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**REVIEW OF TRAINING MANAGEMENT
WITH
RECOMMENDATIONS FOR IMPROVING
IMPACT MONITORING,
PARTICIPANT SELECTION,
AND REPORTING**

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**AMEX INTERNATIONAL, INC.
Washington, D.C.**

USAID/Senegal

REVIEW OF TRAINING MANAGEMENT WITH
RECOMMENDATIONS FOR IMPROVING IMPACT MONITORING,
PARTICIPANT SELECTION AND REPORTING

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INTRODUCTION

The Human Resources Development Assistance Project (HRDA 698-0463) offers core-funded technical assistance to USAID Missions in sub-Saharan Africa. In early 1994, African Missions were informed of the availability of 4-5 day technical assistance visits designed to improve the management of USAID training programs. Eighteen Missions have responded, including USAID/Senegal, with terms of reference for core-funded help.

The technical assistance provided to USAID/Senegal was conducted over a one-week period in August, 1994. The Field Service Team Leader was Andrew Gilboy, Private-Sector Training Coordinator on the HRDA Project at AMEX International, Inc., accompanied by Esther Addo, the Deputy Human Resources Development Officer at REDSO/Abidjan.

The Terms of Reference for the consultancy called for the following "deliverables":

- ◆ Improved monitoring system and PIR format to track development impact and women participation in Mission-funded training
- ◆ Assistance in resolving questions about the draft terms for the Impact Evaluation of Participant Training in Senegal
- ◆ Recommendations to overcome problems inhibiting the use of third-country training
- ◆ Appraisal of the management burden of the Training Unit
- ◆ Assessment of procedures used to publicize training opportunities and recommendations on ways to expand the qualified candidate pool, especially of women applicants

The Field Service team interviewed key USAID/Senegal staff and reviewed internal documents, including the CPSP, API, PIRs, the HRDA Action Plan for 1994, the Country Training Plan (1993), PTMS reports and bilateral Project Papers.

The Field Service Team would like to thank Lisa Franchett, PDO and supervisor for the Training Division, and the Mission's two senior training professionals, Ousmane N'Dao and Mamadou Diarra, for their cooperation in providing all of the support needed. Thanks also to Lorraine Denakpo, HRDA Project Manager and Isabel Dillener, Assistant Private-Sector Training Coordinator, both at AMEX International, for help in expanding and refining many of the ideas in this report. The report will be shared with other Missions in Africa who are confronted daily with some of the same problems.

I. MONITORING TRAINING AND SHOWING IMPACT

In 1993 the Training Unit^{*} at USAID/Senegal wrote a Five-Year Country Training Plan covering activities from 1993 to 1998, the last year of the HRDA Project. The report clearly states the sectors in which HRDA will concentrate and defines selection criteria and training policies which will apply for future participants. The CTP briefly describes perceived training needs in each of the Mission's four Strategic Objectives.

The report helps the Training Unit, and USAID/Senegal management, focus on recruiting and selecting candidates from fields closely correlated to the CPSP. However, it does not establish mechanisms to track whether the HRDA- and ATLAS-funded training, in fact, support Mission objectives. Nor is there any way to assess the development impact of USAID training in Senegal.

Aside from periodic project evaluations or the annual Assessment of Program Impact (API), only the semi-annual Project Implementation Report (PIR) offers the Mission a look at how a significant portion of the Mission's participant training funds are being spent. (Participant training is defined as any training, long- or short-term, outside the country of residence for non-USAID employees, paid for in part or in entirety by USAID).

The Participant Training Management System (PTMS) is the data base computer program which collects information on participants and their training program. It produces a variety of reports on Mission-funded training, such as the following:

- ◆ the number of short-term participants at U.S. institutions
- ◆ numbers (and percentages) of women participants
- ◆ fields of training
- ◆ the names and locations of academic institutions where participants are placed
- ◆ the employers of the participants
- ◆ the number (or percentage) of public and private-sector participants
- ◆ the estimated cost of training, by participant/field/institution, etc.
- ◆ the number of trainees attending in-country programs.

The Training Unit keeps PTMS data current and can print reports as needed. The system does not, however, produce qualitative information on the effectiveness of training arranged or indications of probable impact of the training on the Mission's achievement of its objectives. Current versions of PTMS do not enable Mission Training Offices to tailor training to its Strategic Objectives, although the newest version will be modified to include a report where Missions can introduce its SOs into the reporting.

^{*} Throughout this report, "Training Unit" refers to the name of the office handling training at USAID/Senegal. The term "training office" is generic and refers to the section in any USAID Mission which manages training.

A review of USAID/Senegal's present system of tracking and reporting trainees indicates that information about participants which would be useful to senior Mission officers is not being reported. There are two periodic reports which summarize the Mission's training organized by the Training Unit: the semi-annual PIRs and the API. Bilateral projects for which contractors are responsible for in-country and short- and long-term participant training submit periodic reports to USAID project officers which include a description of training arranged during the periods covered. Contractors are also required to submit "unfunded" PIO/Ps to the training office for all participants, in which the training objectives are described. No regular follow-up reporting is required, however, after training is completed, especially for short-term trainees.

Only basic information about in-country training program is being gathered. Although the number of trainees, funding source, training provider, duration and theme are entered into PTMS, no regular reporting mechanism exists which would enable the Mission to assess the impact of in-country training. The Training Unit should be more familiar with the in-country being organized by institutional contractors implementing bilateral projects (CID, Africare, etc.) and by central contractors working directly with USAID's technical offices (Pritech or MHI in health, DAI (Gemini Project), MSI, etc.). Even though the Training Unit may not be managing an in-country activity, it needs to know about it in order to paint, from time to time, a picture of USAID/Senegal's training efforts. Moreover, by involving the Training Unit in contractor-managed in-country training, the Mission builds up valuable experience working with local training providers which might otherwise be lost after the contractor's departure.

The 1993 API omits any discussion of the role played by training in changes noted in the Mission's priority sectors. Training - which includes in-country training (such as seminars, workshops and specialized courses) and overseas short- and long-term training - is an indispensable component of each bilateral project in the Mission's portfolio. What contribution, for instance, did participant training make (either organized under HRDA or by bilateral project contractors) to the adoption of the first Forestry Code in Senegal? Neither the HRDA nor ATLAS projects is mentioned in the API - how did the funds spent under these projects support the Mission's achievement of objectives?

Were the Training Unit in a position to clearly target training to CPSP objectives *and* subsequently assess its impact, the Mission's API could more fully reflect the developmental changes, if any, induced by USAID investments in human resources. The key is getting the right information to the right people so that the Mission can examine the impact of training across and within its priority sectors. Improving reporting on the PIRs so that the reader can grasp the breadth and depth of training interventions sponsored by the Mission will help pave the way for an API which "tells the whole story" about impact.

Monitoring impact must begin early in the training management process. For instance, important data needs to be collected from participants prior to their training which can be used as baseline data to help determine whether development impact resulted after the training was completed. Although adopting the recommendations below will improve the Mission's understanding of the impact to expect from training, changes in USAID/Senegal's recruitment and selection procedures are also critical to leveraging greater impact from investments in training. (See Section IV on management recommendations).

STRATEGIES FOR INCREASING THE LIKELIHOOD OF TRAINING IMPACT

- ◆ provide comprehensive pre-departure orientations
- ◆ create mentor relationships between selected participants, U.S. Mission personnel and returned participants
- ◆ develop strategies to keep in contact with participants while in training – perhaps through the local alumni association
- ◆ promote an **Impact Action Plan** for each participant, initiated *prior* to beginning training, which will sketch out how the new skills acquired will be integrated into the workplace upon return
- ◆ encourage professional linkages between the training institutions and local counterpart organizations
- ◆ create ways (focus groups, dissemination of participant training reports, television/radio appearances, etc.) to enable a participant to share the skills/knowledge acquired with counterparts
- ◆ contact participants informally and regularly

A. Recommendations

1. Establish Strategic Objective (or Target of Opportunity) criteria for every participant selected

When the Mission training selection committees are reformulated (as recommended in Section IV), the Training Unit should clearly understand how each participant's training addresses a strategic objective. The Training Unit made a good start toward implementing the concept of "training by objective" in its 1993 Country Training Plan and the 1994 Action Plan for HRDA. In the latter document, percentages were even set for training under each SO, but these were not subsequently tracked against the targets established.

The Training Unit should install a large, erasable planning board in its office on which participant information would be entered under the appropriate SO. The board can also be used to remind Training Unit staff of deadlines, upcoming training actions, TDYs, etc. Two boards may be needed – one for tracking SOs and one for monitoring the management process. Other technical officers who stop by the Training Unit would be able to see clearly the training actions – from whatever funding source – which are addressing the SO of their choice.

2. Improve reporting so that the number of women participants is disaggregated according to training type and in-country training managed outside the Training Unit is fully reflected in the data gathered

The PTMS is already capable of producing reports showing the percentages of women participants in various categories, such as in-country, U.S. short-term, academic or by field of study or employer. The Training Unit should produce these reports semi-annually for the PIRs and present them using simple Harvard Graphics pie charts and bar graphs. AMEX will send to the Training Unit samples of charts already on diskette in Harvard Graphics to help in improving the presentation of substantive data in a readable format.

The Training Unit needs to be aware of the range of in-country training being undertaken under USAID's auspices. This includes training handled entirely by institutional contractors on bilateral projects and training contracted directly by USAID technical offices with local institutions or government Ministries. A simple form (a copy of which is included in the Annexes) can help each technical office keep the Training Unit abreast of in-country programs.

3. Integrate the new "Impact at a Glance" table into the Training Unit's regular reporting to the Front Office

The table reproduced in the Annexes to this report is designed to be quickly and easily produced on a regular (perhaps monthly) basis. It will provide senior USAID staff with timely, readable indications of the quality and expected impact of participant training funded by the Mission. The report should highlight the impressions of training quality and probable impact gleaned from "end-of-training" interviews conducted by the Training Unit. The information in all but the "Observations" column can be entered by the Training Assistant *prior* to the participant's departure for training.

The Training Unit reported that most returned participants complete the "end-of-training" questionnaire and stop by the office. The interview session should be substantive, not purely administrative, and ideally should include a representative from the Technical Office (or the new "Strategic Objective Team") under whose rubric the participant was selected for training. When the interview is completed, the Training Specialist should immediately complete the "observations" column with comments. The sample table is completed with fictitious information on typical participants.

