

No. 87

ECONOMIC COMMISSION FOR AFRICA

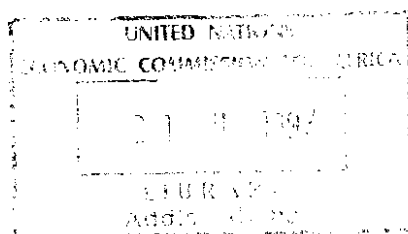
**ECA TRAINING PROGRAMME
AND
TRAINING INFORMATION NOTICE**



COMMISSION ECONOMIQUE POUR L'AFRIQUE

**PROGRAMME DE FORMATION
DE LA CEA ET
NOTICE SUR LA FORMATION**

December 1996



Decembre 1996

UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA
ADDIS ABABA
ETHIOPIA

NATIONS UNIES
COMMISSION ECONOMIQUE POUR L'AFRIQUE
ADDIS ABABA
ETHIOPIE

PART I - PARTIE I

BULLETIN ON ECA TRAINING PROGRAMME NO. 42
BULLETIN SUR LE PROGRAMME DE FORMATION DE LA CEA NR. 42

PART II - PARTIE II

TRAINING INFORMATION NOTICE NO. 87
NOTICE SUR LA FORMATION NR. 87

Public Administration, Human
Resources and Social Development
Division

Division de l'Administration publique
ressources humaines et developpement
social

PART I - PARTIE I

BULLETIN ON ECA TRAINING PROGRAMME NO. 42
BULLETIN SUR LE PROGRAMME DE FORMATION DE LA CEA NR. 42

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INTRODUCTION

This publication contains information on training programmes and areas such as industry, human settlements, natural resources, engineering, management, education, economics, health, etc.

It is divided into two parts. Part one, entitled **ECA Training Bulletin**, provides advance information on ECA's planned training courses, workshops and seminars to enable interested training institutes, the various services of government and, where applicable, interested parastatals and private establishments to better plan their participation in the various events organized in conjunction with other activities of the Secretariat. The implementation of planned activities is, however, subject to the availability of funds.

Part two, entitled **Training Information Notice**, gives detailed information on current training opportunities offered to African nationals. The aim of the Notice is to bring to the attention of member States training opportunities available to them through external assistance; to stimulate interest in taking advantage of available facilities; and, to encourage them to utilize these facilities for the training of personnel needed for the implementation of development programmes.

The publication is issued every June and December. Copies of each issue of the publication are sent to offices designated by governments to co-ordinate training programmes.

It is particularly requested that these offices should endeavour to expeditiously distribute copies of the publication to executives, ministries, training centres, educational institutions and appropriate public enterprises likely to be interested in training courses, workshops, seminars and other training opportunities announced by ECA.

ECA would be happy to give publicity to specialized training courses, workshops and seminars, organized by member States which are open to trainees from other African countries. In this connection, full particulars about such courses should be communicated to the Secretariat four to six months in advance of the closing date for receiving nominations for courses.

Although every effort is made to transmit information as accurately as possible, neither the donor countries nor the Commission can assume responsibility for any inadvertent error that may occur in this publication. Applicants are therefore requested to cross-check information with the donor countries and organizations concerned, particularly as regards financial and other conditions.

ECA/PHSD/HRP/TIN/96/7
Part I

Request for additional copies of this publication and further enquiries on any of the planned ECA training courses, workshops and seminars may be directed to :

The Chief
Public Administration, Human Resources and
Social Development Division
Economic Commission for Africa
P.O.Box 3001
Addis Ababa
Ethiopia

INTRODUCTION

La présente publication contient des informations sur les programmes possibilités, ateliers et séminaires de formation existant en Afrique et en dehors du continent et concernant divers domaines tels que l'industrie, les établissements humains, les ressources naturelles, l'ingénierie, la gestion, l'éducation, l'économie, la santé, etc.

Elle est divisée en deux parties. La première, intitulée **"ECA TRAINING BULLETIN"**, contient des informations sur les stages, ateliers et séminaires de formation que la CEA envisage d'organiser pour aider les établissements de formation intéressés, les différents services gouvernementaux et, le cas échéant, les établissements para-publics et privés intéressés à mieux planifier leur participation aux différentes manifestations organisées en même temps que d'autres activités du secrétariat. L'exécution des activités prévues est toutefois subordonnée à l'existence de fonds.

La Seconde partie, intitulée **"TRAINING INFORMATION NOTICE"**, contient des informations détaillées sur les possibilités de formation actuellement offertes aux ressortissants africains. Ce bulletin a pour objectifs de porter à l'attention des Etats membres les possibilités de formation disponibles à travers l'assistance extérieure, d'amener les Etats à tirer profit des services disponibles et de les encourager à recourir à ces services en vue de la formation du personnel nécessaire à l'exécution des programmes de développement.

Cette publication paraît tous les ans en juin et en décembre. Des exemplaires de chaque numéro sont envoyés aux services désignés par les Etats pour la coordination des programmes de formation.

Il est en particulier demandé à ces services de tout faire pour distribuer rapidement les exemplaires aux responsables, aux ministères, aux centres de formation, aux établissements d'enseignement et aux entreprises publiques compétentes qui pourraient être intéressées par des stages, ateliers, séminaires et autres possibilités de formation annoncée par la CEA.

La CEA serait heureuse de faire la publicité des stages, ateliers et séminaires de formation spécialisée qui sont organisés par les Etats membres et qui sont ouverts à des stagiaires provenant d'autres pays africains. A cet égard, des renseignements complets sur ces stages devront être communiqués au secrétariat quatre à six mois avant le dernier délai fixé pour la réception des candidatures.

Bien que tous les efforts soient faits pour transmettre les informations avec autant de précision que possible, ni les pays donateurs ni la Commission ne sauraient être tenus responsables d'une quelconque erreur commise négarde dans cette publication. Les candidats sont donc priés de vérifier les informations auprès des pays donateurs et des organisations intéressés, en particulier pour ce qui est des conditions financières et autres.

Des exemplaires supplémentaires de la présente publication ainsi que des informations sur son contenu peuvent être obtenus à l'adresse suivante:

The Chief
Public Administration, Human Resources
and Social Development Division
Economic Commission for Africa
P.O. Box 3001
Addis Ababa
Ethiopia

**I ECA POST-DOCTORAL FELLOWSHIP IN THE ECONOMICS
OF DEVELOPMENT**

Medium of instruction: English and French

Background: Every year, scores of young Africans complete programmes of doctoral studies in economics. While some of research work focuses on African economic problems and is conducted within Africa, a lot of others are carried out abroad on economic issues or problems of development which are of very little relevance in the African context. It is the realization that African economists need to be exposed to pragmatic economic research and thinking pertinent to the continent's need and requirements early in their careers that has given rise to this Post-Doctoral Fellowship Programme. ECA, in the context of its role in Africa's development and socio-economic transformation, is in a unique position to provide the required intellectual leadership and environment through its programmes on development issues and policies. In assisting newly graduated young African scholars to sharpen and widen their grasp and knowledge of contemporary African economic issues and problems and in providing them with a ready laboratory for applied economics work in the application of economic ideas and methodology, the Post-Doctoral Fellowship Programme will equip them for future roles and tasks in African economic management and development engineering.

Purpose and Activities: The Primary objective of the fellowship is to encourage young Ph.D. graduates to conduct research which will stimulate, foster, advance and promote a better understanding, appreciation and resolution of significant, contemporary or emerging African common economic problems as they relate to development and to allow them to acquire professional experiences that will be beneficial to their future careers.

The secondary objective is to encourage the availability of research findings that will assist African planners, policy makers as well as scholars in their development efforts.

Eligibility: The fellowship is open to all young African graduates who have recently completed their PH.D degree in economics and who are interested in policy-oriented research in current issues related to social and economic development in Africa in which the Activities will concern experimental research devoted to assist African countries to develop effective systems for managing their economics in general and their resources and ecology in particular.

Experience of one or two years in a teaching and/or research institution or government economic policy organs is recommended. Candidates should be well versed in modern macro-economics with a special interest in fields such as general economic theory

applied to the problems of developing countries, economic growth, development planning theory and policy, monetary and fiscal theory and policy and public finance in developing countries, international trade theory, trade relations, commercial policy and international economic integration, business finance and investment, and structural adjustment and transformation in developing countries.

Qualifications include a Ph.D in economics, substantive knowledge of one or more of the subjects enumerated above, ability to conduct qualitative and quantitative research involving large database, and good writing and communication skills.

Three areas of research are involved:

Research Area 1:

Economic development planning, history, strategies, techniques and process (sectoral development);

Research Area 2:

Macro-economics, money and banking institutions, and public finance in developing African countries (structural adjustment with transformation);

Research Area 3:

International trade and finance in Africa's development process (inter-African trade, economic cooperation and integration, development finance and aid).

Terms of Fellowship:

- (a) A round-trip air ticket;
- (b) Yearly research allowance ranging from US\$20,000 to US\$25,000 payable monthly;
- (c) The fellowship is tenable for a maximum period of 12 months without extension;
- (d) The post-doctoral research fellow should participate in the research activities of ECA (Socio-Economic Research and Planning Division) and in the workshops and conferences organized by ECA to discuss the Research findings with the African planners, policy-makers and scholars;
- (e) Fellows will spend the year working at the ECA headquarters' facility devoting full time to their research. They will be provided with extensive support including computer hardware, access to library resources, secretariat services and so forth. However, they should arrange for their housing in Addis Ababa (at cheap hotels or elsewhere within their own budget).

Application: Applicants should send (i) application letter, (ii) detailed curriculum vitae, (iii) research interest proposal dealing with one of the current economic problems facing the African continent, not to exceed five type-written pages, stating clearly research hypotheses, a critical review of the existing literature, the methodology to be used as well as expected results; and (iv) two letters of reference including at least one from a member of the institution with which the applicant is affiliated.

Application form and further information may be obtained from:

The Executive Secretary
United Nations
Economic Commission for Africa (ECA)
P.O.Box 3001
Addis Ababa
Ethiopia

Bourse de la CEA pour des recherches post-doctorales en économie du développement

Langues de travail: Anglaise et Française

Historique: Chaque année, de nombreux jeunes africains terminent des études de doctorat en économie. Si certains des travaux de recherche sont axés sur des problèmes économiques africains et sont effectués en Afrique, beaucoup d'autres sont effectués à l'étranger et portent sur des questions ou problèmes de développement qui n'ont que peu d'utilité dans le contexte africain. Il a été estimé que les économistes africains doivent, tôt dans leur carrière, se familiariser avec une recherche et des idées dans le domaine économique qui aient un rapport avec les besoins du continent et c'est pourquoi cette bourse pour des études post-doctorales a été créée. Le rôle de la CEA dans le développement et la transformation socio-économique du continent lui confère une position unique pour donner les directives nécessaires par le biais de ses programmes relatifs aux questions et politiques de développement, en aidant de jeunes africains nouvellement diplômés à mieux cerner les questions et problèmes économiques de l'Afrique contemporaine et en leur servant de laboratoire pour des travaux d'économie appliquée en ce qui concerne les idées et méthodologies économiques. Le programme de bourses d'études post-doctorales leur donnera les moyens nécessaires pour entreprendre les tâches futures dans les domaines de la gestion économique et de l'organisation du développement en Afrique.

But et activité: Le but primordial de la bourse est d'encourager des jeunes titulaires du doctorat à entreprendre des travaux de recherche qui stimuleront, favoriseront une compréhension meilleure ainsi que la solution des problèmes économiques ayant trait au développement et de leur permettre d'acquérir une expérience professionnelle qui leur sera utile dans leur future carrière.

Le second but est d'encourager la réalisation des travaux de recherche dont pourront se servir les planificateurs, les responsables et les spécialistes dans leurs efforts visant à assurer le développement.

Les activités consisteront en une recherche expérimentale et sur le développement ayant pour objet d'aider les pays africains à mettre en place des mécanismes efficaces de gestion de leurs économies en général et de leurs ressources écologiques en particulier.

Conditions requises: Peut faire acte de candidature tout jeune africain venant de terminer son doctorat en économie et s'intéressant à la recherche sur les politiques portant sur les questions d'actualité liées au développement économique et social en Afrique dont s'occupe la Commission pour l'Afrique. Une d'enseignement et/ou de recherche ou dans une organe public s'occupant des activités et politique économiques est souhaitable.

Les candidats doivent être bien familiarisé avec la macro-économie moderne et s'intéresser, en particulier, aux domaines suivants: théorie d'économie générale appliquée aux problèmes de pays en développement, croissance économique, théorie et politique de planification du développement, théorie et politique monétaire et fiscale, finances publiques dans les pays en développement, théorie du commerce international, relations commerciales, politique commerciale et intégration économique internationale, finances et investissement dans les affaires, ajustement structurel et transformation dans les pays en développement.

Il est exigé un titre de doctorat en économie, connaissance approfondie d'un ou plusieurs des sujets susmentionnés, aptitude à conduire des travaux de recherche, qualitative et quantitative faisant appel à une importante base de données, aptitude à bien rédiger et à communiquer.

Les trois domaines de recherches comprennent:

Domaine de recherche 1: Planification du développement économique: évolution, stratégies, techniques et modèles (développement sectoriel);

Domaine de recherche 2: Analyse macro-économique, monnaie, crédit, et finance publique dans les pays africains en développement (ajustement structurel avec transformation);

Domaine de recherche 3: Rôle des relations commerciales et financières internationales dans les processus du développement de l'Afrique, (commerce inter-Africain, coopération et intégration économiques, les flux financiers et aide pour le développement).

Modalités de la bourse:

- un billet aller-retour
Prime de recherche annuelle, d'un montant compris entre 20.000 \$E.U et 25.00 \$E.U., versée mensuellement pendant une période de 12 mois aux maximum;
- La bourse est accordée pour une période de 12 mois au maximum sans renouvellement;

- Le boursier de recherche participe aux travaux de recherche de la CEA (Division de la recherche et de la planification socio-économique ainsi qu'aux séminaires et conférences organisés par la CEA ou discutent les responsables et les spécialistes africains;
- Les boursiers sont tenus de travailler durant toute l'année au siège de la CEA se consacrant à temps plein à leur recherche. Il leur sera fourni de toutes les facilités et supports logistiques extensifs y compris l'accès à l'ordinateur, à la bibliothèque, aux services divers du secrétariat de la CEA etc. Cependant, ils devront s'arranger pour leur logement à Addis Abèba (dans des hôtels à moins chers ou autrement par leurs propres moyens budgétaires).

Demande: La Demande doit comporter:

- (i) une Demande (écrite) de bourse post-doctorale;
- (ii) un curriculum vitae détaillé;
- (iii) une proposition de sujet de recherche sur l'un des problèmes économiques actuels du continent africain, ne dépassant pas cinq pages-écrites et décrivant clairement les hypothèses de recherches, l'examen critique de la littérature existante, la méthodologie à utiliser aussi bien les résultats attendus;
- (iv) deux lettres de référence dont une doit provenir d'un membre de l'institution à laquelle le candidat est affilié.

Date limite de dépôt des candidatures: Au plus tard le 30 décembre chaque année.

Les formulaires de candidature ainsi que tout autre renseignement peuvent être obtenus auprès de:

Le Secrétaire Exécutif
Commission Economique des
Nations Unies pour l'Afrique
B.P. 3001
Addis Abéba, Ethiopie

II. AFRICAN CENTRE FOR WOMEN

Project 1: Fostering Women's Leadership Roles

Medium of instruction: English

Location: Not yet known

Duration: To be decided

Objectives: For African women in existing leadership positions as well as local candidates who have demonstrated leadership potentials within their communities.

Programme:

- (a) Leadership skills training: This will be for African women in existing leadership positions as well as local candidates who have demonstrated leadership potential within their communities. There will be direct training and training of trainers. In 1997 there will be a seminar through which women will be trained in leadership and self-esteem skills. Training programmes will be organized in collaboration with the Eastern and Southern Africa Management Institute (ESAMI), other African institutes and leading international organizations.
- (b) Fellowship Programme for training women leaders: In 1997, a one-month long training programme will be held within the first half of the year and another will be held within the second half of the year.
- (c) Conferences, seminars, workshops or symposia will be held once in 1997. They will be organized along thematic lines focusing on critical aspects and subjects related to women's leadership and decision-making roles. They will draw upon women leaders from the public and private sectors, the judiciary, trade unions, grassroots movements, political parties and NGOs in selected countries.

Admission Requirements: See objectives

Number of participants: To be decided

Deadline: As yet to be decided

Financing fellowship: None

Project 2: Promoting the Economic Empowerment of Women in Africa

Medium of instruction: English

Location: One in Asia, another venue as yet to be identified

Duration: 1997

Objectives: Focus on the needs of women at the top management/decision-making levels, successful businesswomen and entrepreneurs.

Programme:

- (a) Study Tours: Two 10-day long study tours will be organized for 1997. The target audience will be women at the top management/decision-making levels, successful businesswomen and entrepreneurs. Activities will be focused on the needs of the two groups and improving enterprise development. Each study tour will be for 15 women. The first one will be undertaken in Asia and will give an opportunity to learn how Asian countries addressed the issue of poverty. The leadership Fund is expected to cover the cost of travel and subsistence allowance for three women from each sub-region of Africa.
- (b) Managerial training: Aspects of marketing, negotiation skills, entrepreneurship and leadership will be taught. This will be a course of 2 week' duration organized and conducted in collaboration with existing African training institutions. This will be at the sub-regional level. The beneficiaries will be businesswomen and entrepreneurs with emphasis on the agricultural sector/agro-industries and manufacturing. They will acquire new skills and competencies in their operational activities including increased productivity.
- (c) Colloquium: This will bring together 35 participants for 5 days. The focus will be on the role of women in the economic reforms and transformation.

Admission Requirements: See sub paragraphs (a), (b) and (c)

Number of participants: Refer to sub-headings (a), (b) and (c)

Deadline: As yet to be decided

Financing fellowship: 3 women from each sub-region to be sponsored by the leadership fund.

Project 3: Promotion of Women's Human and Legal Rights

Medium of instruction: English

Location: N.A.

Duration: 5 days each

Objectives: Training of Trainers

Programme:

- (a) Training of Trainers: Two to three seminars will be held at the sub-regional level (Southern, Eastern and Central Africa and West and North Africa). Each seminar will be of 5 days' duration. Topics to be covered include: strategies for promoting legal literacy among women with regard to their civil, legal and reproductive rights; development of skills for legal, policy and cultural-impact analysis, for lobbying and coalition-building; creation and management of community legal services; effective packaging and information dissemination for awareness creation. Three participants from each country will be invited to attend. They could include legal professionals, law enforcement officials, leaders of national machineries responsible for the advancement of women, parliamentarians, government officials responsible for national policy formulation, leaders of NGOs, community groups and the media.
- (b) Development of a human and legal rights curricula appropriate for primary and secondary schools. A regional conference on human and legal rights curricula will follow.

Admission Requirements: As yet to be decided

Number of participants: -"-

Deadline: -"-

Financing fellowship: Under study

Project 4: Implementing Regional and Global Platforms for Action

Medium of instruction: English

Location: N.A.

Duration: N.A.

Objectives: To implement Regional and Global Platforms for Action

Programme:

- (a) Training in gender analysis, gender responsive planning and programming and gender mainstreaming for various actors including: top level government civil servants, policy makers, planners and women leaders in charge of national machineries. Training materials will also be developed.
- (b) Sub-regional/regional consultations/Experts Group meetings. Issues drawn from the Platforms for Action will be the focus. Participants will include experts, NGOs and other actors involved in gender issues for the implementation of the Platforms. Eminent women will be invited to address high level consultations.
- (c) Study Tour: This will be organized for women leaders by group of interest (parliamentarians, entrepreneurs, community leaders etc.) at national and sub-regional levels.
- (d) Training on indicators for measuring change in the status of women at the national and sub-regional levels. Participants will include: researchers, programme officers in sectoral ministries, NGOs and other groups involved in the implementation of the platforms.

Admission Requirements: N.A.

Number of participants: N.A.

Deadline: N.A.

Financing fellowship: None

III. TRANSPORT, COMMUNICATION AND TOURISM DIVISION

Project 1: ECA/PMAESA/ECLAC Port Modernization Course: A
 Pyramid of Inter-related Challenges

Medium of instruction: English

Location: Mombasa

Duration: 3 days, 2nd Quarter of 1997

Programme:

- (i) Evaluation of technical market and legal challenges facing ports
- (ii) formulation of a regulatory framework and evaluation of options for private participation in public sector ports
- (iii) discuss issues concerning port labour reforms.

Objectives: Port Market, Technologies, Institutional framework, Private participation in public sector ports, Government measures to ensure commercialization of ports, market-based port reforms, impact of containers in port productivity.

Admission Requirements: Senior port management officials

Number of participants: 30

Deadline: March 1997

Financing fellowship: None

Project 2: Ad-hoc Expert Meeting on Transport Statistics

Medium of instruction: English

Location: Addis Ababa

Duration: 4 days, 4th Quarter of 1997

Objectives: To review, harmonize and standardize performance indicators covering all modes of transport including methodology for their calculation.

Programme: Presentation of performance indicators prepared by ECA and by experts covering roads, railways, maritime transport, air and inland water transport. Formulation and preparation of draft guidelines on transport performance indicators for publication and dissemination.

Admission Requirements: Transport statisticians from ministries of transport, transport agencies, national statistical offices and ministries of planning.

Number of participants: 16

Deadline: August 1997

Financing fellowship: None

Project 3: FORUM on Transport in Africa

Medium of instruction: English and French

Location: Cairo (Egypt)

Duration: 3 days, 4th Quarter of 1997 to be held at the same time with the 11th meeting of the Conference of African Ministers of Transport and Communication.

Objectives: To review emerging issues in African Transport development and provide opportunities for African decision makers to discuss development issues with representatives of financing institutions, agencies and high international experts in order to devise common strategies and secure support for specific projects.

Programme: Focus on key success areas such as facilitation, privatization, etc.

Admission Requirements: Ministers, high level officials of transport and communication sector, academicians.

Number of participants: Around 150

Deadline: August 1997

Financing fellowship: None

IV. PORT MANAGEMENT ASSOCIATION OF EASTERN AND SOUTHERN AFRICA (PMAESA)

ASSOCIATION DE GESTION DES PORTS DE L'AFRIQUE DE L'EST ET AUSTRALE, MOMBASA, KENYA

Project 1: Certificate Course in Clearing, Warehousing and International Freight Forwarding (C.W.I.F.)

Medium of instruction: English

Location: Bandari College, Mombasa, Kenya

Duration: 10 Weeks, February - April 1997

Objectives: The course is designed to serve training needs of Clearing, Forwarding and Warehousing industry. The Training package aims at maximising and harnessing participants' productive capabilities for their respective organizations.

The participants will be able to:

- (a) Describe correctly the shipping procedures and the juridical implications relating to Bills of Lading and Charter parties in the Commercial Aspects of Maritime Law.
- (b) Identify the areas in the movement of general cargo and its documentation procedures in Ports (Port of Mombasa will be used as an example).
- (c) Distinguish between various shipping activities in the liner and bulk shipping.
- (d) Establish the basic port and shipping techniques currently used in containerisation.
- (e) Prepare the necessary customs documents for the purpose of Practical Freight Forwarding and Warehousing of import and export goods.

Programme:

- (a) Introduction
- (b) Port Operations
- (c) Maritime Transport Economics
- (d) Legal Aspects of Commercial Shipping Operations
- (e) Cargo Storage and Warehousing
- (f) International Freight Forwarding
- (g) Management of General Cargo Operations

- (h) Container Shipping Concept and Technology
- (i) Management
- (j) Computer Appreciation
- (k) International Banking

Admission requirements: Be actively engaged either continuously or part time in maritime related activities.

Fees:

Application form and further information may be obtained from:

Principal
Bandari College
P.O. Box 99469
Mombasa
Kenya

or,

The Secretary General
PMAESA
P.O. Box 99209
Mombasa, Kenya

Tel.: (254) 11 223245/221975/6 ext. 4270
Fax: (254) 11 228144/315398/311867

**PORT MANAGEMENT ASSOCIATION OF EASTERN AND SOUTHERN AFRICA
JOINTLY WITH PORT MANAGEMENT ASSOCIATION OF WEST AND
CENTRAL AFRICA**

Project 2: African Port Symposium

Medium of instruction: English and French

Location: Bandari College, Mombasa, Kenya

Duration: Five days, 21 - 25 April 1997

Objectives: Assemble key players in the port sector to deliberate on crucial issues facing African ports and propose solutions to problems impeding port efficiency and productivity.

Programme:

Admission requirements: Involvement in port sector.

Fees:

Application form and further information may be obtained from:

Principal
Bandari College
P.O. Box 99469
Mombasa
Kenya

or,

The Secretary General
PMAESA
P.O. Box 99209
Mombasa, Kenya

Tel.: (254) 11 223245/221975/6 ext. 4270
Fax: (254) 11 228144/315398/311867

**V. PORT MANAGEMENT ASSOCIATION OF WEST AND CENTRAL AFRICA
(PMAWCA), LAGOS, NIGERIA/ASSOCIATION DE GESTION DES PORTS
DE L'AFRIQUE DE L'OUEST ET DU CENTRE**

Project 1: PMAWCA Vocational Training Centre

Medium of instruction: French

Location: Cotonou (Republic of Benin)

Duration: Different Durations for Different Models

Objectives: Train port mechanics in the maintenance of port equipment.

Programme: Training in the maintenance of Forklift, maintenance of diesel engines maintenance of electrical devices of automobiles and engines.

Admission requirements: Staff responsible for the maintenance of port equipment in member ports.

Number of participants: About 30 trainees.

Fees:

Application form and further information may be obtained from:

Port Management Association of West
and Central Africa (PMAWCA)
12, Park Lane, APAPA
Lagos, Nigeria

Tel.: (234-1) 587 12 78/587 79 77

Fax: (234-1) 587 12 78/587 79 77

OR

Liaison Office
B.P. 11-0093
Cotonou
Benin

Tel.: (229) 31 02 41

Fax: (229) 31 02 91

Project 2: Round Tables of Seminars on the Creation of Port Communities

Medium of instruction: English/French

Location: Within the sub-region i.e. yet to be determined

Duration: To be determined

Objectives: To nurture healthy relationships between the ports authorities, maritime transport undertakings and the local city/governments.

Programme: Establishment of a permanent forum for regular interaction between the ports and the communities where they are located.

Admission requirements: Staff of member ports of the association maritime industry operation and local city/government officials.

Number of participants:

Fees:

Application form and further information may be obtained from:

Port Management Association of West
and Central Africa (PMAWCA)
12, Park Lane, APAPA
Lagos, Nigeria

Tel.: (234-1) 587 12 78/587 79 77
Fax: (234-1) 587 12 78/587 79 77

OR

Liaison Office
B.P. 11-0093
Cotonou
Benin

Tel.: (229) 31 02 41
Fax: (229) 31 02 91

Project 3: IAPH/PMAESA/PMAWCA Workshop in Africa

Medium of instruction: English/French

Location: Mombasa, Kenya

Duration: 5 days, 21-25 April 1997

Objectives:

- To promote and increase the efficiency of ports by exchanging information relative to new techniques.
- To facilitate the formulation of common positions, policies or plans on questions of common interest and present such at regional and international discussions.
- To develop and foster good relations and collaboration among all ports.

Programme: Theme is regional cooperation and port development other sub-themes: improving ports efficiency, environmental pollution and security in ports, and port pricing and development.

Admission requirements: Staff of member ports of the organisers.

Number of participants:

Fees:

Application form and further information may be obtained from:

Port Management Association of West
and Central Africa (PMAWCA)
12, Park Lane, APAPA
Lagos, Nigeria

Tel.: (234-1) 587 12 78/587 79 77

Fax: (234-1) 587 12 78/587 79 77

OR

Liaison Office
B.P. 11-0093
Cotonou
Benin

Tel.: (229) 31 02 41

Fax: (229) 31 02 91

Project 4: Seminar on the Harmonisation of Safety and Security Procedures in Ports of the Sub-region

Medium of instruction: English/French

Location: to be determined

Duration: Yet to be determined

Objectives: Strengthening of sub-regional cooperation through communication and brainstorming. The pooling of resources to combat common problems providing a forum for the exchange of ideas on the magnitudes and facets.

Programme: The seminar will address issues such as safety of ships in ports, safety of ports, safety of navigation in ports and their approaches, safety of pilotage, security of cargo, security of port equipment.

Admission requirements: Staff of member ports of the association.

Number of participants:

Fees:

Application form and further information may be obtained from:

Port Management Association of West
and Central Africa (PMAWCA)
12, Park Lane, APAPA
Lagos, Nigeria

Tel.: (234-1) 587 12 78/587 79 77
Fax: (234-1) 587 12 78/587 79 77

OR

Liaison Office
B.P. 11-0093
Cotonou
Benin

Tel.: (229) 31 02 41
Fax: (229) 31 02 91

Project 5: PMAWCA Language Training Courses

Medium of instruction: English for non anglophones/French for non Francophones

Location: Abidjan and Lome (French) Accra (English)

Duration: Six weeks

Objectives:

- a. Facilitate direct communication and effective interpersonal exchanges
- b. Dismantle barrier inherent in diverse language backgrounds thereby engendering mutual understanding and unity

Programme: Training in languages to enable participants communicate unhindered during meetings and interactions also two (2) weeks practice attached to local member port.

Admission requirements: Middle level managers from member ports.

Number of participants: 4 participants per member viz 128 participants.

Fees:

Application form and further information may be obtained from:

Port Management Association of West
and Central Africa (PMAWCA)
12, Park Lane, APAPA
Lagos, Nigeria

Tel.: (234-1) 587 12 78/587 79 77
Fax: (234-1) 587 12 78/587 79 77

OR

Liaison Office
B.P. 11-0093
Cotonou
Benin

Tel.: (229) 31 02 41
Fax: (229) 31 02 91

VI. REGIONAL CENTRE FOR SERVICES IN SURVEYING MAPPING AND REMOTE SENSING
CENTRE REGIONAL DE TOPOGRAPHIE, CARTOGRAPHIE ET TELEDETECTION, NAIROBI, KENYA

P.O.Box 18118
Telephone 803320-9
Telex 25285 KEREKS KE
Fax 254 2 802767
Nairobi, Kenya

Objectives: In the broad sense, the objective of the Centre is to develop and utilize the techniques of remote sensing, mapping and geographic information systems to generate information in suitable formats for the purpose of identifying and developing the natural resources of the sub-region and management of the environment.

Programme: The Centre conducts basically three types of courses:

- (i) Regular courses organized by the Centre
- (ii) Tailor-made courses organized by the Centre, upon request by a country or a particular organization.
- (iii) Courses organized jointly by the Centre and other organizations at the request of those organizations.

In addition the Centre usually hosts international conferences, upon request by organizations, to disseminate findings of research results.

The courses in this brochure are those from category (i) and usually last between 3-12 weeks.

Participants: Participants apply to attend any particular course by completing special forms available from the Centre. The applicants are expected to be actively engaged in the professional area which the courses address. For each course listed herein, an indication of the minimum entry requirements is given.

Cost and Funding:

- a) The Centre currently runs on a very tight budget and thus unable to fund the courses. So far there are two ways by which participants can obtain sponsorship.

(i) Donor sponsorship

There are courses that are solely sponsored/funded by donors. Currently the donors for such courses are notably: European Space Agency (ESA), French Technical Assistance Grant (FTA), United Nations Outer Space Affairs Department (UNOSAD), Food and Agriculture Organization (FAO), International Bank for Reconstruction and Development (IBRD), United Nations Environmental Programme (UNEP), United Nations Development Programme (UNDP) among others. Expenses covered by the donors in such sponsorship are usually tuition fees and DSA. Unless the donor offers to pay for travel expenses to and from Nairobi, participants will have to seek alternate travel support.

(ii) Sponsorship by participants' Agencies or self-Sponsorship

Participants are required to raise funds to meet all expenses for travel, tuition fees and DSA. In most cases such expenses are met by the employers/governments of the participants. Most employers seek such sponsorship from aid and assistance giving organizations such as UNESCO, Commonwealth Secretariat, European Union, UNDP, British Council, DANIDA, CIDA, etc. As a way of reducing training costs while training more people, training courses can also be conducted in any of the member countries upon request by such country or an interested organization in such a country. In such a case, the host country or organization meets the accommodation and living expenses of the training officers (resource persons).

Accommodation: The Centre does not provide boarding and lodgings. It, however, usually identifies and arranges with suitable hotels within Nairobi. Boarding and lodging expenses are payable out of the participant's DSA. In some cases, the Centre may pay accommodation charges in advance and requests for the reimbursement of the equivalent from the sponsor who deducts it from the participants' DSA

Certificates: Upon successful completion of the course, each participant is provided with a certificate of participation.

Application forms: Persons wishing to attend any course within our training programme should complete (fill in) in duplicate the application and employer certificate forms which can be obtained from the Centre. Completed forms should be sent directly to:

Director General
RCSSMRS
P.O.Box 18118
Nairobi, Kenya
Tel: 254-2-803320-9, Fax: 254-2-802767
Tlx: 25285 KEREKS KE

SURVEYING, GEODESY AND PHOTOGRAMMETRY

It is planned that at least seven training courses will be held in 1997. There will be four courses in Geodetic Surveying and three courses in Cadastral and Engineering Surveying.

Geodetic Surveying Courses

Project 1: Fundamentals of GPS and Applications

Medium of Instruction: English

Location: The course will be held at the Centre's Headquarters in Nairobi

Duration: 4 weeks course in April 1997.

Eligibility: The course is suitable for professional surveyors. Minimum qualification is a first degree or advanced diploma in surveying.

Objectives: To introduce the participants to concepts, applications and use of GPS Surveying techniques in land and engineering surveying. To provide a detailed study of GPS developments, to review data on GPS hardware and software for user requirements.

Programme: What is GPS - how does GPS work, satellite ranging, range determination, time measurement, satellite position in space, ionospheric and atmospheric corrections, codes, DPGS, satellite geometry and accuracy, space, control and ground segments, S.A status, DOP, navigation and surveying modes, C/A P and Y codes. GPS applications and development in establishing a unified geodetic control for a country or a continent, choice of GPS receivers and software. Post processing and software development.

<u>Fees:</u>	Tuition fees:	US\$2,500
	Subsistence:	US\$1,800

Sponsorship: Participants/Employers

Project 2: Geodetic Networks Analysis and Strengthening

Medium of Instruction: English

Location: The course will be at the Centre's Headquarters, in Nairobi

Duration: 4 weeks course in September 1997. The exact date will be communicated later.

Eligibility: The course is targeted at supervisors of geodetic surveying sections involved in network planning and design, computation and execution. A Bsc or HND is minimum requirement. Participants should be conversant with the use of PCs in survey computations.

Programme: Terrestrial geodetic measurements, preplanning, simulation, corrections and analysis. Existing geodetic data value, archiving, collection, analysis and testing for accuracy. Fundamentals of traditional datums, strength and uniformity across neighbouring states. New surveying techniques, network strengthening, integrated geodetic data, combination of terrestrial and satellite geodetic data, regional datums, world datum and establishment of a new national datum, a new African datum. Proposed regional and continental geodetic projects.

Fees: Tuition fees will be US\$2,500
DSA: US\$1,800

Sponsorship: Participants will be expected to pay their own fees.

Project 3: Modern Advances in Cadastral Survey

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: 4 weeks in July 1997

Eligibility: This course is aimed at land surveyors involved in cadastral surveying, management and wayleave matters. Minimum entry requirement shall be a Bsc degree or a higher diploma in land surveying.

Objectives: Review and discuss modern developments and requirements of cadastral surveying and the land registration process, LIS and GIS in the management of the cadastre.

Programme: Methods and instrumentation for cadastral surveying, survey law and accuracy requirements, LIS, GIS, role of land surveyor in planning, land allocation and management. Examination and approval of surveys, the surveyor as a manager. Reform of survey and land law and the role of the land surveyor.

Fees: US\$2,500 tuition and US\$ 1,800 Living Allowance

Sponsorship: Participants/Employers

Project 4: The use of Remote Sensing Techniques in the Assessment of Land Degradation: Drought and Desertification Monitoring

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: Two weeks (1st March 1997)

Eligibility: Participants should have a university degree in natural resources, earth sciences and environment

Objectives: To demonstrate the use and applications of remote sensing for drought and desertification

Programme: Introduction to remote sensing. Cause of land degradation and subsequent desertification. Mechanism to combat drought and desertification.

Fees: US\$1,800 per person. Funds will be solicited from UNDP, UNSO and UN Convention to Combat Desertification

Project 5: Uses of ERS/SPOT data for the assessment of
geology and Environmental resources

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: Two weeks in June 1997

Eligibility: Participants should have attained a university
degree in geology, hydrogeology, geography and other earth
resources sciences.

Objectives: To evaluate the usefulness of ERS-1 data. To apply
ERS-1 data for study of geology and related fields

Programme: Introduction to SAR data. Introduction to SPOT data.
Review the usefulness of ERS-1 and SPOT data.

Fees: Tuition: US\$1,800; DSA:US\$1,000

Sponsorship: ESA/CNES/GDTA/RCSSMRS plus other identified
collaborators

Project 6: Geographic Information Systems for Natural
Resources Planning

Medium of Instruction: English

Location: Any of the member countries

Duration: September 1997

Eligibility: Participants should have a university degree in natural resources assessment. Computer knowledge will be an added advantage.

Objectives: To introduce GIS technology to natural resources managers

Programme: Introduction to computers

Sponsorship: Prospective donors will be approached for funding of the course.

Project 7: Modern Trends in Mapping Cartographic
Applications of Remote Sensing Data

Medium of Instruction: English

Location: RCSSMRS, Nairobi

Duration: 4 weeks in March/April 1997

Eligibility: Participants will be selected from among cartographers who had initial training at polytechniques or similar colleges of technology and who are currently practising the profession

Objectives: To introduce participants to modern techniques of map data acquisition, processing and presentation with special emphasis on cartographic applications of aerospace data.

Programme: Introduction to remote sensing:
The electromagnetic spectrum. Satellite operational parameters, basics of imagery interpretation, colour composting, colour separation, half toning, electronic scanners and satellite image mosaicking procedures. Image map production procedures. Introduction to basic surveying techniques: map projections, grid and graticule systems. GPS survey methods and establishment of control for mapping.

Fees: Tuition/fees US\$2,500, DSA US\$1,800 plus pocket allowance

Sponsorship: Participants or their agencies

Project 8: Principles of Digital Cartography

Medium of Instruction: English

Location: RCSSMRS, Nairobi

Duration: 6 weeks in July-August 1997

Eligibility: Same requirements as for Project VII plus basic operational knowledge of computers.

Programme: Introduction to ARC/INFO software and GIS

- Data capture/editing (Arc edit S.W.), data display (Archip ...S.W.), data base management
- Coordinate systems, projections, transformation, geographic analysis, map presentation, AML (Arc/Micro Language).
- Arc view, as a tool for display, Adobe illustrator: a cartographic tool for final output.
- IDA satellite image digital analysis
- IDIRISI: geographic information system (GIS)

Participants would be required to work on a mini-project of their own choice.

Fees: Tuition: US\$3,000

 DSA: US\$2,600

Sponsorship: Participants or their agencies

Project 9: AIS/EASA Basic Cartography

Medium of Instruction: English

Location: East African School of Aviation (EASA), RCSSMRS,
Nairobi

Duration: 10 weeks, September/November 1997

Eligibility: The course is designed for aeronautical information services officers already trained in the provision of information pertinent to and required for the operation of aircrafts and engaged in national/ international air navigation; but who did not have any training in cartography.

Programme: Basics of map data acquisition & processing procedures, elementary surveying, scales and scale changes, distance, direction and area measurement. Map projections for navigational charts.

Aerial photographs as data capture base, map reading.

Charts drafting techniques, symbolization, map layout, design and construction. Cartographic generalization relief representation, colour separation and machine printing.

Introduction to GIS

Fees: Inquiries should be made to RCSSMRS before submitting applications

Sponsorship: Participants or their agencies

Project 10: Lithographic Printing Techniques

Medium of Instruction: English

Location: RCSSMRS/DRSRS, Nairobi

Duration: 4 weeks in May 1997

Eligibility: Enrolment to the course will be limited to persons already trained and employed in map and document production industry

Objectives: Type composition and origination, the photographic process, reproduction of line and tone, the use of halftone screens, scales and scale change, colour separation, electronic scanners; printing surface, step and repeat techniques; colour proof systems, simple machine services and make ready, Lithographic printing; inking and damping systems; register and fit procedures; paper types and qualities; imposition procedures and book binding.

<u>Fees:</u>	Tuition	US\$2,000
	Sub. allowance:	US\$1,800

Sponsorship: Participants or their agencies

Project 11: Maintenance and Calibration of Scientific
 Equipment: Digital Electronics:

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: 5 weeks in February 1997/July 1997

Eligibility: Adequate knowledge of electrical/electronic
engineering

Objective: To acquaint engineers and technicians with up-to-
date knowledge and skills in the practical applications of the
rapidly developing field of micro- electronics technology.

