

**GLOBAL TRAINING FOR DEVELOPMENT**

**Contract no. FAO-I-00-96-90020-00**

**QUARTERLY REPORT**

**JULY 1 - SEPTEMBER 30, 1999**

**October 18, 1999**

**World Learning, Inc.**

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**GLOBAL TRAINING FOR DEVELOPMENT**  
**USAID/EGYPT (OMAN-YEMEN)**  
**QUARTERLY REPORT**  
**JULY 1 – SEPTEMBER 30, 1999**

**Task Order No.: 803**  
**Effective Dates: 04/01/97 - 09/30/99**  
**Contract Total: \$1,314,821**  
**Obligated Amount: \$1,314,821**

This Quarterly Report summarizes the activities of World Learning and its subcontractors, The Africa-America Institute, AMIDEAST, The Asia Foundation, Creative Associates International, Inc., and Development InfoStructure, from July 1, 1999 to September 30, 1999, for the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, specifically Task Order No. 803, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describe the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

Through the GTD mechanism, a total of twenty-eight academic participants from Yemen and Oman were transferred from Partners for International Education and Training (PIET) to World Learning. The participants, twelve Omanis and sixteen Yemenis, were the remaining participants of the closed or closing USAID Training Offices of the Omani-American Joint Commission (OAJC) and USAID/Yemen. USAID/Egypt, the regional office charged with managing the participants through program completion, issued this Task Order in April 1997. AMIDEAST, a subcontractor to World Learning, provides personnel for the Management/Monitoring Specialist and the Task Order Manager positions.

The Task Order is characterized by three different participant training activities:

Oman Scholarship and Training Project II - 10 participants (by September 30, 0 remaining)  
Oman Fisheries Development Management - 2 participants (by September 30, 0 remaining)  
Yemen Development Training III - 16 participants (by September 30, 1 remaining)

## **II. ACTIVITIES**

Yemeni participant Nahla Al-Huraibi was granted an extension through September 30, the project completion date, so that she may complete her thesis requirement for her MA program in Sociology at Ohio University.

The financial closeout of files for this project will be completed by mid-November.

### **PROGRAM HIGHLIGHTS**

#### **Yemen Development Training III**

*Nahla Al-Huraibi, MA/Sociology, Ohio University, August 31, 1996 – September 30, 1999*

Nahla Al-Huraibi was not able to complete all the requirements for her thesis by the project completion date, September 30, 1999. She has completed most of the chapters in her thesis and has sought out a doctoral student to help her with editing her research writing. Ms. Al-Huraibi's thesis advisor, Dr. Ann Tickamyer, is pleased with the work she has accomplished about a study of factors that contribute to assimilation into American culture of women in the Yemeni immigrant community in Detroit. It is anticipated that Ms. Al-Huraibi will finish her thesis in October and defend it in November. Cumulative GPA: 3.853.

Ms. Al-Huraibi has been provided with a return international airline ticket. She continues to reside in Athens, Ohio as she completes the requirements for her MA program. She has been reported to USAID/Washington as a nonreturnee and USAID/Yemen and USAID/Egypt have been informed of this matter.

### **III. CONCERNS/CONSTRAINTS**

There are no concerns at this time.

### **IV. RECOMMENDED ACTIONS**

There are no recommended actions at this time.

**GLOBAL TRAINING FOR DEVELOPMENT**  
**USAID/KENYA**  
**QUARTERLY REPORT**  
**JULY 1, 1999 - SEPTEMBER 30, 1999**

**Task Order No.: 804**  
**Effective Dates: 04/01/97 – 08/18/00**  
**Contract Total: \$973,485**  
**Obligated Amount: \$930,390**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc., and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, Delivery Order No. 804, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Delivery Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Delivery Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Delivery Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Delivery Order.

## **I. SUMMARY**

In April 1997, USAID/Kenya issued this Task Order for assistance in placement, management, and follow-on programming of approximately 35 participants into U.S. short-term training programs each estimated to be an average of five weeks in duration. The objective of the training is to assist USAID/Kenya to achieve its goal of broad-based sustainable economic growth. Specifically, training is expected to contribute substantially to three USAID/Kenya Strategic Objectives (SO):

- ♦ SO1: Creation of Effective Demand for Sustainable Political, Constitutional, and Legal Reform;
- ♦ SO2: Increased Commercialization of Small-holder Agriculture; and,
- ♦ SO3: Increased Sustainability of Family Planning and HIV/AIDS Service Delivery Systems.

## **II. ACTIVITIES**

World Learning/AAI staff programmed one Kenyan participant this quarter under the Mission's SO2. In addition, the Mission forwarded nominations for three SO1 participants to attend the Association of Women in Development's Eighth International AWID Forum in Washington, DC from November 11-14.

In September, USAID/Kenya approved contract modification budgets that incorporated five additional participants and extended the task order end date to August 18, 2001.

### **PROGRAM HIGHLIGHTS:**

*Mr. Josephat Musyima, 15<sup>th</sup> International Seminar on Forest and Natural Resources Administration and Management, Colorado State University, Fort Collins, CO, August 19 – September 11, 1999.*

**Summary:** Mr. Musyima, an Executive Officer with the Laikipia Wildlife Forum in Kenya, attended the International Forestry Seminar, described as an intensive, interactive training program designed for senior resource management professionals who desire to improve their managerial capabilities and administrative skills.

The 20-day seminar focused on strategies and methods to develop, manage, and conserve natural resources for the sustained delivery of goods and services to meet the full range of human needs. It consisted of visits to the states of Colorado, Wyoming, Montana, Georgia, and North Carolina (in a variety of alpine, sub-alpine, montane and grassland locations), and concluded in Washington, D.C. Activities included lectures, field tours, interactive group sessions, individual presentations, and extra-curricular visits to sites of interest in order to accomplish three major goals:

- Demonstrate the principles and values of integrated natural resources management and the requisites for institutional cooperation to meet diverse management goals.
- Exhibit the biological, social, economic, and organizational factors that influence natural resources management decisions on local, regional, national, and international levels.
- Generate an international dialogue on key issues in natural resources management to promote an awareness of universal problems or opportunities.
- Sustainable Management – Discussion of principles, major barriers, and practical application including planning, inventory & monitoring, conserving biological diversity while meeting human needs, and the special requirements of managing protected areas.
- Research and Technology Transfer – Determination of research priorities and management of research organizations with emphasis on extension of results to users.

Mr. Musyima was generally satisfied with the program. However, he suggested that training should be more learner-centered, “with opportunities for participants to actively involve themselves in the process rather than just parading the ‘experts’ ... to impart knowledge.” He thought more emphasis could be placed on the management and administration of the natural resources as opposed to their utilization. Mr. Musyima plans to apply the skills learned to involve landowners in the natural resources management decision-making. This will aid in mapping out effective strategies of cooperation.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

World Learning/AAI is pleased that USAID/Kenya has signed the pending modification, and looks forward to providing continued service under this task order through August 18, 2001. World Learning/AAI await additional participant nominations.

#### **B. PARTICIPANT ISSUES**

There were no participant issues this quarter.

### **IV. RECOMMENDATIONS**

World Learning/AAI request that the Mission forward additional nominations, so that this task order can be fully implemented.

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/GHANA  
QUARTERLY REPORT  
JULY 1, 1999 – SEPTEMBER 30, 1999**

**Task Order No.: 800  
Effective Dates: 04/03/97 – 06/30/00  
Contract Total: \$800,735  
Obligated Amount: \$800,735**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI) and Creative Associates International Inc., from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, Task Order No. 800, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

This Task Order is effective April 3, 1997 through June 30, 2000. It supports two of the USAID/Ghana Mission's four Strategic Objectives: health and education.

The Scope of Work, as modified, requires a two-phase implementation of in-country services for annual training plan development related to SO2, education:

### *Phase I*

- Lead USAID and Ministry of Education focus group in initial discussion on training expectations, processes, and plans. Provide guidance on USAID training processes and regulations.
- Share tools and techniques for conducting a training needs assessment and provide guidance on selection criteria. Reach agreement with the Ministry of Education (MOE) regarding its institutional role for follow-on to training.
- Introduce MOE to framework for developing an annual training plan.
- Update Mission Training Officer skills.

## *Phase II*

Assist Ministry of Education in:

- Finalizing annual training plan.
- Finalizing selection criteria and process.
- Reaching agreement on first round of trainees.
- Develop follow-on plan with MOE for on the job support to returned trainees.

In addition, the Scope of Work requires placement and monitoring services, management, follow-on programming, and reporting of 35 short-term participants for U.S. training and 16 short-term participants for third-country training, to complement the in-country planning services. The Mission anticipates training in the following subject areas:

SO2: Increased Effectiveness of the Primary Education System (10 U.S. and 6 Third Country participants)

*Mission-Proposed Training Subjects:*

Educational Policy  
Decentralization  
Low Cost Learning Materials  
Distance Learning  
Supervision

SO3: Improved Family Health (25 U.S. and 10 Third Country participants)

*Mission-Proposed Training Subjects:*

Program and Project Management  
Laboratory Methods and Techniques  
HIV/AIDS Test Counseling  
Surveillance and Applied Epidemiology for HIV/AIDS  
Laboratory Diagnosis of HIV/AIDS  
Health Care Financing  
Research, Evaluation and Monitoring  
Family Planning, Family Health Communication  
Gender Analysis Management/Role of Women  
Family Planning Management for Senior Level Managers  
Family Planning Logistics Training  
Adolescent Training Programs

Social Marketing for Change  
Planning and Management  
Training Methods

## II. ACTIVITIES

Eight Ghanaian participants completed programs this quarter, under SO3 (6) and SO 2 (2). One participant is currently active.

### Program Highlights:

#### International Health Management

*Mr. Alex Adjei. International Health Management Course, Global Health Action, Atlanta, GA, August 5 – September 20, 1999.*

**Summary:** Mr. Adjei, a Senior Pharmacist with the Pharmacy Council of Ghana, attended a six-week course which focused on building partnerships within the international community in order to create viable avenues to global health.

This course is designed for health care professionals, leaders in health-related areas, and U.S. personnel serving international communities. The goal of this course was to create partnerships between all of the participants by developing leadership, management and planning skills that will allow each participant to effectively plan, direct, implement, and evaluate programs and activities. The curriculum and activities were planned before and during the course, and were based on the dynamics of adult learning, along with participants' interests, cultural and individual diversity, and the rapid development of new information and technology. Participants had an opportunity to adapt appropriate methods and information to their individual work situations. Selected topics in the following subject areas were interwoven throughout the course:

- **Foundations:** Learning Needs Assessment; Exploration of Cultural Diversity; Health Realities in a Changing World; Women and International Development
- **Leadership:** Leadership and Ethics; Vision and Strategic Planning; Decision Making/Problem Solving; Power of Paradigms
- **Management:** Organizational Mission, Philosophy, and Objectives; Organizational Structure – Lines of Authority; Time Management; Policies and Procedures Development; Marketing/Public Relations
- **Effective Communication Skills:** Communication which Generates Results; Effective Listening/Speaking: Requests, Promises, Declarations; Group Process and Dynamics; Conducting Meetings
- **Learning/Teaching:** Establishing a Learning Environment; Assessing Learning Needs; Adult Teaching/Teaching Styles; Community Health Education
- **Health Project Planning:** Health Project Planning; Long Range Planning for Effective Change; Budgeting Effectively; Community Development/Primary Health Care
- **Video Work and Presentation Skills:** Video individual presentations; Practicum for presenting ideas to a group; Training on presentation skills, including use of visual aids, equipment, etc.

The course included other supporting activities and topics such as seminars on Global Awareness of AIDS, and Teenage Drug Abuse; Group community experiences such as Community Health Centers and Grady Memorial Hospital; Individualized community experiences such as consultations with experts in various interest areas; and Social Activities such as Atlantic City Tour, picnics, etc.

