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USAID/NIGER
COUNTRY TRAINING STRATEGY,
1995 - 99:

REENGINEERING TRAINING FOR
STRATEGIC IMPACT

The HERNS Project

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I. INTRODUCTION

A. Purpose and Background

The purpose of this USAID/Niger Country Training Strategy, 1995-1999 (CTS) is to set out a strategy for planning and implementing the mission's training portfolio according to the principles of reengineering in order to achieve maximum impact on strategic objectives (SOs.) It is to serve in conjunction with the Mission's new Strategic Plan, 1995-2002 and will help to guide USAID/Niger in a time of major changes in the Mission, in USAID, and in Niger.

When well designed and implemented, training and other related human capacity development interventions can be the most profound and sustainable activities of the agency. Worldwide, USAID devotes almost 10% — perhaps as much as \$600 million per year, including in-country training — of its program funds to training. USAID/Niger places heavy emphasis on training as a vehicle to achieve its program goals. Currently 23% of existing obligations are for training activities. That amounts to about \$2 million per year, divided equally between HRDA and ATLAS on the one hand and technical project training on the other.

As with the previous Country Program Strategic Plan/Concept Paper (1992), training plays a critical role in this Strategic Plan. A "low level of trained skills" in all sectors is cited as a chief constraint to Nigerien development. A cross-cutting theme in the Strategic Plan, the training portfolio serves the Mission's three Strategic Objectives and can play an important synergistic role among them. It also fits well conceptually into the reengineering constructs around which all the Mission's and the Agency's activities are being redesigned. Thus this Training Strategy will serve both to guide the planning and implementation of all training activities, and also as a concrete application of reengineering principles.

Niger is one of the poorest countries in the world. Its population is growing at 3.3% per year, suffers from many diseases and from recurrent natural disasters, and is in a non-sustainable dependence on a fragile natural resource base. Niger has a literacy rate of about 13%, which constrains all efforts to raise the level of skilled human resources.

In its new strategy, the mission is focusing its resources in three strategic areas:

- family planning, maternal and child health, and food security in times of disaster;

- economic reform and rural financial services; and
- environmental conservation and productive use of natural resources.

The utilization of training in these areas will continue the emphases of recent years, but will have a more focused strategic approach and operate within a reinvented mission management structure.

For nearly a year, the Niger Mission has served as one of the Country Experimental Laboratories as USAID moves to reinvent its operating style and procedures. The Mission has applied the principles of reengineering in the production of its Strategic Plan. In turn, this Training Strategy:

- anchors the training program in the Mission's reengineered strategic vision,
- approaches the perennial generic issues of training design and management from a reengineering perspective,
- suggests ways in which the planning and implementation of USAID/Niger's training can be improved and smoothly accommodated to the new SO Team structure, and
- analyzes SO training needs and recommends training programs for the next two years to begin to fill those needs.
- demonstrates that training activities are in full support of the Mission's SOs, and beyond that, serve the agency's priorities in Women in Development (or, Gender and Development) and Gray Amendment issues.

Thus, in the reinvention of training, too, Niger will continue to play a leadership role in USAID.

B. Methodology

This document is the product of a visit to Niger by a five-person team consisting of:

- Ronald Raphael, Field Training Advisor, Office of Field Service and Technical Support, Center for Human Capacity Development, Global Bureau;
- Jesse McCorry, Consultant;
- Elizabeth Adelski, Consultant, on loan from the Africa Bureau DESFIL Project;

- Abdelkadir Galy, Professor, Department of Psychology, University of Niamey; and
- Moussa Djibo, English teacher and part-time lecturer, University of Niamey.

Team members reviewed a wide range of documentation and met with Mission staff, GON officials, contractors, and NGO personnel. They determined sectoral training needs and elicited views on the generic strengths and weaknesses of past training programs. In some cases, they also acted as catalysts in the initial development of project training plans where they did not exist. All team meetings were held in or around Niamey.

II. REENGINEERING AND TRAINING

A. Basic Principles of Reengineering

Reengineering, as borrowed from the corporate world and adapted to USAID, seeks to further sharpen the agency's focus on the achievement of sustainable demonstrable results rather than the management of programmatic inputs. This applies to planning, designing, and implementing activities, as well as monitoring and evaluating the results.

1. Core Values

This is to be accomplished by applying reengineering's four core values:

- **Customer Focus.** USAID will focus more on customers and partners. Customers include the end users or beneficiaries of the agency's products and services in developing countries, as well as U.S. taxpayers and U.S. organizations concerned with development. Being customer-focused means finding out exactly what they want and constantly defining what we do on that basis.
- **Teamwork.** Staff will work together as teams as an integrated agency with a shared vision and shared goals, thereby able to provide the best expertise to developmental problems. Teams are composed of missions, bureaus, customers, host country partners, and other donors working together to achieve common objectives.
- **Empowerment and Accountability.** Teams will have the authority to direct their own activities, negotiate with others, and take real action. With authority delegated to teams, they become accountable for results.

- **Results Orientation.** Teams will manage their resources on the basis of results planned and achieved. Budgeting decisions of future actions will be dependent on how well results are achieved and will be constantly adjusted accordingly.

These broad principles may be applied to training as follows:

- **Customer Focus** — an increased emphasis on the participant's job needs as viewed from within the employing or sponsoring institution.
- **Teamwork** - a participatory approach to each stage in the training process — from recruitment and selection, through program design, predeparture preparation, monitoring, re-entry, and follow-on — that brings all those persons with a stake in the success of the program into active roles in the program. These stakeholders are: the participant, sponsoring institution, SO Team, training provider, and training contractor, as appropriate.
- **Empowerment and Accountability** - the placement of authority in, and the acceptance of responsibility for success by, the training program's stakeholders.
- **Results Orientation** - a focus on strategic impact, through an explicit link of each training program to the Strategic Objective and Results. Each training event will be designed and implemented to achieve impact in the strategic area, which will be measured by defined performance indicators.

2. Three Components of Program Activities

Another important feature of reengineering is the three-part cycle of program activity, defined by:

- **Planning** — the strategic participatory design process of applying, within the overall policy direction set by the Administrator, the combined knowledge and experience of the autonomous SO Team to a Strategic Objective. Strategic planning will define a framework for making management decisions and for measuring results. The Strategic Objectives and Results Packages form a management contract between the Mission and AID/W in which the Mission commits to meeting the objectives and AID/W commits to providing the necessary resources.
- **Achieving** — implementing the SO activity, within the parameters and terms of the mission strategy and management contracts. Missions have the authority to use their

funds in whatever mix of tactics and tools is needed to achieve their Strategic Objectives. Adjustments are made possible by feedback from:

- **Judging** - the ongoing monitoring of results cyclically fed back into further planning and implementation adjustments. On the basis of results judged, decisions on planning, resource allocation, and, where necessary, contract changes are made.

Applied to training, this means:

- *Planning training to achieve results.*
- *Implementing and monitoring training activities in an effective and accountable manner.*
- *Evaluating training and post-training performance and applying lessons learned.*

These components are the standard design, implementation, and evaluation phases of all program activities, including training. However, the emphasis is on continuous assessment, evaluation, and feedback for fine-tuning implementation and for providing the basis for budget allocations.

Just as the Mission limits its strategic program to what are in its "manageable interest", so too must SO Teams design focused training programs within the manageable interest of the SOs and Results Packages. The "fit" between SOs and training interventions is natural, since the SOs are written in behavioral terms — use of family planning methods, adoption of natural resource practices.

3. Simplification and Reduction in Paperwork

In keeping with increased autonomy at the mission and SO Team level, all policies and procedures are being drastically cut back, to reduce the burden on missions. USAID Handbook 10, governing participant training, is being totally recast in the Automated Directives System (ADS) format, for release by October 1, 1995. Many policies and procedures have yet to be finalized at the time of this writing, so revisions to this document will be required.

4. Integration of Program Elements

A major feature of reengineering is the stress on leveraging resources through the integration or interplay of various program elements. The Mission's Strategic Objectives were coordinated to take advantage of many possible synergistic interactions, where single interventions may have an impact on more than one SO. The challenge in applying this to the Mission's training portfolio will

be to design training programs that can do double duty without losing strategic focus.

B. The Old and the New

Most of the ideas underlying reengineering are not new to those familiar with USAID training innovations of the last few years. The stress on "customer focus" and participation is not much different from the emphasis on including all "stakeholders" in planning and implementation of training programs. In recent years there has been a general recognition, coming out of numerous evaluations and successful innovations, that fundamental changes are needed in the way training is approached in most missions. Had reinvention as such not been introduced, USAID/Niger, along with all other missions, would still need to make better use of the lessons learned elsewhere which clearly show the way to increasing the impact of training. The reengineering program, therefore, may serve to provide additional authority toward the adoption of reforms which have been in the air for some time.

The transition to a reengineered Mission centers on the reorganization into Strategic Objective Teams for each of the Strategic Objectives (SOs) in the Mission's program. This change is aided by the fact that the Mission has a mature portfolio, with most projects nearing their PACDs. However, the ending of projects as the programming modality will not take place all at once, but will be uneven, as events unfold and Strategic Objective Teams adapt ongoing project activities to the Results Package format.

Some SO Teams are closer to the conversion to Strategic Results Packages than others. While SO1 (Population and Health) is within a year of making the conversion and will extend its two major projects until March 1996 for bridging purposes, some projects in SO2 (Economic Reform and Microenterprise) are being extended for up to three years. Clearly, there will be a period of experimentation and training staff on different SO Teams will be operating in different modes during the transition. The lack of uniformity in this regard will present a special burden on cross-cutting activities.

Thus the period of this strategy will be full of major changes effecting every aspect of training. For example:

- Reengineering, especially the operations of the center-piece Strategic Objective Teams, and contractual and financial processes, will be implemented in ways not yet completely decided on by the Mission.
- Agencywide information systems that track all activities will have a great impact on how USAID does its business, including training.

- The replacement for Handbook 10 will place more autonomy in the Mission to manage their training. Therefore, the policy environment in USAID/Niger will also evolve as the Mission addresses issues as they arise.
- The central contracting mechanism for U.S. placement and monitoring, currently managed by Partners in International Education and Training (PIET) under the supervision of G/HCD, will be radically changed.
- The Human Resources Development Assistance (HRDA) Project will be rewritten and HRDAII will begin in 1997.

This Strategy, therefore, should be seen as an evolving, flexible document. It needs to be fine-tuned as programs, regulations, and arrangements evolve.

III. SUMMARY OF USAID/NIGER DEVELOPMENT STRATEGY

A. Background

USAID/Niger's new Strategic Plan represents both continuity in sector choice and significant change in approach. Under the previous strategy, the Mission emphasized policy and institutional reforms with the GON. These top-down efforts have been for the most part successful and will be continued as a lower priority. Significant improvements in the legal and regulatory environment have begun to open up opportunities in the economy and have now led USAID to focus on the local level, a change also brought about by paralysis and disintegration in the central government.

Niger's future development is now seen to be in the hands of local forces: agribusiness entrepreneurs, rural credit unions and cooperatives, village disaster preparedness committees, private sector health providers -- many of them organized as NGOs. They have grown rapidly in number as a result of the general improvement in the enabling environment for decentralization and for the private sector. This shift in activity and energy from the central to the local level and to non-governmental entities has not been accompanied by a transfer of resources. There are none to transfer from a financially bankrupt national government.

USAID/Niger has always invested heavily in training, beginning in the mid-1960s. In the umbrella training projects alone (AFGRAD, ATLAS, HRDA), the total numbers of persons trained in the U.S., third-countries, and in Niger was 2,382 as of September 1994. The training components of all current projects add up to \$37.19 million. The Mission intends to devote about 25% of total resources to training in each of the Strategic Objectives.

USAID/Niger has selected three Strategic Objectives during 1995-2002. The SOs and their Results Packages are:

B. Strategic Objective 1: Population and Health

Increase the use of family planning and other important maternal and child health services, and improve nutrition and food security of children in times of disaster, in order to lower mortality and fertility.

Results:

1. The effective management of high quality and increased amount of decentralized, comprehensive FP/MCH services provided by target districts, and those departments and the national level supervising the districts which are appropriate to the demand.
2. An expanded and improved private sector, including indigenous NGOs, providing FP/MCH services and complementary health care services.
3. Assist the GON in promulgating health policy and financial support reforms which will enhance the potential to provide appropriate FP/MCH services.
4. An improved national institutional capacity, through the collaboration of the public and private sectors and the donor community, to predict and respond to food security and health-related disasters.
5. Multimedia campaigns which inform citizens of the legal and regulatory parameters of national policy issues (e.g., national health code, population policy code, the Family Code) as well as instruct the public on its rights and responsibility as health care consumers.