Programme: Introduction to digital and logic families, MSI
combination circuits, magnitude comparators/parity
generators/checkers, arithmetic elements, sequential logic
circuits, analogue/digital circuits, interfacing circuits,
memories-ROM.EPROM.EPPROM.EEPROM: digital computers; memory
address/data reading and writing; central processing unit (CPU),
Microprocessor elements 8085 8086/8088, introduction to computer
languages.

Fees: Tuition: US\$3,000
 Sub.allowance: US\$2,200

Sponsorship: Participants or their agencies

Project 12: Microprocessor Engineering

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: 5 weeks in April and September 1997

Eligibility: Applicants must either have attended digital electronics course or have adequate knowledge and experience on microprocessors.

Objectives: To acquaint engineers and technicians with up-to-date practical applications of micro processor engineering.

Programme: Revision of digital electronics, introduction to micro computer technology, programming in basic, general microprocessors, 8086/8088 microprocessor based systems and support chips, I/O operations, micro computer programming, I/O interfaces.

Fees: Tuition: US\$ 3,000
 Sub.Allowance: US\$2,200

Sponsorship: Participants or their agencies

Project 13: Maintenance of Optical/Mechanical Surveying Instruments

Medium of Instruction: English

Location: RCSSMRS Headquarters, Nairobi

Duration: 5 weeks in April and September 1997

Objectives: This course is designed to provide participants with the care, service and simple maintenance of surveying and photogrammetric instruments. Participants are also introduced to procedures in carrying out routine adjustments of instruments. This course is conducted at three levels

Sponsorship: Participants or their agencies

Level One

Medium of Instruction: English

Duration: 4 weeks in March 1997 and September 1997

Eligibility: Applicants must be technicians specializing in the fields of surveying, mapping, mining, civil and agricultural engineering with good knowledge of technical drawing.

Programme: Theory on care and maintenance of optical survey instruments and accessories, identification of faults, damages, fungus and optical distortion in the instruments.

<u>Fees:</u>	<u>Tuition:</u>	US\$2,000
	<u>Sub.Allowance:</u>	US\$1,800

Level Two

Duration: 4 weeks in April 1997/October 1997

Eligibility: Applicants must have attended Level one course

Programme: Dismantling, cleaning of parts, repairing of mechanical parts, greasing, assembly of the parts, resetting of optics and compensators, centering of circles and finally collimation adjustments on a level.

Fees: As for level one

Level Three

Duration: 5 weeks in June 1997

Eligibility: Applicants must be technicians/professionals specializing in surveying and photogrammetry.

Programme: Basic optical and mechanical principle in the construction and operation of photogrammetric instruments, care and maintenance of photogrammetric instruments, test of plotters, fault detection, dismantling of a plotter with its associated table, cleaning, greasing oiling re-assembling and final adjustments.

Fees: Tuition: US\$2,000
Sub.Allowance: US\$2,200

**VIII. REGIONAL CENTRE FOR TRAINING IN AEROSPACE SURVEYS
(RECTAS), ILE-IFE, NIGERIA
CENTRE REGIONAL DE FORMATION AUX TECHNIQUES
DES LEVES AEROSPATIAUX**

1. THE CENTRE

The Regional Centre for Training in Aerospace Surveys (RECTAS), located on the campus of the Obafemi Awolowo University (OAU) (formerly University of Ife), Ife-Ife, Nigeria was officially opened on 21st October 1972. The centre is a bilingual Centre and the official languages used are English and French. It has been established to conduct training and research in an African environment in various fields of aerospace surveys. RECTAS is a joint project of African countries and it is under the auspices of the United Nations Economic Commission for Africa (UNECA). The participating countries are eight (8) at present and are: Benin, Burkina Faso, Cameroon, Ghana, Mali, Niger, Nigeria and Senegal.

2. OBJECTIVES OF THE CENTRE

The objectives of the Centre are:

- (i) to provide theoretical and practical training in the field of aerospace surveys, including, in particular, photogrammetry, remote sensing, geographic information systems (GIS), cartography and airborne geophysical surveys;
- (ii) to conduct seminars, workshops and short courses with a view to providing an opportunity for exchange of information and experience in the field of aerospace surveys;
- (iii) to promote studies and research in the field of aerospace surveys;
- (iv) to provide advisory and consultancy services upon request on aerospace survey problems, including instrument maintenance, to the Governments (including their agencies) of the member states of the Economic Commission for Africa and to other surveying and mapping organisations in the region.

3. TRAINING COURSES

The course at the Centre are taught in English and French. The Centre presently offers long term courses in photogrammetry and remote sensing/GIS at the technician, technologist and post-graduate levels. It also conducts, on special request, a customized operator's course in photogrammetry to suit the individual training needs of member states.

DURATION AND SCHEDULE OF COURSES

COURSE	DURATION	STARTING	TERMINATING
A/ PHOTOGRAMMETRY			
1. Technician	18 months	April	September
Diploma	28 months	April	September
2. Technologist	12 months	October	September
Diploma			
3. Post-graduate	18 months	April	September
Diploma	18 months	April	September
B/ REMOTE SENSING	12 months	October	September
1. Technician			
Diploma	12 months	October	September
2. Technologist	18 months	April	September
Diploma	18 months	April	September
3. Post-graduate			
Diploma			
C/ CARTOGRAPHY			
1. Draughtsman			
Certificate			
1. Technician			
Diploma			
2. Technologist			
Diploma			

PHOTOGRAMMETRY UNIT**OPERATOR'S DIPLOMA COURSE IN PHOTOGRAMMETRY**

(Offered under Consultancy Services. For more details, a separate brochure is available upon request)

Objectives: The operator's diploma course in photogrammetry is designed to prepare the trainee to execute photogrammetric mapping on as many photogrammetric instruments (stereoplotters) as possible. This variety of stereoscopic plotting instruments forms the bulk of photogrammetric instruments available in most mapping organisations in African countries.

At the end of the course, the trainee should be able to manipulate any of the series of stereoplotters for plotting topographic and thematic maps at small, medium and large scales.

TECHNICIAN DIPLOMA COURSE IN PHOTOGRAMMETRY

Objectives: The Technician Diploma Course in Photogrammetry aims at raising intermediate technical personnel capable of supervising the activities of the operators. This is in addition to fulfilling the objectives of the operator's course. The student is exposed to a greater proportion in the theory of photogrammetry. On successful completion of the course, the participant would have acquired theoretical and practical background sufficient for supervision of production work on photogrammetric instruments.

TECHNOLOGIST DIPLOMA COURSE IN PHOTOGRAMMETRY

Objectives: The Technician cannot yet carry out the entire sequence of designing, organizing and executing various photogrammetric projects. There is, consequently, a gap or a missing link between the technical and the professional personnel. The technologist course has therefore the primary objective of filling this gap, while broadening the background of the participant with an introduction to such subjects as programming, remote sensing and geographic information systems/land information systems (GIS/LIS).

POST-GRADUATE DIPLOMA COURSE IN PHOTOGRAMMETRY**Goals and Objectives:**

1. The main objective of this course is to enable graduates and professionals in surveying and cognate disciplines acquire comprehensive knowledge in theoretical as well as in management aspect of photogrammetry.
2. Graduates of this course are expected to take responsibility in their various establishments for planning and execution of photogrammetric projects including (minimal) computer processing of various types of maps and photomaps.
3. Graduates of this course are also expected to assist in the management of a photogrammetric unit and in the establishment of such a unit where none exists within a survey and mapping organisation.

REMOTE SENSING AND GIS APPLICATIONS UNIT**TECHNICIAN DIPLOMA COURSE IN REMOTE SENSING AND GIS**

Aim: Provision of adequate practical and theoretical training in the routine aspects of remote sensing applications to resources mapping and environmental monitoring.

Objectives: After the training, the graduate should be capable of performing, under supervision, the routine tasks associated with the following:

- (a) Digital image processing using PC-based hardwares and softwares
- (b) Supervised interpretation of analogue imageries
- (c) Conversion of interpretation of analogue imageries
- (d) Digitalization of thematic overlays into geo-data base
- (e) Field observations for ground truthing

Aim: Provision of comprehensive training in the theory and practice of remote sensing and execution of remote sensing project.

Objectives: After the training, the graduate should be capable of performing, very competently, the routine tasks performed by a technician:

- (a) Digital image processing using PC-based hardwares and softwares
- (b) Interpretation of analogue imageries
- (c) Conversion of interpretation to final thematic overlays
- (d) Digitalization of thematic overlays into geo-data base
- (e) Field observations for groundruthing
- (f) Laboratory maintenance and supervision
- (g) Spatial analysis

In addition, the technologist should have the capacity to supervise technicians in the routine tasks and relate to professionals in the planning and execution of remote sensing projects, and write draft project reports.

POST-GRADUATE DIPLOMA COURSE IN REMOTE SENSING AND GIS

Goals and Objectives: The primary objective of this course is to provide a training scheme which will enable trainees acquire the necessary skills for the applications of Remote Sensing technology to resource development and environmental monitoring in the various African conditions. Accordingly, graduates of the programmes should be able to:

1. define those problems to which remote sensing and GIS could be applied;
2. search for, order and process or advise on the processing required for obtaining the relevant data, and have a working knowledge of DBMS;
3. know the kind of analysis required in order to solve the identified problem(s), and
4. write precise technical report with a summary which decision-makers would appreciate and could act upon.

CARTOGRAPHY UNIT

DRAUGHTSMAN'S CERTIFICATE COURSE IN BASIC CARTOGRAPHY

Broad objective: To provide the necessary skills and knowledge for the basic operations involved in map production, carried out under supervision.

TECHNICIAN DIPLOMA COURSE IN CARTOGRAPHY

Objectives: To provide the skills and knowledge necessary for the production of all types of maps, including the use of advanced techniques and digital methods, and for the supervision of a map production within any organisation.

Objectives: To provide the skills and knowledge necessary for the planning, organisation and execution of cartographic production using a variety of techniques and sources of spatial data, and for the organisation and execution of training courses in cartography.

ENTRY QUALIFICATIONS

COURSE	PHOTOGRAMMETRY	REMOTE SENSING/GIS
Technician Diploma Course	<p>GCE O/L credit in Maths, Physics, Chemistry, Geography or equivalent, Satisfactory stereoscopic vision plus 2 years experience</p> <p style="text-align: center;"><u>OR</u></p> <p>High pass Operator's Certificate of RECTAS, plus 2 years experience</p>	<p>(i) School Certificate with at least a pass in English language, credits in Mathematics, Physics, Biology and Geography.</p> <p>(ii) At least two years of training or experience in any of the mapping sciences (land surveying, photogrammetry and cartography) or any of the land development and environmental sciences such as geology, forestry, agronomy, soils, range land management, town planning, etc. or computer science.</p> <p>(iii) Stereo-vision and colour perception are absolutely necessary.</p>

Technologist Diploma Course	GCE A/L, credit in 2 subjects including Maths, general entry qualification to university, technician diploma in photogrammetry or equivalent in survey two 2 years post-qualification experience. Satisfactory stereoscopic vision.	(i) GCE A/L with good passes in two relevant subjects, and credit in maths, physics and biology at O/L. (ii) technician diploma in any of the mapping sciences (land surveying, photogrammetry and cartography) or any of the land development and environmental sciences such as geology, forestry, agronomy, soils, range land management, town planning etc. or computer science. (iii) stereo-vision and colour perception are absolutely necessary.
Post-graduate Diploma Course	Good B.Sc. in maths, geography (with maths), surveying, civil engineering or equivalent. Satisfactory stereoscopic vision <u>OR</u> High Pass Technologist Diploma (on special request from member states only, to serve specific training needs).	Minimum of a Bachelor's degree or its equivalent in relevant natural, physical or earth sciences with at least three (3) years of relevant post qualification experience.

	CARTOGRAPHY
Draftmanship Course	GCE O/L credit in geography or technical drawing and drafting ability satisfactory colour vision.
Technician Course	GCE O/L, with credit in maths or physics, geography, technical drawing and any other subject, plus drafting experience. Satisfactory stereoscopic vision plus 2 years experience.
Technologist Course	qualification experience. Satisfactory colour vision.

4. METHOD OF APPLICATION FOR ADMISSION

All candidates must supply duly completed applications forms to the Director of the Centre *not later than the 1st of November of the year preceding the intended year of study in the case of courses starting in April, or the 1st of May of the intended year of study for courses beginning in October*, accompanying them with the following:

- (a) Certificate of good stereoscopic vision;
- (b) Certificate of medical fitness (vide application form);
- (c) Statement of support by candidate's financial sponsor;
- (d) 3 passport-size photographs of the candidate;
- (e) photocopies of degrees, diplomas, certificates and other credentials, originals of which shall be presented on arrival at the Centre

All completed forms, duly signed, should be returned to the Director of the Centre.

Applicants from RECTAS member states should route their application through the Official Representative of their Government. The respective representatives are as follows:

BENIN: M. le Représentat du Bénin au Conseil d'Administration du RECTAS

s/c. Directeur de l'Institut National des Tavaux Géographiques,
Ministère de l'Environnement,
B.P. 360, Cotonou, République du Bénin.

BURKINA FASO: M. le Représentant du Burkina au Conseil d'Administration du RECTAS

s/c. Directeur de l'Institut Géographique du Burkina,
15-17, Av. de l'Indépendance,
B.P. 7054, Ouagadougou 03, Burkina Faso.

CAMEROON: M. le Représentant du Cameroun au Conseil d'Administration du RECTAS
s/c. Directeur du Cadastre, Ministère de l'Urbanisme et de l'Habitat
B.P. 716, Yaoundé, Rép. du Cameroun

GHANA: The Representative of the Ghanaian Government on RECTAS Governing Council
c/o. Director of Surveys, Survey Department
P. O. Box 191, Cantonment, Accra, Ghana.

MALI: M. le Représentat du Mali au Conseil d'Administration du RECTAS
s/c. Directeur, Direction Nationale de la Cartographie et de la Topographie
Ministère de l'Équipement et des Transports, B.P. 240, Bamako, Rép. du Mali

NIGER: M. le Représentant du Niger au Conseil d'Administration du RECTAS
Institut Géographique National du Niger, Ministère de l'Équipement, du Transport et de l'Aménagement du Territoire,
B.P. 250, Niamey, Rep. du Niger

NIGERIA: The Representative of the Nigerian government on RECTAS Governing Council
c/o. The Survey or General of the Federation
Federal Surveys, Federal Ministry of Works and Housing, P.M.B. 12596, Lagos, Nigeria.

SENEGAL: M. le Représentant du Sénégal au Conseil d'Administration du RECTAS
s/c. Directeur des Travaux Géographiques et Cartographiques
Route du Service Géographique de Hann, Enceinte "Le Soleil"
B.P. 740, Dakar, Rép. du Sénégal.

OTHER COUNTRIES: Candidates who wish to apply from other countries can send their applications through their sponsors to the Centre at the address on the last page of the brochure.

5. SOME POSSIBLE SOURCES OF FELLOWSHIPS

5.1. External Sources:

- | | |
|-----------------------------------|---|
| 1. Embassy of Sweden: | - Swedish International Development Agency |
| 2. Embassy of Canada: | - Canadian International Development Agency |
| 3. Commonwealth Scholarships: | - British High Commission |
| | - British Council |
| 4. Embassy of U.S.: | - Country Office of USAID |
| 5. UNDP: | - UNDP fellowships for development,
population and
- environmental studies: Country Office of
UNDP |
| 6. UNESCO: | - Country Office of UNESCO |
| 7. Embassy of France: | - French Ministry of Technical Co-operation |
| 8. EU: | - Country Office of European Union
Delegation |
| 9. German Technical Co-operation: | - Embassy of Germany |
| 10. Swiss Technical Co-operation: | - Embassy of Switzerland. |

5.2. National Sources:

1. Agency for Higher Technical Education, possibly located within the Ministry of Education.
This office may know something in connection with national technical manpower training.
2. Ministry of Economic Planning-Fellowships/Scholarships Office.
This office may know the development projects which have technical training as a component of the project.

Note: provisional admissions can be granted, on request, to suitably qualified applicants to enable them source for fellowships.

6. CONSULTANCY SERVICES

The RECTAS Consultancy Services Unit offers the benefit of RECTAS expertise and facilities in cartography, photogrammetry, remote sensing, digital image processing to African governments as well as other organizations and individuals;

Training "à la carte":

- Workshops and Seminars in survey and mapping computation, photogrammetric refresher courses, remote sensing, digital image processing, GIS and computer applications;
- Workshops in instrument maintenance.

Technical Services to clients:

- Execution of topographic mapping and thematic mapping projects related to geology, agriculture and soil science, deforestation, desertification, urban and rural planning, and environmental hazards;
- Repairs and maintenance of surveying and remote sensing equipment.

7. TECHNICAL ASSISTANCE

The Centre has received, over the years, technical and administrative support from the Economic Commission for Africa, the United Nations Development Programme (UNDP) as well as from donor countries such as Switzerland, France, Netherlands, Canada and United Kingdom.

Technical assistance received up to the end of 1995 includes the following:

- the preparatory assistance grant by UNDP;
- financial assistance from the Swiss Government;
- the MAE(1)/GDTA(2)/RECTAS project financed by the French Foreign Affairs Ministry (MAE) and sponsored by the Embassy of France in Nigeria;
- the DGIS(3)/RECTAS fellowships project financed by the Dutch Government;
- the EC(4)/RECTAS/ITC(5)/GDTA project financed mainly by the European Development Fund (EDF) and also by France and the Netherlands.

8. FACILITIES AND SERVICES AT THE CENTRE

With the assistance of the French Government and European Union, RECTAS possess a sizeable number image processing systems and a set of satellite imageries and digital data. RECTAS also possesses an analytical plotting system (Traster T5), stereoplotters, Aerial Triangulation software packages,

digitizers, reprographic documents, books and other remote sensing and photogrammetry literature. In a very near future, the Cartographic Laboratory will be equipped.

Many staff members have benefitted from specialized training or refresher courses at GDTA (Toulouse, France), ITC (Enschede, Netherlands), etc.

REMOTE SENSING AND GEOGRAPHIC INFORMATION SYSTEM FACILITIES

Hard and Software Facilities

RECTAS was equipped in September, 1990 under the RECTAS/GDTA joint project with two Digital Image Processing DOS-based workstations running two main DIP softwares, MULTISCOPE AND DIDACTIM, enabling a wide range of users (agronomists, geologists, urban planners, surveyors, etc.) to download, process and analyse satellite images from different sensors with different ground resolutions.

From 1992 till date, a wide range of computers and other computing facilities have been acquired under the RECTAS/MAE and the RECTAS/GDTA joint projects with a view to making RECTAS to come abreast of the fast growing information technology. As a result, the Digital Image Processing (DIP) and Geographic Information (GIS) laboratory of the Centre has been equipped with an array of sophisticated modern microcomputers offering capabilities for capture, storage, processing and retrieval of remotely-sensed data and for the creation, management and maintenance of geographically referenced databases. Over the years, these systems have offered attractive promise in the realisation of diverse tasks such as: Digital Image Processing, Geographic data base creation, maintenance and management, Scientific/Object-oriented programming and applications development, and a host of others.

The laboratory hosts six PC Workstations and one SUN 4 Workstation, all of which are interconnected over an Ethernet-based Local Area Network. Running under the SUN UNIX operating system with the TCP/IP, the Sun Workstation serves as the file server. All the PCs contain Ether 16 network cards and run the Pathway Wollongong network interface software to facilitate dynamic file exchange between the Server and the PCs.

The PCs range in capacity from 80386 to Pentium Microcomputer and currently run the following DIP and GIS softwares:

Remote Sensing softwares

- *Multiscope Ver. 2.3 (for digital image processing)
- *Didactim Ver 2.0 (for digital image processing)
- *Alexander (for digital image processing)
- *TITUS (for training on digital image processing)

GIS softwares

- *SynerGIS Ver. 3.0 (for DIP and GIS)
- *ILWIS Ver. 4.1 (for DIP and GIS)
- *IDRISI (for DIP and GIP)
- *Microstation for Computer-Aided design (C.A.D.)
- *GIS Tutor Ver. 2 (for presentation of concepts of GIS)
- *ARC/INFO
- *ATLAS

OTHER INFORMATION

Further information about the Centre and application form may be obtained from:

The Director

Regional Centre for Training in Aerospace Surveys (RECTAS)

Obafemi Awolowo University Campus

P.M.B. 5545, Ile-Ife

Ogun State, Nigeria

Telephone: (234)-36-230.225

(234)-36-230.050

Fax: (234)-36-230-481

ECA/PHSD/HRP/TIN/96/7
Part II

PART II - PARTIE II

TRAINING INFORMATION NOTICE NO. 87

NOTICE SUR LA FORMATION Nr. 87

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**A. GOVERNMENTS AND NATIONAL INSTITUTIONS/
INSTITUTIONS GOUVERNEMENTALES ET NATIONALES**

A.1 TRAINING IN AFRICA

**A.1.1. TRAINING IN BENIN REPUBLIC
L'AIGLE DE SONGHAI**

**A.1.1.1. Centre Agrobiologique de Formation de Production et de
Recherche en vue du Developpement Harmonise**

Lanque d'instruction: French

Lieu: Republique du Benin

Objectifs: Le Centre Songhai, Créé par des Africains révoltés par la situation de leur continent, se donne pour ambition d'élever le niveau de vie des populations par une utilisation rationnelle des ressources locales. Cette mission se traduit concrètement par la formation de jeunes paysans et "déscolarisés" aux techniques de production agrobiologique intégrée. Il s'agit d'offrir aux gens un cadre où ils puissent prendre peu à peu conscience de la nécessité de croire en eux-mêmes, qu'ils sont capables de prendre en main leur destin et s'en donner les moyens.

Ainsi à Songhai, la formation s'articule autour de deux axes:

- Eveiller et renforcer chez les jeunes la capacité d'autopromotion, en leur transmettant des valeurs appropriées qui leur permettent de changer de comportement pour devenir de véritables acteurs de leur développement
- Transmettre un savoir-faire au sein d'ateliers d'apprentissage des techniques de culture, d'élevage, de tranformation et de commercialisation des produits.

De plus amples renseignements et des formulaires de demande peuvent être obtenus auprès de:

CENTRE SONGHAI
B.P. 597
TEL. (229) 21 50 92
FAX: (229) 21 20 50 PORTO-NOVO
REPUBLIQUE DU BENIN

A.1.2 TRAINING IN CAMEROUN

IDP, Region Afrique Centrale Francophone
B.P. 4078
Douala - Cameroun

A.1.2.1. Formation aux Techniques et à la Gestion de l'Information Documentaire

Langue d'instruction: Français

Lieu: Douala (Cameroun)

Objectifs: L'enseignement offert doit:

- permettre aux stagiaires d'acquérir une formation pratique aux techniques et à la gestion de l'information documentaire;
- rendre les stagiaires capables de mettre en place et de gérer une unité d'information documentaire,
- stimuler l'échange sur les expériences vécues selon les diversités contextuelles.

Public-Cible : TEGEDOC s'adresse:

- aux agents qui travaillent dans une unité d'information documentaire (centre de documentation, centre d'information, bibliothèque, service d'archives) ayant au moins le niveau du baccalauréat et n'ayant pu bénéficier d'une formation adéquate,
- aux agents désireux d'améliorer l'organisation et la gestion de leurs unités d'information documentaire;
- aux agents désireux de renouveler et de compléter leurs connaissances en sciences et techniques documentaires:

Conditions : Pour être admis à TEGEDOC, le candidat doit:

- avoir au moins le niveau du baccalauréat et travailler dans une unité d'Information documentaire,
- faire parvenir son dossier de candidature avant le 10 juillet de l'année en cours,
- disposer des moyens financiers suffisants pour couvrir les frais spécifiés dans le document-frais de formation,
- avoir versé les frais relatifs à la formation avant le début du stage.

Methodes: TEGEDOC adopte une pédagogie active appropriée à la formation des adultes qui consiste en des apports théoriques, des exposés individuels ou de groupe, des études de cas, des discussions de groupe, des travaux pratiques de groupe, des exercices d'application individuels, des visites guidées dans les unités d'information documentaire de la ville de Douala.

A la fin de la formation, les stagiaires présentent sous forme de rapport, un projet de mise en place, de réorganisation ou de suivi de leurs unités d'information documentaire. Le rapport rédigé est soutenu publiquement devant les formateurs et l'ensemble des autres stagiaires:

Calendrier:

J	F	M	A	M	J	J	A	S	O	N	D
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Autres Formations à l'IPD/AC : L'IPD/AC offre plusieurs Unités de Formation:

- . Etude du milieu,
- . Projet de développement,
- . Développement régional et planification,
- . Gestion des entreprises et coopératives,
- . Formation des formateurs,
- . Santé et développement
- . Formation à l'informatique documentaire.

Ressources: L'IPD/AC dispose d'une équipe internationale de cadres hautement qualifiés dans les domaines du développement agricole, de la gestion, du management des projets, de la communication, de la formation et recherche pédagogiques, de la documentation.

Le campus, situé dans la ville de Douala, comporte plusieurs facilités: un bloc administratif, un bloc pédagogique, un dortoir (120 places) et un réfectoire (200 couverts), des terrains de sport et de détente.

Le bloc pédagogique comprend six salles de 40 places chacune, un amphithéâtre, un centre de documentation (12 000 volumes) et un centre audio-visuel avec équipement de traduction simultanée.

Pour tout autre renseignement veuillez contacter:

.IPD

Region Afrique centrale francophone

BP 4078 Douala-Cameroun

Tel (237) 40 37 70

403068

Fax (237) 42 43 35

Telex 6048 KN

A.1.2.2. Formation à l'Informatique Documentaire (INFODOC)

Langue d'instruction: Français

Lieu: Douala (Cameroun)

La Formation à l'informatique documentaire se déroule chaque année à l'IPD/AC. Cette formation ou une formation complémentaire peut être offerte sur demande à l'IPD/AC ou sur le site du demandeur.

Objectifs : La formation doit donner aux participants une connaissance pratique de l'utilisation de l'outil informatique (micro-ordinateur) pour gérer leurs unités d'information documentaire.

Elle doit leur permettre de:

- définir leurs besoins et d'identifier le matériel adéquat en vue d'une informatisation,
- savoir rédiger un cahier des charges et d'élaborer des outils méthodologiques,
- créer et gérer une base de données documentaires.

Public-cible : INFODOC s'adresse:

- aux agents (documentalistes, bibliothécaires, archivistes) travaillant dans une unité d'information documentaire (centre de documentation, centre d'information, bibliothèque, service d'archives) informatisée ou en voie d'informatisation,
- aux agents désirant avoir une connaissance de l'utilisation du logiciel CDS/ISIS.

Conditions : Pour être admis à INFODOC, le candidat doit:

- avoir au moins le niveau du baccalauréat et travailler dans une unité d'Information documentaire informatisée ou en voie d'informatisation,
- faire parvenir son dossier de candidature avant le 10 août de l'année en cours,
- disposer des moyens financiers suffisants pour couvrir les frais spécifiés dans le document frais de formation,

- avoir versé les frais relatifs à la formation avant le début du stage.

Méthodes : INFODOC adopte une pédagogie active appropriée à la formation des adultes qui consiste en des apports théoriques, des exposés individuels ou de groupe, des études de cas, des discussions de groupe, des travaux pratiques de groupe, des exercices d'application individuels, des visites guidées dans les unités d'information documentaire informatisées de la ville de Douala.

Calendrier : La formation se déroule sur 5 semaines (mi-novembre) 3e semaine de décembre).

J	F	M	A	M	J	J	A	S	O	N	D
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mi-novembre - 3e semaine de décembre

Programme :

- 1. Chaîne documentaire**
 - Collecte des documents
 - Traitement des documents
 - Diffusion des documents et des informations.
- 2. Documentation et informatique**
 - Généralités
 - Structure et fonctionnement de l'ordinateur
 - Logiciels de gestion de l'information documentaire (SFBD).
- 3. Caractéristiques et fonctions d'une base de données documentaire**
 - Rédaction de cahier des charges.
- 4. Caractéristiques et fonctions d'une base de données documentaires**
 - Structure, caractéristiques et fonctions
 - Utilisation.
- 5. Elaboration des outils méthodologiques**
 - Définition, conception et élaboration de bordereaux documentaires
 - Rédaction de manuel d'analyse documentaire.
- 6. Création et gestion d'une base de données documentaires**
 - Création informatique d'une base de données documentaires
 - Utilisation et gestion d'une base de données documentaires.

Financement : Organisations susceptibles d'accorder des bourses

Les organismes publics et privés peuvent présenter des demandes de bourses auprès des sources bilatérales ou multilatérales de financement existant dans leurs pays et ailleurs:

- Programme des Nations Unies pour le Développement (PNUD)
- Fonds Européen de Développement (FED)
- Organisation des Nations Unies pour l'Alimentation et l'Agriculture (FAO)
- Organisation Mondiale de la Santé (OMS)
- Fonds d'Aide et de Coopération (FAC)
- Organisation des Nations Unies pour le Développement Industriel (ONUDI)
- Caisse Française de Développement (CFD)
- Agence Américaine pour le Développement International (US-AID)
- UNESCO
- UNICEF
- Agence Canadienne de Développement International (ACDI)
- Agence de Coopération Culturelle et Technique (ACCT)
- Centre de Recherches pour le Développement International (CRDI)
- Coopération Suisse au Développement
- Bureau International du Travail (BIT)
- Fondation Allemande pour le Développement International
- etc.

Pour tout autre renseignement voir A.1.2.1 Page 2

A.1.2.3. Unité de Formation Epargne/Crédit et Financement du Développement

Langue d'instruction: Français

Lieu: Douala (Cameroun)

Objectifs Généraux : Faire acquérir aux apprenants les connaissances, habilités et comportements qui les rendent aptes à:

- Diffuser la pédagogie de l'autopromotion;
- Appuyer efficacement les structures de développement en matière de financement et de gestion des ressources;
- Créer et/ou gérer une structure d'épargne/crédit

Public-Cible:

- Etudiants du cycle de formation de l'IPD/AC ayant réussi les UF EM et PD;
- Dirigeants animateurs des initiatives locales de développement à la base;
- Dirigeants et agents des organismes d'appui au développement à la base;
- Dirigeants et agent des coopératives, caisses/clubs d'épargne et crédit;
- Dirigeants et agents de toute association de développement;
- Agents des services étatiques d'appui et de promotion du développement;
- Dirigeants et agents de projets de développement;
- Dirigeants ou animateurs de syndicats et autres organisations corporatistes;
- Agents communaux;
- Conseillers municipaux;
- Chefs de village ou de quartiers;
- etc.

Condition d'Admission

- Avoir réussi les UF EM et PD (pour les étudiants du cycle);
- Avoir le niveau de fin d'études secondaires;
- Etre âgé de 40 ans au plus;
- Réussir aux épreuves de présélection;
- Justifier de l'utilisation de la formation reçue à la sortie de l'UF;
- Bénéficier d'une bourse de formation ou disposer des moyens financiers suffisants pour couvrir les frais de formation et de séjour à Douala.

Méthodes Pédagogiques: Primauté: aux méthodes actives; à la méthode de la découverte; à l'étude des expériences des participants et autres acteurs; à la confrontation sur le terrain des théories et pratiques.

J	F	M	A	M	J	J	A	S	O	N	D
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Voir le programme annuel Pour le détail.

Contenu de la Formation : La formation est structurée en cinq modules:

- MODULE 1: Pédagogie de l'autopromotion des populations à la base et financement: 25 jours ouvrables
- MODULE 2: Besoins financiers, possibilités de financement et gestion des ressources: 20 jours ouvrables
- MODULE 3: Création et gestion d'une structure d'épargne/crédit: 40 jours ouvrables
- MODULE 4: Stage d'imprégnation et d'étude d'une structure d'auto-promotion ou épargne/crédit: 40 jours ouvrables
- MODULE 5: Synthèse et évaluation de la formation: 10 jours ouvrables

Financement: Organisations susceptibles d'accorder des bourses

Les organismes publics et privés peuvent présenter des demandes de bourses auprès des sources bilatérales ou multilatérales de financement existant dans leurs pays et ailleurs:

- Programme des Nations Unies pour le Développement (PNUD)
- Fonds Européen de Développement (FED)
- Organisations des Nations Unies pour l'Alimentation et l'Agriculture (FAO)
- Organisation Mondiale de la Santé (OMS)
- Fonds d'Aide et de Coopération (FAC)
- Organisation des Nations Unies pour le Développement Industriel (ONUDI)
- Caisse Française de Développement (CFD)
- Agence Américaine pour le Développement International (US-AID)
- UNESCO
- UNICEF
- Agence Canadienne de Développement International (ACDI)
- Agence de Coopération Culturelle et Technique (ACCT)
- Centre de Recherches pour le Développement International (CRDI)

- Coopération Suisse au Développement
- Bureau International du Travail (BIT)
- Fondation Allemande pour le Développement International
- etc.

Pour tout autre renseignement voir: A.1.2.1. Page 2

A.1.3. TRAINING IN COTE D'IVOIRE

**A.1.3.1. ASSOCIATION DES INSTITUTIONS AFRICAINES DE
FINANCEMENT DU DEVELOPPEMENT**

**ASSOCIATION OF AFRICAN DEVELOPMENT FINANCE
INSTITUTIONS**

**Adresse Telegraphique AFDEV Abidjan, Telephone: 20-
44-44/32-50-10, Telex: 22.215, Fax: 22-73-44**

Objectives: The activities are intended for officials of development finance institutions (DFIs), other finance institutions and development parastatals in the African countries.

The operational effectiveness of development and finance institutions depends on many factors, the most critical of which is the human resource. Thus, training and retraining of staff at the executive and operational levels are very necessary, to increase staff productivity, thereby engendering corporate performance improvement and helping the cause of national economic progress. Research reports show that relevant experience sharing at inter-country levels are necessary components of DFIs' staff training activities. It is this gap in inter-country DFI training at regional and sub-regional levels in Africa that AADFI proposes to fill by formulating its Medium-Term Training Programme 1997-2000. The 1997 Training Programme is the first tranche of the four-year strategic plan, and has been derived from the needs expressed by the member-DFIs.

Through the planned 10 policy seminars and 25 courses/workshops planned, the Programme will be assisting in:

- enhancing the capabilities of African institutions to identify and promote viable business in trades and investments;
- increasing the absorptive capacities of African countries for official development assistance and private sector capital;
- executive management development, by facilitating experience sharing among the top echelon staff of the institutions.

Programme:

The Policy Seminars: These are "large audience" training, and participation is open to Chief Executives and other senior management personnel in development and finance institutions

worldwide, and officials from government ministries and parastatals.

All prospective participants are required to send in their forms for Declaration of Interest.

There will be three such activities.

1. **Theme:** Capital Market Operations. Strategies for DFIs Involvement

The sub-regional seminar is a deepening of the topic of the 1996 AADFI annual policy seminar in Abidjan in May 1996.

Purpose: To update participants knowledge on the emergence of stock exchanges as a major source of development finance, and create opportunity for them to exchange ideas on appropriate strategies for DFIs participation in the emerging African capital markets.

Venue: Nairobi, Kenya

Language: English

Date: February 1996 (Exact date to be communicated later)

Duration: 3 days

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

2. **Theme:** Information Technology and Development Banking Operations

Purpose: To provide opportunities for participants to share knowledge on modern trends in information technology and exchange experiences on strategies for effective utilization in the development finance institutions.

Venue: Port-Louis, Mauritius

Language: English and French

Date: March 1997 (Exact date to be communicated later)

Duration: 4 days

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

3. **Theme:** Bank Debt Recovery: Problems and solutions

Aim: To enable participants share knowledge and experience on the nature of bank debts, and strategies for recovery, and management of legal issues involved.

Participants Chief executives, executive management and senior personnel of finance institutions, central banks, ministries of finance and justice.

Languages: English and French

Venue: Abidjan, Côte d'Ivoire

Date: May 1997 (Exact date to be communicated later)

Duration: 3 days

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

Skill-based Workshops: For each of the 4 skill-based workshops for 1997, only 20 places are planned, and the principle of "first come first served" will be adopted in admitting candidates. Application forms will be sent to the member-DFIs and other institutions which indicate interest in the workshops by returning to AADFI the forms for Declaration of Interest.

Eligibility: In selecting participants for each workshop careful consideration will be given to the need for a homogeneous trainee group, geographical balance, and degree of shortage of trained personnel in specific countries. Other guidelines to be used are:

- candidate should have university and/or professional qualification and relevant experience. In the absence of these, the candidate should have at least 10 years of working experience as a senior staff in the relevant responsibilities;
- in the case of the training-of-trainers workshops, candidate should have a potential for training staff;
- a maximum of 2 candidates will be admitted from each institution.

With the policy seminars, tuition fees for the workshops are similarly differentiated as follows:

- US\$200/participant from AADFI institutions
- US\$1,000/participant from other organizations

Tuition fees will be payable after nominating institutions have been notified of their staff acceptance for the workshop.

Four skill-based training will be organized.

1. **Theme:** Training of Trainers in Development Financing

Eligibility: Management staff and heads of departments/ units in the operations, or in training administration in finance institutions.

Aim: To equip participants with modern skills in training, so that they could be effective trainers in their departments, and at their institutions' training workshops.

Programme: Overview of development banking operations; training mission and policy; Training need analysis and objectives; principles of adult learning, training methods, materials and aids; platform delivery skills; in-session evaluation; practical teaching; training; administration and budget.

Language: English

Venue: Mbabane, Swaziland

Date: June 1997 (exact date to be communicated later)

Duration: 2 weeks

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

2. **Theme:** **Training Administration in Finance
Institutions**

Eligibility: Head of training departments, training coordinators, personnel/training officers in finance and development institutions.

Aim: To improve and update the capabilities of training administrators in planning and implementing need-based training programmes at the institutional, national and sub-regional levels.

Programme: Overview of development banking operations; Training mission, policy and objectives; training need analysis design and forms; faculty and recruitment of consultants; Training management and budget;. cross-cultural training forms; staff exchange, and study tours; human resource development (HRD) technical assistance; preparation of training proposals; inter-institutional and inter-country programmes.

Language: French

Venue: Yaoundé, Cameroon

Date: July 1997 (Exact date to be communicated later)

Duration: 2 weeks

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

3. Theme: Project Account Management and Repayment Monitoring

Eligibility: Heads of department, operational managers in banking institutions whose present or future schedules include fund disbursement, accounts supervision, membership of boards and/or management of assisted companies.

Aim: To increase participants' knowledge on modern approach to loan management/monitoring, and sharpen their skills in early identification of problems' signals.

Programme: Project cycle and overview of development banking operations; project completion reports; forms of repayment; statutory accounts, interim reports and management accounts; sales, marketing and material inputs overseeing; symptom and causes of distress; projects' health assessment and classification, loan loss provisioning, leadership and supervision in finance institutions; capital restructuring, decision-making.

Language: English

Venue: Cairo, Egypt

Date: September 1997 (Exact date to be communicated later in due course)

Duration: 2 weeks

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

4. **Theme:** Project Implementation and Disbursement Management

Eligibility: Heads of departments, operational managers in banking and development institutions/ parastatals, whose present and future schedules include project appraisal report preparation, legal documentation, disbursement, construction supervision, machinery/contract negotiation, procurement supervision and loan account overseeing.

Aim: To update participants' knowledge and familiarize them with logical technique of implementation planning and decision-making, and familiarize them with modern approaches to loan disbursement.

Programme: Project cycle and overview of development banking operations; project sanction document; letter of offer, legal documentation; technique of project reappraisal and implementation replanning; disbursement request processing; financial shortfall, cost and time overruns; decision-making; disbursement supervision using information technology; field visit.

Language: French

Venue: Lomé, Togo

Date: October 1997 (Exact date to be communicated in due course)

Application: The Secretary General
Association of African Development
Finance Institutions
01 BP 1387
Abidjan 01. Côte d'Ivoire
Tel. (225) 20 45 19
Fax. (225) 22 73 44

Methodology: The guest speakers for policy seminars will be experienced and renowned experts, and opportunities will be provided for sharing knowledge and experiences. The faculties for the skill-based training will include experienced trainers from the multilateral development financing agencies, AADFI, its member-DFIs, affiliated institutions, and African nationals knowledgeable and experienced in development banking operations.

The skill-based workshops will be organized around modules that will incorporate case studies, exercises, individual presentations, simulations and field work. Modern training aids, methods and techniques will be adopted including utilization of audio-visual technologies and relevant computer games.

Management of Training Process: The training activities will be conducted by AADFI, assisted by the local member-DFIs in the countries of venue.

With regard to the workshops, participants will be expected to attend all sessions including group tutorials. All modules will be evaluated on daily basis, and the workshop at the end. Performance reports will be prepared on the participants and sent to their sponsors.

The detailed regulations will accompany letters of acceptance for the workshops.