Mr. Adjei was particularly pleased with the course section on paradigms, during which the participants examined “paradigm shifts.” He has come to believe that “there (is) a solution to every problem only if one (is) prepared to look beyond the ‘smokescreen’ through which things are traditionally perceived.” Mr. Adjei intends to implement a project he planned during the training program, apply the management and leadership skills he has acquired, and change his attitude towards senior management in “a bid to change their attitudes towards (him).” He felt the program was fine, but found the emphasis on project planning at the end of the program inadequate. The projects presented by all participants did not include evaluation and budgeting. Mr. Adjei felt that it would have been useful to start project planning in the third week.

**Lessons Learned:** Mr. Adjei expressed concern about the pre-departure orientation. His main suggestion was to inform the participant about details such as transfers between airports during travel; he had not been informed that he would need to take a shuttle from Gatwick to Heathrow in London.

### **Strategic Leadership for Health Initiatives**

*Mr. Kofi Abinah and Mr. Edwin Darkey, ‘Strategic Leadership for the 21<sup>st</sup> Century: Change and Sustainability’, Management Sciences for Health (MSH), Boston, MA, June 16 – July 2, 1999*

Mr. Kofi Abinah and Mr. Edwin Darkey, both Regional Population Officers with Ghana’s Ministry of Health, participated in the ‘Strategic Leadership’ course at MSH.

This course focused on leadership, as contrasted to management, in a complex, changing environment. The MSH model of leadership balances three roles: thinking strategically, inspiring others, and producing results that are built around a core of self-awareness and self-development. The course offered an opportunity to explore the practice of leadership in depth.

Topics covered on leadership include how personal style affects the way individuals work; how the participant communicates with and relate to others; how to manage in times of change; how you manage stress associated with change; and managing problematic interpersonal relations with colleagues, superiors or subordinates. The course also covered rational and irrational group

processes, how these processes impact individual conflict management, principled negotiation, reaction of others to leadership and what can make participants more effective leaders.

Both Mr. Abinah and Mr. Darkey expressed satisfaction with the course. They stated that it provided excellent insight into the process of developing leadership capabilities.

### **Public Financial Management**

*Mr. Louis Kwame Amo, Public Financial Management Program, Institute of Public Service International (IPSI) – University of Connecticut. June 7 – July 31, 1999. West Hartford, Connecticut.*

**Summary:** Mr. Louis Amo, Assistant Desk Officer (Americas) with the Ministry of Finance, participated in the IPSI program on public financial management.

This program was designed for managers and practitioners who have financial management responsibilities. The course covered the budgeting process, capital budgeting, revenue planning and cash management, fund accounting and financial reporting, cost and managerial accounting, auditing and internal control, international finance, and microcomputer and internet applications in public finance. As part of the program the participant visited Hartford, CT and Washington, DC to meet with US and international government financial officials.

Mr. Amo, who returned directly to Ghana, following his course, did not return his evaluation instrument.

### **Educational Policy and Planning**

*Mrs. Esther Amoah-Ahinful and Mr. Charles Badoo, Educational Policy Analysis Workshop, Harvard Institute for International Development (HIID), Cambridge, MA, August 1 – August 27, 1999*

Mrs. Amoah-Ahinful and Mr. Badoo are both officials with the Ghana's Ministry of Education They attended the HIID course, 'Educational Policy Analysis Workshop'.

**Summary:** The Educational Policy Analysis and Planning Workshop is offered annually by the Harvard Institute for International Development (HIID) and faculty of the Harvard Graduate School of Education (HGSE) on the campus of Harvard University. This intensive five-week course introduces the newest techniques for conducting policy analysis and planning, provides access to a wealth of current research knowledge, introduces the use of state-of-the-art computer software in educational policy analysis and planning, and provides a unique opportunity for participants to share their experiences with colleagues from around the world. HIID and HGSE have been leaders in the areas of policy analysis and planning in developing education systems for many years. They have worked closely with educators in many countries, most recently: Colombia, Egypt, El Salvador, Honduras, Jamaica, Jordan, Malaysia, Malawi, Pakistan, Palestine and

Paraguay. HIID has synthesized research from around the world on access, quality, equity, and efficiency and has made it available in formats such as an easy-to-use

computer program, SHARE, and a publication, "The Forum," designed to meet the needs of professional educators.

Mrs.Amoah-Ahinful and Mr.Badoo found the course very useful. Particularly of interest was the use of computers in educational planning. They did state that the course should be extended by a week or two, in order to allow for more in-depth training. They also requested a pre-departure orientation a week or two before the departure date in order to make preparations.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

This task order ends on June 30, 2000. The months of January through June 2000 were included in the task order to allow World Learning staff time to file tax returns for participants trained in 1999. However, because taxes must be filed by June of the year following training, programming activity on this task order must cease by December 31, 1999. Tax returns for participants trained during any part of 2000, would have to be filed in 2001. A task order extension must be executed if USAID/Ghana wishes to send participants to the U.S. beyond December 31, 1999.

#### **B. PARTICIPANT ISSUES**

There were no participant issues this quarter.

### **IV. RECOMMENDED ACTIONS**

World Learning/AAI requests that Mission advise of its intention to extend the task order end date to accommodate U.S. training after December 31, 1999.

**GLOBAL TRAINING FOR DEVELOPMENT**  
**USAID/SENEGAL**  
**QUARTERLY REPORT**  
**JULY 1, 1999 - SEPTEMBER 30, 1999**

**Task Order No.: 808**  
**Effective Dates: 06/11/97 – 09/30/99**  
**Contract Total: \$931,265**  
**Obligated Amount: \$931,265**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc. (CAII), and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, Task Order No. 808, with the U.S. Agency for International Development.

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**I. SUMMARY**

On May 30, 1997, World Learning received a GTD Statement of Work (SOW) for placement and monitoring services for 52 participants to be programmed under two of the Mission's Strategic Objectives (SOs) and one Special Objective:

SO1    Decreased Family Size  
      10 U.S. participants in short courses  
      8 Third Country participants: 4 for conferences, 4 for an observation study tour (OST)

SO2    Increased Crop Productivity Through Improved Natural Resources Management in Zones            of  
Reliable Rainfall  
      12 U.S. participants: 8 in short courses, 4 in OSTs  
      5 Third Country participants: 3 in an OST and 2 for conferences

Special Objective  
      Democracy and Governance  
      13 U.S. participants: 10 in short courses, 3 in an OST  
      4 Third Country participants in an OST

In addition to the 52 new participants listed, 35 for U.S. and 17 for Third Country Training, the Mission also requested monitoring services for two academic participants being transferred from the PIET contract as of June 30, 1997, who were expected to complete training by the end of August 1997.

In December 1997, USAID/Senegal added a three-week Observational Study Tour (OST), for 22 participants, in conjunction with development of a new mission strategy and strategic objectives. The three new objectives are:

Strategic Objective No. 1: Sustainable Increases in the Private Sector Income-Generating Activities in Selected Sectors.

IR 1: Improved legal, regulatory and policy environment

- IR 2: Improved access to financial services for small and medium-sized enterprises (SME)
- IR 3: Increased use of best technical and managerial practices

Strategic Objective No. 2: More Effective, Democratic and Accountable Local Management of Services and Resources in Targeted Areas.

- IR 1: Increased capacity of local institutions
- IR 2: Increase access to financial resources
- IR 3: Popular participation in the management and oversight of local affairs increased
- IR 4: More effective implementation of policies and regulations related to decentralization

Strategic Objective 3: Increased and Sustainable Utilization of Survival, Reproductive Health and STD/AIDS Services in the Context of Decentralization.

- IR 1: Improved access to quality child survival, reproductive health and STD/AIDS services
- IR 2: Increased demand for child survival, reproductive health and STD/AIDS services
- IR 3: Greater financing from internal sources

In September 1998, USAID/Senegal asked World Learning/AAI to pick-up five academic students from Oregon State University from October 1, 1998 to December 31, 1999. These included three Master's students and one Ph.D. candidate studying at Oregon State University and one Master's student at University of California – Davis.

## II. ACTIVITIES

The World Learning/AAI team arranged for eight Senegalese participants to attend training this quarter in the U.S. and Zambia. Two participants attended the 13<sup>th</sup> International Conference on AIDS and STDs in Africa Conference held in Lusaka, Zambia from September 12 – 17. Five attended a course in good governance conducted by the Institute for Global Training in Washington, DC., while one attended a course in cooperative management at the International Management Development Institute of the University of Pittsburgh.

### PROGRAM HIGHLIGHTS

#### **Good Governance, Financial Transparency and Computer Applications for Project Management**

*Mr. Malic Dabo, Mrs. Maimouna Ndao Dieng, Mr. Abdul Karim Ndiaye, and Mr. Zsaliou Gaye Ndoye, Good Governance and Financial Transparency, The Institute for Global Training, Washington, D.C. September 6--30, 1999; and Mr. Abdou Sarr, Computer Applications for Project Management, The Institute for Global Training, Washington, D.C., September 6--30, 1999.*

**Summary:** Mr. Malic Dabo, Mrs. Maimouna Ndao Dieng, Mr. Abdou Karim Ndiaye, and Mr. Zsaliou Gaye Ndoye participated in the Good Governance and Financial Transparency training offered by the Institute for Global Training. Mr. Abdou Sarr participated in the training dealing with Computer Applications for Project Management.

Mr. Malic Dabo is a Division Chief at the Ministry of Commerce in Dakar. Mrs. Maimouna Ndao Dieng is an Equipment and Expense Manager of a private company in Senegal. Mr. Abdou Karim Ndiaye is a Librarian and Secretary General of CRESO in Dakar. Mr. Zsaliou Gaye Ndoye is an Agronomist and Project Manager at NCNW. Mr. Abdou Sarr is the assistant to the Project Manager, as well as the Computer Assistant to the staff of NCNW.

This Good Governance and Transparency course offered by The Institute for Global Training was designed as a response to new requirements of many donor agencies that call for beneficiaries to have improved accounting and audit systems in place when managing development projects. The objectives of this program included enabling organizations to produce and distribute financial information that is transparent, complete and reliable; improving the acquisition of new audit and financial techniques; developing professional standards for financial audits adapted

to the African context; mastering techniques used to investigate and detect fraud; and understanding and applying the management tools of an outside auditing firm.

The “Computer Applications for Project Management” program reviewed the fundamentals of activity management and introduced some of the new tools available to improve results. The objectives of the seminar included mastering effective techniques of planning, implementation, monitoring and follow-up, enhancing financial negotiation skills, acquiring modern tools of financial management, facilitating the application of computer-based project management by becoming familiar with some of the software available, and increasing the productivity of the staff and teams responsible for project management.

The Senegalese Delegation, constituted by the five participants mentioned above, expressed a high level of satisfaction about their training experience. They felt that their main objective of acquiring valuable skills and information about Governance and Financial Transparency was well accomplished. Mr. Abdou Sarr was also very satisfied with the computer training that he received. Their only suggestion for improvement is that they wish they had had more site visits. They found that type of “observational learning” to be very helpful.

### **Décentralisation et Management des Collectivités Locales (Decentralization and Management of Local Collectivities)**

*Mrs. Jeanne Marie Koité, Décentralisation et Management des Collectivités Locales, University of Pittsburgh, Institut International pour le Développement du Management (International Management Development Institute – IMDI), Pittsburgh, PA, September 11 – September 29, 1999.*

**Summary:** Mrs. Koité, from the Department of Community Development at the Ministry of Family, Social Action and National Solidarity in Dakar, attended the 3-week course focused on decentralization as a means of achieving sustainable development.

