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51129

**Sudan Rural
Development
Planning Project**

**Training Needs
Assessment**

Contract No. AFR-0012-C-00-1024-00
Project No. 650-0012

Alton Straughan

June 1982



Development Alternatives, Inc. 624 Ninth Street, N.W. Washington, D.C. 20001

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BACKGROUND OF ASSIGNMENT

The services of the consultant were requested under the terms of Development Alternatives, Inc.'s (DAI) Sudan Rural Development Planning Project (SRDP) by the DAI/Khartoum team and USAID/Khartoum. The formal request and subsequent travel authorizations were issued by cable from USAID/Khartoum through AID/Washington to the DAI office in Washington, D.C. On the basis of those official USAID authorizations DAI allowed the consultant to begin travel to the Sudan on May 21, 1982.

The consultant arrived in Khartoum on May 22, 1982. In conference with the DAI team and with Mr. Jerry Weaver, USAID/Khartoum project officer, a decision was reached that the consultant should be involved in the training course scheduled for May 26, 1982. This involvement would serve to put the consultant into effective contact with Government of Sudan (GOS) officers from the central government and Kordofan who would be the primary target for the requested training needs assessment.

The consultant participated in the final stages of course preparation to insure that his needs relative to the project could be met and to provide technical expertise to the DAI team in training design. As the training course began, both the consultant and the DAI/SRDP team operated under certain assumptions:

- The position of "training needs specialist" was in accordance with contract provisions;
- The short-term position and its objectives were agreed to by the GOS;
- Mr. Alton Straughan had been approved and cleared by both USAID and the appropriate officer of the Ministry of Finance and Planning; and

- That all agreements and clearances were formal and written and that the GOS was fully informed of all details, including the details of Mr. Straughan's qualifications for the position.

Given those assumptions, Mr. Straughan's assignment (summarized) would entail the responsibility to assess certain needs for training of central and regional GOS personnel relative to issues of regional planning. The consultant initiated activities within the training course and in other areas on Sunday, May 23, 1982.

On May 26, 1982, the SRDP/GOS project director, Mr. Abdul Wahab, said that he was not aware that a consultant would arrive or indeed had already arrived. He said he knew nothing of Mr. Straughan and had not seen his qualifications. He instructed Dr. Edwin Charle, chief of party (COP), SRDP, to have USAID send a letter to him which presented Mr. Straughan as a candidate for the short-term training needs assessment position.

USAID/Khartoum sent a letter to Mr. Abdul Wahab as per his request. On June 1, 1982, Mr. Abdul Wahab responded to the USAID letter. In that letter, he stated that there was no formal written agreement to the position, that Mr. Straughan's qualifications did not match his views, and that Mr. Straughan was rejected as a candidate. Mr. Straughan was instructed not to speak further with GOS officers. Consequently, the assignment was terminated on or about June 7, 1982, after 15 work days.

INTRODUCTION

The drastically shortened time of the assignment allowed for no travel beyond Khartoum, only a handful of direct discussions with GOS officers, and a single discussion with a member of the United Nations Development Programme (UNDP)/World Bank Planning Team. Nonetheless, considerable information emerged from these

talks. Given the meager amount of data, a further effort must be made both to validate this information and to build upon it to define training needs more closely.

In addition to actual interviews, the consultant was able to observe and interact with training course participants during the first three days of the course. From this, he gained some insight into job requirements, modes of interaction, and personal concerns relative to professional regional planners. These observations also tended to give some understanding of previous training and attitudes toward training.

The total range of admittedly limited observations allow some initial statements that must be subsequently validated:

- Many entry-level civil servants have responsibilities well beyond their present skill level;
- Prior academic training has served to prepare new planners to learn their tasks;
- Prior academic and other training has tended to be narrowly specialized with a resulting lack of awareness of larger issues;
- GOS officers responsible for regional planning are reasonably well grounded in theoretical approaches but less able to operationalize the abstract to actual job requirements;
- Older and more experienced officers are more aware of operational needs but do not have the practical tools to meet those needs; and
- Prior "training" has been cast in an abstract, academic mold and has provided new information but not new skills.