SO1 seeks to achieve a healthier population growing at a slower rate more in harmony with the pace of economic development. It seeks to reach that goal by the promotion of increased use of family planning services delivered within a system of integrated maternal and child health services. It will continue earlier programs aimed at reforms in health policy and financial support, improvement of service delivery at public sector health care facilities especially at the district level, support of private sector practitioners, NGOs, and social marketing providers in support of the decentralization and privatization of health care, as well as food security and health-related disaster preparedness. The SO will focus on ten of Niger's 42 districts, which have not yet been selected.

C. Strategic Objective 2: Economic Reform and Microenterprise

Increase market access for rural people, mainly by their use of local financial services.

Results:

1. More decentralized, viable, and transparent financial services.
2. Improved environment for microenterprises: Better policies, better laws, better information.
3. Formal bankers develop confidence in informal sector.
4. Increased number and size of women's enterprises.

This Strategic Objective seeks to assist Nigériens in rural areas to improve their standard of living by providing improved access to commercial markets for their farm-produced goods, and by supporting the creation and growth of rural financial services institutions that operate on a scale and manner appropriate to the needs of rural Niger. USAID/Niger, since the late 1980s, has supported three different modes of intervention to meet the financial needs of these rural populations. Cooperative credit unions (WOCCU), financial intermediaries (CLUSA) and technical assistance to microenterprise and other income generating entities (CARE). While these activities take place in an economic context largely defined by the size and vitality of the informal sector, USAID/Niger is helping the Government of Niger (GON) to grapple with several important weaknesses in its management of policy for the formal sector. Success in this area will result in a more hospitable and open environment for private sector growth, improved access for women entrepreneurs to acquire business-related skills and gain entry to a broader commercial marketplace. It should also be possible for such an improved environment to restore a degree of confidence to larger operators in the formal sector thereby stimulating a renewal of private investment and reinvigoration of this vital sector.

USAID/Niger provides support to activities enabling men and women to take advantage of emerging opportunities in the promotion and export of Nigérien products. Part of the Mission's support has helped to double the number of women's groups and associations obtaining and using credit. The Mission portfolio includes several projects that provide credit and other financial services that enhance access to financial resources in rural communities. During 1994 these credit and financial services activities made loans totaling more than CFA one billion (approx. \$1.9 million).

The three programs involved in the above activities, CARE, the World Council of Credit Unions (WOCCU), and the Cooperative League

of the United States of America (CLUSA) have now entered upon a period of consolidation and institutionalization. The character of the CFA franc zone of West Africa zone does not offer an altogether permissive environment for the operations of these organizations, based, as they are, on banking and credit principles established over a number of years in North America. A number of legal questions will need to be resolved which involve more than the Government of Niger (GON).

Creating a permissive environment for these credit and financial services activities is part of USAID/Niger's overall concern for changes in the policy environment of the country such that enterprise initiatives can be undertaken more easily. The Niger Economic Policy Reform Program (NEPRP) under SO2, has been one of the principal vehicles for improving the policy environment that would promote sustainable agricultural production and the creation of rural enterprise. Thus, it has been employed to help the GON develop legislation and regulatory mechanisms that reduce illicit taxation on major transport arteries and improving access to market information for Niger's producers. Similarly, USAID/Niger has worked with the Customs Bureau on matters related to data collection and analysis. Because of legal prohibitions against assisting host government agencies which exercise police powers, support to Customs was terminated, but active discussions are underway with other donors (World Bank, UNDP and France) who have a comparable interest in this area.

The Policy Analysis and Monitoring (PAM) Project also contributes to the creation of an improved environment through the conduct of specialized research and policy analyses on subjects of particular concern to the GON and the Mission.

D. Strategic Objective 3: Natural Resource Management

Increase adoption of practices for conservation and productive use of natural resources.

Results:

1. Niger's rural producers, men and women, gain greater control over their productive environment.
2. Increased producer access to technical information.
3. Increased capital available for communities and individuals to invest in NRM practices.
4. National capacity to promote and sustain results 1, 2, and 3 improved.

The combination of a rapidly growing population and an inherently fragile natural resource base has created Niger's two-fold problem of environmental deterioration and lagging rural productivity. USAID/Niger's third Strategic Objective will address this problem by working toward the "sustained widespread adoption of management practices improving the conservation and productive use of Niger's forests, fields, waters and pastures." It is assumed that improved NRM practices--developed jointly by rural producers, the GON, and donors--will increase agricultural productivity and decrease resource degradation. It also is assumed that establishing a national system of Disaster Preparedness and Mitigation, to alleviate the ill effects of recurrent disasters on production systems, will promote the long-term use of NRM technologies.

Establishing the necessary and sufficient conditions to achieve SO3 will require changes in the GON and civil society. Policy reforms that decentralize authority over local resources to communities and their elected councils are necessary and being codified in the Rural Code. Institutional reforms have begun redesigning the roles of extension agents to complement community-based governance of natural resources. The means to finance local NRM, such as through local taxes or rural credit/savings institutions, must be developed. Civil groups such as NGOs, credit unions, and village associations must be strengthened to fulfill their potentially larger roles in Niger's economic development. USAID will work toward building the GON's capacity to carry out these macro-level changes.

USAID also will work at the level of rural producers. The projects operating under SO3 will work toward giving rural producers greater control over the natural resources they use for production, particularly land. The projects also will improve producers' access to information about improved NRM practices and their access to credit to invest in it. Support for these conditions, in combination with disaster mitigation, will increase the sustained adoption of improved NRM technology. Increasing the GON's capacity to promote these conditions will make adoption sustainable in the long term. Progress toward SO3 will reduce environmental degradation and increase agro-pastoral production. The latter will improve Niger's rural food security and private-sector economic growth, through exports.

Progress toward SO3 also will contribute to USAID's other objectives. Building capacity in local governance, including that of natural resources, will contribute to democratization. Building rural capacity also includes integrating women and women's development into the many aspects of NRM addressed by SO3. Promoting the use of improved NRM will mitigate the effects of natural disasters on the resource base and on rural food security. Improving producers' access to credit for NRM will encourage private production for the market and thus economic growth.

E. Cross-Cutting Themes

Three activities are managed from outside the Strategic Objective Teams, but serve all the SOs. Two are programmatic areas (Democracy and Governance and Disaster Preparedness and Mitigation) which are directly concerned with the overall thrust of the Mission's program; the third, training, through three umbrella training projects managed by ET, is a tool which serves all the SOs.

1. Democracy and Governance

Assistance in the transition to democracy takes two related forms, support of political transition to an elected civilian government, and support of governmental decentralization in helping to develop local voluntary and civic associations to provide services in health, microenterprise development, and natural resources management. Institutional development of associations and maximizing democratic principles of local participation and partnership are common to all the SOs.

2. Disaster Preparedness and Mitigation

Preparation for recurrent disasters such as drought, famine, locust infestations, floods, and epidemics is crucial to sustainability of USAID's program, to avoid the adverse impacts which divert resources from long-range development activities and which threaten the environment and the continuation of improved NRM practices with over-exploitation. The food production side of DPM is part of SO2 and SO3. Nutritional security and disease monitoring are part of SO1.

3. Participant Training

Training is a fundamental intervention modality which serves all the SOs. In addition to in-country and external training funded from SO activities, at about \$1 million a year, there will be approximately \$ 1.1 - 1.3 million a year from the ET-managed umbrella training projects, ATLAS and HRDA, plus a portion of the NAAR budget for follow-on activities that will benefit all SOs.

IV. GENERIC TRAINING NEEDS AND CONSTRAINTS

A. Training Needs

1. Basic Literacy and Numeracy

Training customers in basic literacy and numeracy is a primary and generic need. It will be essential for the SO3 village-level customers who need to submit proposals and budgets for NRM and DPM activities, and to obtain and manage credit.

Unequal access to education based on gender poses a special burden on women, in a society where the large majority of the population is illiterate. As women's education generally is correlated positively with household economic well-being, childrens' health, and use of family planning, basic education for women is a crucial training need for all three SOs. The Africare/Goure experience shows that, due to cultural norms, classes specifically for women with female teachers are necessary. Classes also must be scheduled so that they do not conflict with women's work.

Niger has eight national languages, and some ethnic groups want education in their own languages and/or French. The rural population also has requested technicians working with them to be able to speak the language where they work. Organizing basic literacy training in several languages is one constraint. The fact that women should have female teachers and women's classes is another, particularly as the number of female teachers is limited. Cultural norms generally give men preferential access to education, so women may be constrained from asking for or receiving literacy training and getting it may cause some social reverberations. Options for providing socially acceptable training for women must be determined.

2. WID: Building Women's Capacity

Culture and religion in Niger generally assign women secondary roles in social and political organization. As a result, women lack the education and cultural endorsement for equitable participation with men in development activities. They need capacity-building in key skills--literacy/numeracy, managing associations and credit, participatory democracy--in order to participate effectively in USAID's new programs in health care, income diversification, and NRM. Cultural norms initially may require parallel rather than integrated training and activities for men and women, as the Africare/Goure experience suggests. That may be the first step in building women's capacity to participate equally in the development process.

Training women trainers is an essential part of building women's capacity. They are culturally appropriate and necessary for timely capacity-building for Nigerien women. The fact that so few are available at any level--as teachers for basic literacy, village agents for NRM, professors--shows the need for training.

Both men and women must be trained in WID/GAD concepts as key components of the development process in general, and USAID's SOs. in particular. This means training about the many aspects of gender awareness, including recognizing gender roles, identifying gender-related constraints and gender-appropriate solutions. Building people's awareness of GAD and their capacity to work with it is essential.

Niger's first woman minister and the Ministry for Social Affairs and Women's Promotion were designated in 1989. Neither has been able to work effectively for several reasons: the downfall of the Second Republic shortly thereafter; the state's lack of resources that prevented policy regarding GAD from being implemented; the lack of structure for the state's ministerial and problems among those responsible in it; and frequent changes in the women heads of the Ministry for Social Affairs. The Ministry has been able to support women's associations and NGOs and their participation in international forums.

There are two major constraints on building women's capacity in Niger: the socio-cultural context and lack of Nigerien GAD experts to integrate the concept into the development process. As noted above, Niger's social and religious heritage generally gives women secondary social status. Building women's capacity and their role in participatory development may cause some social tension. However, previous development experience has shown that both sexes adjust to changes in women's roles and that women can help determine how to do so.

There are few trained Nigerien GAD experts available to integrate gender considerations into the development process at all levels, from GON to community programming. National experts must be trained in order to do so and specifically to teach GAD to the technicians who work with development projects. Institutionalizing the concept through teaching and development programming will complement building women's capacity at other levels.

3. Management Skills for Civil Groups

The major constraints in this area are the lack of qualified national trainers in combination with considerable training needs. A range of civil groups, from NGOs to regional associations to community associations, need basic training in management and financial management. The need is considerable because most projects will work with and through civil groups, which are a new

phenomenon in Niger. Promoting their development thus will require extensive training in basic management skills.

Two levels of civil groups need training in management skills: NGOs and groups such as local associations. NGOs need training in: program development, financial management, writing proposals, computer literacy, GAD, participatory development, and M&E. Local associations need training in: management, financial management, writing proposals and community plans, GAD, and participatory development. Training in managing a group and financial management are priorities.

4. Training of Trainers

Training trainers is necessary to diffuse the skills needed to meet USAID's strategic objectives. Trainers are needed in all areas, especially in GAD, participatory development, management and financial management of civil groups, and computer literacy. Identifying qualified women for training is a major constraint on training trainers. Supplemental training for women candidates probably will be needed in order to allocate a fair share of resources to training women.

5. Computer Literacy

Training in using computers and computerized information bases is needed at several levels. Project staff need to be proficient in wordprocessing and spreadsheets for data entry. Some Project and NGO staff will need training in basic data management and analysis. INRAN personnel need training to use the Internet.

Lack of hardware in national institutions is a constraint on improving computer literacy. Some key institutions such as the University of Niamey and IPDR-Kollo have neither computers nor the funds to buy them.

B. Training Constraints

A pervasive feature that constrains the ability of training programs to have an impact on the workplace in the public sector stems from the lack of coordination with Ministries and with other training providers. Because most donors' development efforts are vertical interventions and because training providers offer a multitude of programs for them, the result is a proliferation of well-advertised training opportunities. In an economy with little formal-sector job expansion, training, especially in the health sector, offers an avenue into the job world. The lack of a human resource development strategy within the government, coupled with other weaknesses in the personnel management arms of most ministries, often results in:

- selection of training interventions when constraints other than skills deficits impede performance,
- selection of staff for training inappropriate to their positions,
- negative effects on the worksite when employees are absent in training programs,
- frequent transfers of trained personnel, often soon after returning from training programs, leaving the institution or office with the same skills deficit, and
- a scramble for training opportunities among staff, from a desire for financial gain (per diem or maintenance.)

