting a needs assessment using a local organization and ideas on how to develop non-traditional recruitment mechanism to help you get started in reaching these new constituencies. The workshop sessions will develop additional themes intended to:

- ◆ increase your understanding of the link between private-sector growth and democratization;
- ◆ integrate needs assessments into your training plans;
- ◆ learn new approaches to reaching special targets.

GUIDELINES FOR A PRIVATE SECTOR ADVISORY BOARD

Implementing a private sector training strategy requires a series of tasks to plan, manage and assure appropriate utilization of Mission-funded training, including

- identifying private sector training needs;
- ensuring that these contribute to the strategic objectives identified in the CPSP;
- finding suitable candidates for training;
- collecting the baseline data against which the impact of training will be measured;
- developing training plans;
- managing the training process;
- evaluating private sector training activities;
- collecting longitudinal data to assess the impact of training.

A Mission can establish a Private Sector Advisory Board to assist in:

- defining training needs;
- identifying private sector entities to receive training;
- recruiting and pre-screening private sector candidates for training;
- assuring appropriate utilization of private sector training;
- collecting the baseline data against which private sector training impact can be measured.

Missions can begin by constituting a **Private Sector Advisory Board (PSAB)** to support the implementation of these tasks.

Establishing A Private Sector Advisory Board

A PSAB should be constituted according to the lines recommended below for management structure, composition, and role and responsibilities in implementing the Mission's private sector training strategy.

Purpose of the Private Sector Advisory Board

The purpose of the Private Sector Advisory Board (PSAB) is to support the Mission's strategy for training to contribute to private sector development. PSAB activities can include recruiting and pre-screening private sector candidates for training, assuring

appropriate utilization of private sector trainees, and collecting baseline data against which training impact can be measured. For example:

- The PSAB can provide the primary technical review of private sector training requests and proposals. This includes reviewing the indicators against which each training event's impact will be assessed.
- The PSAB can perform a critical role in ensuring that all training activities that USAID funds are reasonable and will achieve the anticipated impacts.
- The PSAB can play an advocacy role for the constituencies it represents to ensure that all groups have an opportunity to access the training the Mission offers to support private sector development.
- The PSAB can report to USAID on the utilization of training in the private sector.

PSABs have proven most effective when their composition, roles, responsibilities and restrictions are clearly outlined at the outset.

Clearly enunciated guidelines limit misunderstandings and allow PSAB members to contribute most fully to advancing the Mission's objectives.

Recommended PSAB Composition

Many countries have seen the recent development of a number of business support organizations, each representing a particular constituency including small businesses, larger businesses, and women entrepreneurs. These business support organizations are ideal candidates for representation on the Mission's PSAB.

Since the PSAB's purpose is to support the Mission's strategy for training in the private sector, at least one human resource development professional from the private sector would be an ideal PSAB member.

To encourage government support of the Mission's private sector training strategy, a member of a coordinating ministry (such as the Ministry of Plan, of Foreign Affairs or a

The PSAB should represent the various constituencies the Mission wishes to reach with its private sector HRD strategy.

This can include appropriate representatives from:

- business support organizations;
- organizations supporting women in business;
- the private sector HRD community;
- government agencies regulating private sector development;
- other organizations that are key to the delivery of services in the sector the Mission wishes to affect;
- USAID.

cooperating technical ministry) can also be invited to sit as a voting member of the Mission's PSAB.

If the Mission chooses, other ministries who determine the environment within which the private sector operates can also be included on the PSAB. This might include ministries responsible for labor codes, financial matters, or others at Mission discretion.

Environmental issues that are a specified objective or cross-cutting concern within the CPSP should be addressed in training supporting private sector development. In such cases, a representative from the appropriate government ministry or from an environmental NGO could thus also be invited to become PSAB members.

USAID should also be represented on the PSAB. Appropriate representation depends on the Mission's staffing pattern. Generally, at a minimum, the HRDO, Training Officer and Private Sector Development Officer sit on the PSAB. However, since the PSAB's role in recommending training activities is purely advisory and since USAID should have final authority to approve training activities the PSAB recommends for funding, USAID staff should be non-voting members of the PSAB.

The PSAB's role in supporting the Mission's private sector training strategy is such that PSAB composition should evolve as the PSAB is tested and its role refined over time.

The PSAB should first be established to support the Mission with private sector training under HRDA. As the PSAB evolves, it can be used under other Mission projects. These projects' implementing contractors can ultimately sit as non-voting members of the PSAB and can assure secretariat services to support PSAB operations if this function is written into their contracts.

Planning Private Sector Training Activities

The private sector training planning process begins with the organizations, cooperatives and companies who will ultimately benefit from training.

The planning process begins by supporting organizations that request training for their staff to develop specific and detailed plans for this training.

Missions can use HRD to support private sector development in two essential ways:

- Training can be destined for private sector operators, existing small and medium scale businesses, or new business start-ups;
- Training can be provided for the public sector environment governing the private sector — this training should target both public sector target policy makers and day-to-day implementors of government policy governing the private sector.

These plans for training include commitments of how the organizations will ultimately utilize Mission-funded training, and through what data this will be demonstrated.

- The Mission should strive whenever possible to emphasize cluster training — training work groups rather than individuals.
- Whenever possible, the Mission should emphasize follow-on training—training a same corps of people sequentially, in phases, as new skills are applied and new training needs are perceived.

The PSAB can play an important role in the process of planning training to support private sector development. The PSAB can work with organizations requesting training to define the requested training activity and to develop proposals for training.

Fortunately, this is easy in the private sector: private sector entities generally won't set aside time for training unless it is for a specific, clearly defined reason.

The guidelines governing Mission training in general should apply to private sector as well. The Mission should work to develop a local training capacity when needs for training are recurrent.

Selection of training

type—academic or non-

degree—and training location—US,

third country or in-country—should be made according to the general recommended implementation plan.

Impact criteria should be defined as each training activity is designed, including:

- what baseline data exists;
- where this data is housed;
- what baseline data will be collected;
- who is responsible for collecting baseline data;
- how this data will be gathered;
- when and by whom longitudinal impact studies will be conducted to evaluate the impact of the training requested.

Managing Private Sector Training Activities

The impact of Mission-funded training on development goals will be maximized if the Mission, its contractors, the PSAB and beneficiary organizations and companies share the responsibility for managing private sector training activities.

Mission staff or contractors oversee the administration of private sector training activities. Employers should be encouraged to keep in touch with trainees to ensure that training remains fully appropriate. The PSAB should be kept abreast of developments during training for their information and to enhance their role in planning future training activities.

Assessing the Impact of Private Sector Training Activities

Assessing private sector training activity impact can be the shared responsibility of the PSAB, the institutions receiving training and Mission staff.

Depending on the Mission's staffing scenario, HRDO and Training Office staff can work with employers to develop their institutional capacity to assess the impact of private sector training activities against the baseline data collected during the training planning phase.

Contractors and Training Office staff manage the process. Longitudinal studies can be the responsibility of outside evaluators if they fall outside project completion dates.

Who Does What?

Under the implementation plan proposed, the management structure can be described as follows.

- The Mission is responsible for overall management of private sector training activities, including working with the PSAB to establish initial operational guidelines, approving requests for training, measuring the impact of training, and, in association with the PSAB, keeping the PSAB guidelines relevant, timely and responsive to private sector needs. The Mission also provides secretariat services for the PSAB unless this function is written into project contractors' contracts.
- The PSAB is responsible for supporting training planning, reviewing, selecting and recommending training proposals to the Mission for approval and, in conjunction with the Mission, for creating initial implementation guidelines and for keeping these guidelines timely, relevant and responsive.
- Organizations requesting Mission-funded training are responsible for developing complete training proposals, for defining the impact of training proposed, for gathering the baseline data against which the impact of training will be measured, for participating in the management of training activities, and for appropriately utilizing Mission-funded trainees and training.

Potential Bottlenecks in Implementing the Private Sector Training Strategy

The Mission may encounter bottlenecks to implementing its private sector training strategy. Government policy, a host country's other particular constraints, and the general environment in which the private sector functions are not discussed here, since this section deals with potential bottlenecks to implementing the Mission's

private sector training strategy, not constraints to the private sector's operation in the host country.

POTENTIAL BOTTLENECKS AND SOLUTIONS IN IMPLEMENTING A PRIVATE SECTOR TRAINING STRATEGY	
BOTTLENECK	POSSIBLE SOLUTIONS
Establishing the PSAB	<ul style="list-style-type: none"> • Initiate discussions with leaders within the private sector and business support organizations to identify potential PSAB members. • Call in technical assistance using HRDA funds as necessary to supplement Mission staff endeavors.
Obtaining requests for training	<ul style="list-style-type: none"> • Advertise training opportunities using a variety of media (newspapers; radio; TV; signs posted where potential beneficiaries are likely to congregate). • Use PSAB members to mobilize their various constituencies.
Determining what training should accomplish	<ul style="list-style-type: none"> • Work with companies requesting training to support capacity to plan, manage and utilize training. • Work with PSAB to train members to evaluate training requests.
Identifying providers of requested training	<ul style="list-style-type: none"> • Work with recognized accomplished training providers. • Work to develop local capacity to meet recurrent training needs.
PSAB operations	<ul style="list-style-type: none"> • Establish PSAB procedures, including rotation provisions, quorum requirements, and clear guidelines on conflict of interest to make sure that the PSAB functions smoothly. • Make sure that each member knows the PSAB's mandate and parameters.
USAID administrative requirements	<ul style="list-style-type: none"> • Establish guidelines and procedures for selecting training activities — if the PSAB is trained enough to be screening training requests properly, most requests reaching USAID will be admissible. • As much as possible, work with the same training providers so that they become knowledgeable about USAID contractual requirements and procedures. • Minimize required USAID approvals and signators. • Minimize administrative turnaround time — organize a single meeting once PSAB training activity recommendations are received to allow one-time discussion and signature of training task orders. • Explore contracting mechanisms that minimize turnaround time.

GUIDELINES FOR A PUBLIC SECTOR GROUP

The Mission can establish a vehicle to support public sector training. A board similar to the Private Sector Advisory Board could be constituted to support training for the public sector.

Purpose

The Public Sector Group (PSG) can have multiple purposes:

- to ensure transparency in recruiting public sector candidates for training;
- to involve non-private-sector groups that do not fall specifically within the government, as in the case of training in support of governance and democratization;
- to provide a forum for dialogue on exogenous variables affecting the utilization of training, issues that must be solved through public policy decisions.

Transparency In Public Sector Recruitment

Building transparency into the nomination process reduces the system's vulnerability to pressure and cronyism. At the same time, an open recruitment process allows USAID to choose candidates for training from among as large a pool as possible of qualified people, which will in turn contribute to higher training success rates.

Role In Addressing Exogenous Variables Affecting The Utilization Of Training

Often the existing USAID-to-government mechanism for planning and utilizing public sector training reveals issues that must be solved through public policy decisions. These issues affect the utilization of training and can range from degree equivalencies to post-training professional absorption—including issues such as salaries, promotions, post-training employment opportunities and professional responsibilities.

Transparency in public sector recruitment advances Mission aims by:

- linking the planning of the HRD intervention to its intended use;
- concentrating on the employing organizational capacity to plan, manage and utilize HRD activities;
- promoting responsibility within employing institutions for accounting for productivity and demonstrating the impact of Mission-funded training.

Implementation of a strategy to train for impact can take a phased approach. While it is understood that resolution of these issues may not occur right away, it is appropriate that these issues be raised and discussed as a pre-condition for their eventual resolution.

Suggested Composition

The composition of the PSG should reflect the roles of the various ministries in the Group's objectives:

- supporting the achievement of CPSP objectives;
- providing a forum for dialogue about and resolution of exogenous variables affecting the utilization of training in the host country.

The Mission should invite as members government officials who are likely to contribute to these objectives. While the final list of officials is the Mission's decision, the following institutions could be represented on the PSG:

- the Ministry of Plan
- the Ministry of Foreign Affairs
- the Ministry of Higher Education
- the University
- sectoral ministries (Health, Agriculture, Environment, for instance) when training is to be awarded in support of sectoral fields.

A Public Sector Group's roles and responsibilities can mirror those handled by a Private Sector Advisory Board:

- identifying training needs;
- assessing employing institutional capacity to plan, manage and utilize training;
- finding suitable candidates for training;
- collecting the baseline data against which the impact of training will be measured;
- developing training plans;
- managing the training process;
- evaluating public sector training activities;
- collecting longitudinal data to assess the impact of training.

The PSG should serve in an advisory capacity to the Mission, who retains final authority over training funding.

USAID should sit as a non-voting member of the PSG, represented by the HRDO and Training Officer.

As the PSG evolves, its usage could be expanded to other Mission projects. These projects' contractors could be included in PSG functioning, ultimately eventually assuring secretariat services for the PSG. In the interim, secretariat functions would be provided by the Training Office.

Who Does What?

A PSG's management structure can be summarized as follows.

- The Mission is responsible for overall management of public sector training activities, including interpreting the implications of a strategy to train for impact to government policy-makers, inviting Ministry representatives to sit on the PSG, working with the PSG to establish initial operational guidelines, approving requests for training, measuring the impact of training, and, in association with the PSG, keeping the PSG guidelines relevant, timely and responsive to the host country's and Mission's needs.
- If the PSG evolves to serve other projects, those projects' contractors can assume responsibility for PSAB secretariat services.
- The PSG is responsible for supporting training planning, reviewing, selecting and recommending training proposals to the Mission for approval; for discussing the exogenous variables affecting the utilization of public sector training; in conjunction with the Mission, for creating initial implementation guidelines and for keeping these guidelines timely, relevant and responsive.
- Organizations or ministries requesting Mission-funded training are responsible for developing complete training proposals, for defining the impact of training proposed, for gathering the baseline data against which the impact of training will be measured, for participating in the management of training activities, and for appropriately utilizing Mission-funded trainees and training.

TAKING ADVANTAGE OF ADDITIONAL RESOURCES TO ACCOMPLISH HRD OBJECTIVES

Mission staff can take advantage of additional resources for training and technical assistance if they are willing to invest a certain level of time and effort to making something different work. Training Office staff can actively search for cost-sharing opportunities with other donors, NGOs and PVOs. By learning as much as possible about what others are doing in your country you may be able to "create" a special opportunity.

For example, perhaps a local association has experience training people in organizational development but is unable to provide per diem to local participants. You might be able to work out an arrangement where the association agrees to train a certain number of participants and a bilateral project provides per diem expenses for participants.

Sometimes there are resources available at a regional office of USAID or a multi-lateral organization that are available just "for the asking" or can be requested from a visiting consultant.

Should you become aware of an interesting opportunity, you should suggest it to your supervisors through a memo in which you describe the opportunity and what it would "cost" the Mission in terms of staff time, cost, resources and what the benefits of the opportunity might be.

The attached memo is an example of "selling" an idea to the rest of the Mission.

MEMORANDUM

SUBJECT: SAMPLE CONCEPT PAPER FOR A HRD/WID MATCHING GRANT PROGRAM

Your comments/suggestions on the attached will be greatly appreciated.

BACKGROUND

Over the last year the X Project has been working with the Regional AFWID Advisor to develop activities to strengthen the organizational development of newly established non-governmental associations whose objective is to empower women by helping them to improve their economic and legal status.

The initial activity undertaken was the identification of a number of women's associations and the selection of a group of them to participate in a two-country study tour and organizational development training. Nine women, representing the leadership of eight associations, attended the training program in countries Y and Z last May.

In September 1993, the Regional AFWID Advisor and staff from the Project X Office carried out post-training interviews with the participants at the study tour. The short term impact of the training received was remarkable: many of the associations are working on detailed action plans for the next year and two have obtained financial and in-kind support for some of their activities. The AFWID Advisor's September Trip Report contains information on the progress made to date and the current needs of the various associations.

NEED FOR CONTINUED TRAINING AND INSTITUTIONAL SUPPORT

Given the relative youth of the local NGO community in X, it is important that USAID continue to seek out innovative ways to encourage the growth of these associations. As part of the final evaluation process of the May Study Tour, additional training in organizational development will be provided to those institutions that participated. Our initial survey of association needs show that much more is needed — especially in terms of helping the associations carry out their own agendas.

The Project X Office has already talked to the Regional Director of VOCA about the possibility of having VOCA volunteers work with the Women's Credit Association (WCA). He seemed interested and Project X will work directly with WCA to help them develop a request for this assistance.

Many of the associations do not need outside technical support but need to be able to train their executive staff, their members and their target beneficiaries. Training in skills ranging from organizational development, strategic planning, marketing, training of trainers, development of materials, etc is needed by almost all of the associations. They also need resources such as office supplies and, possibly, computers and photocopying machines.

USING MATCHING GRANT MECHANISM TO RESPOND TO ASSOCIATION NEEDS

The WID Office has a Matching Grant mechanism available to Missions for the design and implementation of WID activities. Project X has funds available for the purpose of in-country training programs (the target for women's participation in 50%). Project X and WID could join funds and create an opportunity for the Mission to support both training and the institutional development of these associations (and others like them). The process involved would be something like this:

1. \$40,000 (50% Project X and 50% WID) is set aside for FY94.
2. Project X issues a request for proposals to local NGOs meeting specific criteria (to be spelled out later).
3. Project X provides at least one training activity in proposal writing for interested associations.
4. Proposals must contain a clearly defined training activity that the association wants to carry out to benefit its staff, members, or target beneficiaries. The activity proposed must provide training to at least x number of persons over x number days. The proposal will include a budget for the activity itself as well as a budget for overhead costs related to the activity but which would also have long term use for the association — such as the purchase of a computer, or the one time purchase of office supplies.
5. A special selection committee reviews proposals and selects 5 to 10 (for amounts ranging from \$3,000 to \$5,000). Purchase Order contracts with clearly defined deliverables (such as training reports and evaluations and evidence that at least x number persons were trained) are established with the selected associations and a time-frame given for the accomplishment of the activity. The associations would have to justify the use of the funds based on some simple accounting requirements and would have to be willing to provide us with short- and long- term evaluations of the impact of the training provided.

CONCLUSION

Obviously more thinking is required on the whole process. The Mission needs to understand the mechanics of requesting the WID funds and we would need to figure out exactly where those funds could go (could they go directly into Project X). In addition, every step of the selection, funding and implementation process needs to be worked out.

All of that can be done if the Mission is willing to enter into this new area of interaction. The potential impact on the growth of local NGOs and on the growth of women's ownership of development activities directly related to them is enormous.

CONDUCTING TRAINING NEEDS ASSESSMENTS USING LOCAL RESOURCES

After the Mission develops a Country Training Strategy, an in-depth needs assessment may be required to identify the training needs of a target group. In some cases, local firms or training providers may be able to design and carry out a limited needs assessment that will help the Mission to plan the types and levels of training needed, especially for locally provided training.

If a preliminary review of local resources fails to identify firms or individuals with experience conducting needs assessments, the Mission may want to consider providing, as support to a local training provider, staff training in the design and conduct of needs assessments.

While local firms may not have extensive experience in needs assessment per se, they may be quite capable of gathering and analyzing the data required if given enough direction. In many cases, having USAID procure such services from local firms — trying them out and testing their capabilities — is just as important as traditional staff training and goes a long way towards improving the local capacity to perform assessments.

A scope of work is attached for an assessment of the training needs in marketing at small- and medium-sized businesses in a small African city. A local firm with both expatriate and host country staff was selected to carry out the assessment.

**SAMPLE STATEMENT OF WORK
TRAINING NEEDS ASSESSMENT
MARKETING MANAGEMENT CAPABILITIES OF SMES
UNDER X Project**

ARTICLE I – TITLE

Training Needs Assessment of Marketing Management Capabilities of SMEs in X

ARTICLE II – BACKGROUND

The X Project will increase the number and types of in-country training opportunities it provides to benefit small business owners in Country X. These training activities will be implemented using materials developed based on the recommendations and findings of targeted training needs assessments. The first series of assessments will analyze the needs of businesses in the crucial areas of financial and marketing management.

ARTICLE III – OBJECTIVE

The objective of this contract is to secure the services of a consulting firm to design and carry out a training needs assessment of the marketing management capabilities in small- and medium-sized enterprises (hereafter referred to as "SMEs") in City X.

ARTICLE IV – STATEMENT OF WORK

This statement of work covers the following actions:

A. Design of a training needs assessment (two weeks)

The contractor will, in a period not to exceed two weeks, design and prepare all necessary documentation and questionnaires for a training needs assessment. The consultants will work in City X. At the end of the first week, the consultants will meet with the USAID/X Project Manager to discuss progress to date and to submit a draft of the checklists described in Section A1 below. The following specific activities will be carried out by the consultants:

1. Description of Standard Marketing Standards

Based on their own experience working in the private sector and based on information from other sources, the consultants will develop two checklists of minimal standards of

performance in marketing management. This will include, but not be limited to: marketing research, sales forecasting, product planning, sales supervision, and advertising.

One checklist will provide standards for **smaller SMEs with fewer than twenty employees and/or reported annual earnings of less than _____**. The second checklist will provide "state-of-the-art" standards for a **larger business with more than twenty employees and/or reported annual earnings of more than _____**. The consultants will describe the equipment, personnel, training, or other material or human resources that are usually required to ensure that the standards of each level are met.

The consultants will develop these standards of performance to serve as guidelines for the assessment. During the assessment process, the consultants will determine to what extent each company meets acceptable standards (for its size) and will, as a result, propose what measures (including training) should be taken to bring the company up to generally accepted levels of performance.

2. Design of Assessment Activity

The consultants will determine the means by which they will carry out the assessment (based on the time limitations described in section B below). They will describe the amount of time they plan to spend in each company, the level of access to marketing information they require, and the level and duration of contacts required with enterprise personnel and senior management.

In addition, the consultants will outline the contents of their assessment of each company as well as the contents of their overall assessment of marketing management systems in SMEs.

3. Proposal of SMES to Participate In the Assessment

The consultants will use available records in the Ministries of Commerce and Finance, USAID, and the Chamber of Commerce to develop a list of smaller and larger companies to participate in the assessment. They will contact companies to determine their availability to participate in the assessment and propose a list of approximately 20 smaller and approximately 15 larger companies for the assessment.

The following information must be included about each company proposed:

- Name of enterprise, street and mail address, telephone;
- Legal status;
- Name of CEO;

- Number of employees, percentage of employees who are host country nationals; number, nationality and sex of employees involved in the marketing management of the firm;
- Major activities of the firm;
- Reported annual earnings for last reported period.

All of the companies proposed must be 51% privately owned. At least 50% of the companies proposed must be engaged in an activity related to agricultural (or livestock) production (such as increasing the value added of a local product or exporting agricultural products) and at least 20% of the companies must be woman-owned or managed. (The final choice of companies to participate will be made by the USAID/X Project's Private Sector Selection Committee.)

Within three working days from the end of the design period, the consultants will submit a preliminary report containing the following elements: standards of performance, activity design, and list of companies proposed for the assessment. The report will be delivered in two hard copies as well as with a diskette version (in WordPerfect) to the USAID/X Project Manager.

Within two weeks of receipt of the Contractor's design materials, the Project Manager will notify the Contractor in writing if the design is acceptable. If acceptable, the Project Manager will propose a starting date for the Assessment.

B. Performing the Assessment (three weeks)

Upon successful completion of the design phase, the contractor will provide the services of two qualified individuals for a period of three weeks to carry out the Assessment. The consultants will work in City X.

At the end of the each week of the assessment, the consultants will meet with the Project Manager and the Director of Training at the Chamber of Commerce to discuss progress to date.

C. Final Report (one week)

The Contractor will prepare a single report describing the results of the assessment (by category of "smaller" and "larger" business). The report should present realistic remedies that could be undertaken to improve the standards of marketing management among similar SMEs. The Contractor may include options for businesses such as bringing in specialists to perform certain tasks in lieu of employee training, but the focus of the recommendations should be on ways to improve employee performance in critical areas. The description of training activities, while not meant to provide complete course descriptions, should contain specific suggestions on training objectives and should specify clearly the audience of such training (i.e. in

larger companies, marketing directors without formal training in marketing generally need an intensive course of approximately 30 hours in designing marketing strategies or sales representatives with secondary school training would benefit most from an applied course in salesmanship and improving client satisfaction.) Training suggestions should focus on what is "doable" locally, although in exceptional cases short-term training abroad may be suggested.

The body of the report should not exceed 25 pages and must be single spaced and written in French. The specific results at the firm level will be included in an annex.

The final written report must be submitted no later than 10 days after the completion of the actual assessment. The Contractor will provide 10 copies of the report in French as well as a diskette of the final report (in WordPerfect).

ARTICLE V – CONTRACTOR CAPABILITIES AND QUALIFICATIONS

The Contractor must have the resources required to design and carry out these activities. This includes office space, secretarial services, computer facilities, telephone, vehicle use, etc.

The consultants who will carry out the activities described above should have the following minimal qualifications:

- Education: Minimum BA/BS in Business Management, Economics, Marketing; Knowledge of communication and media strategies for marketing required.
- Experience: Minimum of three years direct experience in the marketing management of a private or parastatal firm; additional experience providing marketing analysis and strategies to private sector firms also required. At least one member of the team should have experience providing training in areas directly related to marketing and promotion.
- Other: Excellent French skills and ability to understand technical documents in English. At least one of the consultants must speak the local language. Extensive knowledge of the formal private sector, especially the agri-business sector, in Country X.

ARTICLE VI – RELATIONSHIPS AND RESPONSIBILITIES

The Consultants will work under the general supervision of the USAID/X Project Manager.

ARTICLE VII — PERFORMANCE PERIOD

The desired performance period for the Contractor to begin the TNA design is _____.

ARTICLE VIII — LEVEL OF EFFORT

The total level of effort required for carrying out the activities described above is 72 person days (6 days a week x 6 weeks x 2 persons). A six-day workweek is authorized.

ARTICLE IX — ILLUSTRATIVE BUDGET

1. Salary (72 workdays @ rate of \$x/day)
2. Miscellaneous
 - (1) Paper and other Supplies
 - (2) Local Transport
3. Fixed Fee
4. Total

ARTICLE X — EVALUATION CRITERIA

This contract will be accorded based on an evaluation of the offeror's Technical and Cost Proposals according to the following scale.

1.	Technical Proposal	
	A. Level of understanding of services required	20%
	B. Evidence of Institutional Capabilities to perform services required	20%
	C. Qualifications and Experience of Design and Assessment Team	40%
	Sub-Total	<u>80%</u>
2.	Cost Proposal	
	Reasonableness and Completeness of Costs	20%
	TOTAL	<u>100%</u>

REINVESTING IN TRAINEES: NETWORKING AND STRENGTHENING ALUMNI ASSOCIATIONS

Who among us builds a house carefully designed to take into account the precise needs of our family, then does nothing to maintain the structure? We all admit that when completed, our new home requires regular attention in order to extend its usefulness to family members, our intended beneficiaries.

Building human capacity is no different. We recruit, select and place participants in expensive, well-designed training programs, then cut short the follow-on maintenance once the trainee has returned. Training for high impact demands an entirely different approach from the Mission, which will be discussed during these sessions.

The popular term "follow-on" implies a sustained relationship cultivated between USAID and the participant, beginning at the inception of selection and continuing long after application of the acquired skills at the work place. We have all been exposed to this new concept, but few of us have absorbed the ramifications — or recognized the benefits — of well-conceived, comprehensive follow-on programs. The sessions under "Re-investing in Trainees" will upgrade our knowledge of the importance of follow-on, and give us practical ways to embark on workable - and manageable - post-training activities.

By appreciating "impact" and fine-tuning the management of our resources, we then recognize that USAID should not simply train individuals, hoping that they will apply their knowledge to their country's development. We need to establish multiple relations - between employer, trainee and USAID - to ensure that our human resource investments produce positive changes, both at the individual and institutional level. If we're fortunate along the way, the investments will effect change in a sector, among a target group, nationally or regionally. But first, we must "re-invest" in the trainee in a planned, proactive way.

A variety of topics will be addressed under this theme so that participants will:

- ◆ appreciate the key role played by follow-on in achieving high-impact training;
- ◆ learn strategies for strengthening alumni associations and supporting professional networks;
- ◆ learn how to draft scopes of work and budgets for training services and technical assistance.

RE-INVESTMENT STRATEGIES

One way to increase the long-term impact of training is not to forget about participants after they have finished their training program. By recognizing the importance of "re-investment" or "follow-on" and making available staff time and resources to support creative activities, USAID will increase its "return" on participant training investments.

Many Missions have tried a number of strategies — some successful, some failures — and what works in one country with one group of participants may not work with others.

In general, Mission should look at two potential groups of participants for their re-investment activities.

THE "FORGOTTEN" GENERATION

The first group is those who have already returned from U.S. or third-country training or who benefitted from a program delivered in their own country. In most cases, they have already been "forgotten" for some time. The Mission will have to invest time in learning about these participants to discover what they can contribute to achieving development objectives. Some ways to learn about these individuals are:

- **Sponsor "returnees" meetings.** Many Mission employees may be interested in meeting and getting to know returnees. The meetings could focus on a particular sector such as Health or could bring together all the graduates of American universities. Put ideas for such a meeting in a memo and circulate it in the Mission and within the American community. You might be surprised at the response. Make sure each meeting has a well-defined objective and a clear agenda. The meeting could generate an article for the local paper or serve as a brainstorming session for a new project design.
- **Initiate a Mentors Program.** One idea is to seek American and returnee volunteers to assign to advise a newly selected candidate for a graduate degree. Organize an initial get-together for everyone to meet and share phone numbers. This activity requires a strong leader in the Mission to give everyone a push. It was started very successfully in Burundi — with a game show organized to bring together the first group of mentors and "mentees."
- **Meet with returnees to discuss their starting a Returned Participants Association.** A sample discussion piece for such a meeting is attached and is included on the workshop diskette.

- **Actively seek out returnees** and involve them in Recruitment and Selection Panels, pre-departure orientations, and question and answer sessions during in-country English Language Training.

THE NEXT GENERATION

USAID's greatest potential for re-investment success is with the generation of participants that are currently in training or who have just been selected for training. By involving each participant and his/her nominating institution more fully in the design and implementation of the training program, the Mission will make an early investment in commitment-building that, if carefully nurtured, will show tremendous returns.

Here are some simple ways to connect with participants now so that you will not "lose" them later on:

- **Communicate!** If your office has several professionals working in it, assign each participant to a specific individual. The participant will know who to talk to and the training specialist will be responsible for knowing all the details of that trainee's program. Visit the participant's workplace. Meet with his or her supervisor. Seek out ways to keep in touch at every step.
- **Clarify commitments.** Make sure that the participant understands his/her responsibilities towards the nominating firm or institution, towards USAID, and towards the home country. Spell out the estimated length of the program and the potential sacrifices.
- **Encourage networking.** Encourage trainees to network with other trainees from their country, to establish long-distance relationships with their nominating institution, and to give of their own time and energy to institutions and groups in the country of training. Often the most valuable lessons are learned from serving in community and volunteer groups and not in the classroom.



What is a Returned Participants Association?

A Returned Participant Association is what its members want it to be. It can help members maintain contacts with people, places and ideas encountered during training. It can utilize the resources and knowledge of its members to pursue professional objectives and promote the economic development of Country Y. It can provide a vehicle for sharing ideas and resources.

How can we start one?

Returned Participants themselves must be the guiding force behind the Association. Depending on local circumstances, it can be a club, a membership association, or even a non-governmental "not-for-profit" organization. The group will need to rely heavily on its membership for resources and expertise as well as personal sacrifices of time to organize and implement programs and activities.

Can USAID help?

Probably. The X Project of USAID is required to implement a number of follow-on and evaluation activities with returned participants. If a Returned Participants Association makes proposals to the X Project for specific activities with professional and development objectives, the Project may provide funding assistance to implement selected activities.

The Association might also be able to provide a number of services to the X Project such as assistance in pre-departure orientations, helping participants to define training objectives, meeting with returnees to evaluate training effectiveness and carrying out impact evaluations of training on the development of the private sector in Country Y.

USAID and the X Project can only provide funding for services and activities if the Association has well-defined goals and a membership willing to serve.

What now?

You tell us. If there is an interest in forming such an association, please contact the X Office at USAID/Y. Returnees need to be the makers and shapers — but we are willing to provide moral support and other assistance to help you try to form such an association. The ball is in your court!

THE VALUE OF INFORMATION

In fulfilling our responsibilities as USAID training experts, we become full-time information managers. No USAID section receives and disseminates more information than the Training Office. Hundreds of training announcements, requests for training, confirmation cables, program designs, candidate biographic information, academic performance reports and training evaluations flow in and out of our busy offices every day. Coping with such a complex information highway can determine the level of our effectiveness as human resource specialists. Put simply, is your information highway a traffic jam or a smooth-flowing expressway — a "go-slow or a fast dual carriageway", an *embouteillage ou une autoroute*?

Information has many meanings in the world of USAID participant training. For example, we try to stimulate the flow of professional information between returned participants and colleagues overseas by distributing newsletters, sponsoring post-doctoral training, or promoting in-country topical workshops. At the same time, we collect information about many things, including:

- ◆ training programs in neighboring countries;
- ◆ local training institutions;
- ◆ women participants likely to qualify for upcoming USAID training opportunities;
- ◆ credible local institutions in need of capacity-building;
- ◆ target populations in need of special attention;
- ◆ training statistics from past and current USAID projects.

Since 1988, the HRDA Project has promoted the use of the Participant Training Management System as the principal tool to manage diverse types of information needed by the Training Office. Through its various revisions, PTMS has become an integral component of every USAID Training Office in Africa. We know how it enables us to provide supervisors with up-to-date data on participants, historical perspectives on training, and data for the annual budget reviews and Congressional Presentations. PTMS serves as the principal data source for external evaluators and auditors. We no longer need convincing of its utility — only more organizational skill in adapting it to our needs.

This section contains information to help you integrate PTMS and other information systems into your everyday management operation. Collected in this section of your workbook as well is a series of articles expressing the ultimate value of information. These articles are representative of the general trends in information management and are provided to provoke thought as to how information technology may be applied in our work.

Technology, if properly applied, is only one tool in this endeavor. Resource management is the key. There are limits to the resources we have to work with, and the rational application of these resources is critical to any measure of our success.

What are our resources? Simply put, they are time, personnel, money, and information. It is only through timely, accurate information that we can rationally allocate time, money and personnel. The key word here is "rational." It has already been repeatedly demonstrated that we can allocate time, money and personnel almost at will — some would argue at random. We must continue to strive for the rational application of these resources.

This workshop will include the following sessions on the value of information:

- ◆ Managing the Information Resource for Impact: HRDA's Information System Overview;
- ◆ Taking Advantage of the Information Resource;
- ◆ PTMS Core Information Gathering and Analysis;
- ◆ Data Quality and the Value of Information;
- ◆ Training Office Information Needs;
- ◆ Using Databases to Manage Recruitment and Selection.

The following articles will also be distributed:

- ◆ "Data Conversion and Audits;"
- ◆ "Giving Federal Workers the Tools They Need to Do Their Jobs;"
- ◆ "The Technology Payoff;"
- ◆ "The Power of Software;"
- ◆ "What Computers Are For;"
- ◆ "The Gold Mine of Data in Customer Service."

USAID'S MANAGEMENT INFORMATION SYSTEMS

There are three management information systems that track Mission-funded training.

- The Mission-based **Participant Training Management System (PTMS)**
- The **Training Information Management System (TIMS)**, based at AID/AFR
- The **Participant Training Information System (PTIS)**, maintained at AID/W by OIT.

These three management information systems differ in terms of purpose, scale, scope, usage, and community of users, as depicted in the following table.

PTMS, TIMS AND PTIS			
DIFFERENCE	PTMS	TIMS	PTIS
Purpose	Mission-level tool for day-to-day management and implementation of the training portfolio	Macro-level comparisons of training achievements among countries, multilateral projects and Africa Bureau geographic offices	Comparisons of achievements in US training among all USAID countries
Scope	All Mission-funded training: US, third country and in-country training under sectoral and training projects	All Bureau-funded training: US, third country and in-country training	US training
Scale	Each Mission has its own PTMS system	TIMS compiles data from Bureau PTMS systems	PTIS compiles US training data worldwide
Usage	Day-to-day implementation of training portfolio	Management and decision-supporting tool on Bureau training; responses to Congressional and other inquiries on Bureau-funded training	Management and decision-supporting tool on AID-funded training; responses to Congressional and other inquiries
Source of Data	PIO/Ps, PIO/Ts, PILs funding training, participant files	PTMS systems throughout the Bureau	Participant Data Forms (PDFs) submitted by US contractors
Users	Mission staff involved in training management: training office, HRDO, project managers, project officers, Mission leadership	Africa Bureau management	AID/W management

PTMS: A TOOL SERVING A WIDE COMMUNITY OF INTERESTED PARTIES

PTMS is the Mission's most important tool for planning and following up on training.

PTMS offers information that is of interest to Mission staff and management beyond the training office.

The larger community of PTMS users can include:

- Mission leadership — Director, Deputy Director;
- the PDO;
- Project Officers;
- Mission contractors;
- Training Office management: the HRDO, Training Officer and Training Assistants/PTMS Specialists.

PTMS data must be complete and up-to-date in order for the system to serve this wide community's information needs.

This means that the system must incorporate current data for all training, be it in the US, in third countries or in-country.

DEVELOPING AND PRIORITIZING A PTMS WORKPLAN

If your PTMS system is not current, you should develop and prioritize a *PTMS workplan*. Suggestions are to:

- Begin by correcting the existing database — run the anomaly reports, send reports to Mission project managers for review and complete current data.
- Check available resources (PTIS reports, AAI reports, participant files) to obtain current data.
- Continue entering data for participants back to 1990.

- Move on to high profile projects such as AFGRAD and ATLAS and enter all participant, training and employment data.
- Work back from 1990 to enter the remaining outstanding data back to 1985 as time permits.

MANAGING TRAINING WITH PTMS

PTMS is the Mission's management tool to track training interventions over time. PTMS is programmed so that it can be used to monitor individual training programs as well as the institutions that send participants and employ alumni.

PTMS allows Missions to track information on:

- participants themselves;
- their training;
- the projects providing funding;
- the steps required to process participants for training;
- training management details such as receipt of semesterly progress reports and participant grade point averages.

PTMS should be fully utilized to assist Missions in managing their training portfolios.

PTMS includes a built-in feature to generate USAID-mandated PIO/P and Biodata forms. Using the PTMS PIO/P generator has clear advantages:

- staff preparing PIO/Ps and Biodata forms can make unlimited corrections without having to retype entire forms;
- initiating the PIO/P generation process requires inputting basic data into the system on the participant(s), training, and funding project information, serving as the platform to encourage PTMS operators to enter and ultimately maintain Mission training data.

Monitoring Training Outcomes and Repatriation

The Africa Bureau indicates that Missions should use their Participant Training Management System (PTMS) to track three sets of training outcomes:

- the **outcome** of individual training programs—whether programs were successfully completed
- reasons for unsuccessful training programs—**termination reasons**
- each participant's **repatriation** status following the completion of training.

PTMS offers the following categories for these training outcomes and repatriation possibilities.

Training program outcomes are tracked for each training component within each training program. This allows Mission managers to track the status of participants who should be departing for training, participants currently in training, including those who should be returning, and the overall success of Mission-funded training programs.

MONITORING TRAINING PROGRAM OUTCOMES		
CODE	OUTCOME	MEANING
P	Planned	Training component has not yet begun
A	Active	Training component is currently underway
C	Completed	Training component was successfully completed
L	Canceled	Training component was planned and was canceled before it began
T	Transfer	Participant transferred from the training component into another component under the same training event
X	Terminated	Training component was not successfully completed—see codes to track termination reasons

PTMS can be used to **monitor reasons for unsuccessful training** by tracking those training components which were not completed successfully. Trends in unsuccessful training can be analyzed to point to future preventive measures.

REASONS FOR TERMINATIONS (UNSUCCESSFUL TRAINING)		
CODE	TERMINATION REASON	MEANING
A	Academic	Training component was terminated for academic reasons
P	Personal	Participant terminated training component for personal reasons
H	Health	Training component was terminated for health reasons
E	Employment	Participant's employer terminated the training component
O	Other	Training component was unsuccessful for another reason

Once a training event is completed (all training components are completed), PTMS should be used to track each participant's **repatriation status** according to the following possibilities.

PTMS REPATRIATION CODES	
CODE	MEANING
C	Returned to home country
R	Returned to another African country
F	Remained in country of training under other USAID funding
S	Remained in country of training under participant's own funding
T	Remained in country of training in another status
D	Deceased
O	Other repatriation status
N	Not applicable—used for in-country training, or when participant is continuing in another training component under the same training event
X	Non-Returnee

Non-Returnees

According to the Africa Bureau, as shown in the previous table of PTMS repatriation status codes, participants are only designated as non-returnees when there is no possibility that they will ever return to their country or region of origin and when all avenues to effectuate this return have been exhausted.

The Africa Bureau's repatriation classifications differ from OIT's categories, which only recognize "partially financed" participants, corresponding to Code F above. The Africa Bureau's repatriation classifications respond to requests field Missions expressed to distinguish among alumni who returned home, those who were still studying under various financial auspices, those who were working in the Africa region—representing at least some return on USAID's investment in development of the region—and those who would make no contribution to African development.

Non-returnee status is thus reserved for participants who have successfully obtained waivers of their foreign residency requirements, who have secured permanent residency in the US, or who have "disappeared" following their training.

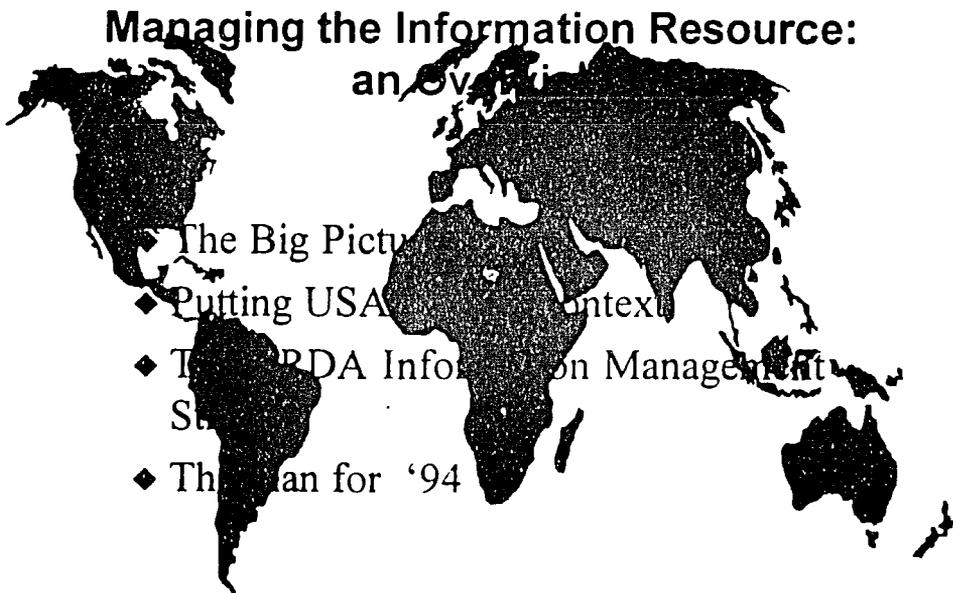
According to the Africa Bureau's PTMS classifications, participants whose return is delayed or who have left their country of training for another African country fall into repatriation status categories other than "non-returnee."