Training as a discipline and a practical cost-effective tool seems largely unknown in the Sudan. Discussions have indicated that training tends to consist of a series of lectures on issues and occasionally methods related mostly to the needs of academic researchers. GOS officers indicated considerable gratitude for

any training offered them but also mentioned their inability to relate the content of lectures to their every day tasks. All participants spoke of looming operational requirements that negated their ability to consider a number of alternative theoretical applications.

The following are samples of some problems with the lecture approach to training in this operational context:

- There is generally little or no active participation by trainees in the process. Training becomes a process of solely providing information about a topic;
- Even with diligent note taking, the pace of a typical lecture does not allow for a genuine give and take, nor for immediately needed clarifications;
- Lectures do not teach skills, but teach about a topic;
- Lecturers are often resource persons external to the trainee's experience. The course director can exert little control of content or method of delivery, and it becomes difficult to maintain and finally review and summarize material; and
- Lecturers often do not provide written versions of their presentations, and main points and themes are quickly lost to trainees.

The following section of this report will be a description of modern training methods and techniques, the contrasts with traditional training, and an indication of the effectiveness and efficiency of modern training methods as related to operational needs.

ABOUT TRAINING

Why Train?

The recognized purpose of training (as opposed to formal education) is to teach people how to do something they have never done before or to improve their efficiency and effectiveness in

doing something they already know how to do. Training tends to be associated to specific job or life skills. Training seeks to reach skill-oriented learning objectives in a manner that can be readily observed and measured. The final significant definition of training is that it takes place in a relatively short time frame as compared to academic training. A minimum of theory is taught -- only enough to allow trainees to apply more broadly their new skills.

Objectives

Objectives are necessary to the training process. Training is expensive, and cost effectiveness in the developing world must be a prime concern. To give a training course is to consume scarce resources. To know the value of such a course, the trainer must be able to state specific outcomes and their relationship to needs from the outset. Specific objectives (behavioral objectives) are the research-proven best method to do this. Because training intends to develop skills, the designer of training must state his predicted outcomes in very specific and measurable terms and in terms of observable behavior. Such behavior may include, for example, completing a project design and including specific elements; preparing a model for data collection relative to certain sectoral projects, designing an administrative flow model, or the proper method to plant dura. In each case, an observer armed with the original objectives could judge easily whether the objectives had been reached or not. Objectives are the first stage of evaluation. Without such objectives, evaluation is impossible.

Job Objectives

SRDP is concerned with the mechanisms for regional planning and the training of GOS officers to work within those mechanisms. Before someone can design a training program with specific

learning objectives, job objectives must also be specifically defined. This is seldom the case, and it is at this point that the training consultant must interface with host government, foreign agency, and contract staff to define adequately the tasks for which training will be undertaken.

The typical scope of work or list of duties will not suffice. Thus, the task of the trainer must (to the extent possible) subsume the definition of duties, the specific skills needs for the successful completion of those duties, and the description of those skills in behavioral terms that allow the development of behavioral objectives for training.

Because of these needs, the task of training needs assessment includes a major component regarding insights and investigations into the public administration aspects of the concerned host government agency. Carrying out this task becomes a very important form of training in itself. To do this requires the instilling of a process approach in host government colleagues that allows them to begin to view the larger administration and management issues that underlie the actual work of regional planners.

Basic Aspects of Training Design

Course Time

Training courses -- like television programs -- tend to be given in traditional time units such as five days, one week, two weeks, or one month. Such a designation of course duration is generally more often related to administrative concerns or convenience than to sound learning theory. The inevitable result is too much time (with attendant boredom and inattention) or too little time and a group of frustrated trainees. The more effective approach to decisions on course duration is to begin with the behavioral skills objectives for the intended course.

Given the expense incurred, it is wise to use no more time than needed to attain the desired skill level. To arrive at this optimum time, the training designer begins by carefully defining expected outcomes. He then proceeds to understand the trainee population in terms of prior knowledge and demonstrated ability to learn. With this information, the training designer examines the specific elements of each objective in order to isolate their basic parts. This leads to the question of sequencing.