These are serious weaknesses in the training mechanism. They affect more than the impact of training programs and are addressed by conditions precedent of some projects, usually with little permanent change. The shifting focus toward local private sector targets for training may avoid some of these problems, but the Mission should keep them in mind when planning training with any public sector institution.

V. TRAINING RESOURCES

A. In-Country and Regional Training Programs Relevant to Training Needs

1. S01

Three institutions in Niger currently provide pre-service training for health personnel. The University of Niamey Faculty of Medicine trains approximately 20 doctors annually. Paramedical training for nurses, midwives, social workers, sanitation workers, and technicians is conducted at the Ecoles Nationales de Sante Publique in Niamey and Zinder. However, major weaknesses in curriculum and pedagogical techniques, which are the target of current S01 interventions, lessen the usefulness of these institutions until they have been corrected. An assessment of these institutions will be conducted by the future S01 institutional contractor. (S01 plans for training focus on OJT/supervision, with a few contractor-managed in-country programs to address delivery problems.)

2. S02

There is some evidence of an emerging capacity to provide training services relevant to S02 interests in Niger's nascent NGO community. This capacity has not yet been sufficiently tested due to the uncertain political environment of the country. However, should

conditions stabilize, the existing knowledge base in the NGO community offers a substantial potential for capacity building efforts in areas of interest to SO2 e.g., small business management skills, bookkeeping, social marketing, and the like.

There are a number of training programs and facilities in the sub-region that have been extensively used by USAID/Niamey in the past. The Mission has used facilities in Sénégal, Côte d'Ivoire, Burkina Faso, and Morocco, that can meet some of the demands for training in SO2. Because of the new approaches to training that are being installed by USAID/W the mission in Niamey should consider assessing their current suitability, especially with regard to the ability to provide "tailored" programs. The following list shows institutions within the sub-region that have been used for training by USAID/Niger. Descriptive information on the institution and its program(s) have been included where available.

Sénégal

- ENAM (Ecole Nationale d'Administration et de Magistrature) offers formal academic training including a new Master's degree. This is a state institution comparable to ENA in Niger;
- CESAG (Centre Africain d'Etudes Supérieures en Gestion) previously an entity of WAMU and partially supported by the World Bank. The Center offers a variety of programs and courses for the professional community in addition to consulting services in a variety of fields;
- ISADE (Institut Supérieur Africain Pour le Développement de l'Entreprise) a private sector consulting organization. It is relatively young, approximately three years old, that provides consulting and training services on demand and on a contractual basis
- IDEP (Institut de Développement Economique et de la Planification, Université de Dakar)
- ENEA (Ecole Nationale d'Economie Appliquée)
- ENSUT (Ecole Nationale Supérieure Universitaire de Technologie, Université de Dakar)
- COFEB (Centre Ouest Africain de Formation et d'Etudes Bancaires)
- CFI (Centre de Formation International)
- EISMV (Ecole Inter-Etats des Sciences et Médecine Vétérinaires de Dakar)

Côte d'Ivoire

- CAMPC (Centre Africain et Mauricien de Perfectionnement des Cadres)
- ENSUP (Ecole Nationale Supérieure d'Administration Générale)
- Université Nationale de Côte d'Ivoire
- CIRES (Centre Ivoirien de Recherche Economique et Sociale)
- IAB (Institut Agricole de Bouaké)

Burkina Faso

- Université de Ouagadougou
- EIER (Ecole Inter-Etats d'Ingenieurs de l'Equipement Rural)

Mali

- CERPOD

Caméroun

- IRI (Institut des Relations Internationales)
- IPD (Institut Panafricain pour le Developpement)
- IIA

Béniin

- Université Nationale de Bénin
- ENA (Ecole Nationale d'Administration)
- CFAP (Centre de Formation en Administration Publique)

Nigeria

- Ahmadu Bello University
- IITA (International Institute of Tropical Agriculture)

Morocco

- Centre de Formation Douanière
- EURELEC

- ESIG (Ecole Supérieure Internationale de Gestion)
- IAV

Tunisia

- IAA (Institut Africain des Assurances)

Niger offers few programs or organizations that could be used in furtherance of Strategic Objective 2. There are a number of local facilities, however, that might be used for short-term, in-country training. In the main, these facilities are within government buildings. The University of Niamey can provide some classroom space as can several other institutions, such as the Institut Pratique de Developpement Rural (IPDR), Institut National des Recherches Agricoles du Niger (INRAN), the Ecole Nationale d'Administration (ENA) and the Ecole des Mines et de la Géologie (EMIG), Institut de Formation aux Techniques de l'Information (IFTIC) Niamey, Centre de Formation des Cadres de l'Alphabetisation (CFCA) Niamey and Aide Pour l'Action (ACA). The latter, the only NGO in this group, has experience in SO2-related work with rural credit and financial services organizations.

Two for-profit organizations are also available in Niamey with training resources and training staff. These are the Centre National de Perfectionnement à la Gestion (CNPG), affiliated with the Chambre National de Commerce et de l'Industrie, and the Institut Supérieur d'Administration et de Gestion (ISAG). CNPG and TOUTELEC have experience with USAID and other donor-financed training programs. The organization has also received technical assistance in establishing its programs and operations from Canada. ISAG is a totally private venture with limited experience, but it is attempting to meet the demands of Niger's small private sector and provide a competitive alternative to CNPG and ENA.

3. SO3

There are numerous institutions in Niger that provide in-country training related to NRM. The principal academic institutions are IPDR-Kollo (Institut Pratique de Developpement Rural) that trains Niger's extension agents; the Faculty of Science in the University of Niamey; and the University's Faculty of Agronomy, which includes CRESA (Regional Agricultural Teaching Center). The other major institutions are INRAN; IGNN, the national mapping institute; and AGRHYMET. A summary of the programs and resources of these institutions is given below.

The C/GRN, headed by Mr. Ibrahim Idi-Issa, has a list of the in-country institutions and agencies that potentially can provide NRM-related training. His unit is in the process of assessing their

capacities; the information should be available in the near future. This list consists of the following agencies:

- ACA (Association Conseil pour L'Action), a local NGO
- Africare
- CARE International
- CLUSA (Cooperative League of the U.S.A.)
- COMNAT
- Department of Programming and Planning, Ministry of Finance and Planning
- DEVEX (Execution of Development Studies), a private firm
- Department of the Environment, Ministry of Hydrology and the Environment (DE/MH/E)
- Department of Study and Programming, Ministry of Agriculture and Animal Husbandry (DEP-MAG/EL)
- Department of Agriculture, Ministry of Agriculture and Animal Husbandry (DA-MAG/EL)
- Department of Animal Husbandry and Industry, Ministry of Agriculture and Animal Husbandry (DEIA-MAG/EL)
- Department of Rural Development, Ministry of Agriculture and Animal Husbandry (Genie Rurale; DGR-MAG/EL)
- DPOR/GER-MAG/EL, Department of the Promotion of Rural Organizations and Management of Rural Space.
- Energy II Project, World Bank.
- ICRISAT (International Research Institute for Tropical and Semi-Arid Crops)
- ONVPE (Nigerien Organization for the Preservation of the Environment), a local NGO.
- ONAHA (National Office of Hydro-Agricultural Management)
- PASP (Policy Analysis and Monetary Project)
- Permanent Secretary, Rural Code
- PGTF (Projet de Gestion de T erroir Filingue)

- PMAE (Program et Mesures Anti-Erosive)
- PRSSA (Programme de Renforcement des Structures d'Appui à l'Agriculture)
- Projet TCP/NER 2355/T (Training in a new participatory approach for forestry)
- PSN-FIDA (Special National Program - International Fund for Agricultural Development)
- UNC (Union Nationale des Cooperatives)
- WOOCU (World Organization of Credit Unions)

Some other institutions may be useful as sources of other types of training necessary for SO3. Limited time did not permit an evaluation of their potential utility to USAID's NRM program, so institutional assessments should be done. The Institute for Training in Information Techniques (Institut de Formation aux Techniques de l'Information, IFTIC), which trains communications professionals, could be a source of training or assistance with the IEC (information/education/communication) needed for transferring NRM technology to rural populations. Niger's Training Center for Literacy Teachers (CFCA, Centre de Formation des Cadres de l'Alphabetisation) is part of the Ministry of Education. It is responsible for curriculum development, training trainers, and training rural teachers; it also works with agencies such as CLUSA, MAG/EL, and the Ministry of Health to translate technical papers and accounting forms into Niger's national languages. The Ministry of Education also has a project that is working to integrate environmental concerns into primary school education (Project PFIE, in INDRAP, the National Institute of Documentation and Teaching Research). And there is a private agency in Torodi (AFIDEL, Association pour la Formation et l'Information sur le Développement Local) that manages a training center for forestry.

The principal institutions for NRM-related training are IPDR-Kollo and the University's Faculty of Agronomy.

People who have completed 10 years of education (the first cycle) are accepted at IPDR, the GON institution for training extension agents of all types. IPDR has two- and four-year programs that produce technicians who are qualified to work as field agents but not researchers. Its graduates work in rural areas and in GON offices.

People who have completed 13 years of education (baccalaureate), and graduates of IPDR's four-year program that pass a test, are accepted at the University's Faculty of Agronomy. The Faculty has

two programs: a four-year program that produces technical engineers, or field agents, and a six-year program that produces engineers trained to do research. The latter includes two years of study abroad (France, Burkina Faso, Ivory Coast). Most graduates of the Faculty work in MAG/EL and not as field extension agents; some work at INRAN, ICRISAT, and IPDR as researchers and teachers. CRESA (Regional Agricultural Training Center), the relatively new regional center for graduate training in NRM, supported by donors, accepts only students with engineer-level degrees, thus only those graduated from the Faculty of Agronomy. INRAN is the GON's research institute; its role does not include training or much contact with extension agents.

Training to support SO3 should be introduced at IPDR, the Faculty of Agronomy, and CRESA. The former is most important for influencing the training of Niger's extension agents, and the second for influencing its bureaucrats and research scientists. It would be more effective to integrate training relevant to USAID's NRM program — such as participatory development, GAD, improved NRM practices — into local curriculums than continuously retraining people. Another option would be to institute short courses at AGRHYMET, which has excellent facilities and already provides some training for both IPDR and Faculty of Agronomy students. A review of the principal institutions' resources and capacities follows.

a) IPDR-Kollo. IPDR-Kollo began operating in 1933 as Niger's national institution for training extension agents. It has two programs: a two-year program that produces "technical agents of rural development," and a four-year program that produces "technicians of rural development." It teaches five specialties: agriculture, animal husbandry, water and forestry, integrated rural development (genie rurale), and socio-economics. Graduates in socio-economics work mainly in M&E with the Ministry of Planning and cooperatives. According to the Director of Studies, NRM is taught in most of their courses as it is an integral part of agriculture, forestry, and amenagement de terroir. The curriculum does not include a specific NRM course but he said one could be organized. Training in integrated technical assistance (polyvalance), or cross-specialty studies, has been reduced from three to six months. Like the rest of Niger's civil servants, IPDR-Kollo currently is barely functioning because its staff has not been paid for months. It apparently has poorer resources (facilities, computers, teachers) than AGRHYMET or the University of Niamey, but an institutional assessment is necessary to determine that.

IPDR-Kollo has 22 classrooms, 3 lecture halls, and the capacity for 450 students. There are 27 full-time and 22 part-time teachers, most of whom have four years of post-secondary education. The library contains 7,000 volumes and two functional computers. There are 40 rooms for overnight visits and one bus for transportation. The lecture halls can be rented for 10-30,000 CFA per day.

IPDR has informal links with AGRHYMET and INRAN. Its students take agronomy courses at AGRHYMET and INRAN researchers teach at IPDR occasionally. Some IPDR staff participated in a ten-day training course on NRM given by ASDG II last year.

According to the Director of Studies, one major problem at IPDR is the lack of teachers with graduate education. Niger's agronomists prefer to work in more interesting and lucrative institutions, such as the Ministries or development projects; there is no motivation to teach at IPDR-Kollo. Another reported problem is lack of financial support from the GON and donors.