The table will not add significantly to the workload of the staff, since some of the "observations" can be included later in the PIRs. Moreover, being required to produce the table periodically would encourage the Training Unit to undertake substantive interviews of returned candidates and seek out ways to promote continued contact with the person.

The table should reflect more than HRDA and ATLAS participants. Each technical office should fill out the table as well – or insist that contractors managing the training complete the information in the table. Institutional contractors must be responsible for providing the Mission's technical office with accurate, timely and substantive information on the participant training – and in-country training – which USAID is funding. Without this information, the Training Unit is at a loss to assess the *totality* of USAID's development impact by strategic sectors.

A major purpose of the new reporting format is to highlight training successes (and failures) *on a regular basis and in a readable manner* for the Mission Director and senior officers. Once instituted, follow-on becomes a possibility (and responsibility) of the entire Mission. Even the Director will have information at hand which will facilitate contact with returned participants, where USAID can show interest in whether training changed people's lives. The table will also be an important way for the Mission Director to remind government leaders of major USAID support for key sectors through training.

Although the table will feature short-term participant training, long-term academic participants should be included when they return to Senegal with their degrees. In-country training can be described in a separate table, described under Recommendation 2 above.

4. Ensure that the Training Unit has input into the API and that HRDA and ATLAS projects are included

Although assessing the impact of human resources investments is not a science, evaluators can establish probable causality between training organized by USAID and changes introduced by returned participants. The information gained from this process helps the Mission better design *future* training so that the constraints identified in a sector are alleviated in a cost effective and efficient manner. The Training Unit has a key role to play in the process of overall Mission impact evaluation.

5. Ensure that the Training Unit is "in the loop" on project activities – even those which appear to be beyond the domain of "training"

Technical offices and institutional contractors deal frequently with local institutions, training professionals and a host of issues which can affect the Training Unit's work. The Mission should routinely send to the Training Unit copies of draft PIDs, PPs, mid-term evaluations, in addition to contractor training plans, in-country training reports and PIRs.

II. IMPACT EVALUATION OF PARTICIPANT TRAINING

A. Summary of Activity

The field service Terms of Reference called for providing the Mission with advice on what tasks to include in a possible evaluation of the development impact of USAID participant training in Senegal since 1963. The consultants reviewed the Mission's draft scope and worked with the training staff to further refine the methodology to be used in conducting the assessment. The Mission's draft terms of reference is included in the Annexes.

If an evaluation of the impact of participant training in Senegal takes place, it should draw on experiences from the four evaluations conducted in Africa using the "impact evaluation methodology" formulated for the Africa Bureau by Creative Associates. The field service team concluded that it was timely for the Mission to conduct a major assessment at this point, in tandem with adjustments in its Strategic Objectives and Mission management structure.

A well-researched and statistically significant impact evaluation of past training will yield valuable information upon which USAID/Senegal can base decisions regarding future training. It is perhaps the most useful tool in redesigning USAID training to achieve greater impact in the Mission's target areas.

B. Recommendations

1. Develop a timetable for all actions to be taken prior to the arrival of the evaluation team.

This should be completed three months before the impact evaluation is to take place. Without a clear idea of "who does what," the information needed by the evaluators, in particular the completed returned participant questionnaires, will not be ready.

2. Add part-time clerical help to the Training Unit to handle mass mailing of the pre-evaluation questionnaire.

A comprehensive impact evaluation of participant training in Senegal will require that a questionnaire be sent announcing the upcoming evaluation and requesting cooperation from returned participants. Although the questionnaire and cover letter can be short, the responses are critical in updating addresses and information on the participants for the team to use to select participants for in-depth interviews.

The existing Training Unit staff will not be able to handle the logistics of organizing a mailing (and responses) to hundreds of Senegalese. If USAID staff from other divisions

cannot be detailed for perhaps one month, then HRDA funds should be used to hire part-time help.

III. THIRD-COUNTRY TRAINING

Using third-country institutions for degree training is a cost-effective and appropriate option to help the Mission alleviate key constraints in its target sectors. The advantages of long-term third-country training are:

- ◆ training can be in French
- ◆ undergraduate programs can be considered
- ◆ training is often more attuned to the country's development needs
- ◆ participants can keep in closer contact with employer and family due to the proximity of the training site to Senegal
- ◆ the Mission can increase its percentages of women in long-term training through undergraduate training in neighboring countries
- ◆ fewer cultural impediments inhibit women from going to francophone Africa than to the United States
- ◆ training costs are from 50 to 100 percent lower than in the U.S.

The disadvantages are well-known and include:

- ◆ lack of information on the *current* quality, degrees, course content and fees at third-country institutions.
- ◆ vulnerability to political unrest in the training country or at the institution
- ◆ research often constrained due to lack of access to academic resources
- ◆ Mission has to manage training far more carefully since there is often no intermediate organization (such as PIET) monitoring participants
- ◆ increased burden on the Mission in handling more frequent requests from participants in training
- ◆ housing and transportation difficulties must occasionally be addressed

Senegal has for years been the *recipient* of long-term, third-country participants from other African Missions but has rarely been a sending Mission. Yet rich training opportunities exist, especially in Morocco, Tunisia and Ivory Coast, which could help the Mission increase the number of participants overall and offer more access to women candidates.

A. Description of Current Practice

Long-term training: USAID/Senegal has had little experience in sending participants for degree programs in Africa. Although the 1994 HRDA Action Plan called for training 5

candidates in third countries, only one was selected and enrolled. The Mission has relied on the government to nominate appropriate candidates for third country degrees, which has not produced the expected results.

Short-term training: The procedures followed for HRDA-funded training and for centrally-funded Mission-managed training are similar to those guiding U.S. short-term training. The GOS sends a list of requests for training to USAID each year. The requests are reviewed by the training office and submitted with recommendations to members of the USAID internal training committee for review. Committee members review the candidates and approve or disapprove the request. The Training Unit then informs the GOS of USAID decision and begins processing the candidates selected.

The Mission has not broadcast widely outside government the availability of short-term third country training opportunities. Where specific training programs might interest the Mission, such as a francophone training session for women NGO leaders, the Training Unit would presumably informally seek nominees by contacting potential private-sector candidates directly or through umbrella organizations. Nominations would then be submitted directly to USAID for review, without passing through the government.

For short-term third-country training slots in bilateral projects, the institutional contractor would handle the selection and processing through its own channels. The contractor would normally have to seek approval from the USAID officer overseeing that project (generally the USDH technical officer) for the training program and candidate selection. The Training Unit would be advised of the training but not be intimately involved in either the selection, management, evaluation or follow-on.

B. Recommendations

1. The Training Unit should establish more precise training goals in recruiting and selecting candidates for long-term degree programs in third countries.

The Training Unit should decide on which sub-sectors to target or constraints to address, and establish a list of institutional needs at several key institutions and private-sector organizations. With the help of USAID technical officers, contract staff and local sector specialists, the Mission can make a priority list of academic fields and sub-specialties in the greatest need.

2. Communicate third-country training criteria more clearly to the GOS.

A working session could be organized between USAID and the GOS coordinator to review implementation progress to date under HRDA and ATLAS, in particular regarding third-country training and women training targets. The Training Unit staff should reemphasize

HRDA project-wide objectives and targets (50% public sector, 50% private sector, 35% women) and explain the role played by third country and in-country training. The Mission may also want to remind the GOS that HRDA-funded training must address CPSP priority fields. This discussion can also help lay the groundwork for revitalizing and reformulating a USAID-GOS joint training committee, where government will sit side-by-side with private-sector individuals in reviewing USAID-funded training activities.

The Mission should attempt to convey to its GOS counterparts that USAID will increasingly insist that an HRD plan and needs assessment exist for the division or institution to be targeted for training, and that the institution must demonstrate the link between the training requested for an employee and the need. For training to have development impact, it must be correlated to institutional (or sectoral) needs *and* to an internal training plan. This applies, of course, for U.S. as well as third-country. (See Section IV for further discussion on this point).

The optimum approach is for USAID to nurture a dialogue with officials in the targeted institutions during which the *real* (as opposed to *perceived*) human resource needs are analyzed together and goals are established. A goal might be, for instance, to build an in-house capacity to gather, analyze and publish Senegal's farm labor statistics. With the needs and goals understood, USAID and the beneficiary institution can jointly establish selection criteria and review potential candidates and positions. In contrast to this approach, the government might fulfill the letter of USAID's requirement for a "training plan" by submitting a routine list of personnel they want to send off for training.

3. The Training Unit should elicit information on potential training sites by sending a list of academic fields, degree requirements (BTS, License, Maitrise, etc.) and brief profiles on the potential candidates to selected Missions and to AFR/ONI/TPPI.

The Training Unit needs more information on what programs are available. But it must first have a clear idea of what it is seeking and which sector or institutional needs will be addressed through training.

The Mission may also obtain information about available training in its priority areas from the following sources:

- ◆ GTI
- ◆ The AMIDEAST Directory covering Morocco, Tunisia and Algeria (outdated)
- ◆ Directory of Francophone African Institutions (circa 1985)
- ◆ USAID Missions and REDSO offices in selected countries (Morocco, Ivory Coast)
- ◆ OIT/PIET – the PIET contract allows it to handle third-country training

- ◆ institutional contractors knowledgeable about local academic programs which are managing USAID projects in key countries, such as:
 - ◆ AMIDEAST & Creative Associates – Morocco Training for Development Project, Casablanca;
 - ◆ DAI – Institut Veterinaire et Agronomique Hassan II, Rabat; AMIDEAST office in Tunis

The Training Unit should then contact the USAID missions in these countries, or the AMIDEAST offices in Rabat and Tunis, to obtain updated information on institutions, tuition fees, housing facilities, conditions of admission, etc. The Mission may hire a consultant to do a brief, qualitative assessment of institutions it is considering. Assistance could also be requested from REDSO/WCA and AFR/ONI/TPPI for that purpose.

4. In order to expand the candidate pool, the Mission should state clearly, in widely-disseminated advertisements, that women candidates are being sought for degree training at third-country institutions.