According to institution literature, this course has the following objectives:

- To analyze the administrative, technical and financial structures, at the decentralized levels in some countries of Africa;
- To examine models by which the central administration can help decentralize, particularly by setting up a territorial network of technical services;
- To foresee the municipal expense evolution according to decisions of investment, of development choices;
- To identify possible sources for growth of local returns considering the available fiscal taxes, the constraints of recovery and objectives of equity, the elasticity and the administrative feasibility;
- To balance the expected expenses and resources considered over a given period;
- To understand the impact of financing an investment by loan, that could not have been “auto-financed.”

Mrs. Koité felt her training was appropriate. Upon return, she said that she will play an active role in the implementation of decentralization legislation, which should help empower local institutions and move towards sustainable development.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

In April this year, World Learning/AAI submitted a modification request to USAID/Senegal that asked for approval of new staff working on the task order. Before the Mission responded the request, however, Training Officer, Mr. Mamadou Diarra, informed World Learning/AAI that the Mission intended to nominate up to 25 participants before the end of the task order on September 30, 1999. Since the current task order would only support 18 new participants, Mr.

Diarra requested that the former modification request be combined with revised participant and administrative budgets. The Mission Contracting Officer sent an RFP to World Learning/AAI requesting placement for the 25 participants. By the time this request reached World Learning/AAI, it was obvious that it would be logistically impossible for the Mission to recruit, nominate and send 25 new participants by September 30. Rather, the Mission nominated eight participants who could be accommodated under the terms of the current task order. World Learning/AAI, therefore, did not submit budgets for programming and monitoring an increased number of participants.

## **B. PARTICIPANT ISSUES**

The five participants attending the good governance course at Institute of Global Training complained to the Mission through their training provider about the way the World Learning/AAI handled their program. Specifically, they complained that: they could not get in contact with World Learning/AAI staff; that they did not have hotel reservations upon their arrival; that a member of their group was ill, but could not see a doctor; and that they had not received reimbursement for money spent while laying over in France on their way to the U.S.

World Learning/AAI responded to the Mission by reporting that the hotel accounting clerk to whom Participant Placement Assistant, Jamal Jafari had personally given a check, failed to credit the participants' account, causing their reservation to lapse. The training provider arranged for the participants to get rooms through the weekend. The following Monday, when World Learning/AAI staff learned what had happened, they contacted the hotel accounting clerk and he applied the check to the participants' accounts.

Both the home and office numbers of all staff persons working on this program were included in the participants' training implementation plan. World Learning/AAI staff were surprised to learn that the participants complained of not being able to reach them, especially since one of the participants had spoken to the Task Order Manager, Vivian Awumey, just two days before.

Ms. Myriam Cederstrom, Placement and Monitoring Specialist with AAI, tried repeatedly to reach the sick participant to arrange a doctor's visit for her the day before the participant made the complaint. The participant was shopping, however, and did not return Ms. Cederstrom's messages.

World Learning/AAI learned of the request for reimbursement through the complaint, not directly from the participant. On the day that USAID/Senegal Training Officer, Mamadou Diarra forwarded the complaint to World Learning/AAI, Placement and Monitoring Specialist, Myriam Cederstrom, visited the participants at their training site. It became clear that the participants were in part upset by unequal treatment by the training provider in relation to other participants not programmed through a contractor. For example, the training provider held a welcome luncheon for what he termed his "private clients," excluding those programmed through World Learning/AAI. The training provider told the participants that it was World Learning/AAI's responsibility to provide such a luncheon for them. The participants naturally felt slighted.

The participants said that they expected World Learning/AAI staff to meet them at the airport. Meridian International Center provides this service on World Learning/AAI's behalf, as clearly described in their training implementation plans.

Ms. Cederstrom offered to accompany the sick participant to a doctor. She said, however, that her symptoms began before she left Senegal and that she preferred to see a doctor later in the week. Before their departure, World Learning/AAI gave the participants two days of M&IE allowance for the long layovers in Paris that they had coming to and returning from training.

#### **IV. RECOMMENDED ACTIONS**

The World Learning/AAI team requests that the Mission review and approve the modification request submitted in April, which seeks to approve new staff. This approval is necessary for World Learning/AAI to invoice the Mission for work already done on behalf of Senegalese participants by staff persons who joined the team after May 1998.

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/MALAWI  
QUARTERLY REPORT  
JULY 1, 1999-SEPTEMBER 30, 1999**

**Task Order No.: 811  
Effective Dates: 07/01/97 – 08/18/00  
Contract Total: \$1,335,758  
Obligated Amount: \$878,618**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractor, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc. (CAII) and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, specifically Task Order No. 811, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

The SOW requested services for four of the USAID/Malawi's five Strategic Objectives (SOs):

- SO1 Increased agricultural incomes on a per capita basis
- SO3 Increased adoption of measures that reduce fertility and risk of HIV transmission, including improved child health practices
- SO4 Increased access to, and quality and efficiency of, basic education, especially for girls
- SO5 Institutional base for democratic participation strengthened and broadened

Placement and monitoring services were requested as follows:

- SO1 6 short-term U.S. participants
- SO3 9 academic U.S. participants (monitoring only, transferred from PIET)  
16 short-term U.S. participants  
8 short-term Third Country participants
- SO4 1 academic U.S. participant (monitoring only, transferred from PIET)

SO5 4 short-term U.S. participants

44 participants TOTAL

The SOW also requested the preparation of a training plan, based on inputs from the SO teams and in consultation with the Human Capacity Development Officer (HCDO).

## II. ACTIVITIES

World Learning/AAI programmed 29 new Malawian participants during the fourth quarter of fiscal year 1999. Eight of the participants fell under the Mission's SO4. Of these, five were academic participants who had received scholarships from Lakeland College in Sheboygan, Wisconsin to earn B.S. degrees in education. Another Malawian, under SO5, began an academic program at Brandies University in pursuit of a Master's degree in Sustainable Development.

Nineteen participants fell under SO3, and attended a variety of third country and U.S.-based short courses and conferences. One SO1 participant attended a course in Fertilizer Marketing at the International Fertilizer Development Center.

Julius Mangisoni, a continuing participant, who was scheduled to complete a Ph.D. in Agricultural Economics at the University of Minnesota in June, requested a program extension through August. Mission staff responded that neither the Mission, nor Bunda Agricultural College, Mr. Mangisoni's employer, had sufficient funds to support two additional months of maintenance and other allowances. The Mission agreed, however, to pay for Mr. Mangisoni's HAC insurance, so that he would comply with U.S. government regulations while finishing his degree. Mr. Mangisoni returned to Malawi at the beginning of September.

### **Program Highlights:**

#### **Ph.D. Agricultural Economics**

*Mr. Julius Mangasoni, University of Minnesota, St. Paul, MN, June 1998 – August 1999*

**Summary:** Mr. Mangasoni has successfully completed his program and returned to Malawi.

#### **B.A. Education**

All five participants have arrived safely and have started their program at Lakeland College. Their advisor, Prof. Elzinga, has been in regular contact with the programmer and indicated that all participants are adjusting and doing well.

*Asili Kachigamba, Lakeland College, Sheboygan, WI, August 1999 – June 2002*

**Summary:** In the Fall '99 semester Asili registered for the following courses: Understanding Social Justice (4 credits); History of Africa (4 credits); Expository Writing (4 credits); Introduction to Biology (4 credits).

*Teddie Malangwasira, Lakeland College, Sheboygan, WI, August 1999 – June 2002*

**Summary:** In the Fall '99 semester Teddie registered for the following courses: Understanding Social Justice (4 credits); History of Africa (4 credits); Expository Writing (4 credits); Educational Psychology (4 credits).

*Andy Mwanyongo, Lakeland College, Sheboygan, WI, August 1999 – June 2002*

**Summary:** In the Fall '99 semester Andy registered for the following courses: Persuasive Writing (4 credits); History of Africa (4 credits); Introduction to Biology (4 credits); Survey of American Literature (4 credits).

*Peterson Moyo, Lakeland College, Sheboygan, WI, August 1999 – June 2002*

**Summary:** In the Fall '99 semester Peterson registered for the following courses: Understanding Social Justice (4 credits); Linear Algebra (4 credits); Expository Writing (4 credits); Introduction to Computers (4 credits).

*Sellina Kanyerere, Lakeland College, Sheboygan, WI, August 1999 – June 2002*

**Summary:** In the Fall '99 semester Sellina registered for the following courses: Understanding Social Justice (4 credits); History of Africa (4 credits); Expository Writing (4 credits); Introduction to Biology/Lab (4 credits).

### **M.A. Sustainable Development**

*Mulle Chikoko, Brandies University, Waltham, MA, August 1999 – June 2000*

**Summary:** Ms. Chikoko arrived and settled in well. She has started her program and has reported to programmer that she is adjusting well in her new environment.

### **Educational Policy and Planning**

*Joseph Kuthemba-Mwale, Marilyn Khonje and Ramsey Sosola, Educational Policy and Planning, Harvard Institute for International Development, Cambridge, MA, August 1 – August 29, 1999*

*Malawi Ministry of Health officials: Mr. Joseph Kuthemba-Mwale, Director of Education Planning; Mrs. Marilyn Margaret Khonje, Principal Planning Officer; and Mr. Ramsey Peter Sosola, Education Planning Officer, participated in the Harvard Institute for International Development's Educational Policy Analysis and Planning Workshop.*

*The Educational Policy Analysis and Planning Workshop is offered annually by the Harvard Institute for International Development (HIID) and faculty of the Harvard Graduate School of Education (HGSE) on the campus of Harvard University. This*

*intensive five-week course introduces the newest techniques for conducting policy analysis and planning, provides access to a wealth of current research knowledge, introduces the use of state-of-the-art computer software in educational policy analysis and planning, and provides a unique opportunity for participants to share their experiences with colleagues from around the world. HIID and HGSE have been leaders in the areas of policy analysis and planning in developing education systems for many years. They have worked closely with educators in many countries, most recently: Colombia, Egypt, El Salvador, Honduras, Jamaica, Jordan, Malaysia, Malawi, Pakistan, Palestine and Paraguay. HIID has synthesized research from around the world on access, quality, equity, and efficiency and has made it available in formats such as an easy-to-use computer program, SHARE, and a publication, "The Forum," designed to meet the needs of professional educators.*

The participants stated that they enjoyed their course and found it very useful. The only major comment was that the course was too short. Originally a six-week course, HIID decided to condense the workshop into four weeks. This resulted in some of the material being rushed.

The Malawian educational system is currently undergoing a decentralization process and the participants found this area of the course particularly useful. More in-depth coverage of other areas of the course would have been appreciated.

The participants also wished they had more information on the course before they left Malawi. They said that it would have been helpful to collect documents and other materials to take to the course had they known they would have proven useful. However, overall the participants found the course extremely useful.

#### Fertilizer Marketing and Development

*Mr. David Kamchacha, International Fertilizer Marketing Training Program, International Fertilizer Development Center, Muscle Shoals, AL, September 6 – October 1, 1999*

Mr. David Boston Kamchacha, Executive Director of Produce-Mart International Ltd., participated in the International Fertilizer Marketing Training Program at the IFDC. During his program the participant traveled to Florida, Illinois, Indiana, Missouri, Tennessee and Alabama to visit fertilizer sites and other agricultural points of interest.

This program identified the requirements for efficient agri-input market in free market economies and developed skills in analyzing market opportunities and in developing and implementing appropriate marketing strategies. This program will assist the participant with the main goal of his company which is to “take the lead in supporting the farmer by providing essential inputs and others from a site as close as possible to the farmer, thereby satisfying and contributing towards a better standard of living for the farming community and the general public”.

Mr. Kamchacha found his program very useful. Although there was quite a bit of travelling, the off-site visits proved essential to the practical applications of his goals. The participant particularly enjoyed input into his current main objective - the development of marketing and

corporate planning techniques. The only suggestion he made was to request an earlier orientation to encourage early preparation.