IPDR-Kollo is important in terms of USAID's NRM program because it trains most of Niger's extension agents. Apparently it needs support to provide the quality and types of training needed for effective participation in development projects. The institution could be improved by training some teachers in subjects such as GID, participatory development, and NRM. The students could do their theses in conjunction with USAID's NRM projects, which would give them practical experience in participatory, gender-aware work. Another way to improve their training and thus their future work would be to support improvements in their training at AGRHYMET or the University of Niamey. In any case it is crucial to improve their training before they graduate in order to decrease the need for "retraining" afterwards.

b) The University of Niamey: the Faculty of Agronomy, and CRESA. The Rector of the University of Niamey emphasized that he wants to integrate the institution into development, or as he said, the reality of supporting Niger's progress, rather than remaining entirely academic. Collaboration with development projects would give professors and students the opportunity to do fieldwork and to participate in the development process. It also would strengthen the University's links with the other institutions involved in development work. Given Niger's financial straits, the University needs some support to do so.

The University has 272 professors and about 4,000 students. It accomodates a maximum of 5,000 students although it was designed for about half that number. UNESCO will add to the computers the University already has and it will be part of the USAID-supported Internet hub in Niger.

The University has links with INRAN, AGRHYMET, ICRISAT, and ORSTOM. Most of the researchers at INRAN were educated at the University and the present Director formerly was the Dean of the Faculty of Agronomy. The University participates in a "scientific council" with INRAN, a committee to review research plans, and the two institutions collaborate on research (although the Director of INRAN said that University's participation is nil.) The two

institutions will have collaborative laboratories, one in each site, by 2000.

AGRHYMET and the University exchange teachers and classrooms. AGRHYMET uses the University's teachers in agronomy, mathematics, physics, and meteorology. The University uses the center's large classrooms for teaching when needed. ICRISAT was established in Niger on the condition that it collaborate to reinforce the University's institutional capacity. It provides technical support by supervising some students who do their fieldwork and theses there. The University has had a contract for research with the French agency ORSTOM since 1971, apparently with little result.

The Faculty of Agronomy collaborates with the Department of Sociology and Rural Economy, the Faculty of Science, and the Geography Department to train its scientists. It has 30 professors, 22 Nigeriens and eight French (visitors' positions.) There are 250 students in the program. The Faculty has seven departments: basic sciences (general courses required in the first and second years), soil science, agriculture (production vegetale), animal production, rural socio-economics, water and forestry, and rural development (génie rurale.)

The Regional Agricultural Teaching Center (CRESA) is part of the Faculty of Agronomy that started functioning in 1992. It is a regional center that provides graduate study in NRM. It is supported by USAID, the French ACCT (Agency for Technical and Cultural Cooperation), and a group of francophone countries (France, Belgium, Canada, and some African countries). According to the Dean, the French plan to give his Faculty a grant to build a structure and buy computers for CRESA.

CRESA's overall objective is to provide training in environmental protection and improving Sahelian agrarian systems. Its specific objectives are: 1) to teach students the technical and scientific basis for and methodologies to understand integrated NRM; 2) to contribute to the development of sustainable production systems and ensure conservation, with the goal of improving the environment; and 3) through multidisciplinary training, to educate people for both the public and private sectors to work in rural development, management of local resources, and in general to recognize the value of natural resources in the Sahel.

CRESA accepts only people who have ingenieur-level degrees. The program is 16 months and includes 25 weeks to do a thesis. As a regional training center with external funding, CRESA has 10 students supported by scholarships, including three Nigeriens. Its functioning is not affected by the GON's financial problems. It is not cited as a source of local training in this report because it provides graduate-level training in agronomic science, which also is provided by the NAAR project through INRAN. An institutional

assessment is necessary to determine if CRESA has resources that could be used to support S.O.3.

The Faculty of Agronomy awards two types of degrees. One is a four-year degree equivalent to a B.S. (ingenieur de technique agricole); the three majors are animal production, agriculture (production vegetale), and waters and forests. The graduates are called "applied technicians" and are said to be much in demand to work with development projects. The other is a six-year degree (ingenieur de conception) requiring two years at the Faculty of Science, two years at the Faculty of Agronomy, and two years of specialization, often abroad on scholarships in France, Burkina Fasso, or Ivory Coast.

The Faculty has links with INRAN, AGRHYMET, IPDR, and ICRISAT. Teachers from INRAN, AGRHYMET, and IPDR give courses at the Faculty but apparently there is no exchange in the other direction. The Faculty does collaborate and develop projects with ICRISAT and give seminars on policy and agriculture when the World Bank funds them. ASDG II will provide support for professionalization, rural fieldwork, and thesis writing during 1994-96.

c) AGRHYMET. AGRHYMET's mandate is to "train people to apply agro-hydro-meteorological information to achieve food security and to manage natural resources." Through training, the center works toward "strengthening the capacity of Sahelian countries to plan and implement their own activities within the Centre's fields of responsibility, namely food security and NRM." AGRHYMET thus works in two major areas: computerized information management and training. The training available in Niamey includes courses in four major departments: agro-meteorology, hydrology, agronomy (protection végétaux), and the maintenance of computers and measuring instruments. The center is organizing a new, short course in NRM that will become a permanent, long course in its curriculum. AGRHYMET trains students for about two and a half years and awards two degrees, one equivalent to a B.S. (ingenieur) and one equivalent to an associate degree (technician).

Each of the nine CILSS countries chooses and sends its students to the center in Niamey. The center here has trained more than 500 people since it opened, including about 150 from non-CILSS countries. It has about 40 Nigerien students each year and has trained about 43 Nigeriens in agronomy. Students are funded by United Nations scholarships fund students. AGRHYMET estimates the cost per student is 3-4 million CFA per year or about 107,000 CFA per month.

AGRHYMET has excellent facilities for both long- and short-term training. The teaching staff consists of three permanent professors, five expatriates (visiting professors), and 14 or more local professors as necessary. Resources include dormitory capacity for

110 students; a library, including a computerized reference system; classrooms, a lecture room, an audio-visual room, telecommunication and computer rooms for computer courses; entomology laboratories; 71 hectares for field research; and a computer pool with 3 VAX, 50 PCs, and 2 UNIX stations.

AGRHYMET has the capacity to organize courses and training on demand, in the form of short-term training, long-term courses, short courses, refresher courses, and seminars. The agronomy department collaborates with the Ministry of Agriculture to teach the short courses the Ministry requests each year. Training for MAG/EL usually consists of a three-week workshop for 20-30 people each year, plus four to eight short courses each year. The center can provide training in NRM and computer literacy; the Director reported that they do not have the resident expertise to provide courses on participatory development or GID, but they can organize them on demand. The available computer training includes word processing and statistical analysis (spreadsheets such as Lotus.) They also can organize "a la carte" computer training as requested. Each year AGRHYMET gives two short GIS courses on the environment, one on a specific country and one on the CILSS countries in general. These courses are for six to seven weeks during March and April.

The center has links with the major institutions in Niamey that also provide training in agriculture/NRM. All of the students at IPDR-Kollo, the GON institute that trains Niger's extension agents, spend three to six months at AGRHYMET, mainly for supervision in their field research and to learn computer skills. In fact, most of AGRHYMET's students are from IPDR's four-year training program that produces "rural development technicians," so AGRHYMET would be an appropriate site for giving them courses on participatory development and GID until IPDR-Kollo can do so. AGRHYMET has trained one teacher for IPDR and potentially could train more in the expertise they need, mainly participatory development, integrated rural development, and GID.

INRAN and AGRHYMET collaborate on some research and training, based on their respective expertise. AGRHYMET also provides training in GIS for Peace Corp's AFSI program that is funded by USAID/Niger. The Faculties of Agronomy and Science of the University of Niamey exchange professors and students with the center, based on each institution's expertise and training needs. AGRHYMET's obvious and significant advantage, compared to the Nigerien institutions, is its funding, which enables the center to maintain high-level facilities and professional experts. It has the flexibility and capacity to meet a range of training needs related to NRM, including courses in computer literacy, GIS, information management, IEC, participatory development, and GID. It is organizing a new course on NRM and is interested in knowing about USAID/Niger's NRM program so that it can respond to training needs.

d) INRAN. INRAN's mandate is to train researchers. All of its researchers have some graduate training abroad, either through the Faculty of Agronomy's program or through donor programs such as USAID's HRDA. According to INRAN, the Ministry of Agriculture determines its research program based on farmers' needs and also is responsible for disseminating the research results to farmers. INRAN has very little responsibility for disseminating its research results to extension agents or rural producers.

INRAN does not have formal links with AGRHYMET; its researchers do very little teaching there and some work with the agriculture department. INRAN does have formal links with ICRISAT and the two institutions collaborate to do research. It has a formal agreement with the University of Niamey and ORSTOM to conduct research but at present nothing is being done. INRAN personnel occasionally give courses at the University and at IPDR-Kollo. Students from IPDR-Kollo and the Faculty of Agronomy do their fieldwork and theses with INRAN.

INRAN works mainly with MAG/EL's technical agents who were trained at IPDR-Kollo, to exchange research plans and results. Its researchers occasionally give courses at the Faculty of Agronomy but there is no formal contract between the two institutions. It does have some means of diffusing its research results. It participates in the World Bank's project that brings together researchers and technicians in 2-3 day workshops in rural areas each month, in order to exchange information. However, these workshops are not always held regularly. Occasionally INRAN organizes a workshop to discuss its work with extension agents. It also publishes technical guides for extension that explain how to implement new techniques, but the Director reported that they are not published regularly and generally are too difficult for technicians to understand. Publishing research papers is another means of disseminating INRAN's work but these are not aimed at extension agents. The Director reported that INRAN is just starting to organize its library and that it is not well equipped with computers.

There is a Liaison Unit to link research and extension at INRAN, but it consists of only three people and has no donor funding. The head of the unit is based in Niamey and the technical agents are at CERRA/Kollo and CERRA/Maradi. The agents are responsible for supervising rural on-farm trials, working with extension agents and farmers, and attending the World Bank's monthly workshops. The unit appears to be ineffective because it lacks staff and funding.

According to the Director, lack of communication between INRAN researchers and extension agents is a long-standing problem. He reported that a liaison unit based in MAG/EL with "liaison agents"

at the regional, arrondissement, and district levels are necessary to solve the problem. In his opinion MAG/EL's extension service is not functional. Also, links between INRAN and development projects are lacking. Therefore INRAN's research results are not diffused to the appropriate users: development projects, extension agents, and rural producers.

e) ICRISAT. ICRISAT also is primarily a research center. Its training is limited mainly to people already qualified as agronomic researchers. It does supervise some students from the Faculty of Agronomy who do their final theses there.

B. Other Donor Training Activities in Mission Strategic Areas

1. SO1

USAID works with about ten other bilateral and multilateral donors in the health and populations sectors in Niger. USAID's focus on primary care is complemented by Belgian, French, Italian, and United Nations support for hospital-based curative care. The training activities of the other donors tends to follow similar lines. USAID's primary partners are the World Bank, the European Economic Commission (EEC), French Assistance agencies (FAC and FVC), the Netherlands Assistance Agency (SNV), the German GTZ, and UNFPA, WHO, and UNICEF. The latter works to improve access to family planning and health service and build more efficient and sustainable systems. The problem of duplication of training opportunities from other donors engaged in vertical programs is a significant problem which is discussed elsewhere under Training Constraints.

2. SO2

Training related assistance from other donors is projected to be substantial over the next several years. The relevant figures are shown in the following table on a straight-line projection through 2002. However, it must be kept in mind that Niger's political uncertainty has led to severe limitations on expenditures for assistance. The World Bank, a major source of funds for a number of SO2-relevant actions has had virtually no activities in rural Niger since 1990. In another area which might be a locus for SO2 actions, the World Bank is proceeding cautiously in the use of NGOs for project execution. In the judgment of this institution the NGOs that have recently emerged in Niger are still too inexperienced to be considered as effective project managers or project participants. This hesitation on the part of a major donor offers an additional reason for USAID/Niger's interest in capacity building support to the NGO community.

The UNDP is continuing its technical assistance to the GON in helping it to carry out assessments of personnel requirements in

the public sector. The organization has recently completed a study, with support from the World Bank, of in-service training needs for improving the nation's economic management ("Plan de Perfectionnement et de Formation en Cours de l'Emploi des Ressources Humaines de la Gestion de l'Economie"). A somewhat broader study of public sector training requirements is under consideration. This study would be conducted by the International Labor Office and is provisionally scheduled to begin in mid-1995. A third UNDP activity that is relevant to SO2 is a proposal that recommends the creation of technical training schools throughout the country that would provide skilled workers for private and public sector employers. It is also useful to note that the UNDP is beginning to show an interest in discussing national human resource development needs with Nigérien labor organizations.