Sequencing

Once the basic elements of the intended skill outcomes are known, sequencing becomes largely a matter of logic wedded to knowledge of the technical aspects of the skills. For this reason, a training designer often works in tandem with a technical specialist. There are two basic elements to sequencing -- 1) an ordering of material according to the technical aspects (plow the field and then plant the seed) and 2) an ordering of material according to increasing levels of skill complexity as dictated by sound learning theory.

Course Plan

The product of sequencing is the course plan. The course plan is the total sequence of training events which are intended to produce the specific skill outcomes. At this point, some general indication of course duration is possible, but this must be further refined by development of lesson or unit plans.

Lesson Plans

A lesson plan defines the method and the supports for that method which will be used to aid trainees in the learning of one element of the intended skill objectives. The basic elements of a lesson plan are:

- Lesson/unit objectives;
- Training approach/techniques;
- Unit evaluation methods;
- Required teaching/learning aids;
- Space/resource requirements;
- Unit duration; and
- Student materials ("handouts").

Modern training methods are "learner-centered." This means that learning -- the acquisition of skills (new behaviors) -- and not teaching is the focus. The trainer should be a facilitator of learning and not an information giver. This in turn requires a drastic overhaul of traditional approaches and the development of new approaches that center on guiding the trainee in new behaviors and becoming a partner in his learning process. There are thousands of such approaches, depending on the desired outcome. Regardless of the skills sought -- technical or human interaction -- experience and research show that learning ultimately depends on human emotional processes. If these are not served and used, no amount of technical expertise can succeed.

Such an approach does not completely rule out the use of such traditional methods as lectures. But, a lecture (for instance) must be adapted to the more effective approach of participative lecture. This does not mean simply asking, "Are there any questions?," but forces the trainer to prepare integral questions for the trainee that seek to test the degree of learning and to reinforce that learning.

To support the learning of the trainees, numerous training aids may be used -- including flip charts, blackboards, filmstrips, and videotape -- as elaborate as the training budget will allow. But the most important training aid is the integration into the lesson plan of the actual practice of skills by the trainees.

The final aspect of the lesson plan is the preparation of student materials or handouts. Ideally, each unit should be accompanied by handout material that summarizes, repeats, and reinforces the material. A handout should cover only what has already been trained and practiced and should always be distributed after the completion of a unit. Supplementary material should be kept to a minimum and carefully selected and even rewritten as appropriate.

The completion of all lesson plans will finally specify total course duration.

Human Dynamics Training

As noted previously, training with any objective must begin from an understanding of human emotion and use that understanding to make the training effective. Human dynamics training (as opposed to technical skills training) aims at improving the trainees ability to deal more effectively with their own emotions relative to life situations, or to deal with the interplay of emotion and motivation that exists in interaction among humans -- "group dynamics." Training of this sort can be very valuable in a multitude of work situations. It can also be destructive to the individual and to the group in which he must operate. To work openly with human feelings is sensitive and potentially dangerous and should always be undertaken by someone with this specific training and experience. Human dynamics work should never be done in a "cookbook" fashion. The applications of human dynamics work are broad, but the implications and costs must be considered.

However, there are far "safer" techniques from human dynamics work that can be learned and used. These include role plays, role reversals (the subordinate plays the boss), simulations, and games. These and others may be effectively used to support and further even such technical training objectives as crop science and health systems.

The Aspect of Culture

Many, perhaps most of the stages of human learning tend to hold true despite culture because they arise from a physiological basis. Nonetheless, culture must play a significant role in the design of training. Different peoples go about the chore of learning in a variety of ways. A major difficulty of using modern training methods in the developing world has been the avoidance of cultural issues. It is easy for the trainer to simply copy materials, have them translated, and use his comfortable methods to present them. Often a trainer congratulates himself on having delivered a successful course -- only to find out that the skills were not acquired. Why? Theory was applied, material sequenced logically, etc. The hidden issue may be as simple as expressive cultures (Western) versus non-expressive cultures (Asian). It may be more subtle as in the inhibiting presence of a superior, the unwanted mixing of ethnic groups, the ignorance of taboos. The simplest way to avoid cultural surprises is to co-design training with a host country national with whom the trainer has developed a relationship of trust and openness.

Evaluation - What Was Accomplished?