Once the training goals are clear, the pool of potential candidates identified and the training sites known, the Training Unit should recruit from a large number of qualified candidates. The Mission should adopt a more proactive role in seeking potential candidates, especially from those segments in the Senegalese private sector (such as NGOs) of interest to the Mission. The Mission should also inform the GOS of available types of training programs available and a description of training facilities which USAID has used in neighboring countries (such as Morocco and Tunisia). The training offered should be linked directly to USAID's CPSP objectives.

If the GOS is unable to submit qualified candidates (at least one of three of whom is a woman), the Mission should feel no obligation to hold training slots aside for the public sector. In any case, at least half – and perhaps three-quarters – of the long-term third-country degree programs should be designated for the private sector (especially NGOs) to help redress the historic imbalance which has favored USAID training for government functionaries or recently graduated students.

IV. MANAGEMENT APPRAISAL OF TRAINING UNIT

A. Description of the Training Unit

Every USAID Mission styles its management of training differently. The range extends from conceiving the Training Office as a processing unit to empowering an "Education and Human

Resources Office" with major training, evaluation and design responsibilities. Three examples are described below:

- ◆ *the "Participant Travel Agency" approach:* the least proactive version would have the "training unit" receive PIO/Ps from technical offices and arrange logistics (maintenance advance and air travel, manage cable traffic regarding training, visa forms, etc.). Little in the way of substantive input either at the inception or completion of training is required. The office might be managing one or two general "umbrella-type" participant training activities. Data gathering and administration are the major functions.
- ◆ *the "Training Management Unit" approach:* midway toward a real "Human Resources Development" unit is a training office which is involved in recruitment and selection, processing and some evaluation. Technical offices take the lead in managing their participant training, usually through institutional contractors, and involve the training unit only marginally in decisions taken on short- and long-term participant training. The training unit is responsive rather than proactive.
- ◆ *the "Human Resources Development" approach:* an HRD office worthy of its name has major responsibilities in guiding and managing *all* Mission-funded training regardless of technical area, Strategic Objective or funding source. It oversees the design of training from its inception, assists in determining and applying selection criteria, actively participates in the recruitment of candidates, negotiates with training providers both in-country and overseas, supervises pre-departure orientation, manages the logistics, conducts quality control and evaluation of training and provides substantive input into Mission-wide assessment of training impact. The HRD office also participates fully in all project designs and evaluations.

In its current makeup, the Training Unit at USAID/Senegal falls roughly in category two, although it does undertake some of the tasks in category three. With two seasoned training specialists and a new assistant, the unit has the capacity to grow into a more proactive "human resources and training" office.

The Training Unit annually processes between 60 and 80 short-term participants plus selection for roughly 10 to 20 long-term academic candidates. The vast majority of participants are trained in the United States, with only one candidate in a long-term third country program. The bulk of these participants are funded under the ATLAS and HRDA projects.

The Mission Training Unit assists in supervising the local contractor (SENECI) which handles support for third-country participants attending local institutions. The Training Unit has, up to now, also managed in-country training under HRDA. The management of these

in-country programs has recently been included in the SENECEI contract, although the Training Unit will continue to be involved in the design, oversight and evaluation.

B. Participant Recruitment, Selection and Management

USAID/Senegal has opted to place management responsibility for a significant amount of participant training with institutional contractors implementing large bilateral projects. For instance, the Natural Resources-Based Agricultural Research Project cooperative agreement calls for the Consortium for International Development (CID - the contractor) to manage the selection, placement, monitoring and evaluation for five PhD and nine Master degree candidates. An additional 10 in-country undergraduate degrees for women and short-term training in the U.S. are handled by CID. In some Missions, these training "slots" are left out of contractor agreements and administered through the Training Unit using the established internal USAID channels (PIC/Ps sent to OIT and placement by PIET at the most appropriate U.S. university or training provider). In this scenario, not only HRDA and ATLAS candidates, but all bilateral project-funded participant trainees are handled by one office. Due to its management-intensive nature, in-country training under bilateral projects generally remains the responsibility of the institutional contractor or local organization (training institution, NGO, government Ministry, etc.).

If the Training Unit is equipped and staffed appropriately, there are considerable advantages to consolidating in one Mission department the recruitment, selection, management, evaluation and follow-on of all participant training. Training can carefully address Mission CPSP objectives and the training office can ensure that candidate selection is fair, targets for women participation are met on all projects, and the training program chosen is the best and most cost effective.

Mission solutions to managing participant training under bilateral projects vary considerably. The following table summarizes the pros and cons of two approaches: confiding long- and short-term training to institutional contractors or managing these activities through the Mission's training office.

COMPARISON OF APPROACHES TO MANAGING TRAINING

Management approach	Advantages	Disadvantages
<p>1. Institutional contractors handle all bilateral participant training as well as in-country training</p>	<ul style="list-style-type: none"> ◆ management details shifted from USAID to IC ◆ IC has closer relationship to potential candidates increasing likelihood of quality selection ◆ if bilateral project targets local institution(s), IC can help promote transfer of skills acquired by participants through training to the workplace ◆ U.S. short-term training can benefit from professional input from home offices of IC ◆ tracking of payments to IC for U.S. training easier and more timely than through OIT/PIET, FM, and MACS ◆ in-country & TC training more easily managed by IC than through USAID's cumbersome procedures, which often requires separate contract actions for each local training activity 	<ul style="list-style-type: none"> ◆ Mission must provide strong oversight of IC to ensure that USAID regs & Mission training policies are adhered to ◆ IC sometimes less rigorous in applying USAID or host govt. selection criteria ◆ USAID targets for women and private-sector participation often under-emphasized ◆ availability of training often not well advertised ◆ IC often less responsive to USAID targets for placing participants at HBCUs ◆ IC can be too closely associated with "favored" candidates (e.g., govt. counterparts or target institution staff) ◆ tendency to select candidates for LT academic training according to individual aptitudes rather than based on institutional (or sectoral) needs ◆ arrangements for ST US training may be too focussed on IC's home institutions ◆ US ST arrangements by IC may not follow HB10 regulations (maintenance allowances, medical insurance, etc.) ◆ USAID usually paying IC overheads to manage U.S. participant training which are higher than OIT/PIET's - resulting in fewer candidates being trained with same funds ◆ objective external evaluation of IC-arranged ST training difficult ◆ projects end before LT candidates return, leaving Mission with burden to identify funds to complete the bilateral training
<p>2. USAID Training Office handles all participant training and some in-country training; local institutions and contractors continue to manage some in-country training in bilateral projects.</p>	<ul style="list-style-type: none"> ◆ USAID can ensure broad advertising for available training and a more transparent selection process ◆ official USAID/local "selection boards" can ensure that candidates chosen correlate directly with Mission strategic objectives ◆ USAID can track more carefully progress of participants and quality of training program ◆ USAID can evaluate LT & ST training arranged by PIET more objectively, since PIET itself contracts for training services ◆ program is handled by "training professionals" who understand dynamics of training and role played by orientation, monitoring, communication, evaluation and follow-on in successful programs ◆ raises probability that training data will remain with Mission, rather than with IC ◆ raises profile of USAID as "sponsor" of training, rather than the IC ◆ allows for wider involvement of USAID DH/technical staff in training matters, thereby increasing Mission's awareness of local resources; builds institutional memory 	<ul style="list-style-type: none"> ◆ requires well-staffed and equipped training office to handle management ◆ may require additional positions funded by OE, HRDA or bilateral projects ◆ increases administrative demands on USAID support staff, such as EXO (for travel) and CONT (for vouchers, contracts,) ◆ raises USAID's profile in country on training matters (advertising, recruiting, selection, follow-on, etc.) beyond what may be desired politically ◆ in-country training difficult to administer from within USAID

(SEE NEXT PAGE FOR ABBREVIATION CODES)

CODES FOR CHART ON PREVIOUS PAGE

IC	Institutional Contractor	LT	Long-Term Training
OIT	Office of International Trng	ST	Short-Term Training
OST	Observation and Study Tour	FM	Office of Financial Management at USAID/Washington
TC	Third country training	MACS	The REDSO-based accounting system
PIET	Partners for International Education and Training		

The two major projects managed directly by the Training Unit under the supervision of a Direct Hire PDO are HRDA and ATLAS. In a sense, the training office acts as a technical office in being responsible for all activities relating to these two regional projects with large USAID/Senegal buy-ins. Both ATLAS and HRDA have centrally-procured, U.S.-based institutional contractors offering field support or placement services.

The local African American Institute (AAI) representative is invited to sit on the joint selection committee for the selection of ATLAS candidates. With regard to the announcement of ATLAS grants, the local AAI representative publicizes the training opportunities in Senegal and collects the applications. Representatives from AAI/NY interview the pre-selected candidates during their annual recruitment visits and transmit the candidates' dossiers to the Dean's committee in New York, where the final selection of participants is done. AAI and USAID then prepare selected participants for departure.

Although the Training Unit does not manage project-funded training at USAID/Senegal, it has input into training decisions through the USAID "Participant Training Committee" and often handles portions of the process (for example, visa forms, unfunded PIO/Ps and PTMS data entry and reporting). The internal USAID training group is composed of representatives from each technical office. When the committee is expanded to include the two Government of Senegal representatives, it becomes the joint "USAID/GOS Participant Training Selection Board." The Mission considers the joint board the "ATLAS" and "HRDA" selection committee as well. There are no private-sector members on the joint board, and no requirement that Senegalese women participate, although one or both of the GOS designated representatives may by coincidence be female. The committee appears to concentrate on long-term candidate selection of public-sector participants. Short-term training proposals come from the USAID technical offices, the GOS or from candidates themselves. The internal USAID Participant Training Committee reviews short-term requests for compliance with selection criteria and the Mission's CPSP.

The Mission is expanding its use of local advertising to attract more women and private-sector candidates for long-term training. The Mission will need to become more proactive, however, in seeking new audiences *outside* government, especially in the NGO community. Leading women from active NGOs should be invited to participate in a revitalized - and reformulated - USAID participant training committee. In this way, the Training Unit can

stimulate increased demand from qualified non-governmental candidates, especially for short-term training which addresses USAID's development objectives. (See "Recommendations" under Section IV for a description of the proposed committee.)