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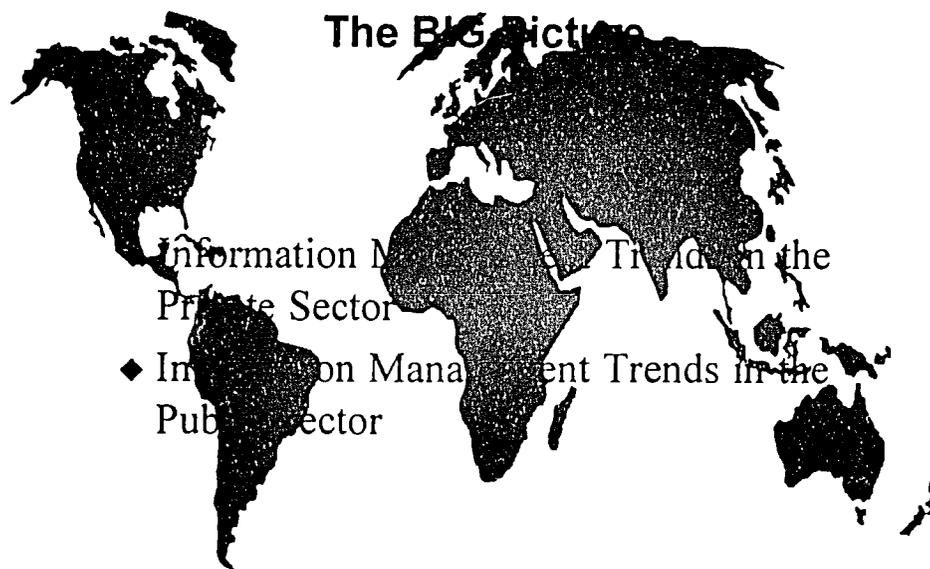
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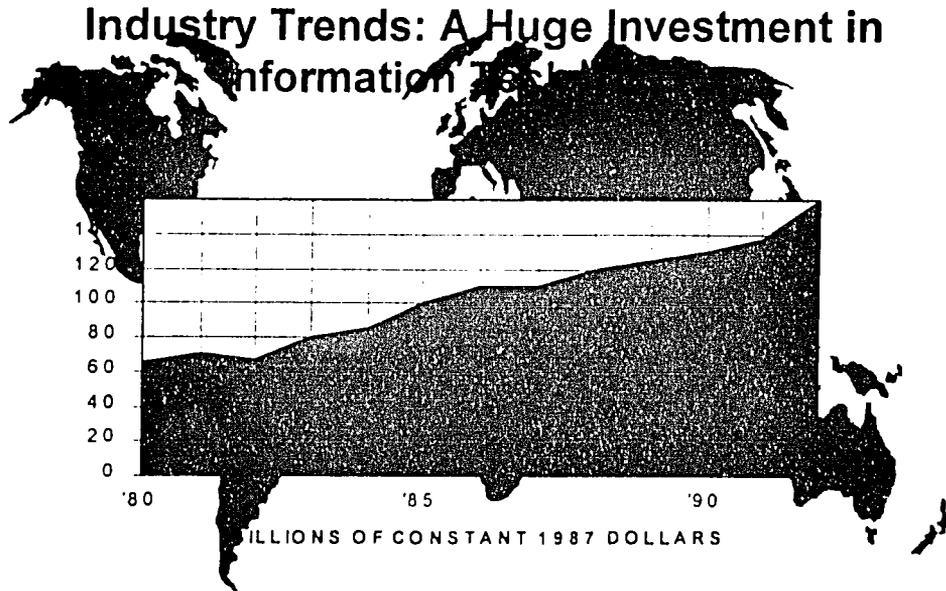
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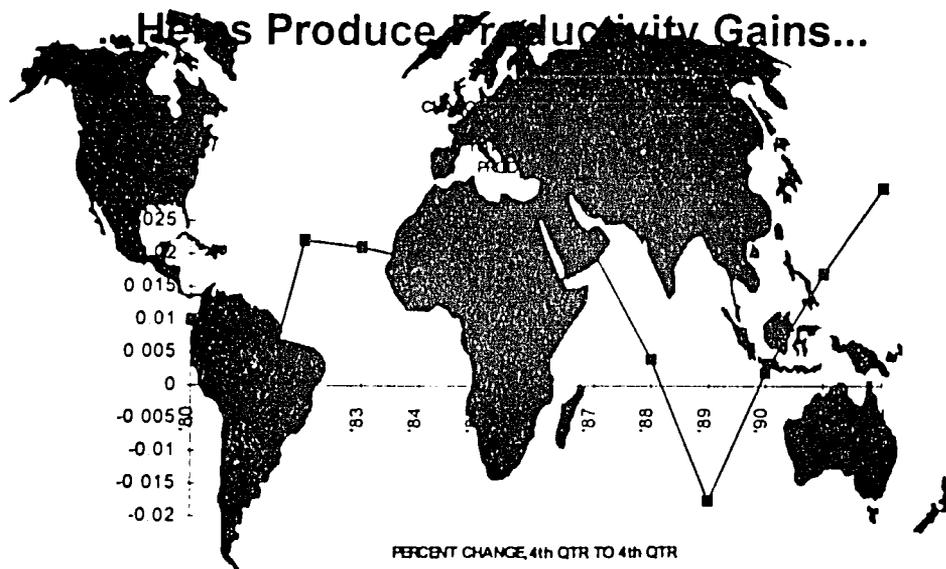
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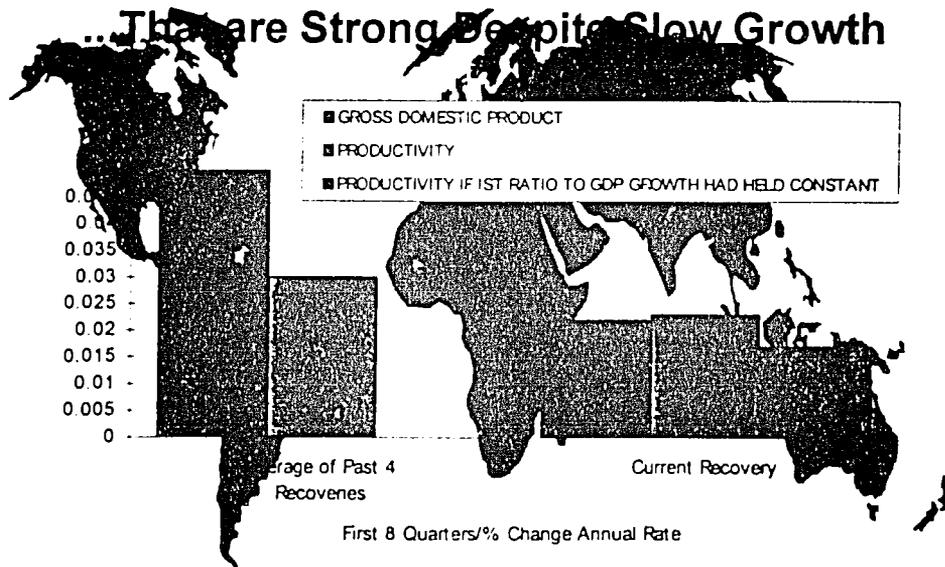
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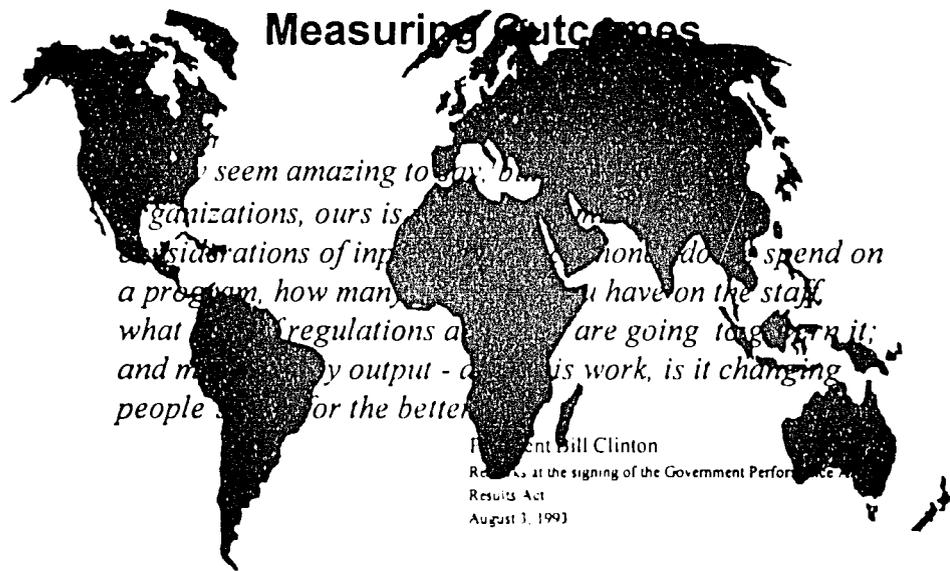
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Measuring Outcomes



It seems amazing to say, but in many organizations, ours is not. In making considerations of input, how much money do you spend on a program, how many people do you have on the staff, what regulations are you going to have to turn it; and measure its output - does this work, is it changing people's lives for the better?

President Bill Clinton
Remarks at the signing of the Government Performance and Results Act
August 3, 1993

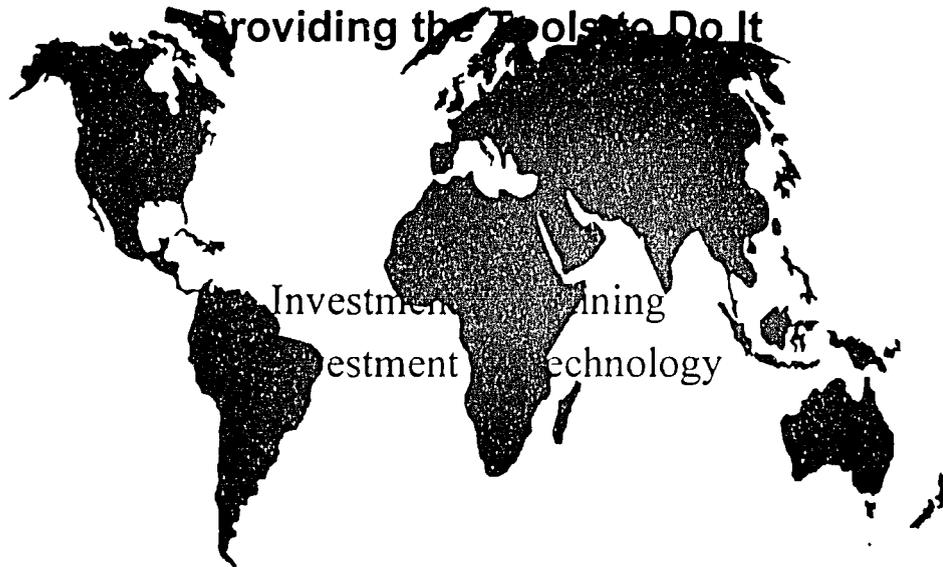
Management



Management isn't about pressing buttons. It's about making decisions. Good managers have the right information at their fingertips. Poor managers don't....good information comes from good information systems.

President Al Gore
The Tape To Results - Creating a Government That Works Better & Costs Less
Report of the National Performance Review
September 7, 1993

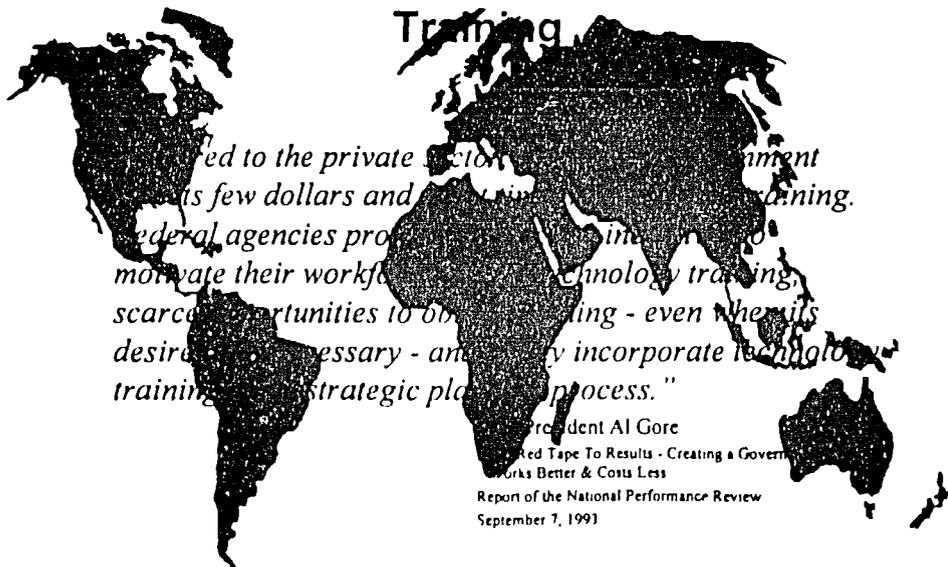
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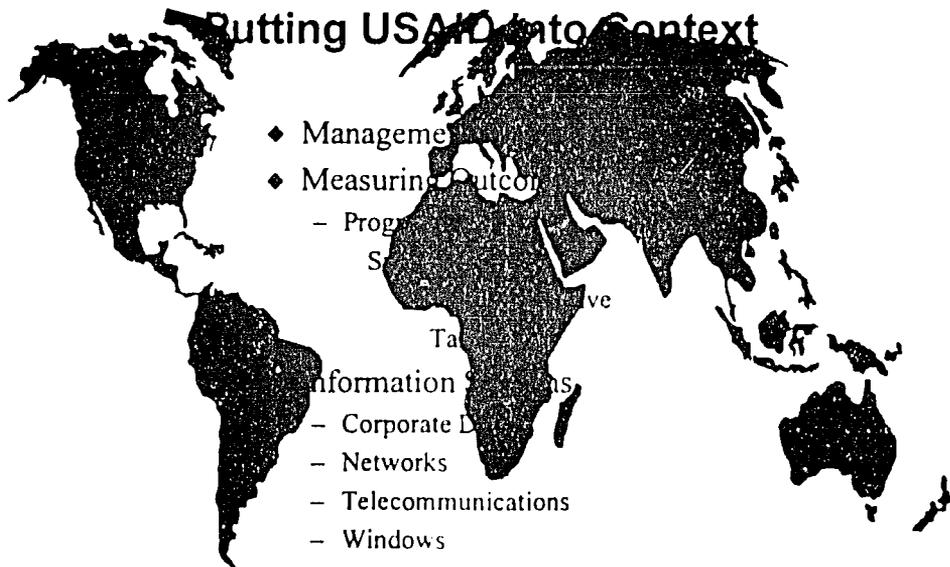
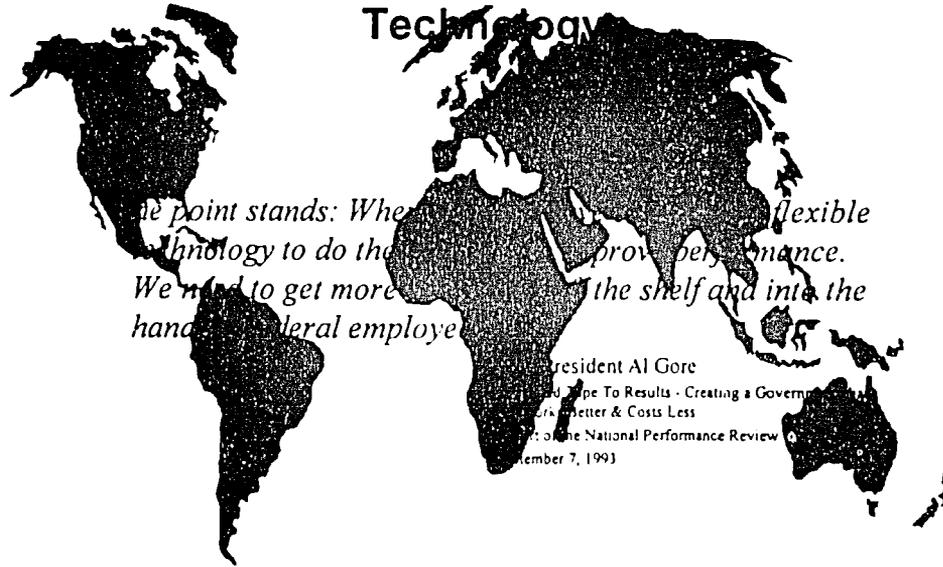
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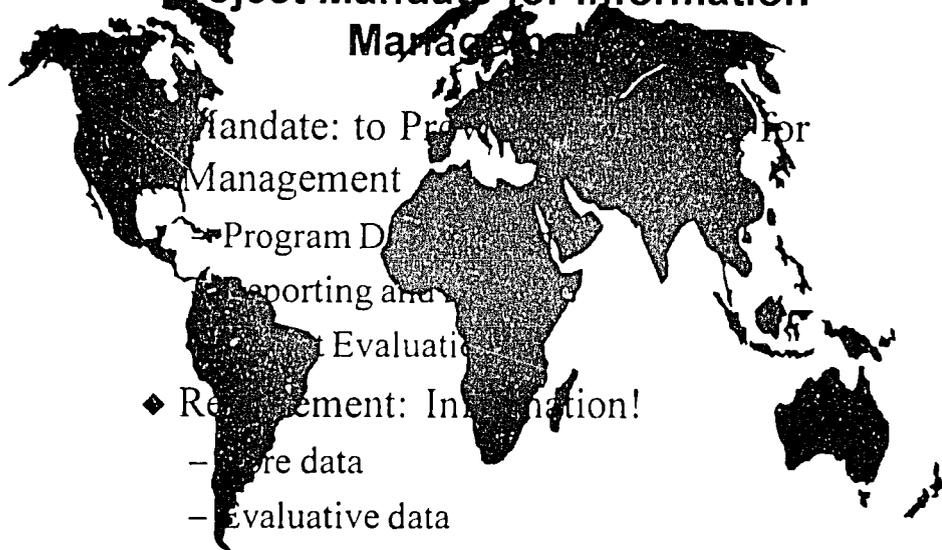
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Project Mandate for Information Management

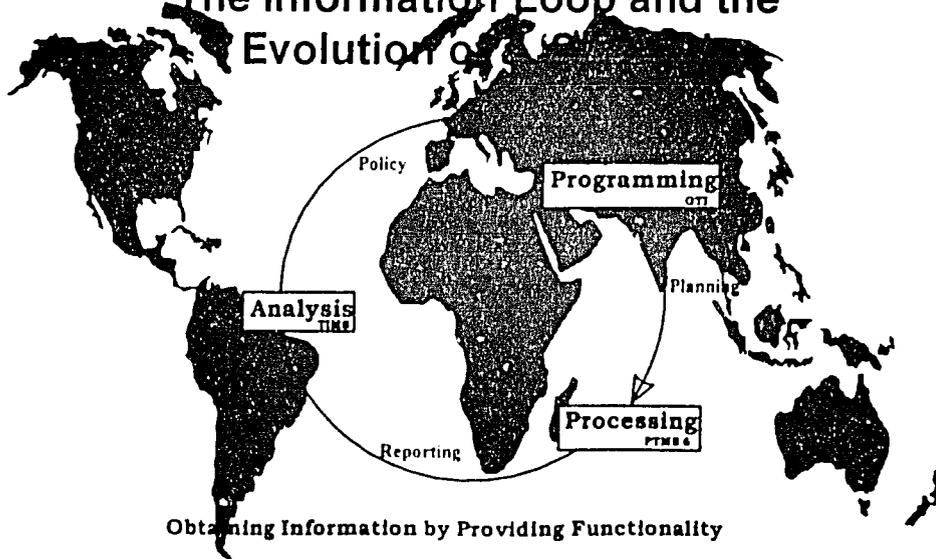


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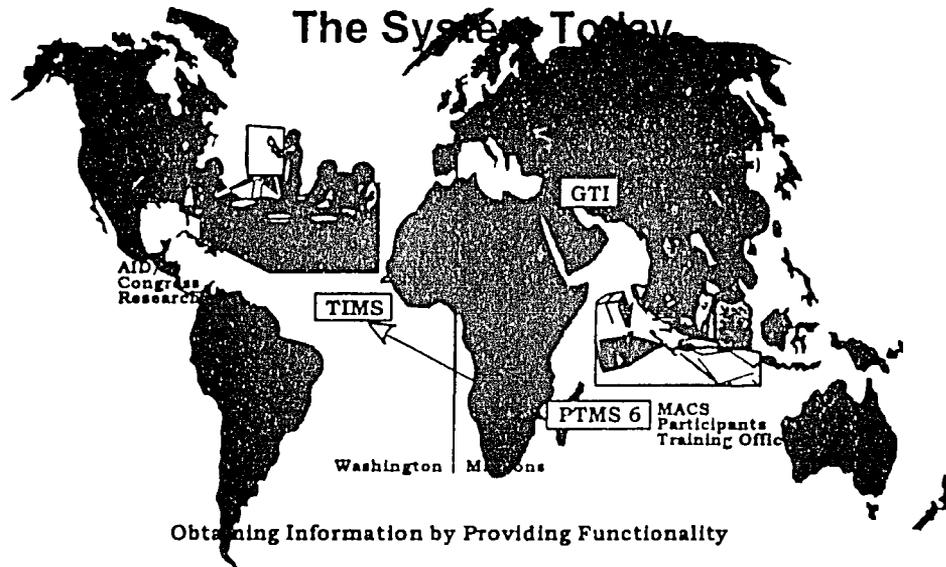
The Information Loop and the Evolution of



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AFR/ONI/TPPI Information Systems Strategy: A Training Management Model

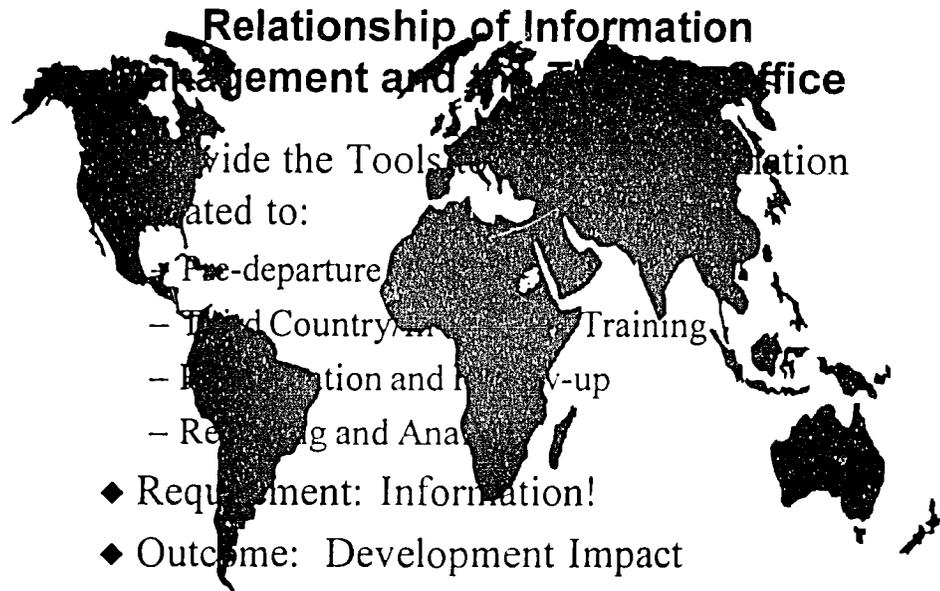


Relationship of Information Management and Training Office

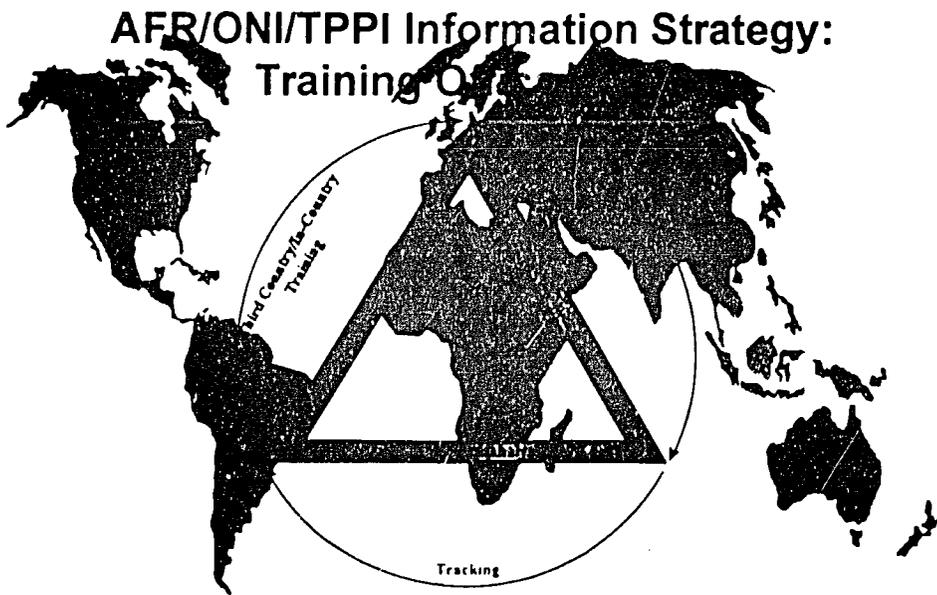
Provide the Tools for Information Management related to:

- Pre-departure
- Third Country/In-Country Training
- Evaluation and Follow-up
- Reporting and Analysis

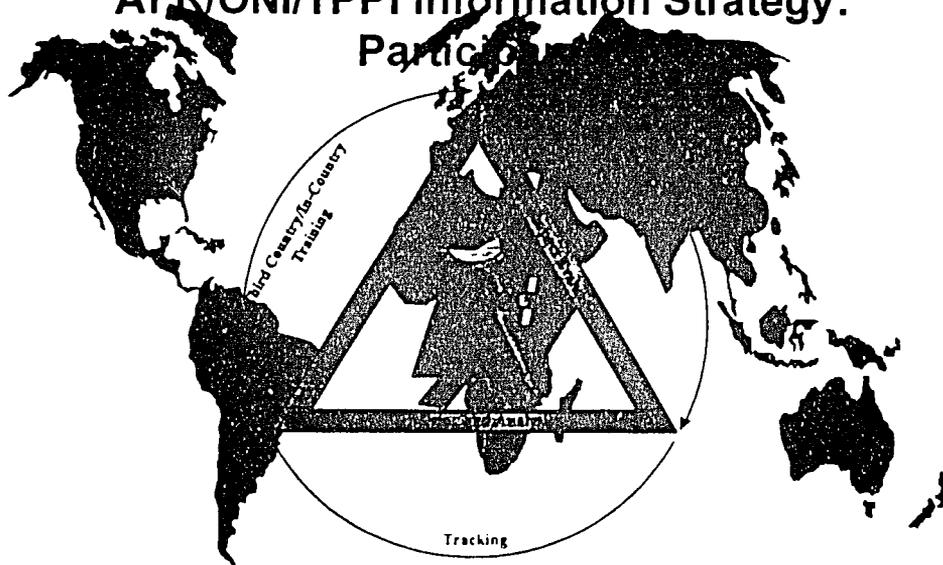
- ◆ Requirement: Information!
- ◆ Outcome: Development Impact



AFR/ONI/TPPI Information Strategy: Training Office



AFR/ONI/TPPI Information Strategy: Participation

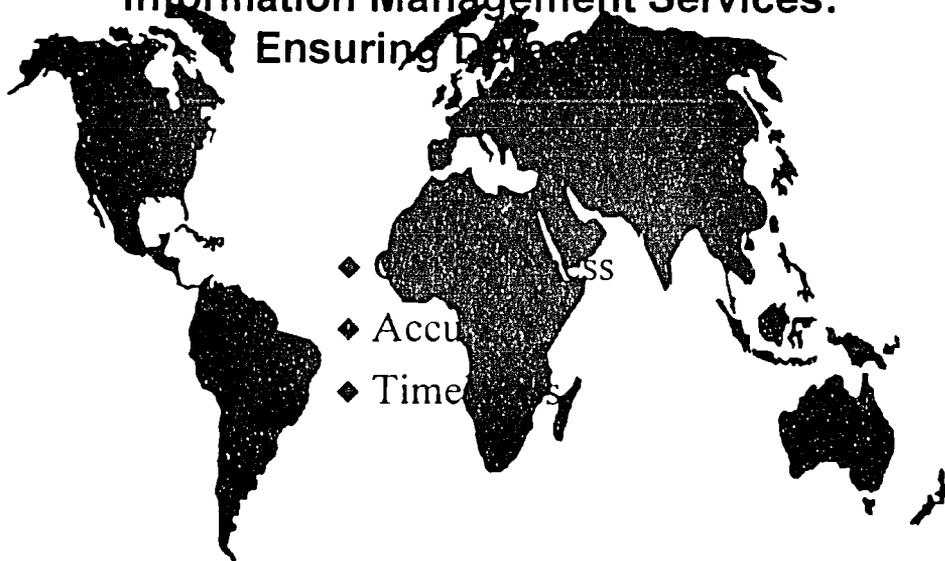


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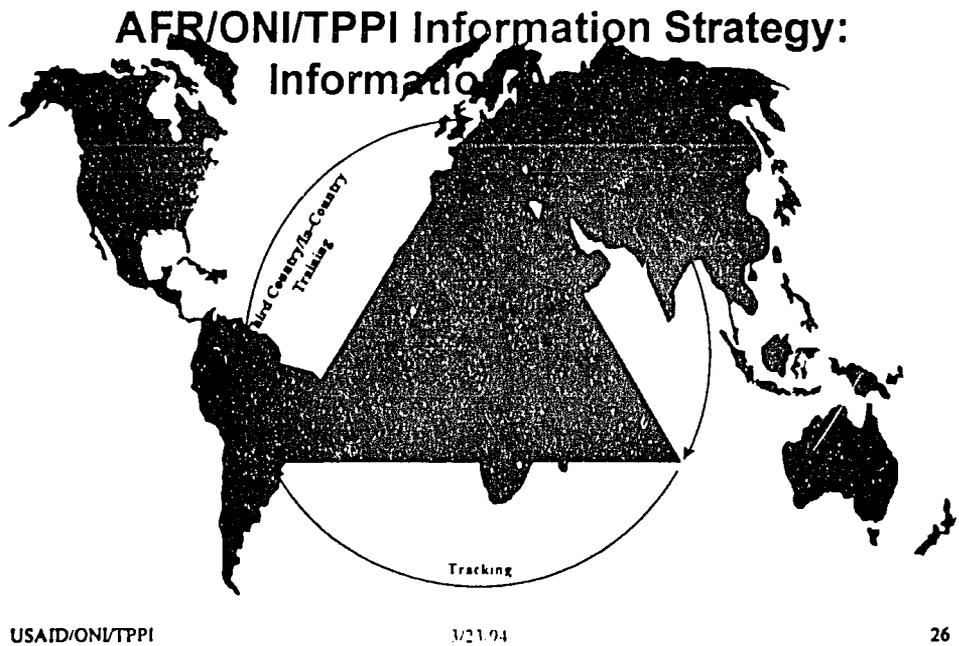
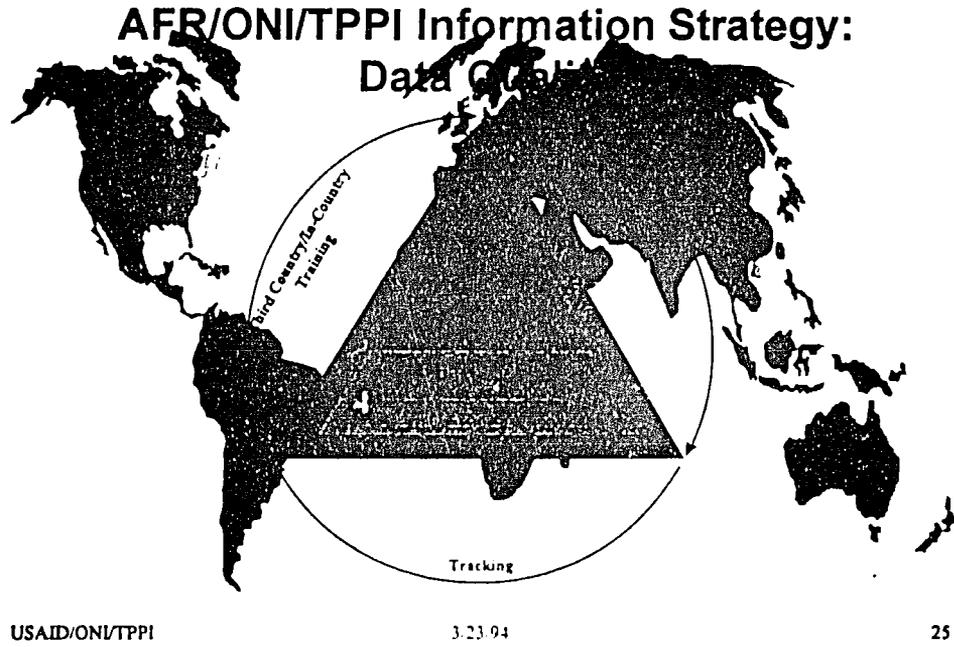
Information Management Services: Ensuring Data



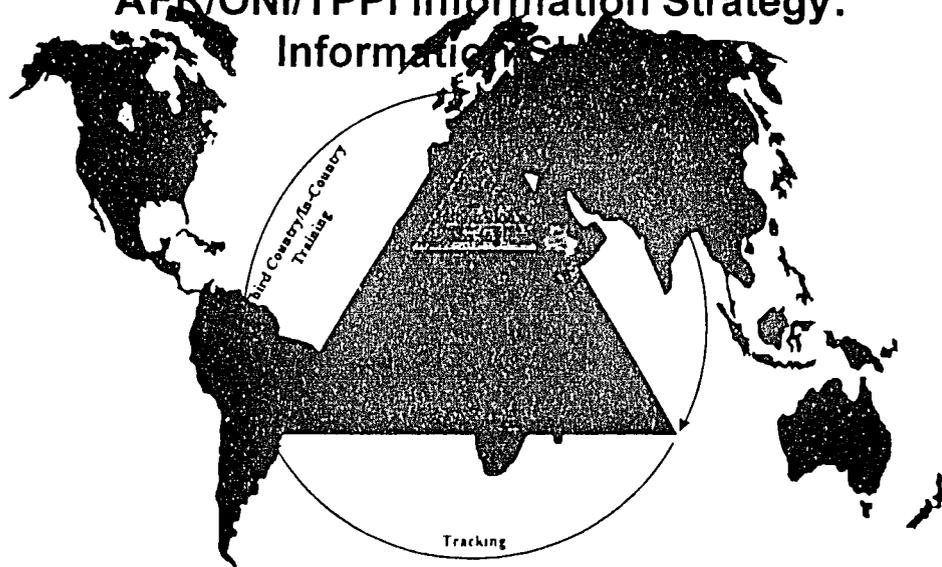
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AFR/ONI/TPPI Information Strategy: Information Structure

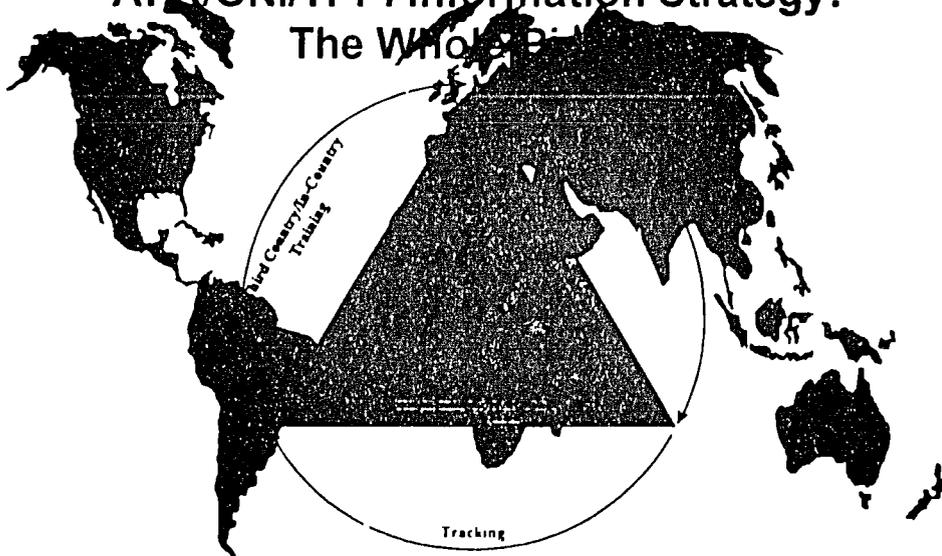


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AFR/ONI/TPPI Information Strategy: The Whole Picture



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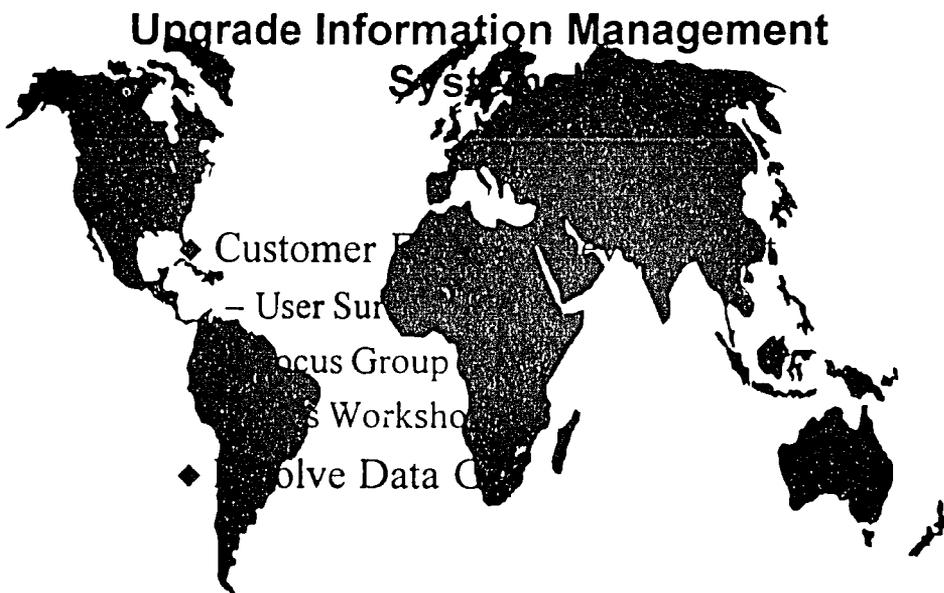
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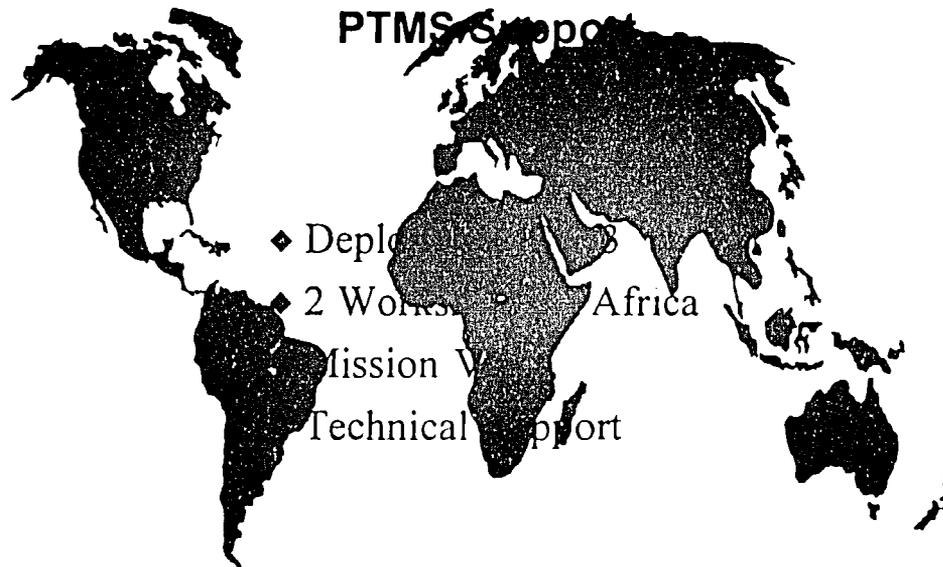
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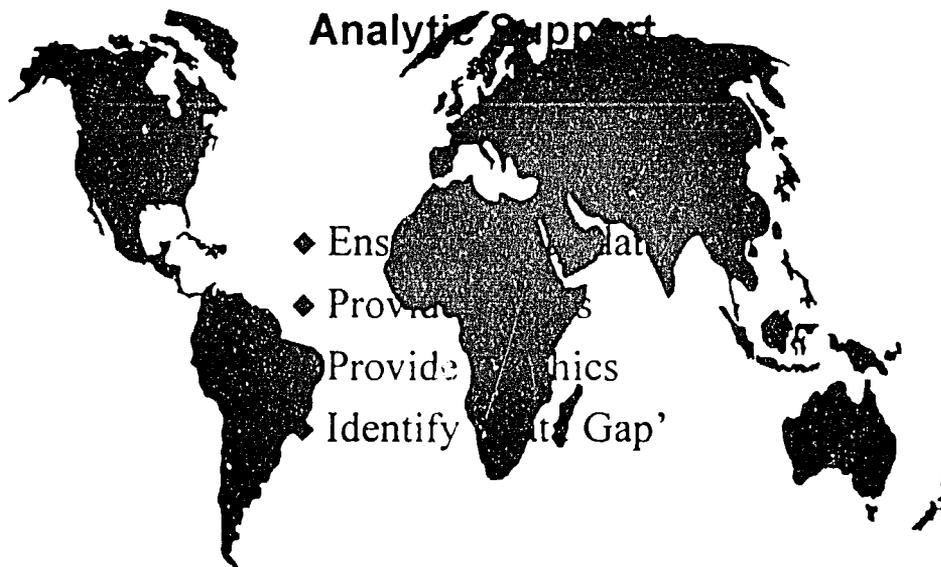
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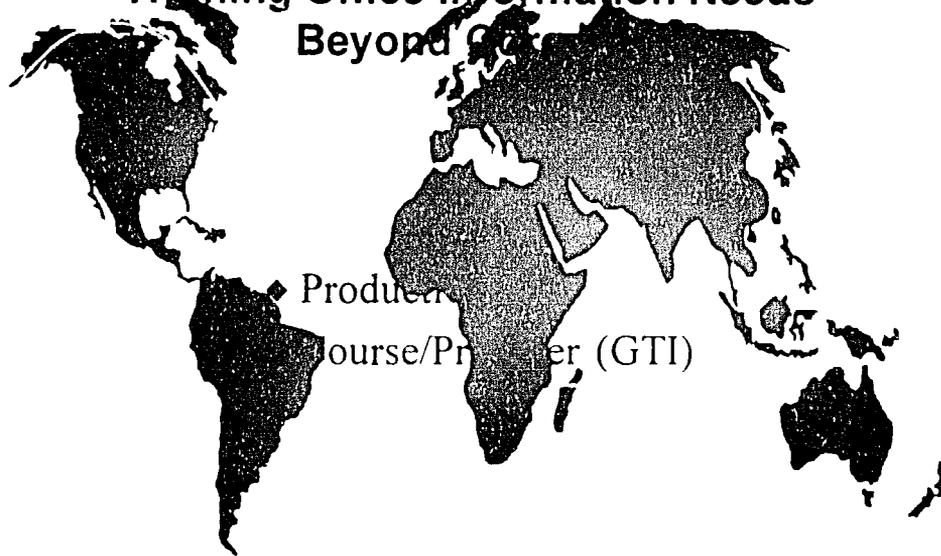


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Training Office Information Needs - Beyond Government

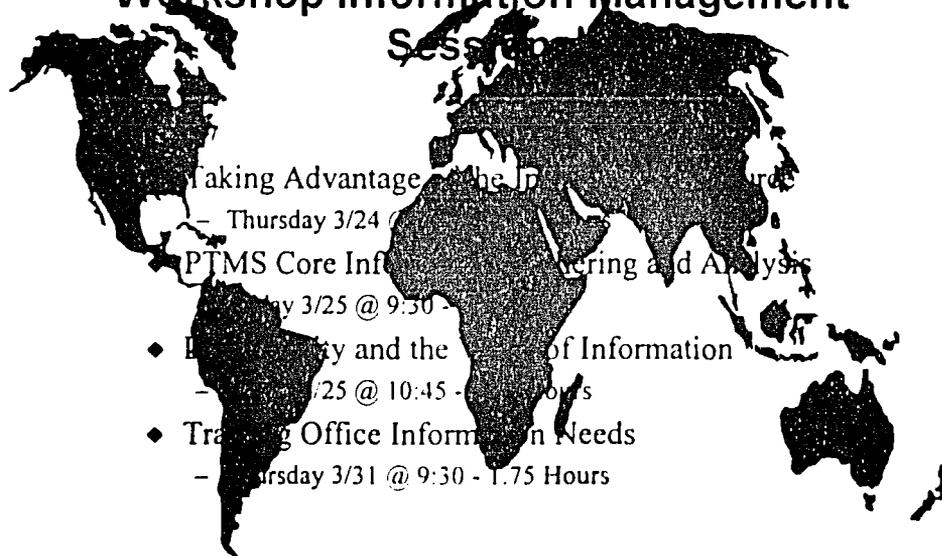


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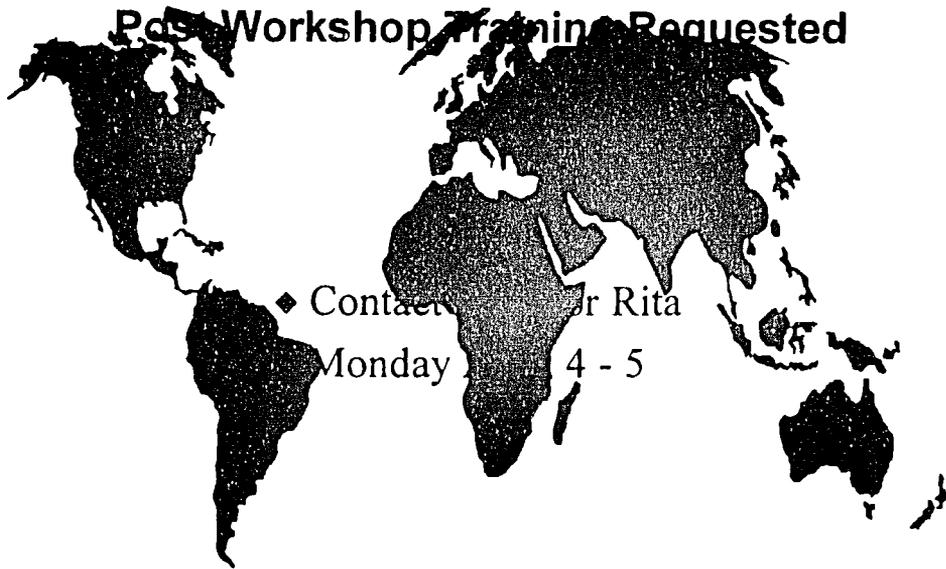
Workshop Information Management Sessions



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PURPOSE OF THIS SESSION:

To understand how human resource development objectives can be used to support a Mission's CPSP.