### **XI<sup>th</sup> International Conference on AIDS and STDs in Africa**

Mr. Kennedy J Chikonde, Mr. Benedicto S Chisuse, Mr. Henry J Damisoni, Mr. Henry G Feluzi, Mr. Dickiens Kolondo, Miss Cecilia N Makina, Mr. Aaron K Mhango, Miss Joyce C Mphaya, Mr. O'John S Mpoha, Mr. Katawa Msowoya, Miss Francesca M Munthali, Mr. Harry Hasten J Namwera, Mr. Christopher Nzembe, Mrs. Tambudzai Rashidi, Mr. Felix B Simbi, Mrs. Miriam Simbota; Xith International Conference on AIDS and STDs in Africa (ICASA), Lusaka, Zambia, September 12 – 16, 1999.

**Summary:** The group of sixteen health officials attended this 4-day conference on setting priorities for HIV/AIDS in Africa, by sharing insights and experiences gained in HIV/AIDS/STD control and management strategies.

According to conference literature, this year's Conference aimed to:

- Review, discuss and provide updates on the major advances in understanding the HIV/AIDS/STD epidemic from a community, socio-economic, cultural, political, epidemiological, clinical and basic science standpoint.
- Provide a forum for a critical analysis of various responses to the HIV/AIDS epidemic and to discuss the extent in which these responses have impacted on the course and status of the epidemic.
- In light of the above, suggest and set new (or strengthen old) strategies and priorities for dealing with the epidemic from an African perspective and resource context.

The theme, "Looking into the future: Setting Priorities for HIV/AIDS in Africa" was the major focus of all presentations and was addressed by invited speakers and presenters. Specific sessions addressed the issue of defining priorities and strategies in various areas in light of the experience gained in dealing with the HIV/AIDS epidemic for more than a decade. The Conference was organized into five tracks.

- Track 1: HIV/AIDS/STDs and the Community - Dealt with the impact of the HIV/AIDS epidemic and STDs on the community and the community responses to the challenges of the epidemic.
- Track 2: HIV/AIDS and the Socio-economic Consequences - Focused on topics from a wide range of social, ethico-legal, political and economic areas, including HIV and development and national responses.
- Track 3: Determinants of the Spread of HIV & STDs and Prevention Interventions: Covered topics related to HIV incidence and prevalence; socio-demographic and economic determinants of HIV transmission; public health approaches and strategies.
- Track 4: Care and Social Support - Focused on issues related to care and support in the public and private sector; including PLWHA, orphans, health workers and the community.
- Track 5: Basic Science and Clinical Care – Covered virology, pathogenesis, vaccines, immunology; clinical research and care including therapy for HIV and opportunistic/neoplastic conditions; STD infections; natural history of HIV disease.

A variety of skills building workshops were held throughout the Conference, with the goal of enabling participants to acquire skills, which they will be able to use in their own communities, and to enable them to train others in those skills. Some topics include proposal writing, e-mail and Internet, outreach & peer education, monitoring & evaluation.

**Lessons Learned:** The AAI representative in Lusaka proved to be extremely helpful in making arrangements with the conference secretariat. As in past years, the ICASA Secretariat has been very difficult to communicate with, despite the use of internet and e-mail.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

USAID/Malawi's request that World Learning/AAI monitor six academic participants necessitates a task order modification. World Learning/AAI have revised and submitted both participant and administrative budgets to the Mission.

Twice this quarter, third country training providers have abruptly cancelled courses on very short notice. World Learning/AAI programming staff will research alternative providers in East and Southern Africa to broaden the options available for third country training.

#### **B. PARTICIPANT ISSUES**

**Participants attending two courses this term reported that they wished they had brought more materials pertaining to their work to share and analyze during training. Bringing work documents and materials is clearly suggested in the training implementation plans sent by World Learning/AAI. Perhaps participants would benefit from Mission staff highlighting this suggestion during their pre-departure orientations.**

### **IV. RECOMMENDED ACTIONS**

The World Learning/AAI team requests that the Mission reiterate to participants that they should consider bringing relevant work documents to training.

SUMMARY: Status of GTD Malawi nominations as of 09/30/99

U.S. TRAINING

<u>07/01/99 – 09/30/99</u>	<u>SO1</u>	<u>SO3</u>	<u>SO4</u>	<u>SO5</u>
Pick-ups from other contractor	0	0	0	0
Pending from past quarters	0	0	0	0
N - Nominated this quarter	1	1	8	2
A - Active, in training this quarter	1	1	8	2
C - Completed this quarter	1	1	3	1
X - Canceled this quarter	0	0	0	0
T - Terminated this quarter	0	0	0	0
P - Pending at end of quarter	0	0	0	0

THIRD COUNTRY TRAINING

<u>07/01/99 – 09/30/99</u>	<u>SO1</u>	<u>SO3</u>	<u>SO4</u>	<u>SO5</u>	
<b>Pick-ups from other contractor</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pending from past quarters	0	18	0	0	
N - Nominated this quarter	6	4	0	0	
A - Active, in training this quarter	0	17	0	0	
C - Completed this quarter	0	17	0	0	
X - Canceled this quarter	2	0	0	0	
T - Terminated this quarter	0	0	0	0	
P - Pending at end of quarter	4	5	0	0	

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/ERITREA  
QUARTERLY REPORT  
JULY 1, 1999-SEPTEMBER 30, 1999**

**Task Order No.: 812  
Effective Dates: 07/01/97 - 12/31/99  
Contract Total: \$1,565,309  
Obligated Amount: \$1,565,309**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc., and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, specifically Task Order No. 812, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

The period of performance of this Task Order is July 1, 1997 through December 31, 1999 (revised completion date). The World Learning team provided participant training support, primarily monitoring, to four Eritrean nursing students in U.S. academic programs. On June 5, 1998, amendment no. 3 was signed, which incorporated placement and monitoring services for 18 additional academic participants in the general area of health. The ceiling price of the Task Order was increased to \$1,565,309 to accommodate the additional participants. This additional work is part of a larger USAID - Government of Eritrea bilateral health project in support of the Eritrea Ministry of Health's institutional capability to provide integrated primary health care services.

## **ACTIVITIES**

The World Learning/AAI team monitored 13 continuing and three new Eritrean participants this quarter. The new students include Alemu Emnetu, enrolled in a Masters in Public Health program at Tulane University, and Goitom Fitwi and Awet Weldemichael who are attending a Masters program in African Studies at UCLA. Mr. Goitom and Mr. Awet are faculty of the University

of Asmara and fall under the Mission's SO2: Democracy and Governance. USAID/Eritrea originally requested that training under this SO be incorporated into a separate contract. However, because of time constraints, the Mission requested that these two participants be included in the existing contract, so that they could begin training during the Fall 1999 term.

Last quarter, World Learning/AAI requested that USAID/Eritrea increase the participant expenses portion of the task order budget, to fully fund the budgets of the five most recent arrivals. World Learning/AAI also inquired about the Mission's intention to extend the contract in order to accommodate monitoring of participants whose programs ended after December 31, 1999, the contract end date. USAID/Eritrea responded by requesting that the end date be extended to August 18, 2001, and that the total number of participants be raised from 23 to 26.

From August 16 to August 18, Task Order Manager, Vivian Awumey, attended the Center for Human Capacity Building Conference: HCD for the 21<sup>st</sup> Century. While there, she had the opportunity to meet informally with Mission training staff Astier Araya, Dawit Habtemariam and Tsega Ogbarebi. Ms. Awumey also attended a brief post-conference meeting in which Mr. Habtemariam outlined the Mission's intention to add a much stronger human resources development focus to SO2, to HCD staff.

Ms. Araya visited AAI's office later in August to discuss issues pertaining to the contract with Ms. Awumey, Lucy Gebre-Egziabher, Placement and Monitoring Specialist and Rahel Adamu, Participant Placement Assistant. She requested that participants be booked through Cairo to lower the cost of air travel, which has escalated dramatically since the onset of conflict in the region. Staff discussed placement concerns with Ms. Araya, and in particular, reiterated the importance of adequate lead-time in reducing program costs and ensuring that participants are able to begin their programs as scheduled.

## **PROGRAM HIGHLIGHTS:**

All participants are progressing well in their respective programs.

### **BS Environmental Health**

*Mr. Tecele Tewolde, New Mexico State University, NM, August, 1998 - May 30, 2002*

**Summary:** Tecele registered for and successfully completed the following courses in Summer '99 semester: Nutrition and Health (3 credits): A; Interdisciplinary Seminar (3 credits): A

*Mr. Tareke Ogbamicael, New Mexico State University, NM, August, 1998 - May 30, 2002*

**Summary:** Tareke registered for and successfully completed the following courses in Summer '99 semester: Nutrition and Health (3 credits): B; Music 101 (3 credits): A

## AA – Computer Science

**Mr. Ezra Kidane, Massachusetts Bay Community College, Wellesley, MA, August 1998 – August 2000.**

Programmer has not received Summer '99 AETR for Ezra. His grades will be forwarded to the Mission under separate cover.

### MS – Nursing Education

**Ms. Ghidei Gebreyohannes, University of Northern Colorado, Greeley, CO, August 1998 – August 2000**

**Summary:** Ghidei registered for and successfully completed the following courses in Summer '99 semester: Principles of Learning (3 credits): A; Concepts of Trans-cultural Nursing (3 credits): A; Advanced Trans-cultural Nursing (2 credits): A; Trans-cultural Field Experience (2 credits): A

**Mr. Abraham Yemane, University of Northern Colorado, Greeley, CO, August 1998 – August 2000**

**Summary:** Abraham registered for and successfully completed the following courses in Summer '99 semester: Principles of Learning (3 credits): A; Concepts of transcultural Nursing (3 credits): A; Advanced Trans-cultural Nursing (2 credits): A; Trans-cultural Field Experience (2 credits): A

Master's in Public Health (MPH)

**Dr. Embaye Andom, Boston University, Boston, MS, August 1998 – October 1999**

**Summary:** (NOTE: Previous report indicated date of completion of August 1999 instead of October 1999.) Dr. Embaye will complete his program as scheduled in October 1999. In the Summer '99, he has registered for and successfully completed the following courses: Environment Health (2 credits): A; Public Health Methods (4 credits): A-; Health Services in Developing Countries (4 credits): A-; Health Policies in Developing Countries (4 credits): A; Community Application (2 credits): A; Directed Study (2 credits): I

*Dr. Afeworki Abraham, Johns Hopkins University, Baltimore, MD. January 1998 - June 30, 1999*

**Summary:** The programmer informed Dr. Afeworki of the Mission's decision to deny his request for an extension to do practical training. The programmer finalized his program completion. Dr. Afeworki was scheduled to return to Asmara on July 2, 1999.

*Mr. Tseggai Beraki, Boston University, Boston, MA, May 1999 – May 2000*

**Summary:** The programmer has not received the Summer '99 AETR for Tseggai. His grades will be forwarded to the Mission under separate cover.