C. Pre-Departure Orientation and Follow-On

The Training Unit is responsible for providing pre-departure orientation to all participants. It currently organizes one session for departing short-term participants and two sessions for long-term participants. The orientation consists of a briefing on USAID participant training rules and regulations, medical insurance, maintenance allowance, travel and lay overs, dependents, and language and academic requirements (GRE, GMAT, TOEFL, etc). The second session (for LT candidates) concentrates on program objectives, participant expectations, cultural and social differences, etc. The mission director is invited to this session to meet the participants.

The Training Unit enters all participant data in the PTMS and can draw upon the database for information to monitor participants in training and follow the career development of returned participants. A "completion of training" questionnaire is administered to returned participants, which is filed away. The alumni association has been established but is relatively inactive. A successful "awards ceremony" was held recently.

D. Management Burden

The Training Unit is currently staffed by two training specialists and a training assistant. The senior training officer serves as the principal Mission advisor on training matters and supervises the training staff. He is also responsible for coordinating training activities funded under other USAID projects and implemented by contractors. He is also responsible for pre-departure training and follow-on activities. He and the training specialist also oversee the sizable third country training effort (for participants sent by other USAID Missions in Africa) which is managed by SENECCI, a local contractor.

The second training specialist handles the bulk of HRDA-funded activities. He is also responsible for the Participant Training Management System (PTMS), inputs data for all projects, updates information periodically and produces various reports for the Mission. He is currently training the new assistant to take over some of these tasks.

The training assistant coordinates logistics, prepares documentation and assists with orientation and follow-on for all participants. She also handles communication with outside organizations and individuals seeking training opportunities.

The table on the following page capsulizes Training Office staffing and funding levels at other focus Missions in Africa:

COMPARISON OF MANAGEMENT SUPPORT FOR MISSION TRAINING PROJECTS

Country:	Tanzania	Guinea	Benin	Madagascar
HRDA & ATLAS Funding	\$14.7 million (FY88-94)	\$1.5 million (annually)	\$5.1 million (FY88-95)*	\$5 million (FY93-95)
Staffing	Senior Trng Officer 1 Part. Trng Asst. 2 Junior Trng Asst. (clerk) 2 Total 5	Senior Trng Officer 1 Senior Pvt Sector 1 Chief Trng Asst. 1 Junior Trng Asst: 2 Total 5	Senior Trng Officer 1 (an experienced TCN or PSC being recruited) Senior Trng Officer 1 CLEF Trng Asst 1 Junior Trng Asst 1 Secretary 1 Total 5	Senior Trng Asst 2 ³ (2 of time) Pvt Sector Trng Coor (PSC - part time) 1 Trng Asst 1 Total 2 ³
Comments	Mission considering hiring an additional Part. Trng Asst. and a Junior Training Asst. Training Office manages over \$2 million of short-term part. trng for bilateral projects	Two highly-educated, experienced Trng Officers lead a Trng Office responsible for all Mission-funded training; extensive follow-on activities are organized by staff;	Large HRDA and ATLAS programs; handles bilateral ST & in-cntry training also; CLEF (bilateral project) training is handled internally at USAID *includes bilateral CLEF Project training	Recognizing that the Trng Off. is understaffed, Mission is upgrading and expanding Trng Off.; it also handles bilateral ST & LT trng; no contractors handle part trng. HRDA has significant in-country trng. and short term processing

In terms of size of program and probable numbers of training actions, USAID/Senegal's portfolio would appear to call for more management support, as seen in the table below:

USAID/SENEGAL TRAINING UNIT

HRDA & ATLAS Funding	\$9.99 Million (FY88-96)
Staffing	Senior Trng Officer 1 Senior Trng Specialist 1 Junior Trng Assistant 1 Total 3
Comments	Trng Office oversees SENEI contract, ATLAS/HRDA selection, and HRDA in-country trng

The lack of enough staff in the Training Unit has the following repercussions:

- ◆ staff remains reactive rather than proactive
- ◆ follow-on activities, such as the annual awards ceremony, support for the Alumni Association and producing a newsletter become less important
- ◆ forward planning is difficult
- ◆ HRD needs analysis – at the institutional or macro-level in Senegal, is impossible to undertake
- ◆ impact monitoring, assessment and reporting are insufficient
- ◆ careful attention to matching participant training with Mission CPSP and technical office needs is problematic
- ◆ active, dynamic USAID private-sector/public sector training advisory boards are not promoted.

Merely processing close to 100 participant training actions per year would keep this small staff fully occupied. Increasing the substantive level of participation by, for example, the two senior training professionals is not possible without additional management support. Adding at least one full-time training assistant to the office would enable the current Training specialist to spend less time on PTMS entry and reporting and more time on impact monitoring and substantive reporting. The two new training assistants should become thoroughly versed in the computerized management tools now available through the HRDA Project, such as computer-generated PIO/Ps and other routine forms (such as travel vouchers), newsletter and mailing list production, and basic Harvard Graphics reporting. This would free up senior training personnel for other activities, such as conducting needs assessments and impact studies, developing of impact indicators, reviewing SOWs for institutional contracts which include training, and organizing focus groups of returned participants.

E. Recommendations

1. Focus on limited institutions or selected sub-sectors to leverage the impact of participant training investments.

A *reactive* training office tends to evaluate individual candidates for their worthiness for training without regard to the impact the participant might have on an institution or sector. A *proactive* USAID human resources staff will stimulate a dynamic dialogue with key institutions or target groups which will result in the identification of the training needs and a determination of an institution's capacity to absorb new skills brought back from training. The likelihood for measurable impact can then be examined.

The Mission should begin to *focus* its training effort carefully by delineating, with the full participation of USAID technical officers on the internal "training committee," the precise objectives desired from training. Again, training should respond to principal constraints

outlined in the CPSP, and can address needs at the sub-sector level or at certain local institutions with which USAID has a long-term interest. Two examples of "training plans" based on CPSP objectives are shown on the next page.

Sample Plans for a Targeted Training Activity

USAID/SENEGAL STRATEGIC OBJECTIVE #1*

- Training Goal:** Improve analysis and reporting of statistics related to communicable diseases
- Target group:** Cadres at MOH's Health Statistics Division
Supervisors at Census Bureau in charge of health data
NGOs active in health (such as the Assoc. Senegalaise Contre la SIDA)
- Training Proposed:** 2-week course in French at USDA, Santa Cruz or in Africa, followed by OST to other sites;
- Skills To Acquire:** Cross-tabulations of computerized data;
Analysis of trends, comparison with other countries;
Integrating analysis into policy
Low-cost and easy dissemination methods of health statistics to policy-makers
- Candidates Sought:** 10 participants, selected in 2 or 3 groups over 2 years from major institutions; 25% will be from the private sector; 35% women;
Candidates must have knowledge of _____ software;
Other requirements: _____

USAID/SENEGAL STRATEGIC OBJECTIVE #4

- Training Goal:** Broader awareness among key economists, planners and business leaders of early positive effects of the CFA devaluation on agricultural exports and import substitution which have been documented in Senegal and neighboring countries
- Target Group:** Senior GOS economists and agricultural marketing experts; leaders of major business groups; business analysts and economists from Senegalese media
- Knowledge sought:** Understanding of the effect of the devaluation on specific agricultural sub-sectors or industries and firms drawn from site visits, interviews and comparisons of baseline data; better understanding of the dynamics of devaluation in differing monetary, fiscal and structural settings found in four CFA countries; information on how to leverage the benefits of devaluation through monetary and fiscal policy modifications in Senegal
- Training Proposed:** 1-day workshop in Dakar, facilitated by a leading U.S. economist familiar with francophone Africa, followed by a 10-day OST to Ivory Coast, Benin and Mali for site visits and meetings with government and private-sector officials; report to be published of program results
- Candidates sought:** 10 candidates with advanced degrees or extensive business experience; half from government and half from the private sector, with at least two successful entrepreneurs (agricultural production, marketing, services, etc.) in the group; the senior U.S. economist will lead the group accompanied by a USAID DIH or FSN officer; local programs will be arranged by USAID Missions with help, if necessary, from a consulting firm contracted through HRDA; the U.S. economist can be accessed through a buy-in to the HRDA core contract

* The Strategic Objective Tree for USAID/Senegal is included in the Annexes for reference.

2. Strengthen the Training Unit in the "re-engineered" USAID management structure.

There is no "correct" place to affix the training unit on the Mission's organizational chart. It is occasionally found as a separate "Human Resources Division" when there is a large bilateral HRD project, or combined with "education" when the latter is a priority sector. Training is more often located in the Program Office or Project Development Office (or a combination of the two). Occasionally training is accorded a Mission-wide status and placed above all technical offices. In the least advisable scenario, a training office is attached to the Executive Office, close to the travel section!

The Task Force Report for a re-engineered management structure at USAID/Senegal struggled with the placement of the Training Unit and recommended it be situated with "cross-cutting" activities and "targets of opportunity," such as PVO/NGO programs and democratization efforts. To the extent that training is an instrument the Mission uses to achieve its development objectives in priority sectors, it is fitting that training should be conceived as supportive of all sectors and targets.

To enable the management of training to work, however, the Mission will need to ensure that each Strategic Objective Team (SOT) is adequately supported by a qualified training professional who can serve as a bridge to the Training Unit. The details of administering training, one of the most management-intensive activities in a Mission, need to be clarified so that the Training Unit is empowered to take actions (PIO/Ts, PIO/As, POs, etc.) directly with the management section.

3. Create a new Joint USAID-Senegal Training Committee.

In order to achieve the targets for women and private-sector participation, and to begin the process of monitoring training for development impact, the Mission needs to establish a dynamic "advisory board" bringing together GOS representatives, private individuals active in USAID's priority sectors, and two official USAID representatives. Most Missions have established these advisory boards, often called the Private (or Public) Sector Advisory Board, following the mandate contained in the HRDA Project Paper. The project provided Missions with the means (through core and OYB funds) and an administrative method (the buy-in) to support such boards. Mechanisms were also instituted to help Missions with alumni associations and follow-on activities.

Although the specifics vary considerably among Missions, two approaches widely used to involve local professionals in USAID training decisions are: a) two *separate* advisory boards, one for "public-sector training" and the other for "private-sector training" and, b) one board

¹ In French, the group might be called *Le comité conjoint USAID-Sénégal sur la formation*.

whereby government and private-sector individuals meet together. Each has advantages and disadvantages. The Field Service Team has included below a brief outline of principal actions to take in establishing *a single joint public/private-sector advisory or selection board* in Senegal.