OTHER DONOR COMMITMENTS TO STRATEGIC OBJECTIVE 1							
\$ 000s							
Year	France	World Bank & IMF	EU	Germany	UNDP	Canada	TOTAL
1995	900	5,000	6,350	320	2,700	750	16,020
1996	900	5,000	6,350	320	2,700	750	16,020
1997	900	5,000	6,350	320	2,700	750	16,020
1998	900	5,000	6,350	320	2,700	750	16,020
1999	900	5,000	6,350	320	2,700	750	16,020
2000	900	5,000	6,350	320	2,700	750	16,020
2001	900	5,000	6,350	320	2,700	750	16,020
2002	900	5,000	6,350	320	2,700	750	16,020
TOTAL	7,200	40,000	50,800	2,560	21,600	6,000	128,160

The areas in which this support is likely to be provided is shown in the following list and is derived from their current interventions in Niger.

Collection and Analysis of Financial Statistics

- COOPERATIVE ASSISTANCE FUND (FAC)
- UNDP
- UNFPA

- WORLD BANK
- NETHERLANDS COOPERATION AGENCY

Planning and National Financial Information Data Bank

- COOPERATIVE ASSISTANCE FUND
- EUROPEAN DEVELOPMENT FUND (FED)

Development Funds Management

- UNDP
- EUROPEAN DEVELOPMENT FUND
- DANISH INTERNATIONAL DEVELOPMENT AGENCY (DANIDA)

Economic Reform

- USAID
- UNDP

Decentralization

- DANIDA
- SWISS COOPERATION ORGANIZATION

Tax Collection

- USAID

Public Finance

- COOPERATIVE ASSISTANCE FUND

Rural Credit and Savings and Small Enterprise Development

- FRENCH ASSOCIATION OF VOLUNTEERS FOR DEVELOPMENT (AFVP)

Although not a donor group, it is obvious that the interventions of the AFVP fall within the ambit of SO2. The Association Française des Volontaires du Progrès (AFVP) have become active recently in the areas of rural credit and small enterprise creation. Its activities are similar in many respects to USAID activities. And as with CARE, WOCCU and CLUSA, the AFVP efforts involving rural credit and savings have experienced impressive growth. In addition, this organization is working on a number of small

commercial ventures in rural Niger. AFVP plans to increase its efforts in these areas.

3. SO3

Other donors training activities related to NRM are limited. The World Bank and DANIDA are the major funders; the former will provide \$2 million to the PN/CGRN for training. DANIDA is in the process of planning its long-term aid program to Niger, which it has designated a priority country. It is waiting for Niger's internal political situation to stabilize before implementing its program. DANIDA will implement the following NRM training-related activities as part of its future projects:

- Management training for the directors of the Hydrology Departments in Zinder and Diffa; budget of 8.3 million CFA over three years.
- Support the establishment of land tenure committees related to the Rural Code in Zinder and Diffa; budget of 7.5 million CFA for training committee members.
- Production and diffusion of forestry seeds, including research and genetic improvement; budget of \$274,000 for training. A five-year project that has not yet begun.
- Through the World Bank's collaboration with the C/GRN, DANIDA will contribute \$5 million of bilateral aid to work in Goure, in the areas of aerial photography and training. Budget as yet unspecified.
- An environmental education project to publish pamphlets for the primary and Koranic schools; budget of 81 million CFA.

VI. MANAGEMENT ISSUES

There are two major changes in the way USAID/Niger's training portfolio will be managed.

A. **Active membership of training staff on Strategic Objective Teams**

This central management principle of reengineering will provide more direct training staff input into technical training than was the case heretofore. Each SO Team will have one ET staff person who will play a major role in every aspect of training design and implementation. The ET Head will float among all three SO Teams and will be closely involved with the major aspects of planning and evaluation for all teams.

Closer coordination with training staff will improve the data collection and input into PTMS, especially for in-country training programs, which, aside from HRDA activities, have not been recorded on a mission-wide basis.

Representation on all SO Teams will allow training staff to identify cross-cutting and synergistic training opportunities which can be designed to serve more than one SO. Also, lessons learned can more readily be exchanged across SO lines.

B. The Role of NUSA

Under the reengineered approach, it is planned that alumni will play a significant role. The mission will attempt to nurture the newly-established alumni association, NUSA, to the status of a free-standing development partner, functioning as an NGO. The emphasis on capacity building of new, locally-based NGOs will be an area that NUSA can be very effectively utilized, to the benefit of the NGOs and of NUSA members. This will assist individual members to become more involved in local development efforts, in keeping with the mission's strategic shift to a more local focus.

The first year of the strategic period will be crucial in getting NUSA started as a sustainable entity playing a mutually beneficial role.

VII. USAID/NIGER TRAINING PLAN, 1995-97

A. Supporting and Strengthening In-Country Training Institutions

1. SO1

The new SO1 activities will continue the reform of medical and paramedical curricula to include training in the provision of integrated primary health care services, family planning, supervision, and to effective field application of concepts and techniques taught in class. The most significant activity in this area to date has been the comprehensive curriculum reform provided by Johns Hopkins to both the medical and paramedical schools. Training will be needed in the use of the new curriculum.

2. SO2

In SO2, as a general matter, neither of these sources of funds addresses directly the issue of strengthening in-country training institutions or programs. To a somewhat limited extent, however, one could argue that PAM funds, guided by the annual Research Agenda do strengthen local institutions to the degree that the actual research is conducted by researchers from the University of Niamey. At the same time it should be noted that the kinds of training supported by these funds is directly relevant to the

purposes of SO:2 which does not provide support for capacity building among Niger's training institutions.

3. SO3

a. INRAN. The FY 1995-97 budget for the NAAR project totals \$1.307 million. This money will be invested in building INRAN's technical and institution-management capacities. NRM and sustainable agriculture are priority technical areas; farming system assistance, irrigated crops, rainfed crops, livestock production, and telecommunication (electronic mail) are the other the other areas. Training in human resources management and planning, financial management, and leadership are target areas for building management capacity.

Improving the system of disseminating INRAN's research results to extension agents and rural producers is critical for progress toward S.O.3. Approximately 12% of the budget will be spent on developing distance learning materials such as videos and radio broadcasts. It is suggested that INRAN collaborate with IFTIC, the GON's Institute for Training in Information Techniques, that trains communications professionals and is competent in IEC. In order to make INRAN's technical papers understandable to NGOs and extension agents, it is suggested that INRAN collaborate with the CFCA, the Center for Literacy Teachers, which has expertise in translating technical papers into Niger's national languages. NUSA, the newly-established USAID participant alumni association, may be able to provide valuable assistance in this area.

b. IPDR-Kollo. The Strategic Plan states that USAID/Niger will increase rural producers' access to information about improved NRM practices. Lack of communication between agronomic researchers and extension agents in Niger is a major constraint on the process of transferring technology to rural producers, according to the General and Scientific Directors of INRAN. The MAG/EL technical agents are responsible for disseminating INRAN's research results to rural areas, but the system does not work. Both Directors reported that this lack of communication is a recognized, long-standing problem and agreed that technical "liaison agents" and training workshops are necessary to solve part of it. The liaison agents would be responsible diffusing research results to rural extension agents. Establishing a structural "liaison unit" within MAG/EL to improve the information flow between research and extension also would be necessary, according to the Directors.

Three types of training are necessary to improve the extension process of transferring new NRM technology to rural producers. These are: 1) training for the technical "liaison agents," who will be primarily responsible for translating research results into usable technical papers for rural extension agents; 2) regular training workshops to bring together INRAN's researchers, the

liaison agents, and rural extension agents, in order to improve the process of transferring new technologies to the rural population; and 3) training in the participatory, community-based development approach for all these technicians. NGO personnel should be included in all the training as they also are responsible for spreading technical information.

Trained liaison agents are necessary at three major levels of the technology transfer process (ie, transferring research results to extension services, to on-farm trials, and to farm demonstration plots.) Two types of trainees must be identified: those qualified to work at the more technical level (translating research results into technical guides and to on-farm trials), and those qualified to work at the extension level (transferring the technology to demonstration plots and rural producers). Researchers at INRAN and technicians with more technical training (those from the Faculty of Agronomy) are candidates for the first type; extension agents with less technical training (those from IPDR) are candidates for the second type. Short-term, in-country training would be the first step for both groups; refresher courses in the form of regular workshops to train technicians about new technologies would be required also.

Extension agents at all levels need training in the participatory, community-based approach to NRM and development. Forestry agents already are receiving this training. This training should be linked to the "polyvalance" or integrated approach to rural technical assistance that the GON mandated two years ago. A short course on the participatory approach, particularly community-based NRM, should be added to the curriculum at IPDR-Kollo, where most of Niger's extension agents are trained. The Faculty of Agronomy and AGRHYMET are alternative institutions that could teach the course. This will require training of trainers; teachers of rural socio-economics are the appropriate candidates. The extension agents will need periodic seminars or training workshops to reinforce the initial short course. AGRHYMET has the capacity to do this and in fact already has links for short-term training for students from both IPDR-Kollo and the Faculty of Agronomy.

IPDR-Kollo and the University's Faculty of Agronomy are the institutions to strengthen to accomplish the above. The first step would be institutional assessments to determine current capacities and training needs. The second step would be to train some faculty in concepts such as participatory development and GID, and methodologies such as PRAs and RRAs. Providing computers and training in computer literacy also are necessary. Trained faculty at one institution then could train students from other institutions, as this system already exists (e.g., between IPDR, the Faculty of Agronomy, and AGRHYMET.) AGRHYMET probably has the resources to organize the training of trainers or the training itself until the faculty are trained, as it has excellent

facilities and can respond to specific requests for organizing training.

Strengthening these institutions will decrease the need for continuous "re-training" of technicians after graduation. It also will help make them effective participants in the GON's decentralization process, that includes local control of natural resources, and will enable them to work effectively with USAID and the NGOs whose projects use the participatory approach.

Assessments of the strengthening needed for the NGOs working with SO3 are quite consistent. NGOs primarily need strengthening in the areas of program and structure development, management and financial management, computer literacy, the participatory approach and GID. Secondly they need strengthening in project identification, proposal-writing, technical expertise in NRM, and M&E (data collection supervision, data collection, entry, and analysis.) ASDG II and Africare will provide most of the training to strengthen NGOs.

B. Strengthening NGOs

USAID/Niger is strongly interested in expanding its cooperative activities with the emerging NGO community in Niger. These organizations have played an important role in getting the Democracy and Governance effort off on a relatively firm footing. For those groups not involved in DG matters, growth and institutional development, taken to be a surrogate for capacity, the situation is a bit more tenuous. There is certainly a willingness on the part of the Nigérien organizations to become involved in the execution of development programs at the same time that USAID/Niger has indicated an interest in having them participate. As we've pointed out, the NGOs may be able to contribute in areas of literacy training and in support of WID objectives across each of the three Strategic Objectives. Training in local languages is another areas where local NGOs might be valuable partners. However, Niger's NGO community will have to be taught how to manage funds according to the rules set by USAID and establish other administrative systems that conform to USAID requirements.

As elsewhere in Africa, new NGOs, even those on the national level, generally do not have the management capacity to effectively pursue their activities or to implement projects in cooperation with donor agencies. Drawn from a populace with an extremely low literacy rate, the low level of NGO capacity has profound implications for the way USAID implements its programs, requiring the training of large numbers of association staff and members. A concomitantly large investment in training is crucial to achievement of the Mission's Strategic Objectives.

The Mission may wish to consider the use of the USAID umbrella NGO mechanism for a major Mission effort, using the \$5 million ASDGI counterpart funds, to help create program management and administrative capacity among these groups. In this scenario, NGO development would cross all SO lines. ET would take a more leading role in this scenario. The alternative, which the Mission seems to be favoring, is for each SO to deal with and develop the NGOs relevant to its sectoral needs, as has begun between SO3 and ACA. This has the advantage of building on the close SO partnerships that will be crucial to the achievement of results. Here ET's role would be more indirect, but involved.

In any event, a long period of NGO development will be required. NGO needs will not be met by a three-week workshop.

It may also be possible, as another approach to NGO capacity building, to associate a select number of inexperienced NGOs with some who have achieved a measure of success in the DG arena. This would not entirely obviate the need for rather close supervision, but it might serve as a shortcut to securing greater Nigérien NGO involvement in USAID/Niger's activities of strategic interest.

C. Strategic Objective Training Plans

In the main there seem to be few differences between training activities that have been supported in the past and those proposed for 1995 for SO2. In most respects it is clear that HRDA funding and that which is likely to be supported by the Policy Analysis and Monitoring Project (PAM) will be directed to improving the policy environment for economic reform that will enhance possibilities for greater market liberalization and access.

The PAM Project has a training fund balance of approximately \$290,000. However, with a PACD of June 1996 there is insufficient time remaining to begin a new cycle of long-term degree training in the United States. Nonetheless, a portion of the remaining funds might be given over to completing the three programs remaining in the macro-economics series for staff at the Ministry of Finance and Plan.