HOW DOES THE CPSP HELP THE MISSION?

The CPSP . . .

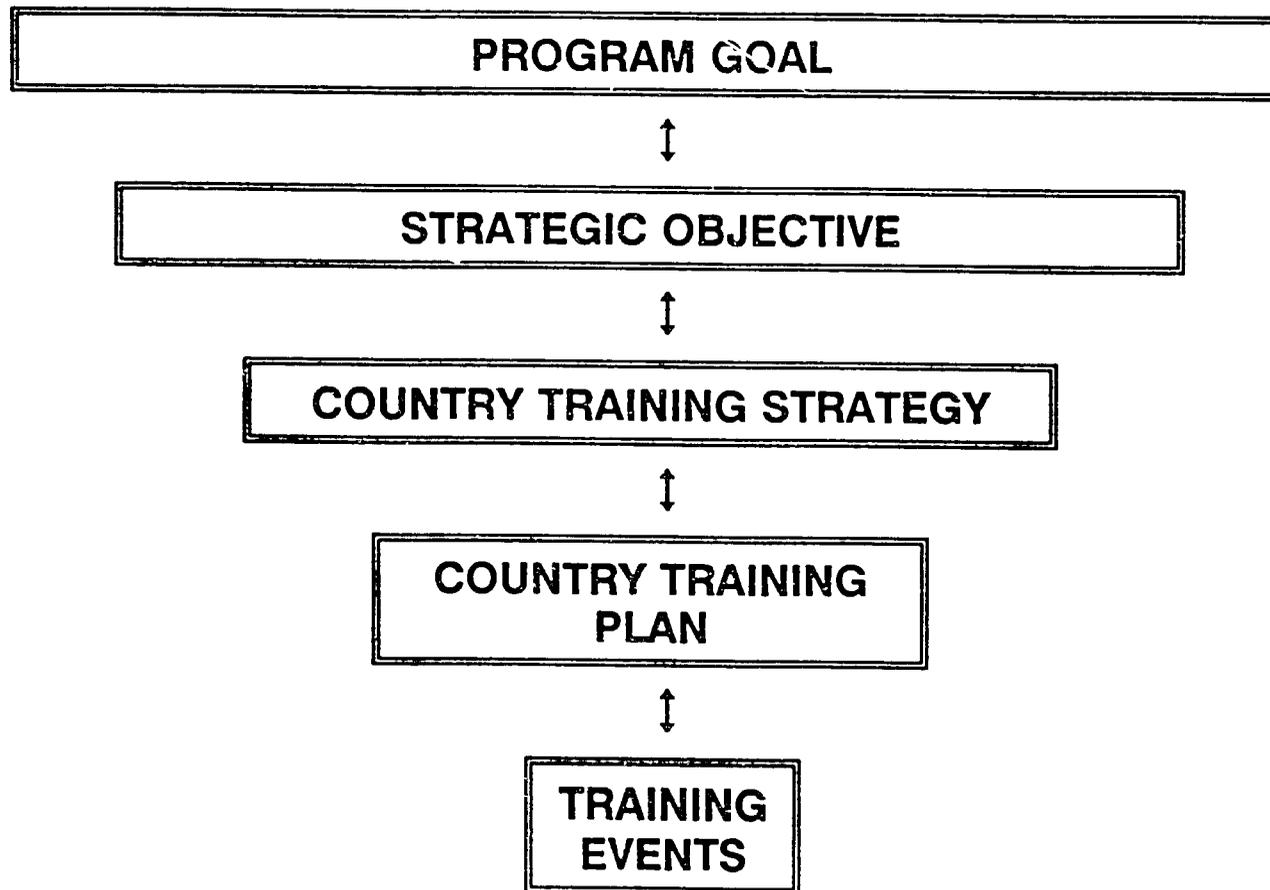
- is a **strategic planning tool**;
- helps Missions assess where they're going and how they're doing by providing **benchmarks** against which **impact** can be measured;
- helps Missions **justify** and **explain** development programs to local government and private sector leaders;
- helps USAID **dovetail** its programs with other donors — Peace Corps, Embassy, PVOs;
- forces USAID to be **accountable** to AID/Washington, Congress, and oversight authorities — GAO, IGs.

HOW DOES THE CPSP HELP THE TRAINING OFFICE?

The CPSP . . .

- leads to a **Country Training Strategy** which links the Mission's objectives and targets of opportunity with training components of existing and planned projects;
- links Mission development objectives with **Country Training Plans** which spell out what training should be implemented;
- empowers Training Offices to **focus** their HRD activities, **plan** where they're going and build in **impact indicators**.

**THE PROGRAM GOAL AND STRATEGIC OBJECTIVES IN THE CPSP
INDICATE HOW THE MISSION SHOULD USE TRAINING**



HRD AND IMPACT

- **Training itself is not impact.**
- **Impact is what trainees do with their training.**
 - "I used to do a, b and c at work.
 - Then I benefitted from training.
 - Now I do x, y and z."
 - The impact of this person's training is the difference between "a, b and c" and "x, y and z."
- "I used to let the day's emergencies determine my day. Then I learned about time management. Now I plan my time realistically each morning, and am more productive and satisfied."
- "Before obtaining my graduate degree in the US, I could not organize and analyze large amounts of data. Now I enjoy working with data and seeing the results of my research."

The difference in performance before and since training is its impact.

The purpose of a strategy to train for impact is to specify:

- **how training serves the Mission's aims;**
- **how training can be implemented and managed for tangible results.**

Designing HRD interventions to ensure results:

- ▶ Start with the "big picture."
- ▶ Translate the big picture into action plans.
- ▶ Move from action plans to training needs.

FACTORS CONTRIBUTING TO IMPACT:

NEEDS ASSESSMENTS ARE THE FOUNDATION FOR DETERMINING WHAT HRD INTERVENTIONS TO SUPPORT

**Institutional needs
assessment**



**Training needs
assessment**



**Recommendations
for interventions**

**YOU CAN'T DO EVERYTHING:
LIMITED HRD RESOURCES and
THE ART OF JUDICIOUS CHOICE**

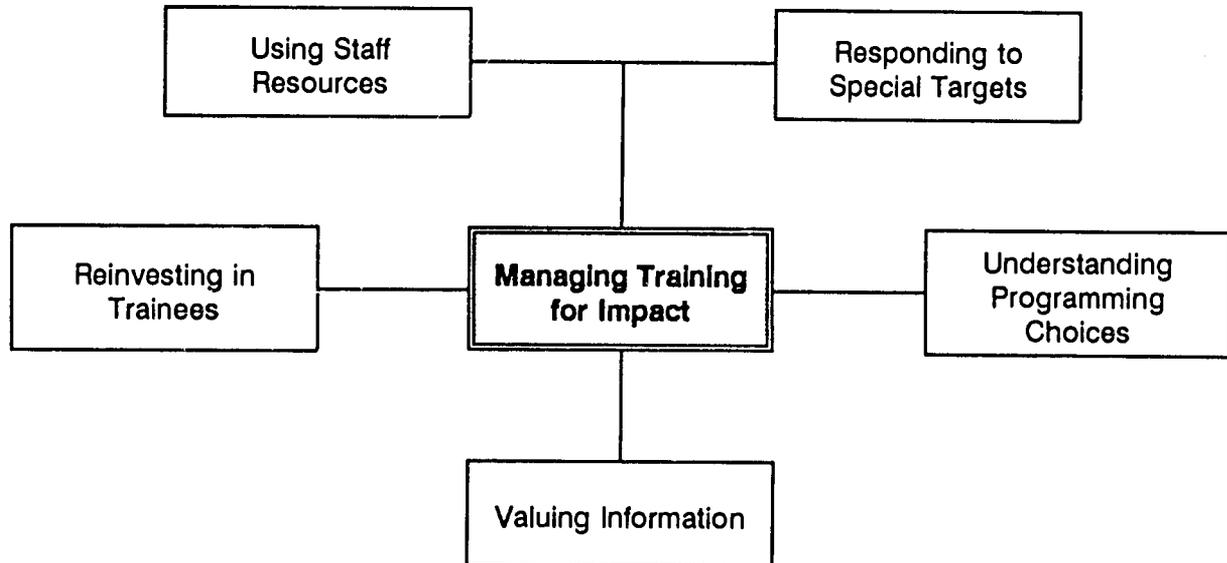
**What is the most
strategic use of
Mission HRD
funds?**

What resources are available?

STRATEGY + RESOURCES → PRIORITIES

UNDERSTANDING PROGRAMMING CHOICES

In progressing through this workbook, we can see how each section supports *managing training for impact*:



After understanding how to aim for development impact, marshal our staff resources, aim at special targets, organize follow-on activities and manage our information flow, we ultimately arrive at the need to make some programming choices. How do we decide where to send a participant for training? In what field? For how long? And at what cost? Many variables need to be scrupulously analyzed in order to match the training program with the candidate AND the institution, the Mission's objectives with your training plan, and the estimated training cost with your budget.

This section of the workbook will present some of the factors to consider to design appropriate training programs. Sessions will address how to handle requests for extensions (shouldn't everyone go for the PhD?), juggle the advantages of third-

country training with U.S., and understand the specific fields of study in relation to the institutional needs.

The training program you create, taking into consideration many of the elements presented in this section, must also conform to your Mission's *management capability*. Remember that a well-designed, well-intentioned, well-financed training program will not succeed without solid Mission management, from recruitment and selection through monitoring, follow-on and evaluation. Juxtaposing all of these critical factors effectively calls for a Training Officer with solid knowledge about programming choices and familiarity with the relative advantages and cost benefits of each. We hope this section provides some help.

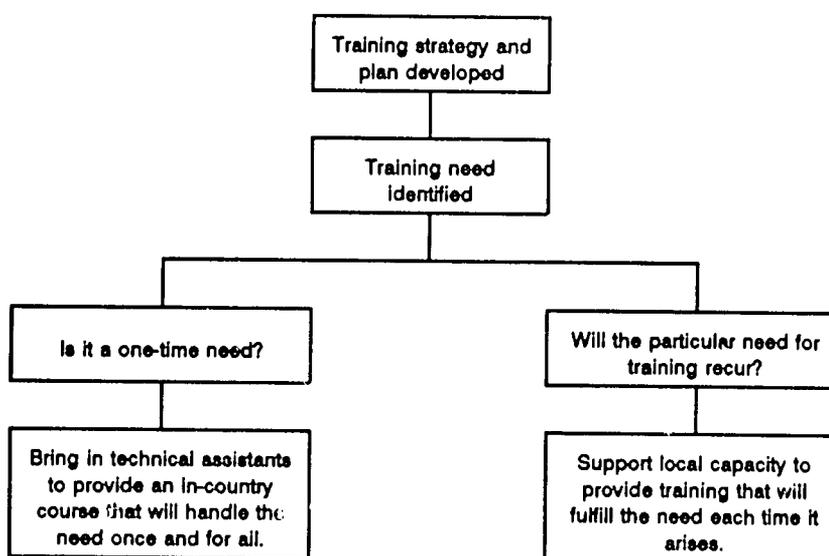
TECHNICAL ASSISTANCE FOR AN IN-COUNTRY TRAINING PROGRAM OR SUPPORTING A LOCAL TRAINING INSTITUTION'S CAPACITY?

In determining which training activities to fund, the Mission has two choices:

- funding technical assistance for a specific one-time training activity;
- supporting a local training institution's capacity.

The rule of thumb is as follows.

SHOULD THE MISSION SUPPORT LOCAL TRAINING CAPACITY OR HAVE TECHNICAL ASSISTANTS DEVELOP AN IN-COUNTRY COURSE?



- The Mission should provide technical assistance for a specific training activity to meet one-shot training needs that will not recur;
- The Mission should support local training capacity when a given need for training is likely to recur and when there is a suitable locus for the training capacity to be developed.

LONG-TERM ACADEMIC OR SHORT-TERM NON-DEGREE TRAINING?

USAID can fund long-term training that aims at academic degree objectives as well as short-term, non-degree training.

Each training type offers advantages and disadvantages. **The type of training selected depends on the impact desired for each training event.**

The following table compares the advantages and disadvantages of academic and non-degree training.

PROS AND CONS OF LONG-TERM ACADEMIC VERSUS SHORT-TERM NON-DEGREE TRAINING		
	LONG-TERM ACADEMIC TRAINING	SHORT-TERM NON-DEGREE TRAINING
PROS	<ul style="list-style-type: none"> • wide scope • professional credibility • individual marketability • research & analytical skills developed • technical experience • develop writing abilities • exposure to management techniques • puts country into international arena • extracurricular activities/research 	<ul style="list-style-type: none"> • specialized skills • short absence • regional possibilities • phased training possible • can train entire work groups/respond to institutional needs • practical • can promote local network • can deliver training in local language • can often reach more women • can reach more private sector participants • participants might continue to receive salary • less expense • can use more local training providers
CONS	<ul style="list-style-type: none"> • long absence • prerequisites limit pool of qualified candidates • expense • degree equivalency issue in some countries • salary suspension for some employees • family relationships strained • possibly uncertain employment situation upon return • culture shock • attitudes/work habits of colleagues who did not receive training • re-entry to the workplace • sense of isolation from development needs 	<ul style="list-style-type: none"> • limited scope • may not afford enough time to develop/become comfortable with techniques • can be perceived as not significant • per diem issue • no contribution to individual marketability

US, THIRD COUNTRY OR IN-COUNTRY TRAINING?

Missions can fund training in the United States, in third countries, and within the host country.

Each training location offers distinct advantages and disadvantages. **The training location selected depends on the impact desired for each training event.**

The following compares the advantages and disadvantages of US, third country and in-country training.

PROS AND CONS OF TRAINING THAT TAKES PLACE IN THE US, IN THIRD COUNTRIES, AND IN-COUNTRY			
	US TRAINING	THIRD COUNTRY TRAINING	IN-COUNTRY TRAINING
PROS	<ul style="list-style-type: none"> • comparative advantage in technical areas • research skills • practical training to complement theory • leadership development • participants learn English • exposure to US work methods • exposure to other international students 	<ul style="list-style-type: none"> • similar scope • training can take place in similar context • applicability • may not require language training • network building • cost 	<ul style="list-style-type: none"> • hands-on training • local • applicable • no family issues • builds local training capacity • short absences • multiplier effect if TOT • no language difficulties or restrictions • can reach higher numbers of people • relatively inexpensive • allows practicing content within local context • no wider scope necessary
CONS	<ul style="list-style-type: none"> • ELT requirement lengthens program • culture shock • attitudes/work habits of colleagues who did not receive training • re-entry to the workplace • sense of isolation from development needs • requires quality training and logistics • cost 	<ul style="list-style-type: none"> • ELT can lengthen program if required • role/responsibility of receiving Mission unclear • can be logistically complicated • limited scope • less flexible program content • requires quality training and logistics 	<ul style="list-style-type: none"> • no real international contacts unless program includes other nationalities • language skills not enhanced • per diem issue • motivation factor • requires quality training and logistics • dependence on contractors

BACHELORS, MASTERS OR DOCTORAL DEGREE?

USAID can provide university training leading to undergraduate, masters degrees, or PhDs.

Each academic training objective responds to different utilization requirements. **The training objective selected depends on the impact desired for each training event.**

The following compares the advantages and disadvantages of undergraduate, masters and doctoral education.

PROS AND CONS OF UNDERGRADUATE, MASTERS AND DOCTORAL-LEVEL EDUCATION			
	UNDERGRADUATE DEGREES	MASTERS DEGREES	DOCTORAL DEGREES
PROS	<ul style="list-style-type: none"> • broad-based training • flexibility • practical training to complement theory • exposure to work methods • teaches self-startingness • academic prerequisites mean can choose from a large pool of candidates • more women can qualify (more women have secondary school credentials) • undergraduate trainees are younger, meaning they have fewer family responsibilities (especially single women: more willing to undertake lengthy training) 	<ul style="list-style-type: none"> • prepares for management positions in technical fields • broad technical base • broad theoretical base • thesis can relate to country or region 	<ul style="list-style-type: none"> • high-level research skills • develops analytical skills • develops critical faculties • develops writing skills • good for university faculty development • research can be applied to country or region • expands country's visibility worldwide
CONS	<ul style="list-style-type: none"> • no prior work experience to justify degree • established training work force with basic knowledge and skills • length of training • existing degree programs at local universities preclude USAID funding too many undergraduate degrees 	<ul style="list-style-type: none"> • length of training • thesis topic not always pertinent to post-training job • advisors not always familiar with country • advisors not always familiar with USAID regulations 	<ul style="list-style-type: none"> • post-training job does not always justify depth of research/analytical skills • not technically oriented • length of training • expensive • dissertation topic not always pertinent to post-training utilization • advisors not always familiar with country • advisors not always familiar with USAID regulations

TAKING ADVANTAGE OF LONG-TERM TECHNICAL TRAINING

Long-term technical training — at the post-secondary, undergraduate or post-graduate level — offers an alternative to academic degree training. In many cases such a program can offer the kind of skills and hands-on practical experience that a participant needs to enable his/her firm to improve its managerial or technical capacity.

In other cases, a semester's graduate coursework in economic planning may provide the combination of study and research needed for a public sector employee of the Ministry of Plan and is more cost-effective than a full Masters degree program.

By including long-term technical programs as a training option, Missions may find that they attract more women candidates for technical programs since more women may be eligible for post-secondary training than for graduate-level training.

The following list is "food for thought" about the kinds of long-term technical programs available in many U.S. community colleges, junior colleges and vocational schools.

LIST OF U.S. UNIVERSITIES WITH ANNUAL OUT-OF STATE GRADUATE TUITION LESS THAN \$6,000.00, BASED ON 1991 DATA FROM THE CHRONICLE OF HIGHER EDUCATION

NAME	STATE	COST
Alabama A&M	Alabama	4,634
University of Alabama, Birmingham	Alabama	5,594
Arkansas State University	Arkansas	4,270
University of Central Arkansas	Arkansas	5,416
Central Connecticut State University	Connecticut	5,967
University of the District of Columbia	DC	3,531
Georgia State University	Georgia	5,906
Savannah State University	Georgia	4,761
Idaho State University	Idaho	4,354

Lewis and Clark State University	Idaho	4,120
University of Idaho	Idaho	4,769
Valparaiso University	Indiana	4,995
Emporia State University	Kansas	5,510
Kansas State University, Manhattan	Kansas	5,617
Pittsburgh State University	Kansas	4,224
University of Kansas	Kansas	5,672
Eastern Kentucky University	Kentucky	4,968
Kentucky State University	Kentucky	5,711
Western Kentucky University	Kentucky	4,621
Grambling State College	Louisiana	4,730
Louisiana State, Shreveport	Louisiana	5,148
Northeast Louisiana State University	Louisiana	4,759
University of New Orleans	Louisiana	3,495
Husson College	Maine	5,445
Bowie State University	Maryland	3,677
Frostburg State University	Maryland	4,222
Morgan State University	Maryland	3,649
University of Baltimore	Maryland	3,316
Salem State College	Massachusetts	4,788
Eastern Michigan University	Michigan	3,607
Northern Michigan University	Michigan	5,401
Mankato State University	Minnesota	4,936

Alcorn State University	Mississippi	4,060
Jackson State University	Mississippi	4,120
Mississippi State University	Mississippi	5,203
University of Mississippi	Mississippi	4,788
Lincoln University	Missouri	3,685
Montana State University	Montana	5,110
University of Montana	Montana	4,711
Kearney State College	Nebraska	2,624
University of Nebraska	Nebraska	5,200
University of Nevada	Nevada	5,964
Mayville State University	North Dakota	4,349
North Dakota State University	North Dakota	2,448
Central State University	Oklahoma	3,918
Lewis and Clark College	Oregon	3,180
Reed College	Oregon	3,180
Clarion University	Pennsylvania	4,355
Indiana University of Pennsylvania	Pennsylvania	5,241
Lincoln University	Pennsylvania	5,650
Millersville University	Pennsylvania	5,267
West Chester State University	Pennsylvania	5,301
Clemson University	South Carolina	3,655
South Carolina State University	South Carolina	3,873
South Dakota State University	South Dakota	4,528

University of Tennessee, Nashville	Tennessee	3,774
Angelo State University	Texas	4,222
Prairie View A&M	Texas	5,868
St. Mary's University	Texas	5,600
Sam Houston State University	Texas	5,661
S.W. Texas State University	Texas	5,842
Texas A&M	Texas	4,946
University of Houston	Texas	4,438
University of Texas	Texas	5,064
University of Utah	Utah	2,718
St. Michaels College	Vermont	5,830
Vermont College	Vermont	5,864
Radford University	Virginia	3,644
Virginia Tech	Virginia	5,180
Virginia State College	Virginia	2,233

**LIST OF US UNIVERSITIES WITH ANNUAL OUT OF STATE GRADUATE TUITION
BETWEEN \$6,000.00 AND \$10,000, BASED ON 1991 DATA FROM THE
CHRONICLE OF HIGHER EDUCATION**

Name	State	Cost
Auburn University	Alabama	6,518
Tuskegee Institute	Alabama	7,890
Arizona State University	Arizona	7,398

Northern Arizona University	Arizona	6,378
University of Arizona	Arizona	7,114
Harding	Arkansas	7,120
University of Arkansas	Arkansas	7,705
Azusa Pacific College	California	7,200
California Polytechnics and California State	California	6,500 to 9,700
San Diego State	California	6,870
San Francisco State	California	6,702
San Jose State	California	8,533
University of Colorado	Colorado	9,517
University of Hartford	Connecticut	9,745
Strayer College	DC	7,799
Barry University	Florida	9,270
Florida Atlantic University	Florida	8,089
Florida State University	Florida	8,653
University of Central Florida	Florida	8,674
University of Florida	Florida	7,708
University of North Florida	Florida	8,769
University of South Florida	Florida	8,862
University of Tampa	Florida	6,450
Clark Atlanta University	Georgia	7,385
University of Georgia	Georgia	7,659
De Paul University	Illinois	9,742

Loyola University	Illinois	8,280
Northern Illinois University	Illinois	7,258
Southern Illinois University	Illinois	7,823
Western Illinois University	Illinois	6,840
Ball State University	Indiana	7,214
Indiana State University	Indiana	6,657
Indiana University	Indiana	7,525
University of Iowa	Iowa	9,364
University of Northern Iowa	Iowa	8,103
Wichita State University	Kansas	7,918
Murray State University	Kentucky	6,674
University of Kentucky	Kentucky	6,284
Loyola University	Louisiana	8,955
University of Southern Maine	Maine	9,280
University of Maryland	Maryland	7,070
Boston State College	Massachusetts	8,355
Michigan State University	Michigan	9,586
Western Michigan University	Michigan	8,719
University of Minnesota	Minnesota	7,201
University of Missouri	Missouri	7,634
Creighton University	Nebraska	8,366
New Hampshire College	New Hampshire	9,719
Rutgers University	New Jersey	9,529

New Mexico State University	New Mexico	8,398
University of New Mexico	New Mexico	7,320
Hofstra University	New York	8,850
SUNY (State University of New York)	New York	8,700
University of North Carolina	North Carolina	8,885
Ashland University	Ohio	8,138
Cleveland State University	Ohio	9,629
Kent State University	Ohio	9,420
University of Cincinnati	Ohio	7,634
University of Oklahoma	Oklahoma	6,589
Oregon State University	Oregon	8,327
University of Portland	Oregon	8,545
Edinboro State	Pennsylvania	6,250
Shippensburg University	Pennsylvania	6,283
Swarthmore College	Pennsylvania	9,149
University of Pittsburgh	Pennsylvania	8,882
Villanova	Pennsylvania	9,149
Johnson and Wales	Rhode Island	9,406
University of Rhode Island	Rhode Island	9,483
Tennessee State University	Tennessee	7,750
University of Tennessee	Tennessee	9,050
North Texas State	Texas	8,368
Rice University	Texas	9,267

Texas Southern University	Texas	6,225
Norfolk State University	Virginia	8,368
Old Dominion University	Virginia	8,499
University of Virginia	Virginia	8,874
Washington State University	Washington	8,768
Marquette University	Wisconsin	9,975

DEGREE EQUIVALENCIES

Establishing *degree equivalencies* is the process of determining a local match for an academic degree received through an academic system that differs from the home country's.

Inaccurate degree equivalencies can be a difficulty for students who have received degrees abroad, with negative consequences both on professional positions and salaries. Unsuitable degree equivalencies thus directly affect the utilization of USAID-funded training, and accordingly minimize the impact this training can have on a country's development goals.

Establishing equivalencies between American and local degrees is a policy matter.

USAID should work with the suitable government and/or university officials to establish correct and appropriate degree equivalencies in countries where these have not already been determined.

The following tables provide recommended degree equivalencies between certain US, European and African degrees.

Mission and contractor staff in francophone countries should not call a US masters degree a "maîtrise."

A French *maîtrise* is a four-year undergraduate degree, undertaken following secondary school (*baccalauréat*).

An American masters degree is a two-year graduate degree, undertaken after undergraduate school (bachelor's degree).

Mission staff and contractors in francophone countries should simply use the English words "masters degree," even in French, since the term is well recognized.

<u>RECOMMENDED EQUIVALENCIES BETWEEN AMERICAN AND FRENCH DEGREES</u>			
----- AMERICAN SYSTEM -----		----- FRENCH SYSTEM -----	
<u>SECONDARY SCHOOL:</u>			
12 years	High School Diploma*	13 years	Baccalauréat*
<u>UNIVERSITY:</u>			
2 years	Associates Degree*	2 years	Diplôme d'Etudes Universitaires Générales (DEUG)* Diplôme Universitaire d'Etudes Littéraires (DUEL)* Diplôme Universitaire d'Etudes Scientifiques (DUES)* Diplôme d'Ingénieur de Travaux* Diplôme d'Ingénieur-Technicien* Diplôme de Professeur de Premier Cycle de l'Enseignement Secondaire*
2 years	Bachelors Degree*	1 year	Licence
2 years	Masters Degree*	2 years	Maîtrise*
2-5 years	Ph.D.*	2 years	Doctorat de Troisième Cycle* (pre-1984 system)
		2 years	Doctorat d'Etat* (pre-1994 system)

* Recommended equivalency

RECOMMENDED EQUIVALENCIES BETWEEN AMERICAN AND RWANDAN DEGREES

----- AMERICAN SYSTEM -----

----- RWANDAN SYSTEM -----

SECONDARY SCHOOL:

		10 years	Diplôme A3
12 years	High School Diploma*	12 years	Diplôme A2*

UNIVERSITY:

2 years	Associates Degree*	2-3 years	Baccalauréat*
2 years	Bachelors Degree*	2 years	Licence* (all UNR fields of study except medicine)
2 years	Masters Degree*	2 years	Licence* (medicine)

* Recommended equivalency

Note that the Rwandan higher education system currently does not grant degrees above the Licence.

<u>RECOMMENDED EQUIVALENCIES BETWEEN EUROPEAN AND RWANDAN DEGREES</u>			
----- EUROPEAN SYSTEM -----		----- RWANDAN SYSTEM -----	
<u>SECONDARY SCHOOL:</u>			
		10 years	Diplôme A3
13 years	Baccalauréat*	12 years	Diplôme A2*
<u>UNIVERSITY:</u>			
2 years	Diplôme d'Etudes Universitaires Générales—DEUG*	2 years	Baccalauréat* (all UNR fields of study except medicine, agronomy, and applied sciences)
1 year	Licence*	1 year	Baccalauréat* (medicine, agronomy, applied sciences at UNR)
1 year	Maîtrise*	2 years beyond Baccalauréat	Licence* (all UNR fields of study except medicine)
1 year	Diplôme d'Etudes Approfondies—DEA*	2 years	Licence* (medicine)
1 year	Doctorat de Troisième Cycle		No equivalent UNR degree
3-5 years	Doctorat d'état		No equivalent UNR degree
* Recommended equivalency			
Note that the Rwandan higher education system currently does not grant degrees above the Licence.			

CRITERIA FOR MAXIMIZING THE EFFECTIVENESS OF TRAINING PROGRAMS

Certain elements are correlated with enhanced training program success.

The selection of the training program is another major ingredient in successful training programs. The following criteria have been shown to maximize the effectiveness of training programs.

Academic training is most effective when:

- a wider scope is desired;
- professional skill enhancement is desired, including public speaking, management, initiative;
- participants have had work experience in their field;
- a competitive job market exists — for instance, when a limited number of jobs available or an increased number of better qualified applicants and degrees are used as a screening process;
- research capabilities are desired;
- the employing institution's commitment is clear and the institution is capable of providing required monitoring and follow-on;
- internships or other practical training are included as part of the program;
- local or regional linkages are explored as possible research sites;
- theses or research are directly related to the country, institution, job or job position;
- related extra-curricular activities are pursued.

Direct communication between employer and employee and between contractor and employer is a major factor in program success.

Formalized systems for communication should be part of the training program's pre-departure activities.

USAID should mandate follow-up by the contractor and monitor communication links.

Advisors may be most effective when:

- participants require assistance with course selection;
- they have country, project or foreign student experience.

Participants are most likely to have **effective long-term experiences** when:

- they are involved in training institution and course selection;
- family maintenance and well-being are discussed and clarified prior to departure;
- USAID and contractors disseminate consistent information;
- follow-on and re-entry programs are provided to participants upon return from training;
- dynamic communication exists between the Mission and the participant.

Short-term training is most effective when:

- participants cannot be released for long absences, for professional or personal reasons;
- technical expertise or area specialization is desired;
- participants and employing institutions help identify the need for the specialized skill;
- funding is restricted;
- the training context takes the local context into consideration.

In-country training is most effective when:

- a large number of participants is required to achieve a stated goal;
- funding is restricted;
- the participant must be close to family or to the work institution;
- training content must be practiced within the local context;
- no wider exposure is needed;
- local training institution-building is desired;
- other technical assistance is available in-country.

Training outside of the home country (in the US or a third country) is most effective when:

- a single person or small number of participants is required to achieve a stated goal;
- funding is not restricted;
- the participant can afford to be away from family or the work institution;
- wider exposure is needed;
- no local training institution can provide the required training.

CONSIDERING ALL THE OPTIONS

One of the most important parts of designing effective solutions to training problems is creativity. Creative solutions are those that place objectives first and look beyond what has been done before.

- Problem: The Mission has been unable to increase the number of women trained at the Masters and PhD programs in Health and Agriculture.
 - ♣ Typical Solution: Increase numbers of women in short-term and in-country programs.
 - ♣ Another Solution: Create long-term training opportunities at the post-secondary and undergraduate levels where there are likely to be more female applicants.
- Problem: The local private sector lacks mid-level accounting personnel.
 - ♣ Typical Solution: Provide long-term academic training in accounting for university staff.
 - ♣ Another Solution: Increase the capability of local training providers to conduct in-house training of private sector accounting staff.

Finding creative ways to solve training problems is not difficult.

One way is to find out what others have done:

- Network with your colleagues in other Missions

Find out how you can e-mail other Missions. Ask others for their suggestions on specific training solutions.
- Read project evaluations and impact analyses

Look for List of Recent Publications by CDIE. These usually circulate in the Mission. Order publications on programs similar to yours. Read the publications!
- Seek out specialized information.

If you don't find a course description that meets the needs of your target group, ask your Participant Programmer to identify additional courses or to design a special program.

The attachments that follow provide useful information on a variety of topics that will help you find creative solutions.

**FIELDS FOR LONG-TERM TRAINING
NON DEGREE OR ASSOCIATE DEGREE
(A.A. or B.S. level)**

Accounting	Hospitality Services
Actuarial Sciences	Hotel and Restaurant Management
Advertising	Human Services
Agricultural Business	Industrial Administration
Agricultural Economics	Industrial & Heavy Equipment Maintenance
Agricultural Education	Industrial Arts
Agricultural Technologies	Industrial Engineering Technology
Architectural Technologies	Information Sciences
Architecture	Insurance
Bacteriology	Interior Design
Biochemistry	International Business
Biotechnology	Jewelry & Metalworking
Broadcasting	Laboratory Technologies
Botany/Plant Sciences	Library Science
Business	Machine and Tool Technologies
Admin/Commerce/Mgmt	Mgmt Information Sciences
Business Education	Manufacturing Technology
Business Machines Technology	Marketing/Retailing/Merchandising
Carpentry	Mechanical Engineering
Ceramic Engineering	Mechanical Engineering Technologies
Ceramic Sciences	Microbiology
Commercial Art	Mining Technology
Communication	Ornamental Horticulture
Communication Equipment Technology	Pest Control Technology
Computer Information Systems	Plastics Engineering
Computer Management	Poultry Science
Computer Programming	Printing Technologies
Construction Management	Public Relations
Construction Technologies	Quality Control Technology
Consumer Technologies	Purchasing/Inventory Management
Dairy Sciences	Retail Management
Drafting and Design	Sacred Music
Electrical & Electronics Technologies	Sculpture
Electrical Engineering	Secretarial Studies/Office Mgmt
Electrical Engineering Technology	Soil Conservation
Electromechanical Technology	Solar Technologies
Engineering and Applied Sciences	Statistics
	Surveying Technology
	Technical Writing
	Textile Arts
	Textile Engineering

Engineering Technology
Fashion Design and Technology
Farm and Ranch Management
Fashion Merchandising
Finance/Banking
Food Marketing
Food Sciences
Funeral Service
Geological Engineering
Heating/Refrig/Air Conditioning
Horticulture

Textiles and Clothing
Tourism and Travel
Transportation Technology
Veterinary Sciences
Vocational Education
Welding Engineering
Welding Technology
Wood Sciences

SELECTING TRAINING INSTITUTIONS OR PROVIDERS FOR PROJECT SUPPORT

Developing an institutional capacity to provide training in-country in areas supportive of the Mission's objectives is one way to increase the likelihood of training impact. The HRDA Project, bilateral HRD Projects and bilateral Technical Projects (in Health, Agriculture, Democracy and Governance) can be used to provide direct support to selected local training firms, non-governmental associations, professional associations or volunteer groups.

Once the Mission has a clearly stated Human Resources Development Strategy (in the form of a Country Training Strategy) it may want to examine the possibility of strengthening a local institution to enable it to carry out some of the in-country training required.

WHAT KIND OF SUPPORT CAN BE PROJECT-FUNDED?

Support to a Training Provider (TP) should not be provided on an ad hoc basis. Analysis and a budget for such support should be provided in the Project Paper (of a Bilateral Project) or in the Mission's yearly Training Plan (for a buy-in to HRDA). TP support can include:

- Technical assistance to evaluate the TP's current programs and future capabilities;
- Staff training, in the form of short-term external programs, training of trainers courses, or in-house training in specific areas;
- Commodities: training related equipment and supplies;
- "Subsidies" to support the development and delivery of mutually agreed upon programs. This is most easily accomplished by purchasing a service from the TP. For example, project funds can be used to "buy" the development of a course on Marketing Fruits and Vegetables which would be offered in-country to approximately 150 participants;
- Technical assistance to help the TP develop coursework, set up systems for evaluation and follow-on and other tasks. The technical assistance could be provided through a contract with an outside or local firm;
- Involving the TP in the recruitment, selection and processing of participants. This could be accomplished through participation on an Advisory Board or by contracting with the TP to provide selected services.

WHAT'S THE PROCESS FOR IDENTIFYING, EVALUATING AND SELECTING TRAINING PROVIDERS FOR PROJECT SUPPORT?

▶ **Selection Criteria**

1) What qualifies as a training institution?

An institution which has training as one of its main objectives and which has committed or will commit financial resources to providing the staff, materials and infrastructure required to carry out training programs;

2) What kind of training are we talking about?

This will vary depending on your overall training strategy.

One possibility might be "Training that is intended to enhance the managerial skills of mid-level employees of private sector firms."

3) Who are the beneficiaries?

Again, this will vary from Mission to Mission. One possibility is "Adult employees of private sector firms; entrepreneurs and business owners."

▶ **The Process:**

1) Develop a questionnaire to gather basic information about each institution, including its financial resources, staff, and target audience(s);

2) Send questionnaire to target institutions — also seek other participation via newspaper and radio announcements. Collect at least 10 to 15 completed questionnaires;

3) Review submitted questionnaires and make an initial selection of 6 to 8 institutions;

4) Do follow-on site visits and interviews at pre-selected institutions to gather even more information about training and resource needs;

5) Require submission of an institutional action plan for a two to three year period (including financial requirements, training needs of staff and material needs; also including a calendar of training programs with brief descriptions);

6) Review action plans submitted and select 3-5 institutions for support.

SAMPLE QUESTIONNAIRE TO TRAINING PROVIDERS

I. Name of Institution: _____

Address: B.P. _____ Street Address: _____

Telephone: _____ Fax: _____

Are there other locations where the institution carries out its activities?

Where?

Name and Title of Director:

II. History of Institution:

When was it founded? Why?

III. Source(s) of financing:

For the last year, what percentage of the budget came from

_____ private sources (including tuition)

_____ the Government

_____ Donors (list principal donors)

_____ Other (explain)

Attach a copy of the financial statement for the last fiscal year.

Was the institution audited? If so, submit a summary of the audit report.

IV. Institutional Mission:

What are the principal objectives of the institution?

Is training an integral part of the institution's mission? Why or why not?

V. Most recent training activities:

List (or provide an attachment) the training activities completed in the last twelve months (Sept. 91 to Sept. 92). Provide for each:

- the title of the program
of classroom hours
of trainees
- Name and relevant qualifications of trainers
- Whether the trainees paid a tuition fee. If so, how much?

VI. Institutional Structure and Infrastructure:

Provide an organizational chart for the personnel of the institution.

Who, on the permanent staff, is responsible for developing and managing training programs? Attach a C.V. for each person who has full-time responsibilities for training development or implementation.

Are outside consultants, volunteers or part-time staff used to carry out training programs? If so, please describe the circumstances.

What infrastructure does the institution have available to support training activities?

_____ classrooms	_____ large classrooms (for over 50)
_____ audio-visual equipment	_____ overhead projectors
_____ typewriters	_____ computers
	_____ printers

(Attach an inventory of equipment if possible).

VII. Identification of Training Needs:

Who decides what training to deliver? Based on what?

Does the institution deliver training "on demand"? Why or why not?

VIII. Planning:

Does the institution have an action plan for the future (1 to 5 years)? If so, please attach it.

Respond to the following (if it is not addressed in an institutional action plan)

What are the five most serious obstacles facing your institution?

What plans have been made to overcome the problems described above?

In a "best-case" scenario, what are the major activities (training or others) that the institution can accomplish in the next one to five years?

SAMPLE ADVERTISEMENT TO IDENTIFY LOCAL INSTITUTIONS

The following is a sample ADVERTISEMENT to be placed in local newspapers.

A new element of the HRD Project is to provide staff training and equipment to several local training institutions and to work closely with the institutions over the next 4 years to provide quality training, in X languages, to support private sector development. The training institutions selected to participate in this strengthening program must show a willingness to devote staff, time, and infrastructure to the design and delivery of in-country training programs.

Interested public sector or private sector institutions, which provide training to adults in X City or elsewhere in Country X, are invited to apply. The application process includes completing a detailed questionnaire on the institution's staff, infrastructure and financial resources. Site visits to the institutions as well as interviews with staff and recent trainees will provide additional information to the Selection Committee before a decision is reached on which institutions will be supported by the HRD Project.

Questionnaires are available at the HRD Project Office. The completed questionnaires must be returned to the same office no later than _____.

CONTRACTING FOR IN-COUNTRY ENGLISH LANGUAGE SERVICES

In francophone and lusophone countries, the need for in-country English language training can be met by contracting with local institutions or firms for such services. In most countries, an agreement is entered into with the United States Information Agency's local English Language Program to provide such services. This arrangement is made using a mechanism called a Participating Agency Service Agreement or PASA.

From USAID's perspective a PASA is entered into by issuing a PIO/T which provides funding, often on an annual basis, for the English language services required during the upcoming year. USIS is not party to the PIO/T (that means that they do not clear or sign the PIO/T). USIS regulations call for an "Inter-Agency Reimbursement Agreement" which describes the types and levels of services required and the agreed upon reimbursement rates.

USIS-provided in-country English language services are less costly than US-based training.

In many Missions the training USIS provides has been highly rated by participants.

Missions have used various documents to formalize the inter-agency agreement, some of them are quite detailed, others provide only a brief outline of the services required.

Attached here you will find a sample Inter-Agency Agreement which was incorporated as the Description of Services for a project-funded PIO/T. The issuing Mission used the same template agreement every year, making modifications depending on the numbers and types of services required.

Suggestions

- Ensure that USIS staff and teachers are as knowledgeable as possible about the participants' professional objectives and training plans.
- Work with USIS to develop special courses for special needs. For example, participants attending short-term programs in the U.S. may benefit greatly from a 20-hour Advanced Conversation class prior to their departure. Find out whether USIS can arrange a special TOEFL or GMAT preparation class.
- Check out other options. Has a private competitor to USIS sprung up? Consider whether strengthening a local firm's capacity to provide English training might provide broader development impact than using USIS exclusively. Maybe USIS would like to work with USAID to develop a local training capacity.

SAMPLE INTER-AGENCY REIMBURSEMENT AGREEMENT

NO.

between

**THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
COUNTRY X**

and

**THE UNITED STATES INFORMATION SERVICE
COUNTRY X**

The following agreement applies to additional intensive, semi-intensive and non-intensive English language instruction of USAID participant trainees at the USIS English Teaching Program (ETP) and does not provide supplemental funding for previously negotiated instruction.