A new single "Training Committee" or "Training Advisory Board" could be composed of the following people:

- ◆ 2 USAID representatives, one of whom would be from the Training Unit
- ◆ 2 GOS representatives
- ◆ 3 (or 5) Senegalese invited *as individuals* from the private "for-profit" or NGO sector

The committee would at all times have at least two Senegalese women members and, excluding USAID, a majority from the private sector. The committee could be structured informally and could meet four times annually to review participant training proposals. Similar committees in other Missions run the gamut from "working groups" whose members rank candidate applications (for long-term training), deliberate and make final recommendations to USAID, to committees which only review overall training policies. USAID/Senegal can construe its "training committee" to fit the local working context.

Guidelines and examples of similar HRDA-inspired "selection" and "training" advisory boards are found in the Training Manual (developed for the March 1994 workshop) or in materials developed since the inception of the HRDA Project in 1988. The core contractor for HRDA can assist the Mission in fashioning its advisory group to meet its needs.

Devising a new mechanism to undertake a regular and fruitful dialogue with Senegalese professionals – from both the private and public sectors – will be a key component in strengthening the Mission's participant training efforts. Moreover, a change in the way USAID interacts with the GOS on training matters appears to be timely.

4. Institute annual FY Training Plans drawn up by each technical division (or SOT).

The Training Unit should be receiving each year detailed plans for training anticipated under each strategic objective. These plans can be developed jointly with the training office staff and need not be laborious. Plans should contain all training – both participant and in-country – expected to occur in the upcoming fiscal year, including contractor-managed training starts.

The Training Unit should be a focal point for information and scheduling of all training sponsored by USAID in Senegal. It does not have to be *managing* all of these actions, but should at least be in an informed position to monitor impact and quality.

5. Include USAID training professionals on all design and evaluation teams.

The training staff should not be relegated to the status of processing agents. Their knowledge of training successes, management approaches, timing and cultural issues should be incorporated into the design of Mission human resource development efforts. Their expertise should be used in local training needs assessments, training strategies and plans and in evaluations of other Mission projects.

V. PUBLICIZING TRAINING OPPORTUNITIES

A. Current Practices

The Mission has been improving its publicity campaigns using a larger number and variety of local media. However, the effort has been solely to broaden the candidate pool for long-term training opportunities in the United States.

Advertising training opportunities, and then handling the increased demand from the public for information, places a significant burden on the training office. Without investing in adequate staff or an active "joint selection board" to manage the consequences of increased publicity, USAID/Senegal will probably not register the improvements expected in women's participation.

There are management tools which can be applied in the Training Unit to handle the increased selection burden of a successful publicity campaign. Some of these, taken from a recent HRDA technical field services report to USAID/Tanzania, are excerpted in the table on the next page.

SUGGESTIONS FOR IMPROVING RECRUITMENT AND SELECTION*

- The Mission should reassure itself that the selection procedures are transparent and unbiased. This includes reviewing the entire process step by step and clarify the roles and responsibilities of everyone involved in the process. As proof of transparency, the Mission may publish the results of the pre-selection then survey applicants to get their impressions on the process (fairness, slowness, equity)
- In order to ensure transparency, records of the names and employers of all who applied should be safeguarded. Decisions made by selection committees should be documented, including the reasons for rejecting candidates. In order to streamline the process, a database can be designed to track information and decisions kept for future reference. This information database can also record the results for each applicant and will provide testimony that the selection process was unbiased
- Ensure that qualified applicants from all regions of the country compete in each selection process. Recommendations for increasing the number of women applicants apply equally to achieving a fairer geographic representation in the candidate pool
- Use a variety of outreach methods (radio, television, circulars) and the members of the advisory board to advertise available training
- Review the recruitment and selection process. Currently, advertisements are placed in the newspapers in July, deadlines for application in September, and final notification of the results to all applicants in January. Six months transpire for selection alone. Careful thought should go into shortening the process
- Consider having three selection sub-committees, each responsible for one training type, such as long-term, short-term technical, and EI
- Consider making changes in the way that candidates are recruited and selected for short-term technical training. The HRDA project, as one of the Mission's centerpiece HRD initiatives, can inspire other technical offices by its design and management of targeted short-term training leveraged carefully for its development impact. An effective approach might be to make sure that each HRDA short-term technical training program is geared to specific Mission SO sub-goals and that it clearly addresses needs in the public and private sector institutions targeted. The sections of this report which concern managing training for impact can guide the training office in becoming a model for the Mission.

* Excerpted from the HRDA Field Service Report for USAID/Tanzania, *Overview of Training Portfolio with Recommendations for Improving Training Management and Impact*, June 1994, by AMEX International, Inc.

B. Recommendations

1. Use the revitalized "Joint USAID-Senegal Training Committee" to disseminate information to NGOs, women and rural-based candidates.

An active board can produce more qualified, serious candidates than any number of advertisements. Do not overlook "Radio Baobab" in expanding your candidate pool.

2. Develop eye-catching, clear and easily-understood training announcements and fliers.

Distribute them widely, especially to NGOs and donor organizations. Do not rely on government to broadcast your information. Use free radio announcements as well to get the word out. Be very precise in your requirements – restate them in different ways. State deadlines clearly and in large type. Stick to your ground-rules – no exceptions. Do not be afraid of a large response – *of qualified candidates*. But be ready to reject many unresponsive applications with a form letter, enclosing the returned application. Avoid an avalanche of unqualified applicants (who may have misunderstood or misread your training announcement) by being exceedingly clear in explaining criteria, deadlines, etc. Set aside and publicize the exact hours each week that USAID staff will be available to answer individual inquiries from the public, either by phone or in person.

3. Send formal letters to NGOs, women's organizations, business associations, agricultural marketing groups, in addition to government offices, announcing your training opportunities.
4. Announce third-country training opportunities with some specifics about the countries and institutions where training will take place.

ANNEXES

WAYS TO ACHIEVE HIGH-IMPACT TRAINING*

General Recommendations:

- * Re-invest in returned participants
- * Target key institutions for additional training
- * Create a vibrant network among returned participants
- * Arrange for focussed management training for public sector cadres at selected institutions.

Private Sector:

- * Aim training to address specific sector needs.
- * Support the expansion and development of NGOs
- * Improve the quality of training provided by local providers
- * Create informal private-sector coordinating groups in several regions
- * Propose focussed, business-oriented, short-term courses

Women:

- * Increase opportunities for women in all USAID training activities
- * Include women on advisory committees formed to guide private-sector training
- * Take advantage of the technical advice available from regional AFWID Advisors in the design and implementation of suitable training activities.

Management:

- * Initiate a comprehensive, baseline data collection system
- * Devote resources to organize and marshall the returned participant network
- * Integrate targeted needs assessments into recruitment and selection of all training candidates.
- * Clarify roles and responsibilities of Mission staff in order to streamline the training process.
- * Define impact indicators. These can guide the selection of candidates as well as demonstrate return on Mission investment in training activities.

* These recommendations, which are applicable to USAID/Senegal, are taken from the USAID/Cameroon Training Impact Evaluation, conducted by AMEX International, Inc. for USAID/Cameroon in November 1993.

STRATEGIES FOR USING RETURNED PARTICIPANT GROUPS*

The Mission should analyze ways that associations can provide services directly to the Mission, which could include:

- * recruitment and selection processes (assisting in the identification of ways to reach women; speaking at professional luncheons to promote the program; assist in the selection process by representation on a committee to either review initial applications or in the interview process)
- * orientation (provide first-hand experiences of living and studying in the U.S.; a mentoring program that starts before departure and continues while the student is in the U.S. and, ideally, continues after the student returns to Tanzania)
- * follow-on evaluations and questionnaires (conduct surveys, distribute, administer, and collect data from evaluation questionnaires, all of which can be and should be used to measure the impact of the training)
- * develop newsletters on development topics for the audience of returnees
- * determine ways returnee groups can help other projects carry out in-country training or work with technical assistants teams that visit Tanzania.

Find out how and where returnees are involved in NGO and other volunteer development activities and use them to create forums for discussion and analysis in certain areas.

The Mission may also consider publishing lists of returnees by sector and distributing these lists to project staff and managers. Returnees may be useful resource persons/consultants for USAID projects and programs.

*Taken from the HRDA Field Service Report for USAID/Tanzania, *Overview of Training Portfolio with Recommendations for Improving Training Management and Impact*, June 1994, by AMEX International, Inc.

HRDA-FUNDED SHORT-TERM TRAINING

IMPACT AT A GLANCE

January 1 - June 30, 1994

Date of Report: August 29, 1994

Strategic Objective 1: *Decrease Family Size*

Name Position & Employer	Training Objectives	Specific SO Issues Targeted	Training Provider	Length and Return Date	Impact Observations
1. Fatou Diop Presidente Assoc. Nationale des Sage Femmes Dakar	<ul style="list-style-type: none"> - NGO membership building skills - fund-raising - transparent fin. mgt. systems - membership services - low-cost newsletter methods 	<ul style="list-style-type: none"> - increased awareness of modern contraceptive methods in rural areas (Target 1) - improved awareness among women in urban areas of family plng options - reduction of infant mortality through improved education campaigns led by NGOs 	CAMPCT, Abidjan <ul style="list-style-type: none"> - Regional conf for francophone & anglo-phone NGO health leaders - organ by Tulane with USAID assist 	2 Week course, followed by 2 days site visits in Bouake and Abidjan	<ul style="list-style-type: none"> - Part. reported course was best she had ever undertaken; - learned new ways to organize staff to respond to membership inquiries - brought back user-friendly computer software to begin tracking membership lists - made first-ever contacts with other francophone counterparts - intends to modify present assoc. organ. chart so that a person is respons. for membership services - will install a fax to keep in touch with other groups in neighboring countries. - wants to meet USAID/Dir to thank her for training.
2. Salif Dieng Chef, Div des Ressources Humaines Min de Sante Dakar	<ul style="list-style-type: none"> - improve skills in personnel mgt, esp defining position descriptions, introd employee appraisal system, etc. - intro to new employee incentive methods 		NOT YET DETERMINED	Training planned for late 1994	N/A
3. Mamadou NDiaye					
4. David Diatta					

Strategic Objective 2: *Increased Crop Productivity in Reliable Rainfall Zones*
Strategic Objective 3: *Increased Volume of Tree Products*