*Dr. Tesfai Solomon, Boston University, Boston, MA., May 1999 – May 2000*

**Summary:** Dr. Tesfai is progressing well in his program. In the Summer '99 semester he registered for and successfully completed the following courses: Environmental Health (2 credits): A-; Public Health (4 credits): B-; Health Services in Developing Countries (4 credits): B+; Health Policy in Developing Countries (4 credits): A; Community Applications in Public Health (2 credits): A-

Bachelor's in Communication (BS)

*Mr. Berhane Abraha, American University, Washington, DC, January 1999 – May 2002*

**Summary:** Berhane is progressing well in his program. In the Summer '99 semester, he registered for and successfully completed the following courses: Microeconomics (3 credits): A; Macroeconomics (3 credits): A; College Reading and Writing (3 credits): B+

### **BS - Nursing**

*Ms. Hiwet Haile, Western Michigan University, Kalamazoo, MI, January 1999 – December 2002*

**Summary:** Hiwet is progressing well in her program. In the Summer '99 semester, she registered and successfully completed the following courses: Critical Thinking (3 credits): AB; Human Sexuality (3 credits): A; Biomedical Ethics (4 credits): B; Thought and Writing (4 credits): B

*Mr. Isayas Solomon, Western Michigan University, Kalamazoo, MI, January 1999 – May 2001*

**Summary:** Isayas is progressing well in his program. In the Summer '99 semester, he registered for and successfully completed the following courses: Interpersonal Communication (3 credits): B; Biomedical Ethics (4 credits): A; Critical Reasoning (3 credits): A; Introduction to Human Sexuality (3 credits): A

*Mr. Tekeste Tombosa, Western Michigan University, Kalamazoo, MI, January 1999 – May 2001*

**Summary:** Tekeste is progressing well in his program. In the Summer '99 semester, he registered for and successfully completed the following courses: Critical Thinking (3 credits): A; Human Sexuality (3 credits): A; Biomedical Ethics (4 credits): B; Thought and Writing (4 credits): B

## **MS – Emergency Nursing**

*Mr. Semere Teclegiorgis, The University of Alabama at Birmingham, Birmingham, AL, May 1999-August 2001*

**Summary:** In the Summer '99 semester, Mr. Semere completed the two preparatory courses he had registered for: GRE and NCLEX (nursing exam). He registered for and successfully completed a non-degree course that is required for his degree and will be transferred towards his degree: Advanced Trauma Nursing (3 credits): A.

World Learning/AAI was recently informed that Semere took the GRE exam, but that his scores did not meet department requirements. In the meantime, The University of Alabama at Birmingham, School of Nursing Department, has decided that since they could not properly evaluate Semere's academic credentials, he needed to send them to a credential evaluation organization. Programming staff has contacted that organization and forwarded Semere's credentials to be evaluated. World Learning/AAI will forward the evaluation report upon receipt. While Semere has been working very hard to adjust to a new environment, study for and take exams as well as try to meet the department's requirements, World Learning/AAI is becoming concerned that the additional requirement made by the University may signal their ambivalence about admitting him as a degree student. Dr. Gail Hill, one of his professors, has been in contact with programming staff regularly and has been trying on her end to resolve the bureaucratic obstacles, without much success. World Learning/AAI suggest that programs at other schools be investigated in case Mr. Semere fails to gain full admission into the Trauma Nursing Department of the University of Alabama.

## **Master's in Public Health (MPH)**

*Alemu Emnetu, Tulane University, New Orleans, LA, August 1999 – December 2000*

**Summary:** Alemu has arrived and started his program. Alemu recently complained that the cost of living in New Orleans is high and that the monthly stipend is not sufficient to cover the high rent and other expenses. The programmer explained to him that the monthly maintenance allowance is based on shared accommodations and student living. Alemu was further advised to look for a roommate and share housing instead of paying for rent alone. Alemu also expressed concerns about crime in that city. The programmer explained to him that crime is a problem that exists in every major city and that the key is to be more cautious.

## **M.A.- African Studies**

**Summary:** The following participants have arrived safely and have started their programs. All their paperwork was in order and their registration is confirmed.

*Awet Weldemicael, University of California, Los Angeles, CA, September 1999 – June 2001*

*Goitom Fitwi, University of California, Los Angeles, CA, September 1999 – June 2001*

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

Additional task order funds are needed to pay participant expenses beyond December 1999. World Learning/AAI has submitted revised budgets outlining the amount needed to fully fund the 26 participants included in the task order through August 18, 2001.

Twenty-three of the 26 participants are either completed or active. Over the last several months, the Mission has nominated five participants for a total of only three slots remaining in the task order. The pending participants and their intended programs are: Mr. Asgeddom Mosazhi, M.S. in Pharmacy Administration; Dr. Mismay Ghebrehwet, PH.D. in Public Administration; Dr. Efreem Zewoldi, MPH with a emphasis on Opthamology; Mr. Tadesse Ghirmani, Ph.D. in Electronic and Computer Engineering; and Mr. Yemane Desta, Ph.D. in Public Administration.

#### **B. PARTICIPANT ISSUES**

Dr. Abraham Afeworki, who completed a MPH program at Johns Hopkins University on June 30, 1999, requested that he be allowed to stay in the U.S. for six months following his program to accept a fellowship through Johns Hopkins. Dr. Afeworki's employer, the Ministry of Health, rejected this request. Programming staff informed him about the Mission's decision and forwarded a departure packet containing an air ticket.

### **II. RECOMMENDED ACTIONS**

The World Learning/AAI team makes the following recommendations:

- That the Mission approves submitted budgets for participant expenses so that payments and allowances can continue uninterrupted;
- That Mission advises which three of the five pending participants will be trained under the current task order.

**GLOBAL TRAINING FOR DEVELOPMENT**  
**USAID/MALI**  
**QUARTERLY REPORT**  
**JULY 1, 1999- SEPTEMBER 30, 1999**

**Task Order No.: 813**  
**Effective Dates: 07/01/97 – 04/30/00**  
**Contract Total: \$559,202**  
**Obligated Amount: \$559,202**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc., and *Development* Infostructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, specifically Task Order No. 813, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

The Scope of Work for this Task Order includes the requirement that, as of July 1, 1997, World Learning assume responsibility for 11 academic participants and program 60 new, short-term participants between FY 98 and FY 00.

Regarding the transferred academics, 9 participants were to be transferred from Michigan State University, the subcontractor to Texas A&M for Mali SPARC, effective July 1, 1997. One participant was to be transferred from the Washington State University contract effective January 1, 1998. One new, already placed participant was to arrive in the U.S. from Mali in late June 1997.

In addition, the Scope of Work indicated that an average of 20 participants per fiscal year were slated to attend U.S., short-term technical training of one to three months per program. The Scope also required that World Learning assist the Mission in developing its training strategy, including contributing to needs assessments and training plans, implementing recruitment, selection, orientation and preparation processes, placing and monitoring participants in appropriate and cost-effective training opportunities, providing reports, facilitating re-entry and follow-on activities, as well as monitoring performance.

## **II. ACTIVITIES**

This quarter World Learning/AAI staff continued to monitor two participants, Mr. Bocary Kaya and Mr. Kolado Bocoum, as they attend Ph.D. programs at the University of Florida and Oklahoma State University, respectively.

### **PROGRAM HIGHLIGHTS:**

## **Ph.D. Agroforestry**

*Mr. Bocary Kaya, Ph.D. Agroforestry, University of Florida, Gainesville, FL, April 1995 - April 2000*

**Summary:** Mr.Kaya is progressing well with his Doctoral Research. In the Summer '99 semester, he registered for and successfully completed the following courses: Agricultural Development Administration (3 credits): A; Doctoral Research (2 credits): S

## **Ph.D. Agricultural Economics**

Mr. Kolado Bocoum, Ph.D. Agricultural Economics, Oklahoma State University, Stillwater, OK, January 1998 –December 1999.

*Summary: Mr.Bocoum is progressing well with his Doctoral Research. In the Summer '99 he registered for the following course: Research Problems (6 credits): S. Programming staff communicated Mission's approval of Mr.Bocoum's request to purchase a computer. World Learning/AAI is in receipt of an extension request from Mr.Bocoum. He was instructed that in addition to his letter, his advisor must to write a letter of support, explaining exactly why he needs the additional semester, and the reasons he was not able to meet the initial completion date of December 1999. Mr.Bocoum indicated that his advisor would be sending his letter shortly. World Learning/AAI will forward Mr.Bocoum's request along with his advisor's letter upon receipt.*

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

*This task order ends on April 30, 2000. However, the monitoring portion of this task order ends on December 21, 1999. The months of January through April 2000 were included in the task order to allow World Learning staff time to file tax returns for participants trained in 1999. At least one of the participants, Mr. Bocary Kaya, is scheduled to be in the U.S. through April 2000, which means that World Learning staff must file his tax return in 2001. If it is USAID/Mali's intention for World Learning/AAI to provide monitoring services through the end of Mr. Kaya's program, the task order end date will have to be extended.*

#### **B. PARTICIPANT ISSUES**

Mr. Kolado Bocoum, who is scheduled to complete his program in December 1999, has requested a program extension. World Learning/AAI staff is waiting for him to send a letter from his academic advisor, supporting this request before forwarding it to the Mission.

### **IV. RECOMMENDED ACTIONS**

The World Learning/AAI team requests that the Mission extend the task order end date so that the World Learning/AAI team may continue monitoring Malian participant(s) through the end of their programs.

**SUMMARY: Status of nominations as of 09/30/99**

	07/01/97- <u>09/30/97</u>	10/01/97 <u>12/31/97</u>	01/01/98 <u>03/31/98</u>	04/01/98 <u>06/30/98</u>	07/01/98 <u>09/30/98</u>	10/01/98 <u>12/31/98</u>	01/01/99 <u>03/31/99</u>
Pick-ups from other contractor	9	0	1	0	0	0	0
Pending from past quarters	0	0	0	0	0	0	0
N - Nominated this quarter	1	0	0	0	0	0	0
A - Active, in training this quarter	7	6	7	7	6	6	6
C - Completed this quarter	3	1	0	1	1	0	1
X - Canceled this quarter	0	0	0	0	0	0	0
T - Terminated this quarter	0	0	0	0	0	0	0
P - Pending at end of quarter	0	0	0	0	0	0	0

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/AFR/SD/PSGE/PARTS  
QUARTERLY REPORT  
JULY 1, 1999 -SEPTEMBER 30, 1999**

**Task Order No.: 04  
Effective Dates: 07/18/97 – 04/30/00  
Contract Total: \$350,237  
Obligated Amount: \$350,237**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc. (CAII), and *Development* InfoStructure from July 1, 1999 through September 30, 1999 under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, Task Order No. 04, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

In July 1997, USAID/AFR/SD/PSGE issued this task order for services in placing, monitoring and reporting on 12 participants annually for two years. Participants attend tailored U.S. short-term training programs, each estimated to be two to six months in duration, followed by enrollment in a U.S. professional association. Developing descriptive materials to promote the program was also requested as needed. When the PSGE office confirmed its funding limitations, the World Learning team responded with a proposal to initially train 8 participants between July and December 1997 (with an average duration of 5.5 weeks per program).

The objective of the training is to assist USAID/AFR/SD/PSGE to achieve its goals under the PARTS Project, which are to increase the use and influence of information and analysis for agricultural and natural resources policies and programs in sub-Saharan Africa. Each year, one or more fellowships are to be offered in each of the following five areas: agricultural marketing and private sector development, food security and productivity, technology development and transfer, natural resources management and environment. Technical advisors for each of these areas in the PSGE office review participant applications, make selection decisions and identify potential program sites based on ongoing collaborative relationships with institutions which further the office's analytical and research agenda.

Specifically, training is to contribute to these three purposes:

1. To ensure African participation, observation and hands-on training on issues being conducted by U.S.-based organizations that are similar to what the Fellows are working on.
2. To provide fellows with opportunities for professional growth.
3. To foster and maintain links among U.S. and African scientists and decision-makers in order to address development issues.

Toward the end of the first quarter of 1998, the Contracts Officer issued a request for a modification to the Task Order to extend the completion date from December 31, 1997 to September 30, 1998. This extension covered the administrative and participant costs of programming the pending 1997 participants and seven 1998 participants, who had been selected in 1997. On December 29, 1997 World Learning submitted revised administrative and training budgets. The budgets were approved and Modification No. 1 was signed on February 18, 1998.