Fees

Participants' Expenses: AADFI is making efforts to mobilize technical and financial assistance to reduce participation costs. However, no statement can be made at present on what subsidies or scholarships will be available. Thus, sponsoring institutions are in the meantime advised to be prepared to bear travel and living expenses of their staff.

Registration and tuition Fees:

Policy seminars: All policy seminars will attract registration fee as follows:

- US\$200/person from an AADFI member which is current in subscription payment
- US\$400/person from organizations

Registration fees will be received at the seminars venues.

A.1.4. TRAINING IN GABON

ISEM
B.P. 9936
Libreville
Gabon

A.1.4.1. Institute for Advanced Studies in Economics and Management (IASSEM)

Medium of instruction: English

Location: Nairobi, Kenya and Libreville, Gabon

Objectives: The Institute for Advanced Studies in Economics and Management (IASSEM) is an international organization which mainly operates as a Training and Research Centre on Economics and Management in Subsaharan African countries.

IASSEM was created by economists, managers and international consultants aiming to organize advanced training programmes, researches, and consultations, conferences, seminars for public administrations, private enterprises and International Agencies involved in development issues.

The promoters on IASSEM believe that the malfunctioning of the public and private sectors, characteristic of Subsaharan African Countries, is structural and reflects among others, the weak knowledge and insufficient mastering by the senior executives of the concerned countries.

IASSEM wants to assist public administration, private enterprises, international agencies who are involved in development of African countries, to alleviate these obstacles, by offering short term training, research and counselling activities to the governments and the cooperation agencies.

In the field of economics, the Institute aims to provide the executive officials and decision makers of the Subsaharan African Countries administrators with the skills and ability of effective design, implementation and enforcement of policies to enable them challenge the deep changes the world economy is actually experiencing and to master the new instruments of economic management.

The IASSEM precise purpose is to bring solutions to the serious needs existing in developing countries which are carrying out wide ranging structural reforms and adjustment programmes.

In the field of management, IASEM intends to develop professionalism in Subsaharan African Countries. The objective is to train managers and administrators to become aware of modern methods of management and international negotiations. IASEM provides also technical support to daily prospective management of organizations.

The aim of IASEM in general is to provide practising economists, managers, administrators and other high ranking staff with an opportunity to extend their professional capability through the study of the theory and practice of the problems of development and management.

Programme:

Privatization process

Trade liberalization and structural adjustment programmes

Poverty and adjustment programme

Project cycles and financial instruments

Trading system and implementation of ACP-EEC Convention (Lome 4 Convention)

Structural adjustment programmes (design, implementation and evaluation)

Macroeconomic analysis

National economic policies

Rural and urban development

Social changes, poverty, income distribution

Private sector development

Public enterprise reforms

Technology and services development

Women and development

Participants: In the field of training, the IASEM-Nairobi will organize during the first Semester 1996, five two-week courses for economists, managers, investors, lawyers, planners, administrators and other high ranking staff involved in development issues

Application form and further information may be obtained from:

The Director
Institute for Advanced Studies in
Economics and Management (IASSEM)
P.O. Box 30462 Nairobi, Kenya
Tel.: (254-2) 72 74 30 Ext. 030
Fax: (254-2) 21 02 36

or

Le Directeur
Institut Supérieur d'Economie et Management
B.P. 9936 Libreville
Gabon
Tel. (241) 7789 70
Fax: (241) 74 85 58

A.1.5. TRAINING IN KENYA

A.1.5.1. TACK Training International

Medium of instruction: English

Location: Nairobi, Kenya

Programme:

A.1.5.2. Management Development Courses

- Effective supervision and management
- Management skills development
- The multi-discipline manager

A.1.5.3. Sales and Marketing Courses

- The TACK sales training course
- Selling skills development
- Selling through distributors
- Negotiating skills
- Caring for the customer

A.1.5.4. General Effectiveness Courses

- Profitable time management
- Effective communication
- The executive secretary
- Image building for telephonists and receptionists

A.1.5.5. Executive Seminars (one day seminars)

- Reengineering the corporation
- Total quality management
- Formulating business strategy
- Time management for managers
- Leadership in senior management

Application form and further information may be obtained from:

TACK Training International
P.O.Box 55922
Nairobi, Kenya
Tel.: 74 66 16 or 75 16 20
Fax: 75 16 77

A.1.6. TRAINING IN SWAZILAND

**A.1.6.1. MANANGA AFRICA'S CENTRE OF EXCELLENCE FOR
MANAGEMENT DEVELOPMENT**

A.1.6.2. Project 1 - Developing Your Career Through Growth

Medium of instruction: English

Location: Mhlume, Swaziland

Objectives: The Mananga approach is based on development:

- development of the individuals who attend courses
- development of their sponsoring organisations through enhanced managerial effectiveness
- development of their countries of origin through greater productivity in both public and private sectors.

Each course is based on a series of practical exercises, projects, syndicate activities, case studies and role playing, supplemented by group discussions and lectures on pertinent, topical issues. As appropriate, course participants are taken on informative visits to relevant agricultural, industrial, commercial or public sector institutions.

This hands-on learning approach makes maximum use of learning situations where participants are directly involved in analysing and solving problems similar to those faced by their organisations. Being involved in these activities develops a high level of confidence and skill in participants in dealing with actual situations. Accordingly the number of participants in all courses is kept at a level that ensures maximum involvement from all course members and allows individual discussion with tutors.

At Mananga, we are sensitive to the need of modern managers to learn from the technological, business and managerial experiences of others. Apart from exchanging ideas with highly experienced faculty members, Mananga brings together groups from as many as 12 nations on any one course - providing a vast reservoir of experiences from which to draw.

The overall Mananga approach encourages learning as a normal and continuous process, helping participants to deal with change, solve problems and make the most of opportunities as they arise in their organisations.

Programme: Mananga Consulting Services is a division of Mananga Management Centre, specialising in the fields of general management, economics, agriculture and rural development. It provides technical assistance and consultancy services in management, project formulation and implementation, training and market research, all supported by sophisticated computer facilities.

Its Swaziland base enables Mananga Consulting Services to draw from the international expertise of the Management Centre's faculty, from local specialists in central and southern Africa, and expertise within the worldwide network of the Commonwealth.

Collaborating organisations currently include:

- Commonwealth Development Corporation
- Royal Tropical Institute, Netherlands
- World Bank, Economic Development Institute
- Cranfield University, England
- Food Studies Group, Oxford University

Mananga Consulting Services offers specialised support in the areas under:

- Management
- Project management and agricultural economics
- Agricultural development
- Human resource management and development
- Environmental issues
- Management development programme
- Management in various sectors
- Special issues in management
- Skills training

A.1.6.3. Project 2 - Procurement Procedures for aid Agency Projects (PPAAP1)

12 August - 6 September

A.1.6.4. Project 3 - Senior Managers (SM19)

12 August - 6 September

A.1.6.5. Project 4 - Women in Development Management (WDM4)

9 September - 11 October

A.1.6.6. Project 5 - Management of Irrigation Projects (MIP8)

9 September - 11 October

A.1.6.7. Project 6 - Training and Visit Extension (TVE1)

14 October - 8 November

A.1.6.8. Project 7 - Total Quality Management (TQM2)

14 October - 25 October

A.1.6.9. Project 8 - Training of Trainers (TOT4)

4 November - 6 December

Funding: Much of the funding support for Mananga course participants has been by individual organisations or projects where programmes include a training component. However, many people have attended Mananga courses with the support of donor agencies.

Application and further information may be obtained from:

The Director
Mananga
P.O. Box 20
Mhlume
Swaziland

Tel. (+268) 31133 or 31334
Fax: (+268) 31135
Telex 2320 WD

A.2. TRAINING IN THE MIDDLE EAST

A.2.1. TRAINING IN ISRAEL

A.2.1.2. GALILLEE COLLEGE INTERNATIONAL PROGRAMME

Medium of instruction: English

Location: Tivon 3600 Israel

Duration: 1996

<u>Dates of Course</u>	<u>Last Date of Application</u>
12 - 31 August 1996	1 July 1996
7 - 26 October 1996	25 August 1996
11 - 30 November 1996	29 September 1996

Programme:

- A.2.1.3. Project 1 - Health Systems Managment
- A.2.1.4. Project 2 - Tourism Planning, Development and Management
- A.2.1.5. Project 3 - Urban-Economic Development
- A.2.1.6. Project 4 - Environmental Management
- A.2.1.7. Project 5 - Development of Small Businesses and Industries

Fees: The programmes are tuition free but the local costs of roughly US\$4,600 are to be borne by candidates.

Application form and further information may be obtained from:

Ms. Francine Haliva, Director
International Department
Tivon 3600 Israel
P.O. Box 1070

Tel.: 972-4-9837444, 9837555
Fax: 972-4-9830227

A.3. TRAINING IN ASIA AND THE PACIFIC

**A.3.1. TRAINING IN AUSTRALIA, THE UNIVERSITY OF
NEW ENGLAND
AUSTRALIA DEVELOPMENT STUDIES PROGRAMME**

**A.3.1.2. Project 1 - Agroforestry Management
(1997 Short Course Programmes)**

Medium of instruction: English

Location: The University of New England, Australia

Duration: 4 weeks, 20 January to 14 February 1997

Programme:

- Agroforestry systems and case studies
- Woody and non-woody plant interactions
- Competition in agroforestry systems
- Maximising food and fibre production in agroforestry
- Farm budgeting and appraisal of mixed perennial and annual crops
- Design of agroforestry projects
- GIS for agroforestry design
- Community participation and extension in agroforestry projects
- Gender analysis of agroforestry and social forestry projects

Fees: A\$7,500 (All inclusive)

**A.3.1.3. Project 2 - Economics of Resource and Environmental
Management**

Duration: 7 weeks, 3 March to 18 April, 1997

Programme:

- Impacts of development and population growth on resource use
- Resource and environmental planning strategies
- Principles of resource economics
- Benefit-cost analysis, valuation of non-priced goods
- Approaches to resource allocation, natural resource policy, market failure and externalities
- The project approach to resource development
- Principles of ecological economics
- Resource accounting
- People's participation and gender aspects of resource management
- Conflict resolution over resource ownership
- Geographic information systems

- Environmental impact assessment
- Train-the-trainer sessions to assist participants to diffuse their knowledge to colleagues on return to their countries.

A.3.1.4. Project 3 - National Park and Wildlife Management

Duration: 4 weeks, 19 May to 13 June 1997

Programme:

- Wildland conservation, administration and management
- Ecologically sustainable development and biodiversity
- Viability of ecological reserves
- Design of parks and reserves accounting for existing property rights
- Recreation and eco-tourism in wilderness areas
- Landscape conservation
- Wildlife and multipurpose land use, including shifting cultivation and hunting
- Biodiversity in conservation management
- Funding & income generation in parks and reserves
- Buffer zone identification and management
- Community participation in buffer zone development

Fees: A\$7,500 (All inclusive)

A.3.1.5. Environmental Management in Development

Duration: 4 weeks, 19 May to 13 June, 1997

Programme:

- Ecosystems, agricultural development and ecologically sustainable development
- Environmental impact assessment
- The project approach - problem/solution and logical framework analysis, gender and social appraisal
- Natural resources management; principles and practices
- Land and water evaluation and management
- Biodiversity from a global/national view
- National park and conservation reserve identification, design and management
- Conservation and management of flora and fauna
- Geographic information systems
- Sustainable forest use and forest products
- Ecotourism
- Agroforestry and shifting cultivation
- Community participation, including the Landcare example

Fees: A\$7,500 (All inclusive)

A.3.1.6. Project 5 - GATT and International Trade

Duration: 4 weeks, 35 August to 19 September 1997

Programme:

- The economic framework for trade
- The farm problem: Europe and USA as examples of protectionism
- Australian agricultural adjustment programmes
- Rural development policies in alleviating poverty and the food problem
- Agricultural policies; price, marketing and trade policies
- The role of institutions and organizations in GATT policy implementation
- Social basis of change: structural impacts (primary, secondary and tertiary)
- Social basis of change; demographic impacts (migration, gender and livelihood patterns)
- The World Bank and the implications of structural adjustment
- International law and copyright
- The bi-modal distribution of agriculture: multinational corporation (MNCs) and small scale farming
- The obligations of signatories to the GATT
- The ethics of intervention and sustainable development

Fees: A\$7,500

A.3.1.7. Project 6 - Planning for Sustainable Rural Development

Duration: 7 weeks, 6 October to 21 November, 1997

Programme:

- Development issues - defining growth and development, history, theories, strategies and their successes/failures
- Introduction to the planning process - reasons for planning; levels and strategies with particular emphasis on community participation
- Project planning - takes the problem approach to design and management of projects, including problem/solution analysis and logical framework analysis
- Project appraisal - financial/economic, social, environmental and gender analysis, simulation modelling of projects
- Environmental aspects of development from both the economic and ecological perspective
- Role of NGOs in development

- Computer workshops
- Train-the trainer sessions to assist participants to diffuse their knowledge to colleagues on return to their countries.

Field excursions include (banana, livestock, horticultural, dairy) farms, forest and conservation areas, coastal tourism, aquaculture and fishing areas.

Application and further information may be obtained from:

Programme Director
Development Studies Programme
University of New England
Armidale, 2351 AUSTRALIA
Int'l phone (6167) 733248
Int'l fax (6167) 733799

A.3.2. TRAINING IN JAPAN

A.3.2.1. International Training Course in Regional Development Planning

Location: United Nations Centre for Regional Development (UNCRD), Nagoya, Japan

Date: The course is held for two months in April and May each year and assembles about 30 local and regional planners from developing countries and Japan. In those two months, the participants undergo training both in the lecture room and in the field, receives as well as contribute knowledge and ideas, and jointly carry out problem-solving exercises using computer technology.

Objective: To assist developing countries to strengthen their national capabilities for regional planning and development, thereby promoting self-reliance. The course serves as a channel for updating practitioners with current ideas and strategies to improve the socioeconomic conditions of people living in specific regions. These may be administratively defined according to historical circumstances, ecological conditions, ethnic lines, or law. Although it is recognized that planning for regional development often creates greater regional disparities, the course maintains that the attainment of an overall satisfactory macroeconomic performance and social equity is the prime mover to adopt regional development strategies.

The Course seeks to enable participants to understand regional development and planning issues and responses to these issues through crossfertilization of ideas, comparative analyses, and the sharing of experiences.

It is a participatory and an output-oriented course which draws upon the participants' capacity to express and discuss ideas, their professional backgrounds and individual experiences. Output from participants will be obtained and presented during group workshops.

Eligibility: The Course is intended for:

1. Government officials employed by agencies/ministries responsible for local and regional development and planning;
2. Professional staff members of universities and other training institutions who are engaged or are likely to be engaged in training for local and regional development and planning;

3. Persons engaged in research activities relevant to local and regional development and planning; and
4. Staff of relevant nongovernmental organizations (NGOs) who may participate at their own organization's expense.

Methodology: The Course utilizes a combination of training techniques including lectures, workshops, gaming simulation, computer hands-on exercises, case study analysis, group discussions, panel discussions, and field study visits.

Financial Support: Fellowships are available from the UNCRD and other funding sources.

The UNCRD will grant a maximum of 15 UN Fellowships for the 1997 Course. Those interested may apply for such fellowships which consist of:

1. Economy class round-trip air travel to Nagoya, Japan from the capital city of the participant's country or from the nearest international airport by the most direct, economical route.
2. A stipend or living allowance for the period of the Course at rates established by the UN. The stipend is just sufficient to cover the participant's cost of accommodation and incidental expenses. There are neither facilities nor any support available for family members of the participants.
3. Reimbursable major equipment purchases necessary for the training programme up to a maximum of US\$100. This reimbursement will be made upon submission of supporting evidence and on the written recommendation of the Training Coordinator.
4. A book allowance of US\$70 per month for each month of the training course.
5. Termination (separation) allowance in a lump sum payment of US\$100.
6. Entitlement to the reimbursement of certain medical expenses through the J. Van Breda Insurance Co. International, Belgium.

Total cost to be incurred during the 60-day Course is approximately US\$8,300 per participant, of which around US\$7,000 may cover meal and accommodation costs and the remainder for purchase of books, minor equipment, local transportation, and

other related expenses. Travel cost, i.e., round-trip airfare between Nagoya, Japan and the course participant's country varies accordingly. Other medical expenses incurred by the participant are to be covered by the funding agency.

Fellowships are available from several sources.

Bilateral and international agencies are encouraged to utilize the Course as an opportunity for human resource development and the training of project staff. Requests for fellowships to potential donors should be made well in advance to allow sufficient time for the necessary procedures. Among the bilateral agencies, Japan International Cooperation Agency (JICA) and Norwegian Agency for Development Cooperation (NORAD) have sent local personnel involved in project activities to the Course.

The World Bank through the International Development Agency (IDA) has likewise supported Fellowships. There is a growing need to enter into partnerships with bilateral agencies (such as CIDA, DANIDA, GTZ, JICA, NORAD, SIDA, USAID) and international financing agencies (such as Asian Development Bank, Inter-American Development Bank, World Bank) to support human resource development programmes in developing countries.

National and local governments have been providing support for the participation of officials who are eligible based on the criteria set by UNCRD for the Course. Other funding sources may include private banks, enterprises, and NGOs whose concerns lie in regional, and local and urban development.

Other United Nations organizations (e.g. UNDP, UNICEF) may grant UN Fellowships to eligible candidates, subject to budgetary limitations and various criteria.

Programme:

General Introduction

Orientation

Introduction, motivation and expectations of training participants

Intercultural communication and presentation techniques

Country case briefings by training participants

Meaning of regional development

Modules

1. The Regional Planning Context and Development Experiences

Concepts and theories; Experiences of different countries
Issues in regional development planning

2. Regional Economic Planning and Regional Analysis

Issues in regional economic development
Regional analysis techniques
Planning process

3. Spatial Dimension of Planning

Land use planning
Geographic information system
Transportation

4. Sectoral Development and Environment Management

Planning for strategic sectors:
Industrial, agriculture, service industries

5. Plan Implementation and Management

Public investment planning
Development administration
Project planning and evaluation

6. Micro-base for Local and Regional Development

Social development
Participatory approaches for community development
Enterprise management and development

7. Linking with Resources

International aid
Mobilization of partners for development
Panel discussion

8. Synthesis of Regional Development Planning

Computer-aided simulation game

9. Conclusion of Course Activities and Final Evaluation

Application:

1. Applicants must have at least a bachelor's or equivalent degree from a recognized university and adequate work experience in government departments, preferably in local, regional or national planning bodies, or in training-cum-research institutions concerned with local and regional development and planning.
2. Applicants must be proficient in both written and spoken English. Applicants may be required to produce evidence of their proficiency in English.
3. Applicants must be physically fit and must submit, with the nomination form, a complete and up-to-date medical report (included in the UN Fellowship Nomination Form)
4. Applicants should be between 30 and 40 years of age.
5. Applicants must submit a participation paper (five to eight typed pages, double-spaced) dealing with one of the following topics:
 - (a) Regional development issues and problems and corresponding approaches and strategies;
 - (b) Planning problems at the different levels of development (e.g., national, regional, local and community); or
 - (c) Problems in implementing plans at the local or regional level, focusing on the roles of government, community, NGOs, and the private sector.

A.4. TRAINING IN EUROPE

A.4.1. TRAINING IN BELGIUM

**FREE UNIVERSITY, BRUSSELS, FACULTY OF
MEDICINE AND PHARMACY**

A.4.1.1. Human Ecology

Medium of instruction: English

Location: Free University, Brussels, Faculty of Medicine and Pharmacy

Duration: Academic year begins 1st Monday of October and ends last day of September or early July for those students who have passed their exams by that time.

Programme: Master's and Ph.D programmes in Human Ecology organized at the Vrije Universiteit, Brussels under the auspices of the World Health Organization and endorsed by UNESCO (Man and the Biosphere Programme). The Master's Programme in Human Ecology is sponsored by the Belgian Administration for Development Cooperation (BADC) in the framework of the International Course Programmes.

In 1989 a full English language curriculum leading to the degree of Master in Human Ecology was established at the Vrije Universiteit Brussels, the content of which is a multi-disciplinary array of courses leading to a broad holistic view, the final objective being to develop an understanding of the ecology of mankind and the complexity of the environment in which he lives and of which he forms an integral part, and to stimulate thinking about new ways to tackle environmental problems.

In 1991, the groundwork was laid for a research oriented doctorate programme in Human Ecology. The main area for research in Human Ecology at the VUB is the development of methodology in the field of environmental management, focused on interdisciplinary instruments. There are research groups working on environmental impact assessment, product life cycle assessment and environmental management systems. A new research line on sustainable development has been established.

Admission: This depends on candidates providing:

- proof of completion of undergraduate studies. A Bachelor of Science degree, a Bachelor of Arts in biology, chemistry or physics, a degree in engineering or a degree in medicine. Applicants not holding one

of these degrees may be admitted if their degree or professional experience is judged by the Admissions Committee to be equivalent.

- Proficiency in the English language. TOEFL (Test of English as a Foreign Language) ETS Box 899 Princeton NJ 08540, USA or the IELTS (International English Language Testing System) for information on IELTS contact the nearest British Council
- proof of adequate financial support
- two letters of recommendation
- an application form completed and signed

Funding: candidates from developing countries attend on scholarships granted by:

- (a) The VUB - Please contact Mr. Eddy Nierynck, VUB International Relations Officer, Human Ecology Department (GF) Laarbeeklaan 103, B-1090 Brussels;
- (b) The Belgian Administration for Development Cooperation
 - contact the General Office for Cooperation and Development the details of which please obtain from the Belgian Embassy or Consulate;
- (c) The World Health Organization, through the country offices;
- (d) The world Bank Graduate Scholarship Programme (WBGSP) Country offices of the World Bank or the WBGSP Secretariat, Room M-4029, 1818 H Street N.W, Washington DC 20433, USA;
- (e) The Commonwealth Fund for Technical Cooperation (Co-CFTC), Marlborough House, Pall Mall, London, England UK SW1 5HY, England;

- (f) The Ford Foundation National Research Council, 2101
Constitution Ave. Washington DC 20418, USA

Application form and further information may be obtained from:

Mr. Eddy Nierynck
International Relations Officer,
VUB Human Ecology Department (GF)
Laarbeeklaan 103,
B-1090 Brussels
Belgium.

A.4.2. TRAINING IN FRANCE

A.4.2.1. IPER, LE HAVRE SEMINARS AND COURSES ON PORT DEVELOPMENT

Medium of instruction: French

Location: Le Havre Cedex, France

Objectives: Since its inception in 1977, the Port Training Institute of Le Havre (IPER) has been promoting training programmes for all management levels on subjects as varied as:

- maritime civil engineering works
- new ship and cargo-handling methods
- developments in maritime transport and their impact on ports

As a result, IPER has organized at the end of 1994, 322 port training programmes attended by 4592 participants from 130 countries.

The business of ports becomes every year more challenging and complex. In order to respond to the growing need for the development of human resources in the port industry, IPER proposes both medium-length and long programmes dealing with several specialized areas of port management or operations (the IPER courses) and short training activities conducted by internationally-reputed lecturers, presenting the latest technical, managerial, commercial and operational development (the IPER seminars).

These well-known training programmes are carried out in association with IPER's traditional partners:

- the Port of Le Have
- the International Maritime Organization (IMO)
- the World Maritime University (WMU)
- the United Nations Conference on Trade and Development (UNCTAD)
- l'Ecole Nationale des Ponts et Chaussées (ENPC - Paris)
- l'Association pour le Développement de la Formation Professionnelle dans les Transports (AFT/IFTIM)
- Université Paris 1 - Panthéon Sorbonne

The need for training in developing country ports continues to grow at an accelerated speed. In particular, the training of middle level managers and supervisory levels has become an absolute priority for most port organizations in the Third World.

It is generally agreed, amongst the experts in educational technology, that this type of vocational training, if organized at the developing country itself, is generally much more effective and less costly. It offers the possibility to integrate the theoretical and practical parts of the training programme, through on-the-job observation, discussion with local managers and the direct application of the skills and the techniques taught in the classroom.

Such a formula has the added advantage of encouraging cooperation and interaction between the visiting lecturing team and the department in the port authority responsible for vocational training. IPER organizes, on request from developing country governments or port authorities, seminars to be run in their respective countries, and tailored to meet the specific needs of middle management. This type of programme requires that the requesting authority and the executing agency, i.e. IPER, jointly decide on the pedagogical strategy, the detailed content, the didactic support, the number and level of participants, and the number of lecturers and their qualifications.

Financing of this type of training programmes may vary from case to case. Various alternative schemes can be proposed, including direct sourcing by the requesting authority (from its operational budget or by using funds from international lending organizations made available for institution building); funding by the United Nations Development Programme on a country's IPF, or application of bilateral assistance provided by national development agencies in donor countries. For further information concerning these tailor-made training programmes please contact the IPER-Secretariat.

For the past fifteen years UNCTAD and IPER have been closely cooperating through the joint organization of high-profile seminars which deal with operational and management issues. This cooperation will not only continue in 1996 but it will be further strengthened. In the coming year three major UNCTAD - IPER programmes are proposed: both in English and French:

- The seminar on "Advanced port management" is scheduled from 19 to 24 May 1996 and will incorporate the latest material developed by UNCTAD on port management and marketing.
- The seminar on "Port finance" will run from 03 to 14 June 1996 and is backed by training material from UNCTAD's "Improving Port Performance 4" programme (Strategic Port Pricing). Besides, special computer-based simulations and business-games have been incorporated to make the seminar participant-interactive.

- Based on material developed for UNCTAD on cargohandling equipment problems in ports, the seminar on "The management of port equipment maintenance" is scheduled from 18 to 22 November 1996. This seminar will use material from the "Improving Port Performance 3" programme on (Port Equipment Management and Maintenance) and from the Port of Le Havre's state-of-the-art computer-based maintenance monitoring system for port handling equipment.

The continued and bolstered cooperation with UNCTAD allows IPER to effectively meet the specific training requirements of ports worldwide in three crucial areas:

- management systems
- tariffs
- maintenance.

Programme:

- (a) Travaux Maritimes et Maintenance Portuaire
Maritime Structures and Port Maintenance
- (b) Cycles Transport - Export - Logistique
- (c) Programme des Séminaires OMI - IPER
Programme of IMO-IPER Seminars

Financial assistance and bursaries: For each activity the financial conditions for participation have been specified. It is important to underline the possibility for interested candidates to obtain, under certain conditions, financial assistance and bursaries from one of the following sources:

- The United Nations Development Programme (UNDP)
- The International Association of Ports and Harbors (IAPH)
- The French Embassy in the applicant's country

UNDP: The UNDP Resident Representative has full overall responsibility for the UNDP programme in the country and serves as the principal channel of communication on technical assistance activities between the government and UNDP and its participating and executing agencies including UNCTAD, IMO and ILO.

The UNDP Resident Representative will hence be in a position to assist in the preparation of requests and will also be able to give information on the availability of resources. However, as bursaries are only granted on request of governments, formalities for obtaining them must be completed by the national agency or office which is responsible for coordination with the United Nations.

IAPH: The International Association of Ports and Harbours continues with its bursary scheme, and makes every two years a total of 20 bursaries available to developing country port staff. Requests for a bursary with a maximum amount of \$3,500 should be addressed to:

Mr. Goon Kok Loon
Chairman of IAPH's Committee on International Port Development
c/o The Secretary General
Kotohira - Kaikan - Bldg
1 - 2 - 8 Toranomom
Minato - KU
Tokyo 105, Japan
Telex 2222516 IAPH
Tax: (81-3) 3580 - 0364

Candidates must be recommended by the general manager of their ports and must produce a certificate proving that their application for the training programme has been duly registered. These bursaries are reserved for members of IAPH

The request which should be submitted by the candidate himself must include the following items:

1. Name Age:
2. Port Authority
3. Position held Date of appointment:
4. Academic qualifications and languages spoken
5. Professional qualifications
6. Career abstract
7. List of seminars and courses already attended
8. Course for which the request is introduced
9. Motivation of the candidate
10. Amount of the bursary which is requested (join the overall budget for attending the course: travel and accommodation expenditures, course fee, etc.)
11. Indicate what other financial assistance has already been obtained or is likely to be obtained.

The request must be signed and dated.

French Embassy: The French government may, under certain conditions, grant bursaries. Requests must be presented by the port authority or the administration of the candidate to the French Embassy.

Application form and further information may be obtained from:

IPER

Le Havre

30, rue Richelieu - 76087 LE HAVRE CEDEX

Tél.: (33) 32 92 59 92

Fax: (33) 35 41 25 79

Télex: 779 663 FRANCE

A.4.2.2 Centre d'Etudes et de Recherches sur le Développement International, Clermont Ferrand, France

A.4.2.3. Programme de formation en Gestion de la Politique Economique

Location: Centre d'Etudes et de Recherches sur le Développement International, Clermont Ferrand

Les objectifs du programme: L'objectif du programme *Gestion de la Politique Economique* est de donner en deux ans dont six mois de stage une formation de haut niveau dans le domaine de la conception et de la mise en oeuvre de la politique économique. Le cadre de référence est principalement celui de pays en développement ou de pays en transition vers l'économie de marché. Le programme s'adresse en priorité à des ressortissants de ces pays qui exercent des responsabilités au sein de l'administration économique et ont déjà de bonnes connaissances universitaires, acquises pendant quatre à cinq années d'études supérieures au minimum. Il est également destiné à des personnes appartenant à des institutions ou organisations de pays membres de l'OCDE concernés par les problèmes du développement économique.

Le programme répond en premier lieu au vif besoin qu'il y a dans les pays en développement ou en transition d'économistes professionnels ayant la capacité de concevoir et d'exécuter efficacement les politiques. Par son caractère bilingue, il vise d'autre part à combler l'écart culturel et linguistique entre zones francophones et anglophones. Enfin, il doit à terme contribuer, par sa délocalisation progressive, au renforcement en Afrique des institutions et des capacités de formation en ce domaine. Une fois opérée la délocalisation en Afrique, le programme se poursuivra, au CERDI à Clermont-Ferrand, à l'intention de ressortissants de pays en développement ou de pays en transition autres que les pays d'Afrique sub-saharienne.

Eligibilité: Sur l'initiative et avec la collaboration de ACBF (African Capacity Building Foundation) et de l'Institut de Développement Economique de la Banque Mondiale, le CERDI (Centre d'Etudes et de Recherches sur le Développement International) propose de former des personnes spécialisées dans l'analyse et la mise en oeuvre des politiques économiques, qui soient:

- de haute compétence technique, à l'aise dans l'usage ou la compréhension des méthodes d'analyse modernes;
- capables de les appliquer aux situations économiques et sociales particulières des pays en voie de développement ou en transition;

- capables de comprendre ou de reproduire les modèles d'aide à la décision utilisés par leurs partenaires ou leurs consultants;
- capables d'en comprendre les fondements, les hypothèses et de juger de leur adéquation aux problèmes à traiter;
- capables de travailler non seulement en français, mais aussi en anglais;
- bien informés enfin de l'environnement économique international et de ses implications.

Ce programme bénéficie de l'appui financier de ACBF, du Programme de Bourses Universitaires de la Banque Mondiale, des Ministères français des Affaires Etrangères et de la Coopération. D'autres Institutions Internationales envisagent également d'apporter leur concours.

Les stagiaires participants, appelés aussi "auditeurs", qui auront suivi avec succès l'ensemble du programme se verront délivrer par l'Université d'Auvergne le "Diplôme des Hautes Etudes en Gestion de la Politique Economique".

Admission au programme: Toutes les questions relatives à l'admission au programme et à l'aide financière devront être adressées à:

Patrick Guillaumont
 Professeur à l'Université d'Auvergne
 Président du CERDI
 CERDI
 65 Boulevard Gergovia
 63009 CLERMONT-FERRAND Cedex 1
 France
 Téléphone: (33) 73 43 12 30
 Téléphone: (33) 73 43 12 28

Conditions d'admissibilité: L'admission au programme Gestion de la Politique Economique se fait sur la base d'un concours (épreuve écrite portant sur l'économie) et de la présentation d'un dossier faisant apparaître d'excellents résultats universitaires et des compétences professionnelles élevées. Le nombre d'inscrits sera limité (trente-cinq à quarante) afin d'assurer à chaque auditeur toute l'attention individuelle que nécessite ce programme de formation intensif. Pour être éligibles, les candidats devront satisfaire les conditions suivantes:

- être titulaire d'un diplôme universitaire sanctionnant une formation d'au moins quatre à cinq années avec une composante très marquée en science économique.
- prouver leur maîtrise orale et écrite de la langue française et avoir déjà un niveau solide en anglais; un stage préalable et intensif en français de quelques semaines pourra éventuellement être organisé.
- avoir au moins trois ans d'expérience professionnelle, de préférence dans la fonction publique, l'enseignement ou la recherche ou dans la gestion d'entreprises publiques, et désirer faire carrière dans la définition et la gestion des politiques économiques de leur pays.

Procédure d'admission: Les personnes intéressées devront écrire au Président du CERDI à l'adresse indiquée ci-dessus. Les dossiers de candidature devront être renvoyés à cette même adresse. Le candidat devra également fournir les copies officielles, ou certifiées, de ses diplômes les plus élevés.

Tous les candidats souhaitant poser leur candidature pour le programme 1996-1998 devront soumettre le dossier d'inscription complet (formulaire et pièces jointes exigées) avant le au plus tard. L'examen, à titre exceptionnel, de candidatures reçues après cette date est une décision qui appartient au CERDI exclusivement.

Après une étude de recevabilité des dossiers, les candidats retenus seront convoqués pour l'épreuve écrite, épreuve délocalisée dans les capitales des pays des candidats. Après une étude de recevabilité des dossiers, les candidats retenus seront convoqués pour l'épreuve écrite, épreuve délocalisée dans les capitales des pays des candidats. Après la correction des copies et des tests, le CERDI soumettra une liste de candidats à l'Institut de Développement Economique de la Banque Mondiale qui sera responsable de la sélection définitive. Cette sélection doit assurer un recrutement diversifié quant aux pays d'origine et aux responsabilités préalablement exercées par les candidats.

Le cursus, les enseignements: Trois objectifs principaux sont poursuivis par le programme:

- former des analystes de la politique économique capables de réaliser des études et memoranda à la fois simples, rigoureux et réalistes sur le plan administratif et politique;

- former des gestionnaires avertis de l'économie à l'esprit ouvert, des personnes capables de gérer un département administratif, une société d'Etat, ou de tout autre type d'organisation;
- sélectionner plusieurs des participants ayant des talents exceptionnels et souhaitant effectuer des études supplémentaires afin de devenir à leur tour formateurs et chercheurs.

Vue d'ensemble: Le programme est organisé en trois phases (préparatoire, générale et d'approfondissement) d'enseignements universitaires d'une durée totale de dix-huit mois, suivies d'un stage d'une durée de six mois.

La phase préparatoire (quatorze semaines) a pour objectif de donner à l'ensemble des auditeurs les moyens de suivre efficacement les deux phases suivantes en les mettant tous à un niveau suffisant dans les matières et les techniques de base. Ainsi l'accent est particulièrement porté sur la mise à niveau dans la langue anglaise, la formation à l'utilisation des ordinateurs et le rappel des fondements de l'analyse macroéconomique et de l'analyse microéconomique.

Cette phase doit d'autre part permettre d'identifier les besoins de formation de chacun et de créer une dynamique de groupe.

La phase générale, ou programme principal, (vingt-quatre semaines) vise à appliquer les instruments essentiels de l'économie et de la gestion à l'analyse de la politique économique dans les pays en développement ou en transition et à la définition des stratégies de réforme à l'échelon tant macroéconomique que microéconomique.

Au cours de la phase d'approfondissement (vingt semaines), les outils de l'économie et de la gestion sont appliqués soit à des problèmes particuliers soit de façon plus approfondie que dans la phase précédente. D'autre part, les auditeurs sont initiés à l'usage de modélisations synthétiques et sont conduits à traiter des études de cas globales.

Un stage (cinq à six mois, en fin de cycle, doit enfin permettre au stagiaire d'appliquer les principes de formation qu'il a reçus. Ce stage, organisé dans les institutions internationales ainsi que les grandes entreprises ou banques, vise également à renforcer la capacité bilingue de certains des auditeurs.

Phase préparatoire ou programme initial: Les principaux modules de cette phase sont les suivants: Séminaire d'accueil "résidentiel"

Les stagiaires seront accueillis dans une résidence extérieure à Clermont pour un séminaire ayant un double objet

- communication et initiation au travail de groupe;
- présentation du programme et première identification des besoins.

Pendant une durée de deux ou trois jours, à l'extérieur du lieu de la formation, les participants abordent les difficultés de communication et les moyens de les limiter, les écueils liés aux travaux d'équipe et les outils permettant une meilleure synergie, les questions relatives aux échanges humains interculturels. Placé tout au début de la session, ce module doit, en outre, permettre une meilleure connaissance des participants, assurer la cohésion du groupe, réguler les interventions de ses membres et favoriser l'investissement personnel ultérieur. La participation active est recherchée à travers des jeux de rôle, exercices, enregistrements vidéo, permettant une mise en situation.

Rappels d'analyse macroéconomique: Pour une mise à niveau, les participants doivent satisfaire deux exigences: celle d'une compréhension claire des principaux concepts et définitions, celle d'une appréciation correcte des faits économiques contemporains. Pour comprendre les mécanismes de la vie économique, le cadre de présentation est celui de la comptabilité nationale et les participants réfléchissent activement (à partir d'un logiciel d'analyse macroéconomique et d'études de cas basées sur des données chiffrées) sur les problèmes de cohérence entre les comptes nationaux, la balance des paiements, les finances publiques et les agrégats monétaires, ainsi que sur les principaux comportements des agents économiques sur les marchés qui fondent les opérations décrites dans les comptes. Le cours revoit l'ensemble des grandes fonctions économiques: consommation, investissement, importation, exportation, demande d'encaisses, et les grands principes de détermination du revenu national, de l'emploi et de l'inflation.

Rappels d'analyse microéconomique: La remise à niveau en microéconomie rappelle les principaux instruments de l'analyse en les appliquant à des problèmes concrets. La formation insiste sur les fondements conceptuels des méthodes d'analyse et de mesure.

Les stagiaires doivent, à l'issue de cette formation, être en mesure de traduire un problème économique sous forme algébrique simple de manière à résoudre les cas pratiques qui leur seront proposés.

Une partie de cet enseignement est assurée à l'aide de logiciels appropriés et combinée avec la formation en informatique.

Gestion économique nationale: l'agenda par pays: Travail de groupe destiné à faire établir par chaque participant un agenda des questions à examiner au sujet de la gestion économique nationale de son pays et plus particulièrement pour l'exercice de ses propres responsabilités professionnelles.

Anglais: Mise à niveau intensive pour permettre à tous les stagiaires de suivre des cours et séminaires en anglais à partir de la phase générale.

Techniques quantitatives: Mise à niveau en statistique descriptive. Notions fondamentales d'optimisation. Eléments de statistique inductive et de tests paramétriques et non paramétriques. Eléments de base de l'économétrie.

Informatique: L'objectif de cette formation est de permettre une utilisation rapide et pratique d'un micro-ordinateur, et d'initier les étudiants aux principaux logiciels qu'ils devront utiliser par la suite. Sont traitées les opérations les plus courantes, à savoir l'utilisation de tableaux, de logiciels statistiques et de traitements de texte, ainsi que l'utilisation de systèmes d'exploitation.

Séminaire "ouvert": Ce séminaire, tenu au rythme d'une fois toutes les deux semaines, a pour but:

- Une revue de l'actualité économique dans les pays en développement ou en transition et sur la scène internationale;
- Une évaluation du travail en cours des différents modules, de façon à mieux identifier les besoins de formation préalable.

Conférences "Points Cardinaux": Au rythme d'une fois par mois, un haut responsable économique ou politique du Nord ou du Sud (dans un gouvernement, une institution internationale, une grande entreprise) expose un grand problème et répond aux questions des auditeurs.

Evaluation: A la fin de la phase préparatoire a lieu une évaluation générale de l'enseignement reçu et une évaluation personnelle des besoins de formation de base restant éventuellement à couvrir pour chaque stagiaire.

Phase générale ou programme principal: Tous les enseignements de cette phase, même les plus généraux, renvoient à des situations réelles. Un lien est systématiquement recherché entre les concepts et les expériences de politique économique.

Techniques de communication:

- techniques d'expression, de rédaction de notes, de préparation de dossiers, etc.
- relations humaines et communication au sein des organisations.