Name Position & Employer	Training Objectives	Specific SO Issues Targeted	Training Provider	Length and Return Date	Impact Observations
<p>1. Adama Sy Chef, Division de la Recherche Scientifique Min. des Ressources Naturelles</p>	<ul style="list-style-type: none"> - improve management and coordination of research activities - familiarize part. with new info mgt systems specialized for NRM - strengthen linkages between Sen and U.S. research inst & govt. 		<p>US Dept of Agric - Specialized course for franco-phone African NRM research coordinators - Washington, DC</p>	<p>1 month course work in French 1-week OST to 2 research inst with group accompanied by escort/interp.</p>	<ul style="list-style-type: none"> - part returned with docs in both french and English on Senegal he never knew existed; - claims to have learned several new ways to organize NRM docs to better support Sen. scientists; - found experience in US and contacts made more useful than course attended - French fluency and course content not up to professional level - concluded a formal cooperative linkage with Beltsville Ag Research Center via electronic data exchange
<p>2. Modou Mboup President Assoc des jeunes cultivateurs du Sine Sahel Kaolack</p>	<ul style="list-style-type: none"> - exposure to role of youth in introducing new farming techniques - strengthen linkages with neighboring farming assoc - etc. 		<p>Inst Regional de Vulgarisation Agricole, Segou, Mali</p>	<p>5-day seminar, which includes field trip in Mali</p>	<p>NOTE: Coach for SOT 2 should try to visit this part during Sept site visit to Kaolack for follow-up;</p> <ul style="list-style-type: none"> - part had never travelled outside Sen.; reported very impressed with counterparts from Mali and Burkina; - felt his assoc. had better financial resources but was less effective due to poor planning - intends to train other members in how to sensitize older farmers to adopt soil-enriching practices using simple visual aides and testimonials
<p>3. Aron Diagaza</p>					

Name Position & Employer	Training Ob- jectives	Specific SO Issues Targeted	Training Provider	Length and Return Date	Impact Observations
4. David Diatta					

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Strategic Objective 4: *Increased Liberalization of Markets*

Name Position & Employer	Training Objec- tives	Specific SO Issues Target- ed	Training Provider	Length and Return Date	Impact Observations
1.					
2.					
3.					
4.					

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HRDA PROJECT SUMMARY DATA SHEET BY STRATEGIC OBJECTIVES

Date of Report: August 29, 1994
Period Covered: January 1 - June 30, 1994

Trng. Type	Strategic Objective 1		Strategic Objective 2 & 3		Strategic Objective 4		Per	Cum
	Period	Cumulative	Period	Cumulative	Period	Cumulative		
ST TC	3	43	2	89	1	23	6	155
ST US	5	24	2	16	2	13	9	24
LT TC	0	0	0	0	0	0	0	0
LT US	0	9	1	3	0	2	1	14
PART TO-TALS	8	76	5	108	3	38	16	222
Women* # (%)	2 (40)	24 (31)	1 (20)	24 (22)	3 (100)	8 (21)	6 (37)	56 (25)
In-Cntry**	1	5	0	4	1	3	2	12

*Refers to the number of participants of the "part totals" above who are women.

**In-country refers to the number of events (seminars, workshops, conferences, courses, etc.) organized for groups of Senegalese. The number of trainees attending these events is not tabulated on this chart.

CODE

- ST TC = Short-Term Training in Third Countries (less than 9 months)
- ST US = Short-Term Training in the U.S. (less than 9 months)
- LT TC = Long-Term Degree ("academic") Training in Third Countries
- LT US = Long-Term Degree ("academic") Training in the U.S.
- In-Country = Seminars, courses, workshops, conferences arranged in-country

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REPORTING IN-COUNTRY TRAINING

The Mission can establish a reporting mechanism for in-country training. This information could be collected from projects twice a year in written report form and then entered into PTMS. A sample reporting form is included.

SAMPLE TABLE FOR COLLECTION OF INFORMATION ON IN-COUNTRY TRAINING

PROJECT NAME: SLUSH PROJECT NO: 698-0564
 PROJECT MANAGER/CONTRACTOR: University of Northern-eastern South Dakota
 PERIOD OF REPORT: FY 94 Q1 AND Q2

NAME OF COURSE/ TRAINING PROGRAM	LOCATION & DATES OF PROGRAM	COURSE HOURS	NO. OF TRAINEES (TOTAL, MALE & FEMALE)	TYPE OF TRNG (SEE CODES)	TRAINER INFO (SEE CODES)	DIRECT COST (US DOLLAR AMOUNT, RELEVANT FUNDING DOCUMENT NUMBER)
A NATIONAL HEALTH PLAN STRATEGY	Falick MAY 27-31, 1994	24	75 M= 1 F= 74	3	2	50,678 PIO/T 698-0564.00-2-92033

<p style="text-align: center;">CODES FOR TRAINING TYPE</p> <p>1 = Refresher course 2 = Delivery of new knowledge/skills 3 = Planning/strategy discussion group 4 = Other _____</p>	<p style="text-align: center;">CODES FOR TRAINING PROVIDERS</p> <p>1 = Project-funded resident technical assistants 2 = Project-funded non-resident technical assistants (outside contractor) 3 = Project-funded local training institutions 4 = Project-funded local consultants or individuals 5 = Other _____</p>	<p style="text-align: center;">LOCATION OF TRAINEE RECORDS</p> <p>Detailed trainee information, including names, address, and place of work as well as records on funds used are kept:</p> <p style="text-align: center;"> <input type="checkbox"/> in Contractor files <input type="checkbox"/> in Project Office <input type="checkbox"/> other _____ </p>
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D R A F T
SCOPE OF WORK
IMPACT EVALUATION OF PARTICIPANT TRAINING
USAID/SENEGAL
1963 - 1994

This Scope of Work covers an assessment of the development impact of participant training sponsored by USAID/Senegal since its inception.

A. BACKGROUND

Development assistance provided by the U.S. Government began in Senegal in 1963. From the inception, USAID has invested significantly in the training of Senegalese technical experts, primarily in government and its associated institutions. More than 1,200 Senegalese have been trained in the U.S and third countries under USAID programs. Although bilateral projects which include trained nationals as an important output are regularly evaluated, USAID/Senegal has not conducted an evaluation of the development impact of over thirty years of training on the country and its institutions.

Over the past decade, USAID/Senegal has tailored its portfolio to the Country Development Strategy Statement (CDSS, covering 19__ to 1991) and the more recent Country Program Strategic Plan (CPSP, covering 1992 to 1997). These detailed policy statements provide each USAID Mission with the analytical basis, rationale and monitoring tools within which its portfolio of project and program activities should conform. Human resource development and training are customarily included in these policy statements, either as objectives in themselves or as targets of opportunities undergirding all Mission activities.

The principal USAID project which has revitalized training as a critical instrument in achieving USAID development goals is the Human Resources Development Assistance (HRDA) Project, obligated in 1988. With an LOP of 10 years and a core and buy-in level of roughly \$140 million, HRDA has been an indispensable project for many Missions needing flexibility, cross-sectoral training and management support. Through its mandated targets to increase women and private-sector trainees, HRDA has helped Missions overcome traditional obstacles impeding training for these groups. The activity described in this SOW is funded from USAID/Senegal's HRDA Project budget via a buy-in through AFR/ONI/TPPI to the project's "requirements" contract.

B. OBJECTIVES

The impact evaluation will assist USAID/Senegal...

- to understand the characteristics of development impact which might have occurred on individuals, institutions, sectors or groups in Senegal as a result of participant training sponsored by USAID/Senegal since 1963;

- to assess the impact of USAID-sponsored training, if any, specifically on human resources development in Senegal;
- to provide USAID/Senegal with guidance on ensuring a high level of development impact in all future Mission participant training activities, especially those funded under the HRDA Project;
- to review ways in which USAID/Senegal could modify the management of its participant training.

The impact evaluation will yield important findings and recommendations based on a careful and comprehensive survey of returned participants conducted by the evaluation team in Senegal. The information and findings presented by the evaluation will include:

- an analysis of the recruitment and selection of candidates, and its effect on training results;
- a review of the respective roles of the participant, employer, USAID and GOS in selection, training design, training monitoring, follow-on and evaluation;
- a comparison of the development impact recorded according to training types (third-country, U.S., long-term, short-term);
- an analysis of the yield from investments in short-term management training, at the individual and institutional level;
- the participation of women in participant training, in particular any differences identified regarding recruitment and selection, quality and effectiveness of the training received and extent of impact on their professional and personal lives;
- a description of how sectoral and institutional constraints defined in various project papers were addressed through participant training;
- a perspective on how participant training has evolved at USAID from its inception to the present;
- an analysis of the impact of participant training on the private sector, embracing both profit and non-profit organizations;
- an assessment of USAID/Senegal's management of training, in the past and at present;
- a list of impact indicators, both quantitative and qualitative, which were noted during research and interviewing, the baseline data for which could be collected on future training starts;

- a ranking by priority of future training activities which would, in the judgment of the evaluation team, result in a high level of development impact in USAID's strategic sectors;
- a list of recommendations for ensuring that USAID's participant training investments yield the expected impact on development in Senegal.

C. STATEMENT OF WORK

The HRDA Project core contractor will organize and undertake the evaluation through its "requirements" contract. The Contractor will communicate with USAID/Senegal via fax, e-mail and telephone for several months prior to arrival of the evaluation team in Dakar to ensure proper preparation and, the day after arrival, will conduct a one day team planning meeting with USAID/Senegal staff and Government of Senegal (GOS) and private-sector representatives invited by USAID/Senegal. The team will be based in Dakar but will interview candidates and visit institutions both within and outside the capital.

The methods to be used for the evaluation include interviews with key persons in USAID, the GOS and the private sector; review of documents; a written survey of a significant number of returned participants; personal, in-depth interviews of a weighted sampling of former participants which cover a range of geographic regions in Senegal, fields of study, training types, ages, and includes women. The team may use focus groups or other methods to gain supplementary insights into the possible impact of USAID-funded training in Senegal.