SECTION ONE: INTENSIVE ENGLISH LANGUAGE TRAINING

ARTICLE I – LEVEL OF EFFORT

A. It is estimated that 750 hours of intensive English instruction will be provided under this agreement. This instruction will be provided over three 250-hour periods. Each course will be limited to a maximum of eight participant trainees, of equivalent level, to be nominated at the discretion of USAID. These courses will begin between March 1, 199-X and August 1, 199-X. Students for each 250-hour course will be tested simultaneously to determine their level of English proficiency at least three weeks before entering the program on a schedule determined by the ETP.

B. For the purpose of this agreement, English language instructors will work on schedules agreed to between them and the ETP, and they will be paid according to ETP's policies. Students will be assigned to classes based upon the ETP's recommendations as determined by the students' availabilities and capabilities.

ARTICLE II – SCOPE OF WORK

A. The ETP will establish a training program and schedule and submit the schedule to USAID for approval. Once the course begins the terms of the schedule are not subject to change without mutual agreement.

B. Adequate teaching materials will be provided by the ETP.

C. The ETP will maintain student progress reports and provide such reports to USAID as specified below:

1. A report on test results including an estimate of the training time required prior to commencement of university studies in English.
2. A progress report covering all participants (indicating whether average progress has been made, evaluating students' motivation, and noting problems or recommendations) shall be provided to USAID at the end of each month. The final monthly report for each program will include a comparison of pre- and post-test scores for each participant.
3. Special progress reports as deemed necessary by the ETP.
4. USAID will be given prompt notification if at any time it is felt that any student(s) in the program is (are) incapable or unwilling to make normal progress.

D. The ETP will provide classes as specified below:

1. The intensive course will run approximately 23 hours a week for a total of 250 hours, beginning on a schedule to be agreed upon by USIS and USAID. USAID will be charged for tuition and administrative costs for each intensive course of 250 hours.
2. The ETP will register and process all students enrolled in intensive courses for the next appropriate TOEFL session. The fee of \$50.00 per student is based on the actual ETS fee schedule (currently \$45.00) plus a processing fee of \$5.00 per application.

ARTICLE III – COST OF INTENSIVE PROGRAM

A. The ETP will be reimbursed the following fees in U.S. dollars for services related to intensive programs:

- | | | |
|---|---|----------|
| 1. Tuition cost per 250-hour course (with 1 to 8 students). This cost includes all books and classroom supplies for the students. | = | \$ _____ |
| 2. Administrative cost per 250-hour course | = | \$ _____ |
| 3. TOEFL testing (\$50/test) (up to 15 tests with \$200.00 reserved for DHL costs if needed) | = | \$ _____ |

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4. Administrative cost for each additional placement test scheduled (\$55/test) = \$ _____

B. An estimated 250 hours of intensive language instruction, the actual cost of TOEFL registration and processing (not to exceed \$ _____), and the actual cost of additional placement exams (not to exceed \$ _____) are foreseen for a total amount of \$ _____.

SECTION TWO: SEMI-INTENSIVE PROGRAM

ARTICLE I – LEVEL OF EFFORT

A. It is estimated that 350 hours of semi-intensive English instruction will be provided under this agreement. This instruction will be given through courses of 50 hours each. These courses will preferably be held in the afternoon or early evening for 4-12 hours a week for up to 350 hours of instruction. Each semi-intensive course will begin on a mutually agreed upon date; the first semi-intensive course is scheduled to begin on or around October 4, 199-X, and the last one will begin no later than August 1, 199-X. Course content for these classes will vary considerably, but may include components to strengthen English skills for academic and non-academic training, opportunities to improve business English skills, and to discuss cross-cultural topics.

B. USAID participants selected for semi-intensive courses will be tested at USIS at least two weeks before the start of classes and will be put in classes according to English ability. Class size will be between 1 and 12 students.

C. The ETP will maintain student progress reports and provide such reports to USAID as specified below:

1. A report on placement test results.
2. A mid-term and final progress report for each student.
3. USAID will be given prompt notification if at any time it is felt that any student(s) is (are) incapable or willing to make normal progress.

ARTICLE II – COST OF SEMI-INTENSIVE PROGRAM

A. The ETP will be reimbursed the following fees in U.S. dollars for services related to semi-intensive programs:

1. Tuition cost per 50-hour course (1 to 12 students) This cost includes = \$ _____

all books and classroom supplies for students.

- 2. Administrative cost per 50 hour class = \$ _____
- 3. Administrative cost for each additional placement test scheduled (\$55.00) = \$ _____

B. An estimated 350 hours (i.e. 7 courses of 50 hours each) of semi-intensive language instruction plus the actual cost of additional placement exams (not to exceed \$ _____) are foreseen for a total amount of \$ _____.

SECTION THREE: NON-INTENSIVE ENGLISH LANGUAGE TRAINING

ARTICLE I – LEVEL OF EFFORT

The ETP agrees to admit USAID participants into its regular evening English language program. New candidates must take the placement exam following the schedule published for new students. The names of the candidates for the ETP are to be submitted to USIA by the second day of registration announced before each term. Notice of placement exams and registration dates will be given in writing, not less than five working days prior to the beginning of the registration period by memo addressed to the USAID Executive Officer with another copy provided directly to the USAID Training Office.

ARTICLE II – SCOPE OF WORK

- A. The ETP agrees to report on the attendance of all enrolled personnel at mid-term and on their attendance and progress after each completed term.
- B. The ETP agrees to register continuing students the first day of registration upon notification from USAID of those candidates' eligibility for re-enrollment.
- C. The ETP reserves the right to refuse to register any continuing student whose previous work was not deemed satisfactory.

ARTICLE III – COST OF NON-INTENSIVE PROGRAM

A. USAID agrees to reimburse USIA the tuition and book fees announced for Host Country Nationals for each of its enrolled candidates. Currently the tuition fees are xxx francs per term for classes meeting 4 hours a week and xxx francs for classes meeting 2 hours a week. The book fee is currently xxx francs per book, which is usually used over the period of two terms.

Fj. USAID agrees to pay an administrative fee of the equivalent of xxx francs per term for each student registered.

C. The maximum amount payable under this agreement for non-intensive English training is \$_____.

SECTION FOUR: REIMBURSEMENT IN U.S. DOLLARS

ARTICLE I — REIMBURSEMENT PROCEDURES

A. USIS will request reimbursements from USAID for the services described above on a quarterly basis.

B. Reimbursement requests will be submitted to USAID on Standard Form 1080 or 1081 to effect an inter-agency reimbursement in U.S. dollars.

C. Reimbursement requests under this agreement, together with dates and types of services provided with the names of the individuals enrolled in each program, should be submitted to:

USAID
Controller's Office
P.O. Box XXX
City X, Country X

D. Reimbursement will be made no later than one month after proper requests are submitted. All reimbursements must be made by August 20, 199-X.

ARTICLE II — TOTAL AMOUNT OF AGREEMENT

A. The maximum amount payable under this agreement is \$_____ which includes:

- a. Intensive English language instruction and TOEFL Testing \$ _____
- b. Semi-Intensive English instruction \$ _____
- c. Non-intensive Evening English instruction \$ _____

TOTAL NTE: \$ _____

B. The ETP will keep a close account of all costs incurred and accrued hereunder and will promptly notify the AID Director whenever, in its opinion, the said maximum will not be sufficient to cover all reimbursable costs anticipated under this agreement.

SECTION FIVE: LIFE OF AGREEMENT

A. This agreement goes into effect on October 1, 199-X and continues in force until September 30, 199-X.

B. This agreement can be revoked in writing by either party by giving 30 days' notice. The revocation will not effect programs already in progress at the time of revocation nor those scheduled to begin within the 30 day period.

SIGNED on this day _____

Public Affairs Officer
USIS

Administrative Officer
US Embassy

Director/Representative
USAID

DESIGNING AND IMPLEMENTING GROUP STUDY TOURS

The group study tour, which takes place in one or several countries, is a relatively new training activity that has been carried out with success in recent years. This type of training program has grown out of a need to provide participants with an opportunity to view a specific problem or issue from a variety of perspectives — and to make direct contact with others who have already worked through varying solutions to the problem.

The best study tours are highly focused. Objectives are clearly defined for participants with similar needs. Often a study tour is an opportunity to provide participants with differing points of view on an issue with a better understanding of possible solutions. The hope that participants' divergent views will meet often underlies such programs.

The third-country study tour often responds to a need to view situations in similar environments — which is often not the case when African participants travel to the United States.

From a Mission viewpoint, the third-country study tour is one of the most difficult training programs to design and implement, unless the Mission has an institutional contract in place which can provide for such an activity. When that is not the case the Mission has several options such as securing a direct contract with an outside firm or "buying in" to an existing requirements contract. In each case, the Mission's Contracting Officer (or Regional Contracting Officer) should be consulted for advice on the most expeditious contracting mechanism to use.

A sample scope of work follows.

SAMPLE SCOPE OF WORK

East African Study Tour for Organizational Development Support of Women's Groups

I. BACKGROUND

In Country X, women's principal economic role is to produce food crops to feed their families. In addition, women process basic foods for daily use, market their harvests in local and regional markets, and, increasingly, produce and market cash crops as well as engage in other non-agricultural productive activities (such as basket making and sewing) to augment their household incomes.

In the capital and secondary towns, businesswomen and professionals are increasing in number and the traditional role of woman as homemaker is being eroded as women begin to provide significant contributions to family incomes.

Women are using a variety of strategies to cope with their changing economic roles, and, as in many other countries, associations of like-minded women are emerging and are struggling to carry out agendas designed to increase women's skills and competitiveness as well as provide mentoring and networking support. Many of these newly developed women's associations in Burundi are experiencing growing pains as they attempt to attract new members, set long-term goals, implement operational strategies and develop organizational skills to carry out the tasks they have set for themselves.

USAID/X's development program aims to strengthen domestic and export markets for Burundian agricultural produce and products. Women will continue to provide most of the labor required for agricultural production here and it is important that women become effective and efficient managers of the processes required to increase production and sales of processed ("value-added") agricultural products.

Experience in other African countries has shown that women's groups, cooperatives, associations, and "tontines" provide an important framework for empowering women. Since these associations are just being to emerge (and in many cases women are only just talking about forming such associations), it is opportune to provide selected women from the economic sector with knowledge of the growth and organization of such groups. We hope that such a "nudge" will enable women here to move forward more surely.

These associations will benefit greatly from an opportunity to learn about the development of similar organizations in neighboring countries. Direct contacts with the members of "sister" organizations will provide Burundian women with guidance and skills in organizational development that they need to ensure the successful growth of their own associations.

A two-week study tour will be organized for a group of approximately 9 host country nationals selected for their positions officers of selected women's associations (see Attachment II for a list and brief description of the associations concerned) and one government official who collaborates and supports the activities of these associations. The participants will be selected, in part, based on their English and Swahili skills in order to minimize reliance on interpreters.

II. DESCRIPTION OF THE TRAINING PROGRAM

A. Training Objective

The study tour will offer members of the women's associations an opportunity to meet with other similar organizations and to foster networks among associations in the region. It will provide them with specific management and planning tools for improving the organizational development of their member associations

B. Duration

The study tour will be two weeks in length and will be scheduled for February or March 1993. It will include approximately 4 days in Tanzania and approximately 10 days in Kenya.

C. Management of the Study Tour

USAID/X will request REDSO/ESA RCO assistance to contract with a private firm in Kenya to undertake the arrangements and management of the study tour, including the hiring of a trainer and interpreters. The Contractor will work closely with the AFWID advisor in Nairobi and the USAID/X Training Office in the planning and implementation of the study tour.

D. Contractor's Responsibilities

1. General

The Contractor will be responsible for providing for airport to hotel transportation, assistance in clearing customs and immigration, making hotel and local transport arrangements, scheduling meetings with the appropriate women's groups, providing interpreters, accompanying the group to all meetings and visits, arranging for and implementing meetings of the participants and for a two-day training program for the participants, arranging for two working luncheons.

The Contractor will be responsible for making all arrangements (except for air travel from City X-Dar Es Salaam-Nairobi-City X) for this training program, including but not limited to the following:

- a. Providing USAID/X, for its approval, with detailed information on the training program including scheduled meetings and an outline of topics to be covered during the workshop sessions at least three weeks prior to the start of the training program;
- b. Providing a workshop organizer who will meet the participants in Tanzania and accompany them throughout the training program;
- c. Making appropriate hotel reservations for the participants;
- d. Contracting with personnel for training and translation services;
- e. Arranging for all training-related transportation in Tanzania and Kenya as well as arranging for airport to hotel transportation throughout;
- f. Setting up meetings as appropriate with women's associations;
- g. Providing assistance to participants in case of emergency or accident, including making arrangements for medical consultations if required, and;
- h. Providing USAID/X with a final report summarizing the activities, providing copies of handouts used during the workshop sessions, assessing the participation of the Burundians throughout the program, and evaluating the effectiveness of the program in reaching the training objectives.

2. Specific

a. Pre-departure Briefing

After the initial description of the study tour (see II.D.1.a above) is approved, the Contractor will provide USAID/X's HRD Project Manager with full details including information on program logistics, lodging information, etc. for the study tour at least two weeks prior to the departure of the group from Country X. USAID/X will provide a pre-departure briefing to ensure that all the participants are aware of the objectives of the training program and their individual responsibilities.

In general, the participants should spend between six and eight hours a day in meetings or visits directly related to the objectives of the study tour.

b. Tanzania Visit

Sunday: Arrival, free evening.

The participants, will leave City X for Dar Es Salaam on a Sunday (Air Tanzania). The Contractor will meet the participants at the airport and provide them with transportation to their hotel.

The Contractor will ensure that the participants are registered at the hotel and will provide them with information on nearby restaurants, prices of taxis, and other related information to enable the participants to organize their evening themselves.

Monday Morning: The Contractor will arrange a meeting of the participants with representatives from several organizations. The morning can be spent making introductions, reviewing the objectives of the program and learning about some of the Tanzanian organizations. The Tanzanian organizations should provide information on the history of their association, how they organized for regional and national membership, the structure of the assn, governing bodies, day to day operations, etc.

Monday Afternoon to Wednesday: The Contractor will arrange for and accompany participants to meetings and site visits with several women's associations. During each meeting, the Burundians should have an opportunity to ask questions about the other organization and to meet with some of the organization's leaders and members.

The contractor will provide logistic support and provide for local translation services (Swahili to French) if required.

Visits will be arranged to offices or project sites of selected associations and participants will learn about the role of the officers in the association and how its governing board works.

One working luncheon should be arranged for the participants and their local counterparts. The luncheon should be arranged at a women's assn facility and not at a hotel or restaurant; the luncheon will be a chance for the participants to learn about local foods and customs and to discuss informally with their Tanzanian counterparts.

If possible, one morning or day might be spent traveling to another location to see how the regional office of one of the associations works. The location should not be more than two hours' ride from Dar es Salaam.

c. Kenya Visit

Thursday: Travel to Nairobi. Depending on the airline schedule, the Contractor may arrange for additional activities in Tanzania in the morning.

The Contractor will meet participants at the airport and provide transportation to their lodging at a site outside Nairobi, but within approximately two hours drive from the city.

Friday and Saturday:

The Contractor will organize and implement a two-day workshop in French to provide the participants with an opportunity to brainstorm on what was viewed in Tanzania, its applicability to Burundi, and to list questions and other areas to be explored. Sessions will include:

- the process of organizational development;
- working within a membership organization;
- setting agendas;
- organizing productive meetings;
- encouraging membership growth;
- setting organizational goals;
- developing annual plans, etc.

Sunday: free day: The Contractor will provide the participants with suggestions for possible activities (shopping, restaurants, etc) for this free day.

Monday: remain at site outside Nairobi:

The Contractor will arrange meetings and site visits similar to what took place in Tanzania.

Tuesday morning: The Contractor will provide participants with transportation to return to Nairobi and to settle in new accommodations.

Tuesday afternoon, Wednesday and Thursday morning:

The Contractor will set up separate meetings for smaller groups or individuals -- for example, the representative of the Women's Lawyers Association should spend at least one full day learning about the "sister" organization in Kenya. Depending on the English and Swahili skills of the participants, the Contractor may have to provide translation services (English to French) for some of the groups.

As in Tanzania, on one of the days in Nairobi (possibly Thursday) the Contractor will arrange for a working lunch with local counterparts.

Thursday afternoon: Synthesis Exercise. The Contractor will arrange for and implement a session with all of the participants to review what was learned, gained from the Study Tour. Each participant should make a list of new ideas and suggestions for strengthening her association. During this session, the Contractor will also provide the participants with an opportunity to evaluate the Contractor's performance and to evaluate the usefulness of specific visits and of the training sessions.

Friday morning: return to Country X on Kenya Airways: The Contractor will provide transportation from the hotel to the airport and will ensure that participants meet all regulations prior to their departure.

d. Post Training Meeting

USAID/X will meet with participants within two weeks of their return to discuss and evaluate the training program. In addition, approximately six months after completion of the training the Training Office, in consultation with the AFWID Advisor will develop an evaluation mechanism to assess the impact of the training on the organizational development of the associations involved.

E. Interpreter's Services

Participants will not require full-time interpreter services, since many of them will speak either English or Swahili and can be expected to assist each other during much of the program. For visits that do not involve the entire group, such as those to be scheduled at the end of the tour in Nairobi, the Contractor should arrange to have an interpreter available to accompany some of the groups, especially for those visits of a more professional nature (such as the Women's Lawyers Group). The workshop organizer, who must be proficient in French, will also be available to serve as interpreter on occasion.

F. USAID/X'S Responsibilities

USAID/X will be responsible for making the following arrangements for the implementation of the training program:

1. Selection of participants;
2. Pre-departure briefing;
3. Ensuring that participants have the necessary visas, health and travel documents;
4. Ensuring that participants are provided with full maintenance; allowances (for direct payment of hotels, meals, etc) prior to their departure;

5. Approving the final program description for the training program;
6. Booking international flights and providing participants with fully-paid confirmed tickets prior to their departure;
7. Enrolling participants in a medical insurance program that will provide for reimbursement of major medical expenses incurred during their training program;
8. Post-training meeting and follow-on activities.

III. CONTRACTOR'S QUALIFICATIONS

A. Workshop Organizer

Qualifications: At least two years' experience organizing workshops and/or study tours, in a professional or volunteer capacity is required.

Advanced French language proficiency, evidenced by previous professional work using French as the language of communication, is required.

Evidence of an interest in and understanding of women's associations and activities in Kenya and Tanzania is preferred.

B. Trainer/Facilitator:

Minimal Qualifications: At least three years' professional experience working with non-governmental and volunteer associations, including experience conducting training sessions on organizational development.

Advanced French language proficiency, evidenced by previous professional work using French as the language of communication, is required.

At least two years' experience, in a professional or volunteer capacity, as officer or board member of a prominent Kenyan or Tanzanian women's association, is preferred.

C. Institutional Capacity:

The Contractor must provide evidence of institutional capacity required to carry out contract responsibilities. This evidence includes, but is not limited to, information on completion of similar responsibilities, information on office staff and resources (including fax and telephone lines), as well as on contacts within Tanzania, for the Tanzania portion of the trip.

IV. EVALUATION CRITERIA

Technical Proposal: 75%

The Technical Proposal should be no more than 10 single-spaced typed pages and should be organized as follows:

1. Proposed Technical Approach.
2. Institutional Capacity and Key Personnel.

The proposal will be evaluated based on the following criteria:

1. Proposed Technical Approach (35 pts)
 - Understanding of Contract Responsibilities
 - Tanzania Portion
 - Kenya Portion
2. Institutional Capacity and Key Personnel (40 pts)
 - Appropriateness of Previous Experience
 - Appropriateness of Resources
 - Experience, Qualifications and French Language Skills of Key Personnel
 - Previous Experience working directly with Women's Associations

Cost Proposal: 25%

Cost Proposals should include all costs associated with the design and implementation of the study tour except those directly related to the trainees' airline travel, lodging, per diem, visas, airport taxes and health insurance. These latter costs will be provided for the trainees by USAID/X.

V. ESTIMATED BUDGET

A. Staff Costs:

Workshop Organizer

Salary	30 days @ \$250/day	\$ 7,500
Travel	NBO/DAR/NBO	500
Perdiem:		
Tanzania:	10 days @ \$107/day	1,070
Kenya:	4 days @ \$100/day	400

Trainer/Facilitator

Salary	5 days @ \$250/each	1,250
Perdiem:	3 days @ \$100/each	300

Interpreters

Salary	5 days @ \$350/day	1,750
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Sub-Total: Staff Costs:	\$ 12,770
B. Administrative Costs:	
Rent meeting space: 14 days @ \$100/each	1,400
Communications	250
Photocopying/Secretarial	250
Local transport: 14 days @ \$100/each	1,400
Working Lunches (25-30 participants):	
Tanzania: 30 @ \$15/each	450
Kenya: 30 @ \$15/each	450
Overhead costs	500
 Sub-Total: Staff Costs:	 \$ 4,700
Contingency @ 10%	\$ 1,747
 Sub-Total: Administrative Costs:	 \$ 6,447
 TOTAL BUDGET:	 \$ 19,217

VI. PAYMENT SCHEDULE

Payment to the Contractor will be based upon the following schedule:

- 40% of total costs payable upon approval of detailed information on training program as specified in II.D.1.a (p.2) above.
- Final Payment upon receipt and acceptance of final report as specified in II.D.1.i (p. 3) above.

SUPPLEMENTARY INFORMATION

In the spirit of training for impact, we have designed this workshop with impact in mind. We have worked to change and improve how you, the Africa-based USAID HRD professionals, manage your Missions' training portfolios in support of USAID development objectives throughout the continent.

Change — the application of the skills you acquired and ideas you discussed during this workshop — will continue well beyond this short time together in Washington. This workbook is thus intended to grow with you, during this workshop and in the months to come.

Please use this section to organize your own HRD materials. To get you started, we have included dividers for each of the major themes of the workshop as well as one for your own professional development. Tabs 9 through 12 are also included for you to customize your workbook to meet your own needs.

We are including the following print-outs and articles to help you get started.

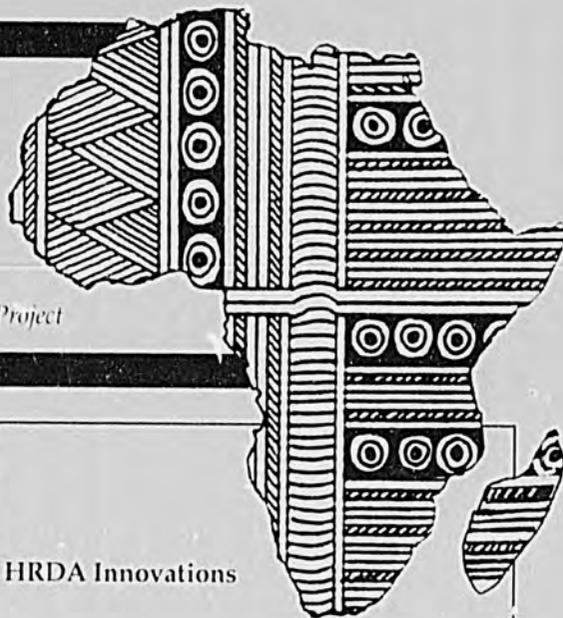
HRDA Directions, March, 1994
ATLAS Alert, June, 1993
Iroko, August, 1993
Fact Sheet on ATLAS Services
OIT Acronyms
Africa: A Flicker of Light
State Department Finds Widespread Abuse of World's Women
Data Conversion and Audits
Development, Democracy and the Village Telephone
The Gold Mine of Data in Customer Service
The Power of Software
The Technology Payoff
What Computers Are For.

Good luck!

**SUPPLEMENTARY
INFORMATION**

Directions

U.S. Agency for International Development
A Quarterly Bulletin of the Human Resources Development Assistance (HRDA) Project



HRDA: Innovations Built on Experience

Who can remember HRDA's predecessors? We all know that the grandparent of USAID training in Africa is AFGRAD, but in reality HRDA was born from a marriage between the African Manpower Development Project (AMDP) and three incarnations of the Sahel Manpower Development Project (SMDP). These regional Africa Bureau training projects, begun in the mid-1970s, parented the child we know today as HRDA.

To complement AFGRAD's concentration on U.S. graduate education, the AMDP and SMDP projects offered Missions a mechanism to fund short-term management training and in-country activities without the limitations associated with bilateral projects. These regional "manpower" development efforts helped Missions in Africa achieve short-term, country-specific objectives through specialized training.

Mission management of these early projects yielded valuable experience and led directly to many innovations designed into the HRDA we know today. By the time HRDA retires in a few years, we will have watched a young, unsure project—faced with many challenges—grow into a mature development prototype.

Along the way, many notable achievements have accrued to HRDA's credit. By any measure, HRDA has changed the face of USAID human resources development initiatives in Africa—and stimulated improvements in the lives of thousands of Africans. Through this newsletter, we hope to share with our readers HRDA's accomplishments as well as the lessons learned. We are anxious to hear from our readers about their activities and concerns. *Directions* will spotlight selected Mission activities and participants in future issues.

In this Issue ...

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HRDA Innovations

For readers not familiar with HRDA's successes, here is a quick look at some of the innovations HRDA has helped introduce to a Mission's portfolio of training options:

- ✓ In-country training geared to private-sector demand
- ✓ Mission contracting mechanisms to access training resources in the U.S. and third countries
- ✓ Mission access to U.S. experts for short-term consulting to support private-sector training
- ✓ Entrepreneurial internships for business owners and managers
- ✓ Increased participation by women
- ✓ Regional workshops and management support for Mission staff
- ✓ Participant Training Management System (PTMS) support and improvements
- ✓ Mechanisms to hire local and U.S. Personal Services Contractors
- ✓ Support for Mission linkages to the private sector through Private Sector Advisory Boards
- ✓ U.S. contractor support for project activities
- ✓ Evaluation of training to measure impact
- ✓ Follow-on and professional networking support to enhance sustainability of training

A New Partnership



AFR/ONI/TPPI recently awarded AMEX International, and its subcontractor Creative Associates International, Inc. a two-year contract to assist Missions and USAID Washington with the implementation of the HRDA Project. The AMEX/CAII management team brings knowledge of the African private sector, hands-on experience with projects and an understanding of the tools and services offered to Missions over the last five years of the HRDA Project, as well as English, French and Portuguese-speaking professional staff.

AMEX International, Inc.

Based in Washington, D.C., AMEX International, Inc. (AMEX) is a management development consulting firm committed to promoting meaningful, sustained economic growth in developing countries. Through training and technical assistance, AMEX's 43 employees have contributed to private sector development initiatives in Africa.

Creative Associates International, Inc.

Creative Associates International, Inc. (CAII) is an international professional and technical services organization located in Washington D.C. Since 1979, CAII has designed, managed and evaluated education, training, and human resource development projects.

Who's Who at HRDA

The HRDA Project is managed by the Africa Bureau's Office of Operations and New Initiatives (ONI), Technical Projects and Program Implementation (TPPI) division. Paul Knepp (*see box*) is Project Manager for HRDA, AFGRA and ATLAS. Paul's HRDA staff works directly with Missions on the design and implementation of HRDA-funded activities.

The HRDA/AMEX Project Manager, Lorraine Denakpo (*see box*), oversees a staff of experienced HRD professionals including the two Private Sector Training Coordinators, Andrew Gilboy and Donald Hart; the Project Assistant Isabel Dillener and consultant Felipe Tejada. Other consultants include CAII's Brenda Bryant and Susan Votaw who will also be devoting time to HRDA.

Paul Knepp is the HRDA Project Officer. Before joining the Africa Bureau this May, Paul worked in the Office of International Training. He comes to HRDA project management with a wealth of experience about A.I.D.-sponsored training and a sharp sensitivity to the needs and frustrations of Training Offices.



Back Row: Hugh Maney, Andy Gilboy, Elizabeth Torrey, Brenda Bryant, Freeman Daniels, Isabel Dillener, and Felipe Tejada. Front Row: Rita Wollmering, Lorraine Denakpo, Paul Knepp, and Barbara Keating.

Lorraine Denakpo, HRDA Project Manager, has returned to the U.S. after eleven years in Burundi —most recently as USAID/Burundi's HRD Advisor and Project Manager for the BUHRD Project. Lorraine knows the ins and outs of training design, delivery and management from the Mission perspective. She provides practical, impact-oriented management skills to Mission staff and local training providers.



Directions is published by AMEX International and Creative Associates International, Inc. for the USAID Human Resources Development Assistance Project (698-0463) under the Africa Bureau's AFR/ONI/TPPI Office. Please direct comments, submissions for articles, or requests for information to Paul Knepp, USAID HRDA Project Officer at AFR/ONI/TPPI.

Timely, Professional Support for Your HRD Needs

Assisting with Training Management

Well-managed training enhances its impact. Technical assistance can improve day-to-day management of the training office, train new staff and develop Mission training strategies and multi-year plans. The development of multi-year training plans and the design of training components in project activities—regardless of sector—are enhanced by thorough considerations of the potential impact of the training proposed. HRDA/AMEX staff and its subcontractor, Creative Associates International, Inc., have considerable expertise in impact analysis in Africa. HRDA/AMEX staff can work with interested Missions to identify ways to achieve greater training impact such as re-investing in returned participants and upgrading the quality of training offered by local providers.

Supporting Technical Field and Outreach Services

The greatest untapped resource for private sector development in Africa is its business people, many of whom have benefitted from U.S.-sponsored training. HRDA/AMEX supports networking and outreach within the African business community by helping Missions develop outreach mechanisms for local business associations, encouraging participation of returnees in discussion groups and trade fairs, or arranging roundtables for African entrepreneurs to share their successes.

To help strengthen local training providers, HRDA/AMEX staff can conduct training needs assessments, evaluate the capacity of local training providers and assist in the implementation of HRDA training activities. Institutional strengthening of training providers can include on-site coaching of trainers, or training-of-trainers courses to improve skills in assessment, design and course delivery. HRDA can also help create training advisory boards to work with Missions to recruit and select participants or help training advisory groups to work more effectively by streamlining procedures to ensure both transparency and efficiency.

WISHFUL THINKING

Training Officer: I'd like to have more input into the mix of activities that make up the Mission's training portfolio.

Project Officer: I wish I could measure the impact of in-country training programs.

Project Development Officer: I want to get technical offices to focus on training as a development tool during project design.

Project Manager: I'm tired of lengthy contracting procedures and frustrated because I can't get the kind of technical support I want when I need it.

Developing Outlines for Scopes of Work

USAID/Washington staff can assist Missions in drafting scopes of work (SOW) to enable Missions to access technical services more quickly. Sample SOWs are available for services most frequently requested. Missions can obtain assistance on HRD-related tasks ranging from initial project designs to impact analyses of training completed.

Exchanging Information

Participant training and in-country training are two of the most effective tools for achieving development objectives and HRDA is committed to improving training management to ensure maximum impact. HRDA/AMEX staff facilitate information exchange through publications and workshops. *Directions* is published quarterly to provide information on innovative ideas, strategies and programs to improve training management. HRDA/AMEX staff can also help Missions and local training providers produce their own newsletters or design and conduct regional workshops targeting special training needs.

BEST AVAILABLE COPY

Accessing HRDA Services

To receive technical field support, most Missions can access AMEX and its subcontractor Creative Associates International, Inc. (CAII), to provide services through HRDA's requirements or "Q" contract—frequently called a "buy-in"—using funds already obligated to HRDA or to another Mission project. Procedures for using the Q contract are even easier than procedures for using an IQC (Indefinite Quantity Contract) and are less time-consuming than most other procurement options.

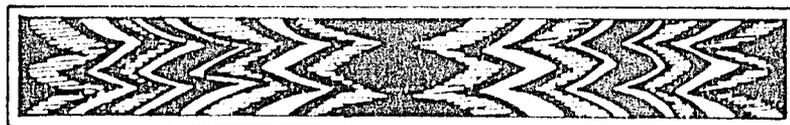
The Steps

- 1** Mission identifies HRDA activity or services required.
- 2** Mission queries AFR/ONI/TPPI about the services needed. AFR/ONI/TPPI staff provides Mission with sample documents and information on similar past activities.
- 3** Mission prepares PIO/T with scope of work (SOW) and budget. PIO/T is sent to HRDA Project Officer Paul Knepp in AFR/ONI/TPPI for action. **Note: A diskette in Wordperfect format containing the scope of work should accompany all PIO/Ts and be sent via international courier service to: Paul Knepp, AFR/ONI/TPPI, Room 301-M, 515 22nd Street, N.W., Washington, D.C. 20523. Telephone: (202) 663-2713.**
- 4** AFR/ONI/TPPI reviews and approves the SOW and estimated budget or recommends modifications to the Mission.
- 5** Approved SOW is sent by the Project Officer to the Office of Procurement which reviews and approves the SOW and then forwards it to AMEX.
- 6** AMEX prepares formal response to request and submits it to the Project Officer.
- 7** AFR/ONI/TPPI contacts Mission to discuss technical assistance candidates, proposed timeline and other issues.
- 8** Office of Procurement evaluates AMEX's proposal, negotiates terms, and issues delivery order.
- 9** Mission provides concurrence for field visit. Following completion of the delivery order, AMEX conducts a de-briefing with Mission.

For more information, contact AFR/ONI/TPPI staff at:

Contact	Telephone	Fax/E-mail	Mailing Address
Paul Knepp HRDA Project Officer	(202) 663-2692	(202) 663-2713 Paul.Knepp@afr.oni@aidw	AFR/ONI/TPPI Room 301-M SA-2 USAID Washington, D.C. 20523-0234
Freeman Daniels Private Sector Training Advisor	(703) 235-4442	(703) 235-9086	
Elizabeth Torrey International Program Specialist	(703) 235-9091		
Rita Wollmering Public Sector Training Advisor	(703) 235-5429		

Lorraine Denakpo, HRDA/AMEX Project Manager, and Donald Hart and Andrew Gilbo, the Private Sector Training Coordinators, and other AMEX/CAII staff should be contacted through AFR/ONI/TPPI.



HRDA Information Management Strategy

USAID's ability to support human resources development relies on coordinated efforts at all levels to effectively target and manage training. The information generated from training programs is a vital Agency resource. Without basic participant, project and cost data there is no hope of demonstrating the impact of Agency-funded training.

A primary objective of HRDA is to facilitate and support the collection, analysis and reporting of training information for all USAID projects. In support of this objective, HRDA has developed the Mission-level Participant Training Management System (PTMS) and the Washington-based Training Information Management System (TIMS) to provide the capability to manage, analyze and report on all training. Efforts have also begun to identify and make available materials on training providers and courses and related information through the prototype Global Training Information (GTI) system. Together these systems form the basis of a comprehensive training management system.

In the coming years, an increased emphasis will be placed on efforts that support human resources development in three strategic areas: data analysis, information sharing (networking), and in closing what can be described as the "information gap".

- ❖ **Data Analysis:** PTMS is being enhanced to provide improved capability for strategic data analysis and reporting at the Mission level. At the Bureau level, participant training data collected from each Mission are being aggregated to provide trend, cross-country and regional analysis. Now that a significant amount of data has been accumulated, AFR/ONI/TPPI is also providing greater TIMS-level support.
- ❖ **Information Sharing:** The ability of professionals to exchange ideas, procedures and information is critical to the success and progression of their activities. Ideally, training professionals in all organizations—whether with USAID or any NGO, university, bilateral or multilateral organization—should be able to communicate easily. AFR/ONI/TPPI is committed to fostering communication networks and expanding the use of technology to improve linkages between groups and organizations. One element of this strategy, the Global Training Information (GTI) system, is being evaluated and modified to better meet Mission needs.
- ❖ **The Information Gap:** The inability of most Missions to provide comprehensive training information on projects results in an information gap. For example, many training offices use contractors to program participants who, for various reasons, are not accurately recorded. USAID's policy—and HRDA's objectives—are to report **all** training for **all** projects. Closing this information gap is critical to the rational planning and implementation of future training. AFR/ONI/TPPI helps Missions and USAID/Washington to identify areas where improvements to information systems can be made.

Point of Contact

AFR/ONI/TPPI supports information management needs by providing highly experienced technical, training and systems development personnel. The contact point at AFR/ONI/TPPI for MIS support is Hugh Maney. Other MIS Support staff include Barbara Keating, Amex, for Data Administration and Analysis and Peter Gallagher, David Hunsberger, and Martin Hudson, Infostructure International, for Systems Design, Analysis, Training and Technical Support (*see photo*). For information or assistance, contact:

Hugh Maney Telephone: (703) 235-9084
HRDA MIS Specialist Fax: (703) 235-9086
AFR/ONI/TPPI
E-mail: Hugh Maney, @afr.oni.ros@aidw
Internet: HManey@USAID.GOV.



Standing: Martin Hudson, Peter Gallagher, David Hunsberger, Seated: Barbara Keating, Hugh Maney.

Defining and Demonstrating Impact

More and more USAID Missions in Africa want to demonstrate and measure the impact of their programs by:

- developing indicators to measure the impact of training on USAID-sponsored individuals, institutions and nations;
- designing training projects that incorporate mechanisms for measuring impact; and
- assessing the impact of training on individuals, countries and regions.

In 1991, the Africa Bureau asked Creative Associates International (CAI) to develop a framework and methodology to be used to help Africa Missions determine how training can better meet USAID strategic development objectives.

In October 1991, CAI published *A Training Impact Evaluation Methodology and Initial Operational Guide* which examined the development of training impact indicators and addressed the reporting systems, management resources, and collection mechanisms needed to improve the impact of training on development. According to this methodology, at

From the USAID/Cameroon Impact Evaluation of Participant Training Cameroon 1961-1993

Interviewee: I was the first person in my family to get a higher education. I was selected by examination in 1963 for a U.S. education in geology. From that moment on, not only my life but my entire family's situation dramatically changed. When my sisters both saw how my life improved as a result of education, they redoubled their efforts and completed their degrees locally. They are now both fully employed, whereas my brother, who scoffed at book learning, has never gone anywhere.

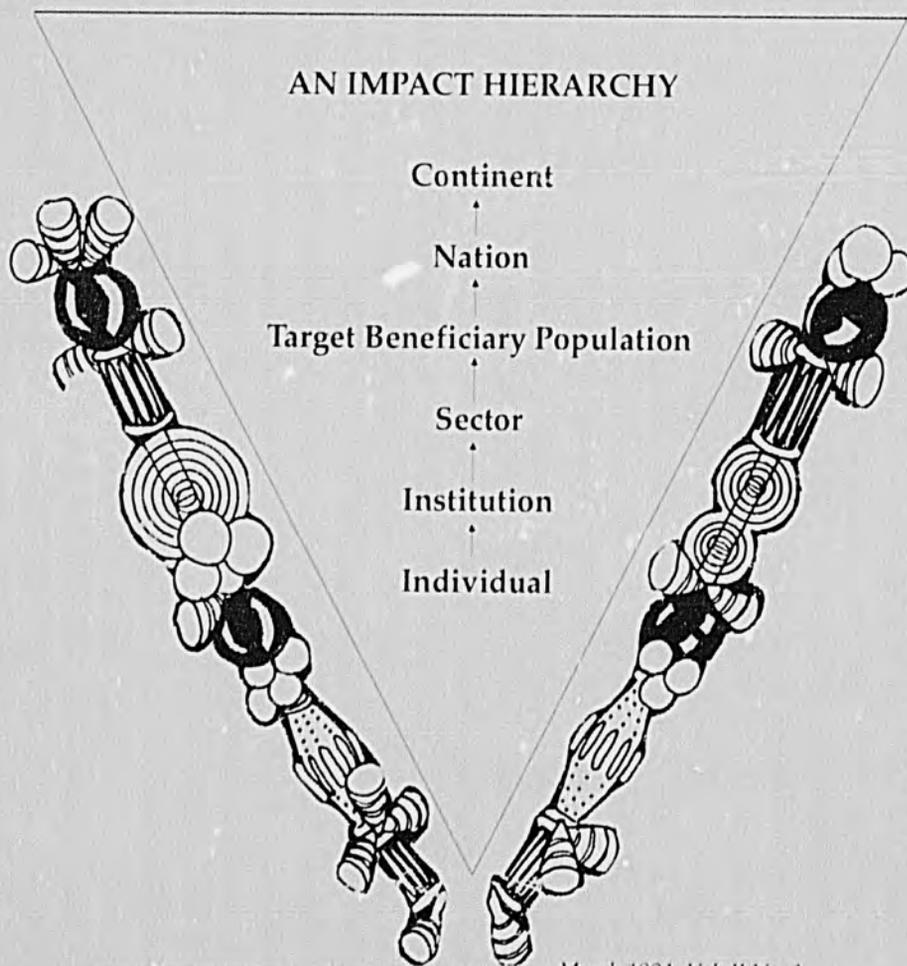
(Returned Participant)

the broadest level, impact is an appreciable change in the quality of life of individuals, institutions, communities and governments. **Training itself does not guarantee impact.** The impact framework and methodology applied in four countries brought to light a number of points:

- ❖ **USAID/Swaziland:** Training has been a powerful tool within key economic sectors at individual and institutional levels.
- ❖ **USAID/Rwanda:** Institutions play a key role in ensuring training impact.
- ❖ **USAID/Tanzania:** Maintaining both pre-training and post-training data are essential to assessing changes in individuals and institutions.
- ❖ **USAID/Cameroon:** The ability of institutions to absorb trained cadres is as important as the quality of the training arranged for their staff.

What's Next : Future Impact Activities

HRDA will produce a synopsis of the lessons learned from the design and evaluation of training for impact. Already a number of USAID Missions are planning activities based on the impact methodology.



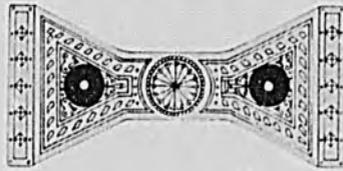
News from Near & Far

In August 1993, HRDA sponsored 2 one-week workshops on entrepreneurship and networking in Accra, Ghana and Bujumbura, Burundi. Mr. Michael Sudarkasa and other team members from the consulting firm 21st Century Africa, Inc. led the participants through a variety of exercises to improve business planning skills and to make the most out of business networks and professional relationships.

Lucia Quachey, a former Entrepreneurs International (EI) participant and head of the EI alumni association in Ghana reports that, as a result of the Ghana workshop, participants have completed the by-laws for a new association which members

are registering with the government. We will publish the association's address in a future issue of the *Directions*.

Approximately 20 Burundians and three Malagasy attended the second workshop, most of them having benefitted from previous AFGRAD, AMDP, or BUHRD training programs. The USAID/Burundi Private Sector Officer sparked considerable interest by introducing new concepts of modern salesmanship.



Recent visits to Washington

- Roberta Jacobs from USAID/Cameroon in July.
- Nyembezi Mnthambela, FSN of the Year, from USAID/Malawi in July (see box).
- USAID/Tanzania's Magdalena Hiza in September.
- Sherry Suggs, Program Officer from USAID/Benin, in October.
- Scott Hudson from USAID/Mozambique in November.
- Fatou Rigolo from REDSO/WCA in early November.
- Edward Spriggs, AID Representative, USAID/Namibia, in late February.

Can you give me Directions...

- to improve the Mission's training impact?
- to manage in-country workshops?
- to draft a SOW?

D-I-R-E-C-T-I-O-N-S is the new name for the HRDA quarterly bulletin, formerly the **HRDA UPDATE**. Webster's Dictionary defines it as the way of advancement, furtherance or cultivation. The first and subsequent issues will stimulate new ideas and offer solutions and resources to meet your needs. We chose *Directions* for the sense of movement, assistance and future it conveys. *Directions* will be a forum where those committed to advancement through human resources development, education and training can share their points of view. Let us know what you think!