Gestion macroéconomique:

Les auditeurs ayant étudié les principes de base du fonctionnement d'une économie nationale, cette deuxième partie de l'enseignement est centrée sur la politique macroéconomique dans ses différents aspects politique de change et du commerce extérieur, politique monétaire et réforme du secteur financier, politique budgétaire dans sa triple composante (dépenses publiques, système fiscal et endettement public), financement du solde budgétaire, choix et programmation des investissements publics, politique des prix et libéralisation des marchés, restructuration du secteur public, privatisation. L'esprit de l'enseignement est de montrer:

- la multiplicité des canaux par lesquels un instrument donné agit sur l'économie;
- la diversité des effets selon les caractéristiques des économies, l'environnement international et l'usage des autres instruments;
- l'importance de la cohérence des programmes macroéconomiques fondés sur une multitude d'instruments et l'enjeu des arbitrages opérés par les gouvernements pour réaliser efficacement un ajustement structurel.

Le cours s'appuie sur les expériences concrètes de politique économique dans des pays en voie de développement et en transition, faisant face à des situations internes diverses et ayant réagi de façon différente à des chocs

- pays de production primaire et nouveaux pays industrialisés;

- pays à économie de marché, pays à forte intervention de l'Etat avec des prix administrés, pays planifiés et pays en transition;
- pays à change fixe et pays à change flexible;
- pays à faible inflation et pays à forte inflation;
- pays appartenant à des unions monétaires, pays dollarisés, ...

Une grande partie de l'enseignement est donnée sous forme d'études de cas et de réflexions à partir d'expériences réelles (exemple: effet du taux d'intérêt sur la demande globale, sur l'épargne, la qualité des investissements, le service de la dette publique, les mouvements de capitaux et le taux de change, ... ou encore effet de la dévaluation sur la demande globale, sur les finances publiques et sur les prix relatifs).

Analyse microéconomique et gestion publique: Connaissant le fonctionnement des marchés et les conditions d'efficacité du système économique, il est possible d'analyser l'équilibre général en présence d'externalités et de biens collectifs et de préciser les domaines justifiant l'intervention de l'Etat dans l'activité économique selon le niveau de développement. A cette fin, les biens collectifs (infrastructures, vaccinations, préservation de l'environnement, ...) sont distingués des monopoles naturels (eau, gaz, électricité, télécommunications, ...) et des biens tutélaires (éducation, protection sociale, aide alimentaire, ...) dans la délimitation du secteur non marchand. L'approfondissement du rôle de l'Etat dans l'économie implique que l'on intègre les relations entre le système économique et le système politique (théorie des choix publics, analyse économique de la bureaucratie). Un accent particulier est mis sur les objectifs des décideurs publics, ce qui inclut les éléments suivants:

- les bases du calcul économique: l'approche scientifique du processus de décisions; la décision en situation d'objectifs multiples; la différence entre calcul économique privé et calcul économique public;
- les techniques de décision et d'optimisation: méthodes de programmation; méthodes de simulation; techniques de planification et l'ordonnancement des projets;
- les décisions d'investissement: critères d'évaluation des investissements et des programmes d'investissements; introduction du temps et de l'incertitude; introduction à l'analyse de projets et premières études de cas;

- les analyses de réponses des producteurs aux incitations; en particulier réponse des producteurs agricoles aux variations des prix (modèles d'équilibre partiel et modèles multi-marchés).

Gestion des entreprises et des organisations I: outils et méthodes

L'objectif est d'apporter à chaque auditeur des éléments de gestion lui permettant, à l'issue de la formation:

- d'avoir une bonne compréhension du fonctionnement de l'entreprise au niveau microéconomique;
- de dialoguer avec les responsables d'entreprises du secteur privé;
- d'opérer des transferts du mode de gestion utilisé dans le secteur privé vers le secteur public afin de le dynamiser.

Chaque auditeur est placé en situation d'acteur, ce qui implique d'abord l'acquisition des connaissances (exposés, notes techniques, lectures, complétés par des exercices d'application), ensuite la mise en situation (cas de complexité croissante, simulation informatisée de gestion, atelier, projet).

Il s'agit dans ce premier module de présenter les principaux outils de gestion utilisés en entreprise en insistant sur le caractère transposable au secteur public, d'insister sur les techniques qui peuvent être utilisées par les différents auditeurs dans leurs domaines respectifs. Non seulement l'accent est mis sur les problèmes communs à la gestion de toute organisation, mais encore on s'efforce de montrer les implications de l'environnement socio-culturel pour la gestion. Principaux outils:

- Outils de prise en compte de l'environnement de l'entreprise et de la connaissance de ses marchés: collecte et traitement des données, moyens de l'action commerciaux; les techniques de marketing et les différents domaines de leur application;
- Outils de mesure de la performance comptable: coûts, prix de revient, budgets, coûts et prise de décision;
- connaissance et maîtrise de flux financiers: les différents cycles de l'entreprise (investissement, exploitation) et leurs modes de financement, les instruments de la prévision financière (budget d'investissement, budget de trésorerie), les

instruments de mesure de l'efficacité financière (ratios, normes, comparaisons intersectorielles);

- l'audit d'entreprise.

Anglais

- anglais d'entretien;
- environ vingt pour cent des enseignements de la phase générale sont délivrés en anglais.

Questions de développement économique

Il ne s'agit pas de faire ici un cours d'économie du développement mais de traiter quelques-unes des questions importantes actuellement discutées, qui conditionnent toute une série de diagnostics économiques et sont susceptibles d'orienter la gestion économique nationale. Quelques exemples sont donnés ci-après: la mesure des niveaux de vie par la méthode "partie des pouvoirs d'achat, l'analyse économique de la faim et des famines, les enseignements des recherches récentes sur les facteurs de croissance, la mesure et les conséquences des distorsions de prix, la nature et les objectifs d'une politique économique "tournée vers l'extérieur, les expériences de libéralisation financière, le fondement économique des réformes du système éducatif et des politiques de santé, la crise de l'Etat dans les pays en développement, le rôle du cadre légal et des institutions judiciaires dans le développement, les relations entre démocratisation et ajustement, etc...

Revue d'actualité

Une fois par quinzaine les auditeurs sont invités à passer en revue l'actualité économique internationale et celle des pays en développement en particulier. A cette fin un ou plusieurs auditeurs présentent les principaux événements marquants à partir d'une revue des grands hebdomadaires de langue française ou anglaise. Le but de cette revue, conduite avec l'aide d'un enseignant, est à la fois de toujours amener l'auditeur à situer son travail dans l'environnement international, économique et politique, et de l'amener à préciser quels sont ses besoins de formation pour la compréhension des problèmes économiques.

Séminaire d'économie du développement

Ce séminaire dont les principes ont été indiqués plus haut a pour but, au rythme de deux fois par mois, de mettre les étudiants en relation avec d'autres chercheurs du CERDI et divers enseignants, pour l'examen d'un texte récent important d'économie et politique du développement ou pour entendre un professeur invité ou un économiste de passage présenter un travail récent.

Conférences "Points Cardinaux"

(comme lors de la phase précédente)

Evaluation

Chaque auditeur doit préparer au cours de la phase générale au moins:

- deux notes de synthèse du type note pour le ministre;
- deux rapports sur une question de politique aboutissant à une recommandation. Les rapports sont préparés avec l'aide de tuteurs et notés.

A la fin de la phase générale a lieu un séminaire d'évaluation, portant sur les façons dont les objectifs de l'enseignement durant cette phase ont été atteints, et donc les points à développer prioritairement durant la phase d'approfondissement. Il porte également sur la compréhension des problèmes pour chacun des étudiants; des compléments de formation peuvent alors être demandés à certains.

Phase d'approfondissement

Les outils d'analyse sont appliqués à des problèmes plus particuliers ou de façon plus approfondie que lors de la phase précédente. D'autre part il est fait appel à des modélisations plus synthétiques et à des études de cas globales.

Relations humaines

Techniques de négociation, principes de directions, de conduite de réunions, etc...

Gestion macroéconomique II

Cet enseignement met l'étudiant à même de participer efficacement à l'élaboration, à l'évaluation et à la négociation de programmes d'ajustement de divers types. Quatre orientations principales sont données ici à titre indicatif:

- préparation, surveillance et évaluation des programmes macroéconomiques: cohérence économique et financière, exercices sur la détermination du TOFE (Tableau d'Opérations Financières de l'Etat) et sur les déclarations de politique économique, planification et budgétisation, programmation des investissements publics, méthodes de suivi des programmes à l'échelon d'un pays (critères de performances, tableaux de bords) et d'évaluations comparatives.

- utilisation des modèles macroéconomiques: les auditeurs sont initiés à la construction de modèles macroéconomiques du type RSMS (-X) ou des modèles de projection entrée-sortie; un jeu est organisé à partir d'un modèle macroéconomique. Les principes d'élaboration et d'interprétation des modèles d'équilibre général calculable (EGC) sont présentés de façon que les auditeurs puissent en faire une utilisation éclairée (on recourt pour cela à un modèle EGC avec secteur financier construit au CERDI pour un pays en développement).
- analyse des dimensions sociales, administratives et politiques de l'ajustement, à partir des études récentes en la matière: on s'efforce de montrer les divers canaux par lesquels l'ajustement influence le niveau de vie des différentes catégories sociales et comment la dimension sociale peut être intégrée à la politique d'ajustement. Une discussion à partir d'études comparatives et de certains modèles est également conduite sur la question de la faisabilité politique des réformes. D'une façon générale on s'efforce de tirer les leçons des expériences de réformes administratives globales dans différentes parties du monde.
- études de cas approfondies et synthétiques sur des politiques de réforme et d'ajustement des études de cas approfondies faisant participer activement sous forme de jeu les auditeurs sont menées, de façon à faire saisir à partir d'une situation réelle, les différents aspects de la réforme économique (diagnostic, définition et négociation de la politique mise en oeuvre, ...).

Analyse microéconomique et gestion publique II

Le module vise à rendre familières aux auditeurs les techniques d'analyse coûts-bénéfice et les diverses méthodes d'analyse de projets, en les appliquant de façon approfondie à des cas de pays en développement ou en transition et en appréciant à cette occasion les conditions d'application judicieuse.

A travers de nombreuses études de cas (dont certaines sont informatisées), il est possible d'adapter les méthodes aux différents secteurs d'intervention et d'étudier les problèmes d'identification, de choix, de suivi et d'évaluation ex-post des projets agricoles, des projets industriels, des projets de transports, des projets de santé et d'éducation en relation avec les stratégies et politiques sectorielles.

Le programme insiste également sur la place de l'analyse de projet dans les nouveaux systèmes de programmation des dépenses publiques et sur les méthodes d'évaluation de l'efficacité des décisions et de la qualité des services publics.

Gestion des entreprises et des organisations II: management

Il s'agit d'insister sur les techniques de management qui peuvent être utilisées par les auditeurs dans leurs domaines respectifs, essentiellement:

- l'entreprise en tant que système: l'analyse de système appliquée à l'entreprise (privée ou publique); structures, organigramme, modes de direction; l'approche stratégique des organisations (diagnostic stratégique et décisions stratégiques);
- la mesure de l'efficacité du management: les outils de mesures adaptés au mode organisationnel (direction par objectifs, centre de responsabilités); le contrôle de gestion; l'élaboration et la mise en oeuvre du plan stratégique; l'évaluation de l'efficacité de la gestion des entreprises publiques: instruments de mesure, instruments de contrôle;
- la gestion des ressources humaines: finalité, outils, méthodes;
- la réforme des entreprises publiques: redressement ou privatisation;
- la gestion du risque par l'entreprise (ou par des organismes publics): l'utilisation des nouveaux instruments financiers (options, etc.) et des nouveaux marchés, selon le niveau de développement du pays, le cas des marchés des produits de base.

Anglais

- anglais d'appui sélectif;
- une proportion importante des enseignements est donnée en anglais.

Questions de développement économique II

Il s'agit de traiter les principales questions actuellement débattues plus particulièrement dans le domaine international. Quelques exemples sont donnés ci-après:

- facteurs déterminant l'évolution du prix international des produits de base;
- l'état actuel des accords sur les produits de base (examen de détail d'un accord);
- bilan des financements compensatoires;
- négociations commerciales internationales;
- l'accord multi-fibres;
- mesures et conséquences du protectionnisme industriel;
- les zones francs: succès et échecs;
- tendances nouvelles de l'intégration économique régionale;
- négociations et gestion de la dette;
- effets et réformes de l'aide publique au développement;
- fondements et pratiques de la conditionnalité, etc..

Revue d'actualité

(comme lors de la phase précédente)

Séminaire d'économie du développement

(comme lors de la phase précédente)

Colloque "hors les murs" et grandes conférences

Préparation, organisation et animation d'un colloque tenu dans une institution internationale ou un centre d'études extérieur, sur un thème variant chaque année (par exemple les négociations commerciales internationales ou politiques nationales et investissement privé étranger, etc...).

Evaluation

Chaque auditeur doit préparer au cours de la phase d'approfondissement:

- une note de synthèse "état de la question" sur un problème appliqué de développement ou une note d'évaluation relative à un document qui lui a été fourni;

- un rapport sur une question de politique économique qui lui a été soumis.

Les notes et rapports sont préparés avec l'aide de tuteurs et notées.

Une épreuve orale de synthèse est organisée devant un jury destiné à tester à partir d'un texte, examiné pendant une heure par le candidat, sa compréhension générale des problèmes de politique économique de gestion.

Le stage

En vue d'assurer l'équilibre de la formation en incitant les auditeurs à utiliser des instruments rationnels pour la résolution des problèmes économiques concrets, un stage est intégré au cycle de formation.

D'une durée de cinq à six mois, le stage vise également à renforcer pour un certain nombre des auditeurs la capacité bilingue. A cette fin sont privilégiés les stages dans les institutions internationales orientées vers le développement économique ou dans des grandes entreprises internationales. Seront ainsi sollicités, outre la Banque Mondiale, le , les banques régionales de développement; le PNUD, le BIT, la CEE, l'OCDE, l'ONUDI, la Banque de France, la BCEAO, la BEAC, les institutions bilatérales de coopération pour le développement ainsi que des grandes entreprises ou banques, publiques ou privées...

Le CERDI assure à chaque stagiaire un appui pour le bon déroulement de son séjour à l'étranger par un contact régulier de celui-ci avec son tuteur.

Le stage donne lieu à la rédaction d'un rapport, soutenu au CERDI avant la remise des diplômes. Un séminaire de courte durée est organisé parallèlement lors du retour des stagiaires de façon à établir un bilan des stages, mais aussi et surtout en vue d'évaluer dans quelle mesure les enseignements dispensés pendant le cycle auront servi aux stagiaires.

Une expérience reconnue de formation à l'intention de hauts fonctionnaires

Afin de développer l'interaction évoquée plus haut entre praticiens et chercheurs, le CERDI s'est engagé depuis une dizaine d'années dans des activités de formation de haut niveau à la demande d'institutions extérieures. Les activités de formation ont porté principalement sur la gestion de l'économie nationale et les politiques d'ajustement structurel, en particulier dans le cas des pays africains. Elles ont permis au

CERDI d'acquérir une solide expérience en matière de formation pour un public de rang élevé et d'adapter en conséquence ou de perfectionner ses méthodes pédagogiques.

C'est ainsi que depuis 1987, en collaboration avec l'Institut de Développement Economique de la Banque Mondiale, le CERDI a proposé à des hommes politiques et à des hauts fonctionnaires des pays africains ayant des responsabilités et une expérience importante un recyclage à la fois théorique et pratique sur les choix de politique économique dans un contexte d'ajustement structurel.

D'autre part depuis 1988, en collaboration avec le Ministère français de la Coopération, le CERDI organise des séminaires de réflexion sur les principaux problèmes posés par la réforme de la politique économique en Afrique, séminaires destinés à des Ambassadeurs et Chefs de Missions ainsi qu'à des hauts fonctionnaires de l'Administration centrale des Affaires Etrangères, de la Coopération ou de l'Economie et des Finances, et à des agents de la Caisse Française de Développement.

Un lieu d'enseignements universitaires originaux, orientés vers l'économie et la gestion du développement (magistère et doctorat)

Le CERDI délivre depuis 1986 un magistère de développement économique: analyse et politique, l'un des huit magistères d'économie existant en France et le seul à avoir cette spécialisation. Il s'agit d'une formation universitaire intensive, de haut niveau, donnée en trois ans et à finalité professionnelle, ouverte sur concours après deux années d'études supérieures.

Le CERDI délivre parallèlement, toujours dans le cadre de l'Université d'Auvergne, un DESS de développement économique orienté vers l'analyse de projet, ainsi qu'un DEA d'économie du développement permettant l'accès à la préparation du Doctorat.

Des possibilités d'accès au Doctorat sont d'ailleurs prévues pour un petit nombre parmi les auditeurs de programme Gestion de la Politique Economique.

Une coopération étroite avec les institutions de coopération pour le développement

Des liens de travail anciens et nombreux ont été tissés notamment entre la Banque Mondiale et le CERDI à l'occasion des séminaires précités sur la Gestion de l'économie nationale", en collaboration avec l'IDE, par l'intervention de nombreux conférenciers de la Banque Mondiale dans les cycles de formation du CERDI, enfin par les travaux de recherche ou de consultation confiés au CERDI par la Banque Mondiale.

Naturellement le CERDI coopère activement avec les autres institutions internationales spécialisées dans le domaine du développement (PNUD, BIT, FAO, UNICEF, OCDE, et en particulier avec l'Union Européenne ...), de façon à assurer à ses étudiants et chercheurs des contacts diversifiés.

Enfin le CERDI collabore étroitement avec les institutions françaises de coopération sur le développement, essentiellement avec le Ministère de la Coopération, le Ministère des Affaires Etrangères et la Caisse Française de Développement.

Le corps enseignant

Le programme Gestion de la Politique Economique peut s'appuyer sur un corps enseignant particulièrement qualifié et diversifié. Le corps enseignant est composé:

- des enseignants et chercheurs du CERDI, spécialisés de façon dominante dans l'analyse de la politique économique, et de leurs collègues du département de gestion de la Faculté des Sciences Economiques;
- d'autres intervenants universitaires, parmi lesquels figurent les meilleurs spécialistes des questions traitées, en particulier des professeurs invités des universités d'Athènes, Brescia, Californie (Berkeley), Genève, Harvard, Amsterdam, Michigan, Moscou, Oxford, Princeton, etc..
- d'experts praticiens intervenant dans l'enseignement et appartenant à diverses institutions:
- Banque Mondiale
- Banque Africaine de Développement
- Ministère français de la Coopération
- Ministère français des Affaires Etrangères
- Caisse Française de Développement
- Institutions africaines (BCEAO et BEAC)
- Grandes banques internationales
- Cabinets de gestion
- de grands conférenciers extérieurs, personnalités économiques et politiques du Nord et du Sud.

L'environnement du programme

Depuis 1991, le CERDI bénéficie de locaux modernes et fonctionnels au Centre Gergovia, à deux pas de la Faculté. Les locaux ont été récemment étendus afin d'y accueillir les auditeurs du programme auxquels un espace particulier est réservé.

La Faculté des Sciences Economiques et de Gestion et le CERDI sont équipés pour donner étudiants une formation intensive en informatique et en langues étrangères.

Clermont, situé en Auvergne, au centre de la France, jouit d'un environnement exceptionnel (montagne, lacs, possibilité de pratiquer tous les sports d'hiver et d'été, ...). L'Auvergne est de plus une région dont le patrimoine artistique est particulièrement riche, avec une vie culturelle animée.

Les aspects financiers du programme

Le coût du programme Gestion de la Politique Economique (cycle 1996-1998) s'élève pour toute sa durée à environ 350,000 francs français par auditeur.

Ce qui couvre:

- les frais de déplacement des auditeurs entre leur pays d'origine et Clermont-Ferrand;
- l'indemnité mensuelle versée à l'auditeur, de l'ordre de 6,000 francs français;
- les frais d'assurance;
- les droits d'inscription et les frais de scolarité.

Des bourses sont accordées à la majorité des auditeurs par:

- Le Programme de Bourses Universitaires de la Banque Mondiale;
- ACBF;
- Le Ministère français de la Coopération;
- Le Ministère français des Affaires Etrangères.

L'octroi d'autres bourses pourra émaner de toute autre institution éventuellement intéressée par le programme.

Pour être éligible à l'octroi d'une bourse par le Programme de Bourses Univesitaires de la Banque Mondiale dans le cadre du programme Gestion de la Politique Economique dispensé au CERDI, les candidats devront satisfaire les conditions suivantes exigées par la Banque Mondiale:

- ils doivent être citoyens d'un pays membre de la Banque Mondiale;
 - ils doivent être en bonne santé et faire preuve de bonne moralité;
 - les Administrateurs, leurs suppléants, les consultants et le personnel du Groupe de la Banque Mondiale (la Banque Mondiale, la Société Financière Internationale et l'Association Internationale de Développement) ainsi que les membres de leurs familles, ne peuvent pas bénéficier de ces bourses;
 - ces boursiers ne pourront pas être candidats d'un emploi à la Banque Mondiale pendant une période de trois ans à dater de l'obtention de leur diplôme au CERDI.
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A.5. TRAINING IN GERMANY

Subject: Rural Development, Natural Resources, Agricultural Production, Forest Conservation and Management

A.5.1. German Foundation for International Development, Food and Agriculture Development Centre (ZEL)

Location: German Foundation for International Development, Food and Agriculture Development Centre (ZEL)

Objectives: The German Foundation for International Development (DSE) is an institution which provides a forum for development policy dialogue and advanced training of specialists and executive personnel from developing and transitional countries. In addition, it supports German experts preparing themselves for their assignments in developing countries and maintains the Federal Republic of Germany's largest centre for documentation and information on development cooperation issues.

Conferences, meetings, seminars and training courses support projects which serve economic and social development, thus contributing to an effective, sustainable and wide-ranging development process.

The DSE cooperates with partners at home and abroad. A considerable number of the programmes take place in the developing countries, and the rest in Germany. Since 1960 the DSE has given advanced professional training to more than 100,000 decision-makers, specialists and executive personnel from over 140 countries. Through its dialogue and training events the DSE currently reaches more than 8,000 participants annually.

In the field of agriculture, forestry and rural development, the Food and Agriculture Development Centre (ZEL) is the central establishment of the German Foundation for International Development (DSE) for the international exchange of experience and for the training and advanced training of specialists, executives and teachers from Third World countries.

The ZEL was founded in 1964 in Feldafing near Munich and has been conducting its programmes since 1983 in a conference centre placed at its disposal by the German Free State of Bavaria. In 1991 the ZEL was enlarged by adding the branch Zschortau near Leipzig where its events are organized in a conference centre belonging to the German Free State of Saxony.

The participants in international conferences, expert meetings and technical seminars are nominated - in keeping with the objectives of the event - by the home countries of the

participants, partner institutions and technical establishments and then invited by the ZEL. The specialists for the training and advanced training programmes are nominated by institutions in the home country of the participant through the German diplomatic mission and by German and international organizations. On the basis of technical selection criteria the ZEL then takes a decision on the acceptance of the participant for the desired training or advanced training course.

In the international field the ZEL cooperates with numerous partners of international development cooperation and the developing countries, especially in the case of events abroad and training courses in developing or other industrial countries. The partners of the ZEL's short-term and long-term training courses in the Federal Republic of Germany are public and semi-public institutions of the Federal Government and the federal states, private institutions and organizations such as research institutes, associations and cooperative societies.

For each area of its work the ZEL has a harmonized set of instruments consisting of programmes in Germany and developing countries. These include:

- National and international conferences in Germany and abroad to identify and discuss basic problems of rural development, to formulate proposals for solution, to ascertain needs for promotional measures, to coordinate activities with other donors and to reinforce the South-South dialogue.
- Seminars for technical, professional and general exchange of experience.
- Short-term training courses with a duration of four to six weeks for specialists, executives and teachers with several years of practical job experience.
- Long-term training programmes with a duration of four to 13 months adapted specifically to young specialists with qualifications as future executives in key positions.
- Practice-oriented professional education lasting two to three years in developing countries or other industrial countries for newcomers to the profession or other young specialists.
- Assignment of German lecturers to events in developing countries.
- Congress trips for specialists from Third World countries for their technical advancement.

- Follow-up seminars to reinforce the multiplier effect and the sustained impact of advanced training programmes.
- Counselling and provision of information for an interested public and specialists in Germany.
- Publication of the technical magazines 'entwicklung + landlicher raum', 'agriculture and rural development' and 'agriculture et développement rural' in collaboration with the Germany Agency for Technical Cooperation (GTZ), the German Agricultural Society (DLG) and the Centre Technique de Coopération Agricole et Rurale (CTA) of the EC/ACP countries.

Eligibility: The events dealing with an international exchange of experience are addressed to decision makers in the public and non-public sectors, and to scientists and experts as the decisive and advisory agents for the development of agriculture, forestry and the rural areas. Practice-oriented professional education and advanced training programmes are organized for multipliers such as the responsible project personnel of agricultural, forest and rural development programmes. The contents of the programmes are tailored to regional needs of advanced training.

Programme:

A.5.1.2. Project 1 - Rural development

Priority work areas:

- Basic issues of rural development
- Promotional instruments and services
- Self-help promotion

A.5.1.3. Project 2 - Natural resources

Priority work areas:

- Land use planning
- Genetic resources of plants and animals
- Biotechnology

A.5.1.4. Project 3 - Agricultural production

Priority work areas:

- Ecofarming
- Seed technology
- Plant protection
- Post-harvest and storage technology
- Irrigated agriculture
- Livestock husbandry
- Veterinary medicine
- Practice-oriented professional education

A.5.1.5. Project 4 - Forest conservation and management

Priority work areas:

- Information systems for forestry
- Sustainable management of tropical forest resources

Application forms are available from:

German Foundation for International Development
Food and Agriculture Development centre
D-82336 Feldafing
Federal Republic of Germany

A.6. TRAINING IN ITALY

**A.6.1. INTERNATIONAL TRAINING CENTRE OF THE ILO
TURIN, ITALY**

**A.6.1.2 Project 1 - Management of Development: National
Capacity Strengthening**

Medium of instruction: To be determined

Location: International Training Centre of the ILO, Turin

Programme: The Centre is committed to further the message of international labour standards and to be proactive in solving problems encountered in their application through dialogue among social partners and purpose-designed training actions. An introductory module on 'international labour standards and technical cooperation' is incorporated in most of its regular courses and special courses are designed to update the participants' knowledge concerning standard setting and its supervisory system.

Objectives: Also known as the 'ILO Turin Centre', this institution of the United Nations family is an instrument of international technical cooperation. It was established in 1964 by the ILO in collaboration with the Italian Government, to be a focal point for the development of human resources to promote the social progress of the ILO's member States.

To date, over fifty five thousand men and women from 170 nations have benefited from its training activities.

- (a) Committed to meeting the manpower requirements of ILO members States, the Centre constantly adapts its activities to the evolving needs of its clients.
- (b) Concerted efforts with the ILO's headquarters and its decentralized structure greatly strengthen the relevance of its services.
- (c) As part of the United Nations family, it offers a truly international perspective.
- (d) Its favourable location in the heart of Europe provides direct access to significant models of industrial, technological, commercial and social development.
- (e) A modern campus provides logistic support for its activities and residential facilities for its guests.

- (f) It serves as an international forum for information exchange on development issues.
- (g) It expedites programmes in several languages.
- (h) It complements thousands of national institutions by providing services not available in many countries of the developing worlds.

Unlike tractional institutions, the International Training Centre has no fixed syllabus to be repeated year after year. Its demand-driven activities are designed in prompt response to the priority needs of ILO member States.

As improved training opportunities become available and new human resource development priorities came to the fore, the Centre continues to diversify its curriculum and synchronize it with emerging challenges.

For the current biennium, the focus is on a number of practical areas within the core mandate of the ILO and of special concern to UN development system.

Resolutions 44/211 (December 1989) and 47/199 (December 1992) adopted by the UN General Assembly establish that the responsibility for managing the development process lies with national entities.

Within this broad strategy, the International Training Centre of the ILO in Turin has designed a specific training programme on "Management of Development: National Capacity Strengthening" which focuses on improving management skills of those responsible for the management of the development process.

At the end of the workshop, the members of the country training teams will be able to conduct in-country workshops based on the modular training material.

In particular, they will have acquired:

- a thorough knowledge of the content of the training modules;
 - the capability to analyse the needs of the ultimate beneficiaries;
 - the capacity to adapt the training materials, apply participatory techniques and convey the training;
 - the capacity to organize and conduct the training programme at the country level.
-

Programme:

(a) Capacity building: premises and practice

- analysis of the development process;
- national ownership of development and optimizing its impact.

(b) Technical cooperation among developing countries (TCDC)

- TCDC as a modality of implementing technical cooperation: sharing of expertise, experience, know-how and facilities;
- cooperation on an institution-to-institution basis in the public or private sector.

(c) Programme approach

- transforming development policies into national programmes;
- designing, formulating and planning programmes at national and sectoral levels.

(d) Policy analysis and planning

- priorities and coordination of development policies;
- planning: objectives to be attained, work sharing and forecasting.

(e) Introduction to organizational development

- expected performance of the organization;
- strategies for planning and implementing organizational changes.

(f) Project formulation

- preparing proposals for solving an analysed development problem;
- appraising and improving a project proposal.

(g) Budgeting, review and control for projects

- preparation of a budget from a work plan;

- reports, review, budgetary revision and corrective actions.

(h) Project management

- developing management plans based on measurable objectives;
- preparing a monitoring and evaluation plan.

(i) Public procurement for development

- role of public markets and procurement planning;
- procurement processes and methods, including tender evaluation, bid evaluation and contract administration.

(j) Human resources management and development

- identifying human resources needs of an organization;
- appropriate approaches and strategies for the best use of human potential

(k) Monitoring and evaluation of programmes and projects

- management tool of monitoring, reporting and review;
- institutional tool for impact assessment, accountability and lessons learned for future design, formulation and planning.

(l) Adaptation and training skills

- designing a systematic training programme;
- preparing for training: methodology, training activity organization and implementation; adaptation of training material.

Additional modules are under preparation and will be shared with participants at a later date, possibly in regional workshops. Monitoring and evaluation, programme approach, training and fellowship management, relations between national entities and partners, and recruitment, placement and staff management.

Methodology: Participants work both individually and in groups. Individual exercises ensure that each participant assesses his knowledge, while group exercises enable participants to work as a team. Group work introduces a major management tool: consensus-based decision making. The workshop focuses on methodology. Learning is mostly participatory as participants refer to their own professional experience and acquire skills to adapt/transfer the training programme.

Participants: This training programme deploys a two-step strategy; the first addresses the direct recipients i.e. members of the country training teams who will be trained in training methodologies, adaptation of the training material and delivery of its content. Country training teams are composed of senior trainers from selected training institutions, selected government representatives and national staff from UN agency field offices. As a second step, country training teams will in turn, at the national level, train the ultimate beneficiaries, i.e. nationals holding responsibilities in the development process.

Each workshop will enrol about 25 participants divided in country teams.

In line with the UN focus on gender sensitization, women are especially encouraged to participate. The participation of representatives of leading NGOs involved in training or NGO APEX organizations are also strongly encouraged.

Application and further information may be obtained from:

International Training Centre of the ILO
UN System Training Programmes
Corso Unita d'Italia 125, I-10127 Turin
Italy

Telephone: international code +39 +22 + 31 21 743
or 66-38 842
Telefax: international code +39 11 31 21 743
or 66 38 842

E-mail: UNSYS @ ITCILO.IT
Telex: 221 449 CENTRN-1
Cable: INTERLAB TORINO

A.6.1.3. Project 2 - Training for Development

Medium of instructions: English

Location:

Programme: International Labour Standard: International labour standards are central to the activities of the ILO. Over the years, member State governments, together with their employers' and workers' organizations, have built up a system of international standards in all work-related matters.

For example

- freedom of association
- abolition of forced labour
- equality of treatment and opportunity
- employment
- vocational training
- social security
- labour administration
- industrial relations
- conditions of work
- prevention of work-related accidents
- maternity protection
- minimum age for entering the labour market
- protection of migrants and other categories of workers

Human rights: The promotion of fundamental social rights is central to ILO standard setting and raising awareness on human rights permeates all the Centre's activities.

To assist governments in carrying out their human rights responsibilities, training will familiarize officials responsible for drafting reports required under international human rights treaties with regional and international systems of human rights protection, guidelines and procedures for monitoring and reporting, and guarantee continuity by strengthening national capacities for this task.

Social security: The ILO has adopted a large number of conventions and recommendations concerning social security which poses a major challenge to governments, employers' and workers' organizations.

A number of developing and transition countries are in the process of expanding their social protection systems to align them with changing social and economic conditions, labour market trends, financial constraints and macro-economic policies.

Training covers policy formulation, legislation, planning, design and implementation of social protection systems to better alleviate the adverse consequences of market mechanisms and structural adjustment programmes.

A.6.1.4. Project 3 - Employment Creation: Since 'poverty anywhere constitutes a danger to prosperity everywhere' the pursuit of productive and freely-chosen employment is a core mandate of the ILO. To alleviate poverty and combat the severe social impact of structural adjustment, flexible and imaginative employment creation strategies are needed.

The Centre's employment-related activities include:

- Policies and programmes to alleviate poverty and reduce unemployment
- rural employment promotion
- community-based training
- labour market information
- vocational training
- entrepreneurship development
- employment for the rural sector

For the rural sector: Through a community-based approach, specific income generation opportunities are identified at the local level and linked to the design and delivery of short-cycle training programmes to provide the necessary technical and business skills for employment. To meet the needs of the rural workforce, the Centre is expanding its curriculum with emphasis on appropriate distance learning materials offering new outreach to rural communities.

For the informal sector: The Centre collaborates with many international, national and local agencies and NGOs in designing strategies to assist this long-neglected area by exploring innovative programmes to promote self-employment and other income-generating activities. These include the design and implementation of integrated non-formal training for entrepreneurial skills development and self-employment.

For special groups: As physical hazards and rapid social, economic and political changes continue to create huge groups of vulnerable and underprivileged persons in all parts of the world, special attention is given to their needs by providing employable skills to the unemployed youth, the rural and urban poor, refugees and the disabled.

Labour market information: The availability of timely and reliable labour market information is recognized as an important prerequisite for developing effective labour market policies and employment-related programmes. A range of training courses, suitably adapted to local needs and priorities, will focus on the design and management of labour market information systems and their use in planning vocational training, formulating employment policies and improving employment services. An important element is training in the collection, analysis and utilization of labour statistics for employment planning.

Vocational education and training: For vocational education and training (VET) to respond to the labour market, planning and management capabilities should be enhanced at the level of the individual institution as well as the national system.

With a view to increasing the efficiency of VET and strengthening linkages with the labour market, courses focus on the planning and management of vocational training institutions and systems, financing of vocational training and policy analysis.

A.6.1.5. Project 4 - Enterprise Development: For many years and in most countries, the biggest employer has been the public sector. Today, with the retrenching of public enterprises and the downsizing of big companies, the development of small and medium-sized enterprises (SMEs) has gathered momentum thanks to its contribution to poverty alleviation, employment promotion and as a mitigator of social and other development concerns.

The SME programme offered by the Turin Centre - which is probably the biggest provider of international SME courses in the world today - addresses 4 main targets:

- Policy makers who will formulate policies and pertinent strategies and initiatives to ensure a conducive enabling SME environment
- managers of SME support institutions and services
- trainers, consultants and advisers to SMEs
- specialist groups like women, loan and credit officers of banks and financial institutions

The broad means of action fall into 4 main categories, namely:

- Training
- Consultancy
- Design and publication of training material
- Networking and dissemination of information

A.6.1.6. Project 5 - Training Policies and Systems: Training agencies need to equip their senior staff with the ability to appraise policy options and devise strategies that serve labour market needs.

The Centre's programmes address government officials responsible for vocational training; directors/managers of training institutions; planners, curriculum designers and trainers.

They stress the application of state-of-the-art technologies and innovative training approaches to the:

- formulation of appropriate training policies
- management of vocational education and training systems
- strengthening of training programmes, systems and facilities in response to advanced technologies and changing labour market needs
- planning and utilization of new learning technologies
- development of in-plant and enterprise-based training and apprenticeship programmes
- efficient management of training institutions
- training methods and techniques
- curriculum development
- open/flexible learning schemes

A.6.1.7. Project 6 - Management of Development: To provide project design skills and assist in implementing development projects, the Centre's expertise in training techniques is applied to the priorities of governments, workers, employers and UN agencies . Training includes the design and appraisal of development programmes and projects.

Technical cooperation: Technical cooperation plays an important role in transferring knowledge and skills between/among countries, in particular to support and sustain the efforts of the developing world towards national self-reliance in management development plans.

In recent years, technical cooperation partners have defined new orientations focusing on better planning, management and coordination of foreign aid resources, investment and technical assistance projects or programmes, in order to ensure their effectiveness and sustainability. These courses put the new orientations into practice.

National capacity strengthening: So that recipient nations can exercise their sovereign right in setting priorities and assume exclusive responsibility for their own development, national capacities for sustainable management of assistance projects and programmes need to be strengthened in the interest of both governments and UN agencies alike. These courses will promote national self-reliance in managing the development process.

Procurement management: The promotion of efficiency, economy and transparency in public procurement is of vital importance to good governance and steady development.

Through modular packages for procuring goods, works and services designed to convey World Bank guidelines, participants will enhance their skills in executing the process of public procurement for development projects.

Armed with the merits of competition, transparency, non-discrimination and the skills to apply them, public procurement officers can go a long way towards eliminating development bottlenecks caused by inadequate practices.

A.6.1.8. Project 7 - Public Sector: As the sole outlet for a saturated labour market, in terms of personnel, the public sector in many countries has bloated unduly, causing considerable inflation in staff costs and an imbalance between qualifications and available employment.

At the same time, the state's inability to remunerate its employees according to their expectations and the continuing erosion of their purchasing power has regrettably led to increased dubious practices.

The reform of the civil service is long overdue and the impact of structural adjustment makes it even more urgent. Downsizing, streamlining or privatization? These are some strategies for reforming the public service, with efficiency as goal.

Training focuses on re-energizing the public sector by formulating national manpower planning policies crucial to ensuring effective public service management, adapted to rapidly-changing social and economic contexts, such as international competition and transition to market economy.

Public sector decision makers, administrators, manager and advisors involved in human resource planning will assess the impact of their decisions and acquire planning and management techniques and methodologies for staff training and retraining.

A.6.1.9. Project 8 - Tripartism - for workers, for employers:
The International Labour Organization is the only tripartite institution where representatives of governments, employers and workers can express themselves in total independence and play a role of equal importance.

Fair standards of employment, decent working conditions and social development for all, can only be achieved through the broad-based effort and consensus of workers, employers and governments.

The Turin Centre fosters tripartism through sensitization and training actions for all the social partners to strengthen their organizations and to equip them to better represent the interests of their respective groups and to join efforts in creating better working conditions and environment.

A.6.1.10. Project 9 - Women in Development: Women's rights are human rights, and the ILO strives to enhance job opportunities and conditions - in particular - for working women.

Although the role of women as partners in development is by and large accepted, the policy initiatives and the know-how to set these up are often lacking. Based on international research, new methods and approaches, the Centre's Women in Development (WID) programme promotes and disseminates information on equal opportunities between men and women at work

In the first instance, this aims to raise women's awareness regarding their own rights in the workplace; and secondly, to market such rights to be taken into account in defining policies and strategic plans.

Since the ultimate goal is to achieve women's integration as agents in all aspects of development, training is expedited not only through dedicated subject-matter sessions, but also by including a gender perspective in each and every course across all the Centre's regional programmes and different training areas. Some courses are exclusive to women participants whilst others are "mixed".

To ensure optimum mainstreaming and smooth out a path to enable women to aspire to the highest echelons of decision making, a WID component is therefore inserted into training for income generation, entrepreneurship, vocational and technical training, international labour standards, public sector and trade unionism.

A.6.1.11. Project 10 - UN System Training: In a juxtaposition of autonomous entities, each with its own mandate, responsibilities and legislative bodies such as the United Nations (UN), a common corporate culture to ensure coherence, performance and perspective is paramount.

Since the United Nations General Assembly embarked on its programme for the reform of development assistance, it explicitly stated that training is indispensable for international cooperation to achieve its goal, and the ILO Turin Centre was mandated to execute training in the management of development.

In parallel to the programme conducted for the ILO, a recent venture of the Centre has been the delivery of a range of complementary and mutually-supportive training programmes for the personnel and national partners of the United Nations' system at large.

Common training - aiming to encourage synergies and a culture of multi-disciplinary cooperation within the system - has been launched as a regular service for the staff of the various agencies, bodies and funds engaged in developmental, humanitarian and relief activities which make up the worldwide UN system.

These will contribute towards the creation of a permanent United Nations Staff College: a concept pledging to bolster and complement the training efforts already underway within the system.

The UN's Staff College would integrate heterogeneous sectors, allowing their respective actors to benefit from uniform training and experience which would pay dividends in their joint responses; be they for peace-keeping, complex emergencies or development cooperation.