The tasks for which the Contractor is responsible include:

- interview U.S.-based participant training organizations which have handled USAID/Senegal-sponsored trainees over the years;
- collaborate with USAID/Senegal on the initial participant questionnaire and cover letter to be sent to returned participants prior to arrival of the team in Dakar;
- draft the announcement for the Senegalese consultant position, obtain approval from USAID/Senegal and distribute in Senegal;
- interview, select and contract with a Senegalese consultant within two days after arrival in Dakar;
- review all returned participant questionnaires and draw up list of those to be interviewed by the evaluation team;
- draft a larger, quantitative questionnaire to administer during interviews and conduct a test with returned participants for accuracy;

- enter the questionnaire and response data into a data-base computer software program so that results can be cross-tabulated for analysis and presented in the final report;
- read all USAID/Senegal project papers and evaluations addressing participant training available;
- interview USAID/Senegal staff, GOS officials and private-sector individuals involved in human resources development and training;
- conduct several focus sessions of target groups selected in collaboration with USAID/Senegal to uncover anecdotal information about the effectiveness of the training received;
- conduct a debriefing of senior USAID/Senegal staff of principal findings and recommendations 5 days prior to leaving Senegal;
- submit a rough first draft of the report prior to departure.

A quality evaluation presupposes the availability of accurate and pertinent data. Although data can (and most often does) include qualitative or anecdotal information, the closer evaluators come to amassing "hard" data to analyze increases the possibility for justifiable – and useful – conclusions. USAID/Senegal will play a key role in the success of the evaluation by ensuring that information on returned participants – some dating back to the 1960s – is accurate. The Mission will be responsible for:

- updating PTMS records to include current addresses and employers;
- researching and verifying names and addresses on many participants who have been out of touch with the Mission for many years;
- duplicating, organizing, collating, stuffing and mailing several hundred questionnaires, each with a cover letter from the Director, to returned participants at least three months prior to the evaluation team's arrival in Senegal;
- organizing the responses so that the team can quickly select participants to interview in person;
- helping schedule initial appointments in Dakar.
- compiling basic and documentation about the projects under which Senegalese have been trained;

- running reports from PTMS on numbers of people trained , with a breakdown by gender, type of training (i.e long-term, short-term), place of training (i.e US, third-country), and by field of study;
- supplying information from the existing "end-of-training" questionnaires normally distributed to returned participants.

USAID/Senegal may wish to hire a part-time clerk for several weeks, using HRDA funds, to assist in the mass mailing of the questionnaires prior to the team's arrival. Other specifics will be further refined after the evaluation team arrives in Senegal by the Contractor in consultation with USAID. Using its prior experience, the Contractor will provide additional insights which will enhance the study's results of this evaluation

D. Team Composition

The team will be composed of two consultants from the U.S. and one consultant from Senegal selected by the Contractor.

The evaluation team will consist of:

Evaluation/Human Resources Specialist (Team Leader)
 Human Resources Development/Training Specialist (U.S.-based)
 Human Resources Development/Training Specialist (Senegalese)

The team will be assisted by a senior member of USAID/Senegal's Training Unit.

The qualifications for each team member follow. All team members must be physically fit and able to undertake work outside Dakar.

Evaluation/Human Resources Specialist (Team Leader)

Responsibilities:

- conduct meetings in the U.S. with participant organizations and oversee the recruitment and selection of the Senegalese consultant;
- prepare the design and data collection for the evaluation;
- prepare a schedule for the duration of the evaluation for each team member;
- make specific work assignments to individual team members, and be responsible for their addressing these issues, in accordance with the Scope of Work;

- coordinate the team's work for timely completion of the evaluation;
- ensure that the objectives of the evaluation are adequately addressed in the evaluation;
- present debriefing of findings and recommendations to USAID/Senegal;
- draft, edit and present final report to USAID/Senegal;
- review the French translation of the final report for accuracy;
- represent the Contractor to USAID/Senegal in all matters pertaining to the execution of the Scope of Work.

Qualifications

- a minimum of the Master's Degree in one of the Social Sciences, preferably with emphasis in education, organizational or human resources development;
- experience as a team leader for other consultancies, or previous relevant supervisory experience;
- at least ten years' professional experience in development, at least five of which are in the design, evaluation or implementation of AID projects and programs;
- prior experience evaluating USAID training programs..
- experience working in francophone Africa, preferably Senegal;
- demonstrated writing and organizational skills;
- fluency in spoken and written French and English at the equivalent FSI level of S3/R3;

Human Resources Development Specialist (U.S.-based)

Responsibilities

- determine whether the USAID/Senegal participant training programs were designed to meet Senegal's training needs;
- analyze the extent to which training completed has been applied by the host government and /or the private sector in response the critical need for skilled manpower in Senegal's development;

- analyze the process of training used by USAID/Senegal for its strengths and its weaknesses;
- ensure that key issues relating to participation of women are addressed by the evaluation;
- analyze the different types of training used by the Mission to determine which are the most effective;
- analyze the extent to which training impact can be shown;
- provide major input into conclusions and recommendations regarding the future course of USAID/Senegal's participant training activities.

Qualifications

- a minimum of the Master's Degree in one of the Social Sciences, preferably with emphasis in education, organizational or human resources development;
- at least 5 years professional experience in human resources development preferably in planning, designing and implementing training activities;
- prior experience evaluating USAID training programs.
- demonstrated writing and organizational skills;
- experience working in francophone Africa, preferably Senegal;
- fluency in spoken and written French and English at the equivalent FSI level of S3/R3;

Human Resources Development Specialist (Senegalese)

Responsibilities:

- assist the U.S.-based consultants in all aspects of the evaluation;
- ensure that an in-depth understanding of the country's social, institutional and cultural aspects is integrated into the evaluation;
- assist in identifying returned participants, interviewing them, tabulating and analyzing data in collaboration with the other team members;

- determine whether the USAID/Senegal participant training programs were designed to meet Senegal's training needs;
- analyze the extent to which training completed has been applied by the host government and /or the private sector in response the critical need for skilled manpower in Senegal's development;
- analyze the process of training used by USAID/Senegal for its strengths and its weaknesses;
- ensure that key issues relating to participation of women are addressed by the evaluation;
- analyze the different types of training used by the Mission to determine which are the most effective;
- analyze the extent to which training impact can be shown;

Qualifications

- a minimum of the Master's Degree in one of the Social Sciences, preferably with emphasis in education, organizational or human resources development;
- at least 5 years professional experience in human resources development preferably in planning, designing and implementing training activities;
- 3 years experience in a professional capacity in Senegal;
- demonstrated writing and organizational skills;
- fluency in spoken and written French and English at the equivalent FSI level of S3/R3;
- prior experience evaluating USAID training programs or working with USAID desirable;
- field experience in training and /or education desirable;

E. ROLES AND RELATIONSHIPS

The Contractor is responsible for the conduct and production of the impact study. The Team Leader should be authorized to represent the Contractor in all matters pertaining to the execution of the Scope of Work, and should be responsible for all team members' timely

completion of required inputs into the evaluation. The Team Leader will report to the chief (or "coach") for USAID/Senegal's Training Unit.

The Senegalese consultant will be recruited, hired and paid by the Contractor. He or she will be responsible to and under the supervision of the Team Leader. The Contractor will be responsible for all support costs of the Senegalese team member. The Contractor will arrange and pay for all transportation in Senegal necessary to the completion of the evaluation, unless otherwise notified by USAID/Senegal.

USAID/Senegal will arrange initial introductory meetings with key personnel in appropriate ministries and in USAID and the private sector. Thereafter, the team will be responsible for arranging its own meetings, assuring adequate consultation with these entities and contacting and arranging for participants to be interviewed.

F. Methodology and Schedule

The evaluation will be conducted in three phases:

Phase One: U.S. Preparation

The Team Leader will communicate with USAID/Senegal during the three months prior to the arrival of the team to complete the tasks outlined in Section C.

Phase Two: Conducting the Evaluation in Senegal

The evaluation team will spend approximately three weeks in country reviewing documentation, interviewing officials, drafting a quantitative survey instrument, administering the survey and interviews in various regions of the country, leading several focus groups, entering data and running cross-tabulations, analyzing the results and developing a list of findings and recommendations. A rough draft of the report will be left with the Mission prior to the departure of the team.

Phase Three: Supplementary Analysis and Finalizing the Report

The Team Leader will run additional cross-tabulations of data collected during the surveys, submit a second draft to the Mission incorporating initial reactions to the team's debriefing and first draft, and, upon approval, finalize the report and its supporting tables and charts.

Once the final report is ready and approved, the Contractor will translate an expanded Executive Summary into French. The French version will include a sampling of tables and charts from the body of the English version, translated into French, so that the evaluation can be distributed as a stand-alone document.

G. REQUIRED REPORTS

The Contractor shall provide the following reports in English to USAID/Senegal:

- a workplan and schedule detailing planned activities and site visits within five (5) days of the Team's arrival in Senegal;
- a draft outline of the final report within seven (7) working days after the Team's arrival in Senegal;
- a presentation for USAID/Senegal covering major findings, conclusions and recommendations of the evaluation at the beginning of the team's last week in Senegal;
- a draft report prior to the team's departure from Senegal;
- Fifty (50) copies of the final report within four weeks after receiving USAID's approval of the final draft. The report will respond to the evaluation objectives outlined in this SOW, as modified by the team with approval from USAID/Senegal. The final report will include an Executive Summary, and an analysis of the results of the surveys conducted in Senegal. The annexes of the report will include the Scope of Work, a list of persons interviewed, copies of the evaluation questionnaires, a list of former participants interviewed and documents reviewed.
- Thirty (30) copies of the French version, within six weeks of receiving USAID's approval of the final draft.