USAID Award Winning Employee

Nyembezi Mnthambela, winner of the 1993 FSN Support Staff Award, started at USAID/Malawi in the Health Office and then moved to the Education and Training Office. Ms. Mnthambela was nominated by the Mission because of her diligence and attention to detail, her willingness to contribute and actively participate in Mission activities, and her demonstrated ability to exceed the expectations and requirements of her position. Ms. Carol Peasley, former Director of the Lilongwe Mission, stated that Ms. Mnthambela showed tireless initiative in working to make sense of complicated financial records and even taught herself how to use PTMS. She then passed her new skills to others and provided contractors and staff in Washington with solid ideas on how PTMS could be improved.

The FSN of the Year award is given every year by A.I.D. to support and professional staff in each geographic bureau. Ms. Mnthambela was honored at a luncheon in Washington, D.C. in July 1993.



A Calendar of Upcoming Events from AFR/ONI/TPPI

EVENT	Agribusiness Strategic Planning and Development Workshop	Managing Training for Impact Workshop	Education in Africa: Resources and Linkages	Agribusiness Strategic Planning and Development Workshop
DATE & LOCATION	March 6 to March 12, 1994 Abidjan	March 23 to April 1, 1994 Washington DC	May 16 to May 20, 1994 Windhoek	May 1994 Kampala
AUDIENCE	Private and Public Sector Participants	Training and Project Office Staff	USAID-funded African returnees	Private and Public Sector Participants
CONTACT	Freeman Daniels	Rita Wollmering	Yvonne Anduaem ATLAS Project	Freeman Daniels

Special Announcements

Training Workshop Set for March '94

Mission staff involved in the design, evaluation and management of human resources development projects or the training components of other projects should begin planning now for the workshop, **Managing Training for Impact**, to be held in the Washington, D.C. area, March 23 to April 1, 1994.

Direct hire, PSC, and FSN staff from Mission technical offices (Program, Project Design, Private Sector, D/G, and HPN) as well as Training Offices are urged to attend. This year's workshop, sponsored by AFR/ONI, will focus on how to increase the development impact of training in key USAID strategic areas. We would like to hear from you if you have ideas or particular concerns you would like addressed at the workshop.

Agribusiness Workshop Scheduled

This spring, the HRDA Project will sponsor two workshops on **Agribusiness Strategic Planning and Development**. The March workshop in Abidjan will be conducted in French by qualified French-speaking agribusiness specialists from USDA and Auburn University. The May workshop will be held in Kampala, Uganda for English-speaking participants.

Missions are encouraged to identify both private sector business persons and public sector officials who could benefit from this interactive training. Field trips, business planning and case studies are some of the sessions planned. Due to the nature of these workshops, the number of participants will be limited. Missions are urged to reserve space for their nominees now.

HRDA Entrepreneurial Fellowship Program

HRDA sponsors scholars for research fellowships in entrepreneurship at American universities. Currently, Ms. Delina Mohapi, Director of Adult Education at the National University of Lesotho, is an HRDA fellow at Jackson State University's School of Business. Professor James Chipeta, Associate Professor at the Faculty of Commerce, University of Malawi, is at the University of Pennsylvania's Snider Entrepreneurial Center. Fellowships are funded by HRDA, but salaries of participants must be paid by their home institutions. For more details, watch for the next announcement cable in early March, or contact AFR/ONI/TPPI.

Understanding PIO/Ps

A PIO/P is a USAID document required for participant training. USAID defines a *participant* as someone who receives academic or technical training in the U.S. or a third country. The term *PIO/P* stands for Project Implementation Order/Participant and is one of three project implementation documents. The PIO/T is for technical services and the PIO/C is for commodities.

What is the purpose of the PIO/P?

USAID regulations require PIO/P documentation for *all AID-sponsored participants, however managed and funded and wherever trained.* (USAID Handbook 10 Chapter 6A). PIO/Ps are used:

- ❖ *To set aside funds for training or provide a budget for training.*

The Face Sheet of a **funded** PIO/P provides evidence that bilateral funds are available for training. A funded PIO/P serves as a "purchase order" to a programmer or to a receiving Mission for procurement of training services.

The Face Sheet of a **non-funded** PIO/P shows what a contractor or programming agent estimates it will spend on the training. Non-funded PIO/Ps are used when the Mission has an institutional contract in place or uses a centrally funded project for training and does not directly control fund disbursements. A non-funded PIO/P will show contract numbers instead of the appropriation and allotment numbers and fund cites used on a funded PIO/P.

- ❖ *To detail training objectives.*

Page two of the PIO/P is similar to the scope of work required for a PIO/T. It tells the world—the participant, contractors, programmers, evaluators, auditors and inspectors—the objectives of the training program, how it will respond to specific project or Mission objectives, and the anticipated short-term result of the training.

- ❖ *To provide USAID Mission and host government approval for training.*

A completed PIO/P documents both Mission and host government approval for the training request through the clearances and signatures required on page one and through references to Project Implementation Letters, host government correspondence, or decisions of selection committees and advisory boards.

- ❖ *To provide invaluable data on training programs, training costs and participants.*

The information contained in a PIO/P is entered into the Mission's Participant Training Management System (PTMS) and provides an excellent database which can be used during project evaluations, impact assessments, cost analyses, and follow-on activities. In addition, once entered, the data can be retrieved as reports during the preparation of semi-annual Project Implementation Reports (PIRs), Assessment of Program Impact (APIs), and annual Congressional Presentations (CPs).

The answers to the question *Why should Missions use PIO/Ps?* are simple:

- 1 You have to; it is an Agency Handbook 10 requirement.
- 2 The information you provide in a properly executed PIO/P enables programmers to provide participant training that meets the Mission's development objectives.

Tracking In-Country Training

The number of USAID-financed host country nationals trained in-country is often under-reported since few Missions maintain a computerized system for storing such records. The HRDA Project would like ideas from Missions on how they record and maintain data on project-funded in-country training. Does your Mission have a system in place that works well or do you search through filing cabinets every time your Director asks for a special report? Can you tell how many women have received training in fertilizer use or family planning? Does the Training Office have access to Project Implementation Reports which contain information on in-country training activities?

In a future issue we will share your ideas and provide strategies to improve access to the data you need for evaluations, reports, and impact assessments.





THE AFRICAN - AMERICAN INSTITUTE
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TEL (212) 949-5666 CABLE AFRAM

ATLAS

AFRICAN TRAINING FOR LEADERSHIP AND ADVANCED SKILLS

We are pleased to announce that the African-American Institute (AAI) has been awarded a five-year contract with the Agency for International Development to administer the African Training for Leadership and Advanced Skills (ATLAS) Project, Phase I. ATLAS is a cooperative effort of participating governments, American universities, the Council of Graduate Schools in the United States, and the Agency for International Development (A.I.D.).

The goal of the ATLAS Project is to improve the ability of African institutions and organizations to plan and promote sustainable development. The project's objective is to strengthen leadership and technical abilities and enhance the professional excellence of individuals serving in African public and private sector entities, including universities, research centers and other key development institutions.

The ATLAS Project, as a successor to the African Graduate Fellowship (AFGRAD) Programs, will continue to offer undergraduate, graduate and postgraduate fellowships for highly qualified Africans to undertake academic programs in the United States. ATLAS will provide advanced studies in disciplines critical to development, such as economics, business administration, public health, agriculture and engineering. At least thirty percent of the awards will go to women in order to increase their ability to fill leadership and non-traditional roles in African development. It is estimated that approximately 600 participants will be trained during the five year period, with the first to begin their programs in the 1991-92 academic year.

The most significant departure from the AFGRAD Program is the elimination of A.I.D. centrally-funded scholarships. Primary funding for ATLAS Fellowships will be provided by the participating USAID Missions. The African-American Institute's cooperative relationship with the Council of Graduate Schools and the contribution of tuition scholarships by U.S. universities will continue under the ATLAS Project.

USAID Missions participating in ATLAS will determine their training needs in relation to their overall and sector strategies and the objectives of A.I.D.'s Development Fund for Africa (DFA). Briefly put, the overall goal of the DFA is to encourage broad-based, sustainable economic growth.

An exciting component of ATLAS is the post-training professional enhancement program. The enhancement program encourages professional development and networking among AFGRAD and ATLAS alumni as well as among returned participants from other USAID-funded training programs. The new field activities will include:

- * national and regional symposia on topics critical to African development
- * support grants to African professional societies and organizations
- * re-entry workshops in Africa
- * regularly updated directories and newsletters for alumni and networking through alumni associations

AAI selected four subcontractors to assist in meeting the challenges of ATLAS:

- * The African Academy of Sciences (AAS), based in Nairobi, will be primarily involved in the symposia and other field activities
- * The National Association for Equal Opportunity in Higher Education (NAFEO) will be the liaison with historically black colleges and universities
- * Arthur D. Little, Inc. (ADL) will design special seminars for participants in the U.S. and provide expertise for some of the field activities
- * Management Systems International (MSI) will assist AAI in refining the existing AAI management information system to meet the requirements of ATLAS.

For further information contact: (Mrs.) Heather Monroe
Chief of Party, ATLAS
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833 United Nations Plaza
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FACT SHEET ON ATLAS FIELD SERVICES

Background

In planning the African Training for Leadership and Advanced Skills Project (USAID AFR 698-0475), one of the major concerns was how to keep the skills and knowledge acquired in long-term US training programs current and relevant among returned participants. What could be done in terms of follow-on programs for the more than 2,500 AFGRAD alumni and the thousands of USAID-financed participants across the continent?

These issues prompted a concern with what the Project Paper was to call "professional enhancement." It was decided that enhancement could take several forms, both individually as well as institutionally. To cover all the individuals which AFGRAD had trained, a networking newsbulletin was established, called IROKO; also the Project would update its "Directory of AFGRAD/ATLAS Fellows" every year, and mail a copy to every single alumnus. In addition there would be a series of professional seminars, conferences, workshops, colloquia, and symposia on themes of general development importance. Finally, to promote institution-building and sustainable enhancement environments, ATLAS planners incorporated a small grants program to voluntary associations and professional societies in Africa whose membership included USAID-financed participants. Together, these four major activities areas comprise what is called ATLAS Field Services:

- Publication of the AFGRAD/ATLAS Alumni Directory;
- Publication of IROKO, the Project's networking bulletin;
- Conferences, workshops and seminars in Africa (2 per year);
- Small grants to voluntary associations whose goal is the professional enhancement of their members

Objectives, Results and Future Activities

Both IROKO and the Alumni Directory began publication in Fall 1991, and response to date has been very encouraging. To the extent possible, IROKO is written by former AFGRAD alumni and current ATLAS students, but IROKO is far more than an alumni newsletter. Substantively, its goal is to provide useful information on issues and activities pertaining directly to African development, and the Project will continue to make IROKO's field relevance the main thrust of the publication. In terms of conferences and workshops, ATLAS has sponsored activities on the the African Family in Uganda; on Governance in Senegal; on Export Marketing in Tanzania and Ghana; and plans to hold conferences on the Environment and on Science Education in Africa in 1993. The Grants Program will be operational by early 1993, and the Project continues to receive Grant applications. Candidates must be voluntary associations which number USAID-trained participants as members; grants are given only once, up to a maximum of \$30,000. Application forms are sent out to AFGRAD and ATLAS alumni via IROKO and also to USAID Missions via another Project publication, ATLAS ALERT. Interested persons should also contact his or her local AAI Program Representative.

OIT TRAINING TIPS

Issue #3

Office of International Training, USAID

February, 1993

In our continuing efforts to keep missions informed and to smooth the flow of information between you and us, this **OIT Training Tip** is devoted (by popular demand) to listing the most commonly used acronyms within AID and OIT. If you feel that you don't always understand what someone is referring to when they say "RFP", "OYB", "AIDAR", or "OSDBU", you are not alone! Although we are not defin-

ACRONYMS

ing terms here, at least by having them spelled out and available for quick reference, your work may be made a little easier. There are two sections: one which deals with acronyms

most commonly encountered when working with OIT and; a second which contains common acronyms used within AID, including ones that are general to the field of development. If you come across an unusual acronym that you think should be included in this **Training Tip**, send it in to Diane Pavitt, OIT/PETA. FYI, you can e-mail or fax me at (703) 875-4229. I will try to make revisions ASAP!

O.I.T.

. ACCRAO	American Association of Collegiate Registrars and Admissions Officers
. ABS	Annual Budget Submission
. AED	Academy for Educational Development
. AETR	Academic Enrollment and Term Report
. AFR	Bureau for Africa
. AFR/ONI/TPPI	Bureau for Africa/Office of Operations and New Initiatives/Technical Projects and Program Implementation
. AIDAR	Agency for International Development Acquisition Regulation
. AID/W	Agency for International Development/Washington, DC
. ALI/GU	American Language Institute/Georgetown University
. AMA	Advanced Maintenance Allowance
. AMIDEAST	American-Mideast Education and Training
. API	Assessment of Program Impact
. ASIA	Bureau for Asia
. ATLAS	African Training for Leadership and Advanced Skills
. BWS	Budget Worksheet
. CAPS	Central American Peace Scholarship Program
. CASP	Central American Scholarship Program
. CASS	Cooperative Association for State Scholarships
. CBI	Caribbean Basin Initiative
. CDSB	Country Development Strategy Statement
. CEU	Continuing Education Units
. CF	Call Forward
. CID	Consortium on International Development
. CIS	Commonwealth of Independent States
. CLASP	Central and Latin American Scholarship Program
. CM	Chief of Mission
. CO	Contracting Officer
. COTR	Contracting Officer Technical Representative

OIT Training Tips

CPSP	Country Program Strategic Plan
CTP	Country Training Plan
DCM	Deputy Chief of Mission
DDIR	Deputy Director
	Development Associates (does not currently use acronym)
DH	Direct Hire
DIR	Director: Office of the Director
DPA	Designated Programming Agent
EHRDO	Education and Human Resources Development Office(r)
EHRTS	Education and Human Resources Technical Services
EI	Entrepreneurs International
ELT	English Language Training
EPT	English Proficiency Test
ETS	Educational Testing Service
EUR	Bureau for Europe
FAA	Foreign Assistance Act
FAR	Federal Acquisition Regulation
FHA	Bureau for Food and Humanitarian Assistance
FM	Office of Financial Management
FBN	Foreign Service National
FTA	Field Training Advisor
FTE	Full Time Equivalent
GC	Office of the General Counsel
GDO	General Development Office(r)
HAC	Health and Accident Coverage
HBIO	Handbook IO; Participant Training
HBCUs	Historically Black Colleges and Universities
HC	Host Country
HERNS	Human and Educational Resources Network Support
HOPS II	Honduras Peace Scholarship Program
HRDA	Human Resources Development Assistance
HRDO	Human Resources Development Office(r)
IAP66	University form requesting J-1 (exchange visitor) visa
IAP66A	University form requesting J-1 (exchange visitor) visa for AID participants only
IG	Office of the Inspector General
IIE	Institute of International Education
INS	Immigration and Naturalization Service
IRS	Internal Revenue Service
ISP	Information Systems/Strategic Plan
LAC	Bureau for Latin America and the Caribbean
LASPAU	Latin American Scholarship Programs at American Universities
LEG	Bureau for Legislative Affairs
LOGFRAME	Logical Framework
LOP	Length of Project
MDA	Master Disbursing Account
MEDEVAC	Medical Evacuation
META	Maria Elana Torano Associates, Inc.

F.M.



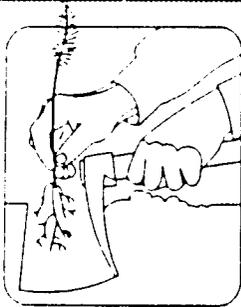
**Office of
Financial
Management**

OIT Training Tips

· MIC	Meridian International Center (formerly Washington International Center)
· MMA	Monthly Maintenance Allowance
· MOU	Memo of Understanding
· MTO	Mission Training Order
· MUCIA	Midwest Universities Consortium for International Activities
· NAFFO	National Association for Equal Opportunity in Higher Education
· NAFSA	NAFSA: Association of International Educators (formerly NAFSA: National Association of Foreign Student Affairs)
	· NAPA National Association of Partners of the Americas
	· NASULGC National Association of State Universities and Land Grant Colleges
	· NCIV National Council for International Visitors
	· NE Bureau for the Near East
	· NIS Newly Independent States (Task Force)
	· NS New State Department Building (Main State)
	· OE Operating Expenses
	· OIT Office of International Training
	· OIT/DR Office of the Director
	· OIT/PETA Policy, Evaluation and Technical Assistance Division
	· OIT/PP Participant Programming Division
	· OIT/RS Resources and Support Division
	· OIT/RTP Reimbursable Training Program
	· OJT On-the-Job Training
	· OSDBU Office of Small and Disadvantaged Business Utilization
	· PAAD Program Assistance Approval Document
	· PACD Project Assistance Completion Date
	· PAF Project Authorization and Request for Allotment of Funds
· PASA	Participating Agency Services Agreement
· PBS	Program Budget Submission
· PDM	Program Design and Management
· PDO	Project Development Office(r)
· PDF	Participant Data Form
· PD&S	Program Development and Support
· PEC	Program Evaluation Committee
· PERT	Program Evaluation Review Technique
· PES	Program Evaluation System; Project Evaluation Summary
· PETA	Policy, Evaluation and Technical Assistance Division
· PID	Project Identification Document
· PIET	Partners for International Education and Training
· PIL	Project Implementation Letter
· PIO	Project Implementation Order
· PIO/C	Project Implementation Order/Commodity
· PIO/P	Project Implementation Order/Participant
· PIO/T	Project Implementation Order/Technical Services
· PIP	Project Implementation Plan
· PIR	Project Implementation Report
· PMIS	Project Management Information System

O.J.T.

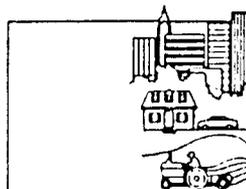
On-the-Job- Training



OIT Training Tips

PO	Program Office(r); Purchase Order
POD	Program Objectives Document
PP	Participant Programming Division; Project Paper
PRE	Bureau for Private Enterprise
PRISM	Program Information System for Strategic Management
PROAG	Project Agreement
PROG	Program; Program Information Systems
PSTNA	Private Sector Training Needs Assessment
PTIS	Participant Training Information System
PTMS	Participant Training Management System
PTN	Participant Training Notice
RADIAS	R&D Information Access System
R&D	Bureau for Research and Development
R&D/AGR	Office of Agriculture
R&D/E&I	Office of Energy and Infrastructure
R&D/EID	Office of Economic and Institutional Development
R&D/ED	Office of Education
R&D/ENR	Office of Environment and Natural Resources
R&D/H	Office of Health
R&D/MGT	Office of Management
R&D/N	Office of Nutrition
R&D/OIT	Office of International Training
R&D/PO	Office of Program
R&D/POP	Office of Population
R&D/R	Office of Research
R&D/UC	Center for University Cooperation in Development
R&D/WID	Office of Women in Development
RDO	Regional Development Office
RDO/C	Regional Development Office/Caribbean
REDSO	Regional Economic Development Service Office
REDSO/EA	REDSO/East Africa (Kenya)
REDSO/WA	REDSO/West Africa (Ivory Coast)
RFP	Request for Proposal
ROCAP	Regional Office for Central American Program
RS	Resources and Support Division
RSSA	Resources Support Services Agreement
RTAC II	LAC Regional Technical Aid Center
RTP	Reimbursable Training Program
SA	State Annex; Special Assistant
SIMS	Statistical and Information Management Staff
SOW	Scope of Work
TA	Travel Authorization

T.C.T.



**Third Country
Training**

OIT Training Tips

. TCA	Training Cost Analysis
. TCN	Third Country National
. TCG	The CenTech Group, Inc.
. TCT	Third Country Training
. TDD	Terminal Disbursement Date
. TDY	Temporary Duty
. TESS	Training Evaluation and Support Services
. TIP	Training Implementation Plan
. TJF	Thomas Jefferson Fellow
. TJFP	Thomas Jefferson Fellowship Program
. TNA	Training Needs Assessment
. TNAG	Training Needs Assessment Guide
. TOEFL	Test of English as a Foreign Language
. TPM	Training Program Manager
. USAID	Country Mission of the U.S. Agency for International Development
. USDH	United States Direct Hire
. USIA	United States Information Agency (Washington, DC)
. USIS	United States Information Service (overseas)
. USTTI	U.S. Telecommunications Training Institute
. WID	Women in Development
.	World Learning (does not currently use acronym) (formerly The Experiment in International Living)

A.I.D./General

. AA	Assistant Administrator
. AAAS	American Academy for the Advancement of Science
. A/AID	Administrator; Office of the Administrator
. ACT	Action
. AD	Administrative Decision
. ADC	Advanced Developing Country
. AFDB (F)	African Development Bank (Fund)
. AG	Auditor General
. AID	Agency for International Development
. AID/AFR	Bureau for Africa
. AID/AS	Office of Administrative Services
. AID/ASIA	Bureau for Asia
. AID/B	Office of Budget
. AID/CDIE	Center for Development Information and Evaluation
. AID/EOP	Office of Equal Opportunity Programs
. AID/ES	Office of Executive Secretariat
. AID/EUR	Bureau for Europe
. AID/FA	Directorate for Finance and Administration
. AID/FHA	Bureau for Food and Humanitarian Assistance
. AID/FM	Office of Financial Management
. AID/GC	Office of the General Counsel

OIT Training Tips

. AID/HRDM	Office of Human Resources Development and Management
. AID/IDP	Office of International Donor Programs
. AID/IG	Office of the Inspector General
. AID/IRM	Office of Information Resources Management
. AID/LAC	Bureau for Latin America and the Caribbean
. AID/LEG	Bureau for Legislative Affairs
. AID/NE	Bureau for the Near East
. AID/NIS	Newly Independent States Task Force
. AID/OMS	Office of Overseas Management Support
. AID/OP	Office of Procurement
. AID/OPS	Directorate for Operations
. AID/OSDBU	Office of Small and Disadvantaged Business Utilization
. AID/PAR	Office of Policy Analysis and Resources
. AID/POL	Directorate for Policy
. AID/PRE	Bureau for Private Enterprise
. AID/R&D	Bureau for Research and Development
. AID/SP	Office of Strategic Planning
. AID/XA	Office of External Affairs
. AIDS	Acquired Immune Deficiency Syndrome
. AIFLD	American Institute for Free Labor Development
. AL	Annual Leave
. APO	Army Post Office
. ASAP	As Soon as Possible
. ASDB (F)	Asian Development Bank (Fund)
. ASEAN	Association of South East Asian Nations
. BIFADEC	Board for International Food and Agricultural Development and Economic Cooperation
. C/AID	Counselor (AID)
. CDC	Center for Disease Control
. CDIE	Center for Development Information and Evaluation
. CIDA	Canadian International Development Agency
. CM	Office of Contract Management
. CN	Congressional Notification
. COB	Close of Business
. CP	Congressional Presentation
. CRS	Congressional Research Service
. CRSP	Collaborative Research Support Program
. CTIS	Center for Trade and Investment Services
. CWS	Church World Services
. CY	Calendar Year
. DA	Development Assistance
. DA/AID	Deputy Administrator of AID
. DAC	Development Assistance Committee (of the Organization for Economic Cooperation and Development)
. DCC	Development Coordination Committee
. DEA	U.S. Drug Enforcement Agency
. DFA	Development Fund for Africa

C.N.



**Congressional
Notification**

OIT Training Tips

EC	European Community; Economic Council
ECA	UN Economic Commission for Africa
ECE	UN Economic Commission for Europe
ECLA	UN Economic Commission for Latin America
ECOSOC	United Nations Economic and Social Council
EDC	Education and Development Center
EDF	European Development Fund
EEC	European Economic Community
EER	Employment Evaluation Report
EO	Executive Order
ES	Office of the Executive Secretary
ESCAP	Economic and Social Commission for Asia and the Pacific (UN)
ESDS	Economic and Social Data Service
ESF	Economic Support Fund
ETA	Estimated Time of Arrival
ETD	Estimated Time of Departure
EXIM	Export-Import Bank of the U.S.
EXO	Executive Officer
FACS	Financial Accounting Control System
FAO	Food and Agriculture Organization of the United Nations
FAS	Foreign Agricultural Service
FF	Ford Foundation
FPO	Fleet Post Office
FS	Foreign Service
FSI	Foreign Service Institute
FSO	Foreign Service Officer
FY	Fiscal Year (Oct. 1 - Sept. 30)
FYI	For Your Information
GATT	General Agreement on Tariffs and Trade
GDP	Gross Domestic Product
GNP	Gross National Product
GS	General Schedule
IAF	Inter-American Foundation
IBRD	International Bank for Reconstruction and Development (World Bank)
IDA	International Development Association (World Bank); International Disaster Assistance
IDB	Inter-American Development Bank; Islamic Development Bank
IDCA	International Development Cooperation Agency
IFAD	International Fund for Agricultural Development (UN)
IFC	International Finance Corporation (World Bank)
IMF	International Monetary Fund
IRM	Information Resources Management
ISTC	Institute for Scientific and Technical Cooperation
JICA	Japan International Cooperation Agency
LDC	Less Developed Country
LIC	Low Income Country
LLDC	Least Developed Country

F.S.I.

Foreign Service Institute

OIT Training Tips

MIC	Middle Income Country
MIS	Management Information System
NGO	Non-Government Organization
NIC	Newly Industrialized Country
NTE	Not to Exceed
OAS	Organization of American States
OD	Office of Director; Other Donor; Organizational Development
ODA	Office of Development Assistance; Official Development Assistance
OECD	Organization for Economic Cooperation and Development
OFDA	Office of Foreign Disaster Assistance
OICD	Office of International Cooperation and Development (USDA)
OMB	Office of Management and Budget
OPEC	Overseas Petroleum Exporting Countries
OPIC	Overseas Private Investment Corporation
O/S	Overseas
OYB	Operational Year Budget
PADF	Pan American Development Foundation
PAR	Performance Appraisal Report; Project Appraisal Report; Office of Policy Analysis and Resources
PD	Position Description
PL 480	The Agricultural Trade, Development and Assistance Act (Food for Peace) Title I - loans Title II - grants Title III - loan, but conditional grant Sec. 416 - surplus commodities
POE	Ports of Entry
PSIP	Private Sector Investment Program
PTIIC	Presidential Training Initiative for the Islands Caribbean
PVO	Private Voluntary Organization
RCA	Request for Contracts Action
RCO	Regional Contracting Officer
RF	Rockefeller Foundation
RHUDO	Regional Housing and Urban Development Office
SAC	Senate Appropriations Committee
SADCC	Southern Africa Development Coordination Conference
SECID	South East Consortium for International Development
SEED	Support for Eastern Europe Democracy Act
SF	Standard Form (e.g. SF 171)
SFRC	Senate Foreign Relations Committee
SHORTLIST	A listing of potential contractors deemed qualified after an evaluation of submitted prequalification information

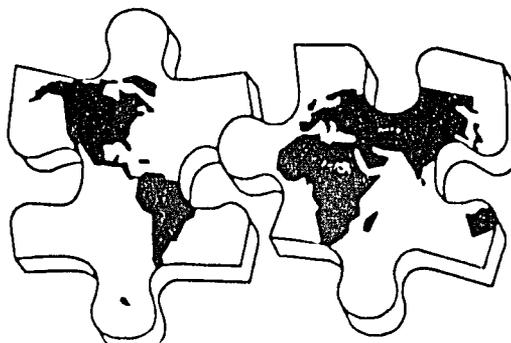
S.E.E.D.

Support for Eastern Europe Democracy Act

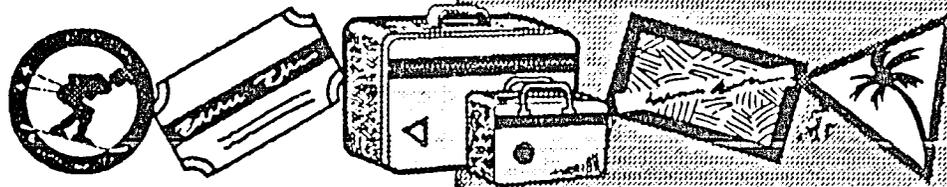
OIT Training Tips

· SID	Society for International Development
· STATE	United States Department of State
· T&A	Time and Attendance
· TDA	Trade and Development Agency
· TDP	U.S. Trade and Development Program
· TF	Task Force
· TIC	Time in Class; Trade and Investment Council
· TITLE XII	Section of the Foreign Assistance Act which places emphasis on utilization of land grant universities and other institutions in fostering development in food and agriculture
· UN	United Nations
· UNCDF	United Nations Capital Development Fund
· UNCTAD	United Nations Conference on Science and Technology for Development
· UNCTAD	United Nations Conference on Trade and Development
· UNDP	United Nations Development Program
· UNDR0	United Nations Disaster Relief Organization
· UNEP	United Nations Environment Program
· UNESCO	United Nations Educational, Scientific and Cultural Organization
· UNFPA	United Nations Fund for Population Activities
· UNGA	United Nations General Assembly
· UNHCR	United Nations High Commissioner for Refugees
· UNICEF	United Nations International Children's Fund
· UNIDO	United Nations Industrial Development Organization
· UNITAR	United Nations Institute for Training and Research
· UNRISD	United Nations Research Institute for Social Development
· UNRWS	United Nations Relief Works Agency
· USDA	United States Department of Agriculture
· USEC	U.S. Mission to European Communities (State)
· USG	United States Government
· USNATO	U.S. Mission to the North Atlantic Treaty Organization (State)
· USOAS	U.S. Representative to the Organization of American States
· USTR	U.S. Trade Representative
· WEC	World Economic Center
· WFC	World Food Conference (UN)
· WFP	World Food Program (UN)
· WHO	World Health Organization
· WHO/GPA	World Health Organization/Global Program on AIDS
· WRI	World Resources Institute

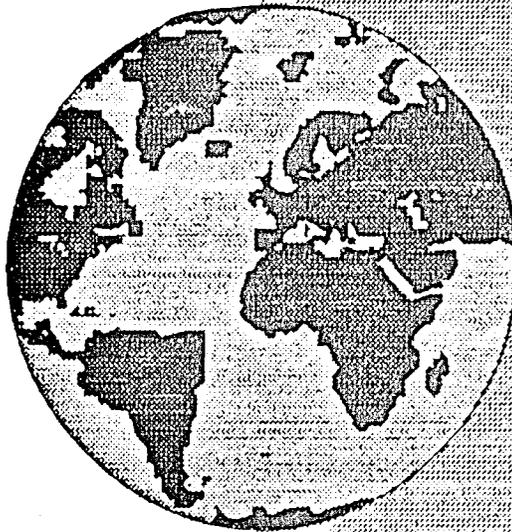
U.
UNITED



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NATIONS



OFFICE
OF



INTERNATIONAL
TRAINING



AFRICA

A flicker of light

Economic reform and political realism are starting to yield limited gains in Africa. But the obstacles to recovery are still immense

THE most dispiriting thing about Africa is not that it is the world's poorest continent; nor even that it is the only one where people were poorer at the end of the 1980s than they had been at the start. It is that even if its economy (minus South Africa) were to grow at the rate confidently projected by the World Bank for the rest of the 1990s, Africans would have to wait another 40 years to clamber back to the incomes they had in the mid-1970s. Exclude Nigeria, and the wait would last a century.

Africa has lurched backwards at a time when poor countries elsewhere have sprung ahead. In 1965 Ghanaians were less poor, believe it or not, than South Koreans or Thais; Nigerians were better off than Indonesians. Today the total wealth of Africa, with twice the population of the United States, is little more than that of Belgium. Disappointment crowds into the continent: unfilled bellies, untreated and untreatable disease, unschooled children and unfinished wars. Can Africa reverse this dismal trend?

The question matters not only because such a yawning gap in global riches nags at the rich world's conscience. Africans are reproducing faster than the rest of the world's poor; in 30 years their numbers will double. Without better prospects at home, many hundreds of thousands more will be knocking at the rich world's door, while the rich world, dogged by troubles of its own, may tire of pumping in aid without visible results.

As recently as the mid-1980s, Africa's disastrous performance could be blamed chiefly on the folly of its leaders' economic policies. Most governments smothered their economies after independence with a nonsensical regulatory regime of permits and licences guaranteed only to throttle

farmers and entrepreneurs while lining the pockets of the bureaucrats who handed them out. Soaring commodity prices helped hide inefficiency in the 1970s. But when prices plunged, governments carried on spending and borrowing as if the good times had never ended. Their economies ground steadily to a halt.

In recent years, however, parts of Africa have been trying to introduce their most radical adjustments since independence. The Africa of wretched refugee camps and bloody ethnic wars still grinds on, in Angola, Sudan, Liberia, Somalia and Burundi. Yet over the past ten years another Africa, of plate-glass skyscrapers and new stockmarkets, of political opposition and outspoken newspapers, has emerged. Elections proliferate; this year democracy should come to South Africa, Malawi and Mozambique.

Some 30 African countries have abandoned their experiments with socialism—usually after a sharp arm-twist by foreign creditors—in favour of the free-market creed preached by the World Bank and the IMF.

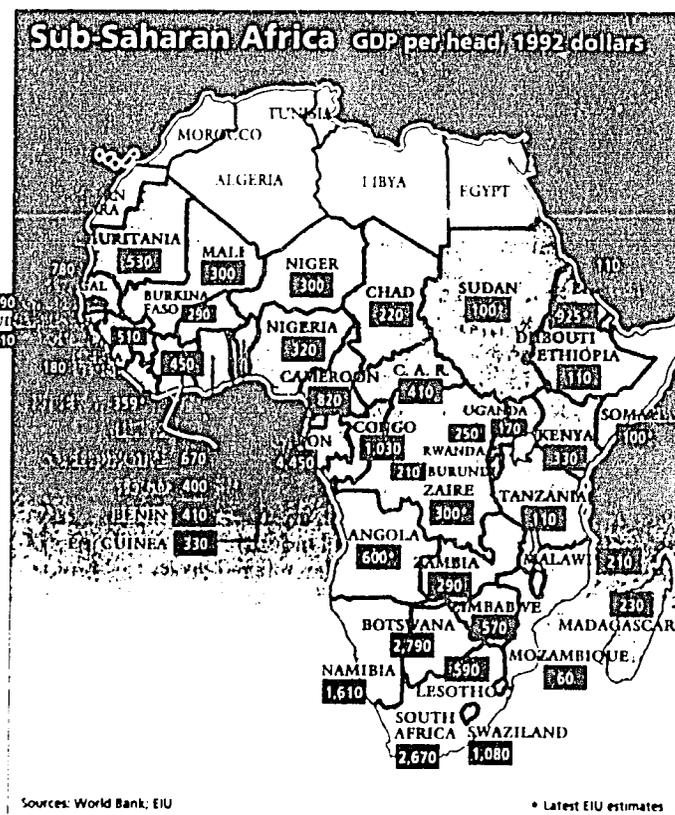
There is nothing remarkable in principle about the advice given in the ugly name of structural adjustment: that governments should spend within their means, keep their exchange rates competitive, free up prices, strip out subsidies, stop meddling in business and sell off state enterprises. But in practice, it has implied reforms for Africa every bit as wrenching as those under way in Eastern Europe. To the extent that it has been practised by Africa's governments, has any of it worked?

Back from the precipice

Listen to the hostile grumbling on the ground and the answer is a resounding No. Bitter Senegalese stormed through the streets of Dakar last month when the price of imported rice, sugar and cooking oil doubled following the devaluation of their currency, the CFA franc. Angry Zimbabweans rioted when their government ended bread subsidies. Ghana's reforming finance minister, Kwesi Botchwey, says he gets hounded out of conferences for suggesting that adjustment has bred any success. "Structural adjustment", comments Ishrat Husain, the World Bank's chief economist for Africa, "is the most emotionally charged subject I have ever come across."

Africans' hostility is almost matched by that of people working in the vast development industry—which, unlike academic dissenters, has to pick up the pieces scattered by reform. Britain's Oxfam, which has worked for decades in Africa, told the World Bank and IMF last September that adjustment "can only be judged a complete failure."

Since Zimbabwe's government introduced fees at health clinics, reports Oxfam, three times as many women at Harare central hospital have died in child-birth. Since Zambia dismantled its state marketing monopoly for maize, private barons have staked out informal monopolies in eastern Zambia and now pay farmers well under half the old state minimum. Stripped of import protection, Zambia's textile in-



AFRICA

dustrial sector has collapsed.

But making a more comprehensive assessment is fiendishly difficult. National statistics on Africa are usually wrong, out of date or both. A World Bank econometrician published a study in 1992 called: "Why Structural Adjustment has not Succeeded in sub-Saharan Africa". The Bank retrieved it from the printers, re-issued it with a less controversial title and pointed out that the analysis was anyway flawed: it failed to distinguish countries that merely signed up to a reform programme from those that carried such a programme out.

The World Bank is due to publish shortly its biggest study yet of adjustment in 29 sub-Saharan countries. It asks two chief questions. How much of what these countries promised did they actually do? And was the result a better economic performance in 1987-91 compared with 1981-86?

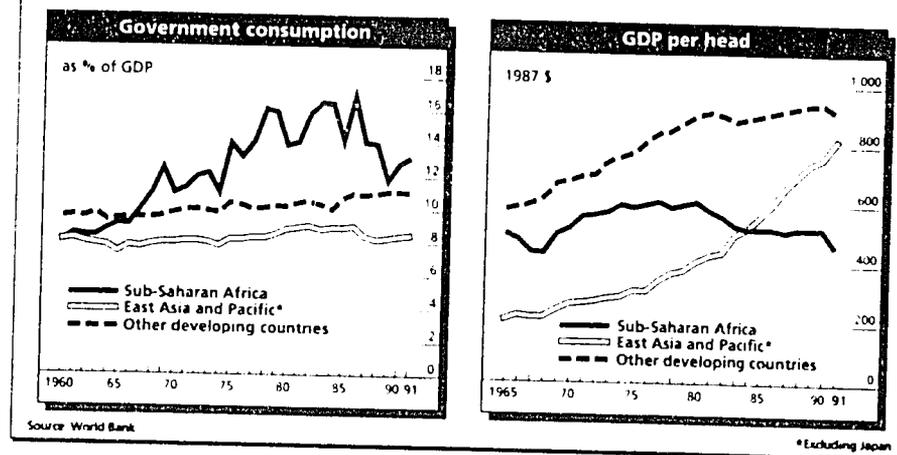
The news is not all bad. The Bank judges that six countries got the macroeconomic fundamentals right: Ghana, Tanzania, Gambia, Burkina Faso, Nigeria and Zimbabwe. On average, all six improved their industrial output, exports, savings and income per person. Farmers in Ghana started planting more cocoa again. Tanzania and Nigeria now grow more food than they import. As farmers came to be taxed less heavily, they produced more for export. Uganda struck 20,000 phantom names off its civil-service payroll, Ghana 11,000.

All of which is quite some achievement. But the fairly up-beat tone of the report is belied by its more gloomy analysis. In no single country did reform work unambiguously in the right way. Worse, the six star pupils had deteriorating rates of investment. Worth \$1.6 billion in 1993, foreign direct investment is so negligible in Africa (it gets a paltry 3% of global flows) that the study does not even measure it, let alone assess its rates of return. Only 13 of the countries studied even kept any data on private investment.

Ghana is the nearest the Bank can find to a model reformer. Its economy grew by an impressive 4% annually in 1988-92. But to achieve this, Ghana has been drip-fed by a Fund and Bank, determined to nurture a success in Africa. Little private foreign investment has followed, and it has gone into gold, not into manufacturing. Ghanaians are still among Africa's poorest people: GDP per person is \$450. Ghana's national savings rate averaged 7.5% of GDP over 1987-91, compared with 33% for the fast-growing East Asian "tiger" economies; its gross domestic investment rate is only 16% of GDP. Were the Bank to pull out tomorrow, Ghana's economy might well deteriorate again.

About the best that can be said of Africa's star performers is that things are no longer getting worse. They have heaved themselves back from the precipice to roughly where Indonesia, Malaysia and Thailand stood in 1965. Be patient, urges the Bank, and invest-

Less is more



ment will come. For the rest, the Bank's report amounts to an admission that countries have not done what they promised.

Cameroon and Tanzania, for example, still subject "at least 100" items to import quotas. Eighteen countries still fix the price they pay to farmers for their chief export crop. Malawi still forbids smallholders to grow sugar, tea or burley tobacco. Striking Nigerians have twice forced their government to maintain the costly state subsidy on fuel sold at the pump. Less than a fifth of Africa's state firms have been sold off, and virtually none of the important ones like airlines, mining, telecommunications and electricity. Ghana is selling part of its stake in Ashanti Goldfields Corporation, its top export-earner, this month; and Zambia its copper mines. But Nigeria has privatised less than 5% of its total portfolio. In ten years, Kenya sold almost nothing at all.

Worse still, Nigeria's latest military ruler, General Sani Abacha, threw out the country's entire reform programme in January. He fixed an official exchange rate at twice the free-market rate, and ordered interest rates down to negative real levels. Nigeria was one of the Bank's six star pupils.

Reform better, not less

Those who disagree with the World Bank orthodoxy worry that Africa's economies are too fragile to withstand such demanding reforms. Kevin Watkins, chief economist at Oxfam and a critic of adjustment, argues that the high real interest rates required to meet short-term IMF monetary targets, coupled with the removal of import protection, throttle exactly the small industries that Africa needs to nurture. Untempered deregulation can undermine livelihoods of the poor, he argues, as it has for the farmers that Oxfam works with in eastern Zambia.

This criticism is fair, as far as it goes. The Bank does tend to assume that smallholder farmers—the voiceless majority—automatically benefit from market reform because they are no longer forced to sell at low official prices; exporters, because devaluation

makes their exports newly competitive; food croppers, because their produce is no longer undermined by artificially cheap imports. Freeing up official food prices does not always hurt the rural poor, adds the Bank, since the chief beneficiaries of subsidised food were almost all city dwellers. Zambian farmers may fall prey to monopolistic private middlemen in the short term, it argues; but competition will soon draw others in and push producer prices up.

The Bank's confidence veers towards complacency. The best its own report can say is that: "The majority of the poor are probably better off and almost certainly no worse off." Yet even the best-argued criticisms of the Bank amount less to a case against reform and more to one for doing it differently. Land reform in Ethiopia, for example, is returning vast inefficient state-held farms to peasant farmers. But 80% of Ethiopians, says their government, live at least half a day's walk from the nearest road. Better crop prices scarcely touch these people. Even if they do, men, who tend to be cash-croppers, cannot always be relied on to share their extra earnings with the women-folk, who often farm for their family's needs.

Entrepreneurs across the continent disprove the insulting proposition that Africans do not respond to the profit motive in the same way as anybody else. Sit for more than a minute—as you are guaranteed to do—in a Lagos "go-slow" traffic jam, and Nigerian hawkers peddling yellow plastic brushes and live chickens will be at your car window. Or browse through the border markets in Benin, Niger and Chad, where piles of African-print wraps and finely embroidered cotton *botobous* woven by Nigerian textile workers have been smuggled in.

Doing reform better means investing in the decent roads, village grain-stores or credit facilities that will enable smallholders and entrepreneurs to reap its rewards. The nagging by Oxfam and its friends has not been lost on the Bank. It now lends more for health and schooling. But since it does not lend sums of less than \$100,000, it

is ill-placed to meet small-scale rural needs. Aid agencies fill some of the gap. In the end African governments must do a better job of this sort of thing themselves.

Yet African governments still skew social budgets towards prestigious teaching hospitals and universities, or six-lane highways to the international airport, according to David Sahn and René Bernier of Cornell University. Kenya, for example, spent three-quarters of its investment budget for education on higher education in 1990 but none on primary schools. The Central African Republic spent virtually its entire health budget (97%) on hospital-based, curative medicine. True, poor countries cannot afford to lose all their skilled consultants or professors. But even reforming governments find subsidised middle-class bureaucrats or soldiers to be ferocious defenders of their jobs, privileges and perks. Re-orienting social spending towards the rural poor, say Bank officials, meets fiercer resistance than almost any other reform.

Making honesty pay

Ultimately, it is political as much as economic failings which have handicapped Africa's efforts to reform. Governments fear the protests which reform tends to provoke; and the paraphernalia of state control—rationing goods, issuing licences, staffing state enterprises—tends to suit governments that want friends and fellow tribesmen in the right places. Why, asks one businessman, has Kenya been so reluctant to privatise anything? Why was France, which has business interests across francophone Africa and whose political parties receive handsome donations from African friends, so reluctant to allow a devaluation of the CFA franc that would anger African leaders?