Trainers often choose the easy way out of evaluation and use a variety of subjective approaches to evaluation. The most common is to ask for anonymous replies to such questions as: "What was most valuable?," "What was least valuable?," and "Did you learn anything?" This approach is least valuable in the developing world where culture often dictates the need for praise and the avoidance of criticism. The purpose of evaluation is to allow the trainer to learn what he did wrong and to re-design as appropriate. Such a purpose can be met through objective testing relative to the achievement of specific learning objectives. Objective testing allows the trainer to generate quantitative data

that can be analyzed, manipulated, and compared to define outcomes in universal terms. The simplest of statistical methods may be used to achieve significant results. All training courses should be quantitatively evaluated and the results used to improve learning outcomes.

The Training of Trainers

It is evident from the foregoing that training is a complex discipline and must be learned as any skill -- it is not instinctive. Lacking such training, government officials will teach the way they were taught -- that is, they will lecture. Training as a specific professional discipline dates from World War II and is comprised of experience, theory, and research from the fields of psychology, pedagogy, sociology, anthropology, and management and administration. As with any discipline, skill and knowledge levels range from practitioners to theoreticians. It follows that the preparation of a trainer may be accomplished in a setting and time frame appropriate to need.

External consultant trainers may be brought into a developing country, or host country nationals sent abroad for training. It is least cost effective for external consultants to train operational staff and leave. Short-term needs may be met in such a way, but the host country continues to be dependent on such expensive methods. It is far more desirable to prepare a core of local trainers who can learn both to train and to adapt techniques and materials to local needs and conditions. Specific recommendations concerning the training of trainers will be given later in this report.

OBSERVATIONS ON TRAINING NEEDS RELATIVE TO THE SRDP PROJECT

Civil Service System -- Levels and Ranks

The following depicts the general scheme of the civil service system of the GOS:

<u>Rank</u>	<u>Comment</u>	<u>Typical Functions/Titles</u>
Q	Entry-level w/ Bachelor's (Asst. Inspector)	At the regional level, officers of these ranks serve as staff to assistant under secretaries or with a deputy under secretary. Functions include: management and administration, economic planning and sectoral technical specialists. These staff members are direct <u>project</u> planners.
DS	Promotion after two years' service (Inspector)	
B	Promotion after four years' service (Sr. Inspector)	

5	Appointive Rank	Assistant under secretaries who generally serve as chief, (Provincial) Planning Unit. They are responsible for the planning and coordination of sectoral and other <u>programs</u> (multiproject with common goals) within a <u>subregion</u> .

3	Appointive Rank	Deputy under secretary. Serves as director of the Regional Planning Unit and has these responsibilities: rapporteur of the Regional Governor's Council; Regional Liaison to Central Govt.; coordinate subregional programs and supervise total regional program; supervise subregional asst. under secretaries.

Members of District Councils are either elected or appointed and are not civil servants. The councils are the direct responsibility of the regional governor. Members of the district councils generally do not have university degrees.

Background to Training Needs

(Much of the following material is through the courtesy of Dr. El Shinnawy of the UNDP/World Bank Planning Team.)

The central Ministry of Finance and Planning is entrusted with the development of the national economic development plan. The plan is largely created at the national level, and little data from regional planning units is generally available. Although more regional data may exist, there are currently no functional mechanisms to transfer such material to the center. Laws relative to decentralization to effect the creation of such systems exist, but they have not been operationalized. While the Ministry of Planning and Finance creates and promulgates the national economic development plan, it has no means to monitor the plan's implementation by subministerial and regional agencies.

Training Needs

Training needs specific to regional planning efforts differ according to level and function of target staff. Training to meet these needs must be complementary.

Levels Q, DS, and B

These ranks represent the operational staff of the regional planning units. They are directly concerned with the planning of subregional projects, and levels "DS" and "B" also have implementation and monitoring responsibilities. While levels "Q" and "DS"

functions emphasize data-gathering, level "B" has a greater need for analytic tools. The most immediate needs at these staff levels are:

- Data gathering techniques with special emphasis on such approaches as spot, random, and stratified sampling survey techniques;
- Project design methodology;
- Operational methods for work with district councils; and
- Techniques to develop progress/implementation indicators for projects.