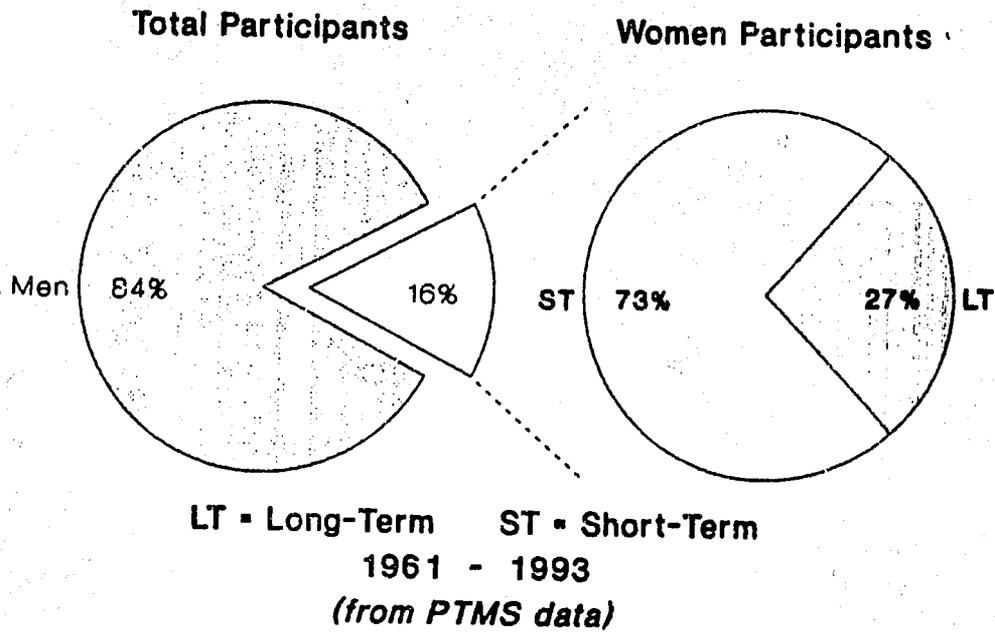
H. Level of Effort

The level of effort for the three consultants is shown below:

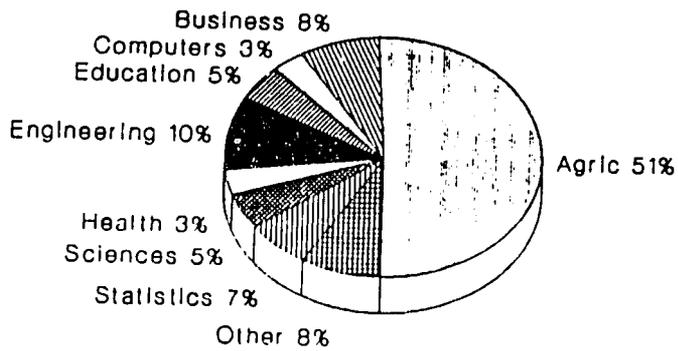
	<u>Phases</u>			
	<u>I</u>	<u>II</u>	<u>III</u>	<u>Total</u>
Team Leader	4	20	5	29
HRD Specialist (U.S.)	-	20	1	21
HRD Specialist (Senegalese)*	-	18	1	19
Totals	4	58	7	69

*The Senegalese consultant would not need the two travel/preparation days included in the LOE for the U.S.-based consultants.

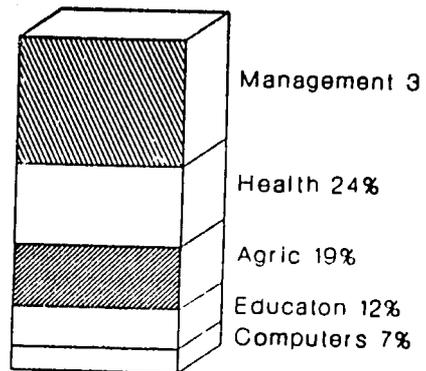
SAMPLE HARVARD GRAPHIC CHARTS



FIELD OF STUDY COMPARISON

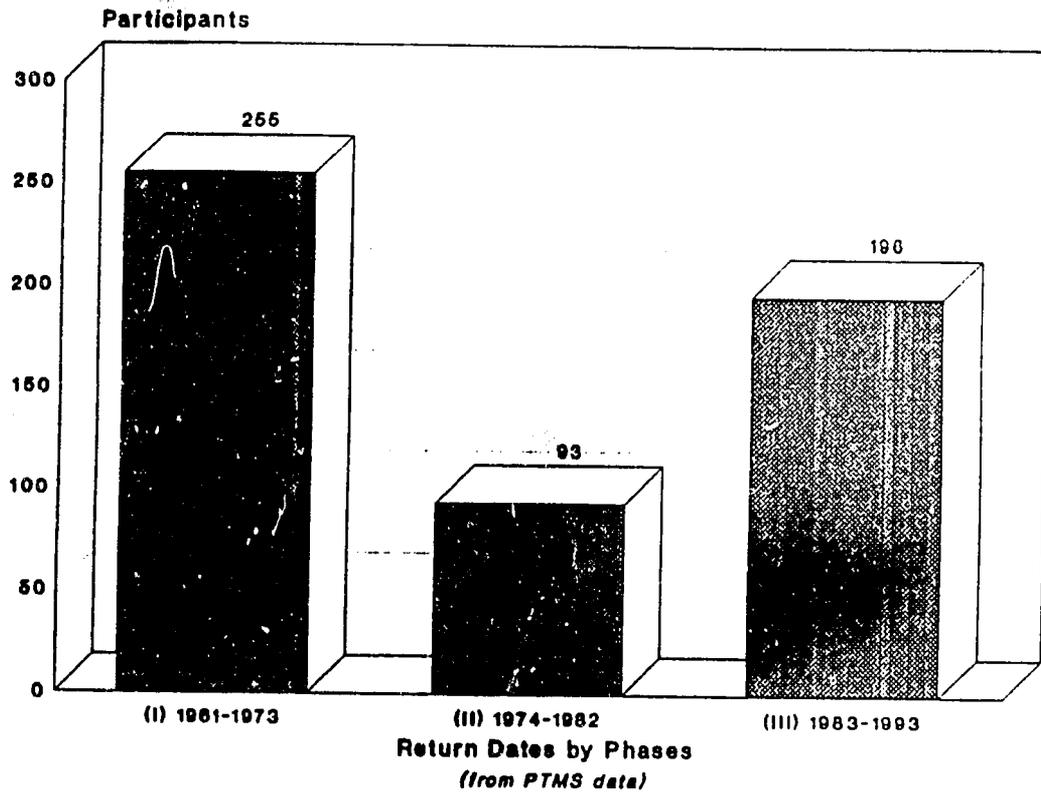


(Long-term only)
(First degree only)

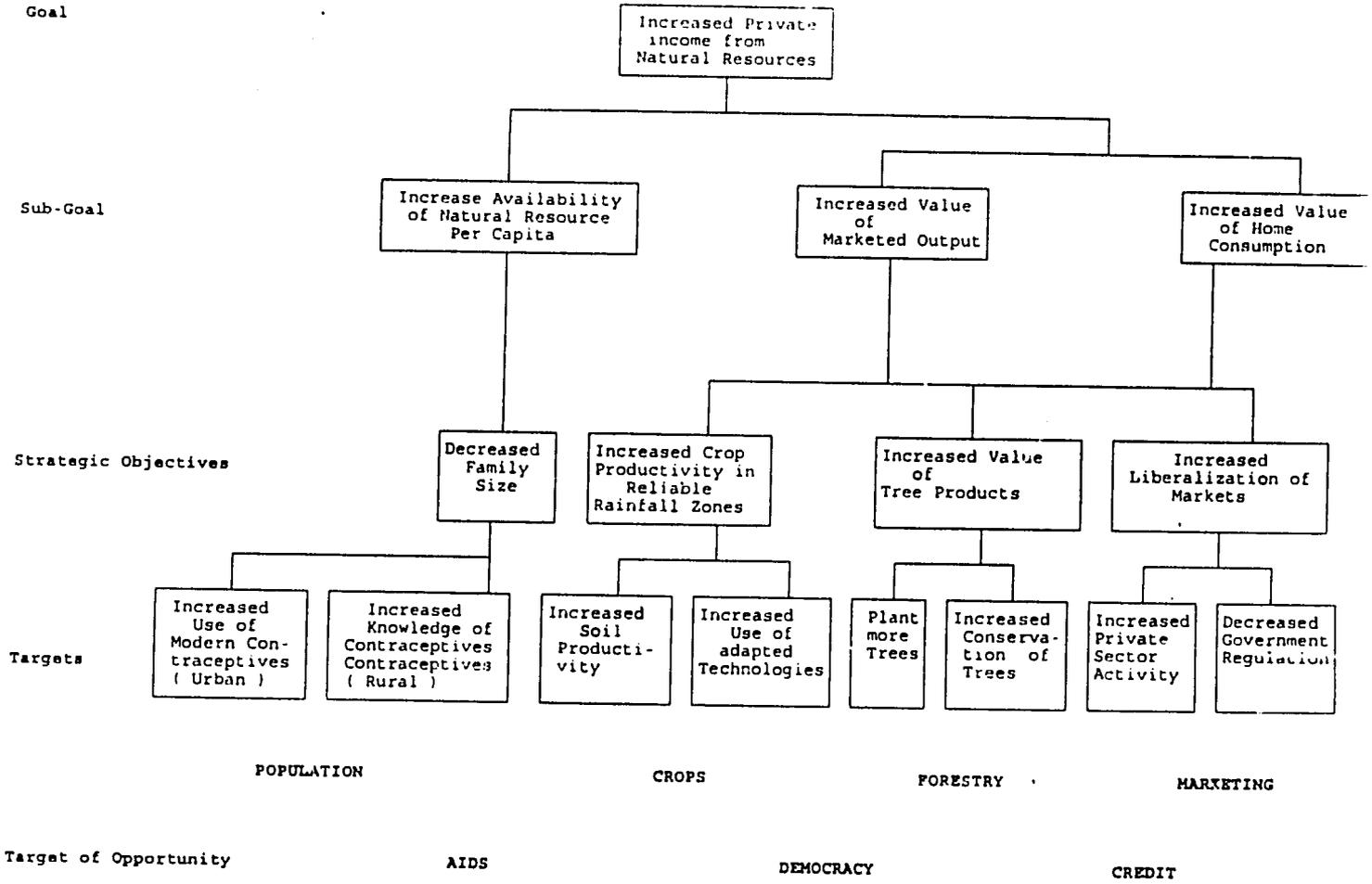


(Short-term only)

LONG-TERM PARTICIPANT RETURN DATES



USAID/Senegal Objective Tree



LIST OF PERSONS INTERVIEWED

USAID/SENEGAL

Douglas Sheldon, Deputy Director
Lisa Franchette, Project Development Office
Ousmane N'Dao, Training Officer
Mamadou Diarra, Training Specialist
Linda Lankenau, Health Office
Mark Smith, Agriculture and Natural Resources Office
David Diop, Program Officer, ANR