Foreign investors who might otherwise be attracted by Africa's cheap labour are deterred by the hassle of dealing in countries where the rule of law is so weak that even simple contracts can be difficult to enforce, and where financial systems are crude and poorly regulated. Across much of West Africa, private land ownership is not recognised outside the capital. Farmland can be acquired only by lease, and lessees are then beholden to the whims of local chiefs.

Businesses that do persevere—many of them Lebanese—have to bribe the umpteen badly-paid functionaries who can otherwise make business impossible. This "informal welfare system" breeds obstructive bureaucracy, and forces companies to pay heavily for the mobile telecommunications, private security and courier services that thrive on the state's incompetence. In Nigeria, where about \$3 billion, or 10% of GDP, disappeared out of the public accounts in 1992, and half that amount leaked out in the first half of last year, the cost of top-level crookery to the economy is high indeed.

Privately, the Bank is deeply gloomy

about Africa's lack of political interest in reform. But its determination to see success tempers its instinct to disapprove. The almost cheery tone of the forthcoming report, says one insider, was deliberate gloss. Africa-bashing, argue Bank officials, makes for frosty meetings with African leaders, less co-operation, and an ever-deteriorating foreign image. "Investment won't come to Africa if it looks like a loser," says Edward Jaycox, head of the Bank's African affairs. The Bank desperately needs to see success just as aid agencies tend to see failure. Its growth forecasts for Africa invariably prove optimistic. "Knowing what the truth is," one Bank official is said to have remarked, "self-deception has become a way of life."

So, in public, the Bank tip-toes delicately around state crookery, scarcely mentioning the word "corruption", and never in the same breath as an individual country. The closest it has come recently to successfully punishing an African laggard was with Kenya. It suspended aid for nearly two years after President Daniel arap Moi abandoned reform in 1991. President Moi gave in; the Bank turned the drip back on. Last month Kenya lifted virtually all foreign-exchange controls. Will it convince investors? Not if they believe, as many do, that President Moi is behaving nicely only to fend off his creditors, and could well change his mind again.

Bossing or bullying governments that are already prickly about having their sovereignty trampled on is unlikely to deliver decent results in the long run, however. Perhaps the Bank should choose more carefully the governments it backs, then back them properly: so far, it has despaired of only a very few extreme cases, such as Zaire, where it shut its office this year.

Under a more selective regime, the Bank would have to back wholeheartedly those it believed in. That might mean pushing for far-reaching debt relief: Uganda, for example, a genuine reformer, is cruelly handicapped by the obligation to apply more than half its export earnings to servicing its foreign debt. About half of all external debt owed by Africa is to rich-country governments, which—unlike the Bank—can choose to write it off. The sight of a reforming economy rewarded by alleviation of its foreign debt might even encourage envious neighbours to follow.

Hope from the south

In Uganda, Ghana, Namibia, even in Ethiopia and Eritrea, Africa has begun to welcome a new breed of leader, reluctant to blame the rich world for failure and readier to accept responsibility for Africa's future. Since Uganda's president, Yoweri Museveni, started work on a home-grown reform plan, Ugandans—many of them Asians kicked out by Idi Amin—are even beginning to bring their families and money back. The Madhavani family, for example, has re-

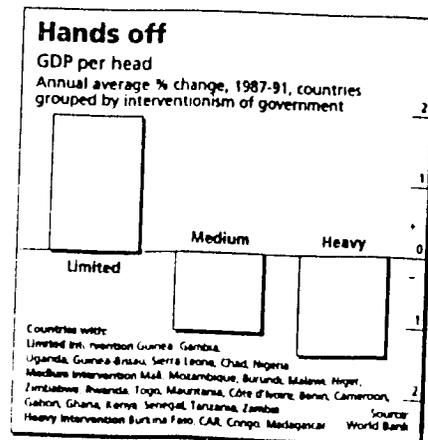
turned to run its 22,000-acre sugar estate in Jinja. Asian entrepreneurs in East Africa could even inch into the role played by the overseas Chinese in South-East Asia.

Yet Uganda and Ghana are still tiny, agricultural economies, surrounded by regions of civil strife. When the South-East Asian "tigers" broke through from poverty to relative wealth, they were helped by the proximity of Japan. Black Africa, a continent of paupers, has not had a comparable regional leader—until now.

The opening up of post-sanctions South Africa—its first all-race election is in April—could help the rest of Africa make a fresh start. South African trade delegations have been shuttling off to Namibia and Ghana, Tanzania and Zimbabwe, chasing orders to supply orange juice and peanut butter, contracts to mine gold and gemstones. De Beers is looking for diamonds in Ghana, in a joint venture with the Ghanaian government. Eskom, South Africa's electricity company, is planning a southern Africa electricity grid. A South African firm has just bought half the state-owned Tanzanian Breweries.

A tiny 5% of Africa's trade is currently with other African partners, while most goes along the old colonial trade routes to Europe. Yet South African exports to Zambia have more than doubled in value since 1992; to Zimbabwe they have jumped 50%. Botswana, neighbouring South Africa, has Africa's fastest-growing economy. The ten members of the Southern African Development Community are trying to turn themselves into a regional trading area which South Africa may soon join.

If nothing else, the past decade has taught that results take time, and that disappointment with reform has a lot to do with inflated expectations. The African National Congress, which will dominate South Africa's first democratic government, will be under popular pressure to repeat the rest of Africa's mistakes by buying good times now at a high economic price for the future. If it can resist, and can curb the political violence, the 1990s could bring the first bright prospects Africa has had for years.



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75 cents beyond the greater New

STATE DEPT. FINDS WIDESPREAD ABUSE OF WORLD'S WOMEN

STARK PICTURE IS PAINTED

Data on 193 Countries Show Day-to-Day Discrimination Is a Fact of Existence

By STEVEN GREENHOUSE

Special to The New York Times

WASHINGTON, Feb. 2 — For the first time, the State Department has focused on the treatment of women in its annual human rights report, and its findings are grim: forced sterilizations and abortions in China; Burmese and Thai girls coerced into prostitution; maids beaten in Saudi Arabia, and girls ritually mutilated in the Sudan and Somalia.

In painstaking detail, the report on 193 countries issued this week paints a dreary picture of day-to-day discrimination and abuse. In Zaire, girls spend one-third as much time in school as boys and do most of the heavy farm work. In the Republic of the Congo, adultery is illegal for women, but not for men. Indonesian women are loath to go out alone at night because they are widely seen as fair game for sexual attack.

"We wanted to highlight the situation that many women face around the world," said Timothy E. Wirth, the State Department's counselor who oversees human rights policy. "There is a problem of rampant discrimination against women, and physical abuse is just the most obvious example."

Women's Groups' Suggestions

State Department officials said they greatly expanded the report's examination of the women's situation around the world partly in response to suggestions from women's groups, and partly to step up the heat on many countries to improve the way women are treated.

Although Hillary Rodham Clinton and other influential figures in the White House have made concern for women's issues a hallmark of this Administration, and although Mr. Wirth, a former senator from Colorado, is a close political ally of the Clintons, the State Department officials denied that the White House played any role in the new emphasis in the rights report.

"This Administration has been committed on women's issues from day one, focusing on family leave, children, and health care," Mr. Wirth said. "This

is what this election was largely about."

"Half the world are women, and until you improve their situation, you're not going to improve human rights around the world," said Nancy Ely-Raphel, the State Department's deputy assistant secretary for human rights. "We felt not enough attention was being paid to the women's situation in many countries. You only have to look at our country. We're slowly moving ahead on these issues, and we want to push that around the world."

This year's human rights report took a broad view of women and human rights, looking not just at abuses by governments, but at the indignities and discrimination that governments often have little to do with.

But the State Department's human rights team reported progress in a handful of countries. In Turkey, the Government has opened shelters for battered women, and Turkish women are working in increasing numbers in the professions, business and government, including the courts. In Mexico, women now hold some senior positions in the Congress, and the Government is sponsoring widespread education programs on women's rights.

Important Breakthrough

"It's an important breakthrough for the Administration to tell governments around the world that this is something we are at least starting to give lip service to and hopefully will take more seriously in the years to come," Patricia Ireland, president of the National Organization for Women, said in an interview. "But we shouldn't exempt ourselves from criticism."

In the United States, the situation for women could stand a lot of improving, many feminists say. Women earn 70 percent of what men do on average, and Government estimates show that there were more than one million attacks on women by their husbands or companions last year.

Of all the countries examined, the State Department focused most closely on Thailand and the situation of its women, especially on the 200,000 to 500,000 prostitutes that human rights groups estimate are in that country. The report notes how procurers often give the parents of young women an advance against their future earnings, money that is frequently used to build a new house. The report said the procurers prefer trafficking in women from hill tribes and neighboring countries because they are cheaper to buy and their inability to speak Thai makes them easier to control.

"Despite occasional high profile raids on brothels, laws against prostitution have not been effectively enforced," the report said. "In many cases, brothels pay off local government representatives and police." The report said that one human rights group noted many instances in which the Thai police drove Burmese women into Thailand and delivered them to brothels.

An underlying theme of the report's discussion on women's rights is how governments often turn a blind eye to the abuse of women — and how in many countries the law itself discriminates. In Morocco, for example, the law excuses killing one's wife if she is caught in the act of adultery, but a woman would not be excused for killing her husband in the same circumstances. In Bolivia, women's groups report that the police are unsympathetic to battered women, and in Cameroon, wife beating is not grounds for divorce.

Dowry Disappointments

In India, dowry deaths are "a particularly serious problem," the report said, describing a phenomenon in which a groom or his family kills his wife out of anger that her dowry is insufficient. Government figures show there were 4,785 dowry deaths in 1992.

Female genital mutilation remains common in the Sudan and Somalia, the report said, citing an independent expert who estimates that 98 percent of Somali women have undergone such procedures. This mutilation often results in severe urinary problems, infections and even death.

Women were hit especially hard in the Somali civil war, the report added, noting that some clans have engaged in "systematic rape and abduction of young women to serve as sexual slaves to roving gangs." It described an incident in which marauding members of one clan raped dozens of women inside a mosque where they had sought refuge. Rape was also used as a weapon in the war in Bosnia, the report said, pointing to a strategy by Bosnian Serbs to rape Muslim women as a means of driving people to flee their towns.

DBA SHOPTALK

Are data audits really necessary to ensure data accuracy? You bet they are

BY ASAD M. YASIN

Data Conversion and Audits

underlying data certainly become the DBA's responsibility, just as the external auditor bears the responsibility of mistakes in a company's accounting records. However, mistakes in databases are much harder to detect. Bad data is a time bomb lurking inside the system—a fatal flaw that can paralyze enterprise decision making and cause untold chaos in the flow of accurate information within an enterprise. An enterprise deserves and relies upon accurate information. And it's the DBA's responsibility to provide it.

The audit process doesn't imply that data is inconsistent, incorrect, or unusable. On the contrary, it helps identify probable errors or shortfalls, thus making an organization's data more accurate. An audit costs significant dollars, time, and resources. And why should DBAs police the data collection and generation processes? DBAs need not and should not act as policemen. Rather, they should act as data custodians—just as accountants are custodians of accounting data. If an enterprise's accounting department requires the verification of an expense report, are they policing the data and the data acquisition process? No; it's simply within the realm of their responsibility to detect and correct probable errors and omissions. This detection and correction process ultimately results in process improvement and profitability.

Similarly, the enterprise is responsible for establishing the necessity of an audit. The audit process provides the foundation for data accuracy and is directly responsible for data validation and correction. It also assists in identifying system bottlenecks. Therefore, an audit's result is an orderly data conversion and dollar savings. In effect, the enterprise gets a pre-

DATA AUDITS ARE valuable because they can provide a multi-fold return on investment. SQL-based relational systems are moving rapidly toward achieving and maintaining data integrity, which simply means accurate, solid, trustworthy, and usable data. Data audits are useful prior to loading data into a database. Frequently, when a new application nears completion or a development team brings it online, the only thing surpassing the joy and glory of project completion is the confusion and uncertainty engulfing the project. Therefore, attention focuses on data conversion. Although it's necessary from the onset, concentrating on data problems usually occurs late in the process. And late attention to data issues deprives the enterprise and database of the opportunity to provide valid data.

A data audit is a systematic process of identifying and validating both usable and nonusable data and their components. The audit process provides an opportunity to examine data. Although the accounting discipline successfully employs the audit process, its application to databases is a relatively new concept. Unfortunately, unfamiliarity breeds fear. New concepts and procedures, especially if they're not time tested, appear superficially difficult and monumental at first glance and their benefits are rarely envisioned. Furthermore, it becomes difficult to change the organizational data that has served the enterprise so well over the years. Change provides opportunities as well as competitive edge; continuous change provides continuous process improvement. Therefore, an audit results in a robust and a trusted system.

Data generators are data

owners. An auditor simply validates the data on behalf of the processes or personnel generating it. A data audit process is similar to an accounting audit process in which an external auditor validates a company's accounting records. Therefore, the DBA is the "external auditor." In other words, the DBA's role oscillates between custodian and auditor. Of course, the accounting audit process is an established, understood, and widely practiced procedure that has been applied for centuries. Data audit, on the other hand, is neither established, understood, nor widely practiced. The accounting department of a well-established company clearly understands the validity of an external audit as well as data ownership concepts. Accounting departments always retain the ownership of their records. Likewise, the database and application users must understand the importance of the data audit and ownership concepts. The user has and always will retain data ownership.

An external auditor of accounting records is responsible and liable to the Security and Exchange Commission in addition to the investors, customers, and other consumers of the accounting information. DBAs are just as responsible and liable to the enterprise, users, and consumers of electronic information. Mistakes in the

If data is unaudited, how can it be trusted?

ferred, trustworthy, and robust system. On the other hand, the costs of not performing an audit are dollar and schedule overruns as well as poorly performing systems with little or no data intelligence. The data becomes text, and the database system becomes a text-processing system.

The enterprise, DBAs, Natural Working Groups (NWGs), users, and developers must have accurate, solid, and usable data. They are responsible for providing this data in an orderly and timely fashion. An NWG is a collection of personnel from all disciplines that have a vested interest in a given application. The NWG, users, and applications-development team provide the candidate data for inclusion in the database. This data can arrive from many sources, including papers, electronic files, and other databases.

The DBAs and applications-development team provide data movement information as it relates to the database, including updates, insertions, extractions, and pool time, which is the amount of time that data stays in the database waiting to be fetched. The movement information may include archiving and normal movement within the database as well as any performance-related roll-ups. The applications-development team develops front-end applications, while DBAs are generally responsible for the back end. Therefore, the DBAs may or may not be a part of the front-end screen- and reports-development process. They do, however, provide the databases, optimum access paths, and expertise necessary for an application to maintain and extract data. This DBA and applications-development setup generally depends on an individual organization's structure. In one organization, the DBA and applications developer may be the same, but, in another organization, they may belong to a completely different group. However, they should all work toward a common goal.

It's inconceivable that data can be moved into a database without an audit. If data is unaudited, how can it be trusted? During the audit, however, the DBA is responsible to rise above the database and

application to address the data and nothing but the data. DBAs have a vested interest in the databases, and therefore themselves—just as applications developers have a vested interest in the application. The audit group should be composed of users, developers, and DBAs. Who shall lead the audit? Let the organization be the guide.

To achieve an orderly data transfer, the data conversion and audit should be completed prior to the development of user screens and reports. Audits need not continue past the conversion stage. The data integrity constraints, triggers, and educational processes are generally sufficient for data maintenance. These processes, at the very least, serve as early warning systems since they provide the opportunity for early error detection and correction. In spite of these mechanisms, however, the need for an ongoing audit might still exist. This need must be ascertained at the site or enterprise level.

Data is almost always converted in two steps: one for historical data, and one for live data. An objective evaluation reveals that most data can be converted in advance, including all existing data at the time of bulk conversion. Any new records can be converted later. Once a large volume of historical data has been converted, only a small fraction of live data remains. For instance, assume that the data conversion will transform a total of 10,000 records. Although this amount constitutes a small number of records, it could still be subdivided and processed as batches of 1,000 records. After the first 9,000 records are converted, a smaller amount remains for final conversion.

If an entire data set conversion is attempted close to application startup, the result will be chaos. Alternatively, the audit process and initial conversion yields sufficient in-depth knowledge of the

processes, data set, error locations, and exception conditions. Therefore, when the last data set is to be converted, the process is known and users have been alerted to correct ongoing data transactions and be prepared for the final conversion. The remaining amount is readily convertible prior to the "operational readiness date." The new databases are switched on with little or no disruption.

The audit process identifies all data pitfalls, which include integrity and domain violations and missing, misspelled, and nonconformant data. The audit begins at the start of the conversion process and continues until the data conversion is completed. The audits take place at regularly scheduled intervals, and the volume and correction requirements drive their frequency. Any anomalies in the process or data are detected and corrected at an early stage. Just like an external auditor, the data auditor may declare that the data is less than optimal and schedule corrections prior to accepting data for database load. The result is timely, accurate data. The audit and conversion process's goal is to provide zero defects. This result is the mark of quality.

Records should be identified and tagged for audit. In a new system, the entire data set becomes an audit candidate. Distinctions must be made between relevant and irrelevant records and fields. A relevant record is any record that can find its way into any kind of processing in the database, including basic search and retrieval operations. A record that will be included in a basic select is not a candidate. However, never assume that a user will issue a select or join against several thousand or several million records without qualification. Therefore, a record or subunit becomes relevant if the user issues a search based on that field. Furthermore, if a part of the record is a description field used to impart knowledge about a product, process, or concept, it acquires the status of a relevant field. Therefore, it enters the category of an auditable record.

Consider this example: Assume that a database system consists of only two relations. The

Once the database is trusted, it will be used

first is known as Launch Progress, which contains a record pertaining to each launch. This record is continually updated as the launch progresses. Additionally, assume that Launch Progress has 100 attributes. However, one of its attributes can only acquire one of the status values contained in another relation, Status Code. Therefore, Launch Progress's attribute status holds current status. The launch will occur only after the status contained in the Launch Progress's launch record has turned to a "Y."

The Status Code relation contains all validation codes that will be used by other table(s) in the database. Therefore, it validates the status conditions for a shuttle or rocket launch (which is critical for a Space Center enterprise).

The Status Code relation in Figure 1 has two attributes: status and description. Since status is a critical field, it should be audited. The description field, on the other hand, is just a description. So some may ask, "Why should it be audited?" Well, assume that the data in the description field for the two "Hold" records (B and H) wasn't audited. The description fields may simply state "Hold" in both records instead of the definitions provided previously. If an operator applies a precise hold code, whether it be a "B" or "H," more information is necessary. Both hold conditions can occur for different reasons. Although both hold types may apply holds, the B hold is a built-in hold, such as the nine- or 10-minute period prior to a shuttle or a rocket launch for the determination of launch criteria, whereas the H hold is a required hold due to an unforeseen condition, including unfavorable weather or a malfunctioning guidance control unit.

Description records of the Status Code relation containing

Status	Description
B	Built-In Hold
H	Unscheduled Hold
I	In Progress
L	Launched
N	Launch Denied
Y	Ready to Launch

FIGURE 1. Status—Code relation.

the word "Hold" as a description are insufficient to assist the operator. This inferior description does not help the operator make correct decisions or apply proper holds prior to launch. An audit on the description field will identify this deficiency and provide correction. Furthermore, the business rules state that Launch Progress's status field can't be populated incorrectly, empty, or as NULL. Therefore, the Status Code relation must also be fully populated. This process can be readily extended to identify any relevant fields in the database.

All relevant data must be audited. The key is to establish usability. Will the record or subunit be processed or kept locked away in an electronic filing cabinet? How much should be audited? The answers depend on the data's nature and usage. Depending upon usage, it may be sufficient to audit a few records at a time, or the entire data set. If a million records exist and the components of these records can be used in data processing or qualified queries, then the entire record set is relevant. The set-up phase requires that the entire data set be available. If a million records in a data set must be reviewed, then the entire record set should be available prior to the audit.

The audit process continues relation by relation, element by element, and record by record until every piece of data has been verified to be accurate, solid, and usable. Actually, the data audit extends a bit beyond the data—it includes the knowledge of data usage and database structure. This knowledge becomes essential in determining audit criteria as well as the production system performance envelope, which directly affects the end user and enterprise.

The relevant knowledge required to implement a database-related application successfully is generally distributed over various groups in an organization. These

groups contribute to the necessary knowledge for a successful audit of the database system. The DBAs and applications-development team provide all code, validation relation data, and relation definition requirements. The NWG and users provide all search and retrieval, insertion path, and performance requirements. This information assists in the validation of predetermined access paths. Though undesirable, it may also provide any cut-off dates to grandfather data. (Grandfathering data means accepting historical data as is, because it may be cost prohibitive to correct and validate old records.) It's beneficial to validate and correct most, if not all, of the grandfathered data since personnel may have changed or the data was considered irrelevant at the recording instance. This case often occurs in organizations that switch over to relational systems.

However, grandfathered data isn't without its attendant difficulties since data behaves according to the rules of fluid dynamics. If an opening exists, data will flow toward it, which may be in the form of reports or other relations in the database. Similarly, the grandfathered data eventually finds its way into processing.

Data audits are an integral part of the data conversion and load process. The audit has no surrogates and should be performed prior to data conversion or loading. The audit will save time, effort, and dollars, and will help alleviate unfounded fears, improve accuracy, make the conversion process more palatable, and prove that data conversion isn't fatal. Although the database and application may guard itself against data corruption, continuing audits may also provide additional security. The audits will provide an enterprise with accurate, solid, trustworthy, and usable data. Once the database is trusted, it will be used. And once it's used, it will provide an organization's intended return on investment. ■■■

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Development, Democracy, and the Village Telephone

by Sam Pitroda



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Modern telecommunications makes as big a difference to the Third-World poor as literacy or high-yield agriculture.

Development, Democracy, and the Village Telephone

by Sam Pitroda

I was born in 1942 and raised in a poor village in one of the poorest areas of rural India, a place with kerosene lamps and no running water. In 1980, at 38, I was a U.S. citizen and a self-made telecommunications millionaire. By 1990, I was 47 years old and nearing the end of nearly a decade back in India as leader of a controversial but largely successful effort to build an Indian information industry and begin the immense task of extending digital telecommunications to every corner of my native country, even to villages like the one where I was born.

That effort persists today at an increased pace, but it remains controversial. Some of the controversy has centered on me and my methods. Most of it focuses on the efficacy and logic of bringing information technology to people who are in global terms the poorest of the poor.

Common sense and accepted thinking about economic development have long held it ridiculous to supply Third-World villages with state-of-the-art technology. What subsistence farmers need is not

high-tech science and complex systems, the argument goes, but immunizations, basic literacy, disease- and drought-resistant cereals and oilseeds, simple pumps, deep-drop toilets, two-phase electrification—all the “appropriate” technologies that the unsophisticated rural poor can use and understand.

I agree with this argument as far as it goes. Third-World farming villages need water, hygiene, health, and power, and the need is usually great. But the argument falls short in its definition of “appropriate.” It ignores technology’s profound social implications. And it comes dangerously close to consigning the Third-World poor to a life of third-rate capacities and opportunity. The policies of development agencies like the World Bank too often limit “appropriate technology” to the two-dimensional, twopenny solutions that bring the poor to the doorway of the modern world but not actually across the threshold.

For me, three facts about Third-World development stand out with great force. First, high technology is

already an essential element in effective water sourcing, sanitation, construction, agriculture, and other development activities. Geohydrologic surveys are carried out from satellites. Bioengineering has revolutionized crop production. Appropriate technology has moved well beyond the water screw and the inclined plane.

Second, modern telecommunications and electronic information systems are thoroughly appropriate technologies even in those regions of the world that still lack adequate water, food, and power. The reason is simply that modern telecommunications is an indispensable aid in meeting basic needs. If a U.S. community needed, say, widespread immunizations or replacement of a power grid, would the telephone seem a vital or an irrelevant tool in getting the job done? Would the telephone seem more or less critical if the job were tied to a natural calamity such as flood or drought and required the mobilization of diverse resources over a broad area?

Third, as a great social leveler, information technology ranks second only to death. It can raze cultural barriers, overwhelm economic inequalities, even compensate for intellectual disparities. In short, high technology can put unequal human beings on an equal footing, and that makes it the most potent democratizing tool ever devised.

In 1942, the village of Titilagarh in the Indian state of Orissa, southwest of Calcutta, had a population of 6,000 or 7,000 and no electricity or

Sam (Satvan) Pitroda was born and educated in India and had a successful career in digital switching technology in the United States (where he holds more than 50 patents) before returning to India to become an adviser to the prime minister of India on National Technology Missions and eventually chairman of the Indian Telecom Commission. He is an original member of the World Telecommunication Advisory Council of the International Telecommunication Union in Geneva.

telephones. My early education took place in one-room schools, and most of my classmates had no shoes or books. My family was of the *untouchable* caste—lowly carpenters—yet my father was an ambitious man. He never learned English until I brought him to the United States to enjoy his retirement, but he did business with the English and used what opportunities he had to build a prosperous trade in lumber and hardware and to send most of his eight sons and daughters to high school and on to university. For 12 years, I lived with one or more of my brothers and sisters in towns and cities far from home and studied hard to get the kind of grades that would outweigh my origins. In 1964, I succeeded. I was only 21 years old, and I had never used a telephone. But my master's degree in physics, specializing in electronics, from Maharaja Savajirao University in the city of Baroda in Gujarat state, gave me membership in a new technological caste that superseded the one I was born to.

My older brother and I decided that I should apply to a university in the United States to do postgraduate work, and my father readily agreed to give me \$400 toward this education, expecting me in return to bring my brothers and sisters to the United States one by one as I made my way in the world. I applied to the University of Oregon and the Illinois Institute of Technology but did not apply for scholarships, on the theory that an expression of need might reduce my chances of getting in. I was accepted at both schools and chose Illinois. The state of Orissa gave me a travel grant of \$600, just enough for a taste of every form of transport: a boat to Genoa, a train to London, an airplane to New York, and a Greyhound bus to Chicago.

I arrived in December, 1964, with my father's \$400 in my pocket. Tuition for the first semester was \$700. I paid half on account, found a cheap apartment to share with another Indian, and landed a job in a physical chemistry lab to earn my keep and the rest of my tuition. A year later, I earned a master's degree in electrical engineering. I had not only learned to use a telephone, I had, in essence,

learned to make one. More important still, I had learned enough to design an electronic telephone switch.

Telephone switching is what operators used to do by hand in the early days of the century. Using a board with cords and plugs, the operator created a manual connection between the telephone in the caller's hand and the phone being called across town. Voice transmission then took place by means of analog electrical signals derived from a vibrating diaphragm in one handset and translated back into sound waves in the other. The system was marvelously simple, but, by technological standards, dreadfully labor intensive. In all the calls in the United States were handled that way today, every U.S. citizen would have to be a telephone operator.

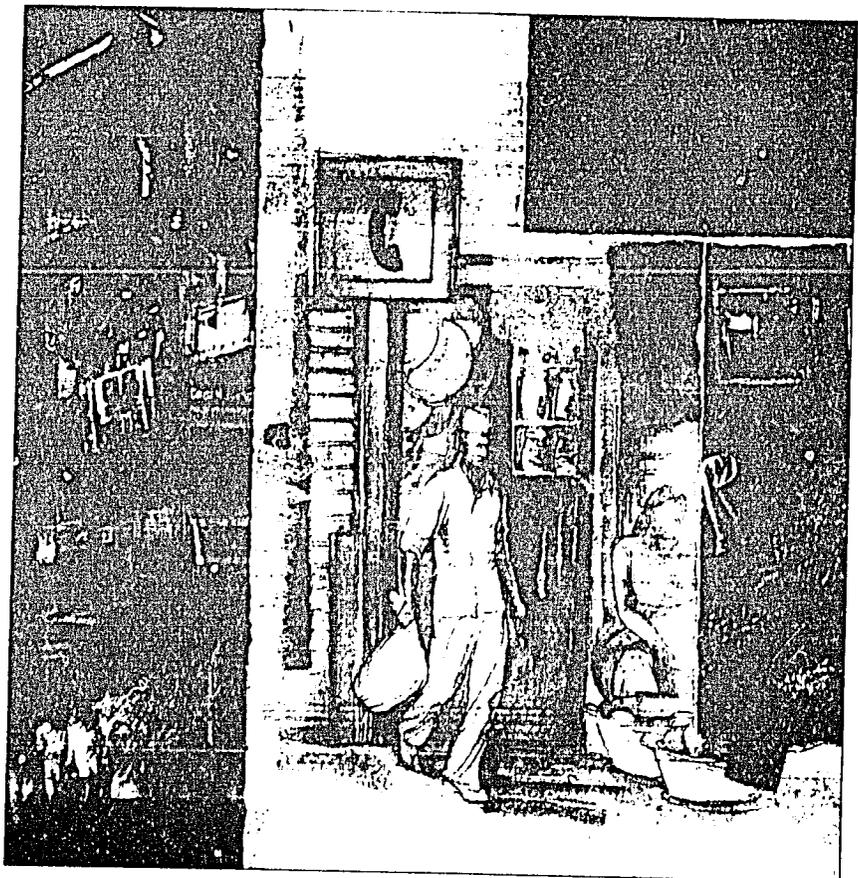
Fortunately, electromechanical switching appeared in the 1920s, al-

lowing the system to locate and connect two phones entirely by means of electrical signals opening and closing metallic contacts. These switches were automatic, but they had moving parts, and any device that moves wears out. So, while they required no operators, they did need people to carry out routine maintenance and regular replacement.

Finally, in the 1960s, I myself was involved in the invention and evolution of digital electronic switching equipment, which has two huge advantages over its analog predecessor. First, without moving parts and able to perform its own automatic main-

Telecommunications was not closing but widening the gap between the First World and the Third.

tenance, it never wears out. Second, it uses microchips as its basic building blocks and therefore takes up very little space. A large metropoli-



tan switching station for 50,000 phones once occupied a six-to-ten-floor building and needed hundreds of people to keep it operational. The same capacity can now be housed in one-tenth of the space and requires a staff of perhaps ten people to operate its computer and software controls. Indeed, the only serious remaining drawback is that digital switches still produce heat and must be air-conditioned to prevent overheating.

Over the next few years, I worked for GTE in Chicago, designing and refining digital switching equipment and analog-to-digital conversion technology. I was responsible for nearly 30 patents and enjoyed a prominent position at GTE's annual patents banquet in the late 1960s and early 1970s. I married an Indian girl I had met at the university in Baroda, started a family, brought my parents and most of my brothers and sisters to the States, and began to become a middle-class American.

But my father kept telling me I was too young to get into the habit of working for other people, and I was beginning to tire of pats on the back for the parents I'd won, so I quit. In 1974, with two local telecom entrepreneurs, I founded Wescom Switching Inc. — their money, my technical expertise — and we began manufacturing digital switching equipment that I designed. In 1980 — six years and more than a dozen patents later — we sold out to Rockwell International. As part of the deal, I agreed to work for Rockwell

in the United States; now in 1980, I was a millionaire, and to my own surprise I felt nearly as much guilt as satisfaction. All my life, I had dreamed of wealth and success, but now I suddenly confronted the fact that I had walked out on India. The sheer immensity of India's problems, the huge gap between my luxurious U.S. suburb and the struggling poverty of villages like the one where I was raised, the selfishness of my own success so far, all of it weighed on my mind and set me off in pursuit of another American dream: the exploration of a new frontier and challenge. In my case, that challenge was to use telecommunications as an agent of change — a bridge between the First World and the Third.

As I began my new job as vice president at Rockwell, I began observing telecommunications at work in underdeveloped countries. What I saw disturbed me. On the whole, telecommunications was not so much closing as *widening* the gap between the rich countries of the north and the poor countries of the south. The First World, inventing and deploying new technology as if it were fast food, seemed headed in the direction of unlimited and universal information access. Even in the Second World, information technology had penetrated far enough to destroy the information monopoly that supported totalitarianism and to launch Eastern Europe toward the West. However, in

the Third World, telecommunications and information technology remained an urban luxury, and an unreliable one at that. India had fewer than 2,500,000 telephones in 1980,

almost all of them in a handful of urban centers. In fact, 7% of the country's urban population had 55% of the nation's telephones. The country had only 12,000 public telephones for 700,000,000 people, and 97% of India's 600,000 villages had no telephones at all.

What was worse, India, like most of the Third World, was using its priceless foreign exchange to buy the West's abandoned technology and install obsolete equipment that doomed the poor to move like telecom snails where Europeans, Americans, and Japanese were beginning to move like information greyhounds. The technological disparity was getting bigger not smaller. India and countries like her were falling farther and farther behind not just in the ability to chat with relatives or call the doctor but, much more critically, in the capacity to coordinate development activities, pursue scientific study, conduct business, operate markets, and participate more fully in the international community.

Worse still, I was perfectly certain that no large country entirely lacking an indigenous electronics industry could hope to compete economically in the coming century. To survive, India had to bring telecommunications to its towns and villages; to thrive, it had to do it with Indian talent and Indian technology. In other words, there were two goals to work toward: telecommunications and other information technologies could not only help Indians create wealth in every walk of life, a telecom and information industry could also create wealth of its own. Unless we had both, we had no future as a nation.

Worst of all, I began to see that information technology played an indispensable role in promoting openness, accessibility, accountability, connectivity, democracy, decentralization — all the "soft" qualities so essential to effective social, economic, and political development. India needed the capacity to network people, ideas, and initiatives. Telecommunications was as critical and fundamental to nation building as water, agriculture, health, and housing, and without it, India's democracy could founder.

I began looking for an entry into Indian telecommunications, a rigid bureaucracy with about a quarter of a million employees: one for every ten telephones.

To survive, India had to bring telecommunications to its villages. To thrive, it had to do so with Indian talent and technology.

for three years and undertook not to compete in telecommunications for five years. My 10% of the company came to roughly \$3.5 million in cash.

I left Titilagarh in 1951 to go to boarding school in Gujarat; I left India in 1964 to go to graduate school

In 1981, a friend in Bombay sent me a newspaper clipping reporting that Prime Minister Indira Gandhi had set up a high-level committee to review telecom development. I wrote to its chairman and asked for an interview. From my name and location, he concluded that I was an Italian-American with telecom products to peddle. I wrote back at greater length to say I had nothing at all to sell except the conviction that India possessed all the talent necessary to pursue telecommunications modernization on her own. He invited me to India. He could not absolutely promise me an appointment - and I would have to pay my own way - but he did ask me to come. Ultimately, I spent two hours with the entire high-level committee.

My message was that India should abandon electromechanical switching and move immediately toward digital systems for switching and transmission. My reasoning was twofold. First, electromechanical switching was ill-suited to the Indian climate and to Indian conditions. With few available telephones, most lines were intensively used, and electromechanical equipment was much more likely than digital to malfunction from overuse. (We later discovered that some public phones in India generate as many as 36 calls per hour at peak volume, compared with maybe 10 to 12 in the United States.) Electromechanical switches are also more vulnerable to dust and moisture. Analog transmission, finally, suffers over distance, while digital transmission is what gives those astonishingly intimate connections halfway around the world. In a country with low telephone density like India, distance - and therefore static - were nearly unavoidable.

Second, the development of digital technology would help build native industries in electronics, software, and related fields. Moreover, India needed one piece of digital equipment that no other country manufactured but that many developing nations could use: a small rural exchange. In the United States and Europe, the smallest exchanges built will accommodate 4,000 to 10,000

lines, and, in small towns and rural areas, these exchanges are installed and then deliberately underutilized. This kind of waste may be tolerable in a country where the number of small exchanges is tiny. In India, exchanges with a vast overcapacity would have to be installed in hundreds of thousands of villages, and waste on such a scale was unthinkable. Development of an efficient exchange for 100 to 200 telephones would not only solve India's problem, it would give the country a valuable high-tech export.

The committee was impressed - by my enthusiasm if nothing else - and suggested I meet the prime minister.

Two weeks later, Mrs. Gandhi's office agreed to give me ten minutes of her time. Because I needed at least an hour to get my message across, however, I turned the offer down. New Delhi was full of people who had been waiting *years* to get ten minutes with the prime minister, but I really did need an hour. By pushing what few connections I could muster, I eventually got my background papers into the hands of two advisers to Mrs. Gandhi's son Rajiv. One of them spent several hours studying the file, and in November, after five months of trying, I got an hour with Mrs. Gandhi, her senior cabinet colleagues, the chief ministers of several Indian states, and Rajiv, whom I met for the first time that day but who was already an advocate for my point of view.

I began my slide presentation almost as soon as Mrs. Gandhi walked into the room. There was a lot of ground to cover, and I covered it as swiftly as I could. I summarized world telecom statistics and correlated telephone density to productivity, efficiency, prosperity, and gross national product in about 50 countries. I pointed out that only a handful of countries had achieved universal service and raised the possibility that it was not so much wealth that created telephone densi-

ty as telephone density that created wealth. I reminded them that Indian telecom was characterized by high unsatisfied demand, low accessibility as well as density, poor connectivity, lack of dependability, substandard maintenance, superannuated technology, overcentralization, bureaucracy, bad management, and limited capital. I underlined India's reliance on imported equipment of traditional, not to say obsolete, design, and tied that equipment to poor service and system inflexibility. I

I wanted to set India on the path to universal telephone accessibility by the turn of the century.

laid out a program that emphasized rural accessibility, customer service, digital switching, and large-scale technological innovation and integration, all of it accompanied by privatization, deregulation, and organizational restructuring. I outlined plans for design, production, installation, networks, tax, E-mail, telex, and more. At the end, I spoke of resources and management and then offered three alternatives.

The first alternative - obviously unacceptable - was to do nothing at all and let the system limp along until it failed completely. The second was to pursue the present development plan, using imported technology to address some problems and ignore others. But the present policies meant that India would fall steadily farther and farther behind the developed world, with dire consequences for India's economy, government, and people.

My third alternative was to adopt radical new technologies, products, and programs, hire new people - in particular, a core group of young research-and-development engineers to develop new hardware and software - and set India on the path to universal telecommunications accessibility by the turn of the century. I suggested the creation of new organizations with the power to issue bonds and sell stock to raise

massive sums of capital. I talked about large-scale manufacturing plants to meet domestic and export demand. I proposed a telecom commission to oversee regulatory requirements. I spoke of the need for a generational change in telecommunications thinking.

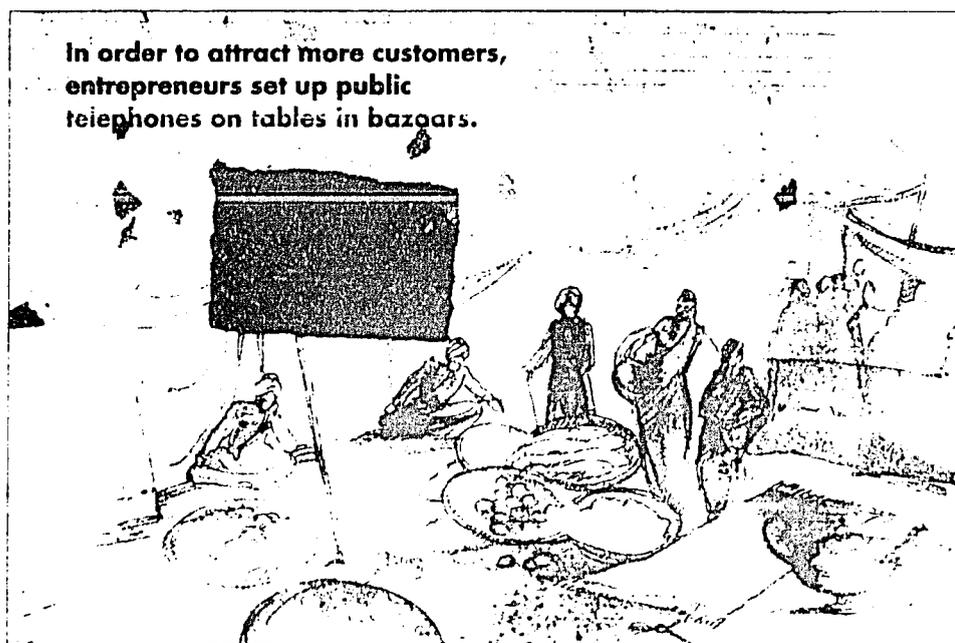
Prime Minister Gandhi listened attentively to the entire presentation, and when it was over, I answered a number of questions. In the days that followed, the word went out that the prime minister was interested in a plan to modernize Indian telecom, and I began three years of commuting between Chicago and New Delhi to put together a strategic framework, plan the program, give shape to an R&D entity for developing human resources and new technology, and lobby it all through India's parliament and intricate governmental bureaucracies.

Living in the United States for the most productive years of my life had altered my values and perceptions beyond recognition. My approach to business, and for that matter to life, had become performance oriented. But every few weeks I left Chicago for New Delhi and a set of standards and values that were feudal, hierarchical, and complex beyond belief. From my now thoroughly American point of view, India was in desperate need of modernization. And my frustrating efforts to install some of the modernizing mechanisms only underscored how badly the country

Every few weeks, I flew to a culture that was feudal and complex beyond belief.

needed technology to organize, simplify, economize, and create the infrastructure to meet basic human needs. I saw so much potential for technology's problem-solving capacity that even as I struggled through quagmires of social and political confusion, I was near to drowning in ideas and excitement.

Through all of it, Rajiv Gandhi was my ally. I saw in him a young,



energetic, modern man, direct and honest, eager to explore telecom's role in Indian development. He and I had clicked at our first meeting and quickly became friends. Over the next few years, we fought together for dozens of administrative experiments and reforms using information technology—computerization of railways, for example, and of land records, which was vital to the progress of land reform. At the moment, however, we worked together for the creation of the Centre for Development of Telematics, C-DOT as it came to be known.

The battle was uphill. Every important decision had a political as well as an economic impact.

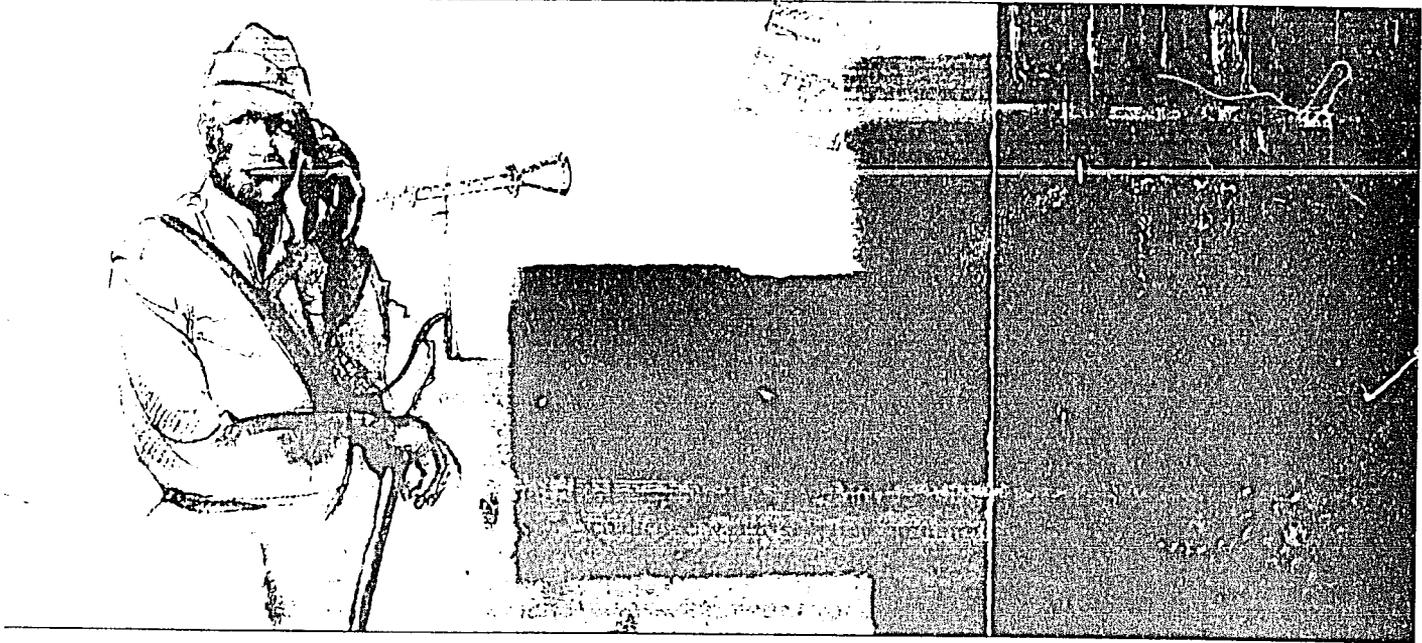
For example, a few months after my meeting with Mrs. Gandhi, India signed a deal with a French multinational to manufacture a digital switching system, so those who stood to profit from this arrangement opposed our concept of an indigenous digital industry and labeled it redundant. One European CEO wrote a strongly worded letter to Mrs. Gandhi pointing out that his company had already spent \$1 billion developing digital technology and questioning the wisdom of so massive an investment by the Indian

government. Given India's limited resources and the vast needs of its people, that argument had wide political support.