Group 5

Officers at Group 5 levels must coordinate subregional projects into programs that fit within the parameters of the national plan. They perform an objective planning function as well as the more political function of balancing available resources and local needs and creating from this balance a defensible proposal to the central government. The chief training need at this level is for data analysis and program development.

Group 3

Officers at this level must gain more skills in the development of policies for the use of regional governors. To do this effectively, they must be able to create and implement administrative and human systems of two-way communication to ensure the use of the best available data and to specify what data will be needed.

Central Ministry of Finance and Planning

The primary need in Khartoum relative to decentralization concerns lies in systems analysis and development to create

regional feedback mechanisms. Additionally, there is a need for central government involvement in regional training to ensure the development of complementary approaches.

District Councils

To a great extent, the district councils must serve as the eyes and ears of regionally based planners. Through a participative approach to their training, they should receive guidance in planning, data gathering, and monitoring and evaluation.

Support Staff

There is an enormous need for administrative, clerical, and secretarial skills training at the regional level. A large portion of project delays may be traced to this problem.

General

There are two training needs which apply to all functional levels:

- A need for some mutual training of supervisors and subordinates; and
- Specific and detailed training in evaluation and monitoring.

Summary of GOS Officer Comments

This section represents a summary of statements of need from six GOS planning officers drawn from both regional and central planning staffs:

- There is a need to understand the practical aspects of regional/rural development as a totality with special emphasis on the interrelationships of sectoral concerns;

- There is a need for a pragmatic and uniform approach to project design;
- There is a need for techniques to develop rapid and low-cost methods to gather data for project design;
- There is a need to learn rational decision methods to choose projects among competing sectoral interests;
- There is a considerable need for evaluation techniques including on-going methods for monitoring project implementation; and
- There is a widely stated need to learn communication and group methods to work with local project participants.

INITIAL RECOMMENDATIONS

It is clear that 15 working days are insufficient to state detailed or defensible recommendations. The first recommendation will simply be to gain more detailed information on training needs either to validate or alter the suggestions here. The foregoing suggests the directions that the next efforts might take. However, some tentative recommendations can and should be made with the clear understanding that they are tentative and require further investigation.

Creation of a Training Unit

There is a clear need for a permanent body of training experts within the general structure of the Ministry of Finance and Planning. Initially, such officers would be able to carry at least partial staff duties in addition to training, but would eventually be involved only in training. At the beginning, such a unit might involve the following staff:

- Trainers -- two officers at level "DS" or "B" with academic preparation at the Bachelor's level in a discipline that supports planning; and
- Clerical Staff -- at least two support staff would be needed with at least one having good typing skills.

Additional needs for such a unit would include: office space, typewriter, desks and filing space, and a photocopy machine. Provision should also be made for the development of a professional training library. Annual local budget funds would be needed. It is suggested either that Title II funds be made available for this activity or that external supplementary funding be sought.

A plan for the development of a training unit might be as follows:

- External consultant on three-month assignment to assist GOS in a first choice of candidates for the unit. These candidates might then be tasked to work with the consultant to prepare, implement, and evaluate a training course for regional staff. The consultant could then assist the GOS to choose the permanent staff. During this three-month period, a "training of trainers" experience (of about four months duration) should be arranged in a third country site such as Manila for each of the designated trainers;
- The external consultant assists the trainers and the GOS and the DAI/SRDP team to develop working methods and an initial training schedule. The total group develops internal evaluation methods;
- Trainers are sent abroad alternatively; and
- At the conclusion of the eight-month period of overseas training, the external consultant returns to assist in the refinement of the unit through the further design and implementation of training courses.

Such a small unit could not answer all of the regional training needs. It could, however, function both as a pilot attempt and as a role model for such units at the regional level. Eventually, a central unit would evolve into a resource facility to provide guidance and backup to regional efforts.

A Framework for Regional Training Under SRDP

Regional planners have immediate operational needs for skills. Annual budget cycles will not await the creation of a functioning training unit. The first resource for assistance in training is the long-term DAI team itself. One training course is now at a midway point. Lessons learned from this experience will strengthen and guide the next effort. Training for regional planning is a main feature of this project effort and will continue to be so. In-country expert resources will continue to meet operational needs.