In September 1998, World Learning/AAI submitted budgets for the training of an additional nine fellows. On September 28, 1998, the Modification was signed, and the end date was extended to April 30, 2000. The new total of fellows to be trained in this Task Order is 24.

## II. ACTIVITIES

Four PARTS fellows completed their programs this quarter: Mr. Henry Hunga from Malawi; Ms. Dorcas Mungwari from Zimbabwe; Mr. Spencer Taylor from Ghana; and Mr. Elton Jefthas, from South Africa, who attended a two week program in Malawi as an addendum to his U.S.-based program.

Dr. Pierre Tondje, a bio-control researcher from Cameroon, arrived in the U.S. in June 1999 and continues his program focussing on eliminating Black Pod Disease on cocoa. Mr. Tundu Lissu of Tanzania is another continuing fellow. He is attached to the World Resources Institute researching environmental policy.

Three PARTS fellows remain in pending status.

## **PROGRAM HIGHLIGHTS**

### **Aquaculture and Natural Resources.**

***Mr. Henry Hunga. Aquaculture and Natural Resources. Auburn University, Alabama. June 14th to August 25th, 1999.***

**Summary:** Mr. Hunga is a recent graduate from Bunda College of Agriculture in Malawi. During his studies, he became a research assistant for The International Centre for Living Aquatic Resource Management (ICLARM). Mr. Hunga's research from 1996 until 1999 were

based on experiments designed to compare the effects caused by Naiper Grass (*Pennisetum purpureum*) and the combination of Diammonium phosphate plus urea as pond inputs in the policulture of two different fish: *Tilapia rendalli* and *Oreochromis shiranus*. Mr. Hunga's training was designed by The International Center for Aquaculture and Aquatic Environments at Auburn University of Alabama under the supervision of Dr. Thomas Popma. The specific objectives of the training were:

\*Participate in a nutrition-related project to evaluate growth and development of the two fish varieties of interest: *Tilapia rendalli* and *Oreochromis shiranus*.

\*Accompany Auburn's Field Station Manager and other staff to observe day to day management problems at the fisheries field station. The size on this station is similar to that of commercial farms. This is a unique opportunity for hands-on experience and observations.

\*Attend ongoing classes offered at Auburn University on Pond Construction, Fish Nutrition, and Aquaculture.

\*Visit commercial fish farms in West Alabama with an aquaculture extension agent.

\*Conduct experiments in Auburn's Field Station during the summer to be able to obtain results under very similar weather conditions as the ones in Malawi. The high temperatures of the summer create water quality problems. They also impact on feeding rates, which increase rapidly at elevated temperatures. Imbalances in the aquatic ecosystem are bound to occur more frequently under such conditions. This is the time when farm management is most challenged.

Mr. Hunga was very enthusiastic in his reporting of his training experience in the United States. His interest in aquaculture comes from the realization that Malawi needs to maximize its production of fish and management of water bodies, particularly due to the fact that it is a land locked country. Because of its leading role in tobacco production, Malawi has experienced deforestation and soil loss, which results in reduced water recycling and holding capacity by the ecosystem. The consequences of these negative impacts have ultimately resulted in the decrease of the production of fish.

Mr. Hunga stated that he updated and improved his knowledge about the management of fish farming enterprises. He also learned how to improve fish farming through proper extension methods and appropriate technology. His training will improve the production of *Tilapia* and *Catfish* for human consumption. This training will be another step towards technology development and transfer to Malawi as natural resources are better managed and aquaculture is boosted.

## **Microfinance**

*Mr. Spencer Taylor. Tailored training/ observational study tour by University of Maryland Eastern Shore (UMES) in Agribusiness Management and research studies in microfinancing and microenterprise development. June 25th to July 3rd, 1999. Microfinance. The Microfinance*

*Training Program at The Economics Institute in Boulder, Colorado. Session I. July 8th to August 6th, 1999.*

**Summary:** Mr. Spencer Taylor holds a position at an Economics Institute in Ghana. His specialty is rural and agribusiness finance. During his program, Mr. Spencer carried-out specialized studies under the supervision of Dr. Emmanuel Acquah at UMES. The training session at The Microfinance Institute in Boulder gave Mr. Taylor a general overview of that field. The specific objectives of his training were:

\*Expand knowledge of community-based microfinance systems.

\*In depth study of “The Poor and Their Money”, as presented in a course offered by Microfinance Institute which presents the economic lessons from South Asia.

\*Credit analysis in small business lending.

Mr. Taylor met with Dr. Acquah (UMES) for a week prior to attending his training in Boulder. During this time, Mr. Taylor developed a detailed plan of work in which research was combined with topics selected from his course at the Microfinance Institute. The specifics addressed were:

\*How do microfinance institutions serve the lowest income levels of the economically active population while operating in a viable basis?

\*Management information systems, human resources, governance and linkages to the formal financial system.

\*Determining whether “credit plus” is a financially sustainable strategy.

\*Answering whether methodology influences impact.

Mr. Taylor enjoyed his stay and work in the US. He was able to make several professional contacts at the Microfinance Institute from several countries. This allowed him to compare and contrast conditions and results of certain policies that have been implemented in Ghana. He said that the material presented in the training sessions was of great use to him and that it will help him advance in his career as well as be of great use for his current work.

Mr. Taylor expressed disappointment at the fact that he did not have any more time granted for his studies. He was interested in using three more weeks of work in the US to continue his research, in order to finalize his work proposal centering on community-based microfinance.

## **Rural Finance**

*Mrs. Dorcas Mungwari. Rural Finance. The Microfinance Training Program at The Economics Institute in Boulder, Colorado. Session II. July 23rd to August 30th, 1999.*

**Summary:** Mrs. Mungwari is currently working at SAFIRE (Southern Alliance for Indigenous Resources), a financial organization in Zimbabwe. She is an Enterprise Development Officer working with the Rural Finance Group. Her specific training objectives were to:

\*Learn updated managing tools in order to achieve long term sustainability and exponential growth in microfinance.

\*Learn better accounting techniques for microfinance.

\*Update knowledge on Financial Trend Analysis

\*Assess Financial Performance

\*Learning how to manage liabilities and assets.

Mrs. Mungwari's main interest for this training stems from her interest in food security and production. With the knowledge that financing is the major limiting factor to achieve such a goal, she decided to pursue the study of microfinance.

Mrs. Mungwari expressed an average level of satisfaction from her training at The Microfinance Institute. She found the instructors to be knowledgeable and readily available for consultations. However, she thought that some of them were at a very junior level and lacked experience. A few remarks made by Mrs. Mungwari were that she had hoped there would be less redundancy in the lectures and lower number of students per group. She also emphasized that it would have been extremely helpful for her to attend both sessions at the Microfinance Institute, instead of just attending the second one. The Institute evaluators, upon reviewing of her resume, however, concluded that the first session was below her level of knowledge.

Mrs. Mungwari had a very extensive list of book titles and publications that could be of use to her. She spent two extra weeks, after the course at the University of Colorado library doing research on rural financing. Upon her return to Zimbabwe, she will become a trainer for her colleagues in order to update their knowledge. Mrs. Mungwari will be able to apply her knowledge to her thesis research on long term sustainability for her Master's degree, as well.

### **Biodiversity and Natural Products and Marketing Strategies**

***Mr. Elton Jefthas. Biodiversity and Natural Products. National Smallholder Farmers' Association of Malawi (NASFAM). July 18th to July 24th, 1999.***

**Summary:** As a continuation of his training in the US, Mr. Elton Jefthas participated in a one week study tour and training visit in Malawi, arranged and supervised by the National Smallholder Farmers' Association of Malawi (NASFAM). Mr. Jefthas is a Research Assistant at the Agricultural Research Council. He coordinates the Council's Natural Products Development project.

The objective of this trip was for Mr. Jefthas to have a hands on experience in the production of vegetables and other natural products in Malawi; to see the way that products are handled and marketed; and evaluate which fertilization procedures and products are more suitable than others.

During his program, Mr. Jefthas met with the General Manager and program staff of NASFAM. He then had individual sessions with the organization's Deputy Manager for Field Operations, the Marketing Manager, and the Business Development Manager. Later, Mr. Jefthas took a trip to the East Smallholder Spice Association (LESSA) in Lilongwe. There he met with the Association Committee and conducted some site visits to evaluate diversity in production, to estimate yields and to observe the general conditions of various sites.

Mr. Jefthas' then traveled to Mulanje. On his way there, he stopped at Nsipe Farm Supply Shop and the Zomba ADC office. He also met with women from a vegetable marketing group to discuss problems in marketing and production in general.

In Mulanje, Mr. Jefthas attended staff meetings with NASFAM field staff and marketing staff of the Zikometso Smallholder Farmers' Association. He visited with different production committees. Mr. Jefthas stopped at plots where there were different fertilizer demonstrations to illustrate impact of different methods and types of fertilization on vegetable and plant growth. He also visited the Phalombe Zone and met with the Zone committee, conducted site visits and observed marketing processes.

### III. CONCERNS/CONSTRAINTS

#### A. ADMINISTRATIVE ISSUES

World Learning/AAI are pleased that the Africa Bureau has approved the latest modification request incorporating new staff into the task order and transferring funds from participant to administrative expenses.

Three participants are pending under this task order. World Learning/AAI has received information about Sirak Hailu of Ethiopia, only. PARTS technical advisors have not yet forwarded information about the training objectives of remaining two pending participants, Mr. Makango and Mr. Mkawa.

*This task order ends on April 30, 2000. The months of January through April 2000 were included in the contract to allow World Learning time to file tax returns for participants trained in 1999. However, because taxes must be filed by June of the year following training, programming activity on this task order must cease by December 31, 1999. Tax returns for participants trained, or for whom expenses were paid in 2000, would have to be filed in 2001. All participants under this task order must leave the U.S., and all invoices associated with their programs must be paid, by December 31, 1999.*

## B. PARTICIPANT ISSUES

There were no significant participant issues this quarter.

## IV. RECOMMENDED ACTIONS

World Learning/AAI requests that USAID indicate whether or not Mr. Makango and Mr. Mkwana are indeed still pending. If USAID intends for these two participants to be trained under this task order, the World Learning team requests that information about their training objectives be forwarded immediately, so that they can complete their programs by the end of the calendar year.

**GLOBAL TRAINING FOR DEVELOPMENT**  
**USAID/ZIMBABWE**  
**QUARTERLY REPORT**  
**JULY 1, 1999-SEPTEMBER 30, 1999**

**Task Order No.: 801**  
**Effective Dates: 10/31/97 – 08/18/2000**  
**Contract Total: \$558,254**  
**Obligated Amount: \$558,254**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc., and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, Task Order No. 801, with the U.S. Agency for International Development.

The quarterly report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

The Task Order requires placement, monitoring, and management services in support of 17 participants in short-term U.S. training programs. The training is intended to support USAID/Zimbabwe Intermediate Results (IR) under two of its three Strategic Objectives (SO):

SO2: Broadened Ownership in a Growing Economy

[ 14 participants]

IR 2.2 Broadened ownership of existing businesses

IR 2.3 Accelerated creation and expansion of micro, small and medium enterprises

SO3: Reduced Fertility and Increased Use of HIV/AIDS Preventive Measures

[ 3 participants]

IR 3.1 Increased contraceptive use

IR 3.2 Increased availability of and use of HIV/AIDS preventive measures

A modification to extend services through August 18, 2000 incorporating 18 new and two pending participants under SO2, and two participants under SO3, was signed in November 1998.

## **II. ACTIVITIES**

Three Entrepreneurs International participants attended programs this quarter, focussing on Investment Banking, Waste Disposal and Plastic Manufacturing, under the Mission's SO2. Also under SO2, managers of three consulting firms attended a cutting-edge course designed by Beyond the Box that trains managers to be creative and to elicit valuable input from all levels of their organizations. Upon completion of the course, the participants received licenses to offer the same training in Zimbabwe.