In 1984, the breakup of the U.S. Bell System set in motion a process of deregulation and privatization around the world and gave our proposals the extra boost they needed. In August, C-DOT was registered as a nonprofit society funded by the government but enjoying complete autonomy. Parliament agreed to give us \$36 million over 36 months to develop a digital switching system suited to the Indian network. An executive director was appointed, we found five rooms in a rundown government hotel, and we went to work using beds as desks.

A few months later, in October, 1984, Indira Gandhi was assassinated, and her son Rajiv became prime minister. He and I decided that I should press the initiative for all it was worth. Since I could not simply pull up stakes and move to Delhi—back in Chicago, my father was dying of cancer—I began spending about half my time in each city. I did not finally move to India with my wife and children until August, 1986, after my father's death. In the meantime, I continued to commute, now more often than ever.

From 1984 on, I was a principal adviser to C-DOT with a salary of one rupee per year, an arrangement I



modeled on Roosevelt's dollar-a-year men during the New Deal. I wanted the chance to work for a cause, an Indian cause in particular, and I knew that in order to succeed, I had to place myself above the suspicion of

threw themselves into India's future and worked with an energy that the underdeveloped world is not commonly supposed to generate.

From the outset, C-DOT was much more than an engineering project. It did of course test the technical ability of our young engineers to design a whole family of digital switching systems and associated software suited to India's peculiar conditions. But it was also an exercise in national self-assurance. Years earlier, India's space and nuclear programs had given the country pride in its scientific capability. Now C-DOT had the chance to resurrect that pride.

From the outset, consequently, I was interested in process as well as product. Technology may be complex, but human motivations and interactions are even more so. I knew India had great young engineers, and I believed there was nothing they couldn't accomplish if we challenged them and gave them a proper environment to work in. Part of our mission was to inspire a whole generation of young talent and thumb our noses at the nay-sayers, the political reactionaries, and the vested interests whose prosperity rested entirely on imports. I set impossible

targets. I cheered people on. Knowing as I did that young Indians did well in the United States, I tried to create an American work environment. I set about instilling a bias toward action, teamwork, risk, flexibility, simplicity, and openness. I was almost brutal in my determination to root out hierarchy and bureaucracy: I once shouted and made a thoroughly mortifying scene in order to get typists to stop leaping to their feet every time a manager entered their work space to use one of the two telephones we started out with. I did my best to shield our young engineers from bureaucrats, politicians, and business interests. At the same time, I opened our doors to the media, which responded with excitement, optimism, and the kind of hero worship that we hoped would attract more young people to technology careers.

By 1986, C-DOT had sprawling, chaotic offices, 425 employees (average age 25), and the drive, activity, and optimism of a U.S. presidential campaign. My methods had been highly unconventional for India and highly unpopular with a lot of the old guard, but within C-DOT we had accomplished wonders.

By 1987, within our three-year limit, we had delivered a 128-line rural exchange, a 120-line private automatic branch exchange for businesses, a small central exchange

Activity was bliss. Our engineers were very young and never seemed to rest.

greed or self-interest. In any case, what could I have earned? The top government salary at that time was 5,000 rupees per month—then about \$400—and I was spending more than ten times that amount of my own money just on plane fare and hotels. In any case, it was an arrangement that no one in New Delhi understood. One day the deputy minister for electronics took me aside and said, "Mr. Pitroda, what is it you really want out of this?" My answer, "Nothing," puzzled him. Whether or not he believed me, my motives remained a subject of discussion in New Delhi for the next six years, with eventual dire results for me.

For the moment, however, activity was bliss. Our engineers were conspicuously young, and they never seemed to sleep or rest. Most had been ready to leave India when this opportunity came along. Now they

with a capacity of 512 lines, and we were ready with field trials of a 10,000-line exchange. Better yet, the components for all these exchanges were interchangeable for maximum flexibility in design, installation, and repairs, and all of it was being manufactured in India to the international standard: a guaranteed maximum of one hour's downtime in 20 years of service. We had fallen short on one goal—our large urban exchange was well behind schedule—but, overall, C-DOT had proved itself a colossal, resounding success. In addition to the four exchanges, we had licensed some 40 public and private companies to manufacture and market C-DOT products, and more than 100 businesses had sprung up to manufacture ancillary parts and components.

Moreover, these rural exchanges were small masterpieces of "appropriate" design.

As I mentioned earlier, even digital switching produces heat, so switching equipment has to be air-conditioned in order to function dependably. But in the countryside, the Indian electrical grid is notoriously undependable, and we couldn't give villages exchanges that were certain to overheat the first time the electrical system went down. The solution

Swept up in the romance of making a difference, I was working and traveling nearly around the clock.

was simple but ingenious. First, to produce less heat, we used low-power microprocessors and other devices that made the exchanges work just slightly slower. Second, we spread out the circuitry to give it a little more opportunity to "breathe." The cabinet had to be sealed against dust, of course, but by making the whole assembly a little larger than neces-

sary, we created an opportunity for heat to rise internally to the cabinet cover and dissipate. The final product was a metal container about three feet by two feet by three feet, costing about \$8,000, that required no air-conditioning and could be installed in a protected space somewhere in the village and switch phone calls more or less indefinitely in the heat and dust of an Indian summer as well as through the torrential Indian monsoon.

Our 512-line exchange was designed for the somewhat larger market town nearby, where it could handle intervillage and long-distance calls for a dozen villages or more. What now remained was to disseminate this new technology through the Indian telecommunications system and actually reach out to the towns and villages that needed it.

In 1987, I chaired a national conference that proposed the establishment of a new, streamlined, semi-autonomous Telecom Commission to replace the old, heavily bureaucratic Department of Telecommunications. Before the government could act on that proposal, however, Rajiv Gandhi appointed me adviser to the prime minister on National Technology Missions, with the rank of minister of state. I had to give up my U.S. passport to take the job, but I couldn't turn down such a marvelous opportunity. The Tech-

nology Missions existed to marshal, motivate, and manage the efforts of more than ten-million people and lots of technology involved in meeting six basic human needs: drinking water, immunization, literacy, oilseeds, dairy production, and telecommunications.

Our specific goals were straightforward. Make clean, potable water

available to about 100,000 problem villages in the amount of 40 liters a day per person and 30 liters a day per head of livestock. Immunize 20-million pregnant women and 20-million children every year. Teach 80-million people in the 15 to 35 age group—about 75% of adult illiterates—to read and write at a rate of 10 million each year. Increase oilseed production by as much as 18-million tons and reduce, eliminate, or reverse India's annual 10-billion-rupee import bill for edible oils. Increase dairy production from 44- to 61-million metric tons per year over eight years, raise dairy employment and incomes, and expand the number of dairy cooperatives by 42%. Last but hardly least, improve service, dependability, and accessibility of telecommunications all across the country, including rural areas.

The six mission directors worked for different ministries, so my job was to cheerlead, set agendas, and integrate the activities of ministries, state governments, national laboratories, and voluntary agencies. For two years, I traveled the country visiting tribal areas, villages, towns, cities, and state capitals. Every day I made two or three speeches, took part in half a dozen meetings, talked to scores of people, made dozens of phone calls (if a telephone could be found). I was doing my best to generate ideas, communicate goals and enthusiasm, fight red tape, clear obstacles, tie up loose ends, assess progress, mend bureaucratic fences, and bridge bureaucratic ravines. It became by far the most hectic period of my life, but I got swept up in the romance of making a difference and began working and traveling nearly around the clock. I saw enormous commitment from tens of thousands of people and solid resistance to change from entrenched interests. I began to sense an unholy alliance among many politicians, bureaucrats, and businessmen to stop people from taking power into their own

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hands through literacy and community-based programs—and through communication.

I was learning the ropes of development in action, and everything I saw strengthened my conviction that telecommunications lies at the very heart of progress. This is true in the political and social sense—people must be able to reach out to government, media, institutions, and allies if they're to make their voices heard—and it is true in the more practical sense that development de-

Politically, economically, socially, and logistically, telecommunications lies at the very heart of progress.

pends on communication for logistical efficiency. Let me give two examples of what I mean.

One of our greatest assets in the oilseed and dairy missions was Dr. Verghese Kurien, chairman of the National Dairy Development Board and winner of the World Food Prize in 1989. In the 1950s, Dr. Kurien started the farm cooperative movement in India and in 30 years built it into a multimillion-dollar enterprise with a membership of one-million farmers in 50,000 villages. Forgetting for the moment the added years and extra toil it took to build such an organization by word of mouth and personal recruitment, aided only by a postal system famous for incompetence, just imagine the task of galvanizing this organization into concerted action without the ability to computerize membership roles or to contact members by phone or telegraph. In spite of that limitation, Dr. Kurien has succeeded in stabilizing oilseed prices by buffer-stocking large quantities of oil and in building a cooperative milk-distribution system that reaches 170-million people. Telecommunications makes the efforts of men and women like Dr. Kurien incalculably less onerous and more effective, which is one of the reasons a dozen agribusiness lobbies in New Delhi oppose the spread of rural telephones.

Another example comes from the drinking-water mission. One group in the Rural Development Ministry was pushing for the purchase of 40 imported drilling rigs at a cost of several million dollars. Unfortunately, there were two vital pieces of information that no one seemed to possess: first, the number of drilling rigs already in the country, and second, the length of time it took to drill a well and how long it took to move a drill from one village to another.

We found a UNICEF official who was able to tell us that India already owned 1,200 drilling rigs, and several weeks of research revealed that, on average, it took about ten hours to drill a well and roughly ten days to move a rig. These were not ten days of travel time but ten days of bureaucratic wrangling and communication disarray in picking a site, negotiating political priorities, and getting the equipment on the road for a trip of a day or two. If a proper telecommunications network allowed the ministry to improve its planning and coordination even enough to cut that time to five days, India would gain the equivalent of 1,200 new water-drilling rigs without importing a single one.

Yet many of those who asked such questions and argued in favor of such solutions were accused of promoting technology *at the expense* of development and, to add insult to injury, of not understanding the plight of the drought-affected poor.

The fact was that no one in India had previously investigated and articulated the role that information systems play in development. Once we started, the practice and the insight grew and grew. After two years at the Technology Missions, I was given a chance to shape that practice even more directly.

In 1989, after two years of debate and study, the government decided to reorganize Indian telecommunications and create the Telecom Commission recommended in our

1987 report. Rajiv Gandhi appointed me the commission's chairman.

I met for three days with the heads of all telecom companies in the country: service providers, manufacturers, laboratories, C-DOT, and others. Then I met with the leaders of 37 telecom unions and the telephone white-collar bureaucracy. At the moment I took over, Telecom had 500,000 employees managing five-million lines, and it took me nine months to get their leaders to buy into my plan to quadruple the lines by the year 2000 without adding to the work force.

Once the unions were on board, we faced three fundamental challenges: connectivity, accessibility, and rural expansion.

First, we replaced all our existing electromechanical long-distance exchanges with digital equipment manufactured in India on license from a French company. We set up two factories to manufacture fiber optics and built high-speed fiber-optic highways to connect the four largest metropolitan areas: Bombay, Delhi, Calcutta, and Madras. We connected 400 district headquarters to automatic dialing, increased our population of digital switching exchanges by 50%, expanded the capacity of switching-system manufacturers, and increased automation at the operator level. We launched a multimillion-dollar program to computerize telecommunications operations nationwide. We introduced international direct dialing to more than 120 countries.

In a country the size of India with only five-million phones, it is difficult to have a significant impact on telephone *density*. Quadrupling the number of lines still means only one telephone for every 50 people, compared with more than one phone for every two people in the United States. *Accessibility* is another matter. By providing more phones in public places, we could put millions of people within reach of telecommunications.

In most areas, coin-operated phones seemed a poor idea for any number of reasons, including the fact that they cost a great deal to manufacture. Instead, we equip ordi-

nary instruments with small meters, then put these phones into the hands of entrepreneurs who set them up on tables in bazaars, on street corners, or in cafes or shops whose owners feel they attract customers. These telephone "owners," frequently the handicapped, take in cash from their customers but are billed only six times a year, with 20% to 25% discounted as their commission. The phones are in such constant use that, in most cases, the revenue is enough to support a family. We launched a drive to install 200,000 such phones in public places nationwide, creating more than 100,000 jobs along the way. Today, the small yellow signs indicating a public telephone can be seen all across India.

The third piece of the program was rural communication, close to my heart because of my own background, and I now set in motion an ambitious program that envisioned nothing less than universal telecommunications accessibility by the year 2000. For us, accessibility was to mean that every Indian citizen should live within three or four kilometers of a dependable instrument, a goal that may strike Westerners as trivial, though I believe it will alter the face of India.

Several years earlier, C-DOT had run a test in Karnataka state with hugely encouraging results. In one town of 5,000 people with almost no previous telephone service, business activity rose many times following installation of an automatic digital exchange for 100 lines. Suddenly, it was possible for a truck owner to chase his drivers, line up goods and labor by telephone, and monitor the movement of his vehicles. Local farmers could call nearby cities and get real prices for their produce. Artisans could speak to customers, machine operators could arrange for service and repairs, shopkeepers could order goods—all by phone and in real time. In the six months after the introduction of service, total bank deposits in the town rose by an impressive 80%.

There were also social benefits. The townspeople could call doctors and ambulances, order pumps and

textbooks, call newspapers, speak to politicians, share experiences with colleagues, and organize community ceremonies and functions. One villager told me that when his father died seven years earlier, he'd had to send 20 messengers on trains and buses to inform relatives in nearby villages. More recently when his mother followed, the villager went to the local tea shop and phoned all 20 villages—instant, certain, and far less expensive.

One-hundred phones in a town of 5,000 is a laughable density to an American and a miracle by Indian standards. Among other surprises, we found considerable long-distance traffic not just to Delhi and Bombay but also to London and New York. The villagers, it seems, have relatives and friends in all four cities.

In 1989, we set a goal of installing one rural exchange a day. By 1993, Telecom was installing 25 rural exchanges every day, and the rate continues to accelerate. By 1995, 100,000 villages will have telephone service. By the turn of the century or very shortly after, almost all of India's 600,000 villages will be covered. Once in place, the village telephone becomes as critical as water, food, shelter, and health services. Once exposed, people in rural areas want a village telephone more than they want any other community service.

Of nearly equal importance for me, the community phone becomes an instrument of social change, fundamental to the process of democratization. With telecommunications networks now spreading across the Second and Third Worlds, I believe that no amount of effort can put information back in the hands of the few, to be isolated, concentrated, and controlled.

My own effectiveness with the Indian Telecom Commission ended in 1990. Rajiv Gandhi was defeated in parliamentary elections in Novem-

ber, 1989, and I came under political attack a short time later. Eventually I was accused of corruption. Businesses owned by my family in the United States were said to have profited by contracts I awarded while at C-DOT. A thorough investigation by the Comptroller and Auditor General of India turned up no evidence to support this allegation. Moreover, to my gratification, hundreds of scientists, colleagues, academics, and thousands of citizens came to my defense. But the strain was very great. My family moved back to the United States, and in October, 1990, I had a heart attack. A few months after quadruple bypass surgery in Delhi, I went back to work as chairman of the Telecom Commission, with high hopes that Rajiv Gandhi would be returned to office in the 1991 elections. When Rajiv was assassinated in May of 1991, I resigned from my job as chairman and rejoined my wife and children in Illinois. The only post I now held was adviser to the new prime minister on Technology Missions, the same position I had held under Rajiv Gandhi but resigned when he left office.

Though I don't think of my telecom work in India as finished, I have begun to alter my focus somewhat over the last two years. Specifically, I've been struck by the precondi-

Countless Indian towns can bear witness to telecom's dramatic effect on business, employment, and the overall standard of living.

tions that the First World has set for Third-World development. Europe and North America built their economies with the help of coercion, work-force exploitation, child labor, and environmental plunder, but the First World has announced to the Third that these and other violations of human and ecological rights are quite unacceptable.

The developed countries are forcing human rights and environmental sensitivity on the world's poor, set-

ting all kinds of new conditions and restrictions on economic growth. This is not fair, of course, but it is an excellent policy.

Still, the First World must understand that it is not likely to achieve this policy goal except with the help of telecommunications and other information technologies, for two simple reasons.

First, telecom makes abuses infinitely easier to monitor. It gives watchdog groups as well as the victims and witnesses of human and environmental outrage access to one another. Local stories become international news, and local events become global events. Just as information technologies helped make totalitarianism impossible in Eastern Europe, they can help destroy exploitation in the developing world.

Second, telecom helps to create wealth, and prosperity is everywhere a force for civilized behavior. Take child labor. It is poverty that puts children to work, and it is unskilled labor that children are able to perform. When telecommunications comes to the Third World, it

brings with it new economic activity, new higher-paying jobs for parents, and new technologies that reduce the utility of unskilled child labor. Countless towns and villages in India can bear witness to telecommunications' electrifying effect on entrepreneurialism, employment, and the overall standard of living. On top of all that, of course, information technologies create their own skilled jobs.

The dreadful human and physical conditions that the industrial revolution created in the West are now avoidable. But it is not some fundamental improvement in human nature that makes such progress possible. Growth without freedom and responsibility can still take place. It is technology, and information technology in particular, that makes humane development feasible.

The fact is, the telecom revolution has hardly begun. In addition to new products, systems, and integrated services, we will soon have new information-based relationships with our society and environment. But if sustainable progress of this kind is

not to be limited to the developed world, then there is one initial hurdle still to clear.

The Third World still lacks adequate investment in telecommunications. Telecom in the developing world needs about \$30 billion a year, of which only \$3 billion is presently available. The World Bank devotes only 2% of all its funding to telecommunications. Corporations are attracted by the prospect of immense long-term profit but frightened by political risk and the certainty of social and economic experimentation.

Along with a number of fellow telecom engineers and executives, I am now working to organize a special funding agency, similar to the World Bank, to support Third-World telecommunications. Without proper telecom institutions and infrastructure, sustainable development with freedom will be difficult to achieve. Without telecom development, we will never deliver 75% of the world's people to the civilization of the information age. 

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Information Processing

INFORMATION MANAGEMENT

THE GOLD MINE OF DATA IN CUSTOMER SERVICE

It's proving a boon to design and marketing

Last summer, a computer system at Whirlpool Corp. raised a warning flag: There was trouble brewing in a brand-new washing-machine model. It seemed that after just a few washloads, the machines were springing bad leaks. As soon as Whirlpool engineers determined the cause—a faulty hose clamp—manufacturing was immediately halted. More important, though, Whirlpool's computer helped identify each of the few hundred customers who had purchased the machines so that mechanics could be sent out to replace the offending part. "Imagine the property-damage liability if there had been a leak in a fifth-floor apartment," reflects Gary Lockwood, Whirlpool's director of consumer assistance.

Whirlpool wouldn't have been so lucky if it hadn't been so aggressive and imaginative in applying computers to its customer-service process. Like so many companies operating in highly competitive markets, Whirlpool has come to view customer service as vital to its success. For years, the appliance giant and many other companies have used computers to keep customers happy by giving the telephone representatives on

the past and turning it into a competitive advantage," says Sally Price, general manager of the nationwide customer-service center PepsiCo Inc. is setting up in Winston-Salem, N.C. "We want to identify problems and fix them after just 10 calls, not 10,000." Collected and sorted the right way, information gleaned from customer-service transactions can help every part of an enterprise. It can aid in holding down field-service costs, develop stronger relationships with customers, and, in many cases, actually help generate substantial new revenues.

That's why Corporate America will spend more than \$1 billion this year on computers and related technology for customer-service departments. In a recent survey by consultants Computer Sciences Corp., some 70% of 782 large U.S. and European companies said customer service is now the main focus of their investments in technology. Virtu-

better understand its customers' freight-shipping needs. And for just about any conceivable business, customer information can help identify prospects for follow-on sales efforts. That can mean a lot for the bottom line, says Mike Korchinsky, president of Axiom Management Consulting Inc. in San Francisco: It takes just 20% the cost of landing a new customer to sell to an existing one.

NO PROBLEM. Until recently, though, "know thy customer" was usually easier said than done. Computer technology just wasn't up to the job: The data existed but were too voluminous, too widely scattered throughout the organization, and recorded too inconsistently to make use of. But now, with high-powered worksta-

tions, extensive networks, specialized software packages, and extra-powerful data-base computers, technology is no longer a problem.

And with the new technology, applying computers to customer service is no longer just for giants: A \$145 million, PC-communications software company called Attachmate Corp. uses data collected

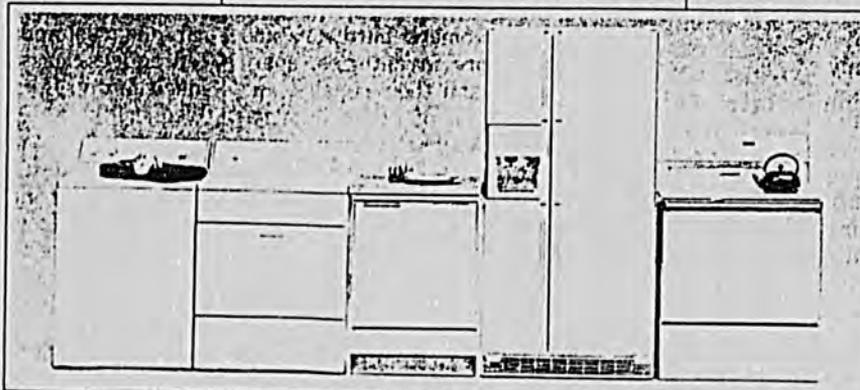


AT&T

At its Network Services unit, a computer tracks all service activities to make sure contractual obligations are met.

WHIRLPOOL

Searches customer-call data to identify faulty parts for replacement early in a model's life. Data also help sell new appliances and warranty services.



service lines the information they needed to solve problems quickly. Now, the most forward-thinking companies are pushing even further: They're focusing on the information systems in their customer-service operations as a key source of marketing, sales, and design data.

"We're taking customer service from the must-have necessary evil it was in

ally every one of the big management-consulting companies, along with hardware suppliers such as Sun Microsystems, Hewlett-Packard, and IBM and a host of specialist software companies, are in the game, too.

At Whirlpool, customer information not only helps pinpoint faulty washing machines, it helps the Benton Harbor

Information Processing

from the 165,000 support calls it receives each year to plan enhancements for its established products and give shape to entirely new ones. The data, managed with software from Vantive Corp., "give us a very clear idea of what's going on in the marketplace," says Mary Harwood, vice-president in charge of customer support.

In most cases, competitive pressure forces companies to probe the gold mine of customer-service data that they've been gathering for so long. At Otis Elevator Co., 360 U.S. field offices once had a local answering service take their customers' calls for repairs. But as independent service companies arose and Japanese-made elevators challenged Otis' reliability record, management decided to centralize and reengineer its customer service.

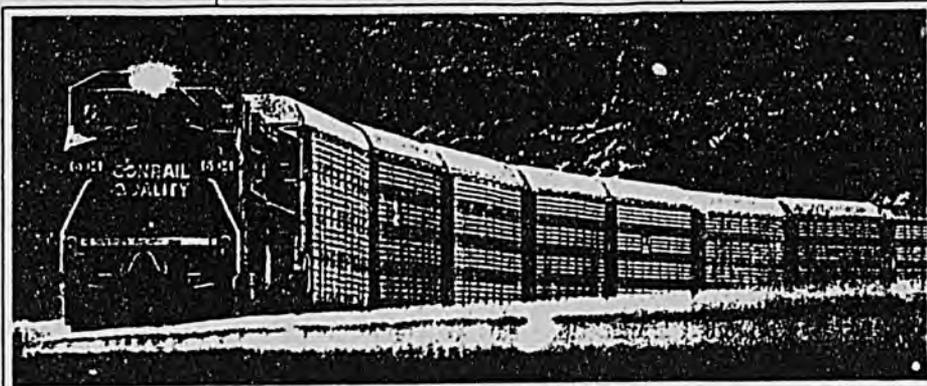
Today, the company's OtisLine center handles 1.2 million calls a year, 600,000 of which are requests for unscheduled repairs—a broken escalator, perhaps, or, worst case, people trapped in an elevator. When answering such a call, an Otis service rep starts by punching in the code that identifies the customer's building. Immediately, a record of the equipment there and a history of previous repairs shows up on his or her screen. A series of canned questions helps solicit new information, and within minutes, a radio-dispatch message is beaming its way to the appropriate Otis repairman's wireless data terminal.

IN THE BANK. But that's only the beginning of the process. After the repairman fixes the problem, he reports back to headquarters a description of what he did. Then, a full-time, 20-member engineering team reviews that and any similar cases in the computer to see if there's a pattern to the failures. Such reviews may lead to a re-design of an elevator or perhaps a change in maintenance procedures. "We've seen dramatic reductions in callbacks and entrapments," says Maria Gallo, man-

ager of Otis' service-center operations. The same customer data also will be used in a coming initiative to plan the weekly maintenance rounds by Otis mechanics better—a process that's now done on paper. With today's office-building glut holding back new elevator installations, Otis makes most of its money from maintenance services, and every improvement in that department is money in the bank, says Gallo.

Not surprisingly, high-tech companies have been quick to reengineer customer service. AT&T Network Services' Co-

panies, the amount of data they're able to collect from and about their customers can be staggering—and difficult to make sense of. Whirlpool maintains records on close to 15 million customers and more than 20 million installed appliances, some of them dating back to the 1960s. To help plow through so much data, companies such as Whirlpool and Conrail have begun using specialized data-base computers that get masses of powerful microprocessors to scan volumes of records in parallel and seek out faint but significant patterns. Whirlpool



CONRAIL

Uses parallel-processing computer to better understand customers' shipping needs and manage daily operations. Now tracks 100,000 railcars individually.

lumbia (Md.) facility manages the installation and repair of complex computer networks at customer sites from Maine to Virginia. But competition in that business is fierce, attracting numerous computer companies and independent contractors. So, after analyzing many of its business practices as part of a corporate drive to improve quality, the AT&T unit has built a customer-service data base using a package from Aurum Software Inc.

ATTACHMATE

Tracks 165,000 customer calls a year to help craft new communications software. Artificial-intelligence programming helps solve customer problems.

The new system has given AT&T a badly needed extra advantage. It keeps track of customers' hardware and software inventories, spare parts and their repairs, and a wealth of other information. Michael Crabb, information systems manager, says the data help AT&T develop a series of measures that describe for internal managers and customers alike just how well the company is living up to its contracts. Choosing a packaged solution instead of writing its own software "has put [AT&T] six to nine months ahead of the competition," Crabb suggests.

For many com-

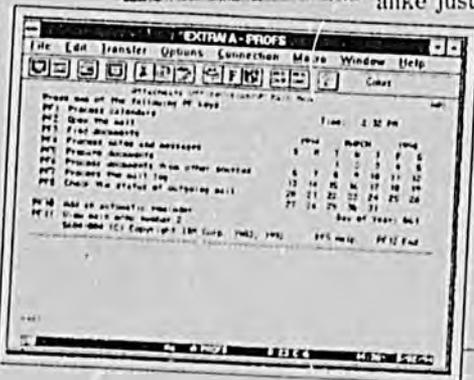
and Conrail each use parallel processors from AT&T's former Teradata Corp. unit. IBM is expected this spring to come out with a similar processor aimed at the same kind of applications.

At Conrail, as at other railroads, the challenge has been to win back shipping business that has gone to trucking companies. Many trucks now can be tracked by satellite; only lately have railroad companies begun using technology to keep constant tabs on their widely scattered railcars.

And now, with its AT&T computer to sift through a massive data base of railcar and customer information, Conrail can address customers' shipping needs much more effectively, says Robert O. Wagner, the railroad's vice-president for information systems. It can set up accurate long-distance train schedules that can even take into account handoffs of railcars to railroads other than Conrail. Then, if bad weather arises or there's an equipment failure, the AT&T machine can calculate the best alternate route. "We can continually optimize our schedules," Wagner says, "because we understand the customer's requirements on an end-to-end basis."

That's what all companies need to do—understand and manage customer relationships from the first sale onward. And with computers keeping track of things at every stage, the chances are better that the customer relationships will never end.

By John W. Verity in New York



THE POWER OF SOFTWARE

NEW APPROACHES ARE STARTING TO GET BIG RESULTS



In 1990, millions of office workers began playing a mind-numbing card game on their personal computers. Packaged with a hot-selling new version of Microsoft Corp.'s Windows program, Solitaire proved so distracting that Boeing Co. and other companies

removed it from all their PCs. "It sure blew peoples' productivity," admits Wes Cherry, the Microsoft programmer who developed it. But then a funny thing happened: When useful applications for Windows arrived, workers had already mastered clicking and dragging on-screen objects—skills honed with Solitaire. Recently, the game won an industry award for its "foresight" in getting people to use mouse pointing devices.

The Solitaire episode illustrates a lesson that Corporate America learned the hard way in the 1980s: No matter how powerful the computer or how far-reaching the information network, it means little if the average office worker can't use it. Improved software is key to making information technology accessible and businesses more productive. Compared with workers using ordinary software, those using a "graphical user interface" such as Windows or Apple Computer Inc.'s Macintosh can accomplish twice as much in a given time, according to the Center for Advanced Technologies, a Fairfax (Va.) research lab run by American Management Systems Inc., a computer-services company.

The graphical interface is just one example of software technology that can boost productivity. Equally dramatic results stem from networking programs, imaging technology, and relational data-base systems. And just on the horizon are potentially huge gains from innovations such as object-oriented programming, a method for creating intuitive software out of prefabricated "objects" that behave like objects in the real world.

up from 35% in 1990. Using the software correctly, workers on a network can do in a day what would otherwise take them five, says G. Michael Ashmore, a vice-president at CSC Index Inc., a Cambridge (Mass.) consulting firm.

Indeed, networking software can be instrumental in reengineering work processes by delivering information directly to the workers on the front lines. That helps break down the old corporate pyramids. "Networking fits the new management model," says Craig Burton, a former Novell Inc. executive who heads the Burton Group, a Salt Lake City research firm. He believes that groupware programs, such as Lotus Development Corp.'s Notes, will take the technology even further, allowing co-workers to pool information more intelligently.

SLICE AND DICE. Other productivity boosters include imaging and work-flow software. In essence, these technologies reduce paper to digitized images so documents zip through the organization instantly, rather than from in-basket to in-basket. That can increase productivity by 20% to 60% in a bank or other paper-intensive business, says Michael Howard, a consultant at Gartner Group Inc. in Stamford, Conn. And thanks to powerful new PCs, he says, the cost per worker for an imaging system has dropped from \$25,000 to \$10,000 since 1990.

New data-base programs also increase efficiency. Oracle Systems, Sybase, Informix, and others sell so-called relational data bases that put information in a format flexible enough for non-programmers to slice and dice. This has changed the face of retailing: A relational data base lets a chain know when to send more yellow sweaters to which stores—and when to shift to blue.

In the future, software will be even easier to create and use, thanks to object-oriented programming. At the Center for Advanced Technologies, individual programmers are achieving 100% leaps in productivity via such methods, says Jerrold M. Greshow, the lab's director. But the larger payoff, he says, will come when groups of 100 or more programmers learn to share objects: yet another technology that promises to help people collaborate better. Even for programmers, Solitaire won't suffice in the age of network computing.

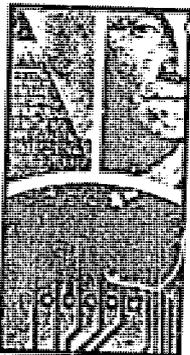
By Evan I. Schwartz in New York

HOW IT ALL COMES TOGETHER
Four key technologies drive productivity gains:

- GRAPHICAL USER INTERFACES**
These make computers intuitive, easy to use. A graphical object on the screen—a "file folder," for instance—has the attributes of the real thing.
- NETWORKING SOFTWARE**
Groupware allows far-flung groups of workers to collaborate on a network, sharing schedules, electronic mail, memos, and reports.
- FLEXIBLE DATA BASES**
Relational data bases bring together all the data in an organization in a form that can be shared by lots of workers. It also can instantly reflect changes each time, say, a sales clerk enters a transaction.
- IMAGING**
Imaging software converts paper to digitized pictures. An insurance claim form can be read simultaneously by the adjuster and by a supervisor. And images move throughout the organization at the speed of electrons—not at the pace of the mail trolley.

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In terms of increasing productivity, networking may be the most important shift. Some 60% of all business PCs in the U.S. are now able to trade files, documents, and electronic mail with others on a network,

up from 35% in 1990. Using the software correctly, workers on a network can do in a day what would otherwise take them five, says G. Michael Ashmore, a vice-president at CSC Index Inc., a Cambridge (Mass.) consulting firm.

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In the future, software will be even easier to create and use, thanks to object-oriented programming. At the Center for Advanced Technologies, individual programmers are achieving 100% leaps in productivity via such methods, says Jerrold M. Groshow, the lab's director. But the larger payoff, he says, will come when groups of 100 or more programmers learn to share objects: yet another technology that promises to help people collaborate better. Even for programmers, Solitaire won't suffice in the age of network computing.

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THE TECHNOLOGY PAYOFF

A SWEEPING REORGANIZATION OF WORK ITSELF IS BOOSTING PRODUCTIVITY

Behind its faux-Georgian facade, the Federal National Mortgage Assn. seemed the very essence of a modern, high-tech organization. The market prowess of Fannie Mae, the nation's largest buyer of home mortgages, was built on an imposing foundation: banks of mainframe computers. The blinking behemoths processed huge quantities of loan information and permitted the company to pool millions of mortgages into easily sold securities.

But by the early 1990s, those mainframes and a highly centralized management system had become barriers to Fannie Mae's further expansion. Despite their enormous power, the Washington-based company's computers simply couldn't keep up with the growing volume of work. So Fannie Mae began re-making itself, breaking down the old centralized departments that slowed things down and replacing them with work teams that linked financial, marketing, and computer experts at the start of each deal. Tying it all together is a network of more than 2,000 personal computers and new software that makes the machines accessible to workers with a minimum of training.

The \$10 million investment in the new

computers paid for itself in less than a year. When interest rates plunged in 1992, refinancings surged. Volume soared. But so did productivity: Even as Fannie Mae handled \$257 billion in new loans, nearly double its 1991 volume, it had to add only 100 more employees to a work force of nearly 3,000. "If we had not used this technology," says Vice-Chairman Franklin D. Raines, "our business would have collapsed." Instead, Fannie Mae's profits jumped 13%, to \$1.6 billion.

The Fannie Mae story is a small part of a revolution that is sweeping America's offices and factories. At last, after years of costly struggle, U.S. business is finally making the information revolution pay off. One reason: Historically, it has taken companies a generation or more to truly master major new waves of technology. For instance, U.S. manufacturers first used electric motors in the 1890s, but productivity didn't take off until the technology finally dominated factories—nearly 30 years later. Now, 40 years after IBM sold its first commercial mainframe, information technology has penetrated every corner of the U.S. economy. What's more, today's computers are cheap and, thanks to new software and networks, far more accessible and useful.

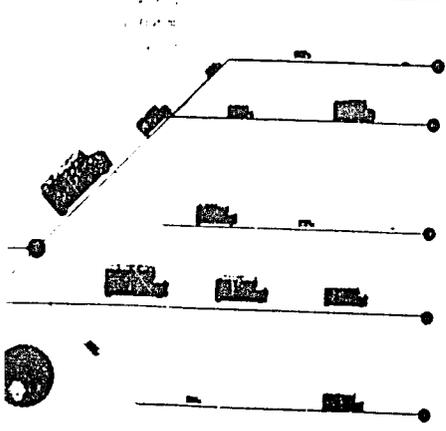
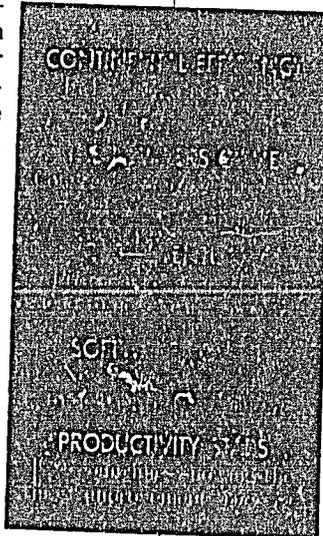
PARADOX LOST? But the real breakthrough isn't just in technology. It's the sweeping changes in management and organizational structure that are redefining how work gets done. Largely prodded by rising global competition, these overhauls are known loosely as "reengineering," a process that questions traditional assumptions and procedures—and

then starts over. Often, this means breaking down the old functional fiefdoms—in marketing, engineering, manufacturing, and finance, for instance—and redeploying workers in multidisciplinary teams, such as the ones at Fannie Mae, that concentrate on getting the right products and services to the customer.

Once the work has been redefined, the new information technology plays a key role. "User-friendly" software, PC networks, handheld wireless terminals, and other gadgets are used to move information to the front lines—to give the folks on the factory floor or in the customer-service department the knowledge they need to act quickly.

For instance, when Aluminum Co. of America began feeding production data back to the factory floor, workers at its Addy (Wash.) magnesium plant quickly saw ways to boost productivity by 72%. Says Harvard business school professor Gary W. Loveman: "Gains come not because the technology is whiz-bang, but because it supports breakthrough ideas in business process." For Fannie Mae, changing the process meant doing lots more work with just a few more people. For dozens of other corporations, reengineering has meant being able to take on more work—even while downsizing.

That's the formula for a productivity explosion. If this new industrial revolution continues to spread from big outfits, such as Fannie Mae to hundreds of thousands of smaller companies, the U.S. economy could be in for a new era of economic growth. Increased productivity, driven by a sea change in technology and management, may set off a powerful



cycle of latter profits, new investment, higher wages, and a rising standard of living.

It's a stunning reversal of the picture just a few years ago. Throughout the 1980s, U.S. businesses invested a staggering \$1 trillion in information technology. For a long time, it looked as though most of that money was going down a rat hole. Economists spoke of a productivity paradox: Despite the huge investment, businesses saw little payoff. Profits were flat, and productivity growth was stagnant. And, most troubling of all, in the service sector, where businesses sank more than \$800 billion into technology, the results were the worst. Overall, national productivity rose at a puny 1% annual rate, compared with nearly 5% in Japan, and the U.S. standard of living stagnated.

Now, there are tantalizing hints that the big payoff may finally be at hand. The first sign: Since the bottom of the

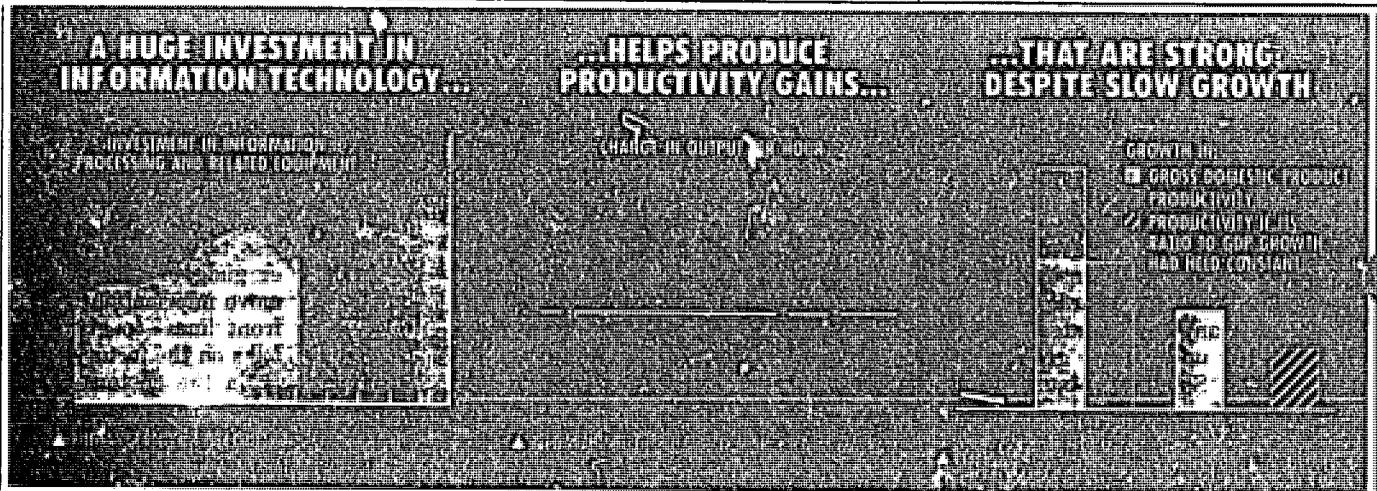
and what history tells us is that this is an early stage of a major expansion of employment," says Federal Reserve Board Chairman Alan Greenspan.

Increasingly, business leaders and economists are pointing to the melding of new corporate structures and advanced information technology to explain the productivity surge. A new look at investment by 400 large companies from 1987 to 1991 shows, for the first time, evidence of a real technology payoff. According to the soon-to-be-published analysis by Erik Brynjolfsson and Lorin Hitt of Massachusetts Institute of Technology's Sloan School of Management, the return on investment in information systems averaged a stunning 54% for manufacturing and 68% for all businesses surveyed. And perhaps most significant, productivity gains aren't just coming from cost-cutting or cost avoidance: The reengineered corporations are boosting their top lines, too.

hovers at 7%, partly because the changes in corporate structure are causing short-term dislocations—known euphemistically as downsizing.

Corporations have been laying off huge numbers of middle managers because the reengineering and technology make it possible to do without them. In the old corporate hierarchies, middle management's function was to transmit information from the field or factory to the executive suite and relay commands from the corner office back to the troops. Data bases and computer networks now do the job—faster, better, and for less. "People who don't add value are going to be in trouble," says Melvyn E. Bergstein, president of Technology Solutions Co., a systems integrator. "If your job is just passing orders along, you could get lost in the shuffle.

Skeptics insist that only a handful of large, high-profile companies have reaped benefits from a combination of



recession in 1991, productivity gains have been outpacing overall economic growth. While productivity always picks up in a recovery cycle, this is the first postwar recovery in which productivity raced ahead of growth. And even though productivity growth sagged in the weather-ravaged first quarter of 1993, in the eight quarters since the trough, output per hour has increased at an average annual rate of 2.3%. In 1992, productivity rose nearly 3%, its best showing in 20 years (charts). Most encouraging: Service-sector productivity finally sprang to life, matching the gains that began in manufacturing in the 1980s.

The second sign: In the face of a sluggish recovery, corporate profits are up sharply. Much of the profit surge comes from lower interest rates, but higher productivity is playing a role, too. "The productivity level emerging in this age is opening up profit margins. It is creating a significant amount of new investment,

Such results are making all sorts of economists take notice. Morgan Stanley & Co. economist Stephen S. Roach, who sounded the alarm about the productivity paradox in the mid-1980s, is now convinced that information technology is driving what he's calling a productivity-led recovery. "We're just beginning the journey," he says, "but we've moved to a higher productivity growth path."