A second resource is available to the project through DAI staff as suggested by DAI and USAID and concurred in by the GOS. Already-planned short-term consultants can assist the on-site team in the design and implementation of proximate training. All such formal training as well as day to day interaction between the DAI team and officers of the GOS also serve as process training as will the inevitable investigations of the supports and mechanisms for regional planning.

The next stage will be the further gathering of data relative to the system and its training needs. It is recommended that the initial suggestions of this report and subsequent data be used as the basis for a series of meetings between DAI and the appropriate central and regional officials to arrive at a specific plan to meet immediate needs and to develop a training unit to meet longer-range requirements.

ANNEX A

ILO REPORT: "TRAINING 1977-81"

MINISTRY OF NATIONAL PLANNING (MAY 2, 1981)

ANNEX A

ILO REPORT: "TRAINING 1977-81"

MINISTRY OF NATIONAL PLANNING (MAY 2, 1981)

THE PROBLEM WITH "TRAINING"

Statements:

"...22 percent of the Ministry's total professional staff of 148 are currently undertaking post-graduate studies overseas."[1]

"Of the twenty (being trained overseas)...at most five will return to the Ministry, and even then for an indeterminate period of time."[2]

"Funds available for training over the next three years exceed \$1 million."[3]

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1. Page 1, paragraph 1.
 2. Page 2, paragraph 3.
 3. Page 15, paragraph 34.

By the simplest of arithmetic, it would appear that up to \$750,000 will be wasted from 1981 through 1984.

A Definition:

The chief focus of this ILO report is postgraduate education which is multiyear and culminates in a degree or diploma. This formal education is "traditionally" labeled training in this report. Modern training through short, nondegree courses as described in the body of this report are addressed only in passing as "in-country training."

This report widely misses its own point. It correctly identifies the expensive problems related to long-term overseas training. . .and then advises the GOS how to better process and monitor overseas degree candidates and returnees. A "Planning Institute" is recommended which should be staffed by degree holders (foreign institutions) from the GOS. . .still more civil servants absent from an already pitifully small staff?

"In-country training" is alluded to, resources are vague, expensive foreign consultants seem to be the main source of trainers (as "related to their specialties"). Such courses appear to depend upon the availability of trainers rather than defined needs.

Despite having identified an enormous ministry turnover, no thought seems to have been given to the creation of an "in-country" training institution or the training of GOS trainers.

Finally, all attention seems focused on "high-level" GOS planning officers (presumably section or unit chiefs and above). No consideration is given at all to the young, inexperienced officers who do the bulk of the work. High-level officers (who remain in the Sudan) will still not be able to operationalize their skills when they return from overseas training -- the ILO report clearly admits this.

\$750,000!

These wasted funds could have:

- Paid for two years of technical service;
- Equipped a training unit with reproduction equipment, visual aids, office equipment and files;
- Staffed a training unit with officials and clerical support;

- Trained as many trainers in short courses abroad as needed for start-up; and
- Created a permanent GOS training resource that could both provide services to the Ministry of Finance and Planning and serve as a model for other GOS units.

Some formal academic training overseas is required -- but the models and costs must be more clearly thought through.

ANNEX B

OVERSEAS TRAINING UNDER SRDP

ANNEX B
OVERSEAS TRAINING UNDER SRDP

According to the current project design, a total of eight GOS regional planning officers are to be sent abroad to be trained to the M.Sc. level in planning-associated topics. If conditions noted in the ILO report on training (Appendix I) still obtain:

- Only two of the eight trained will ever work in a regional ministry;
- Their training may or may not be related to their actual jobs;
- Work agreements will not be enforced; and
- They will have no guidance on relating new academic skills to operational requirements...they will still require training.

The following suggestions are offered for a possible rethinking of this phase of the project:

- Reduce the total number of degree programs overseas to two;
- Amend the Project Agreement to make enforcement of reciprocal work agreements with degreed returnees a condition of project completion;
- Arrange degree programs specifically tailored to individual job requirements and place candidates in institutions with direct experience of the Sudan; and
- Re-program other available training funds to:
 - Train a number of trainers for short-courses in training in such a site as the "Philippines Rural Reconstruction Institute (PRRI), the AID/Washington short course in Project Design (Log Frame), and associated study tours to see modern training methods as used in the developing world,

- Fund staff, office equipment, and visual aid production and display equipment for two years, for a MOF&P training unit;*
- Provide up to 12 person-months of technical assistance to the training unit.