A.6.1.12. Project 11 - Regionalized Approach: For a more pointed response to the special development needs of the different countries and regions, the Centre delivers decentralized programmes tailored to the socio-economic needs and cultural characteristics of the main regions of the developing world:

Regional Programme for Africa: The Regional Programme Teams are responsible for carrying out all components of the training project cycle, i.e. from needs analysis to training design, delivery, follow-up, evaluation and promotion within each region.

Several courses have an inter-regional or international dimension.

In parallel, the technical programmes reflecting the Centre's priority training areas interact transversally across the regional programmes to ensure appropriate training delivery.

By strengthening human resources, the Regional Programme for Africa endeavours to contribute to solving the so-called "African crisis" whose complexity is due to a series of structural factors including population, economics, socio-cultural aspects, ethnic diversity, institutional policies and environment.

For an effective approach to development, integrated policies recommend the training and skills upgrading of a large number of African nationals, at different levels of responsibility, in several areas, in view of building and strengthening national capacity in all African countries.

The Regional Programme for Africa's Strategy fosters the creation of a network among African institutions, enabling them to cope with development issues.

Regional priorities

- job creation and poverty alleviation
- employment promotion
- improving national vocational and technical training systems and labour market mechanisms
- improving the institutional environment, administrative machinery and public services
- strengthening national production systems
- strengthening free and independent workers' organizations
- assistance to the informal sector and vulnerable groups
- equalizing opportunities between men and women

Current focus:

- creation and development of enterprises
- enhancing workers' education
- enhancing national capacity for managing social security and health insurance schemes
- improving occupational health and safety
- strengthening vocational training systems management capacity and training of trainers programmes
- developing dialogue among social partners
- promoting international labour standards and human rights
- supporting actions for equality of opportunity and treatment for vulnerable groups
- enhancing national capacity for improved efficiency in the public sector.

A.6.1.13. Project 12 - Training Operations:

A range of options: To satisfy the advancement needs of developing nations and build the expertise and methods to make technology transfer a lasting success, the Centre Combines a full range of inter-locking services into the design of a flexible training process geared to precise personnel needs and implements specific responses using the most appropriate methods, resources and venues.

A logical sequence is followed: from initial identification of training needs to formulation of action plans, through in-country or Centre-based courses, to in-country follow-up in order to consolidate the skills and experience acquired.

A comprehensive cycle: The design of training programmes includes manpower and training audits; assistance to beneficiary institutions in setting up and managing their own training programmes, course content and resource requirements; staff training; supply of teaching manuals and expert to assist in programme implantation.

Further outreach: The Centre is presently designing distance and open learning programmes to meet the needs of Member States and reach a wider population.

Course participants: Course participants are typically key personnel such as policy-makers, planners, executives, private sector managers, officials of trade unions and employers' organizations, trainers, instructors and technicians. They become catalysts in generating a multiplier effect in the development efforts of their respective nations.

Women's participation is particularly encouraged and several courses are dedicated primarily or exclusively to promote women's role in the development process.

Applicants should have satisfactory qualifications, experience, as well as a command of the course language.

Methods: In terms of methodology, the Centre capitalizes on three decades of compound experience. Although new technologies are greatly impacting traditional methods and means, a strong accent is placed on fostering interaction to engage trainees in pooling their experiences in an international perspective.

Orientation, monitoring, applied project assignments, study visits, in-plant placements and the combination of theory with practice provide for full immersion in concrete situations to make training optimally effective.

Flexible duration: The Centre duration varies and is as condensed as possible so that senior participants are not absent from their responsibilities for too long.

Languages: The Centre is probably the only institution in the world which can conduct courses in the language of the participants. In recent years, courses have been regularly delivered in Arabic, Chinese, English, French, Hungarian, Italian, Polish, Portuguese, Russian and Spanish.

Why Turin: Although it owes its development mainly to industry, this first capital of Italy has played a leading role in the nation's history and is a city of many vocations: commercial, political, social and cultural. Besides its strategic position within close reach of Geneva, Paris, Rome and Milan, significant factors led to the choice of Turin as the site for the Centre: a front-runner industrial context with other European Countries close as hand, and a geographical location at the heart of agricultural, mountainous and coastal regions with various models of development and different social and technological demands.

This varied panorama offering exposure to the ultimate in technology and at the same time facilitating comparisons between different problem-solving approaches makes Turin a real-time laboratory for the Centre's activities.

Lastly, the decisive factor was the Italian Government's offer to make available to the International Labour Organization the premises which had housed the exhibition commemorating the Centenary of Italian Unity in 1961. These were subsequently transformed to provide trainees with all the facilities of a modern campus.

In return for a symbolic rent of one dollar a year, besides taking upon itself the modernization and upkeep of the complex, the Municipality of Turin's backing has been both generous and constant. This led to the constitution - under the City's auspices in May 1989 - of the Turin Association for the Centre, grouping thirteen founding institutions including banks, universities, enterprises, unions and chambers of commerce to underpin support for the Centre.

A.7. TRAINING IN THE NETHERLANDS

A.7.1. Location: Erasmus University, Institute for Housing and Urban Development Studies, P.O. Box 1935, 3000 BX Rotterdam

Programme: The Institute for Housing and Urban Development Studies (IHS) is an independent foundation, incorporated under the Dutch law on higher education, with its home base in the city of Rotterdam, the Netherlands. IHS offers training, research and advisory services in Rotterdam, as well as in developing countries, with the objective of contributing to human resource and institutional development.

Objectives: The special focus of IHS activities is on urban development and housing approaches relevant to the low-income citizens of towns, cities and urbanising areas in developing countries and Central and Eastern Europe.

IHS conducts several courses a year on housing and urban development, traditionally known as 'ICHPB' (formerly: International Course on housing; Planning and Building, now entitled: International Course on Housing and Urban Development). The courses are designed to make professionals better able to help their agencies and organizations in dealing with the problems of urban development and housing. Each course features a number of 'workshop specializations'.

Master's Degree Courses: IHS' next 16-month Master's Course in Urban Management, in co-operation with the Erasmus University in Rotterdam, starts in January 1997. The next Master's Course in Urban Environmental Management, in co-operation with the University of Wageningen, starts in September 1997.

Mastering Cities: The M.Sc. programme provides sixteen months of analytical graduate training that prepares students for careers in public service, consulting, financial institutions, and nongovernmental organizations concerned with issues of urban development, planning, and management. The programme focuses on urban management in developing countries and in Central and Eastern Europe. The curriculum stresses mastery of analytical skills in public economics and management.

The first semester provides foundation courses in urban economics, development planning, social issues, public finance, and management of public organization. The second semester concentrates on sectoral topics, as transportation, environmental management, public utilities, and housing.

Following class work in the first two semesters, each student carries out a field research study, normally in his or her own country, which is the basis for writing a policy oriented Master's thesis. UMC courses are small and personal. Students are all professionals who have worked on urban problems for several years. The teaching programme stresses participation and a close relation among students working both individually and in teams with faculty members. UMC faculty are drawn from the Institute for Housing and Urban Development Studies and Erasmus University, Rotterdam.

Tailormade Courses: On request, IHS develops and implements special courses, in Rotterdam or elsewhere, on subjects related to urban development management and housing.

Eligibility: Participants of the ICHUD Courses are housing and urban development professionals and managers from government, as well as private and NGO sectors in developing countries. Participants should be proficient in English, have worked for at least three years in a professional capacity, and have a degree at Bachelor's level from a recognized university or similar institute.

Programme: The three month course is organized as follows:

- The course starts with an introduction common to all workshops. In the course of the programme, there are some other common elements, including special modules, debates, special lectures, and a professional excursion in the Netherlands.
- The specific feature of the course is workshop specialization. The course offers different workshops which deal in depth with specific professional subjects. Every participant, when applying for admission, selects two workshops (first and second choices). Each workshop group has 14-20 participants. Apart from joining classroom sessions for the intensive exchange of experience, knowledge and ideas among themselves and with the co-ordinator, participants undertake individual studies, resulting in a report and an individual 'action strategy'.
- Successful participants of the course receive a Post Graduate Diploma. The diploma may be awarded with commendation or distinction.

Fellowships: Fellowships are available from several sources. Unfortunately IHS itself cannot provide fellowships, nor can it finance travel costs and living expenses. Requests for fellowships to potential donors should be made well in advance to allow sufficient time for the necessary procedures. In some cases, fellowship donors may require proof of the candidate's admission to the course. For that purpose, IHS will grant

provisional admission to candidates qualifying for the course. Several bilateral and multilateral organisations may be prepared to grant fellowships to eligible candidates, subject to budgetary limitations and particular criteria.

A list of some donor organisations with fellowship programmes follows:

- The European Economic Community (EEC); candidates from countries associated with the EEC through the Lomé Convention may apply for a fellowship through an EEC project in their own country.
- The United Nations (e.g., UNCHS, UNDP, UNESCO, UNICEF, UNIDO); details of fellowships and procedures to be followed can be obtained from the Resident Representative, UN Development Programme, in the applicant's home country.
- The Fellowships Programme of the Netherlands Government (NFP); application forms can be obtained from the Netherlands Diplomatic Representative in the applicant's home country, and should be submitted to the Fellowships Programme (where applicable through the appropriate national authorities).
- Bilateral aid departments, such as SIDA, ODA, GTZ, Finnida; applications are submitted through Embassies.
- International financing agencies, such as The World Bank, Asian Development Bank and Inter American Development Bank, may award fellowships to local personnel involved in their project activities.

(NB: the number of applications for NEP-fellowships always exceeds by far the available number; trying other sources increases the chance of success).

Admission Procedure: Applications should reach IHS well in advance. Special IHS application forms, which include the first and second choices of particular workshops, must be used, even if candidates apply through NFP. These application forms are available from IHS.

Closing dates for application are:

Workshops/courses starting in April: 24 January 1997

Workshops/courses starting in September: 4 May 1997

In exceptional cases, late applications (other than NFP applications may be considered, provided that there are still places available in the workshop of the candidate's choice. The tuition fee, payable in Dutch currency, must have been received by IHS before the starting date of the course.

A.7.1.1. Project I - Human Resource Development Workshop, 24
April - 24 July 1997

It is the belief of IHS that human capacity is a key element to a sustainable solution to urban problems, and that efforts to develop human resource (and their institutions), with the ultimate aim of increasing the effectiveness of human settlement related organisations, should get more attention in national development policies and programmes. The challenge is to meet more rapidly and at a larger geographic scale the growing nation-wide need for staff development. World-wide efforts at decentralisation articulate this need.

The Human Resource Development Course is meant to enable selected staff from all levels of government and from training institutions to play a more decisive role in identification, policy and programme formulation, planning, implementation and management of human resource development programmes and projects. These course objectives exceed the scope of a normal training of trainers course, which usually prepares future trainers to design and conduct specific training effectively.

Participants should fulfil the general requirements for the ICHUD courses. In addition, they should be professionals in the field of housing and urban development who are likely to be given, or already have senior positions in the field of human resource development (preferably including some training experience), as well as a proven potential and psychological disposition to become high quality professionals in the HRD field.

The core programme covers the following subject: the context of HRD in the framework of decentralisation and/or needed changes for performance improvement; training needs and organisational performance assessments; staff and organisational performance improvements; characteristics of training, adult learning and motivation; course design; curriculum development; participatory training methods; preparation, conduct and evaluation of training; institutionalisation of training; strategies and mechanisms for the decentralisation of training.

In addition to the above mentioned aspects of HRD, this course will also offer some contemporary management tools and techniques within the framework of urban management (managing processes of change, time management, action planning and private sector participation in urban development and negotiation techniques).

An additional entry requirement will be (in close consultation with relevant authorities) a participant's possible future involvement in HRD should be spelled out in the application form, including ideas for a special HRD-related study relevant to this future involvement. Under the guidance of IHS staff,

participants must devote part of their time in Rotterdam to such a study.

The possible subject areas range from policy and programme formulation to the management (planning and organisation), design and conduct of training. The formulation of training strategies and programmes, the institutionalisation and decentralisation of training, training needs assessments, training design, curriculum and training-material-development, and training impact assessments are some examples.

A.7.1.2. Project 2 - Urban Development Finance Workshop, 24 April - 24 July 1997

In a fast changing world, cities need to allocate scarce available resources in such a way as to manage optimally the city and promote urban development. A more entrepreneurial and enabling approach is expected from city governments. This includes the appropriate use of traditional and non traditional mechanisms to finance sustainable urban development. Cities have to make strategic choices on the direction of development, and they should be made on the basis of sound economic analysis and knowledge. At the same time, the financial performance of cities has to be improved to meet the increasing need for public services. The workshop focuses on economic and financial aspects of urban management including the involvement of the private sector with specific consideration for development issues like housing, infrastructure and utilities.

The overall objective of the workshop is to equip urban professionals better in dealing with urban development from an economic and financial point of view, which should lead to improved planning, design and implementation of urban development projects and financial management of public organisations and services.

The target group of the workshop is those professionals with interests in the improvement of the financial and economic performance of cities, especially when related to urban development issues.

The workshop is organised around a number of core issues:

1. Economic and financial concepts (Global Economic Restructuring, Urban Economy, Public Finance, Municipal Finance), which explain both the traditional and the changing role of city governments;
2. The emergence of and accessibility of capital markets (capital Markets, Financial Instruments), which enables non-traditional financing mechanisms for urban development projects to be used;
3. The tools and skills required to plan projects (Project Analysis; Financial Analysis; Cost Benefit Analysis; Computer Skills); and
4. The institution of framework (Urban Management, Private Sector Involvement, Community Involvement), which plays a crucial role in the way urban development projects are implemented and designed.

A separate issue is resettlement, which is associated with many, larger urban development projects both in terms of financial and social cost.

The workshop uses a variety of study methods. Lectures introducing key topics are reinforced by case studies, site visits, exercises designed to draw on the accumulated expertise of participants and hands-on exercises in the computer laboratory.

The workshop will result in an individual workshop paper, which is intended to be a comprehensive evaluation, research or policy proposal of an issue relevant to the participant and the participant's own organisation. A number of the papers produced so far have resulted in considerable improvements in economic and financial performance of cities in the countries of origin of the participants.

A.7.1.3. Project 3 - Urban Environmental Management Workshop,
4 September - 5 December 1997

Many urban areas in fast industrialising countries are experiencing rapid growth, which often leads to enormous congestion, pollution and severe, sometimes irreversible, overextraction of natural resources. The accompanying health hazards threaten the present and future populations of cities and their surrounding regions.

Impacts are also manifest at global scale, in the form of ozone depletion, climatic change and threats to the eco-system. Low income urban residents, living in poorly serviced and often congested settlements, are the ones most immediately at risk, as they also lack access to adequate housing, nutrition and health care.

A number of countries have only just begun to urbanise and can still expect a manifold increase of the urban area; others have reached a more advanced degree of urbanisation, but are now confronted with enormous backlogs in service provision, coupled with systems breakdowns and decay. The looming costs of this to future generations and governments are likely to be enormous unless drastic and concerted action is taken now at all levels: global, national and local.

At the same time, it is increasingly understood that our cities are the engines of economic development and therefore need to be approached positively. The chief issue, then, is how to manage our cities in such a way so that their potential is preserved, but at the same time their negative impacts are reduced and eliminated, or, even better, reversed! Against this background, the workshop trains participants in urban environmental planning and management with a focus on practical and directly applicable approaches. For this, the workshop will provide a platform for a comparative international review of the nationalities present and provide exposure to experiences from the West, the East and the South.

The workshop is meant for government staff at all levels currently involved in policy making and strategy formulation. Further, the workshop welcomes participants from the private sector, consultancies, NGOs, as well as those who will contribute to future know-how development and its dissemination (i.e. trainers and researchers). Participants will typically be in mid-career and preparing for greater managerial responsibilities.

Central issues to be dealt with in the workshop will include among others:

- the analytical framework: trends and scenarios;

- contrasting individual country experiences with international experiences, West, East and South;
- the formulation and operationalisation of national and local Agenda 21's, with due recognition given to the roles of the private sector, civic groups and environmental movements (NGOs);
- environmental impact assessment;
- integrated infrastructure planning and development; and
- strengthening public utility management, including operation & maintenance.

A.7.1.4. Project 4 - Housing Policy and Housing Delivery
Workshop, 4 September - 5 December 1997

Current views of housing development stress the crucial role of public, private and community institutions in the housing delivery process. Planning, implementation and decision making at the institutional level are considered to determine the performance of the housing sector. Government interventions focus on guiding and facilitating these institutional operations within overall policies for equitable socio-economic development. In view of this, the objective of the workshop is to train participants in improving their abilities to assess the performance of key housing institutions and their operational opportunities and constraints. This is done with particular emphasis on housing of the urban poor to enhance viable housing policies, programmes and projects. The workshop is addressed to professional and managerial staff of: central/local public and private housing agencies, housing co-operatives, and community based organisations; (semi-) public and private sector financing agencies; and central/local government policy making departments, planning bodies, and land agencies; private firms and consultancies.

The subject matter of the workshop covers: the review of the housing sector, including current views of housing development, analysis of how the housing market works, an overall assessment of sector performance, and the identification of operational constraints; characteristics of the housing market and the performance of key institutions in the housing finance and delivery process, including formal and informal private housing developers, community based organisations and self-help arrangements, as well as formal and informal financing schemes; special emphasis on the relationships between formal and informal sector housing performance and the link between housing and income generating activities; the operational framework for these key institutions, referring to urban and regional development, access to infrastructure, access to land, and management of project implementation; and the policy framework for housing development, including the viability of housing development programmes and projects, institutional responsibilities, public-private-community partnership arrangements, and critical elements of an enabling housing policy.

The workshop programme will include lectures, group discussions, individual and small group assignments, and field visits. In addition, participants will be required to complete an individual project on one of the following subjects relating to the participant's own country: housing sector assessment and policy implications; performance assessment of key supplying and/or financing agencies; housing and land development through public-

private-community partnership arrangements; or the implementation and evaluation of housing development programmes and projects.

It is expected that through this combination of joint workshop sessions and individual project work or directed studies, participants will enhance their capabilities to make effective contributions to the operation of their institutions in improving housing conditions in their home countries.

A.7.1.5. Project 5 - Urban Management and Local Economic Development Workshop, 4 September - 5 December 1997

In an urban management context, this workshop reviews approaches and strategies for urban authorities to promote, in collaboration with the private sector and communities, local economic development and thus the economic performance of their cities.

The last decade has shown important shifts in local development concepts, in the direction of integrated planning and management of local development; enhanced responsibilities for local government through decentralisation; the economic development role of cities; and more managerial approaches to municipal government. As a result, higher demands are made on local government staff, on their understanding of local development processes and on their skills to deal effectively with programmes and projects.

The objective of this workshop is to improve participants understanding of and working skills in management of urban development in general, and local economic development in particular. The workshop has the objective of transferring conceptual and practical skills in policy, institutional, and economic analysis, and explore the possibilities for resource generation.

The workshop is oriented towards middle to senior level staff of local government and local enterprises and to the staff of ministries or central government bodies supervising or financing local government or supplying services at the local level. In terms of contents, the workshop contains a number of themes. First, the new roles of cities and urban management will be reviewed, emphasising urban management as an integrated activity and the promotion of local investments and employment opportunities as vital concerns. The workshop will then focus on strategic and action planning approaches to provide long- and short-term guidance for local development strategies. Considerable attention will be paid to institutional strengthening and programme management. Based on a realistic capacity assessment of urban government, possible responses to capacity gaps will be discussed. This may entail institutional development and human resource development, as well as management options and developing forms of collaboration with other public and private actors.

Next, the elaboration of local economic development policy and its translation into programmes and projects will be highlighted, including aspects of feasibility. Finally, the theme of resource generation will be addressed as a key issue for instituting

economic development projects. This includes the income generating potential of local government, funds from central government and donors, and contributions of firms and citizen groups.

The workshop has a pragmatic and problem solving approach, and it facilitates the exchange of experiences and group work. Special emphasis is placed on developing the skills of participants in ways which are directly relevant to their work responsibilities when they return home. Participants will develop a report on a special theme, and it is recommended that they come to the workshop with a topic on which to work.

A.7.1.6. Larenstein International Agricultural College,
Brinkgreverweg 69, 7413 AB Deventer

A.7.1.7. Project 1 - Human Resource Development & Management
(3 weeks, March 17-April 4, 1997)

A.7.1.8. Project 2 - Resource Management in Training and
Extension (2 weeks, April 21-May 2, 1997)

A.7.1.9. Project 3 - Small Scale Enterprise Development
(3 weeks, April 21-May 9, 1997)

A.7.1.10. Post graduate diploma courses on rural development such as Farm Mechanisation, Tropical Animal Production, Training in Rural Extension and Teaching and Women, Extension workers and Agriculture

Eligibility: The courses can be followed by professionals, who, because of their responsibilities at home, are unable to be away for a longer period. Since the basic concept from which all courses start is a farming system approach, a preliminary week on farming systems analysis can be provided on request for potential participants who are unfamiliar with this concept.

Methodology: The methodology of the courses is problem oriented and participatory. It thus demands a good command of active learning skills. The methodology has proven to be very effective in allowing the participants to relate topics covered to their own home experience.

Fees: The tuition fees for the above mentioned courses is Dfl. 500 per week. Living expenses in the Netherlands using hotel accommodation are approximately Dfl. 1,000/week. In case of courses of one month duration or longer, cheaper self contained accommodation may be found and living expenses may be limited to approximately Dfl. 1,500 to Dfl. 2,000/month.

Other courses: Apart from the above mentioned courses Larenstein also offers tailor-made courses for groups from a particular country in the Netherlands or overseas in English, French and Spanish language. Please contact the registry for further information.

A.7.1.11. Location: University of Limburg, Faculty of Health Sciences/School of Public Health, Maastricht, The Netherlands

A.7.1.12. Master of Health Professions Education

Objectives: The quality of life of human beings is, among others, dependent on their physical and psychological well-being. The health professions play an important role in helping people to restore health or prevent disease. The quality of the training of physicians, nurses, physiotherapists and other health professionals, therefore, deserves the full attention of those who are or will be, responsible for teaching in these areas. Improving the quality of health professions education in a scientifically sound manner will directly affect the quality of care and, ultimately, people's lives. The Master's programme offered at the University of Limburg aims at providing students with the intellectual means to attain that goal.

The programme will focus on the acquisition of knowledge and skills relevant for a career in the field of educational development and research for the health professions. Graduates will be able to:

- understand and critically evaluate the theoretical and empirical literature, in particular as it relates to education for the health professions;
- design, plan and implement a relevant course for health professionals based on rational principles of learning and instruction;
- show evidence of the ability to provide scientifically based advice and help to teachers, curriculum committees, or management of an educational institution, and of implementation skills;
- show evidence of teaching skills;
- conduct an empirical study on a topic of relevance to the field, including the formulation of a question of interest, the design of the study, collection of reliable and valid data, statistical analyses relevant to the data collected and writing a report on the findings.

Eligibility: The programme is open to students who have acquired a higher education degree in one of the health professions in their native country (e.g. health sciences, medicine, nursing, physiotherapy, dentistry, pharmacy, speech therapy), at a level equivalent to that of the Dutch degrees in these fields. Students should provide evidence of sufficient proficiency in English. Preferably, candidates should already have work experience in an educational organization. The final

admission decision will be taken by the programme co-ordinator of the programme.

Fees: The tuition fee will be Dfl. 5,000 (= approximately US\$2,300) per annum. This fee covers all teaching, but no costs of learning materials, accommodation, or transportation. Estimated costs for learning materials is about Dfl. 1,250 (= US\$ 730) annually. Accommodation costs (room and board) will be about Dfl. 2,500 (= US\$1,475) for a six-week period. US dollar fees are based on current exchange rates.

A.7.1.13. International Maastricht School of Management

Ph.D./DBA Programme

Medium of instruction: English

Location: International Maastricht School of Management

Duration: Four years starting every September

Objectives: Founded in 1952 by Delft University and currently operating under the wide umbrella of Wageningen University in The Netherlands, the Maastricht School of Management (MSM) is a truly international business school dedicated to excellence in management education and performance. Its objective is to emphasize the key role that good management plays in competition, growth and productivity as well as socio-economic development. MSM aims to combine theoretical knowledge with practical experience. This approach, combined with the emphasis on the student's own skills and knowledge, makes studying at MSM such a unique learning experience.

The Maastricht School of Management (MSM) doctoral programme is motivated and driven by the conviction that research leading to the creation and dissemination of knowledge is a central function of a modern graduate management school, particularly in the context of contemporary unprecedented changes in business and management.

Our programme focuses on training and developing scholars in the design and execution of original research in the areas related to business and management.

By the end of the programme, we expect such scholars to be familiar with state-of-the-art research methods, to be able to present newly acquired theoretical insights and empirical findings to the academic and business communities and to have the capacity to advance knowledge in their chosen fields of study. It will be these competencies and capacities which will enable them to land teaching and research jobs in institutions of higher learning as well as other public and private organisations.

Programme: MSM doctoral programme consists of coursework, field research and dissertation writing. Its modular structure enables the student to take doctoral studies on a full-time or part-time basis. And the inbuilt flexibility enables MSM to conduct the studies on campus in Maastricht as well as in several outreach programmes worldwide; the required field research and a considerable amount of data analysis and dissertation writing. Its modular structure enables the student to take doctoral studies on a full-time or part-time basis. And the inbuilt

flexibility enables MSM to conduct the studies on campus in Maastricht as well as in several outreach programmes worldwide. The required field research and a considerable amount of data analysis and dissertation writing can always be undertaken in one's own country, while keeping in touch with supervising professors with the assistance of modern telecommunication systems.

- (a) Introductory seminar: Within 3 months after the day of registration. This initial seminar accords the student to test out his preliminary thesis ideas and the direction of development of these ideas before more work is undertaken.
- (b) Thesis seminar: Within one year after the first day of registration but after coursework exams. In this thesis seminar the candidate presents and defends his/her work with at least one or two preliminary chapters of the thesis.
- (c) Final seminar: Four months before handing in the draft of the doctoral thesis. This seminar accords the candidate with the last chance (before public defence) to make any corrections or adjustments to his/her work.

Moreover, during their stay at school, the candidates are required to participate in all MSM research seminars organised in the Ph.D programme and in the school in general.

- (d) Final of research: The field in which the Ph.D candidate can undertake research can encompass varied management disciplines including the following:
- (e) Other MSM activities
MSM activities next to the Ph.D programme including the following
 - MBA degree programmes;
 - Executive programmes;
 - Executive Competence programmes;
 - Advisory and Consultancy Support (with special emphasis on institutional building)

- MBA degree programmes: Include the Maastricht based one year programme in several specialisations (accounting and finance, industrial policy and corporate strategy, information technology and management, international business, environmental management and general and strategic management) and the outreach programmes conducted outside the

Netherlands in countries which include Singapore, Malaysia, Egypt, China, Cyprus, Indonesia and Hungary.

- Executive programmes: The executive programmes are programmes that stretch over a three month period and tackle some core issues in management of organisations. The mix has been changing over the years with a gradual shift to issue based programmes. These include for example, the following programmes:

- Environmental Management;
- Women entrepreneurship;
- Energy Management;
- Enterprise Restructuring.

Some of these programmes are regular, and others are client oriented. Clients for whom programmes have been organised in the past year came from countries as varied as Malaysia, Colombia, Philippines, Uganda. Client programmes do, however, vary in duration and location. They are also subject to other criteria identified by the client as critical to his/her organisation.

- Executive competence programmes: Executive competence programmes are programmes designed to focus on current, state-of-the-art developments in management. These are usually short, 2 or 3 days, and are held at different locations according to demand and need patterns. Among the programmes that are planned for the next period are the following:

- Object technology;
- Strategic vision;
- Consultancy skills;
- Trade driven investment.

- Advisory and Consultancy Support: Advisory and Consultancy Support activities extend over a wide range and include support provided within projects financed by the World Bank, the European Union, the United Nations Development Programme and the United Nations Industrial Development Organisation. The Netherlands government is, however, their largest source of finance for this type of activities. Project currently undertaken with this frame include:

- The Human Management College Project in Human (PRC)
- The Small Industry Development Project in Thailand;
- Mongolia;
- Zimbabwe;
- Kazakstan.

Shorter consultancy assignments are also carried out in response to demand from the above mentioned and other organisations. Focus here is on several areas including small business development, enterprise restructuring and entrepreneurship.

Fellowship: Unfortunately, financial aid in the form of a Dutch Government Fellowship is very limited and when available, very competitive. If the applicant wishes to receive more information about these fellowships, he/she can contact the nearest Dutch Embassy. For your information, we have also enclosed a listing of possible sponsors that the applicant may wish to contact. Furthermore, MSM is not in position to offer fellowships or other financial assistance. The candidate is invariably required to line up all the financial arrangements before departure to the Netherlands.

POSSIBLE SOURCES OF FINANCIAL ASSISTANCE

Listed below are possible sources of financial assistance for the candidate who may still be looking for financial support. The list is not exhaustive. As such there could be many more possible sources of financial support within your own national government ministerial departments as well as in the regional institutions in your part of the world. The candidate can always make enquiries about the specifics of each financial source by checking with the local or regional representative office of the relevant institution or by writing for general enquiries from the head office. In cases where it is indicated that the financial assistance is "project-tied" it means the candidate can enjoy funding only if he/she is on a project which is being funded by that institution or if the candidate gets the necessary recommendation from the relevant project management. Note that in some cases the funding or assistance may not be 100% in this case the candidate should be prepared to combine several sources of assistance or supplement that sources with one's own funds.

1. International Atomic Energy Agency
(IAEA)
Fellowship and Training Section
P.O. Box 100
A-1400 Vienna
AUSTRIA
2. United Nation Industrial Development
Organization
Fellowship Training Unit
Vienna International Centre
P.O. Box 300
A-1400 Vienna
AUSTRIA

*(Generally available to candidates from
member countries)*

3. European Development Fund

Rue de la loi 200
1049 Brussels
BELGIUM

*(Applicants for a scholarship can only be financed if
the applicant is attached to a project that is
financed by the agency concerned)*

4. Canadian International Development Agency

200 Promenade du Portage Hull
Quebec K1A 0G4
CANADA

*(Applicants for a scholarship can only be financed if
the applicant is attached to a project that is
financed by the agency concerned)*

5. World Health Organization

Fellowship Office
8 Scherfigsvej
DK-2100 Copenhagen
DENMARK

(Project-tied assistance)

**6. Organization for Economic Co-operation
and Development**

2, Rue Andre Pascal
73775 Paris Cedex 16
FRANCE

7. UNESCO

7, Plaza de Fontenoy
F-75700 Paris
FRANCE

(General as well as project-specific assistance)

8. International Labour Organization

Fellowship Section
125 Corso Unita d'Italia
10127 Turin
ITALY

(Project-tied assistance)

9. Food and Agriculture Organization

Via delle Terme Caracalla
00100 Rome
ITALY

(A fellowship fund)

10. **African Development Bank**
Avenua Joseph Anoma
BP 1387
Abidjan 01
IVORY Coast
(Project-tied assistance)
11. **Swedish International Development Agency**
Birgerjasgatan 61
10525 Stockholm
SWEDEN
(Applicants for a scholarship can only be financed if the applicant is attached to a project that is financed by the agency concerned)
12. **World Council of Churches**
Scholarships Office
P.O. Box 66
CH-1211 Geneva 20
SWITZERLAND
(Candidates should be recommended by church related organizations)

13. **United Nations Development Bank**
Palais des Nations
CH-1211 Geneva 10
SWITZERLAND
(Project-tied assistance)
14. **World Meteorological Organization**
41, Avenue Guisepppe Motta
P.O. Box 2300
CH-1211 Geneva 2
SWITZERLAND
(Project-related assistance)
15. **International Federation of University Women**
37, Quai Wilson
CH-1211 Geneva
SWITZERLAND
(Generally available)
16. **United Nations Development Programme**
United Nations Plaza
New York, NY 10017
USA
(Project-tied assistance)
17. **United Nations Children Fund**
UNICEF house
3, UN Plaza
New York, NY 10017
USA
(Project-tied assistance)
18. **Institute of International Education**
(Ford Foundation)
Grants Administrator
320 East 43 rd. Street
New York, NY 10017
USA
(Generally available and competitive)
19. **Rockefeller Foundation**
1133, Avenue of the Americas
New York, NY 100363
USA
(Generally available and competitive)
20. **World Bank**
World Bank Graduate Scholarship Programme
1818 H. Street N.W., M-20433
Washington, DC 20433, USA

(Generally available to candidates from member countries)

21. **International Road Federation**
525 School Street N.W.
Washington, DC 20024, USA
22. **United Nations Centre for Human Settlements**
DC-2 Room 946
United Nations
New York, NY 10017
USA
(Project-tied assistance)
23. **Inter American Bank**
800 17th Street NW
Washington, DC 200577
USA
(Project-tied assistance)

Application: The application process is initiated by the application form. This form must be filled in completely and accompanied by the following:

- Copies of the relevant university first and second degrees.
- Transcripts of academic records.
- A study plan/research proposal stating your professional objectives and all proposed research activities in the intended field of study.
- Three letters of recommendation from persons of high academic standing who are well acquainted with your work and studies. One of these letters can be of your present employer.
- An acceptable certificate of proficiency in English (if this is not your mother tongue or was not a language of instruction in the programme(s) you previously attended, preferably from a British Council Office, a U.S.A. Embassy of TOEFL test or GMAT scores.
- A guarantee of financial support by the persons(s) or institution responsible for your expenses during your study programme.
- A check in the amount of 250 Dutch guilders payable to MSM. This amount is non-refundable and will cover all application processing expenses.

If the candidate is in position to meet his/her own expenses, he/she should submit his/her applications directly to MSM, but in this case with a banker's statement.

Application form and further information may be obtained from

International Maastricht
School of Management
Maastricht
The Netherlands

A.7.1.14. ILRI (NL) Wageningen, The Netherlands/University of Southhampton, the UK

A.7.1.15. Fourth International Course on Computer Applications in Irrigation - ICCAI, Southampton - Wageningen, the Netherlands

Location and Duration: The first part of the course, from 17 March - 29 March 1997, will take place at ILRI (NL), with contributions from various Dutch institutions. Subsequently participants will move to Southampton (UK) where the second part of the course takes place at IIS from 31 March - 12 April. Here, various British institutions will contribute to the course.

Objectives: During the past decade considerable effort has gone into the development of computer software for irrigation. For many professionals, this constitutes an intriguing field with great potential and advantages. However, it is rather difficult to get a good overview of useful, efficient and user-friendly programs out of the large number of available ones, which moreover may serve many different purposes. Also, most programs require specific training for their effective application.

The objectives of the International Course on Computer Applications in Irrigation are:

- To provide an overview of available software for irrigation management;
- To allow participants to fully explore the potentials and constraints;
- To train them in effectively applying some selected programs; and,
- To provide introductory and advanced training in use and development of spreadsheet programs.

At the end of the course the participants should be able to assess the function of computer programs and models in relation to identified irrigation problems, to appreciate modelling and simulation concepts and select and apply relevant computer programs.

Eligibility: The course is targeted at middle level and senior staff currently working in irrigation management, professionals working in irrigation and academic staff involved in irrigation research and training. Some skills in computer use, MS-DOS and spreadsheets is desirable, although basics will be repeated in the introductory part of the Course.

The course will be conducted in English in which participants should be proficient. The number of participants will be limited to 20, to ensure intensive guidance and good access to computer facilities.

Programme: The course will concentrate on the use of computer programs for the management of irrigation systems and comprises three types of components:

1. Introductory issues: General aspects of computer hardware and software, MS-DOS and the basics of spreadsheet development and use. Aspects of modelling and simulation, overview of programs, software criteria, problems and pitfalls in computer-use.
2. Program packages: Readily available packages on water requirements and scheduling, flow measurement structures, canal design and flow simulation, canal network operation, and system management options and strategies, including planning, allocation, operation, monitoring and performance assessment.
3. Spreadsheets applications: Development of specific spreadsheets for general or participant-specific problems. On each of the subjects there will be brief lectures on the theory and modelling background and on the available programs, followed by selected program demonstrations, guided exercises and free exercising with intensive assistance.

Fees and Residential Charges: The course fee for the entire four week course will be NLG7500. This includes tuition, computer use, lecture notes and excursions. It also includes a suite with more than 15 packages of PC software used during the course, with a commercial value of more than NLG 25,000. There will be one software-set for each participant. The organizers can help with purchasing a PC computer at reduced prices, if so wished.

An additional sum of NLG 5,000 is to be paid for which the organizers will arrange residential matters, including full board and lodging, insurance, local transport and pocket money. Applicants will be responsible for obtaining visas for The Netherlands and the United Kingdom and for making all travel arrangements to London/Southampton.

Fellowships: The organizers do not provide fellowships. Applicants are advised to request funding from appropriate sources like their government, project sponsors or consultancy firms. They may also wish to contact relevant international funding agencies such as World Bank, EC, IFAD or United Nations

Organizations and, in general, are advised to consult the UNESCO publication "Study Abroad", an international handbook of fellowships and educational exchange.

Applicants who are seeking awards from official sources must ensure that they are officially nominated by their governments.

Applications: Prospective applicants should submit their applications to:

Institute of Irrigation Studies
University of Southampton
Southampton SO17 1BJ
United Kingdom
Tel: +44 1703 593728
Tax: +44 1703 677519
Email: dso@soton.ac.uk

Candidates will be notified of their acceptance immediately after receiving their application, to allow ample time for obtaining visa and making other arrangements.

ILRI: The International Institute for Land Reclamation and Improvement is a centre for the collection and dissemination of scientific knowledge on the use of land and water in rural areas, especially in developing countries. Apart from working on applied research and publication and providing advisory services, ILRI organizes and contributes to many courses in irrigation and drainage, either in The Netherlands or abroad.

International Institute for Land Reclamation and Improvement (ILRI)
P.O. Box 45, 6700 AA Wageningen
The Netherlands
Tel. +31 317 490144 Fax: +31 317 417187

IIS: The Institute of Irrigation Studies is part of the Department of Civil & Environmental Engineering at the University of Southampton. It is a centre for postgraduate studies and research in overseas development, specializing in irrigation. The Institute offers an Msc programme covering courses in Irrigation Engineering, Soil Conservation and Land Reclamation Engineering and Engineering for Development. the Institute's multidisciplinary team of specialists are involved in research and advisory work, both in UK and overseas.

A.7.1.16. International Agricultural Centre, Wageningen/The Netherlands

Duration: April 13 - July 17, 1997

Objectives: Through the course, the International Agricultural Centre proposes to harness relevant knowledge and available experience in the Netherlands towards the training of seed agronomists and seed technologists in developing countries. In view of IAC's policy to promote participation of women in IAC training courses, women are especially invited to apply.

A secure supply of quality seeds is a key condition for future agricultural and horticultural growth in the developing world. Productivity-led growth in agriculture depends on the application of advanced technology. Successful introduction of advanced technology is in turn largely dependent on farmers' access to seed of desired genetic composition, adequate purity and optimal physiological stage. The high priority that seed programmes deserve in agricultural development strategies is confirmed by the fact that improved seed offers the highest economic and social returns among all agricultural inputs.

The Netherlands has a well-developed seed industry with a private sector and actively co-operation governmental services.

The International Agricultural Centre, in co-operation with the Wageningen Agricultural University, governmental institutions and private industry, organizes an International Course on Seed Production and Seed Technology, offering relevant Dutch knowledge and experience in the contemplate curriculum.

Programme*: The programme comprises lectures, practical training, demonstrations, discussions and excursions. The programme is summarized as follows:

- **Introduction to plant breeding:** related topics on plant, flower and seed physiology; general aspects such as isolation, cross and self-pollination, annual and biennial crops;
- **Seed production agronomy:** seed-bed preparation and subsequent field operations up to harvesting; agricultural practices in crop growing (plant protection, irrigation, drainage); agro-climatical requirements;
- **Seed processing:** threshing, drying, cleaning, packaging and storage;

* IAC reserves the right to change the programme if necessary.

* IAC reserves the right to change the programme if neceaaary.

- **Quality control:** seed testing (sampling, purity, moisture, germination, vigour, health and seed treatment); legal aspects (inspection service, field inspection, organization);

- **Seed distribution:** production planning, marketing and extension; distribution channels (co-operatives, governmental and private agencies);

- **The role of quality seed in agricultural development:** emphasizing on selected topics (i.e. domestication of crops, traditional seed production and supply, internationalization of the seed sector);

- **Case studies on specific horticultural and agricultural crops and groups of crops;**

- **Excursions to governmental institutions and to leading seed firms.**

Eligibility: Applicants should meet the following requirements:

- at least a B.Sc. degree or equivalent in agriculture;
- at least three years' experience in seed technology; preferably engaged in a position at managerial level and involved in the seed industry or a seed programme;
- competence in the English language.

The International Agricultural Centre is responsible for the selection of participants in consultation with the Selection Committee.

Application: Application should be made to the Director of the International Agricultural Centre, P.O. Box 88, 6700 AB Wageningen, the Netherlands. Applicants should submit:

- the enclosed form, duly completed;
- a certificate of proficiency in the English language issued by a recognized organization e.g. the British Council (for applicants from non-English speaking countries only).