SKIMPY EVIDENCE. Not every economist is convinced that the U.S. is on the verge of such a productivity explosion. Skeptics point out, for example, that the usual evidence is nowhere to be found: If we were really seeing productivity gains, incomes would rise, which would spur increased demand for goods and services, and, eventually, new hiring. So far, real wages continue to stagnate and in this recovery, job growth is lagging (page 72).

One explanation is that it's simply too early in the process to see such concrete evidence. And unemployment still

technology investment and structural change. They say that outfits such as Apple Computer, Chrysler, and General Electric may be racking up impressive gains (page 79), but they are the exception. Recently, however, evidence has begun to accumulate that these success stories are being repeated throughout the economy. Richard L. Florida, professor of management at Carnegie Mellon University, recently surveyed 2,000 small and midsize businesses in the Great Lakes states. He found that as many as 60% realized some improved return by restructuring work.

Small companies are also being infected by the big companies they deal with. As the large outfits extend their electronic tentacles, the new information technologies are moving down the corporate food chain, from big buyers to their suppliers, through the service sector, and even into small businesses. DuPont Co., for example, no longer expects invoices from some of its vendors,

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Instead, it just processes bills electronically. And with about 5% of its suppliers, the chemical giant doesn't even bother with purchase orders. Outside vendors are linked electronically with DuPont's internal inventory system. When the suppliers see that DuPont is running short on an item, they simply deliver replacement goods. "When you do it electronically," says Thomas F. Holmes, director of materials and logistics, "you simplify the process."

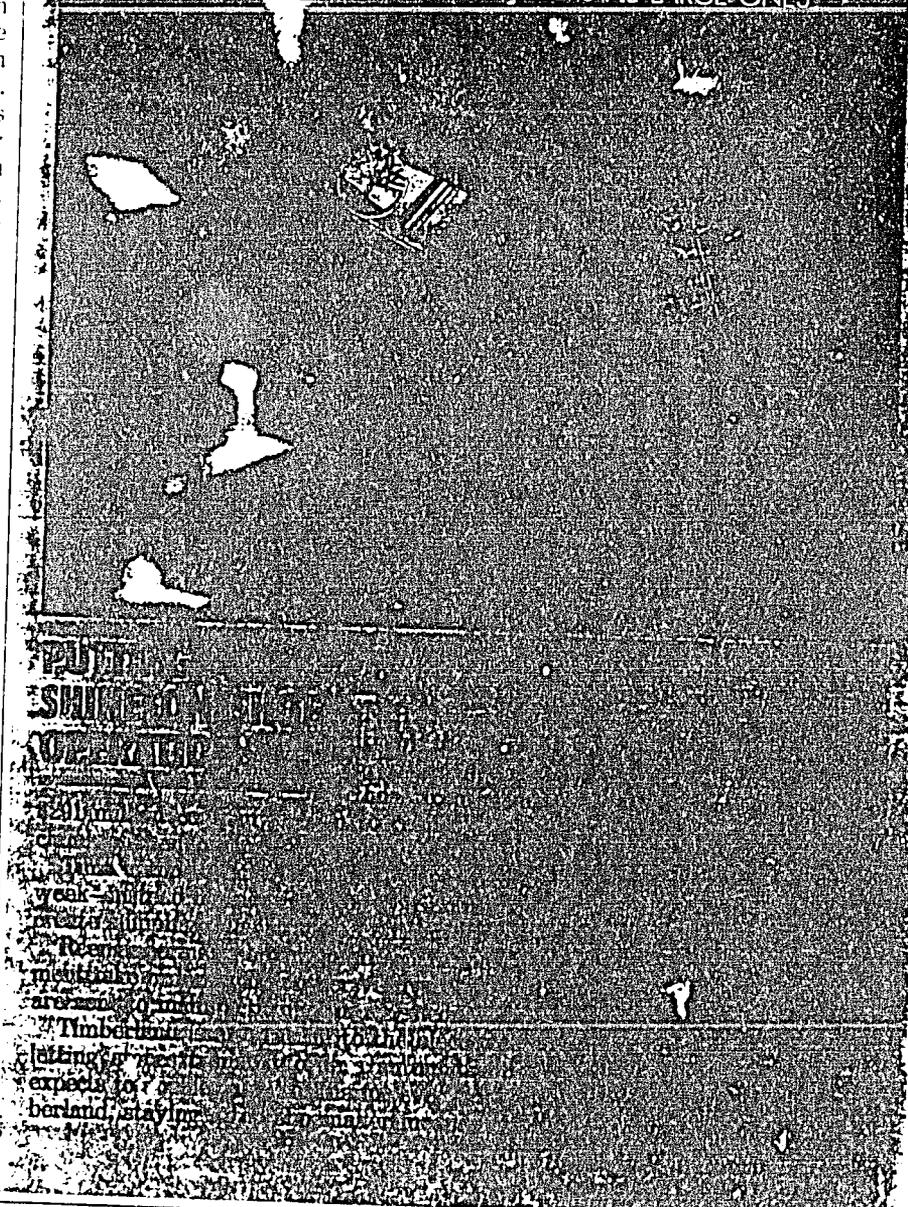
Just ask Phoenix Designs Inc. in Zeeland, Mich. A year ago, the Herman Miller Inc. subsidiary sold office furniture the old-fashioned way. Independent dealers sent a salesperson to a customer's office, where the rep would gather ideas for a designer, who would work up a draft. After six back-and-forth weeks, the sales rep would finally show the customer a proposal. The arrangement drove buyers nuts—and cost Phoenix sales.

DESKTOP DESK. Now, thanks to some PCs and a custom software program called Z-Axis, salespeople have become their own designers—and are generating proposals in four or five days. One dealer, Continental Office Furniture & Supply Corp. in Columbus, Ohio, has made a sale each of the 70 times it has used the system. And some small dealers have reported an average increase in sales of 1,000%. The next step begins next month: a portable system that will allow sales reps to work on designs in the customer's office. So far, Phoenix has spent about \$1 million and has been rewarded with a 27% jump in aftertax income. "We're convinced this is the way to go," says Gary W. Van Spronsen, Phoenix vice-president of market development. "The whole idea is to streamline a cumbersome process."

Could such reengineering cure the health-care industry? Hospitals are virtually temples of technology, full of diagnostic equipment and back-office computers that tally up bills. But doctors, the hospitals' production workers, have resisted changes in their work routines. When physicians at the University of Virginia Hospital were asked to use computers to order drugs and other treatments, they were so angry they staged a job action. Now, a new crop of computer-literate residents has embraced the system. "Almost five years into the process, we are finally where we want to be," says pediatrics professor Thomas A. Massaro, "using technology to improve productivity."

Doctors and other professional-class Luddites won't be able to escape the web of information technology for long, however. Electronic mail, videoconferencing, laptops, car faxes, and cellular phones have changed the very definition of the office. Robert F. Mitro, senior

TIMBERLAND NEW INFORMATION SYSTEMS MAKE IT AS EFFICIENT TO HANDLE SMALL ORDERS AS LARGE ONES



PUMPS
SUMMER
OPERATED

Timberland
letting
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vice-president at PictureTel Corp., a Danvers (Mass.) maker of videoconferencing equipment, says some buyers still justify the cost of a system by savings on travel, but the real payoff lies elsewhere: "Customers tell us that the benefit is in their ability to bring together more expertise, faster." The impact, he says, is really on the revenue line, not on costs.

WORKER INPUT. Extending the networks and the information throughout the organization also helps improve quality, responsiveness, and, inevitably, sales and profits. "In factories, people on the line are thinking like industrial engineers," says Carnegie Mellon's Florida.

That's certainly true at General Electric Co. After spending a bundle on technology in the 1980s, some GE managers now believe that redesigning work is the real long-term solution to productivity problems. "We've taken automa-

tion out of factories," says Gary Reiner, GE's vice-president for business development. "We have found that in many cases technology impedes productivity."

Instead, GE's big breakthrough has been giving workers flexibility and unprecedented authority to decide how to do their work. "All of the good ideas—all of them—come from the hourly workers," says Reiner. At GE Power Systems, a \$6.8 billion unit that makes generating equipment, changes in production methods cut inventory carrying charges by \$90 million to \$100 million a year.

Perhaps the biggest opportunity for reengineering is where the old approach to information technology has been most disappointing—in financial-services companies. The big banks and insurers were notorious in the 1980s for plugging in more and more number-crunching power every year and trading up to every new gizmo out of Silicon Valley. But, pressed

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by losses in real estate and other problems, insurers are giving up their hide-bound ways.

Aetna Life & Casualty Co., for example, has completely overhauled the process of issuing a policy. A year ago, Aetna had 22 business centers, with a staff of 3,000. It took about 15 days to get a basic policy out of the office, in part because 60 different employees had to handle the application. Now, the operation has been pared down to 700 employees in four centers—and customers get their policies within five days. How? Because a single rep sitting at a PC tied to a network can perform all the steps necessary—calling into an actuarial data base, for example—to process an application

immediately. When all the relevant information is gathered, the policy is passed along the network to headquarters in Hartford, where it's printed and mailed within a day.

MORE WITH LESS. The technology has also given Aetna's sales force more autonomy. The old hierarchy of supervisors and agents has been replaced by work teams of about 17 people. At Aetna's Tampa office, the new system for issuing policies will save \$40 million and improve productivity by 25% this year, according to Bob Roberts, who heads the office. Adds Aetna Chairman Ronald E. Compton: "Reengineering helps us solve that modern business dilemma—how to do more with less, and do it better."

That's what banks must do, as well. The first step toward automation was, of course, the now-ubiquitous automated teller machine. More recently, banks have boosted their bottom lines by simply farming out costly information-processing jobs, such as check processing. Today, about half of the nation's check processing—once the mainstay of the bank back office—has been farmed out to more efficient specialty firms, such as Electronic Data Systems Corp. and Perot Systems.

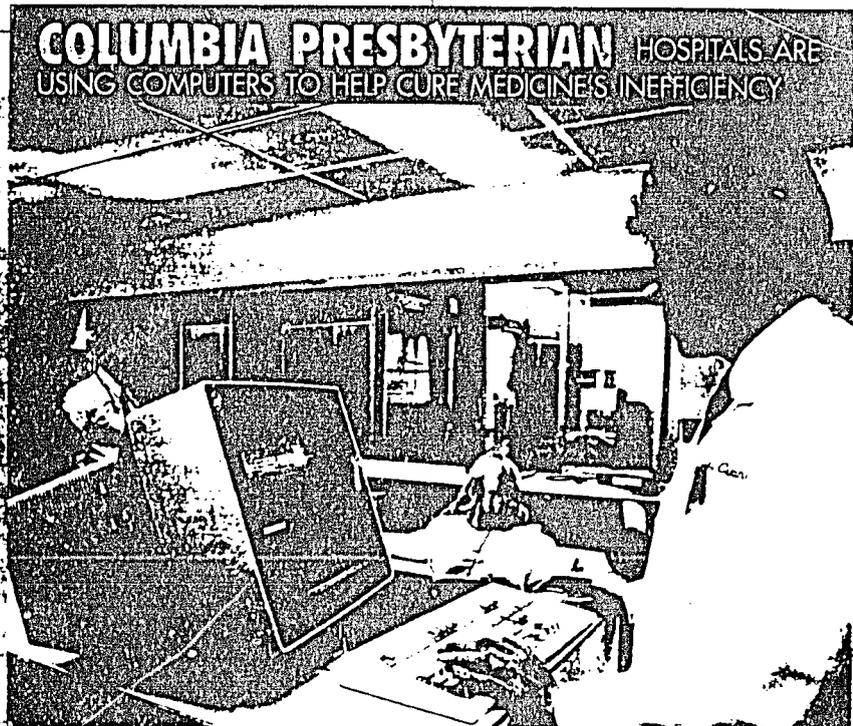
Now, banks are using technology to make their front-office workers far more efficient. At Cleveland's Society National Bank, for example, routine customer-service work has been automated so that 70% of phone calls are handled through a voice-mail system. That frees customer-service reps to help depositors who really need a human's assistance. And laptops have liberated loan officers from their desks. "If you call us and say you want to refinance," says Executive Vice-President Allen Gula Jr., "we'll meet you in your parking lot at lunch."

But the real challenge for financial institutions will be to get rid of the millions of tons of paper—from checks to loan applications—that soak up millions of employee hours and add billions of dollars to costs. One possible solution is image processing. Some big insurers already use these setups to move digitized pictures of documents through their offices at the speed of electrons, rather than at the speed of the guy from the mail room. In addition, many workers can look at a document simultaneously.

INERTIA. Fannie Mae hopes to sharply cut costs of mortgage applications by banishing paper. It's linking 3,000 lenders by computer and developing software that will cut processing time by putting the whole operation on computer networks. Today the average cost of processing a new loan is \$5,337, or 4.5% of the loan amount. But the most efficient lenders can do the job for half that. Their secret: slashing paperwork. "The technology exists," says Raines. "It's a matter of overcoming the inertia."

Perhaps nowhere in the service sector has information technology had more of an impact than in retailing. In the 1980s, Wal-Mart Stores Inc. leaped to No. 1 in the U.S. retail business by keeping its prices low, its stores better stocked, and its inventories tight. Its not-so-secret weapon was technology—including satellite networks linking each point-of-sale terminal to distribution centers and headquarters in Bentonville, Ark. By tracking every sale to see what's selling and what's sitting, Wal-Mart avoids costly markdowns to inventory.

Now, scores of retailers are following



PHYSICIAN REENGINEERS HIMSELF

Dr. James J. Cimino had a problem. To find out if his patient's confusion was a sign of neurological disease, Cimino needed to test the man's spinal fluid. But scheduling a visit to Columbia Presbyterian Hospital's busy neurology unit was difficult. So he made a note in his computer: "Order a spinal tap the next time the patient's chronic heart condition brought him to the New York City hospital's emergency room." Two weeks later, the patient was there. And yes, having read Cimino's note—which was stored with the patient's records in the hospital's computer system—doctors did the spinal tap.

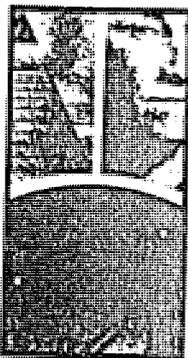
"The case exemplifies how reengineering hospitals with sophisticated computer networks can help cure one of medicine's worst ills—inefficiency. "Up to 40% of all hospital costs are related to the generation and storage of information, so it makes sense that information technology can improve efficiency," says Dr. William M. Tierney of Wishard Memorial Hospital in Indianapolis.

Wishard now requires doctors to order all drugs and treatments for patients via computer. The system then automatically warns of potential problems, such as allergic reactions or duplicated tests. Doctors tend to make fewer mistakes and order fewer tests. The result: Costs per patient are \$900 less. "To stay competitive," concludes Tierney, "doctors really have to get into the electronic medium."

By John Carey in Washington

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ON THE CONTINENT, A NEW ERA IS ALSO DAWNING



When it comes to information technologies, the 1980s seemed to last longer in Europe than in the U.S. By 1990, recession and rising global competition were forcing U.S. corporations to question their use of technology. In Europe, however, companies

were still laying plans to move into the unified market and into Eastern Europe. As businesses expanded, so did computer budgets.

By now, a new era has dawned on the Continent: a period of slow economic growth and unprecedented competition. And that's bad news for the computer salesmen who used to find companies such as Sweden's ICA Handlarnas pushovers for new gear. By the early 1990s, as Sweden prepared to join the European Community, the Stockholm-based \$7.9 billion food cooperative was worried that competition would grab market share and crimp its fat profit margins. A streamlining was in order, and ICA's information systems would have to play a role.

Up until then, all those computers had done little to help the bottom line. In fact, because the three sales regions couldn't share their data, the movement of goods to retail stores was inefficient, and the regional offices sometimes ran marketing campaigns that conflicted with one another. To straighten things out, ICA hired Andersen Consulting.

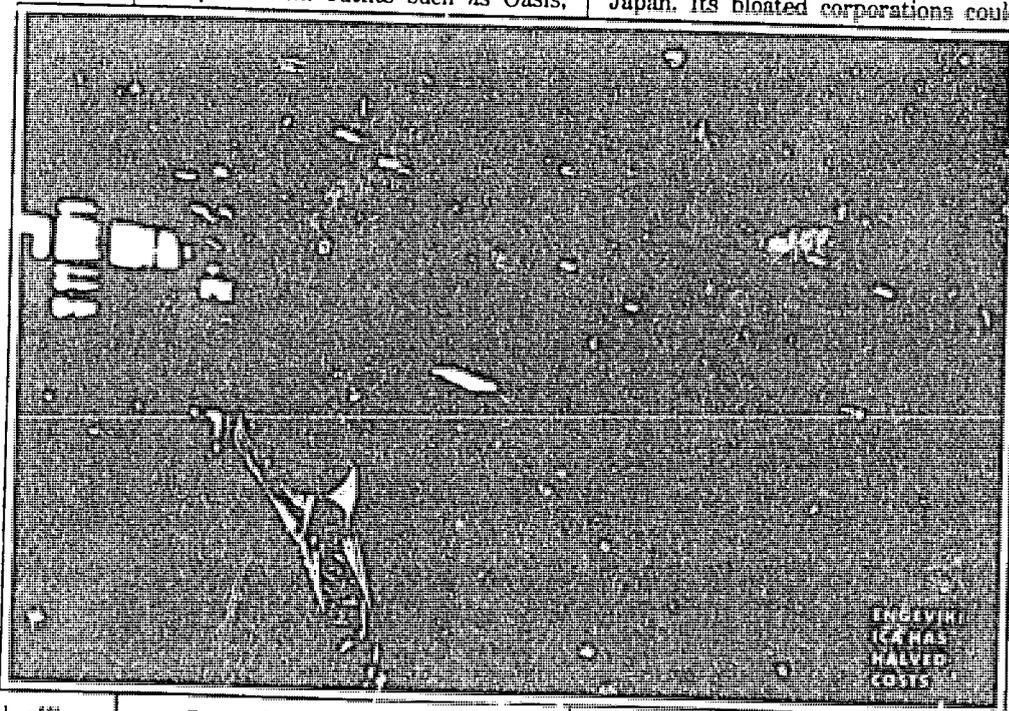
Today, a "reengineered" ICA has linked all of its 3,350 retail stores to a single mainframe data base. With inventory data more readily available, the company has been able to shut a third of its warehouses and distribution centers and has halved its overall costs. It slashed the wholesaling workforce of 5,000 by 30% over three years, even as revenue grew more than 15%. More job cuts are planned, but the gains aren't merely in cost reduction. "Now that we have the infrastructure,

we can focus on the best way to organize the work," says Torsten Engevik, director and chief information officer at ICA. He's fine-tuning marketing with data on every sale and may eliminate invoices entirely by paying suppliers for goods as they enter a warehouse.

SLIPUPS. ICA is hardly alone. Other European companies that are jumping on the reengineering bandwagon range from Britain's Reuters Holdings and Rolls-Royce Motor Cars to Union Bank of Switzerland, Ciba-Geigy, and Siemens. "As competition hots up, they're seeing the need to rethink what they're doing," says William Barnard, managing partner in Europe for Andersen Consulting's strategic management practice. In Europe, Andersen now competes with outfits such as Oasis,

The companies doing the most reengineering are those that face new competition, whether through deregulation or the single market. Retailing, financial services, and telecommunications are ahead, while auto, steel, and machine-tool makers are lagging. Sometimes, as in Italy and Germany, strong unions stall reengineering. Then there are cultural factors. Pride in their craft keeps German workers from embracing change, says Gunter Conrad, a partner at Andersen Consulting in Munich: "When you used to be the best manufacturers in the world, it is sometimes difficult to admit that other ways of doing things might be better."

The cultural impediments in Europe are nothing compared with those in Japan. Its bloated corporations could



BMS Bossard, and Index Management.

As in the U.S., a major reengineering goal is improving relations with customers. In 1990, John Parcell, managing director of Reuters' British arm, was deluged with customer complaints. The problem was that several departments were dealing independently with subscribers of Reuters' information service. There were too many slipups, and Reuters was losing market share. Parcell decided to reorganize his separate marketing, sales, and installation departments into a multitude of three-person teams. Now terminals are installed in less than two days, down from five, and they're up and running in a matter of minutes.

be far more efficient, says Yotaro Suzuki, senior vice-president of the Japan Institute of Office Automation. "But reengineering would require changing basic facets of the Japanese business environment and culture."

"Different countries and industries are not just going to adopt the North American model," says James E. Short, assistant professor of information management at London Business School. Ultimately, Europe and Japan will have to find their own paths to the productivity targets being set by economic competitors in the U.S. and elsewhere.

By Fred Gutert in London, with Jonathan B. Levine in Paris and Neil Gross in Tokyo

Special Report

in Wal-Mart's footsteps—because they must. At Detroit-based Frank's Nursery & Crafts, managers can use wireless handheld scanners to check inventory on the store shelves. It can even add stock in stores where the weekend weather forecast is good. Pressure is coming from manufacturers as well. To make its retailers more efficient, Levi Strauss & Co. created its own inventory tracking system. According to Paul Benchener, Director of Global Quick Response, the results have been handsome. About half of Levi's 100 biggest accounts use the system and, for them, sales shot up 24% last year. At the other big stores, sales rose a paltry 3.6%.

The future? Ask John W. Fitzgerald, vice-president of information services at McKesson Corp., the na-

These information systems are now snowballing as more and more suppliers and vendors get on the networks. Strawbridge & Clothier, a Philadelphia retailer, has been getting rid of vendors that are not hooked into its point-of-sale systems. "They couldn't compete," says Corporate Vice-President Thomas S. Rittenhouse.

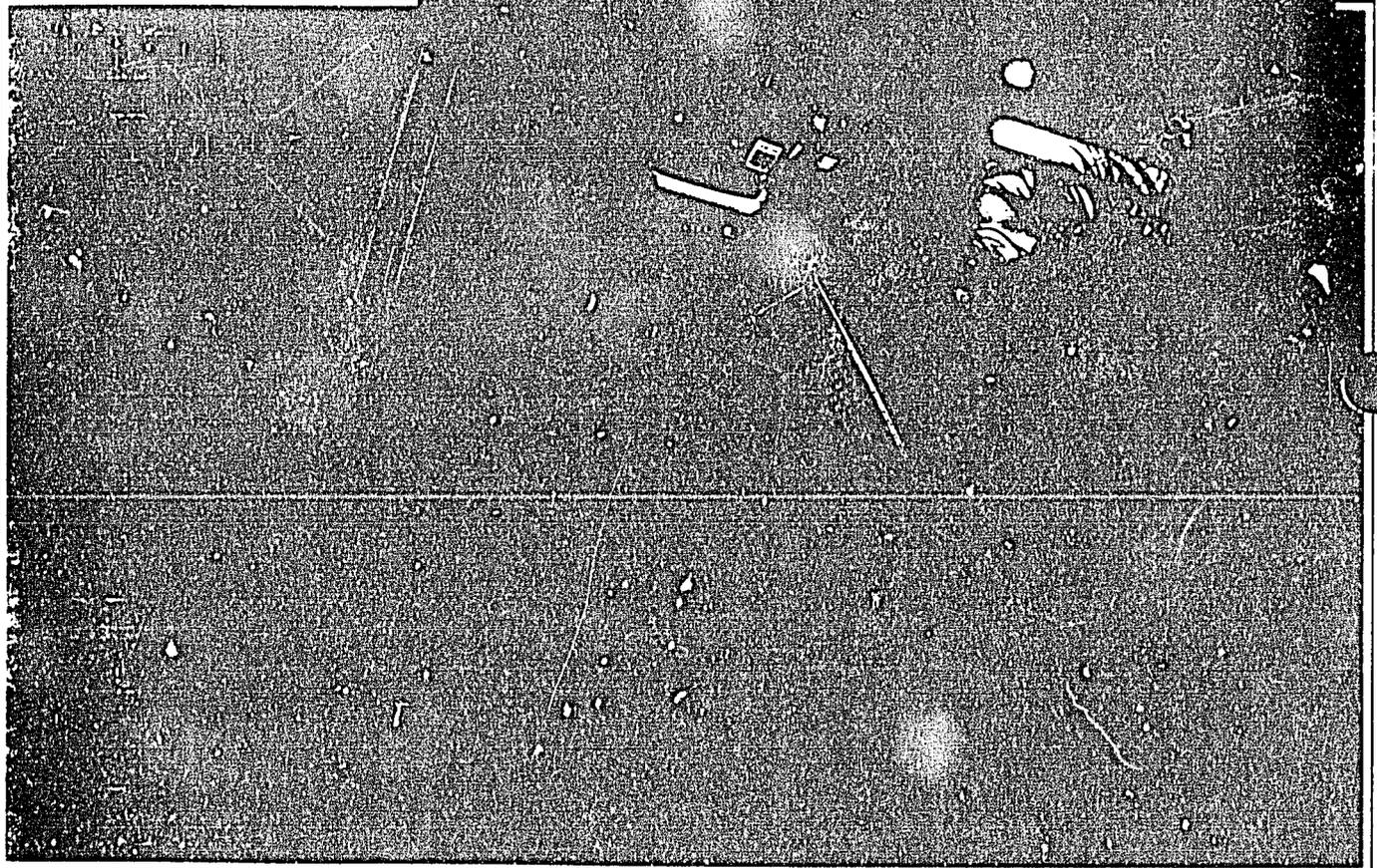
The new links even hold out the promise of revival for U.S. clothing manufacturers. Apparel makers took a terrible beating in the 1980s from low-cost Asian producers. Jobs dried up, fac-

ciently and accurately. So where's the product?"

For such improvements to really permeate the all-important service sector, hundreds more companies will have to get on board. Many will first have to undo what they did in the 1980s, says Steven Walleck, a director at McKinsey & Co. "The people who were throwing capital at the issue of labor productivity got the cart before the horse," he says. And now, "a lot of wreck-and-rebuild is required."

Before it's over, we may not recognize

FRANK'S NURSERY SCANNERS AND SATELLITES
REDUCE PAPERWORK AND MAKE FOR SHORTER CHECKOUT LINES



tion's largest distributor of pharmacy and health and beauty-aid products. McKesson has been using computerized inventory systems for more than a decade. And Fitzgerald thinks he already sees the next wave of productivity-enhancing change: systems that tightly link customers, retailers, distributors, and manufacturers. Instant response means less money spent on interest charges, idle plants, and inventory build-ups. The paper invoice will go the way of the quill pen. "We're going to have a seamless network. It will be transparent to everybody, and all without paper."

tories closed. But reorganizing around the new networks has brought the industry fresh hope. Levi's, for example, is replacing its 19th-century piecemeal system with new, team-based production. The objective is to start building the clothing that has actually been ordered instead of piling up sleeves and pants legs for garments that might never be needed.

At the same time, Levi's is planning to upgrade its national distribution system. Retailers, says Levi's Benchener, "started demanding more efficiency. They said: 'We can get orders to you more ef-

the workplace. Technology is turning sales reps into designers and production workers into engineers. It is wiping out whole layers of managers and emptying warehouses. Says Ford Motor Co. engineer Peter R. Sferro: "We won't need draftsmen, designers, purchasing agents, or even mold makers."

That will mean big changes for workers. Those who survive the downsizing, says Bergstein of Technology Solutions, "will have more tasks, more responsibility, and more information to work with. They should earn more money as well. According to Princeton University econ-

Handwritten signature or initials

omist Alan B. Krueger, workers who use computers earn an average of 10% to 15% more than those who don't, even for the same job. Secretaries who use computers, for instance, enjoy a premium of up to 30%. And, says Krueger, the differential has held up despite a big increase in the number of workers with computer skills.

And those who don't get those upgraded new jobs? One possibility is that they'll decline into an expanding underclass. But that, too, may be a short-term phenomenon. Technology may actually close the gap between the technologists and the less skilled. New graphical programs, such as software written for Microsoft Corp.'s Windows, are making computers more accessible to millions of workers.

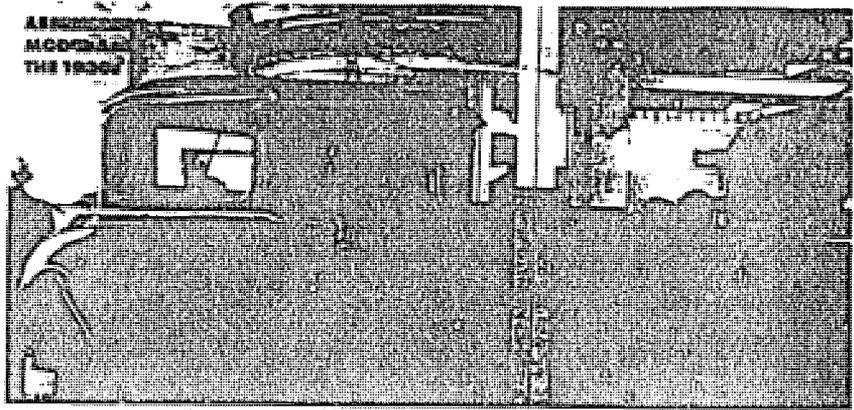
Where will the work come from? "Farmers asked the same question in the 1800s, and sweatshop workers asked it in the early part of this century," says Morgan Stanley's Roach. "In each of those times, the system was flexible enough to come up with new job-creating solutions." After all, a decade ago, Microsoft employed 300 people. Today, the number is 15,000.

THE KEY. Major technological changes have always meant enormous upheaval for both economies and societies. But the U.S. will surely be far better off with technology-driven productivity gains than without them. Improved productivity is still the only way we know to boost a nation's standard of living. And U.S. productivity gains, in turn, can come only from technology and the workplace changes it spawns. "It's absolutely unambiguous," says Columbia University economist Frank R. Lichtenberg. "Productivity gains are crucial for our long-term economic well-being."

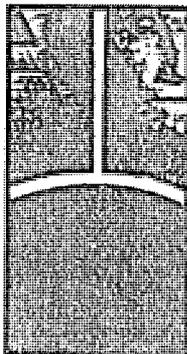
That's especially true in an era of intense international competition. If U.S. companies don't take advantage of technological and management innovation, their foreign competitors will. The same reengineering wave that is transforming American business is building in Europe (page 61) and could someday spread to Japan.

More than macroeconomic policy, international trade agreements, and even access to natural resources, the ability to harness extraordinary technological change will define economic winners and losers in the foreseeable future. And it appears that, after a decade of trying, American business may finally have the key to the new industrial revolution.

By Howard Gleckman in Washington, with John Carey in Washington, Russell Mitchell in San Francisco, Tim Smart in New Haven, Chris Roush in Tampa, and bureau reports



GAUGING OUTPUT: IT'S NOT JUST COUNTING WIDGETS ANYMORE



It's easy to measure the output of a steel mill. Steel does not change much from year to year, so gauging production means toting up how much was made of the different grades. But what about a computer factory, where every year the power of the

products improve and prices drop? Or a hospital, where no one is even sure what output means?

The U.S. is using a Model A system to calculate the performance of an Intel 486 economy. The government uses a simple definition of productivity: inflation-adjusted output per hour of work. The problem is the way output is gauged—essentially, the value of goods sold less the cost of goods purchased. When the statistical system was devised in the 1930s, goods-producing industries accounted for 57% of output and 40% of the nonfarm jobs. But by 1992, goods accounted for just 20% of output and 22% of employment. In some fields, such as financial services, government statisticians simply can't define just what is being sold.

None of this would matter much if investors, business planners, and policymakers didn't depend on productivity numbers. As the Clinton Administration dabbles in industrial policy, it will inevitably look to productivity numbers to pick winners and losers.

Three separate problems distort the data: Government lumps industries in groups that make no economic sense,

so the same amount of information is provided for buggy whips (SIC 3199) as for microprocessors (SIC 3674). The Bureau of Labor Statistics (BLS) gives data for 17 categories of apparel manufacturing but only one for computers. Also, the measurement of output, especially in services, often amounts to little more than an informed guess. And statistical agencies' budgets have been squeezed so hard that they have trouble producing data on schedule.

GO FIGURE. A major revision of the data classifications is under way, but it will take years to implement. Even then, fundamental conceptual problems will need to be tackled. For instance, in an information economy, intellectual property is a key output. You'd never know it by how we evaluate software: Exports are valued at the cost of the disks and the manuals, so a \$500 program might be entered at just a few dollars. And the understanding of service output is so poor that despite the financial-services boom of the early and mid-1980s, the government data show the finance sector grew more slowly than the overall economy.

"If we're going to measure output, we first have to figure out what it means," says former BLS head Janet L. Norwood. One of the biggest problems, she notes, is adjusting data for qualitative changes. In the late 1980s, a major government effort resulted in a new way to measure the value of computers that accounts for their increasing power. That helped, but until other improvements are devised, investors and government planners may be flying blind into the 21st century.

By Stephen H. Wildstrom in Washington

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What computers are for

CAMBRIDGE MASSACHUSETTS

IT WAS always hoped that information technology (IT) would make workers more productive. But even as computers doubled their share of America's installed capital base—rising from 7% in 1980 to 14% in 1991—economists looked in vain for evidence that they really do enable fewer workers to produce more, higher-valued output. Now they have some.

The problem has been one of measurement. Executives commonly cite five reasons for investing in IT: labour savings, improved quality, greater product variety, better customer service and faster responses. Economic statistics measure only the first of these directly—and, because it takes time to learn how to use new computers, even labour savings can take a long time to appear.

But if economists cannot measure the benefits of IT directly, they can at least look at the behaviour of customers. A recent study by Erik Brynjolfsson, of the Massachusetts Institute of Technology's Sloan School of Management, suggests that customers have indeed bought more from those firms that had invested more in the technology needed to churn out a greater variety of higher-quality products at high speed than from their rivals.

This finding contrasts with many previous studies, a difference Mr Brynjolfsson explains in two ways. First, his data are more recent, covering 1987-91. And previous studies used aggregated industry statistics, whereas he looked at IT investments in each of 367 mostly large companies, with a combined total of nearly \$2 trillion in sales. His calculations therefore take account of IT's ability to change the market share of individual firms. This can be dramatic. Mr Brynjolfsson found an average gross annual return on IT investment of 81% for manufacturing and service companies together.

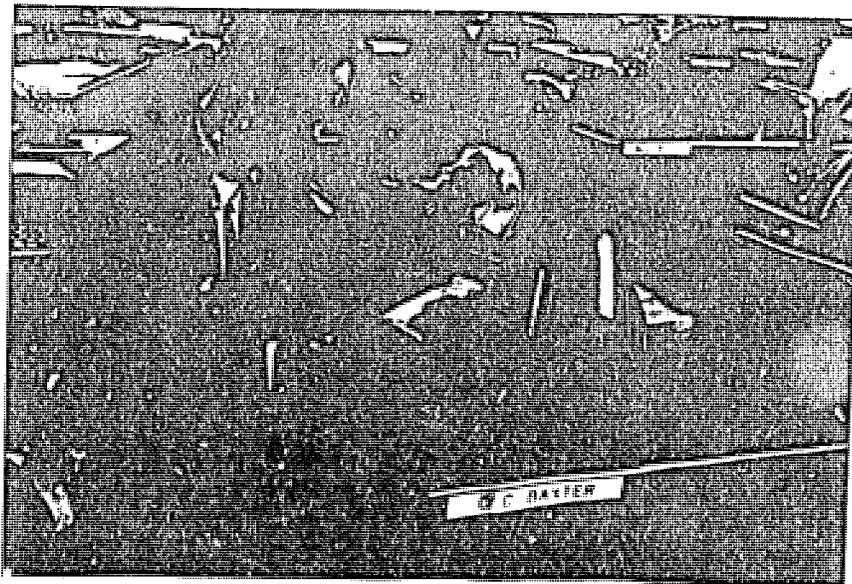
Stephen Roach, an economist at Morgan Stanley, was one of the first to notice the surprising lack of measurable benefits from investments in IT. He agrees that benefits are at last starting to emerge, but says that Mr Brynjolfsson is too optimistic about the pace of change. For evidence, he points to America's service industries, which spent nearly \$900 billion on IT in the 1980s, more than 80% of the total invested. Although services' share of overall employment grew from 65% in 1980 to 77% in 1990, its productivity stagnated. That of manufacturing grew at 2% a year.

With the 1990s, argues Mr Roach, this began to change. Recession cut the growth of white-collar jobs in service industries from an average 3-4% a year in the 1980s to virtually zero in 1991. In the ensuing recovery, service productivity grew at the same pace as manufacturing productivity for the first time in eight years. Indeed,

improved productivity accounted for nearly all economic growth in the initial stages of the recovery, compared with only about 60% or so in most previous recoveries. Mr Roach sees this as evidence that increased competition has at last forced service industries to wring productivity improvements out of IT.

Yet progress is both painful and uneven. In early 1993 recruitment picked up but productivity growth almost stopped. And the small gains in productivity hardly seem to justify the huge amounts spent on computers. During the 1980s the cost of the technology at the fingertips of the average white-collar worker doubled.

The experience of the information revolution has a precedent. A recent study by Paul David of Stanford University found that it took industry two decades to reap the benefits of investments in electricity. Firms began investing heavily in electric motors around 1900, yet productivity stagnated until about 1920. It took managers that long to make the most of their newly electrified factories.



Waiting for the revolution

THE TERMS OF REFERENCE

A Suggested Outline

I. BACKGROUND

This section should present information on why the contract, or consultancy, is necessary. It should tell a contracting officer why the funds are being solicited, in the context of what project, and why the expertise required is not already available. The direction of the text should proceed from the more general to the specific and should avoid details that are not clearly relevant to the job being contracted for. Often one half page will suffice; rarely should the background information exceed one page.

II. OBJECTIVE

The Objective refers to the objective of the T.O.R., not of the work to be done. It should be a very concise statement. This section should avoid listing tasks to be performed. An example of a concise statement is: "The objective of this scope of work is to engage the services of a qualified consultant to train local accountants in cost analysis and pricing."

III. SCOPE OF WORK

This section can also be called "statement of work" or, if the overall terms of reference is designated as scope of work, this section would be called "Contractor's Duties and Tasks." It is to this chapter that contractor and Mission will refer to determine if the assignment is proceeding as proposed and if the contractor has done his or her work according to expectations. The SOW describes what the consultant will do. Tasks here are appropriate. While relevance is always a concern, completeness rather than brevity is the essence of the SOW. Except in terms of reference for long or complex assignments, where these elements may be broken out separately, the SOW will also specify the timing and schedule of activities and the personnel required.

IV. DELIVERABLES

Deliverables include at the minimum reports that the contractor is responsible for. The T.O.R. should specify the language and to whom the report is to be given. Deliverables may also include artwork, graphs, and even debriefings and presentations if these are to be formal and planned. If there are factors that increase level of effort or cost in a contractor's work with respect to deliverables, they should be spelled out, e.g., translations, numbers of copies, and the like.

V. RELATIONSHIPS AND RESPONSIBILITIES

This chapter describes supervisory and logistic responsibilities. It specifies the individual who gives technical direction as well as the project manager responsible for the contract, if the two are not the same. It tells who provides what, such as office space, computers, secretarial support, and so forth

VI. QUALIFICATIONS

The statement of qualifications should proceed from a rigorous analysis of the tasks to be performed. One should avoid a perfunctory listing of academic requirements as well as a confusion of essential requirements with skills or knowledge which are desirable but not essential. The qualifications statement should serve as the basis for recruitment and selection.

VII. BUDGET

The budget is a separate page which will not be sent out with the T.O.R., since to do so would be to allow competitive bidders to know exactly what the Mission is willing to pay. Budgets for personal contractors normally include: salary, per diem, travel and transportation, communications, visas and inoculations; they may also provide for photocopying, secretarial support, car rental, and miscellaneous. In the case of institutional contractor, there will be matters of overhead and fee.

TAX INFORMATION FOR PIO/P PREPARATION

for questions, further details contact:

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The U.S. Internal Revenue Service collects taxes on the income of each individual. Monies provided to participants are considered "income" and are taxable. AID's Office of International Training is responsible for ensuring that appropriate income tax forms are completed for each participant who receives training of whatever sort in the United States. Upon receipt of the necessary information from the participant's programmer or contractor, OIT declares each participant's income from U.S. government sources and calculates whether any tax is owed on the income received. In most cases, AID will pay the IRS directly for any tax owed by a participant. The funds used in such cases come out of the training funding document -- either a funded PIO/P, or from contract funds for programs not programmed through OIT by PIET.

It is the Mission's responsibility to ensure that funds are set aside for the payment of participant taxes.

Which participants are most likely to be required to pay taxes on their "revenue?"

OIT has determined that participants fall generally into 5 groups. Of these five groups, only two are unlikely to be liable for payment of U.S. income taxes. During project development and prior to the issuance of each PIO/P, the Mission must determine which group each participant or category of participant fits into. If the participant's income is likely to be taxed, the Mission should budget the appropriate amount in its overall Project budget and in the individual PIO/P for the participant(s).

The five categories of participants are:

CATEGORY 1: SCHOLARSHIP/FELLOWSHIP PARTICIPANTS

- *in an accredited degree-granting U.S. academic institution*
- *are studying toward a degree or receiving training in a recognized occupation*
- *did not leave a permanent job in their home-country*

or

MANAGING TRAINING FOR IMPACT

- *left a permanent job to obtain training for another job in a separate field*

or

- *have a promise of a job upon completion of USAID-funded training and training is required for that job.*

THESE PARTICIPANTS GENERALLY HAVE A TAX LIABILITY. FOR BUDGETING PURPOSES. USE THIS FORMULA FOR DETERMINING TAX:

TO TOTAL ANNUAL COSTS, CALCULATE ALL TRAVEL, INSURANCE, AND NON-TRAINING RELATED EXPENSES WHICH ARE PAID TO THE PARTICIPANT OR ON BEHALF OF THE PARTICIPANT. SUBTRACT \$2,350 FROM THE TOTAL AND MULTIPLY BY 17% TO OBTAIN THE TAX ESTIMATE.

CATEGORY 2: JOB-RELATED SHORT-TERM TRAINING PARTICIPANTS

- *in training related to their home-country employment*
- *at a U.S. academic institution or a private/public training facility*
- *training is 12 months or less*

THESE PARTICIPANTS GENERALLY WILL HAVE NO TAX LIABILITY. NO BUDGETING REQUIREMENTS.

CATEGORY 3: JOB-RELATED LONG-TERM PARTICIPANTS

- *in training related to home-country employment*
- *at a U.S. academic institution or a private/public training facility*
- *training is 12 months or more*
- *trainin is required by the home-country employer for the participant to keep his present job*

or

- *training is for the purpose of maintaining/improving skills for the present job.*

THESE PARTICIPANTS GENERALLY HAVE A TAX LIABILITY. FOR BUDGETING PURPOSES, USE THIS FORMULA FOR DETERMINING TAX:

TO TOTAL ANNUAL COSTS, CALCULATE ALL TRAVEL, INSURANCE, AND NON-TRAINING RELATED EXPENSES WHICH ARE PAID TO THE PARTICIPANT OR ON BEHALF OF THE PARTICIPANT. SUBTRACT \$2,350 FROM THE TOTAL AND MULTIPLY BY 17% TO OBTAIN THE TAX ESTIMATE.

CATEGORY 4: NON-SCHOLARSHIP/FELLOWSHIP, NON JOB-RELATED PARTICIPANTS

- *not studying for a degree*
- *meet no job-related criteria*

THESE PARTICIPANTS HAVE THE GREATEST TAX LIABILITY. FOR BUDGETING PURPOSES, CALCULATE TOTAL EXPENSES PAID TO THE PARTICIPANT OR PAID ON HIS/HER BEHALF. SUBTRACT \$2,350 FROM THE TOTAL AND MULTIPLY BY 17% TO OBTAIN THE TAX ESTIMATE.

CATEGORY 5: PARTICIPANTS FROM A TAX TREATY COUNTRY

These participants are generally exempt. To make sure, check with the OIT Tax Advisors. Countries with tax treaties include: Egypt, Morocco, Poland. Zambia and South Africa are currently negotiating tax treaties with the U.S.