* An alternative would be to establish a training unit in, for instance, a university institute. The advantages would be chiefly to remove staff and operations from day to day operational requirements. The disadvantage might be that the MOF&P loses operational control of the unit and cannot get needed services according to its schedules.

ANNEX C

TRAINING NEEDS ASSESSMENT -- EXTRACT



Log (i)
 CD (i)
 Pers
 RCRt
 Admin
 Rel Bd

CHRO/SRP
 Mickelwait
 Barclay
 Buck
 Hannah
 Feaster

Development Alternatives, Inc.
 624 Ninth Street, N.W.
 Sixth Floor
 Washington, D.C. 20001

May 7, 1982

HAND CARRIED

Mr. Alexander D. Newton
 AFR/DR/EAP
 AID Washington, D.C. 25023

Dear Mr. Newton:

SUBJECT: Contract No. AFR-0012-C-00-1024-00, Sudan
 Rural Development Planning

Enclosed with this letter is a draft cable to be sent the fastest means possible to USAID/Khartoum. This cable nominates Mr. Alton C. Straughan for Training Needs Assessment Advisor in the Kordofan Region to the above cited project for posting in mid-May.

I would appreciate your sending this message to the mission and I would like a copy of the approval cable from the mission as soon as it is available.

Thank you for your assistance. Please do not hesitate to call if you have any questions.

Sincerely yours,

Barbara Giliberti

Barbara Giliberti
 Director of Contract
 Administration

enc: Draft Cable
 Contractor Employee Biographical Data Sheet
 Information Copy, Telexed Resume

CABLE TO USAID/KHARTOUM

Ref: Contract No. AFR-0012-C-1024-00, Sudan Rural Development Planning Project

Development Alternatives, Inc., and Edwin G. Charle, Chief of Party, nominate Mr. Alton C. Straughan, Jr. for Training Needs Assessment Advisor in the Kordofan Region.' The advisor will work with professional planners in the Government of Sudan and with expatriate advisors to:

1. Assess the technical and managerial capabilities of individuals working as professional planners in junior and middle levels of central and regional ministry offices and the capabilities of individuals assigned planning duties in district councils in rural areas of Kordofan and Southern Region of Sudan.
2. Assess deficiencies in the professional qualifications of these individuals in terms of the planning objectives of the GOS which might be addressed through training programs.
3. Help to devise and plan training programs to respond to these needs including short and long term, formal and informal programs in Sudan and overseas.

Mr. Straughan is a training specialist with over ten years experience. He is presently a DAI associate in Indonesia working on marketing initiatives. He has worked as a nonformal education and training advisor in Thailand, Bangladesh, Kenya and Vietnam. He had completed coursework toward a Ph.D. in applied anthropology and has degrees in Spanish and German. His complete telexed resume is available in Khartoum.

Mr. Straughan expects to travel to Khartoum on or about May 19, 1982, and his assignment will last approximately six weeks.

UNCLASSIFIED
Department of State

TELEGRAM

PAGE 01 KHARTO 04680 201149Z
ACTION AID-15

0044 005940 AIDY208

ACTION OFFICE AFDR-06

INFO AAAF-01 AFEM-03 AFEA-03 AAST-01 STRD-02 AFDA-01 RELO-01
~~IAF-01~~ MAST-01 AFPM-01 /021 A4 820

INFO OCT 00 AMAD-01 /036 W

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FM AMEMBASSY KHARTOUM
TO SECSTATE WASHDC IMMEDIATE 6750

UNCLAS KHARTOUM 4680

AIDAC

E.O. 12958: N/A
SUBJECT: RURAL DEVELOPMENT PLANNING 650-0012; STRAUGHAM ETA

REF: STATE 135394

USAID/EMBASSY CONCUR IMMEDIATE ARRIVAL OF STRAUGHAM.
KONTOS

AFDR
AIDAC
ACTION OFFICE