Fellowships: Participants are usually financially supported by their governments, their employers or by non-governmental organizations, from externally financed projects or by fellowship granting organizations such as:

- the Netherlands Government;
- UN agencies (e.g. FAO, UNDP);
- the European Union (European Development Fund); or

- other multilateral and bilateral donors.

For this course fellowships are available from the Netherlands Government in the framework of the Netherlands programme of development co-operation with developing countries.

Applicants for a Netherlands Government fellowship should submit their application to the Netherlands Diplomatic Representative (Embassy/Consulate) in their home country. Details about the procedure to be followed may be obtained from the Netherlands Diplomatic Representative.

Applicants for a fellowship from organizations other than the Netherlands Government should approach the local representative or delegate of the organization concerned, usually through their national government.

Candidates applying for a fellowship should bear in mind that official procedures require several months. It is therefore advisable to make a request for a fellowship as early as possible.

Insurance: The organizers do not accept any responsibility for risks such as loss of life, accidents, illness, loss of property, theft, etc.

General Information on Other International Training Programmes in the Netherlands

In addition to the International Agricultural Centre there are five other institutes that offer agricultural courses of relevance to personnel from tropical and sub-tropical regions.

- **Larenstein International Agricultural College**, P.O. Box 7, 7400 AA Deventer: Tropical Animal Production; Farm Mechanization; Rural Extension and Teaching; Women, Extension Workers and Agriculture (8-10 months); M.Sc. Programme in International Agriculture (18 months).
 - **Barneveld College** (International Training centre on Animal Husbandry and Milling Technology), P.O. Box 64, 3770 AB Barneveld: Poultry Husbandry; Pig Husbandry; Animal Feed Production (6-9 months); Modern Pig Farm Management; Modern Layer Farm Management; Modern Hatchery Management; ad-hoc courses.
 - **Agricultural University**, P.O. Box 453, 6700 AL Wageningen: M.Sc. Programmes (17 months): Agricultural Economics and Marketing; Agricultural Engineering; Animal Science; Aquaculture; Biotechnology; Crop Science; Ecological Agriculture; Environmental Sciences; Geographic Information
-

Systems; Management of Agricultural Knowledge Systems; Soil and Water; Tropical Forestry.

- Dairy Training Centre Friesland, P.O. Box 85, 9062 ZJ Oenkerk: Dairy Husbandry and milk Processing (6 months); Modern Dairy Farm Management (6 weeks);
- International Institute for Land Reclamation and Improvement (IKRI), P.O. Box 45, 6700 AA Wageningen: Land Drainage (3 months).

A.7.1.17 Dairy Farming Centre Friesland

P.O. Box 85

9062 ZJ Oenkerk

6 month course: Dairy Husbandry and Milk Processing.

6 week course: Modern Dairy Farm Management

A.7.1.18. International Institute for Land Reclamation and Improvement

P.O. Box 45

6700 AA Wageningen

15 week course: Land Drainage. 6 week course: Senior Advanced Course on Appropriate Modernization and Management of Irrigation Systems.

Fellowships: It is expected that participants will be financially supported by their governments and/or employers. Other possibilities for obtaining a fellowship are national/international fellowship granting organizations e.g.

- National foundations of;
churches, exchange programmes, private foundations
- International foundations such as;
World Bank, Asian Development Bank, African Development Bank, Ford Foundation, Rockefeller Foundation, Rotary and Lion's clubs, etc.
- International Organizations like:
FAO, EC, UNESCO, AWE, ECA, and WCC
- The Netherlands Government Provides fellowships within the framework of the Netherlands Programme for Technical Cooperation with Developing Countries. Applications for such fellowships are channelled through the Netherlands Diplomatic Representative in the country concerned.

Application form and further information may be obtained from:

The Registrar of Larenstein
International Agricultural College
P.O. Box 7, 7400 AA Deventer
The Netherlands
Tel.: +31.5700.84600
Fax: +31.5700.84608

A.7.1.19. Infrastructure Hydraulics Environment (IH)

Medium of instructions: English

Location: Delft, The Netherlands

Duration: ?

Objectives: A lack of human resources often undermines the ability of policy and decision makers to solve the development problems they are facing. Indeed, the growing demand for effective and sustainable development will not be met until the necessary knowledge and skills are acquired. While technological know-how can be obtained abroad, to underpin knowledge transfer, it is vital to have institutions and individuals who can understand, assimilate and, if necessary, adapt this knowledge to local conditions. The International Institute for Infrastructural, Hydraulic and Environmental Engineering (IHE) plays a major role worldwide in developing these human resources.

One of the groups of activities of the institute is presented in this prospectus, i.e. conducting international postgraduate courses in the fields of water, the environment and transport for professionals. IHE has conducted such courses since its establishment in 1957. Since that time, many thousands of engineers and scientists from all over the world have come to Delft acquiring the knowledge and know how crucial for them and the organizations employing them.

Today, IHE is one of the major institutes for international education. It enjoys a world-wide reputation for its achievements in postgraduate education in civil and environmental engineering. IHE operates under the responsibility of the Netherlands Ministry of Education, Culture and Science, which recognizes its diploma's and degrees.

With centuries of Dutch experience in Managing water resources, the environment, and infrastructure, plus 39 years of experience in international education, training and research behind us, our institute is ready to prepare professionals for present and future challenges.

Programme:

MSc Programmes and Diploma Courses: One such source is the Netherlands Fellowship Programme (NFP). Fellowships are available for candidates from developing countries for all diploma and MSc programmes.

For MSc candidates, the fellowship is initially granted to cover the diploma course only; in a limited number of cases this can be extended to cover the MSc thesis period. Application forms

can be obtained from the Dutch diplomatic representation in the candidate's home country and should be submitted to IHE via the same diplomatic representation.

Other possible sources include e.g. the EU, UNDP, World Bank, Asian Development Bank, WHO, UNESCO, FAO and bilateral donors (DANIDA). NORDA, Finnida etc.) often related to development projects in the candidate's home country.

Hydraulic Engineering:

- River Engineering
- Coastal and Harbour Engineering
- Land and Water Development
- Hydroinformatics

Hydrology:

- Engineering Hydrology
- Groundwater Hydrology

Water and Environmental Resources Management:

- Water Quality Management
- Water Resources Management

Environmental Technology and Management:

- Sanitary Engineering
- Environmental Science and Technology

Transportation and Road Engineering for Development:

- Highway and Road Engineering
- Traffic and Transportation Engineering

During the academic year 1996-1997, IHE offers twelve different postgraduate diploma and MSc programmes. These programmes are offered in Delft, The Netherlands. Duration: 11 months (diploma only), 17-19 months (MSc). Start date: October 1996.

PhD Programme: In The Netherlands just like in other parts of the world there is a sharp increase in the use of surface water for the production of drinking water because of the ever increasing water demand and the shortage in groundwater. Surface water however is mostly polluted and eutrophic asking for quite sophisticated treatment systems. In the field of surface water treatment much attention has been paid at IHE to particle removal technology. Complete removal of particles like algae and other micro-organisms is essential for meeting the more severe drinking water quality standards. Different types of filtration like roughing and direct filtration are matters of interest. Experimental PhD-studies on direct horizontal roughing filtration and direct filtration of impounded surface water have been concluded recently. Main attention has now been focused on the removal of blue-green algae like *Microcystis aeruginosa* and

Oscillatoria aghardii by dissolved-air flotation. In that respect the role of pretreatment (application of micro-straining, use of oxidants and coagulants/coagulant aids) being often decisive for the process efficiency has been included too. Simultaneously studies on the removal of iron, manganese, ammonium and arsenic from groundwater are under preparation. Close cooperation with water works and a general validity of the knowledge gathered for water works and for water treatment practice are the most striking characteristics of the studies carried out at IHE.

October 21 - November 15	Integrated Water Resources Management
Dates to be arranged	Sector and Utility Management of Water Supply in North Western Europe

Short Courses 1996: In addition to the MSc programmes and diploma courses, IHE conducts a wide and growing range of short, specialized courses. They have a duration varying from 1 week to 2 months. Their focus and contents vary from specialized and technical matters to management issues. Accordingly, admission requirements differ depending on the course. However, basic requirements include a university (BSc) degree, a number of years of experience and a good command of the English Language. Tuition fees and other expenses for short courses differ per course. Detailed information is provided in separate short course brochures, which are available on request.

Request for information on the following course(s)

MSc Programmes and Diploma Courses

- River Engineering
- Coastal and Harbour Engineering
- Land and Water Development
- Hydroinformatics
- Engineering Hydrology
- Groundwater Hydrology
- Water Quality Management
- Water Resources Management
- Sanitary Engineering
- Environmental Science and Technology
- Highway and Road Engineering
- Traffic and Transportation Engineering

Short Courses:

- Labour-based Road Engineering for Developing Countries
- Port Management
- Integrated Coastal Zone Management

- Polder Development
- Commercial and Financial Management of Water Utilities
- Appropriate Modernization and Management of Irrigation Systems
- Hydroinformatics for Hydrologists and Water Resources Engineers
- Anaerobic Waste Water Treatment
- Integrated Water Resources Management
- Sector and Utility Management of Water Supply in North Western Europe.

Application form and further information may be obtained from:

IHE, Rector Prof. Wil Segeren
P.O. Box 3015, 2601 DA Delft
The Netherlands

International Institute for Aerospace
Survey and Earth Sciences
ITC
Enschede
The Netherlands

A.7.1.20. MSc Degree Course Environmental Systems Analysis and Monitoring

Medium of instruction: English

Location:

Duration: In 1996 the MSc degree course in Environmental Systems Analysis and Monitoring (ERS-version) will start in the first week of September and will last 20 Months. The first week is reserved for the introduction and the last week for presentations of final assignment results, clearance formalities and the degree ceremony. Please note that the MSc degree course can also be accessed through the postgraduate courses of the Land Resource and Urban Sciences Department of ITC.

Objectives: With the present public and scientific concern about environmental issues, there is an increasing need for environmental expertise to carry out scientific, educational or administrative tasks related to different environmental problems.

To increase the participants' expertise in:

- understanding the complexity of environmental issues,
- the application of remote sensing and GIS for monitoring and analysis of environmental changes and impacts and
- the formulation and design of protection measures to avoid or alleviate environmental problems.

Upon completion of the course, participants should be able to:

- define environmental systems and analyze their underlying ecological, biophysical, social and economic structures and interactions;
- apply aerospace survey techniques to monitor and study the processes of environmental change;
- use geographic information systems (GIS) and modelling tools for environmental data acquisition, analysis and management;
- apply quantitative decision support methods and techniques necessary for the implementation of environmental impact and risk assessments.

Programme: The MSc degree course in Environmental Systems Analysis and monitoring comprises two parts. Participants first enrol in an ITC postgraduate course of the department of Earth Resources Surveys, preferably the Watershed Management and Conservation course (WRS.3-w) in the division of Water Resources Surveys. This course is divided into three modules and course blocks:

- (a) Basic earth resource surveys
Photogrammetry and aerial photointerpretation Hydrology
- (b) Remote sensing
Digital image processing
Remote sensing applications in water resources studies
- (c) Watershed management
GIS
Watershed and Land use hydrology
Soil erosion and conservation
Watershed environmental management

The 12-month ESM.2 course is organized in three modules with the following course blocks for participants from the ERS department:

- (a) Common base module
Environmental systems analysis
Environmental economics and policy analysis
- (b) Central core module
Decision support systems
Environmental impact assessment
Advanced GIS
Statistics for environmental analysis
Prediction and forecasting methods and models for environmental impact and risk analysis
- (c) MSc research module
Fieldwork and MSc thesis

Admission requirements: Applicants should hold a BSc degree from a recognized university in biology, geography, geology, hydrology, agricultural or engineering sciences, with good marks, or be able to demonstrate an equivalent level of education in one of these disciplines. Preferably they should also have some years of working experience.

Course participants: The course is designed for persons pursuing training or a topping-up course in environmental sciences who also require training in the applications of remote sensing, GIS and decision support techniques for environmental monitoring and assessment. The course addresses primarily mid-career

professionals from developing, eastern European and also developed countries working in:

- environmental agencies/councils;
- sectoral government departments (e.g., agriculture, public works, forestry, fisheries, town and country planning);
- project, as officers responsible for environmental impact assessments;
- colleges and universities (e.g., the environmental sciences or applied economy and engineering departments);
- non-governmental organizations involved in environmental issues.

Fellowships:

Application form and further information may be obtained from:

ITC Student Registration Office
Attn. Ms. S.M. Troup
P.O.Box 6
7500 AA Enschede
The Netherlands

Phone: +31 (0) 534874206
Fax : +31 (0) 534874238
Telex: 44525

A.7.1.21. Postgraduate Certificate Course Digital Image Processing of Remotely Sensed Data

Medium of instruction: English

Location:

Duration: The duration of the course is 16 weeks. The starting date is usually in the last week of July. For official starting date please contact ITC Student Registration Office.

Objectives: Remote sensing of the environment comprises the measurement and recording of reflected and emitted radiance by the earth's surface and atmosphere. The remotely sensed data are processed digitally using statistical, logical and mathematical operations.

Model-based radiometric and geometric corrections optimize the information extraction using image enhancement, pattern recognition and classification techniques. The remote sensing images and results of digital image processing can be stored in a GIS and combined with other types of data.

The course aims at updating and extending knowledge on developments in the application of remotely sensed data, image processing and pattern recognition and the integration into a GIS environment.

On completion of the course, participants will be able to:

- use knowledge of objects, radiometric interactions and sensor systems in the prediction of images from models;
- update a model data base from the observed differences between actual and expected remotely sensed data;
- select and apply algorithms for pattern recognition and image analysis based on such a model;
- produce corrected and enhanced images for visual interpretation;
- support the geometric modelling of objects of importing/convert DEM and graphics data from systems used in photogrammetry and cartography (graphical workstation);
- represent the contents of an object-oriented data base and be able to produce "image maps";
- specify future hardware and software configurations for digital image processing;
- define, execute and report on a project which deals with a chosen application using the available equipment.

Programme: During Block 0, 1, 2, and 3 the course mainly consists of lectures, practicals and workshops.

Block 0 - Basic Topics
(three weeks)

- Introduction to remote sensing and digital image processing
- Vector Geometry
- Elementary linear algebra
- Image processing system software and hardware

Block 1 - Data Acquisition and Correction
(three weeks)

- primary data acquisition
- Radiometric corrections
- Geometric corrections

Block 2 - Image Processing
(three weeks)

- Color coding and image enhancement
- Application of operators and fitters and structural pattern recognition

Block 3 - Mapping and Classification
(three weeks)

- GIS and spatial databases
- Statistical pattern recognition and decision making
- Fieldwork

Block 4 - Final Project
(five weeks)

- Use techniques learned in the course and apply them to a real situation in a familiar context
- Production of enhanced images
- Classification of images
- Creation of statistics
- Writing reports.

Admission requirements: Course participants must have a good working knowledge of mathematics and fundamentals of qualitative and quantitative remote sensing. A BSc degree or equivalent is required. Since remote sensing techniques may be used to supplement aerial photo interpretation, participants should have had some training and have experience in the latter subject.

Course candidates must have sufficient proficiency in the English language (minimum requirement Test of English as a Foreign Language (TOEFL) 500 or British Council Test 6.0).

Course participants: The course is intended for: students, researchers, university lecturers and engineers who are actively involved in numerical analysis and applications of remotely sensed data and need to be prepared for specifying future data processing hardware and software.

Fellowship:

Application form and further information may be obtained from:

ITC Student Registration Office
Attn. Ms. S.M. Troup
P.O.Box 6
7500 AA Enschede
The Netherlands

Phone: +31 (0) 534874206
Fax : +31 (0) 534874238

A.7.1.22. International Agricultural College, Larenstein

Medium of instructions: English

Location: Larenstein International Agricultural College

Duration: TREAT, FM and TAP courses take a period of 10 months, from August up to June. The WEA course lasts 8 months, starting in October. The DAT course takes 3 months and will be held in spring or in autumn. All courses are offered yearly.

Programme:

- (a) Training in rural extension and teaching
- (b) Women, extension workers and agriculture
- (c) Tropical animal production
- (d) Farm mechanization
- (e) Draught animal technology

Other international courses in agriculture: Other Dutch institutes offering agricultural courses of relevance to personnel from tropical and subtropical regions are:

- **Agricultural University**
P.O. Box 453
6700 AL Wageningen
17 months MSc course in: Soil and Water, Management of Agricultural Knowledge Systems, Crop Science, Tropical Forestry, Animal Science and Aquaculture, Biotechnology, Geo Information Systems for Rural Application, Ecological Agriculture, Agricultural Engineering
PhD programme in advanced agricultural sciences.

International Agricultural Centre

P.O. Box 88
6700 AB Wageningen
Various short courses ranging from 2 to 22 weeks in:
Data Handling for Tropical Fisheries Management, Food Science and Nutrition, Plant Breeding, Potato: Production-Storage and Seed Technology, Integrated Pest Management, Seed Production and Seed Technology, Stage sur les Plantes de Pommes de Terre, Rural Extension, Extension Management, Training for Trainers, Research Extension Linkages, Vegetable Production, Soil Fertility Management, Dairy Farming in Rural Development, Design of Community Forestry, Food and Nutrition Programme Management, Glasshouse Crop Production, Food Processing

Barneveld College (International Training Centre on Animal Husbandry and Milling (Technology)
P.O. Box 64
3770 AB Barneveld
6 month courses: Poultry Husbandry, Pig Husbandry. 3 month course: Animal Feed Training Programme. 5 week course; Modern Pig Management

A.7.1.23. International Agricultural Centre Lawickse Allee 11

A.7.1.24. International Course on Food and Nutrition Theme 1997: Food and Nutrition Security: Caring for Women and Children

Medium instruction: English

Location: IAC, Lawickse Allee 11, Wageningen, The Netherlands

Duration: January 12-June 14 , 1997

Objectives: The course aims at training participants in identifying community food and nutrition problems and at providing them with adequate knowledge to formulate, implement and evaluate programmatic activities directed at alleviating such problems. Upon resuming their work, participants are expected to work better in multi-disciplinary professional teams with due consideration of constraints in their home countries.

- knowledge and understanding of:

- a) basic elements of food and nutrition science and of supporting disciplines required for the identification and analysis of nutritional problems of public health significance;
- b) contemporary issues related to the theme of the course: the concept of food security, care and nutrition security with particular emphasis on women and children;
- c) the multi-sectoral nature of food and nutrition;
- d) the planning cycle related to food and nutrition projects and programmes;

- skills and techniques to:

- e) identify target groups for food and nutrition activities;
- f) apply a systematic problem-solving approach;

- g) integrate knowledge of various disciplines when dealing with food and nutrition problems among mothers and children;
- h) communicate and co-operate at various levels with professionals and colleagues from various disciplines, line agencies and other institutions;;

- motivation to:

- i) promote multi-sectoral support to appraise and solve problems concerning food and nutrition, with the full involvement of the target groups.

Programme: The programme focuses on the various sectoral approaches towards the improvement of the food and nutrition situation in developing countries. The course uses an approach of systematic problem-solving in which several relevant disciplines have to work together. The course programme includes a mixture of training methods, consisting of classwork, group project work, participants' presentations, seminar discussions, workshops and excursions.

Classwork (lectures and exercises)

About 40% of the programme will be dedicated to lectures and exercises to provide participants with up-to-date scientific information and practical skills related to the theme of the course. The sub-programme of lectures and exercises is divided into seven parts:

- I. Introduction of the current food and nutrition situation in developing countries, particularly of vulnerable groups viz. women and children, new perspectives on 'care';
- II. Refreshing the basics of food and nutrition science;
- III. Assessment of nutritional problems: anthropometry, dietary assessment, dietary standards;
- IV. Methodologies of programmatic planning, implementation, monitoring and evaluation, the planning cycle;
- V. Policies and actions directed at the improvement of food and nutrition care and caring capacity of women and children with the aim of improving their food and nutrition security, including

nutritional surveillance, growth monitoring, primary health care, small-scale food production and processing, nutrition education, feeding programmes and programmes to promote household food security or control specific micro-nutrient deficiency disorders;

VI. Instruction in supportive disciplines: statistics, epidemiology and communication;

VII. Electives, optional sessions in the later part of the course.

Course participant: The course is of particular relevance to officers dealing with activities directed at the improvement of the community food and nutrition situation in developing countries. Experience of previous courses with this theme has shown that the course objectives are most effectively achieved if participants have varying professional and educational backgrounds, which are broader than the health sector only. Therefore, professionals from sectors such as agriculture, education, community development, local government, etc, are particularly invited to apply. The course is open to officers from both government and non-government organizations.

Application and More detailed information to:

IAC, Lawickse Allée II,
Wageningen
The Netherlands

A.8. TRAINING IN UNITED KINGDOM

**A.8.1. CRANFIELD UNIVERSITY, SCHOOL OF MANAGEMENT,
INTERNATIONAL DEVELOPMENT CENTRE**

International Development Centre

Medium of instructions: English

Location: Cranfield University, School of Management

Duration: ?

Objectives: The International Development Centre offers training courses and undertakes research that meet the needs of development professionals working in the changing environment of the late 1990s. Such programmes are commonly seen in collaboration with our expanding network of partner institutions throughout the world. Well over a 1000 people from a variety of different development agencies have studied with us in the last 20 years.

In 1996 we are continuing our successful courses on Managing Enterprise Development and Strategies for Change: Managing NGOs, and we are also introducing a new programme-Finance for Enterprise designed for the staff of NGOs, financial institutions, banks and other agencies concerned with the delivery of savings, credit and other financial services particularly to small and micro enterprises.

Cranfield's courses aim to introduce participants to a wide range of ideas and experiences to improve their ability as managers, designers and implementers of effective development programmes. As a result of attending a Cranfield programme, participants will be able to make a more significant contribution to their field.

Managing Enterprise Development and Finance for Enterprise are scheduled to allow applicants to opt for either one or both courses, depending on training needs and the time and resources at their disposal. The information in our brochures is designed to help people choose the right course, or courses, for themselves or their staff, however, we are always pleased to advise on the appropriate training for a given individual or for an organisation. The course offered in 1996 are:

- Finance for Enterprise
- Managing Enterprise Development
- Strategies for Change: Managing NGOs

We have always encouraged our participants to adapt and build on our programmes when they return to their organisations. Many are now running successful enterprise development training programmes

of their own. Other past participants occupy senior positions in non-government and donor organisations, as well as government, universities and the private sector. Several participants have returned to Cranfield as instructors on our programmes, and we hope to continue and expand this process of exchange.

Partner Relations; Cranfield has extensive experience of working with a wide range of development agencies and NGOs. For the past 20 years both the Enterprise Development Centre and more recently, the International Development Centre have focused on developing the skills and understanding of the staff of development organisations in over 50 countries.

We have established close contacts with many of these organisations over time and continue to work with these partners to build their management capability. For example, we have worked with the staff of such international organisations as:

Action Aid, Aga Khan Foundation, CARE, CARITAS, CEBEMO, ILO, Helvitas, MISEREUR, Oxfam, PLAN INTERNATIONAL, Save The Children Fund, SDC, UNRWA, and many local NGOs such as FUNDA and the Valley Trust in South Africa, KREP and PRIDE in Kenya; GSS and BRAC in Bangladesh and NABARD and MYRADA in India; CRS in Palestine and CHARIS in Romania.

Programme: About Cranfield School of Management: Cranfield School of Management is one of Europe's leading university management schools. Management education and research has been carried out at Cranfield University since the late 1940's. Every year 400 full and part-time post-graduate students attend Cranfield to study for an MBA degree. In addition over 3,500 managers annually attend specialist short courses and tailored in-company programmes.

The School of Management is part of Cranfield University, which is primarily a post-graduate university with an international reputation in management, advanced technology and applied science. Cranfield received its Royal Charter in 1969 and now encompasses three campuses at Cranfield, Silsoe and Shrivenham.

The Cranfield campus is ideally situated for convenient access from most of the country. Located approximately 75 kilometres north west of London, it is set in a quiet area of Bedfordshire and close to main line railway stations and the M1 motorway.

A.8.1.1. Post Graduate Study at Cranfield: The Cranfield International Development Centre offers a number of possibilities for people who wish to spend a full year or more in study leading to a postgraduate degree.

Master of Business Administration (MBA): The Cranfield one year MBA is recognised as one of Europe's leading programmes. During the first six months, participants follow compulsory core courses in all the basic business disciplines. In part two of the programme they are able to choose from over 70 specialist courses (electives) enabling them to develop a "package" of courses to suit their individual needs. These include a number in the field of enterprise development.

Masters and Doctor of Philosophy (MPhil and PhD): A number of important international studies in the field of enterprise development have originated from research at Cranfield. Students who wish to study a specific topic in some depth and to enhance their research skills can choose to apply for the PhD or MPhil degrees. This involves training in research methods and extensive individual study and field work with the guidance of a supervisor from the International Development Centre.

Application form and further information may be obtained from:

Cranfield University
School of Management
Cranfield, Bedford, England MK43 0AL
Tel.: +44(0)1234 751122
Fax: +44(0)1234 751806

A.8.2. UNIVERSITY OF BIRMINGHAM

A.8.2.1. Project 1 - Masters and Diploma in Development Administration

Medium of instruction: English

Location: The University of Birmingham

Duration: 12 months from September, for Masters Programme
9 months for Diploma Programme

Objectives: The essence of the Masters Programme in Development Administration, as in all the programmes offered by the Development Administration Group, is that it seeks to construct bridges between the worlds of practice and of academic understanding. The Programme is intended to provide participants with a real understanding of current issues of debate in the academic and international development 'communities' and also to help them to consider how and how far to apply these in practice.

Our aims are to equip students with understanding of:

- alternative ideas about the process of development
- the role of public administration as an agency of development
- the processes of policy formulation and implementation
- skills in problem solving related to development administration.

Public Administration deals at the interface between, on the one hand, the management of public policy and, on the other hand, the political and social pressures which constrain governmental action. Development Administration is the application of public administration to the task of development. There has been a long debate, which will be reviewed in the Programme, about whether governmental administration really can act as an agent of development. This came to a crux during the 1980s with the strong assertion of the view that the role of the public sector should be reduced.

The premise of the Programme, however, is that public administration continues to play a critical role in development although this role is changing. In several respects it has become more complex, as public bodies are increasingly required to work in collaboration with a wide variety of private, public and community agencies.

Programme: The Masters Programme: There are four components extending over a period of 12 months (from September). These include two core courses, **Administration in Development** and **Policy Analysis and Research Methods**.

Participants also take an optional course, selected from a range of Masters level courses offered by DAG or by other departments in the School of Public Policy and Faculty of Commerce and Social Science. Finally, each participant prepares a dissertation which gives full opportunity for the exploration of specific interests.

Administration in Development: This course aims to equip participants with the skills they need to take up the challenges of restructuring administration for development in the 1990s. It includes components on the state's role in development, current attempts to achieve economic and political restructuring, the development of new roles in public administration, the improvement of organisational performance, and approaches to increasing the responsiveness and accountability of management.

Policy Analysis and Research Methods: This course will develop participants' capabilities in policy analysis, applied research and evaluation, and the communication of knowledge. It explores approaches, essential to managers as well as policy analysts or researchers, to the development of policy as well as to the assessment of its impact. It examines techniques of: problem identification, data collection, rapid analysis, presentation, monitoring and performance review. It also gets behind these techniques by critically examining the assumptions which underlie the practices of organisations engaged in development.

Options: The Department offers the following optional courses at Masters level:

- Managing People
- Managing Organisations
- Urban Development
- Rural Development
- Public Finance
- Regional/Local Finance
- Project Planning and Appraisal
- Local Government Management

Dissertations address an issue of practical or theoretical importance in development administration. They will be undertaken in areas of study where DAG has particular expertise, and will be supervised on a one-to-one basis. They will normally have direct relevance to the participant's employment and may involve a period of field study in the participant's own country.

The Diploma Programme: The rules for Diploma vary somewhat from the above. The period of registration is nine months. Four courses are taken: the two cores described above, one option which may be two half courses (as above) and a single compulsory course:

Administration and Management Skills which include computing. There is no requirement for a dissertation.

Assessment: Students' performance is assessed in a variety of ways so as to ensure both fairness and a proper test of skills. These are intended not just to test but also to guide students; written and, if necessary, verbal comment is offered with the objective of helping them to improve performance. Most courses use two forms of assessment, giving equal weight to:

- **Assignments in the form of short essays, papers or projects** set throughout the period of study and acting partly as assessment and partly as a guide to students on their own performance. Typically, between two and four such tasks will be set for each course. Usually these will be individual tasks but sometimes they may be based on group exercises;
- **examinations:** most, but not all, courses are assessed in three hour, written examinations. Typically, students have to answer three or four questions in this period.

Admission requirements: The programme is designed for managers, policy analysts and trainers concerned with economic and social development. They may work in central or local government, public enterprises, non-governmental organisations, and research or training organisations. The aim is to equip participants in current approaches to administration and to policy analysis.

Fees: The annual fee will be £6,950 for 1996/97. A further sum of £6,000 is recommended for 12 months to cover residential charges, subsistence, local travel, books and other incidentals. This is intended as a guide only and will depend on personal arrangements made by individuals.

Financial Assistance: Candidates should approach their employer or government, or through them approach the British Council or European Union Delegation, or seek financial assistance through United Nations agencies, bilateral and agencies, educational foundations or other non-official sources. The Masters and diploma are recognised as eligible for British and European Union technical assistance awards.

Application form and further information may be obtained from:

Graduate Admissions Officer
Development Administration Group
School of Public Policy
The University of Birmingham
Birmingham, B152TT
United Kingdom

Tel.: (0121) 414 5033
Fax: (0121) 414 5032

International Fax: (44) 121 414 5032
Telex: 333762 UOBHAMG

A.8.2.2. Project 2 - Improving Accountability Control and Audit in the Public Sector

Location: The University of Birmingham, U.K.

Duration: 5-23 May 1997

Objectives: Accountability is a key theme for the public sector in the 1990s standing alongside efficiency as one of the main determinants of organisational success. Accountability is often what gives the public sector its specific character and yet what form it should take often remains elusive. Achieving accountability with changing forms of service delivery is providing a challenge to policy makers around the world.

This study programme will explore accountability and its relationship with control and audit in various parts of the public sector. The emphasis will be on financial accountability and how to balance the competing demands of accountability with efficiency and effectiveness. This in turns requires an understanding of the various ways in which accountability and control can operate. The UK with its innovative approach to public sector audit and rapid development of new forms of service delivery is an ideal place in which to study these critical issues. The study programme will bring together academics and practitioners to explore these themes in a programme oriented to addressing the practical needs of course participants.

Eligibility:

- Senior policy makers in central governments, local governments and public enterprises responsible for policy on accountability and control;
- Senior auditors both internal and external responsible for auditing and inspecting the public sector;
- Trainers and lecturers in the field of public sector accountability and audit.

Programme:

- An understanding of the special nature of accountability in the public sector;
- Finding the appropriate balance between accountability and control;

- Different techniques for achieving accountability and audit;
- Adapting accountability and control to the needs of new service delivery approaches;
- Audit as a means of achieving better accountability and control;
- Integrating accountability and control techniques with the quest for greater efficiency and effectiveness.

Fees: The programme will be based on the campus at the University of Birmingham. Residential accommodation will be either at the University's conference part or at a nearby hotel.

The fee will be £2,950.-

This fee includes all the costs of accommodation, meals (lunch is not included) and transport on the visits organised as part of the programme.

Participants should arrive in Birmingham on Sunday, 4th May. Departure will be on Saturday, 24 May.

Financial Awards: Those wishing to apply for this study programme are advised to identify financial support from their own government or organisation. Donor agencies may be able to provide financial support through funding for specific projects. Information about such financial awards should be obtained from donor agencies in your own country. In the case of British Government awards, information can be obtained from the British Council or from the British Embassy/High Commission. Unfortunately the University of Birmingham does not have any funds of its own to finance participants.

Applications: Completed application forms should be sent to:

Mrs. Yvonne Swain, Programme Administrator
Development Administration Group
School of Public Policy
The University of Birmingham
Edgbaston

Birmingham B15 2TT

Telephone: +44 121 414 4969

or +44 121 414 4967

Fax +44 121 414 7164

or +44 121 414 4989

Email: DAG@bham.ac.uk

A.8.2.3. Project 3 - Managing with Market - Type Mechanisms:
Improving Financial Management for Devolved and
Decentralised Institutions

Location: The University of Birmingham, U.K.

Duration: 2-13 June 1997

Objectives: The 1990s have seen a rapid expansion in new forms of service delivery. These have tended to move power and responsibility nearer the consumer through devolving or decentralising power. These reforms have often involved an increase in the use of market-type competition either internal or external and have split the functions of providers from policy-makers or purchasers.

More managers at lower levels now have responsibility for setting financial strategy, making budgets and controlling expenditure. This study programme investigates the ways in which financial management must change in such new environments.

The UK's experience in developing internal markets, widespread tendering for service provision and arms-length provider units makes it an ideal place to study the challenges these trends bring. This course combines theory with practice to respond to the needs of participants from around the world.

Eligibility:

- Senior policy makers in central governments, local governments and public enterprises responsible for policy on accountability and control;
- Financial managers facing the need to adjust practice in the light of new structures and approaches;
- Senior auditors both internal and external responsible for auditing and inspecting the public sector;
- Trainers and lecturers in the field of public sector accountability and audit.

Programme:

- Understanding the range of market-type mechanisms being adopted;
 - Examining how financial strategy needs to adapt to new structures;
 - The changing nature of budgeting;
-

- Financial risks and control systems for these arrangements;
- Organising the financial management function to respond.

Fees: The programme will be based on the campus at the University of Birmingham. Residential accommodation will be either at the University's conference park or at a nearby hotel.

The fee will be £2,450.

This fee includes all the costs of accommodation, meals (lunch is not included) and transport on the visits organised as part of the programme.

Participants should arrive in Birmingham on Sunday 1st June. Departure will be on Saturday 14 June.

Financial Awards: Those wishing to apply for this study programme are advised to identify financial support from their own government or organisation. Donor agencies may be able to provide financial support through funding for specific projects. Information about such financial awards should be obtained from donor agencies in your own country. In the case of British Government awards, information can be obtained from the British Council or from the British Embassy/High Commission. Unfortunately the University of Birmingham does not have any funds of its own to finance participants.

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Email: DAG@bham.ac.uk

A.8.2.4. Project 4 - Improving Financial Performance in Local Government

Location: The University of Birmingham, U.K.

Duration: An intensive two-month study programme, 14 April - 13 June 1997

Objectives: Local governments are key players in national development and local service delivery. To perform these roles they need to be effective and efficient in mobilising and using financial resources. This programme aims to equip those involved in the field of local government finance with the skills to improve their performance and that of their organisation.

The programme seeks to relate theoretical insights to the practical situations faced by those involved in local government finance. It draws on experience of best practice in both developing and industrialised countries, and provides opportunities to examine current practices in Britain and internationally. Every effort is made to relate the material covered in the programme to participants' own work situations.

The programme includes visits to local governments and relevant agencies in Britain, plus a one-week attachment.

Eligibility:

- For officials in central or state governments who are responsible for local government finance;
- For senior finance staff within local governments;
- For those involved in inspecting, auditing or advising on local government finance;
- For managers of services or development projects at the local level;
- For teachers and trainers in universities and institutes of public administration concerned with training local government staff.

Methodology: We use a variety of approaches.

- Lectures from university staff and invited specialists;
- Group and plenary discussions, drawing on the experience of programme participants;

- Case studies and tasks based on real situations;
- Computer-based exercises;
- Visits to local governments and other relevant organisations in Britain;
- A one week attachment to a local government or relevant organisation;
- Preparation of a Personal Action Plan or individual study paper, relating aspects of the programme to the participant's own work situation.

(As an alternative to the attachment, participants may devote more time to specific topics or to researching their individual paper.)

Programme:

The Context

- The public sector management reform agenda
- Local government within the national system
- Central-local relationships
- Internal management of local government
- Organisation of the financial function within local government

Mobilising Financial Resources

- Principles for evaluating alternative revenue sources
- Property taxation and property valuation
- Taxation of local economic activities in urban and rural areas
- Cost recovery, charging and pricing for local services
- Local revenue collection and administration
- Revenue sharing, central government grants and transfers

Financing Capital Expenditures

- Analysing alternative sources of finance
- Borrowing and loan finance
- Public-private partnerships

Budgeting and Financial Management

- Systems of financial planning and budgeting
- Cost management and financial control
- Financial information, monitoring and reporting systems
- Internal and external audit

Improving Performance

- Value for money, performance measures and cost effectiveness
- Alternatives for service delivery including competition, contracting out, public-private partnerships
- Decentralized financial management
- Transparency and accountability

Computerisation and Information Technology

- The use of computers in finance
- Training in the use of computer spreadsheets

Fees: Participants will be accommodated in a new block of self-catering flats, with individual study bedrooms and shared common-room and kitchen. These flats are only a few minutes walk from the main campus where the study programme will be conducted.

The fees for 1997 will be £6,500.-
For 1998, the fees will be £6,750.-

Fees include the costs of accommodation, including heating and lighting. They also include the costs of travel on the various visits organised as part of the programme.

They do not include the costs of food, warm clothing, books and other personal expenditure, for which an additional £1,500 should be allowed. The fees also do not cover the costs of transport to and from Birmingham.

It is suggested that participants arrive on Sunday 13 April, so as to be ready to start the programme on Monday 14 April.

Financial Awards: Suitable candidates, if nominated by their governments, may be eligible for training awards from the British Government, European Union, UNDP, World Bank or other agencies. Information on British Government Awards can be obtained from British Council offices in each country. Many donor-supported projects include training awards administered by the projects. Applications should be made to the project offices or the donor agencies in your country. Unfortunately, the University of Birmingham does not have any funds of its own to finance participants.

Applications: Completed application forms should be sent to:

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A.8.2.5. Project 5 - Mobilising Financial Resources for Local Government

Location: The University of Birmingham, U.K.

Duration: An intensive two-week study programme, 21 April - 2 May 1997.

Objectives: Local governments are key player in national development and local service delivery. To perform these roles they need to be able to mobilise financial resources efficiently and effectively. This programme is designed to enable those in senior positions to have a clearer picture of the options for financing local government.

This high level programme draws on best practices in both developing and industrialised countries, with particular opportunities to examine current practices in Britain.

As well as lectures by University staff and outside experts, discussions and case studies, the programme will include structured visits to local governments and other relevant agencies.

Eligibility:

- For senior officials in central or state governments who are responsible for policy on local government and finance
- For senior staff within local governments
- For managers of projects concerned with local government and development

Programme:

- A framework for analysing potential revenue sources
- Property taxation and property valuation
- Local taxes on urban economic activities
- Tax sources for rural local government
- Cost recovery, charging for services and pricing
- Local revenue administration
- Funding development and capital expenditures
- Borrowing and loan finance
- Public-private partnerships.

Fees: The programme will be based on the campus at the University of Birmingham. Accommodation will be either at the University's conference park or at a nearby hotel.

The fee will be £1,950.-

This fee includes all the costs of accommodation, meals (lunch is not included) and transport on the visits organised as part of the programme.

Participants should arrive in Birmingham on Sunday 20 April, so as to be ready to start the programme on Monday 21 April. Departure will be on Saturday 3 May. A tourist programme will be organised for Saturday 26 April, with a free day on Sunday 27 April.

Financial Awards: Those wishing to apply for this study programme are advised to identify financial support from their own government or organisation. Donor agencies may be able to provide financial support through funding for specific projects. Information about such financial awards should be obtained from donor agencies in your own country. In the case of British Government awards, information can be obtained from the British Council or from the British Embassy/High Commission. Unfortunately the University of Birmingham does not have any funds of its own to finance participants.

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A.8.2.6. Project 6 - Masters in Business Administration (Public Service)

The School of Public Policy, through its Development Administration Group is offering an International Stream to its well established Public Service Masters in Business Administration

Location: The University of Birmingham, U.K.

Objectives: In recent years there has been an extensive debate about the respective roles of the private and the public sectors. In many countries, there have been innovations in practice with the transfer of functions from public to private sectors, the import of private sector practices into the public sector, and new forms of partnership between public, private, community and non-governmental organisations.

Both the debate and the action have been driven by new thinking in political economy, as well as world scale trends such as the emergence of the NICs, the collapse of the state socialist regimes, and Structural Adjustment in many countries of the South. The debate continues - so do innovations in practice. Manifestations of this include:

- In Britain, policy-led initiatives in both central and local government are taking public sector agencies into uncharted territories demanding of managers both procedural and behavioral changes.
- In many countries in the South, the public sector is having to balance structural adjustment policies, often externally imposed, with problems of poverty, environmental degradation and skills shortages.
- In the NICs, the role of the state in development is the subject of particular interest because of the success of the private sector, raising questions both about the state's adequacy in dealing with environmental and social issues, and the transferability of the model to less "successful" countries.
- In the former territories of the Soviet Union, East and Central Europe, initial enthusiasm for the market as a simple alternative to control by the state has been replaced by a search for more sophisticated understandings of the role of public agencies.