The rural credit and financial services area of SO2, as we've noted earlier, has limited training needs at this point. CARE International and WOCCU appear to have adequate budgetary resources to meet their requirements. In the main, these organizations rely upon their home offices to meet the training needs of their principal central office staff, e.g., accountants because the organizations have developed their own methods that are applied in their operations throughout the world.

They also use study visits to other sites which they operate to exchange information and to draw upon experiences in diverse

settings in an attempt to learn from their peer organizations. The major part of their training activities is devoted to work with the organizations that they are creating within a particular country. Ordinarily, the central office staff will provide the necessary training and training materials for their memberships. In some cases they will use local training facilities, as has been the case with regard to local language training for each of the three organizations, or they may arrange with a local training organization for training in bookkeeping, basic business proposal appraisal, and the like if the need for such training involves a large number of credit unions or financial services groups. These rural financial services organization may also use other local means to satisfy their training requirements. CLUSA, for example, has helped to create a local NGO that provides literacy training for women's groups among its clientele.

Other than PAM, HRDA, and Atlas, SO2-relevant training will come from the three rural credit programs. Each of these project's budgets contain funds that will be used for training of their respective staffs and beneficiaries. In the main, the training that they require is provided from their respective parent organizations. In a few instances they will use external training resources for specific needs, e.g., bookkeeping, office management, and the like, for which they may use local training institutions. Such was the case with CARE, Int'l. which used the Centre National de Perfectionnement à la Gestion (CNPG) for training in accounting during 1994. Unlike its sister organizations in the field of rural credit and financial services, CLUSA/SIRC does not have funds in its budget with which to satisfy its training requirement. This latter organization, in addition to trying to grapple with problems of organizational structure and viability will be seeking sources of support for its training needs.

For each of these organizations, however, it should be pointed out that no clear training plan for 1995 existed during the time that this report was being prepared. CARE and WOCCU anticipated that such plans would be prepared by mid-1995. In each of these cases, as was pointed out earlier, the organizations are likely to orient their training to strengthening their internal management capacity and that of their beneficiary organizations at the community level.

Although consideration is being given to an increase in the number persons who would receive PhD level training in Economics over the next several years, we believe that this should be re-examined for questions of "fit" with Strategic Objective 2. If strengthening the capacity of the University were an explicit element of the SO, this type of training would be somewhat easier to support. An "opinion leader" of economic thinking in Niger would be more likely to emerge from an academic setting than from a more restrictive bureaucratic environment.

There are several major training needs that are common to all the projects in S03. These are training in: WID; participatory, community-based development; project identification and management; data collection and analysis; computer literacy; and information diffusion. Training in WID and participatory development is needed at all levels, from the GON to NGOs to communities. Projects working in the field also need training in operationalizing these concepts, that is in the methodologies of doing Participatory Rural Appraisals (PRAs) and identifying WID constraints and solutions.

Training in project identification and management also is necessary at a range of levels. The Africare project needs to train men and village groups in this skill, as well as the village agents (animateurs), and extension agents. NGOs themselves need this training, which ASDG II will help provide. Management and leadership of groups such as village committees and NGOs is a related training need common to all the NRM projects.

The need for M&E makes training in data collection and analysis necessary. The villagers, village agents, and project staff that work with Africare need this training. ASDG II will train NGOs in it. The DPM project includes extensive training in data collection and analysis for the GON, regional and sub-regional personnel, and project personnel. Building computer literacy also is a common goal. It is linked to NGO strengthening and M&E, as well as to disseminating information. All the NRM projects also will diffuse information (such as on the Rural Code, new NRM practices, Niger's new early warning and disaster response system), which is a form of training.

The training plan for S03 projects is detailed in the following table. These needs and plans were defined in collaboration with the project personnel, except for Africare's that were taken from the recent mid-term evaluation by John Lichte et al. because it was not possible to interview the project personnel.

Training at several levels--from rural producers to NGOs and GON officials--is essential to operationalize the S.O.3 program. The training done by the NRM projects also will contribute to progress toward the Mission's four targets of opportunity and necessity. For example, much of the training activity in S.O.3 will promote the formation and development of community groups, such as NRM committees and women's groups, which simultaneously will support the development of local D&G. Training to change the profile of extension agents, institute "town meetings," initiate village-to-village visits, and disseminating information about the Rural Code and regulations for NGOs also will support D&G. Training for local control of and decisions about NRM will contribute to participatory democracy.

Promoting information about and the adoption of improved NRM practices will contribute to food security, or the cross-cutting DPM target. So will better technical training and a re-orientation to participatory development for extension agents. Training local technicians in collecting data for monitoring and evaluation also will contribute to this target of necessity. Promoting village-level identification and management of NRM projects will do the same, as the impact should be to increase household well-being.

Integrating women into development is part of virtually all projects and training activities. NGOs, extension agents, project personnel, and villagers will learn about the GID/WID concepts. Activities and training specifically for women--literacy classes, NRM activities, credit associations--will promote women's participation in the local development process. Africare's training in GID for will include building awareness in the local GON authorities administrative personnel. The participatory approach to community development, used and promoted by all the NRM projects, also will give women a voice.

Training in basic literacy and numeracy is part of several activities. Africare already has classes operating and the mid-term evaluation recommended setting up classes specifically for women. The NGOs working with ASDG II will provide this training as needed.

Training plans are presented below in two formats. Given where the SO Teams were at the time that this strategy was researched, only general plans for U.S., third-country, and in-country training were achievable. They are presented in the first set of tables, arranged by SOs according to training locale. However, as the SO Teams receive the results of more intensive assessments by consultants which followed this group, and as SO Team members get more deeply into the planning process, the second set of tables, presented here in blank format, should be used. They are organized by SO Results and specifically focus attention on projected training outcomes. At the time of individual planning, the participants should work with the other stakeholders and construct an Action Plan, which will describe the expected impact of their own program, with specific impact indicators.

S01: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96¹

TYPE OF TRAINING	S01 MECHANISMS			CROSS-CUTTING MECHANISMS		
	NHSS	NFHD	RESULTS PACKAGE: "PHSP" DESIGN	HRDA	ATLAS	D/G
US SHORT-TERM						
• OSTs in private medical practice mgt.; for doctors, nurses, and pharmacists. (HRDA: 3 parts. [2 private sector, 1 public sector]; NFHD: 3 private sector parts. @ \$15,000)		\$ 45,000		\$ 45,000		
• 2 OSTs in MCH; for TBD (funded by Mickey Leland Training Program, G/HCD/FSTA, at projected cost of \$13,000; not shown in columns at right.)						
TO BE DETERMINED						
US LONG-TERM						
• 1. 2 MPHs; for Ministry of Public Health. (HRDA: 2 parts. @ \$80,000)				\$160,000		
• 2. 2 MPHs; for TBD. (ATLAS: 2 parts. @ \$70,000)					\$140,000	
TO BE DETERMINED						
3RD-COUNTRY SHORT-TERM						
• 1. OSTs; for TBD (HRDA: 6 parts. @ \$2,551)				\$ 15,306		
• 2. OSTs in WID leadership; for women NGO leaders. (HRDA: 2 parts. @ \$2,551)				\$ 5,102		
TO BE DETERMINED						
3RD-COUNTRY LONG-TERM (ACADEMIC OR NON-ACADEMIC)						
• 1. Financial mgt., for health NGO managers (HRDA: 2 parts. @ \$12,500)				\$ 25,000		
TO BE DETERMINED						

¹ Training for the period through the transition to the S01 Results Package. HRDA and ATLAS activities listed only for FY1995.

S01: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96

TYPE OF TRAINING	S01 MECHANISMS			CROSS-CUTTING MECHANISMS		
	NHSS	NFHD	RESULTS PACKAGE: "PHSP" DESIGN	HRDA	ATLAS	D/G
IN-COUNTRY SHORT-TERM						
• 1. 6 three-week clinical FP workshops for 16 parts. @ (@ \$16,000/workshop)		\$ 48,000	\$ 48,000			
• 2. 6 one-week IEC FP workshops for 16 parts. @ (@ \$5,000/workshop)		\$ 15,000	\$ 15,000			
TO BE DETERMINED						
S01 RESULTS PACKAGE (PHSP DESIGN)						
The new S01 contractor will be required to propose training interventions as part of S0 Results Package. The PHSP design, on which S01 is based, calls for a limited number of US and third-country OSTs, a small number of in-country workshops, with the bulk of "training" in OJT supervision. The LOP training budget is \$800,000, with an additional \$600,000 for IEC.						
TO BE DETERMINED						
HRDA						
• 1. Workshops in entrepreneurship: aspects of establishing and managing a private practice; for women. (HRDA: 50 parts. @ \$300)				\$ 15,000		
• 2. Workshops in privatization. (HRDA: 10 parts. @ \$400)				\$ 4,000		
TO BE DETERMINED						
D/G						
TO BE DETERMINED						
TOTALS: 1995		\$108,000		\$269,408	\$140,000	\$ 20,000
TOTALS: 1995-96		\$108,000	\$ 63,000	\$503,408	\$240,000	\$ 95,000

SO2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97²

TYPE OF TRAINING	SO2 MECHANISMS					CROSS-CUTTING MECHANISMS		
	PAM	NEPRP	MMD	NCLD	ROD2	HRDA	ATLAS	D/G
US SHORT-TERM								
• 1. Courses in project mgt., human resources mgt., and economic analysis of projects; for <u>TBD</u> . (4 parts. @ \$15,000)	\$ 60,000							
• 2. Entrepreneurs International: for <u>TBD</u> . (8 private sector parts. @ \$11,250)						\$ 90,000		
TO BE DETERMINED								
US LONG-TERM								
• 1. 2 MBAs; for <u>TBD</u> . (2 parts. @ \$70,000)							\$140,000	
• 2. 2 MBAs; for <u>TBD</u> . (1 private sector, 1 public sector @ \$55,000)						\$110,000		
TO BE DETERMINED								
3RD-COUNTRY SHORT-TERM								
• 1. OSTs in <u>TBD</u> ; for <u>TBD</u> . (6 parts. @ \$2,251)						\$ 15,306		
• 2. OSTs in WID leadership; for <u>women leaders of credit unions</u> . (3 parts. @ \$2,551)						\$ 7,653		
TO BE DETERMINED								

² HRDA and ATLAS activities listed only for FY1995.

S02: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

TYPE OF TRAINING	S02 MECHANISMS					CROSS-CUTTING MECHANISMS		
	PAM	NEPRP	PMD	NCLD	ROD2	HRDA	ATLAS	D/G
3RD-COUNTRY LONG-TERM (DEGREE OR NON-DEGREE)								
• 1. Courses (degree) in quantitative economics; for <u>TBD</u> . (6 parts. @ \$15,000)	\$ 90,000							
• 2. Courses (degree? TBD) in banking and insurance; for <u>TBD</u> . (2 parts. @ \$10,000)						\$ 20,000		
• 3. Program (degree) in rural credit for women; for <u>TBD</u> . (2 parts. @ \$7,500)						\$ 15,000		
TO BE DETERMINED								
IN-COUNTRY SHORT-TERM								
PAM								
• 1. Courses in research methods, report preparation; for public and private sector <u>TBD</u> . (2 parts. @ \$2,000)	\$ 4,000							
• 2. Rapid reconnaissance techniques; for <u>TBD</u> . (16 parts. @ \$2,250)	\$ 36,000							
• 3. Policy analysis; for <u>TBD</u> . (16 parts. @ \$2,250)	\$ 36,000							
• 4. Market economies and SME development; for <u>TBD</u> . (14 parts. @ \$2,250)	\$ 31,500							
• 5. Strategic mgt.; for <u>TBD</u> . (13 parts. @ \$2,500)	\$ 32,500							
TO BE DETERMINED								
NEPRP								
Will use HRDA as the mechanism for all training.								