One SO3 participant began training in family planning logistics offered by John Snow, Inc. in Washington, DC, toward the end of this quarter.

#### **PROGRAM HIGHLIGHTS:**

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##### Plastic Production and Management – EI

*Mr. Deepak Chouhan, Entrepreneurs International (EI) participant, Managing Director of Imperial Plastics (PVT) Ltd. In Washington DC; Anaheim, CA; Cincinnati, OH; Tulsa, OK; and Norwalk, CA from September 13, 19/99 – October 3, 1999*

*Mr. Chouhan's training objectives were:*

- *To view a modern plastic packaging, blow molding, film extrusion and printing PET bottling plant.*
- *To visit a raw material manufacturing plant.*
- *To study the recycling of packaging.*
- *To learn expression and distribution practices.*
- *To learn alternative financing planning for expansion purposes.*
- *To study quality improvement practices.*

*Mr. Chouhan traveled quite extensively during his tour of plastic production companies.*

In Cincinnati Ohio, Mr. Chouhan visited the Deimling/Jeliho plastics companies. Deimling manufactures molds and Jeliho manufactures injection molded plastics using different materials. The participant also visited Molding Machinery Systems which sells plastic equipment and machinery, Rumpke Recycling which specializes in recycled plastics, and Recto Molded Products which assists the packaging industry in designing and building molds.

At Cerritos College in Norwalk, California, Mr.Chouhan enjoyed perhaps the most productive visits of his trip. He was directed by a plastics consultant and was able to visit a blown film packaging plant, a polystyrene and polyethylene raw material manufacturing facility, a modern recycling plant, and a blow molding facility. Mr.Chouhan was also introduced to professors in the plastics department of Cerritos and met with local business leaders.

In Tulsa,Oklahoma, Mr.Chouhan met with MET which promotes recycling in the city. He also had appointments with the Oklahoma Dept. of Commerce, the Phillips Chemical Company which has a Plastics Research Center and Mr. Dan Gray, a polyethylene film business manager.

Mr.Chouhan attended the Westpack trade show in Anaheim, California. This show focused on new innovations in the packaging field and provided excellent educational and networking opportunities.

Mr.Chouhan was hosted in a number of American homes. Most of his hosts were friends or members of local Sister Cities organizations or local Council of International Visitors.

Mr. Chouhan outlined a number of areas that he would like to focus on as a result of his trip. He plans to set up new quality systems and controls, procure raw materials, develop new products and put resources into

plant development. He also indicated his desire to get more involved with joint US-Zimbabwean social programs such as the Sister Cities program.

Mr. Chouhan did ask that there be some mechanism in place to let the participant comment on the specific training schedule before the program begins. While he enjoyed his appointments, some were not directly related to his business or his trip objectives. However, on the whole he found many aspects of his trip immediately useful to both the short-term and long-term goals of his company.

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### Asset Management – EI

*Mr. Savvas Kyriakides, Entrepreneurs International (EI) participant, Executive Director of Dataworld Nominees Limited. In Washington DC; Seattle, WA; San Francisco, CA; Chicago, IL; Syracuse, NY from August 8, 1999 – September 8, 1999*

*Mr. Kyriakides' training objectives were to:*

- *To learn strategy in establishing a formal investment/private banking operation*
- *To learn about new investment related products and services*
- *To gain access to the latest research and technological developments in stocks and money markets*
- *To identify a suitable foreign partner*
- *To learn how to establish a web site for marketing services, for distribution research, and to provide administrative services*

*Mr. Kyriakides visited five cities during his EI program. He visited asset management companies and other businesses focusing on financial management.*

In Syracuse, NY, the participant met with officials in the School of Management at Syracuse University to discuss management techniques. He also had appointments with officials at Merrill Lynch Financial Services to discuss stock analysis; M&T bank where he spent two days discussing cash management, institutional investment and advertising; the Hong Kong – Shanghai Banking Corporation; and Mark Russell Associates to discuss launching a website.

In San Francisco the participant visited Northern Trust, a private assets management company, Lead Web Designer, Pacific Exchange with 551 members ranging from independent market makers on the options floor to large US brokerage houses, Charles Schwab – Online Services division and Advent software which specializes in automating the investment management process.

Mr. Kyriakides also attended an American Management Association course while in San Francisco. The course 'Strategic Planning' is designed to help develop concrete plans to achieve both short and long range objectives.

In Chicago, Illinois, Mr. Kyriades visited the local branch of the Federal Reserve to discuss the role of the Reserve and its relationship to banks. He also visited Everen Securities to examine electronic systems used to handle and manage financial instruments, Smith Barney

to discuss bond brokerage, the Financial Relations Board to examine investor relations, and Chicago AI Bank to discuss client services.

Mr. Kyriakides expressed satisfaction with his program. He was able to get help in identifying feasible goals for his firm's short, medium and long range interest. He also liked the sub-focus of the role of information technology in the financial sector. His one complaint was that the program could have been shorter and more intensive.

### **Open Book Management**

*Mr. Arthur Moses Munzara, Mrs. Veronica Chakaredza, Ms. Susan Haley. Open Book Management. The training program was designed by Beyond The Box in Baltimore, Maryland. September 11--30, 1999.*

**Summary:** Mr. Munzara is currently the president and principle consultant of his own company, Southern Africa Development Institute in Harare. He is interested in improving his management techniques. Mr. Munzara has undertaken a substantial number of consultancy assignments for international clients within Zimbabwe and in South Africa, Ghana, Uganda, Mozambique, and Swaziland. Mrs. Chakaredza is the Managing Director and Chief Business Consultant of Fountain Management Consultants in Harare. She was awarded the Woman Consultant of the Year Award by the Association of Zimbabwe Consultants in 1996. She is a member of the Financial Committee of the Parirenyatwa Hospital Board of Governors. Mts. Chakaredza has broad experience in the areas of entrepreneurship, development, monitoring and evaluation, project strategy and management skills. Her main interest in this training was to develop more effective management. Ms. Susan Haley is the Executive Director of the International capital Corporation (ICC), a private company in Harare. Ms. Haley provides management consulting services in the areas of economic development, business management, and investment fund management.

The specific objectives of the training program were:

\*To teach the "Game of Business" with its innovative, unique and successful techniques.

\*Teaching the elements that make Open Book Management successful, including systems of thinking, leadership strategies, employee strategies, rewards and recognition, information sharing, celebrating success, and action planning.

\*Teaching participants to identify what drives a successful business. How to get employees to act like owners; How important it is to understand the big picture; What employees expect; What needs to be done next step by step; and How should business be measured.

The three participants expressed a very high level of satisfaction with the course. They met with various businesspeople who were very inspirational and even passionate about Mr.Munzara, Mrs.Chakaredza, and Ms. Haley received the training and they were also given the copyright to be able to implement and teach this method back in Zimbabwe. They developed a very good relationship with the professionals here and they plan to continue communicating on a regular basis. Beyond the Box promised lifetime support as the participants use and teach the method.

Mr. Munzara, Mrs. Chakaredza, and Ms. Haley said that they wished that training had lasted about two weeks times longer. They said that they found some of the knowledge to be too concentrated. They also suggested having a 30 day post training "hands on" experience in which the participants could actually go to a company and try their new techniques and knowledge. In the final analysis, they reported that, in many ways, they received more than what they expected. Mr.Munzara, Mrs.Chakaredza, and Ms.Haley evaluated this training as a total success.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

There are no administrative issues this quarter.

#### **B. PARTICIPANT ISSUES**

Mr. Biggie Joel Matiza, the General Manager and owner of a waste disposal company, abruptly ended his month-long program, after one week, to return to Zimbabwe and attend to business matters. Mr. Matiza was not able to meet with programming staff before his departure, but promised to give the unused portion of his M&IE allowance and air tickets to Mission staff, after arrival in Harare.

### **IV. RECOMMENDED ACTIONS**

The World Learning team requests that the Mission staff verify that Mr. Matiza did indeed turn over the remainder of his M&IE allowance and air tickets, and advise of arrangements to return these to World Learning



# GLOBAL TRAINING FOR DEVELOPMENT

USAID/ZIMBABWE

QUARTERLY REPORT

JULY 1, 1999-SEPTEMBER 30, 1999

Task Order No.: 801

Effective Dates: 10/31/97 – 08/18/2000

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In Tulsa,Oklahoma, Mr.Chouhan met with MET which promotes recycling in the city. He also had appointments with the Oklahoma Dept. of Commerce, the Phillips Chemical Company which has a Plastics Research Center and Mr. Dan Gray, a polyethylene film business manager.

Mr.Chouhan attended the Westpack trade show in Anaheim, California. This show focused on new innovations in the packaging field and provided excellent educational and networking opportunities.

Mr.Chouhan was hosted in a number of American homes. Most of his hosts were friends or members of local Sister Cities organizations or local Council of International Visitors.

Mr. Chouhan outlined a number of areas that he would like to focus on as a result of his trip. He plans to set up new quality systems and controls, procure raw materials, develop new products and put resources into

plant development. He also indicated his desire to get more involved with joint US-Zimbabwean social programs such as the Sister Cities program.

Mr. Chouhan did ask that there be some mechanism in place to let the participant comment on the specific training schedule before the program begins. While he enjoyed his appointments, some were not directly related to his business or his trip objectives. However, on the whole he found many aspects of his trip immediately useful to both the short-term and long-term goals of his company.

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### Asset Management – EI

*Mr. Savvas Kyriakides, Entrepreneurs International (EI) participant, Executive Director of Dataworld Nominees Limited. In Washington DC; Seattle, WA; San Francisco, CA; Chicago, IL; Syracuse, NY from August 8, 1999 – September 8, 1999*

*Mr. Kyriakides' training objectives were to:*

- *To learn strategy in establishing a formal investment/private banking operation*
- *To learn about new investment related products and services*
- *To gain access to the latest research and technological developments in stocks and money markets*
- *To identify a suitable foreign partner*
- *To learn how to establish a web site for marketing services, for distribution research, and to provide administrative services*

*Mr. Kyriakides visited five cities during his EI program. He visited asset management companies and other businesses focusing on financial management.*

In Syracuse, NY, the participant met with officials in the School of Management at Syracuse University to discuss management techniques. He also had appointments with officials at Merrill Lynch Financial Services to discuss stock analysis; M&T bank where he spent two days discussing cash management, institutional investment and advertising; the Hong Kong – Shanghai Banking Corporation; and Mark Russell Associates to discuss launching a website.

In San Francisco the participant visited Northern Trust, a private assets management company, Lead Web Designer, Pacific Exchange with 551 members ranging from independent market makers on the options floor to large US brokerage houses, Charles Schwab – Online Services division and Advent software which specializes in automating the investment management process.

Mr. Kyriakides also attended an American Management Association course while in San Francisco. The course 'Strategic Planning' is designed to help develop concrete plans to achieve both short and long range objectives.

In Chicago, Illinois, Mr. Kyriades visited the local branch of the Federal Reserve to discuss the role of the Reserve and its relationship to banks. He also visited Everen Securities to examine electronic systems used to handle and manage financial instruments, Smith Barney

to discuss bond brokerage, the Financial Relations Board to examine investor relations, and Chicago AI Bank to discuss client services.

Mr. Kyriakides expressed satisfaction with his program. He was able to get help in identifying feasible goals for his firm's short, medium and long range interest. He also liked the sub-focus of the role of information technology in the financial sector. His one complaint was that the program could have been shorter and more intensive.