There is a need to enable managers in the public sector to address this rapidly changing environment. This Masters programme is designed to equip them with the skills needed to meet the challenges of managing the public sector in the 21st century.

Eligibility: A good first degree from an approved University is the normal entry requirement for a Masters degree. However, for a programme of this type, professional and managerial experience will be considered alongside academic qualifications in selecting candidates. Preference will be given to mature candidates (25 year of age or more) with at least two year's relevant work experience.

Where the candidate is working in the public service, a recommendation from his/her responsible senior officer will be required.

Good ability in spoken and written English is also required. The normal minimum entry requirement is a score of 5.5 on the IELTS test (administered by the British Council). Extra tuition in written English is available if required.

For managers, administrators and policy makers in the public sector, broadly defined. For example:

- central government civil servants
- local government officers
- managers of public sector agencies
- managers of public enterprises
- key staff of non-governmental organisations

The programme is aimed at those high-flying practitioners who may have a professional background (of various types), or a first degree, and who need knowledge of, and new skills in, good management.

The programme combines theoretical insights with practical application. It draws upon the wide international experience of public sector management of the Development Administration Group and the School of Public Policy.

Methodology: The programme uses a range of learning methods to ensure that the programme is lively, practical and related to the participants' present and future work in their own country. Methods include:

- lectures
- seminars and discussions
- case studies
- group tasks
- computer-based exercises
- written assignments
- individual project work
- study visits

Programme: Candidates will take nine modules (half course equivalents). These will make up an integrated programme on public management. Module 8 allows for choice and Module 9 involves the preparation of a project paper.

Fees: The fee for 1996/7 is £7,500. The provisional fee for 1997/8 is £7,750. Concessions may be given for small groups.

We recommend that, to cover residential charges and subsistence, local travel, books and other incidentals a further sum of £5,000 is budgeted for. This is intended as a guide only and will depend on personal arrangements made by the participant.

Financial Assistance: Suitable candidates, if nominated by their governments, may be eligible for British Technical Assistance awards, administered through the British Council in each country. Similar awards may be available through the UNDP, European Commission and other bilateral agencies. Project funding from the World Bank and other agencies may include a training element which can be used for an award. Financial support may also be available from employing governments or organisations, or from educational foundations and other non-governmental sources. In each case, information should be obtained from the agency concerned within the applicant's own country. Unfortunately, the University of Birmingham does not have any funds of its own to finance participants.

Applications and further information: For application forms and further information, please write to:

Dr. J.R. Watson
Graduate Admissions Officer
Development Administration Group
The School of Public Policy
The University of Birmingham
Edgbaston, Birmingham B15 2TT
United Kingdom

Telephone: (44) 121 414 5033
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Telex: 333762 UOBHAM
Email: A. Bolstridge@bham.ac.uk

A.8.2.7. Project 7 - Environmental Policy: Analysis and Decision-Making

Location: The University of Birmingham, U.K.

Duration: 14 April - 9 May 1997. A four-week international study programme for senior policy makers in public sector agencies

Objectives: Policy-makers are increasingly faced with the challenge of responding to environmental issues at a local, national and international level. The process of making policy, however, requires skills beyond the technical and managerial abilities of many personnel with whom environmental policy responsibilities reside.

The dual need to respond to immediate issues and to plan ahead requires skills to review and evaluate existing policy, as well as to design and develop policy in consultation with fellow stakeholders. This international seminar will draw on a number of disciplines to provide the participants with skills in critical thinking, policy analysis, decision-making and stakeholder analysis.

The seminar will examine methods to assess and select appropriate policy instruments to respond to environmental issues and introduce the participants to the principles of the regulatory process and environmental economics.

The implementation of the Earth Summit agreement, Agenda 21, particularly at a local level, illustrates the need to develop policy in a consultative, cyclical manner and through an evolving process. The challenge presented by Agenda 21 is reflected in this seminar with reference to fora to promote consultation and collaboration with stakeholders and through an assessment of policy instruments.

Eligibility: The programme is designed for senior policy-makers, particularly those with responsibility for environmental issues. As a prospective participant you are likely to be working in:

- a government environment ministry or national agency;
- a decentralised government agency at local or regional level; or,
- a national or international NGO concerned with environmental issues.

Methodology: This intensive four week study programme will provide the opportunity to develop new skills in an academic environment, whilst drawing on practical examples of policy-making in the UK. The seminar will provide a 'tool box' for the participants, who will be encouraged to actively participate by drawing on their own experiences.

The seminar will include visits to a number of public agencies in the UK to analyse policy-making processes, and assess mechanisms developed to promote community participation in environmental policy-making, such as Environmental Forums, which include business partners as well as NGOs and community groups.

Programme: The programme will assess policy-making models, processes and instruments and the significance of policy in the reformed public sector management. Practical examples and case studies will be used throughout the programme, with a number of site visits.

The programme will be based around four themes: the policy process and decision-making; policy instruments and organisational context; consultation processes; and, evaluation and review.

The Policy Process and Decision-Making

Modelling the policy process with reference to the policy environment and assessing and responding to change.

- the policy cycle
- models of decision-making
- critical thinking
- the need for monitoring and evaluation

Policy Instruments and Organisational Context

An assessment of the policy instruments used in a market economy, to enable participants to examine how instruments may be selected, monitored and evaluated.

- Legislation and regulation
- Information and education
- Environmental economics and
- Economic instruments

Involving "user groups" and Consulting Stakeholders

Public authorities need to be aware of their fellow stakeholders and consult wherever possible to seek views and build co-operative relationships. Examples, such as social forestry and

other community management projects, will be examined to assess the success of the different approaches.

Stakeholder analysis
consultation processes
e.g. public inquiries
environmental forums, and
citizens' juries

Evaluation and Review

The policy process does not end with a policy decision. It is a continuous cycle of review and evaluation to enable response to changing circumstances and to new information.

Feasibility and implications of policy options
Implementation - where does it begin?
Monitoring and evaluation of policy
Policy succession
Recommending action

Accommodation and Fees

The seminar will be held at the University of Birmingham, using hotel-style accommodation and conference facilities. Accommodation includes single room, breakfast and evening meal. The inclusive fee for the four week programme is \$5,975.-

Application

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A.8.3. UNIVERSITY OF EAST ANGLIA

**A.8.3.1. Project 1 - Training for Development Professionals
Overseas Development Group**

Medium of instruction: English

Location: The School of Development Studies, University of East Anglia

Duration: ?

Objectives: The Overseas Development Group (ODG), founded in 1967, is based in the School of Development Studies at the University of East Anglia. The Group handles consultancy and research work overseas undertaken by members of faculty in the School. Members of the Group spend about two-thirds of their time in teaching and research at the University and one-third on outside assignments, normally overseas. The regular movement of Group members, from normal University service to outside work and back, ensures that teaching is closely related to recent practical experience in the field, and applied research and consultancy are informed by the latest theoretical debates in Development Studies.

Since its foundation, the ODG has completed over 600 assignments in more than 70 countries on every continent and has undertaken projects for a wide range of national and international development agencies. These include the UK Overseas Development Administration (ODA), FAO, IFA, UNICEF, ILO, UNIDO, UNESCO, USAID, SIDA and the World Bank. The group has also worked with international research centres such as ISNAR, ILCA, ICRISat and IRRI and funding agencies like the Ford Foundation, and maintains informal contacts with non-governmental agencies - notably with Oxfam, Acord and VSO.

The combination of expertise and excellence in academic research, practical work and teaching, gives the ODG a special competence in the provision of non-degree courses designed to meet the needs of professionals involved in practical aspects of development planning, management and implementation. Since 1976 development professionals from over 60 countries have come to the University to obtain professional training with the ODG.

Programme: These training courses offered by the Overseas Development Group will be held in the University of East Anglia in Norwich. Courses will be taught by faculty from the School of Development Studies, who have wide experience of working in developing countries and international research centres. In addition, faculty from other schools of study at the University

and experts from affiliate UK and overseas institutions, visit the course to provide lectures on special topics.

The ODG has substantial collections of specialised documentary and case study materials to support its training activities and all course components are fully documented so that at the end of each course, participants will have accumulated a comprehensive set of materials which may be used for day-to-day reference or for in-house training purposes. All participants have access to the University's central library which occupies a central position on campus and has a stock of over 500,000 volumes (added to by up to 15,000 volumes annually) in collection designed to meet the specialised needs of researchers as well as those of students.

Study and research facilities include a well-equipped microcomputing laboratory within the department. All participants have the opportunity to become familiar with a range of computer applications and packages, and mainstream software is an integral part of the teaching in most courses.

Field visits are an important component of all courses and aim to provide both course-related visits to appropriate institutions and cultural visits to UK cities and sites of historic and natural interest.

In-Country Training: While the training courses listed overleaf are normally held at the University of East Anglia they can equally be held in any host country. Where the number of participants is sufficient, considerable savings can be made by co-operation between ODG and overseas government ministries and other institutions. Since 1975 the ODG has acquired considerable experience of designing and running in-country training courses and programmes in Africa and Asia and welcomes enquiries about the provision of special short courses and the development of training programmes from overseas personnel.

Visiting Professionals Programme

The ODG Visiting Professional Programme provides an opportunity for personnel from national and international agencies, commercial groups and other organisations to undertake a period of study in a British university.

The programme is intended for personnel who would benefit from the provision of the environment, facilities and time to pursue, in depth, aspects of their profession which are precluded by the responsibilities and routines of their normal work. Visitors are given an opportunity, through guided reading, participation in courses and seminars and discussion with teaching faculty and researchers.

Programmes normally include some of these elements:

- regular individual tutorials;
- participation in research seminars;
- attendance at selected lectures and seminars in appropriate and/or advance honours courses;
- an individual research or data analyze project;
- visits to other institutions.

Masters Programme:

- M.Sc in Agricultural Economics
- M.Sc in Agriculture, Environment and Development
- M.Sc in Resource Assessment for Development Planning
- M.A in Development Economics
- M.A in Industrial Development
- M.A in Rural Development
- M.A in Development Studies
- M.A in Gender analysis in Development

Diploma Programmes

- Graduate Diploma in Agriculture Development Economics
- Graduate Diploma in Development Economics
- Graduate Diploma in Development Studies

Research Degree Programme

A full range of research degree programmes are offered full-time, part-time and full-time/part-time mixed. The School also offers the facility for Overseas-based Research programmes.

ODG SHORT COURSES - 1996

- Monitoring and Evaluation of Public Sector Projects and Programmes
- Microcomputing Options in M&E (available only to participants on the main M&E course)
- Gender Training for Development
- Training Skills in Gender
- Visiting Professional Programme
- The Sustainable Information Systems Programme

Funding: Applicants are advised to explore the possibility of financial assistance through the following agencies:

1. Their employer -especially if this is a government department, parastatal, development project or agency.
2. Their employer's funding agency - if any.

3. The Overseas Development Administration of the UK Government - applicants should approach the Development Division of their local British Embassy/High Commission.
4. The British Council - approaches should be made to the appropriate Country/Regional Office.
5. United Nations Development Programme (UNDP) - the Country/Regional Office will direct applicants to the appropriate specialist agency, eg FAO, ILO, etc.
6. The European Development Fund - applicants should approach the Local/Regional Office of the EEC.
7. The World Bank - applicants should approach the Local/Regional Office.

In all cases it is advisable to make approaches to prospective funders through the applicant's employer. The ODG regrets that it is unable to provide bursaries for trainees, or to secure funding on their behalf from sources within the UK.

Application form and further information may be obtained from:

The School Clerk (Admissions)
School of Development Studies
University of East Anglia
Norwich, NR4 7TJ
United Kingdom

Telephone : +44-1603-592331
Fax : +44-1603-451999
E-mail : s.simpson@uea.ac.uk
Telex : +51 317210 BUREAU G ODG/UEA

A.8.3.1.2. Project 2 - Microcomputing Applications in Monitoring and Evaluation

Medium of instruction: English

Location: University of East Anglia

Duration: Two weeks

Objectives: The microcomputing option is designed to follow up the introductory computer section in the main monitoring and evaluation course and to provide participants with the practical skills to select and use commercially available software in the evaluation of agricultural projects. The course introduces students to PCs and shows how effectively they can be used in the monitoring and evaluation context. Secondly, guidelines are given on choosing the best software for the job, followed by 'hands-on' experience in the use of some of the most popular and useful software packages on the market.

The course is designed for development professionals requiring basic skills in microcomputing. Although many of the students who participate on the course have not had a lot of computer experience, the course provides the opportunity for this group to improve their skills and for the more experienced to develop more advanced applications.

Programme: The computer applications are derived from a series of case studies drawn from actual project examples, specifically chosen because they highlight important areas of monitoring and evaluation work. In previous years these have covered cost benefit analysis, plot size measurement techniques and livestock herd models, using the spreadsheet programme Lotus 123.

Each participant will have access to an IBM compatible microcomputer running Microsoft Windows, and MSDOS. The course will introduce the main features of operating systems and file management. Software will include well established spreadsheet packages such as Excel and data management programmes such as base IV.

The course coverage reflects the changing needs of M&E professionals and the course content attempts to respond to these new demands. The pace of advance in microcomputers and application packages continues to quicken. The course will cover the main changes that are occurring and will, where possible, use the most recent releases of well established software.

Admission requirements: Available only to participants on the main M&E Course

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Part II

Fees: £2,475 (Bed and breakfast accommodation included)

Application form and further information may be obtained from:

A.8.3.1.3. Project 3 - Agricultural Research Techniques

Medium of instruction: English

Location: University of East Anglia

Duration: Six to seven weeks

Objectives: The course aims to provide up-to-date training in the practical techniques of agricultural research, primarily in the fields of: agronomy; plant breeding; plant protection; cropping systems; intercropping; agroforestry; and farming systems. It will provide a background of the current concepts and research needs in these fields but will essentially focus on the design, analysis and interpretation of experiments. It will include key elements of the practical techniques of on-farm research.

Programme: Current concepts and research needs in key fields of: agronomy; breeding; plant protection; cropping systems; intercropping; agroforestry; farming systems.

Admission requirements: Degree or equivalent in relevant discipline.

Course participants: The course is designed for 'hands-on' agricultural scientists rather than managers or policy makers. They should be directly involved in on-station or on-farm research and it is anticipated that they will be primarily in natural resource disciplines.

Application forms and further information may be obtained from:
A.8.3.1. Page 155

A.8.3.1.4. Project 4 - Sustainable Information Systems

The Training Coordinator
Overseas Development Group
University of East Anglia
NORWICH, NR4 7TJ United Kingdom
Telephone +44-1603-456410
E-mail s.mcaleese@uea.ac.uk
Fax +44-1603-505262
Telex +51 317210 Bureau
G ODG/UEA

Medium of Instruction: English

Location: University of East Anglia

Duration : 10 weeks (7 July - 12 September 1997)

Fee: \$6,950 (Including accommodation)

The Overseas Development Group is well established in computer training, having been providing courses in this field since 1983. These courses have evolved over time to reflect developments in a rapidly changing field and in the needs of participants.

Objectives : This course has two main objectives:

- (1) To provide training in the use of a variety of computer programs. These include both widely used packages such as spreadsheet, word processors and databases, and more specialised programs such as those for dealing with statistical analysis and geographical information systems.
- (2) To place this material in context so that participants learn not simply how to use computers but, more importantly, how to use them effectively.

The course has a modular structure and the teaching material is designed to meet the needs both of those who have not used computers before and those with substantially more experience. Both kinds of participants have benefited from the course in the past. If required, participants will be assisted with very specific tasks required by development projects or sponsors to produce an action plan and specific applications.

Eligibility : This course is intended for development professionals working in a range of occupations (such as financial management, project co-ordination, transport, agriculture, industry and forestry) who already have, or expect

to have, access to microcomputers and who want to ensure that they can make the best possible use of these.

Programme: As already indicated, the course is made up of a number of modules and participants can choose which of these they wish to take. Depending on which particular modules are chosen it would normally be expected that participants would take four or five of the modules. Those available are as follows:

Module 1: Standard Office Software: This module deals with the use of the most commonly used kinds of application programs: word processors, spreadsheet and database. Tutorial material will be available not only on the main components of **Microsoft Office (Word, Excel and Access)** but also on some other programs of these kinds such as **WordPerfect, Lotus123 and dBase**. As well as introductory material for those who have not used such programs previously there will be more advanced material for those who want to build on previous experience. For example, there will be material on the use of macros and programming in **Microsoft Access**.

Module 2: Rapid Information Systems Development - Planning for Computers: This module shows how systems approaches to information technology adoption can help managers manage.

Module 3: Computers to help us with Decision-making: This deals with Management Information Systems and Decision Support Systems.

Module 4: Computers for Project Design: This module provides training in the use of a range of pieces of software for project planning.

Module 5: Getting the System Right: This discusses the issues of Total Quality Management (TQM), training and teamwork.

Module 6: Database for Development: This is intended for those who already have some experience in the use of computers and who wish to develop their skills in the use of database programs and related software. It deals with database management programs, database structure and design, programming languages and related software. (As well as being available within the framework of the **Sustainable Information Systems** course, it can be taken as separate five week course. Details are available from the Overseas Development Group's Training Coordinator).

Module 7: The use of the Internet for Development: This examines the use of the Internet as a means of obtaining and disseminating information.

Module 8: Computers in Financial Analysis: This concentrates on the use of spreadsheet and database programs in the area of financial analysis.

Module 9: Computer Maintenance and Installation: This module is intended to give computer users some knowledge of such things as the basic architecture of microcomputers, networking, and simple fault finding and maintenance techniques.

Module 10: Geographical Information Systems: This provides a brief introduction to some of the main ideas of geographical information systems and to the use of programs such as Art/Info and Idrisi. (For those wanting a more detailed introduction to geographical information systems, a course devoted solely to this topic is available. Details can be obtained from the Overseas Development Group's Training Coordinator.)

Module 11: Programming: This looks at programming concepts and program design and is supported by teaching materials on a variety of programming languages, such as dBase, Basic and Visual Basic.

Module 12: Statistical Packages: This provides an introduction to the use of computer programs for statistical analysis, such as SPSS for Windows. Supplementary material will be available for those participants who would also like to improve their knowledge of statistical techniques.

Modules 13: Multimedia Packages: This provides an introduction to the multimedia facilities of modern microcomputers. (It is not intended to provide a detailed description of how to use the multimedia authoring packages that are available but training in this area is available through the Overseas Development Group's Visiting Professionals Programme. Details can be obtained from the Overseas Development Group's Training Coordinator.

Application: Applications for any of the ODG courses or programmes should be made by completing and submitting the application form provided (photocopies accepted).

In the first instance applicants should apply for sponsorship as early as possible through their own institutional contacts. Possible sources of financial assistance include:

The Training Coordinator
Overseas Development Group
University of East Anglia
NORWICH, NR4 7TJ United Kingdom
Telephone +44-1603-456410
E-mail s.mcaleese@uea.ac.uk
Fax +44-1603-505262, Telex +51 317210 Bureau, G ODG/UEA

Funding:

1. Their employer especially if this is a government department, parastatal, development project or agency.
2. Their employer's funding agency-if any.
3. The Overseas Development Administration of the UK Government - applicants should approach their local British Embassy/High Commission.
4. The British Council - approaches should be made to the appropriate Country/Regional Office.
5. United Nations Development Programme (UNDP) - the Country/Regional Office will direct applicants to the appropriate specialist agency, eg FAO, ILO, etc.
6. The European Development Fund - applicants should approach the Local/Regional Office of the EU.
7. The World Bank - applicants should approach the Local/Regional office.

A.8.3.1.5. Project 5 - Monitoring and Evaluation of Public Sector Projects and Programmes

Optional Course: Microcomputing applications in M&E

Medium of Instruction: English

Location: University of East Anglia

Duration : July - September 1997
8 weeks (plus 2 weeks for optional course
Microcomputing Applications in Monitoring &
Evaluation)
7 July - 29 August 1997
(1 - 12 September 1997 for the Optional Course)

Fee: £6,495 (Including Accommodation)
(£2,250 For Optional Course - Including Accommodation)

Objectives: There has recently been a considerable increase in the monitoring and evaluation of projects and programmes financed by governmental and international agencies. This reflects:

Greater accountability of public sector projects.
Growing stringency in public expenditure.
Greater awareness of need for accurate, appropriate and timely information.
Greater awareness of the role of evaluation in the planning of future projects.

Eligibility: Degree in Economics or other relevant social sciences, and/or field experience. Work experience in monitoring and evaluation preferred and some formal statistical training desirable.

The increasing complexity of projects and programmes implies a need for new and more efficient information systems capable of meeting the needs of decision-makers needs that, in the past, have not been met because the information systems were too large, too complicated and too expensive.

The emphasis of this course is on minimum systems and cost-effective procedures. The objective is to provide cheap and simple M&E systems which provide adequate, timely information to decision makers. This course is designed to use these principles and the accumulated field experience of the programme directors to provide a comprehensive and practical training package for professionals.

Programme: The course consists of a sequence of logically linked components that combine to build up an information gathering and reporting structure for projects and programmes.

The data processing section consists mainly of a two-week computer component based on IBM compatible microcomputers. Major concerns here are the generation of "hands-on" experience amongst course participants and the use of spreadsheet and database packages.

Principles are covered thoroughly and are supported by a series of case studies and workshops based on real-world data. During these workshops participants work in small groups and report back to plenary sessions. Throughout the course, participants will be encouraged to contribute their own professional experience and to learn from each other.

Field visits to organizations in the UK are arranged to provide a focus for the whole group to observe practical situations. Detailed case studies, from agriculture and the other major sectors are used to show how professionals from a wide variety of backgrounds have approached the practical problems of information generation for the monitoring and evaluation of projects and programmes. The majority of these case studies will also involve workshop sessions which will allow participants to come to grips in practice with the broad issues raised in the case studies.

Optional Course: Microcomputing applications in M&E. This two week microcomputing option is available only to participants on the main Monitoring & Evaluation course and has been designed to follow up the introductory computer section in the main M & E course.

The theme of the course is practical techniques for data management. Participants will work on exercises at their own speed. Course work is based around case studies drawn from real-life examples of data analysis and presentation. Approximately half the time is devoted to Excel. Participants will refresh their knowledge of basic commands and preparation of graphs. More advanced techniques are then introduced to demonstrate how database can be set up and analyzed using data manipulation commands. Participants will also have the opportunity to create a simple decision support system. The case studies include examples based on financial monitoring data and the analysis of farm surveys.

The remainder of the time is spent on database management, using Access. The concepts of relational database are introduced and participants are shown the strengths and weaknesses of database software by comparing the ease with which some of the tasks from

the Excel case study can be carried out in Access. All participants learn how to create a database, enter and edit data in a database table and extract information from the database using queries. Participants will also have the opportunity to learn how to prepare forms, including some simple data validation, generate reports and write simple data validation, generate reports and write simple macros to automate repetitive tasks.

Application: Applications for any of the ODG courses or programmes should be made by completing and submitting the application form provided (photocopies accepted).

In the first instance applicants should apply for sponsorship as early as possible through their own institutional contacts. Possible sources of financial assistance include:

Same as Project I

A.8.3.1.6 Project 6 - Planning for the social and economic impact of HIV/AIDS in developing countries

An annual advanced study workshop for professionals

Medium of Instruction: English

Location: University of East Anglia

Duration : Four Weeks (18 August - 12 September 1997)

Fee : £3,450 (inclusive of accommodation, but no meals)

Objectives: HIV/AIDS is still seen as predominantly a "medical" problem. Progress in developing a vaccine or a cure has been disappointing. Prevention is the only way to slow the epidemic, but there is little to suggest that current interventions have had a measurable impact. The epidemic experience of Africa is now being replicated in Asia, while Latin America, the Pacific, Eastern Europe and Central Asia must prepare to confront their own epidemics. As the infection spreads - with consequent increases in morbidity and mortality - so it becomes more necessary to plan for the medium to long term social and economic impacts.

This workshop (now in its fifth year) provides an opportunity for planners and policy makers to learn new techniques, share ideas and experience and develop novel strategies and tactics in response to this epidemic in the last decade of the twentieth century and in preparation for the challenges of the future.

Eligibility: Experience of working in the field of HIV/AIDS prevention, planning or monitoring at a senior level

Programme : What is HIV/AIDS: Some scientific and medical features of the disease and the latest thinking about them? assessment of the worldwide state of the epidemic; problems of data collection and availability; evaluating the quality and meaning of existing data.

Modelling the epidemic: Various methods of modelling the epidemic, learning the necessary skills for using the models. Practical skills in computer-based modelling techniques. Software and manuals are provided in the course fee. Applying the model to individual country.

Assessing the Demographic Impact: How the data and models can be applied to a population on the basis of area, occupation and age structure.

Assessing the Economic Impact: Impact on formal and informal economy, urban and rural sectors, industrial enterprises and commercial and subsistence agriculture. Analyzing macro-economic impact, on GDP and on regional and national output.

Assessing the Social Impact: Impact on social sectors and levels; intersectoral linkages; analyzing societal and community vulnerability; the main parameters of social analysis - gender, stratification, culture, power and entitlement; the language of HIV/AIDS.

Planning for HIV/AIDS: The limits of the multi-sectoral approach; planning is one thing, implementation is another; human resources training, health provision, direct and indirect costs, economic and social policies; issues of resource allocation.

The Donor Response: Presentations from major governmental, multilateral and NGO donors; views on the state of the epidemic and project and policy responses - this section will be particularly important in the context of the new inter-agency initiative - UNAIDS.

Methodology : This is a workshop and not a "course". Emphasis is placed on participants' own experience and needs. Sessions are designed to allow maximum participation and discussion. Presentational methods will include:

- Brief formal lectures from experienced professionals and academics followed by discussion sessions
- Small group work to develop lecture themes and integrate them into a policy-relevant perspective
- Directed reading and project work assisting participants to relate to their own professional responsibilities
- Use of materials brought by participants so as to develop responses relevant to the situation in their own country
- Practical workshops in demographic modelling and computing
- Creative development sessions - exercise intended to develop novel approaches
- Extended role play - preparation of a socio-economic impact national response programme.

All workshop components are fully documented and participants are provided with copies of essential texts, readings and software relating to the issues covered in the workshop.

Participants : This workshop is designed for senior professionals concerned with planning for the economic, social, demographic and human resource implications of the HIV/AIDS epidemic. It will be of specific interest to the following groups:

- **Public Sector:** economists and planners from ministries of finance, development, planning, health, education, agriculture and rural development, AIDS programme managers of specialist advisory units
- **Donor Agencies:** all donor agencies involved in development programmes, particularly social and community projects in areas of high HIV prevalence. Donors directly involved in HIV/AIDS projects will find the workshop particularly valuable
- **Private Sector:** strategic planners, executives and professional officers in major companies active in the developing world, in particular the insurance industry, pharmaceutical companies and employers of large labour force
- **Non-profit sector:** International and national NGOs with programmes in countries with high seroprevalence; NGOs working specifically in relation to HIV/AIDS.

Application: For further information and an application form please return this slip to:

The course Coordinator
Overseas Development Group
University of East Anglia
Norwich, NR4 TJ, UK.
Tel +44-1603-45610
Fax: +44-1603-505262
Email: odg@uea.ac.uk

Name : _____

Address: _____

A.8.3.1.7. Project 7 - Geographical Information Systems

This new course is intended to provide an introduction to the use of computerised Geographical Information Systems in the context of developing countries. It is suitable both for computer professionals who want to learn about this type of application, and for those whose main area of expertise is in other fields and who would like to familiarise themselves with the application of computers in this area.

Medium of Instruction: English

Location: University of East Anglia

Duration: 4 weeks (7 July - 1 August 1997)

Places : 25

Fee : £3250 (inclusive of accommodation, but no meals)

Objective: The Overseas Development Group is well established in computer training, having been providing courses in this field since 1983.

Geographical Information (GIS) are becoming increasingly available in the Third World as the price of suitable hardware falls, better quality software becomes available and data sources improves. High quality work can now be done on IBM compatible microcomputers. Increasingly common uses are in land use assessment, environmental and resource assessment (including identifying and tracking resource degradation), project and plan siting, risk assessment and so on, as well as operational use in locational analysis, routing and network analysis, monitoring and evaluation management. An awareness of what GIS is and can do, and of what it has been and is being used for can be very helpful in developing modern information and research systems.

Eligibility : Participants should have a working knowledge of the use of IBM microcomputers. Familiarity with Windows and relational databases would be useful but is not essential.

Methodology: GIS combine a relational database, spatially referenced data (data that refer to particular places), and a graphical interface to accomplish data and map entry and capture, verification and editing, georeferencing and manipulation, specific geographical analysis operations (overlay etc.) statistical analysis, video display and hardcopy output.

The aim of this course is to introduce participants to GIS in a short period using PC software and common less developed country application, mainly in the natural resource (agriculture, forestry, livestock, irrigation, fisheries) and environmental areas. UNIX software will also be demonstrated and available for use.

Programme: It will introduce geographical information systems and their application and look at the differences between raster and vector systems, the two main groups into which GIS software can be divided. This general overview will include use of remote sensed images. Participants will then go on to hands-on work with the IDRISI raster GIS. The next part of the course will replicate and extend these activities with the ARC/INFO PC vector GIS system. To complete the course participants will work on a project of their own or on one available at ODG which is near to their interests. A report on this will be prepared and discussed with tutors and other participants in the final days of the course. By the end of the course participants should have a grasp of the capabilities of GIS and the resources required to achieve useful objectives. They should be able to set up PC-based GIS system and undertake useful GIS projects.

Computing Facilities: The hands-on parts of the teaching will take place in the DEV/SOC Computing Laboratory. This is one of the largest computing laboratories on the campus and is situated in the Arts Building. The laboratory has more than 50 workstations made up of high specification 486 and Pentium computers which are networked to provide a variety of software packages including many of the latest Windows applications and a number of specialist applications. The lab is also linked, via the University's campus network, to the UEA library catalogue and to external bibliographic databases, and has full access to Internet and e-mail facilities. On-site printing facilities include laser and colour printing.

Course Directors : Richard Palmer-Jones is an agricultural economist with extensive experience in developing countries including Sub-Saharan Africa and South Asia. He has worked with various statistical and computer systems, and uses GIS for land assessment and in monitoring and evaluation of agricultural development.

Ian Gillespie is an economist by training but also has substantial experience in computing. He has been a director of ODG's computer courses since 1983 and has done both consultancy and training work in this field in Africa and Asia.

Application: For further information and an application form
please write to:

The course Coordinator
Overseas Development Group
University of East Anglia
Norwich, NR4 7TJ, UK
Tel +44-1603-45610
Fax: +44-1603-505262
Email: odg@uea.ac.uk

Name	:	_____
Your Title:		Mr/Ms/Dr/Other (please specify)
Address	:	_____
Telephone	:	_____
Fax	:	_____
Telex	:	_____
E-mail	:	_____

A.8.3.1.8. Project 8 - M.Sc. Plant Breeding for Agricultural Development

Applications for the highly successful M.Sc. in Plant Breeding for Agricultural Development are now being sought for the September 1997 academic year.

Location: The School of Development Studies, University of East Anglia, Norwich NR4 7TJ, U.K.

Objectives: The objective is to provide participants with a knowledge of the techniques and issues involved with plant breeding, with specific emphasis on agricultural development. Although the focus is on conventional techniques of plant breeding, the new biotechnologies are also covered. The programme comprises the following courses:

- Plant Breeding
- Plant Pathology
- Agricultural Experimentation
- Farming Systems Research
- Applied Plant Biology
- Plant Biology

Participants will have the opportunity to carry out a research project on a topic of their own choice based at one of the Institutes involved in the programme. Upon completion of the degree, some participants may wish to register for a research degree at the University of East Anglia. Details are available upon request.

Eligibility: Participants for the M.Sc. would be expected to hold a relevant upper second class degree, ideally in a biological subject. Experience would be desirable but not absolutely necessary. In some special cases it may be possible to allow entry if extensive experience compensates for more limited qualifications.

Applications should be sent to:

Ms. Steph Simpson
Manager of Postgraduate Programmes
School of Development Studies
University of East Anglia
Norwich NR4 7TJ
Tel. +44(0) 1603 592331
Fax: +44(0) 1603 451999
E-mail: s.simpson@uea.ac.uk

A.8.3.1.9. Project 9 - M.Sc. in Agricultural and Natural Resource Economics

- Explores the close interrelation of natural resources and the environment with agricultural development and agricultural economics.
- Appropriate for people who want training in traditional agricultural economics as well as those requiring the greater potential versatility offered by work in relation to broader environmental and natural resource issues.

A.8.3.1.10. Project 10 - M.Sc. in Agriculture, Environment and Development

- Meets the needs of mid-career professionals and also those aiming to develop a future career in agricultural research and extension and/or natural resource management and conservation.
- Treatment of these topics is located in a broad understanding of social, economic and environmental development and change.
- Explores the challenges posed by development and management of sustainable agricultural systems and resource management strategies in countries and regions undergoing rapid change and development.

A.8.3.1.11. Project 11 - M.Sc. in Environment and Development

- Meets the needs of development workers, NGO staff involved in strategic planning and project formulation, policy makers in government and aid agencies; also for those planning an academic or research-related career in this important and challenging area.
- Will enable graduates to meet the growing demand for analytically rigorous but broadly based and interdisciplinary understanding of the inter-relations between environment and development at the global, national and local levels.
- An opportunity to explore the major economic, political and social issues in policy debates, including international environmental accords, and the opportunities and constraints in national and local planning of the development-environment interface.

Plus our established programmes:

- M.Sc. in Plant Breeding for Agricultural Development
- M.A. in Development Economics
- M.A. in Industrial Development
- M.A. in Gender Analysis in Development
- M.A. in Rural Development
- M.A. in Development Studies

Application:

The Manager
Post-Graduate Programmes (SM)
School of Development Studies
University of East Anglia
Norwich NR4 7TJ, U.K.
Telephone: +44(0) 1603 592331
Fax: +44 1603 451999
Email: dev.general@uea.ac.uk.

A.9. THE LONDON SCHOOL OF ENGLISH

A.9.1. Effective English Language Training

Medium of instruction: English

Location: The London School of English

Objectives: English is today's universal language. It is an essential need for work or travel, for organisations or individuals.

Many people learn English at school well enough to manage on holiday, or in simple situations. But it is a completely different thing to use the language in demanding international situations. This calls for new skills-professional skills.

So adults need English language training. What sort of training should they choose? There are so many alternatives available.

It is good in many ways to follow a course in your own country. It is possible to combine it with work, and studying for a short time regularly is a good way to keep skills alive.

But it is difficult to make real progress when you are combining studies with normal life. To develop your English language skills effectively you need to take an intensive course in an English-speaking country, away from the distractions of work and home.

The decision of where to go is a difficult one. Time and money are important considerations. You want to choose a school which understands this. We do. We know that people studying with us are investing their money and important private or professional time. They want real results fast, and it is our job to make sure that they get them.

Different people have different needs, so we offer a choice of course programmes. But whichever course you select you can be sure that you will receive cost-effective training and will return home with practical skills which you can use immediately.

Our other services are equally important, and receive equal care. In addition to the course itself we offer top quality accommodation, stimulating leisure activities, smooth administration. Everything combines to create a total experience.

Methodology:
Our approach

- We treat participants as experienced adults with a great deal to contribute to their course.
- Work is concentrated. Time is precious. All our courses are intensive.
- The schedule is planned but flexible.
- No single training method suits everyone. We are sensitive to different learning styles.
- Our approach is always practical. People need to use English, not just study it.
- English is important because it is a world language. It is used for international communication. We never assume that our clients want a British cultural experience, although we can offer this if they do. A key advantage of a course in Ntiysin id yhr mulyi-national, multi-cultural environment.
- Learning is a collaboration - between the trainer and the learner, and between individual learners.
- Our courses are stimulating. Language learning is hard work, but it need not be boring.
- Our courses are demanding. The more you put in the more you will get out. We help you to learn - we cannot learn for you.
- Our courses are enjoyable. They are more effective that way.

If you are in any doubt about your level, or which course is best for you, please telephone us for advice.

It is possible to combine several different courses, either one after the other (this is very usual) or at the same time (for example Executive Course in the morning and Individual Tuition in the afternoon). In the latter case, please discuss what is possible with us.

To register for a course please complete and return the Registration Form enclosed with this brochure.

For all courses we send you a questionnaire to complete and return to help us plan the course.

On the first day of all Executive and General Courses you will do a test and interview. This establishes current English knowledge to help with grading and class formation and helps us to analyse needs and set course objectives.

You will also have an individual mid-course tutorial to ensure that the course is matching your requirements. All our courses are flexible and it is important to us to make sure that you are satisfied with your programme.

If you would like to follow a course outside London we have a branch in Canterbury. **Canterbury Language Training** operates as an independent centre under the direction of Maureen Gough and specialises in courses for the corporate and professional market.

Application form and further information may be obtained from:

The London School of English
15 Holland Park Gardens
GB - London W14 8DZ
Tel. +44 17 16 03 16 56
Fax: +44 17 16 03 50 21
email: lsefl mail@cix.compulink.co.uk

A.10. THE UNIVERSITY OF LEEDS

The School of Education and International Education

Medium of instruction: English

Location: The School of Education and International Education
University of Leeds

Objectives: The School of Education has a worldwide reputation as a centre of excellence. We have received the top rating in all three research assessments conducted to date by the Higher Education Funding Council for England (HEFCE). This means that our research and publications are ranked as outstanding at an international level.

Each year some 250 international students and some 1,000 British students enrol for the courses offered by the School.

We have established links with major international and national agencies, non-governmental organizations, and other universities throughout the world.

Programme:

- (a) Teaching English to speakers of other languages (TESOL)
- (b) Science and technology education
- (c) Primary education
- (d) Special educational needs
- (e) Modern languages education
- (f) Secondary curriculum studies
- (g) Non-award-bearing in-service education of teachers

Degree Programmes:

A.10.1. Master of Education (MED): This is a flexible modular programme which has been carefully designed to meet the needs of practising school teachers, lecturers and administrators. It usually begins in October (though a February start is possible) and lasts one year. The programme is appropriate for students with a degree and at least two years' experience in teaching or other relevant professional work.

MED students normally take four taught modules and write an extended essay (weighted two modules). Assessment is by course work and dissertation and students are not required to sit examination papers.

There are some 80 modules within the MED programme which cover the general areas of primary education; most national curriculum subjects; post-compulsory education and training.

TESOL; education in developing countries; educational management and administration; curriculum development and evaluation; assessment; teaching and learning; education psychology and child development; information technology and multimedia; current issues in education and educational research methods.

In addition to the general Master of Education programme a number of specialized MEd degrees are offered. These aim to meet the needs of those with experience or professional interest in the specialist areas who are seeking to develop their knowledge, skills and expertise. Outline descriptions are given below. Students may choose to follow all four taught modules in their specialist area or select one module from another specialist area or from those available in the general MEd programme.

In certain cases students may transfer from the MEd to the Doctor of Education (EdD) programme, their completed MEd modules counting towards the EdD.

Programme:

- (a) Master of Education in Teaching English to Speakers of Other Languages (TESOL)
- (b) Master of Education in Mathematical Education
- (c) Master of Education in Science Education
- (d) Master of Education in Special Educational Needs
- (e) Master of Education in Educational Administration and Management
- (f) Master of Education in Curriculum Studies
- (g) Master of Education in Information Technology, Multimedia and Education.
- (h) Master of Education in Primary Education
- (i) Master of Education in Post-compulsory Education and Training
- (j) Bachelor of Arts (Hons) in the Teaching of English to Speakers of Other Languages (TESOL)

This modular programme offers varied opportunities to deepen the understanding of teaching English in primary and lower secondary schools, and to improve teaching skills. Direct entrants to level 1 take core modules in education and language study. Level 2

focuses on developing methods for teaching children, and gaining further understanding of language learning, while the core work in level 3 includes materials creation and evaluation. At each level, options can be selected from a wide range within the School or from other University Departments, so that individual interest may be pursued. Visits and attachments to local schools provide a comparative look at teaching, and students are encouraged to use and share their experience and ideas with other members of the course. Participants' previous experience is of great importance in the work of the course.

Further information:

The Course Co-ordinator (BA TESOL)
School of Education
University of Leeds
Leeds LS2 9JT

Tel.: (0113) 233 4571
Fax : (0113) 233 4541
E-mail Inter@education.leeds.ac.uk

A.10.1.2 Specialist International Courses

Advanced Short Courses: Advanced Short Courses (usually of three months duration) are run according to demand. We have recently run courses in the following areas:

- Personnel, advisory and inspectorate services in education
- Financial management in education
- Mathematics education
- Primary education
- Bases of English language teaching
- Training teachers for TESOL
- Teacher education

Graduate Diploma:

Graduate Diploma in Educational Studies

- Mathematics Education
- Science Education
- Primary Education

This Graduate Diploma will extend over one academic year and is intended for teachers, teacher educators, curriculum specialist and school inspectors. Applicants should be teachers with at least five years (three years for graduates) of relevant work experience.