SO2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

TYPE OF TRAINING	SO2 MECHANISMS					CROSS-CUTTING MECHANISMS		
	PAM	NEPRP	MND	NCLD	ROD2	HRDA	ATLAS	D/G
MARADI MICROENTERPRISE DEVELOPMENT II (CARE)								
• Continue basic technical skills training at project's technical school, in sewing, TV and radio repair, carpentry, mechanics, etc., along with basic business management and entrepreneurial skills, in conjunction with project's credit institution; for <u>current and prospective small business owners and borrowers.</u>			\$ 37,000 (balance)					
TO BE DETERMINED								
NIGER CREDIT UNIONS DEVELOPMENT II (WOCCU)								
• 1. Continue training in institutional management, literacy, loan portfolio management, and evaluation; including OSTs; for <u>staff members of local credit unions.</u>				\$ 50,000 (balance)				
• 2. Training of the GON Registrar of credit unions (in progress)								
TO BE DETERMINED								
RURAL ORGANIZATIONS DEVELOPMENT II (CLUSA)								
• Cooperative mgt. training in design, implementation, monitoring and evaluation of viable economic and social activities, conducting feasibility studies, decision making, audit, bookkeeping, accounting, TOTs; for <u>leaders and members of rural cooperatives and women's groups.</u>					\$200,000 (balance)			
TO BE DETERMINED								

S02: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

TYPE OF TRAINING	S02 MECHANISMS					CROSS-CUTTING MECHANISMS						
	PAM	NEPRP	MMD	NCLD	ROD2	HRDA	ATLAS	D/G				
HRDA												
• 1. SME mgt., at CNPG; for private sector owners. (100 parts. @ \$350)						\$ 35,000						
• 2. Courses and workshops; for private sector owners. (20 parts. @ \$400)						\$ 8,000						
TO BE DETERMINED												
DEMOCRACY AND GOVERNANCE (D/G)												
TO BE DETERMINED								\$ 95,000				
TOTALS: 1995						\$300,959	\$140,000	\$ 20,000				
TOTALS: 1995-97						\$290,000	\$ 37,000	\$ 50,000	\$200,000	\$715,959	\$540,000	\$ 95,000

S03: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995 - 97³

TYPE OF TRAINING	S03 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPM	HRDA	ATLAS	NAAR	D/G
US SHORT-TERM							
• 1. NRM; for TBD. (HRDA: 3 parts. @ \$15,000)				\$ 45,000			
• 2. Short courses, seminars, conferences, and workshops on agricultural research; for INRAN staff. (NAAR: 6 parts. @ \$17,500)						\$105,000	
TO BE DETERMINED							
US LONG-TERM							
• 1. 2 master's degrees; for TBD. (HRDA: 2 parts. @ \$55,000 [low estimate])				\$110,000			
• 2. 5 master's degrees; for TBD. (ATLAS: 5 parts. @ \$70,000)					\$350,000		
• 3. In-country research for US academic participants; support for professors						\$ 96,000	
TO BE DETERMINED							
3RD-COUNTRY SHORT-TERM							
• 1. Occupational Study Tours (OSTs) to NRM projects; for GON officials and villagers. (ASDG2: 15 parts. @ \$2,000)	\$ 30,000						
• 2. OSTs to NRM projects; for Inter-Ministerial Technical Group (DPM: 2 @ \$20,000)			\$ 40,000				
• 3. OSTs to NRM projects; for EW Management Committee (SAPI/GC) (DPM: 2 @ \$20,000)			\$ 40,000				
• 4. OSTs to NRM projects; for SAP regional and sub-regional (DPM: 2 @ \$20,000)			\$ 40,000				
• 5. OSTs to agricultural research institutions in Africa; for NAAR staff (NAAR: 30 @ \$2,000)						\$ 60,000	

³ HRDA and ATLAS activities listed only for FY1995.

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995-97

TYPE OF TRAINING	SO3 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPM	HRDA	ATLAS	NAAR	D/G
• 6. OSTs (HRDA: 6 parts. @ \$2,551)				\$ 15,306			
• 7. OSTs on WID issues (HRDA: 2 parts. @ \$2,551)				\$ 5,102			
TO BE DETERMINED							
3RD-COUNTRY LONG-TERM (NON-ACADEMIC)							
• OSTs in WID rural credit (HRDA: 2 parts. @ \$7,500)				\$ 15,000			
TO BE DETERMINED							
IN-COUNTRY COMMUNICATION, EXTENSION SERVICES, AND FOLLOW-ON ACTIVITIES							
• 1. E-Mail/Internet, and scientific journals; for <u>returned NAAR and other participants</u> . (NAAR and HRDA)				\$ 25,000		\$250,000	
• 2. Development of distance learning materials (video tapes, radio broadcasts) for adaptation of research results into practical materials for farmers (NAAR)						\$200,000	
• 3. Follow-on research grants; for <u>returned NAAR participants</u> . (NAAR)						\$200,000	
• 4. Alumni association activities; for <u>all returned participants</u> . (NAAR and HRDA)				\$ 25,000		\$140,000	
TO BE DETERMINED							

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995-97

TYPE OF TRAINING	SO3 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPH	HRDA	ATLAS	NAAR	D/G
IN-COUNTRY SHORT-TERM							
ASDG2							
• 1. Study tours to other projects, village to village and farmer to farmer exchange visits to build capacity to identify and implement new IRM practices and to learn participatory approach; for <u>extension technical services and agents, NGO staff, and Community-Based Organizations (CBO) staff.</u> (ASDG2. [Also, OST in 3d country, listed in separate section above, @ \$30,000.]	\$ 20,000 \$ 30,000						
• 2. TOT in programmatic and structural development, financial and group management; for NGO and CBO staff trainers. (ASDG2)	\$100,000						
• 3. Computers, NRM cost/benefit analysis, M&E, and role of NGOs; for <u>GAP.</u> (ASDG2)	\$ 25,000						
• 4. Organizational development, M&E, proposal-writing; for <u>GAP and NGOs.</u> (ASDG2)	\$ 15,000						
• 5. Organizational development and M&E; for <u>Dept. of Rural Development (DDR/SONG).</u> (ASDG2)	\$ 10,000						
• 6. Education on the Rural Code; for <u>traditional chiefs and authorities, arrondissement-level and administrative authorities, elected representatives, and technical services; NGOs and other civil groups; journalists and teachers.</u> (Also: 2d round of mass media campaign about the Rural Code and NGO regulations.) (ASDG2)	\$100,000						
• 7. Legal issues re resource tenure policy; for <u>staff of the Rural Code Permanent Secretariat.</u> (ASDG2)	\$100,000						
• 8. Observational Study Tours; to re-orient <u>extension technical services and agents to community-based development.</u> (ASDG2)	\$ 25,000						
• 9. Participatory process, GID/WID, field methodologies such as PRAs and RRAs, computers; for <u>IPDR staff.</u> (ASDG2)	\$175,000						
TO BE DETERMINED							

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995-97

TYPE OF TRAINING	SO3 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPM	HRDA	ATLAS	NAAR	D/G
AFRICARE							
• 1. Literacy, animation skills, proposal writing, identification and management of NRM projects, NRM committee participation, local D&G, TOT; for village women. (AFRICARE)		\$ 40,000					
• 2. Participatory development, PRAs and RRAs, WID, problem diagnosis and prioritization; for local GON officials, technical agents, project staff, and villagers. (AFRICARE)		\$ 35,000					
• 3. Improve fluency in local languages; for GON officials, technical agents, and project staff. (AFRICARE)		\$ 5,000					
• 4. Proposal and budget writing, completing M&E forms; for field agents and villagers. (AFRICARE)		\$ 10,000					
• 5. Planning, communication skills, leadership, TOT, facilitation; for village animateurs. (AFRICARE)		\$ 15,000					
• 6. Data collection methodology and supervision, data entry and analysis, and computers; for project core staff. (AFRICARE)		\$ 35,000					
• 7. Study tours to other projects, village to village and farmer to farmer exchange visits to build villagers' capacity to identify and implement new IRM technologies; for villagers. (AFRICARE)		\$ 10,000					
TO BE DETERMINED		\$100,000					
DPM							
• 1. Mgt. of local DPM projects; for villagers. (DPM: two 4.5-week sessions)			\$ 81,000				
• 2. (Mass media campaigns re GON EW System; for the general public.) (DPM)							
• 3. (Information about the national EW and DPM project; for other donors.) (DPM)							

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995-97

TYPE OF TRAINING	SO3 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPM	HRDA	ATLAS	HAAR	D/G
• 4. Management of national system for Early Warning and DPM, diffuse information on EW and DPM, computers; for GON (DPM: one 1-month session)			\$ 19,000				
• 5. National DPM system management, data collection/market price analysis, Remote Sensing, nutritional assessments, Early Warning, food needs assessments, computers; through seminars, conferences, workshops, information and technical modules, TA; for the Inter-Ministerial Technical Group (DPM: two 1-month sessions @ \$19,000. [Also, 2 OSTs in 3d countries, listed in separate section above, @ \$20,000.]			\$ 38,000 \$ 40,000				
• 6. Finances and accounting, administration and management of EW system, project conception and management, M&E, computers and database management, Internet, EW, vulnerability assessments, data collection and analysis, market price analysis, Remote Sensing, nutritional assessments, food needs assessments, DPM; through training modules in technical areas and finance/accounting, seminars, conferences, TA, formal training for computers and Internet; for EW Management Committee (SAPI/GC) personnel. (DPM: one 1-month training session @ \$19,000. [Also, 2 OSTs in 3d countries, listed in separate section above, @ \$20,000.]			\$ 19,000 \$ 40,000				
• 7. Information on and management of EW system, identification and management of village projects, support and development of village organizations, data collection and analysis, determination of vulnerability; through information modules and briefings, management seminars, OJT, training courses, workshops, TA, technical training modules; for SAP regional and sub-regional personnel. (DPM: one 1-month training session, \$19,000. [Also, 2 OSTs in 3d countries, listed in separate section above, @ \$20,000.]			\$ 19,000 \$ 40,000				
• 8. Information on EW, finances and accounting, administration, project management, M&E, impact assessment, project identification and management, intervention strategies in rural areas, computers; through information and training modules and briefs, seminars, TA, OJT, OSTs, conferences, workshops, computer and Internet training sessions; for USAID DPM personnel (DPM: one 1-month session @ \$19,000).			\$ 19,000				
TO BE DETERMINED			\$ 60,000				

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995-97

TYPE OF TRAINING	SG3 MECHANISMS			CROSS-CUTTING MECHANISMS			
	ASDG2	AFCARE	DPM	HRDA	ATLAS	NAAR	D/G
NAAR							
• 1. Courses in research methods; for staff researchers (NAAR: 15 @ \$3,000)						\$ 45,000	
• 2. Courses in management, accounting, and secretarial skills; for management staff (NAAR: 9 @ \$3,000)						\$ 27,000	
• 3. English language classes; for Niamey and Maradi staff						\$ 15,000	
• 4. In-country research support; for returned participants							
• 5. Courses, materials, and activities to develop capacity of INRAN to translate research results into practical advice to farmers, and to coordinate more closely with extension technical service, agents, and trainers. Funding for this is from long-term training line on NAAR "illustrative budget." (NAAR)						\$200,000	
TO BE DETERMINED							
HRDA							
• 1. Courses and workshops in WID entrepreneurship (HRDA: 50 parts. @ \$300)				\$ 15,000			
• 2. Courses and workshops TBD; for private sector (HRDA: 20 parts. @ \$400)				\$ 8,000			
TO BE DETERMINED							
DEMOCRACY AND GOVERNANCE (D/G)							
TO BE DETERMINED							
TOTALS: 1995				\$263,408	\$350,000	\$ 371,000	\$ 20,000
TOTALS: 1995-97	\$600,000	\$250,000	\$375,000	\$628,408	\$750,000	\$1,151,000	\$ 95,000

SO1: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96⁴

SO1: Increase use of family planning and maternal/child health (FP/MCH) services and improve child nutrition for lower fertility and infant/child mortality rates.

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
Overall SO Targets							
1. CPR rises from 2.3 in 1992 to 9.3 in 1999.							
2. Percent of couples in target areas with knowledge of modern methods of contraception increases from 58% in 1992 to 75% in 1998.							
3. Knowledge of a source of modern methods of contraception increases from 38% to 50% by 1998.							
4. Desired family size drops to 7.0 from 8.2 for women and to 10.0 from 12.6 for men by 1998.							
5. Measles immunization (national) coverage rises from 19% in 1992 to 55% by 1999.							
6. Rates of child malnutrition decrease.							

⁴ Training for the period through the transition to the SO1 Results Package. Individual Performance Indicators, i.e. intended impact on the job, are to be filled in as program is developed by stakeholders.

SO1: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
Result 1.1: Improved FP/MCH services in the public sector (selected districts).							
1.1.1: TBD: percent of referral centers providing three long-term modern methods of contraception.							
1.1.2: CYP in target districts will triple from the baseline established at the start of activities.							
1.1.3: 50% (1998), up from 32% in 1992, of the women are living within five kilometers of a fixed or mobile site providing at least three modern family planning methods (selected areas).							
1.1.4: By 1998, 80% of children presenting at health facilities with malaria, acute respiratory infections (ARI), malnutrition, and diarrheal diseases will be treated according to national protocols.							

SO1: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
1.1.5: The proportion of pregnant women receiving two doses of tetanus toxoid will increase from 14% to 28% in 1998.							
Result 1.2: An expanded and improved private sector, including NGOs, providing FP and MCH promotion and services.							
1.2.1: TBD: percent increase in number of private health facilities in target areas providing FP and/or MCH services.							
1.2.2: More of the target population live within 5 km of facility offering FP services by adding more private facilities and marketing outlets.							
1.2.3: TBD: The percent of target district residents purchasing private sector health services and products increases.							
1.2.4: TBD: The level of customer satisfaction with private sector health services and products.							