### **Open Book Management**

*Mr. Arthur Moses Munzara, Mrs. Veronica Chakaredza, Ms. Susan Haley. Open Book Management. The training program was designed by Beyond The Box in Baltimore, Maryland. September 11--30, 1999.*

**Summary:** Mr. Munzara is currently the president and principle consultant of his own company, Southern Africa Development Institute in Harare. He is interested in improving his management techniques. Mr. Munzara has undertaken a substantial number of consultancy assignments for international clients within Zimbabwe and in South Africa, Ghana, Uganda, Mozambique, and Swaziland. Mrs. Chakaredza is the Managing Director and Chief Business Consultant of Fountain Management Consultants in Harare. She was awarded the Woman Consultant of the Year Award by the Association of Zimbabwe Consultants in 1996. She is a member of the Financial Committee of the Parirenyatwa Hospital Board of Governors. Mts. Chakaredza has broad experience in the areas of entrepreneurship, development, monitoring and evaluation, project strategy and management skills. Her main interest in this training was to develop more effective management. Ms. Susan Haley is the Executive Director of the International capital Corporation (ICC), a private company in Harare. Ms. Haley provides management consulting services in the areas of economic development, business management, and investment fund management.

The specific objectives of the training program were:

\*To teach the "Game of Business" with its innovative, unique and successful techniques.

\*Teaching the elements that make Open Book Management successful, including systems of thinking, leadership strategies, employee strategies, rewards and recognition, information sharing, celebrating success, and action planning.

\*Teaching participants to identify what drives a successful business. How to get employees to act like owners; How important it is to understand the big picture; What employees expect; What needs to be done next step by step; and How should business be measured.

The three participants expressed a very high level of satisfaction with the course. They met with various businesspeople who were very inspirational and even passionate about Mr.Munzara, Mrs.Chakaredza, and Ms. Haley received the training and they were also given the copyright to be able to implement and teach this method back in Zimbabwe. They developed a very good relationship with the professionals here and they plan to continue communicating on a regular basis. Beyond the Box promised lifetime support as the participants use and teach the method.

Mr. Munzara, Mrs. Chakaredza, and Ms. Haley said that they wished that training had lasted about two weeks times longer. They said that they found some of the knowledge to be too concentrated. They also suggested having a 30 day post training "hands on" experience in which the participants could actually go to a company and try their new techniques and knowledge. In the final analysis, they reported that, in many ways, they received more than what they expected. Mr.Munzara, Mrs.Chakaredza, and Ms.Haley evaluated this training as a total success.

### **III. CONCERNS/CONSTRAINTS**

#### **A. ADMINISTRATIVE ISSUES**

There are no administrative issues this quarter.

#### **B. PARTICIPANT ISSUES**

Mr. Biggie Joel Matiza, the General Manager and owner of a waste disposal company, abruptly ended his month-long program, after one week, to return to Zimbabwe and attend to business matters. Mr. Matiza was not able to meet with programming staff before his departure, but promised to give the unused portion of his M&IE allowance and air tickets to Mission staff, after arrival in Harare.

### **IV. RECOMMENDED ACTIONS**

The World Learning team requests that the Mission staff verify that Mr. Matiza did indeed turn over the remainder of his M&IE allowance and air tickets, and advise of arrangements to return these to World Learning.

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/HONDURAS  
QUARTERLY REPORT  
APRIL 1 – JUNE 30, 1999**

**Task Order No.: 816  
Effective Dates: 07/19/98 - 06/30/00  
Contract Total: \$375,419  
Obligated Total: \$375,419**

This Quarterly Report summarizes the activities of World Learning Inc. and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc. (CAII), and *Development* InfoStructure from April 1, 1999 through June 30, 1999, under the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-96-90020-00, specifically Task Order No. 816, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns/Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describes the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

**A. SUMMARY**

In July 1998, USAID/Honduras issued this Task Order for the placement, monitoring and support of 53 participants. Specific tasks included (1) securing the placement of participants identified by USAID/Honduras for specific short-term courses, (2) conducting competitive bidding processes for the procurement of two short-term technical training programs, (3) handling all logistical arrangements for the participants upon their entry into the U.S. and for their return to Honduras, (3) providing for the timely payment of all allowances according to ADS 253 requirements, (4) monitoring participants throughout their programs and reporting on their progress to USAID/Honduras, and (5) conducting participant orientations and evaluations.

*This Task Order was modified on February 16, 1999 to extend the completion date until June 2000 and include funds to accommodate the training of 2 additional participants in a two-part training program at Clemson University in February and April 1999. The Task Order was modified again on June 23, 1999 to include funds to accommodate the training of ten (10) additional participants in programs from June through August 1999. Modification No. 3 was signed in September 1999 to accommodate a study tour for up to 14 participants.*

## ACTIVITIES

Three training activities took place during the quarter. Two activities, Agribusiness Management and Global Finance, were incorporated into the task order in June 1999. In July of this quarter, World Learning received from USAID/Honduras a request for a revised scope of work to provide monitoring services for up to 14 Hondurans to participate in a two-week study tour in Watershed Management. World Learning provided USAID/Honduras with proposals and budgets for three training providers. USAID/Honduras selected a program and signed a modification on September 24, 1999.

### **PROGRAM HIGHLIGHTS:**

#### **Agribusiness Management**

*Maximiliano Estrada, Jorge Rivera, Ramon Reyes, Hector Salinas, and Rafael Vasquez, The Food and Agribusiness Institute, Santa Clara University, Santa Clara, California, July 5 – 30, 1999*

This course is part of the Productivity and Policy Enhancement Project under SO1, Improved Policy Environment Conducive to Poverty Reduction through Economic Growth. Objectives of the program are to improve public and private sector Honduran employees' understanding of the import and export of agricultural products, their management, operations and quality control.

The Food and Agribusiness Management Executive Program focuses on modern management techniques used by leading food and agribusiness firms. Emphasis is placed on application of management tools, food and agribusiness products and services. The course includes classes in general areas of finance, marketing and strategic management, and operations management. The participants tour facilities and attend site visits that allow participants to meet with top food and agribusiness management executives. The participants reported that the program was successful and they were pleased with the training.

#### **Global Finance**

*Mr. Jorge Oviedo, Harvard Institute for International Development (HIID), Cambridge, Massachusetts, July 25 – August 6, 1999*

Mr. Oviedo arrived on Saturday, July 24 to begin the Program on Global Financial Crisis and Reform, which responds to SO1, Improved Policy Environment Conducive to Poverty Reduction through Economic Growth. Mr. Oviedo works for the Honduras Central Bank.

The program covers economic and institutional sources of financial sector growth, the interactions between macroeconomic management and financial sector management, and the scope and limits of international arrangements for risk management. The focus is on the recent market liberalization and the current global financial crisis. Mr. Oviedo also

learned about and discussed alternative approaches to domestic and international financial management.

### **Watershed Management**

Twelve Participants, The Santa Cruz Institute, Tucson, AZ, September 11 – 25, 1999

Twelve participants participated in the two-week study tour in Watershed Management. The program was competitively bid; USAID/Honduras selected the program at Santa Cruz Institute. The training supports watershed management activities which address the environmental changes and devastation caused by Hurricane Mitch. Session topics included: the use of GPS and GIS management tools, road sustainability models, stream flow and water measurement, comparison of conservationists and developers, and watershed management in a recreation area. The training also featured a site visit to a ranch run by a conservationist, and a look at the integrated management plan used there.

Mr. Roberto Medina of USAID/Honduras also attended this training program. During the training, he reported that the training was not going as well as they had expected. Because the participants had a wide range of interests and it was organized on short notice, each session was not appropriate for every participant. Mr. Medina also noted that watershed management techniques in Arizona focus on underground water as opposed to surface water, which is more relevant to conditions in Honduras. At the end of the first week, Mr. Medina and the participants met with the trainers at the Institute. They reexamined and made changes to the itinerary to better suit the needs and expectations of USAID/Honduras and the participants. Mr. Medina reported that the second week of training was productive. They worked together to focus on relevant information, participants were motivated and in the end appreciated the opportunity to meet other Honduran professionals in watershed management. The participants worked together to identify resources, activities and a timeline to develop a combined action plan. The document will be used upon return to Honduras.

#### **C. CONCERNS/CONSTRAINTS**

World Learning has no concerns/constraints at this time.

#### **D. RECOMMENDED ACTIONS**

World Learning awaits information from USAID/Honduras regarding future study tours in the field of watershed and forestry management.

**GLOBAL TRAINING FOR DEVELOPMENT  
USAID/EGYPT  
(YEMEN DEVELOPMENT TRAINING III AND OPTIONS FOR  
FAMILY CARE)  
QUARTERLY REPORT  
JULY 1, 1999 – SEPTEMBER 30, 1999**

**Task Order No.: 817  
Effective Dates: 08/11/98 - 08/18/00  
Contract Total: \$2,590,875  
Obligated Amount: \$2,590,875**

This Quarterly Report summarizes the activities of World Learning and its subcontractors, The Africa-America Institute (AAI), AMIDEAST, The Asia Foundation, Creative Associates International, Inc. (CAII), and *Development* InfoStructure, from July 1, 1999 through September 30, 1999, for the Global Training for Development (GTD) Indefinite Quantity Contract (IQC) No. FAO-I-00-96-90020-00, specifically Task Order No. 817, with the U.S. Agency for International Development.

The report is organized as follows: Summary, Activities, Concerns and Constraints, and Recommended Actions. **Summary** provides an overview of the entire Task Order. **Activities** describe the accomplishments during the reporting period toward fulfilling the major tasks and deliverables under the Task Order. **Concerns/Constraints** describes any issues and/or problems toward fulfilling the major tasks and deliverables under the Task Order. **Recommended Actions** describes proposed solutions to address any concerns and/or constraints toward fulfilling the major tasks and deliverables under the Task Order.

## **I. SUMMARY**

Under this Task Order, World Learning is contracted to conduct a training needs assessment and recommend a two-year training plan, implement USAID-approved training, and provide evaluation, tracking, monitoring, and follow-up of those activities. Participants will be from Yemeni public and private sector institutions. All training is to be conducted in accordance with ADS 253. The majority of the training will be conducted in-country or in-region. The five major areas of training are anticipated to include: the health sector, the education sector, the Central Statistical Organization, the National Institute for Administrative Sciences, and the NGO sector.

In addition, World Learning is contracted to complete the Community Midwife/Female Service Provider Training program, previously under John Snow Inc. (JSI), during its six month extension/completion phase. World Learning/AMIDEAST will monitor and supervise the technical and clinical aspects of service provider training at 11 sites in Yemen from October 1998 through March 1999.

## **II. ACTIVITIES**

The first training intervention, involving a group of twenty participants from the Yemen Ministry of Health, is in progress at the Center for Consultation, Technical Services and Studies at the University of Jordan. The four-month program in Health and Hospital Administration, Management, and Training of Trainers is designed to address Strategic Objective #1: Increased Management Capacity in Delivery of Health Care Services and Quality of Health Care. The intervention began July 13, 1999 and will conclude November 11, 1999.

The program includes at least three weeks of practical training in hospitals and health centers and the integration of individual and group action plans into the instruction of topics such as strategic planning, leadership, conflict management, risk management and problem solving. As a result of the training, the twenty participants will be in a position to meet the goals outlined in the Detailed Training Needs Assessment Training Plan Final Report, namely: to upgrade health administration management techniques and practices; and to upgrade capacity of the Ministry of Health and Health Manpower Institutes to plan, deliver, and evaluate training, and to conduct follow-up activities.

Needs assessments for two additional interventions is complete and both are now in the curricula development phase. The two interventions, involving the National Institute of Administrative Sciences and Ministry of Education, will begin training October 23, 1999.

## **III. CONCERNS/CONSTRAINTS**

There are no concerns at this time.

## **IV. RECOMMENDED ACTIONS**

There are no recommended actions at this time.