S01: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
1.2.5: The Couple Years of Protection provided by NGOs and social marketing entities increases from 8,900 in 1994 to 25,000 by 1999.							
1.2.6: Area covered by social marketing program increases.							
1.2.7: Number of products distributed through social marketing increases.							
1.2.8: Number of social marketing campaigns increases.							
Result 1.3: Greater financial and institutional support for health services, including policy reform.							
1.3.1: The national health information unit will be the reference source for documenting the need for health policy reforms in 1995.							
1.3.2: Cost recovery in non-hospital facilities increases from 51 facilities in 1994 to 314 by 1999 (545 facilities total).							
Result 1.4: Improved capacity, through collaboration of the public and private sectors and the donor community, to predict and respond to food security and health-related disasters.							

SO1: POPULATION AND HEALTH

TRAINING PLAN, 1995 - 96

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
1.4.1: TBD: percent of households in vulnerable areas participating in mitigation activities.							
1.4.2: When needed, disaster mitigation NGOs will distribute up to 15,000 metric tons of food commodities to vulnerable areas within target districts.							
1.4.3: Emergency Fund is used by other donors.							
1.4.4: During periods of disaster child malnutrition rates will not increase.							
Result 1.5: A public better informed of key policies and legislation affecting citizens' rights and responsibilities (public health).							
1.5.1: Percent of heads of households, both women and men, able to identify at least one health policy issue.							
1.5.2: Percent of heads of households, both women and men, able to identify statements of their rights.							

SO2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 96⁵

SO2: Improve access to markets especially through use of improved, decentralized financial services.

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
Overall SO Targets							
1. To raise from 181 in 1995 to 1,000 in 2002 the number, including branches, of savings and credit institutions (co-operatives, credit associations, credit unions, and semi-formal money savers and lenders).							
2. At least 125 institutions will have become independent of outside resources by 1999.							
3. From a 1996 baseline TBD, agricultural exports to increase an average of 10% per year. Total increase by 2002: 175%.							
4. TBD: Household expenditures for production.							
5. Each year at least 50% of SO2 customers to express increased satisfaction with GON and donor efforts.							

⁵ HRDA and ATLAS activities listed only for FY1995. Individual Performance Indicators, i.e. intended impact on the job, are to be filled in as program is developed by stakeholders.

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
Result 2.1: More decentralized, viable, and transparent financial services.							
2.1.1: From 30,250 in 1994, the number of customers increases to 52,000 in 1997 and 73,000 in 1999.							
2.1.2: From FCFA 1.02 billion (188.4 million) in 1994, loans/savings accounts increase to FCFA 1.4 billion (\$140 million) in 1997 and FCFA 1.8 billion (\$180 million) in 1999.							
2.1.3: From none in 1995, the proportion of USAID-assisted decentralized financial institutions (DFIs) receiving democracy/governance training will be 40% in 1997 and 70% in 1999.							
2.1.4: The loan repayment rate will increase to 95% by 1999.							
2.1.5: TBD: Poverty lending.							

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
2.1.6: From none in 1995, the proportion of drought vulnerable zones where there are USAID-assisted DFIs developing their own food banks and other drought mitigating measures will reach 20% in 1997 and 50% in 1999.							
2.1.7: From none in 1995, the proportion of USAID-assisted DFIs linked to or near health associations or social marketing initiatives will be 15% in 1997 and 30% in 1999.							
Result 2.2: Improved environment for microenterprises: better policies, better laws, better information.							
2.2.1: From FCFA 54 per km (1992), illicit payments will drop to FCFA 20 in 1997 and FCFA 10 in 1999.							
2.2.2: From none in 1995, the proportion of customers (transporters) who must cope with illicit payments and have received export and transport regulations training will be 20% in 1997 and 50% in 1999.							

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
2.2.3: Marketing Information Service expanded to include customer needs or second MIS in place by 1997.							
2.2.4: From none in 1997, the proportion of customers that want market information who have listened to expanded or new MIS and find it helpful will reach 25% in 1999.							
2.2.5: From none in 1995, the cumulative number of USAID-sponsored candidates for the Ph.D. in economics will increase to 2 in 1996 and 5 in 1997.							
2.2.6: Policy reforms in credit, cooperatives, rural banking, and information lending will be in place within specified period.							
Result 2.3: Bankers work more with microenterprises and informal sector.							

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
2.3.1: From baseline of one in 1995, the number of banks involved will rise to two by 1997 and three by 1999. (Note: there are at present only three banks USAID could work with in Niger.)							
2.3.2: From a 90% guarantee in 1995, average guarantee or leveraging ratios will evolve to 80% or 1.5 times guarantee in 1997 and 60% or 2.0 times guarantee by 1999.							
2.3.3: From none in 1995, the number of bank staff literate in local languages will be two in 1997 and ten in 1999.							
Result 2.4: Increase number and size of women's enterprises.							
2.4.1: From 34% in 1994, the proportion of loans to women will increase to 40% in 1997 and 45% in 1999.							
2.4.2: Baselines and targets for the number of women completing literacy and numeracy courses will be determined.							

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
2.4.3: TBD: the number of women completing economics/ civic rights courses.							
2.4.4: TBD: the number of men sensitized to women's important economic role.							
2.4.5: From TBD in 1997, the proportion of women IEC trainees rises to 50% by 2002.							
Result 2.5: A public better informed of key policies and legislation affecting citizens' rights and responsibilities (financial services).							
2.5.1: From none in 1996, the proportion of customers who must cope with illicit payment and have received democratic governance training is 20% by 1997, 50% by 1999, and 80% by 2002.							
2.5.2: MIS expanded to include customer needs or second MIS in place by 1997.							

SO 2: ECONOMIC REFORM AND MICROENTERPRISE

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
2.5.3: From none in 1997, the proportion of customers that want market information who have listened to expanded or new MIS and find it helpful reaches 25% by 1999 and 50% by 2002.							
2.5.4: 180: number of men sensitized to women's important economic role.							

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995 - 96⁶

SO3: Sustained widespread adoption of management practices improving the conservation and production use of Niger's forests, fields, waters, and pastures.

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
Overall SO Target							
1. 20% increase in use of new NRM technologies between 1996 and 2000, in those areas of Niger where NRM programs are active.							
Result 3.1: Niger's rural producers, men and women, gain greater control over their productive environment.							
3.1.1: 35 registered community institutions actually managing natural resources by 1997, 300 by 2000 vs. 10 today.							
3.1.2: 25 new community forest management schemes by 2000.							
3.1.3: 15 intermediary institutions by 1997, up from five in 1995.							
3.1.4: From no sub-regional disaster response committees now, to 24 by the end of 1996.							

⁶ HRDA and ATLAS activities listed only for FY1995. Individual Performance Indicators, i.e. intended impact on the job, are to be filled in as program is developed by stakeholders.

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
3.1.5: 80% of parties, both men and women, aware of new land laws by the year 2000.							
Result 3.2: Increased producer access to technical information.							
3.2.1: 25% of producers able to name one new NRM method by 1997; 75% by 2000.							
3.2.2: 10% of heads of households able to describe one NRM practice used in another village by 1997; 80% by 2000.							
3.2.3: 70% of heads of households with market and climatic information access by 1999.							
Result 3.3: Increased capital available for communities and individuals to invest in NRM practices.							
3.3.1: From baseline (1996, TBD) a 25% increase in heads of households, both men and women, reporting access to funds by 2000. (This will be cross-linked to SO2.)							
Result 3.4: National capacity to promote and sustain Results 3.1, 3.2, and 3.3 is improved.							

SO3: NATURAL RESOURCES MANAGEMENT

TRAINING PLAN, 1995 - 97

Strategic Targets	Target Training Audiences	Training Needs	Proposed Programs	Training Locales	Projected Training Performance Outcomes	Funding Sources	Cost
3.4.1: First application of short-term impacts monitoring system on a national scale by 1997.							
3.4.2: Creation of national NRM plan.							
3.4.3: Creation of a national disaster donor coordination unit.							
3.4.4: Creation of a national disaster management plan.							
3.4.5: District-level disbursement of funds.							
Result 3.5: A public well informed of key policies and legislation affecting citizens' rights and responsibilities (natural resources).							
3.5.1: 80% of parties, both men and women, aware by year 2000.							
3.5.2: 25% of heads of households, both men and women, able to name one new NRM method by 1997; 75% by 2000.							
3.5.3: 10% of heads of households, both women and men, able to describe one NRM practice used in another village by 1997; 80% by 2000.							

USAID/NIGER TRAINING PORTFOLIO: FY1995 - 97

TRAINING TYPE	CROSS-CUTTING TRAINING MECHANISMS				SO1: POPULATION AND HEALTH			SO2: ECONOMIC REFORM AND MICROENTERPRISE					SO3: NAT. RES. MGT.		
	HRDA ¹	ATLAS ¹	NAAR ²	D/G	NHSS	NFHD	SO1 R. P. ³	PAM	NEPRP	CARE	WOCCU	CLUSA	ASDGZ ⁴	AFCARE	DPM ⁴
US ST SO1 SO2 SO3	2 prv = \$ 30,000 1 pub = 15,000 8 prv = 90,000 2 prv = 30,000 1 pub = 15,000 \$180,000	N/A	\$105,000	TBD	TBD	3 = \$45,000	TBD	4 = \$ 60,000	Will use HRDA as source of all training	N/A	N/A	N/A	N/A	N/A	N/A
US LT SO1 SO2 SO3	2 MPH = \$160,000 1 MBA = 55,000 1 MBA = 55,000 1 MS = 55,000 1 MS = 55,000 \$380,000	2 MPH = \$140,000 2 MBA = 140,000 5 MSc = 350,000 1 PD = 15,000 \$645,000	\$ 96,000 (for in-country research)	TBD	TBD	N/A	N/A	Due to P/ACD, economic PDs to be funded from other source. TBD	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3d-C ST SO1 WID SO2 WID SO3 WID	6 = \$ 15,306 2 = 5,102 6 = 15,306 3 = 7,653 6 = 15,306 2 = 5,102 \$ 63,775	(The above figure exceeds planned ATLAS yearly budget of \$500,000.) N/A	\$ 60,000	TBD	TBD	1 = \$ 2,500	TBD	N/A	N/A	N/A	N/A	N/A	\$30,000	\$ 50,000	\$120,000
3d-C LT SO1 SO2 WID SO3 WID	2 = \$ 25,000 2 = 20,000 2 = 15,000 2 = 15,000 \$ 75,000	N/A	N/A	TBD	N/A	N/A	TBD	6 = \$ 90,000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
In-C ST SO1 SO2 SO3 Other prv SO1 SO2 SO3	50 = \$ 15,000 100 = 35,000 50 = 15,000 10 = 4,000 20 = 8,000 20 = 8,000	N/A	\$100,000	\$ 10,000 \$ 20,000 \$ 20,000 Plus \$50,000 of DG managed training for SOs	TBD	\$ 63,000	\$ 63,000 <i>Except for a few US and 3d-C OSTs, a few in-c courses and in-c IEC, the majority of activity will be OJT supervision, not for mal training</i>	61 = \$140,000	N/A	\$37,000	\$50,000	\$200,000	\$570,000	\$200,000	\$255,000
Follow-On Research grants Alumni Distance Ed. Internet	\$ 50,000 SO allocations for FY95 SO1:75 \$269,408 SO2:143 \$300,959 SO3:85 \$263,408 for 1995	SO allocations for FY95 SO1:2 \$140,000 SO2:2 \$140,000 SO3:5 \$350,000 Unallocated \$15,000	\$200,000 140,000 200,000 250,000	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals 1995 1995-97	\$233,775 \$2,078,775	\$ 500,000 \$ 4,000,000 (1995-2002)	\$ 371,000 \$1,151,000	For SOs \$50,000 \$250,000 thru FY96	TBD	\$110,500	\$ 63,000	\$290,000	N/A	\$37,000 balance	\$50,000 balance	\$200,000 balance	\$600,000	\$250,000	\$375,000

HRDA program as reported to G/HCD in February 6, 1995 HRDA Training Plan FY95 cable. Allocation to SOs here is somewhat subjective. ATLAS awards, also made before decision to allocate to SOs, were not balanced among SOs for 1995. ¹ Extended to 1997 for training for SO3. ² 1995-96 only, through transition to SO1 Results Package. Half of training left to be determined. ³ Currently or soon to conduct project-specific needs assessments, results of which should be incorporated.