A.10.1.3. Graduate Diploma in English Language Teaching

This Graduate Diploma will extend over one academic year and it intended for teachers, inspectors, advisers, course designers, and lecturers in colleges and universities. Applicants should be teachers with at least five years (three years for graduates) or relevant work experience.

For further information on all specialist international courses contact:

Geoff Welford, Director of International Education, School of Education, University of Leeds, Leeds LS2 9JT
Tel: (0113) 233 4571 Fax: (0113) 233 4541
E-mail Inter@education.leeds.ac.uk

Research Degrees in Education: The School of Education offers facilities for supervised research leading to the award of the degrees of MEd (one year), MPhil (two years), EdD (three Years), and PhD (three years). PhD students may spend part of their time on field work outside the UK. The EdD is a partially taught degree with eight taught modules and a dissertation. The other research degrees require the writing of a thesis or dissertation

only. Areas of current research include teaching and learning science, mathematics and TESOL; and educational administration.

Major Research Areas: Major research areas of interest to the international education research community and some of the projects associated with them are outlined below:

- Science education
- Policy studies in science education
- Adult scientific literacy
- Mathematical education
- Technology education
- Technology and science education in developing countries
- Computers in education
- Special educational needs
- Modern languages education
- Policy-making in education
- Primary education

International Projects and Consultancies

- Rural Primary English Project, Sabah Malaysia
- Primary Teacher Education Project, Bhutan
- Malawi Primary Science Teacher Education Project
- Malawi Primary Schools Broadcasting Project
- World Bank Consultancy on the Evaluation of Management and Educational Planning in the Ministry of Education, Dacca, Bangladesh
- Meeting the reading needs of trainee teachers in Tanzania and Malawi
- Andhra Pradesh Primary Education Project (India)
- Andhra Pradesh School Health Project (India)
- Consultancy on financing of projects in preparation by Education Policy Review /Commission, Kampala, Uganda
- The study of language needs of Commonwealth students studying at a distance through the medium of English
- Molteno Project, South Africa
- Kenyatta University Science Faculty Project
- Primary Mathematics Project, South Africa
- Science Education Project, South Africa
- Intermediate Teacher Training Institute, Omdurman, Sudan
- Primary English Project, Malta
- Consultancy on the Evaluation of Non-Formal Primary Education in Bangladesh
- Bangladesh Women Teacher Training Project
- Bangladesh Non-Formal Primary Education
- Bhutan Primary Education Project
- Consultancy on Teacher Education in Tanzania
- English Language Support Project Tanzania

International Links

- Department of Mathematics and Science Education,
University of Botswana
- Faculty of Education, University of Malaya
- Institute of Technology Bandung and University Gadjah
Mada, Indonesia
- Faculty of Education, University of Dar-es-Salaam
- University of Leipzig, Germany
- Institute fur Praxis und Theorie der Schule (IPTS),
Kiel, Germany
- Sachsische Akademie fur Lehrer Fortbildung, Dresden
- University of Concepcion, Chile

A.11. THE UNIVERSITY OF MANCHESTER

**Institute for Development Policy and
Management**

A.11.1. MA in Management and Change in the Public Sector

Medium of instruction: English

Location: The University of Manchester, U.K.

Duration: 12 months commencing in September

Objectives: After a decade and a half of experience with structural adjustment programmes in developing and transitional economies, there has been a perceptible shift in prevailing views about the role of the public sector in promoting economic growth and development. Where it was once thought that government intervention would inevitably impede economic progress, and the policy of the Bretton Woods institutions therefore emphasised the need for the state to withdraw from participating directly in economic activity, there is now a greater recognition of the positive role of government intervention in supporting and facilitating market-based development. As a result, emphasis has been placed on enhancing the political process of governance and policy formulation, increasing the use of market mechanisms as instruments of development policy, and restructuring public sector organisations. The programme, offered annually by the University of Manchester, includes a taught component (September to May) and supervised research for a dissertation (June to September).

Programme: The programme provides full-time training at a postgraduate level in the key aspects of public sector management. The core subjects offer conceptual training in management, economics, policy analysis and decision-making, finance and organisational change relevant to the public sector. A range of options permit participants to develop specialist knowledge and skills in areas relevant to the requirements of public service provision in developing the transitional economies. The programme also provides an opportunity to obtain an advanced level of expertise in a particular area of the subject which will be promoted through supervised individual research, to be presented in the form of a dissertation.

(a) Core Course Modules

- Public Sector Reform and Management
- Economic Analysis of the Public Sector
- Public Policy Systems and Methods
- Accounting and Public Sector Restructuring
- Government in Business
- Managing Public Organisational Change

(b) Optional Modules

- Decentralisation, Participation and Public Action in Development
- Rural Poverty Eradication
- Introducing Information Systems in Organisations
- Managing Environmental Change in Development
- Personnel Policy and Practice
- Information Resources Management
- Government and the Global Economy
- Small-Scale Enterprise Development

(c) Non-Assessed Modules

In addition to compulsory and optional assessed courses, participants will attend courses in hands-on computer skills and research methodology.

Admission requirements: Applicants should hold a good first degree or an equivalent qualification (e.g. a postgraduate diploma) in a relevant discipline from an approved university. Admission of candidates who do not meet this criterion may be approved if satisfactory evidence of postgraduate study, research or professional experience can be provided. Applicants who do not meet these requirements may register for a nine-month Postgraduate Diploma programme and subsequently proceed to the Master's degree if they obtain satisfactory results.

Course participants: The course is designed primarily for those working in central government, public enterprises and other parastatal organisations, or those wishing to pursue a career in public sector management. It will also provide a stepping stone for those intending to undertake postgraduate research in the field of public sector management, privatisation and public enterprise reform.

Funding: Applicants are normally sponsored by their employers, governments or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Advice on the availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme Awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Application form and further information may be obtained from:

Mrs. Lucy Entwistle
MA MCPS Programme Administrator
Institute for Development Policy
and Management
University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel.: +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

A.11.2. Master's Degree (MA Econ) in Development
Administration and Management

Medium of instruction: English

Location: University of Manchester

Duration: 12 month commencing in September

Objectives: This full-time Master's degree programme focuses on the analysis of administrative, management, planning and policy-making issues relevant to organisations engaged in the development process. The programme offered annually by the University of Manchester, includes a taught component (September to May) and supervised research for a dissertation (June to September).

This programme provides participants with an opportunity:

- to deepen their understanding of management, planning and policy-making in economics, social and political spheres of development
- to enhance their professional competence by acquiring a set of relevant analytical techniques and methods
- To relate experiences to conceptual frameworks that can be applied to a range of developmental issues

Programme:

Core Module: Perspectives on Development

This course provides a theoretical and conceptual foundation for the study of social and economic development.

Optional Module: Analysing Public Policy

- Decentralisation, Participation and Public Action in Development
 - Development Policy
 - Economic Development and Human Resources
 - Gender and Development
 - Human Resource Planning in Organisations
 - Implications of Information Technology
 - Information Resource Management
 - Introducing Information Systems in Organisations
 - Managing Environmental Change in Rural Development
 - Personnel Policy and Practice
 - Planning and Managing Rural Development
 - Population, Nutrition and Rural Employment
 - Public Sector Management and Administration
 - Small-Scale Enterprise Development
-

Non-Accessed Modules: Each study fellow is required to submit written assignments and, in some cases, a written examination for each module, plus a 12,000-word dissertation on a topic of their choice approved by the Programme Director. Study fellows are encouraged to base their dissertations on topics of direct professional concern to themselves.

Admission requirements: Applicants should hold a good first degree or an equivalent qualification (e.g. a postgraduate diploma) in a relevant discipline from an approved university. Admission of candidates who do not meet this criterion may be approved if satisfactory evidence of postgraduate study, research or professional experience can be provided. Applicants who do not meet these requirements may register for a nine-month Postgraduate Diploma in Development Administration and subsequently proceed to the Master's degree if they obtain satisfactory results.

Advice on the availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme Awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Course participants: The programme is intended primarily for those involved in the administration and management of development activities in developing countries. This includes government officials, the employees of parastatal organisations, the staff of bilateral and multilateral development agencies, and those working for non-governmental organisations.

Applicants who have no work experience but who intend to pursue a career in the development field will also be considered.

Funding: Applicants are normally sponsored by their employers, governments or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Application form and further information may be obtained from:

Mrs. Lucy Entwistle
MA MCPS Programme Administrator
Institute for Development Policy
and Management
University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel.: +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

A.11.3. Postgraduate Diploma in Development Administration

Medium of instruction: English

Location: University of Manchester

Duration: September - June (9 months)

Objectives: This full-time Diploma programme focuses on those aspects of public administration which are central to development

- the political, social and economic elements. Whilst it addresses the concepts and theories on which these subjects are based, it also compares and analyses contemporary practice in developing countries and the roles of bilateral and multilateral organisation in development. The optional modules provide an opportunity for participants to enhance their knowledge and skills in specialised areas relevant to development administration. The programme is offered annually by the University of Manchester.

By the end of the programme participants will be expected to have:

- enhanced their understanding of the main issues in the subjects studied on the programme
- acquired competence in analysing these issues and some of the different approaches in which they are or may be addressed
- improved their professional competence to carry out their duties in the organisations in which they work
- attained a sufficiently thorough grasp of issues across the spectrum of development administration to equip them to undertake studies in aspects of administration at the Master's level
- competence to use a number of software packages and be aware of the processes necessary for the successful introduction of computer-based systems.

Programme: The programme is structured to allow study fellows to combine three compulsory courses in development studies with several specialised optional subjects. Each study fellow also participates in field work activities in an overseas country.

Compulsory Modules (full units)

Administration and Politics: This course examines the nature of the administrative state in the context of major political systems, including issues such as democracy and developing countries, nationalism, and military rule, before focusing on the development of the machinery of government and public administration.

Economic Policy and Planning: This course provides an introduction to the economic aspects of development strategies, beginning with an introduction to contemporary policy analysis, followed by an analysis of the short-and longer-term problems facing developing and transitional economies.

Social Policy and Planning: This course focuses on sociological theories of the development process and addresses social structure, kinship, class, gender, culture, poverty, rural and urban development, health and education, before examining relations between aid donors, governments and 'beneficiaries' in the planning and implementation of social policy.

Compulsory Module (half unit)

The Management of Information: An introduction to information systems and microcomputers, and their application to management in the public sector. The course combines practical use of computers and software packages with a study of the development and implementation of computer-based information systems in organisations.

Optional Modules (half units): Participants choose ONE of the following options:

- Decentralisation and Rural Development
- Personnel Management
- Organisations and Management
- The Management of Data
- Industrial Policy and Development

Assessment: Each study fellow is required to submit two short essays and take a two-hour examination in the three compulsory full unit modules, a practical assignment in the Management of Information, and a coursework assignment in the selected optional module.

Field Visit: All study fellows undertake a fieldwork programme overseas which provides an opportunity for the first-hand study of local development initiatives.

Admission requirements: Applicants should possess a degree from an approved university, or equivalent qualifications satisfactory to the University of Manchester. At this advanced level a crucial factor is ability, both written and spoken, in the English language.

Candidates from countries where English is not a major language in communication may be required to take the University Test in English. The University, in conjunction with the British Council, arranges pre-course English tuition where necessary.

Course participants: The programme is designed for public officials who have sufficient intellectual ability and administrative experience to learn from the programme of studies, but applications will be considered from people who have only recently graduated in subjects which are relevant to the study of public and development administration.

Funding: Applicants are normally sponsored by their employers, governments or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Advice on the availability of British Technical Cooperation Training Awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme Awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Application form and further information may obtained from:

University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel.: +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

A.11.4 Master of Science (M.Sc.) in Human Resource Development

Location: Institute for Development Policy and Management, The University of Manchester, Crawford House, Precinct Centre, Manchester M13 9GH, U.K.

Duration: Twelve months' duration commencing in September

Objectives: This full-time Master's degree programme focuses on the crucial role of human resource development in adding value to economic activities and in securing effective public services. It is offered annually by the University of Manchester.

The programme is designed to provide learning opportunities for participants to:

- enhance their understanding of contemporary developments in the HR field, and to critically appraise them in the light of their own professional roles and experiences.
- develop a sensitive appreciation of the importance of the contextual settings of HRD, especially as they relate to developing countries.
- develop a range of skills associated with HRD.
- develop personal learning skills.

Eligibility: The programme attracts individuals involved in the HR aspects of organisations in developing countries, including managers of training/learning, direct trainers, staff of training centres, TQM facilitators, and line managers concerned with the development of their staff. The programme is relevant to the needs of HR professionals from the public and private sectors and from non-government organisations.

Programme: All study fellows undertake a compulsory core over two semesters on Human Resource Development (equivalent to 2 modules) and select a further 6 modules (8 modules in all) as indicated below.

Core Modules: HRD Compulsory Core I and II

The core presents a critical appraisal of principles and practice in HRD with reference to Western, Far Eastern and developing contexts. Its main focus concerns the development of people at work and how their contribution may be enhanced by effective HRD strategies conceived at the organisational level, but supported by the appropriate national and sectoral policies. Cross-cutting issues such as culture, gender and poverty alleviation are

included in the discussion. Attention is also given to learning theories and strategies in terms of how they underpin individual, team and organisational development.

Optional Modules:

Semester I

Two modules, selected from:

Training and Development I: Concepts, strategies and practices

Personnel Policy and Practice I: An overview

Microcomputers in HR

Organisational Behaviour

Human Resource Planning: National and sectoral

One module, selected from: Adult Learning I

Educational Development and Planning I

Gender and Educational Issues in the Developing Third World Countries I

Semester II

Two modules, selected from:

Training and Development II: The trainer role

Personnel Policy and Practice II: Selected issues

Human Resource Planning in Organisations

Economic Planning and Human Resources

Implications of Information Technology

One module, selected from:

Contemporary Issues in Adult and Continuing Education

Educational Development and Planning II

Gender and Educational Issues in the Developing Third World Countries II

Additional Workshops: Non-assessed workshops are provided in computing skills (word processing, spreadsheets, databases, use of the Internet and electronic mail).

Other workshops mounted in recent years include consultancy skills, negotiation, report writing, and the project cycle.

Eligibility: Applicants should have a good first degree or an equivalent qualification (e.g. a postgraduate diploma or comparable professional qualification) in a relevant discipline from an approved university. Admission of candidates who do not meet this criterion may be approved if satisfactory evidence of postgraduate study, research or professional experience can be provided. Applicants who do not meet these requirements may register for a nine-month Advanced Diploma in Human Resource Studies, and subsequently proceed to the Master's degree if they obtain satisfactory results.

Funding: Applicants are normally sponsored by their employers, governments, or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Advice on the availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Application: Applicants should write for an application form or further information to:

Mrs. Christina Gee
M.Sc. HRD Programme Administrator
Institute for Development Policy & Management
University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel. +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

Collaboration Overseas: At the request of overseas governments and organisations, or international agencies, IDPM contributes to institution building and managerial development through a combination of consultancies, research and collaboration in the design and conduct of training programmes. Recent work has been undertaken in Bangladesh, Brunei, China, Egypt, Ghana, India, Indonesia, Kenya, Malawi, Malaysia, Mexico, Nepal, Pakistan, South Africa, Sri Lanka, Tanzania, Thailand, Vietnam, Zambia and Zimbabwe.

Programmes in Manchester: The following study programmes are offered annually at IDPM.

Professional Development Programmes (4, 6, 12 weeks):

- Human Resource Studies (Sep. - Dec.)
- Gender and Development: Policies, Projects and Practices (Sep. - Dec.)
- Management of Agricultural and Rural Development (Sep. - Dec.)
- Senior Management (Jan. - March)
- Personnel Management (Jan. - March)
- Training for Trainers (Jan. - March)
- Training for Computer Trainers (Jan. - April)
- Rural Poverty Alleviation: Project Design and Management (Jan. - March)
- Human Resource Strategy for Development (April - May)
- Management Services (April - July)
- Management Services and Information Systems (April-May)
- Effective Microcomputer Information Systems (June-July)
- Effective Library Information Systems (June - July)

Graduate Diplomas (9 months - Sept. - June):

- Development Administration
- Human Resource Studies

Masters Degree Programmes (12 months - Sept. - Sept.):

- M.Sc. in Human Resource Development
- M.Sc. in Human Resource Management
- M.A. (Econ.) in Management and Change in the Public Sector
- M.A. (Econ.) in Development Administration and Management
- M.A. (Econ.) in Economics and Management of Rural Development
- M.A. (Econ.) in Environment and Development
- M.Sc. in Management and Implementation of Development Projects

Research Degrees: M.Phil. and Ph.D.

Customised/In-country Training Programmes

A.11.5. Advanced Postgraduate Diploma in Human Resource Studies

Location: Institute for Development Policy and Management, The University of Manchester, Crawford House, Precinct Centre, Manchester M13 9GH, U.K.

Duration: September to June (9 months)

Objectives: This full-time Diploma programme focuses on the theory and practice of human resource management and development with reference to developing and developed countries, and countries in transition. It is offered annually by the University of Manchester.

At the end of the programme, participants should be able to:

- State the principal features of modern good practice in human resource management and development
- Describe its relevance to their countries and organisations
- Carry out key activities of the human resource practitioner in a skilful and sensitive manner

Eligibility: Generally the programme caters for two main groups:

- (i) Those who are, or who plan to be, responsible for managing and developing staff in government ministries, public enterprises, the private sector and non-governmental organisations (NGOs);
- (ii) Those who are based in training centres and institutes (including institutes of public administration and development management), with either managerial or direct training responsibilities.

Applicants should possess a degree from an approved university, or equivalent qualifications satisfactory to the University of Manchester. It is possible to consider applicants who do not possess the appropriate formal qualifications, if they have substantial experience and/or responsibilities in relevant fields.

Candidates from countries where English is not a major language in communication may be required to take the University Test in English. The University, in conjunction with the British Council, arranges pre-course English tuition where necessary.

Applicants should have direct experience in human resource management or development, or wish to enter that area of work.

Programme: The course work consists of a core study area, Themes and Issues in Human Resources, which is compulsory for all participants, and two optional modules.

Optional modules available are as follows:

Semester I:

People in Organisations; Adult Learning and Development

Semester II:

Managing Human Resource Development; Human Resource Management

Participants choose one optional module in each semester.

Core Module - Themes and Issues in Human Resources

(a) The Human Resource Environment

- the global context
- national and sectoral human resource planning
- information technology and human resources
- equal opportunities in human resource management and development

(b) The New Model of Human Resource Management and Development

- Human Resource Management
- The strategic management model
- Total quality management (TQM)
- Business process re-engineering (BPR)
- Human resource planning

(c) Professional and Personal Development

- Consultancy skills
- Counselling skills
- Learning as a personal skill
- Working in teams
- Computer skills
- Management skills

Optional Modules

People in Organisations

Role, power and authority in organisations

Culture and organisations

The manager as enabler, developer and appraiser of staff performance

Job design and work organisation

Team management

The new management

Adult Learning and Development

How adults learn

Learning enablers and learning blocks

Self and group development

Experiential and action learning

Management development

The learning organisation

Managing Human Resource Development

Managing the training function

The learning cycle, from training policy to needs identification and analysis, to design and implementation of training programmes, including review and evaluation of training

Design of training materials and training methodology

Management of training centres and institutes

Trainer roles and trainer credibility

Human Resource Management

The role and skills of the human resource practitioner

Job analysis

Recruitment, selection and induction

Performance appraisal

Rewards management

Employee relations

Field Visits

The Dip HRS programme takes advantage of off-campus opportunities for personal and cross-cultural learning. These include:

- residential study visits in London
- a three-day outdoor learning development exercise
- visits to organisations in the North-West of England

Methodology

In keeping with good practice in human resource management and development, we aim to ensure that:

- study is related to participants' own countries and organisations

- academic study and personal development go hand in hand
- participants share with each other the valuable experience that they bring with them
- relationships among participants and between participants and tutors are constructive
- opportunities for self-development are available
- participants are respected for the individual contributions they can make, and are able to benefit fully from the programme irrespective of gender, race or creed.

Funding: Applicants are normally sponsored by their employers, governments, or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Advice on the availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Master's Degree Studies: Participants who successfully complete the Dip HRS and who demonstrate ability for further studies at the postgraduate level can proceed directly to the M.Sc. programmes in Human Resource Management or Human Resource Development offered by the Institute for Development Policy and Management. Organisations may therefore wish to sponsor candidates for a two-year study period to provide comprehensive training in human resource management and/or development.

Application: Applicants should write for an application form or further information to:

The Dip HRS Programme Administrator
Institute for Development Policy and Management
University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel. +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

Enquiries are welcomed, and will receive a prompt response. Completed application forms should reach the Institute as early as possible, and preferably not later than the end of July.

A.11.6. Master of Science (M.Sc.) in Human Resource Management

Location: Institute for Development Policy and Management, The University of Manchester, Crawford House, Precinct Centre, Manchester M13 9GH, U.K.

Duration: 12 months' duration commencing in September

Objectives: This full-time Master's degree programme consists of a critical analysis of the philosophy, values, policies and practices of HRM with a particular focus on its relevance to developing countries. It is offered annually by the University of Manchester.

The programme is designed to provide learning opportunities for participants to:

- enhance their understanding of contemporary developments in the HR field, and to critically appraise them in the light of their own professional roles/backgrounds.
- develop a sensitive appreciation of the importance of the contextual settings of HRM, especially as they relate to developing countries.
- develop a range of skills associated with HRM.
- develop their "learning to learn" capacity through individual learning plans and completion of a relevant dissertation.

Eligibility: The programme attracts individuals involved in the HR aspects of organisations in developing countries. They may be personnel practitioners such as personnel managers/officers, manpower officers and human resource planners. Alternatively they may be line managers concerned broadly with the management of people in organisations. Participants are drawn from a variety of organisations - public and private sector, parastatals and non-government organisations.

Applicants should have a good first degree or an equivalent qualification (e.g. a postgraduate diploma or comparable professional qualification) in a relevant discipline from an approved university. Admission of candidates who do not meet this criterion may be approved if satisfactory evidence of postgraduate study, research or professional experience can be provided. Applicants who do not meet these requirements may register for a nine-month Advanced Diploma in Human Resource Studies, and subsequently proceed to the Master's degree if they obtain satisfactory results.

Programme: All study fellows undertake a compulsory core over two semesters on Human Resource Management (equivalent to 2 modules) and select a further 6 modules (8 modules in all) as indicated below.

Core Modules: HRM Compulsory Core I and II
The core modules provide a critical overview of the field of HRM, examining the development and nature of HRM thinking and its applicability in differing organisational and national contexts.

Optional Modules

Semester I

Two modules, selected from:

Training and Development I: concepts, strategies and practices
Personnel Policy and Practice I: an Overview
Microcomputers in HR
Organisational Behaviour

One module, selected from:

Adult Learning I
Learning and Organisational Change I
Gender and Educational Issues in the Developing Third World Countries I

Semester II

Two modules, selected from:

Training and Development II: the Trainer Role
Personnel Policy and Practice II: Selected Issues
Human Resource Planning in Organisations
Management Services
Implications of Information Technology

One module, selected from:

Contemporary Issues in Adult and Continuing Education
Learning and Organisational Change II
Gender and Educational Issues in the Developing Third World Countries II

Non-Assessed Modules: Non-assessed modules and workshops in other relevant topics are provided, including computing skills (word processing, spreadsheets, databases, use of the Internet and electronic mail).

Assessment/Dissertation: Each participant is required to submit seven essays and take one examination, plus a dissertation of approximately 20,000 words on a relevant topic.

Field Visits: Field visits to appropriate organisations in the UK are arranged, the costs of which are included in the programme fee. These vary from year to year but usually include visits to 'leading edge' organisations in the public and private sector currently practising HRM.

Funding: Applicants are normally sponsored by their employers, governments, or aid agencies, including the EU, UN and World Bank. Applications from private individuals will also be considered.

Advice on the availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council Representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

Each year one or two UK Overseas Development Administration Shared Scholarship Scheme awards (ODASSS awards) are available to outstanding applicants from the non-government and private sectors who are under 35 years of age.

Application: Applicants should write for an application form or further information to:

Mrs. Christina Gee
M.Sc. HRM Programme Administrator
Institute for Development Policy and Management
University of Manchester
Crawford House, Precinct Centre
Oxford Road
Manchester M13 9GH
United Kingdom

Tel. +44-161-275-2800/2804
Fax: +44-161-273-8829
Email: IDPM@MAN.AC.UK

A.11.7. A Six-week Study for Librarians and Information Centres Managers, 2 June to 11 July 1997

Location: United Kingdom

Objectives: The world of information is undergoing rapid change. As the traditional custodians of information, librarians need to be aware of the implications of these changes and develop technological and managerial skills which will enable them to make effective use of information and to meet their organisations' changing information needs.

Many librarians lack confidence in the face of increasingly sophisticated technology. It is vital that they be kept in touch with modern developments and maintain a proactive approach to their work in an ever-changing information world.

This programme seeks to address these problems within a framework which emphasises practical rather than theoretical learning. It draws upon IDPM's many years of experience in information systems development, training and consultancy to provide skills in a concise and relevant manner.

The programme will provide participants with:

- an understanding of, and practical skills in, a wide range of relevant computer applications, including in-depth knowledge of bibliographic software.
- an exposure to modern developments in library-related information technology.
- the opportunity to develop library/information centre planning and management skills.
- an understanding of modern approaches to information systems analysis, design, implementation and management.

Participants: The study programme is aimed at professionally-qualified and/or experienced librarians, documentalists, and library or information centre managers wishing to computerise their bibliographic records; increase the effective use of computerised systems within their libraries/information centres, and develop the management skills needed to maximise the new technological information environments.

Information systems Planning and Management: Criteria for selecting hardware and software; a look at what is currently available for bibliographic purposes; Techniques and strategies for effective design, implementation and management of systems

including systems security, networking and bibliographic standards.

CDS/ISS: Hands-on in-depth training in the use of UNESCO's Micro CDS/ISIS for setting up computerised library databases at beginner and intermediate levels. A copy of the CDS/ISIS software and a CDS/ISIS handbook will be given to all participants.

Management Information and Libraries: Hands-on training in DOS and windows operating systems and the use of Microsoft Office word processing, spreadsheet, and desktop publishing packages for managing administrative tasks in the library.

Current and Future Technologies: Understanding PC and printer technologies; Strategies for local and wide area networks; CD-ROM; Electronic mail; Bibliographic sources, OPACs and other information via the Internet.

Methodology: The programme will employ a practical, skills-development approach, involving substantial use of the Institute's well-equipped computer laboratories so that participants get a high degree of "hands-on" experience.

In addition, field visits will be made to a number of UK libraries and information centres, in Manchester and in the South of England. The Programme will also invite a number of guest speakers who are authorities in the information field.

Funding: applicants are normally funded by their own government or organization, or by external aid agencies; applications from private individuals are also welcomed. Advice on availability of British Technical Cooperation Training awards can be obtained from British Embassies, High Commissions or British Council representatives. Advice on the availability of funding by other bilateral or international aid agencies can usually be obtained from their local offices.

The University of Manchester cannot offer scholarships.

Programme Costs: This programme is residential, with accommodation provided in IDPM's self-catering hall of residence. The composite programme fee, including accommodation, computer workshops, UK study visits and CDS/ISIS software and handbook is £3,850.

The Institute recommends at least a further £900 as a subsistence allowance. Additional funds should be provided for clothing, arrival and departure expenses, insurance and other incidental costs - approximately £500 should be budgeted for this.

Application: application forms should be accompanied by a passport-sized photograph and returned not later than 19 April 1997 to:

Effective Library Information Systems
Programme Administrator
Institute for Development Policy and Management
The University of Manchester
Crawford House, Precinct Centre
Oxford Road, MANCHESTER M13 9GH, uk
Tel: +44-161 275 2800/2804
Fax: +44-161 273 8829
Email: idpm@man.ac.uk

A.12. Norwich/Nottingham, UK

A.12.1. Crop Research Techniques and Management

Location: Norwich/Nottingham, U.K.

Duration: Six weeks: 14 July - 23 August, 1997

Background: The Overseas Development Group of the University of East Anglia and the Department of Agriculture and Horticulture of the University of Nottingham are jointly launching this new course in 1997. It will provide up-to-date training in experimental techniques and the management of crop research. Practical approaches will be emphasised but these will be supported with an understanding of basic principles. Above all, the course will consider how approaches can be adapted to fit particular research circumstances.

Objectives: The key objectives are to provide:

An up-to-date course on the basic principles of experimental design and analysis and on the current experimental approaches in important specialist fields.

A training in the use of appropriate techniques and instruments for measuring crop growth and environmental resource use.

An appreciation of the different experimental approaches required for different types of on-farm research.

An understanding of the principles of research management at different levels of responsibility.

Guidelines on drawing up research proposals and securing funding from international donors.

Eligibility:

The course is designed for "hands-on" crop scientists involved in the implementation or management of on-station or on-farm research. It is anticipated that most will have taken a course in statistics or experimentation during undergraduate or postgraduate training, but this is not essential.

Course Content:

Weeks 1-3: Trial Design and Analysis (ODG, Norwich)

The course will first of all review the basic principles of crop experimentation. For a range of the standard designs it will examine: setting objectives; deciding treatments; design and

field lay-out; data analysis and interpretation; writing up and presentation of results. This will be done with the aid of computer simulation programmes which will enable participants to design a wide range of experiments and to generate realistic data for analysis.

The course will then consider more advanced approaches, including those appropriate for the fields of intercropping/agroforestry, plant protection and plant breeding. For these specialist fields, current concepts and research needs will be reviewed and up-to-date analysis will be presented.

Weeks 4-5: Measurement Techniques and Research Management (Nottingham)

These two weeks will be spent at the Sutton Bonington campus with its excellent facilities for field, glasshouse and growth room research. Participants will study techniques for measuring and analysing crop growth, the use of environmental resources, and crop microclimates. Emphasis will be given to adapting instrumentation and techniques to the researcher's circumstances.

The organisation and management of research at trial, programme and research station level will be covered. This will include examples of multi-locational and long-term experiments and joint research with other institutions or with farmers.

Some time will be devoted to the important topic of developing multi-national research links, the funding opportunities provided by donor agencies, and how to submit suitable research proposals to these bodies.

Week 6: On-Farm Research (ODG, Norwich)

The major part of this last week will cover on-farm experimentation, examining objectives, appropriate trial designs, measurements and analyses. Participants will again work through specific examples using computer simulation programmes. Case studies of on-farm research projects in developing countries will be presented.

The course will end with a mini-symposium at which participants will present short papers on research topics of their own choice, if possible illustrating how aspects of the course can be utilised in their own research work.

Methodology: The basic teaching method will be by lectures, seminars and practicals, as appropriate. In addition to using computers for the simulation exercises, participants will be introduced to appropriate computer packages for statistical analyses. However, no previous experience of computers is needed.

The course will include a range of field visits to institutes, research stations, experimental husbandry farms, and the research facilities at Nottingham's Sutton Bonington Campus.

Fees:

1. Their employer - especially if this is a government department, parastatal, development project or agency.
2. Their employer's funding agency, if any.
3. The Overseas Development Administration of the UK Government - applicants should approach their local British Embassy/High Commission.
4. The British Council - approaches should be made to the appropriate Country-Regional Office.
5. United Nations Development Programme (UNDP) - the Country/Regional Office will direct applicants to the appropriate specialist agency, e.g. FAO, ILO, etc.
6. The European Development Fund-applicants should approach the Local/Regional Office of the EU.
7. The World Bank - applicants should approach the Local/Regional office.

A.13. PTRC Education and Research Services Ltd.
Hammersmith Grove, London

Medium of instruction: English

Location: Hammersmith Grove, London

Duration: Varies according to the courses

Objectives: This reputation has been built up over 25 years through the provision of high quality training activities which include an annual programme of 50 courses reaching approximately 500 professionals each year.

Traditionally PTRC courses have focused on the need for British professionals to update themselves on UK specifications, regulations and practice. Time constraints mean that many of these events are of only one or two days duration which overseas delegates find hard to justify. For the growing number of international professionals who are clients of PTRC, their participation has normally been restricted to the European Transport Forum or via individual study programmes designed under the Professional Development Programme.

A.13.1. New Programme of International Courses: To reflect the training needs of the international professional community for a comprehensive introduction to, or updating in, new techniques or the application of new tools, a series of one week courses was launched in 1994 and has been expanded further for 1996.

The features of these courses are:

- they are aimed at an international audience
- They introduce participants to the latest techniques and applications which can be put into practice immediately
- They include case studies drawn from international experience
- the lecture teams are eminent professionals with an international reputation and worldwide experience of the subject
- the teaching style is clear and helpful and reflects the needs of non-native English speakers

Organisation and Format: Courses are planned and co-ordinated by Supervisors who are acknowledged experts in their own field and who have been appointed by PTRC from its unparalleled network of contacts. They are supported by lecturers drawn from a wide spread of organisations to ensure that a balanced perspective is offered. All are chosen for their first hand knowledge of the subject, practical experience and lecturing ability.

In addition to in-depth lectures, ample time is available for discussion of the topics by participants. All courses are fully documented with lecture notes, hand-outs, and references which are supplied to delegates at registration. Lectures are supported by audio visual, videos and computer demonstrations.

Tailor Made Training Programmes: PTRC is always pleased to design and organise additional tailor made training programmes for participants which can include study visits, working attachments, briefing sessions on UK practice or attendance at other courses and seminars. As well as our own range of activities, we also have a database which lists training courses held at other UK establishments.

In-Country Training Courses: In cases where a group of staff all share the same training need, it is often more cost-effective for a specially designed course to be arranged in-country. The Project Preparation English has been held in Bulgaria, the Czech Republic and Estonia; the English Language for Transport Professionals has been held in the Czech Republic; and the European Union Transport Policy and Law Course has been held in the Czech Republic and Poland, funded by the PHARE Programme of the EC.

The HDM III course has been held in Algeria and Burkina Faso.

Courses on Transport Modelling, Transport Planning and Stated Preference Techniques have been held in Hungary, Mexico, Algeria, Kuwait, Italy and the Netherlands.

Other PTRC courses have been held in Algeria, Bahrain, China, Egypt, Greece, Hungary, Jordan, Libya, Malta, Mexico, Nigeria, Poland, Portugal, Russia and Saudi Arabia.

Training Advisory Service: We offer government organisations, funding institutions and consultants a specialist training consultancy service which can include:

Training needs analysis studies

- The formulation of training plans

- The design and implementation of training programmes anywhere in the world
- Experts for training projects
- Training the trainers
- Advice on sources of funding

A.13.2. Survey Methods for Transportation Planners, 28 - 30 August

This course has been designed to cover concepts and techniques involved in the planning, design and conduct of sample surveys in the field of transport planning.

It is based on the premise that the design and conduct of a survey is not an informal process. Rather, it should follow a series of logical, interconnected steps which progress toward the final product of the survey. Within this theme, the course covers the important issues of preliminary planning, selection of the survey method, sample design, survey instrument design, pilot testing, administration of surveys, coding and editing of data, expansion of weighting of data, analysis procedures, presentation techniques and survey documentation. It focuses on household interviews and travel diaries, and shows the way the principles used for these can be transferred to on-board and road-side interviews, computer-based surveys and stated preference methods. Participants get the opportunity to work at practical examples of survey design as well as to understand the theory behind it.

Course participants: The course should prove invaluable for anyone involved in the conduct, analysis or use of travel surveys. It will at the same time help practitioners to improve their methods, and clients to demand useful and valid data from their researchers and consultants. All participants will receive a copy of the recently released book authored by two of the lecturers: Survey Methods for Transport Planning, Richardson, A.J. Ampt, E.S., and Meyburg, A.H. (1995) Eucalyptus press, Melbourne.

Transport Modelling: "the good, the bad and the ugly" 9 - 13 September: A number of new techniques have been developed in recent years revolutionising transport models and applications. The range of models now available is considerably more flexible and powerful than a decade ago. Integrated transport studies and policies for the nineties require the development of low cost but responsive transport models selecting from this set of new tools those most appropriate to each circumstance.

The design and implementation of a good modelling system is always a compromise between theoretical considerations data limitations and resource constraints (money, manpower and time); the task of the modeller is to identify the best compromise to serve the needs of sound decision making in respect of a range of specific problems and alternative schemes and policies. This course follows the success of "Transport Modelling: all you ever wanted to know", held in 1994 and "the hitch-hikers guide" in

1995 and will give a candid and objective view of transport models, their power and their limitations.

The course will deal with the whole range of techniques available to build comprehensive and multi-modal transport models, especially for urban areas. It will last 4½ days to give time to cover the practical implications and will place emphasis on the task of selecting the right technical tools in each situation and considering the resources at hand.

The course will be based on the best selling key reference *Modelling Transport* (Second Edition) by Ortuzar and Willumsen and will be given by the two authors plus other selected experts. All those attending the course will receive a free copy of the book (which retails at £50) plus additional lecture notes.

Course participants: This course is aimed at transport planners and modellers and those with responsibility for supervising, managing and commissioning work undertaken by others.

As one of PTRC's international portfolio of courses, it is aimed at practitioners from countries other than the UK. It will cover international, not just British practice and experience and the teaching style will reflect the needs of non native English speakers.

The course will commence at 1130 on the first day to facilitate travel from the continent and will finish at approximately 1530 on the last day.

The course has been scheduled for the week after PTRC's 24th European Transport Forum which will be held from 2 - 6 September at Brunel University, London. A 10% discount is offered to participants attending both events.

A.13.3. English Language for Transport Professionals 22 - 27 September: The PTRC English Language Course was developed in response to the increasing importance of English as the major language of international communication in transport. PTRC recognised that there was a need for a course which combined the development of a sound technical vocabulary with good business presentation skills.

PTRC is uniquely placed in its capacity to offer a course combining these two areas of expertise. Its position as a UK market leader in the provision of training in transport guarantees the quality of the technical foundation of the course and it is able to offer a lecture team with professional qualifications in both transport engineering and language teaching.

The course combines technical presentations on the different transport modes illustrated by current transport projects in the UK with study visits, practical language exercises and role-play activities, including the preparation of a project for presentation at the end of the week.

Objectives: The course has been designed to be appropriate both for those whose technical understanding of English may be adequate but whose spoken and written English may be limited and those who have basic conversational skills but lack exposure to technical terminology. The course aims to bridge the gaps in the participant's knowledge and understanding of the structure and usage of English, while developing expertise in a technical context. The course will:-

- improve confidence and professional performance in English
- increase exposure to spoken and written English and familiarity with conventions in professional, business and informal contacts
- develop technical vocabulary

Course participants: This course has been specifically designed for transport, highways and planning professionals with some knowledge of English who require an introduction to or updating of technical English for use in a professional environment.

Location: The course will be held at Christ's College in the centre of Cambridge.

A.13.4. New Seminar on Value of Time - October: The understanding of how individuals and commercial enterprises take decisions in which there is a trade-off between travel time and the cost of travel is a subject at the heart of established transportation planning. This broad area, commonly (and sometimes misleadingly) referred to as 'Value-of-Time' research, is an area of active interest in many countries. Research in Europe has been practically fruitful in recent years.

The seminar aims to bring together both those who wish to refresh or increase their basic understanding of the research area, and those who have recent research to report and discuss. It is organised over two days to allow an introductory session which will establish the basics of the concepts involved, the data bases that are used, and the analytic techniques that are necessary. The history of the development of the research area will also be considered, with a special emphasis on the differences and similarities between approaches in different European countries.

On the second day, an invited group of researchers from different European countries will present their latest findings, leading finally to a discussion session led by an expert panel.

A.13.5. Planning for Profit: new approaches to good business practice in transport organisations 4 - 6 December: As the ownership of, and responsibility for transport organisations, transfers from the state to the private sector, decision makers are being exposed to modern commercial practices and the need to run their organisations profitably.

This course reviews the financial and operational concepts of transport organisations working in a commercial environment, the external and internal influences occurring and the need for setting financial goals. It shows that performance objectives can be met through good marketing and strong financial discipline in all areas of the organisation.

It describes the concepts of longer-term planning, the process of constructing annual budgets and the monitoring of, and adherence to, agreed plans through clear reporting procedures. It shows the specific contributions needed from the various function areas in constructing such plans. It demonstrates the methods of presentation so that agreed plans are understandable to the organisations' owners and financial backers whilst function managers can remain accountable for their inputs to plan achievement. The course also compares the unique characteristics prevailing in business planning in the rail, road freight and road passenger sectors of the land transport industry.

Course participants: The course is designed to meet the practical needs of senior executives and financial specialists in transport organisations and government who are responsible for approving or administering their business plans and budgets. The course will enable them to better understand the need for good business planning, to evaluate the construction and presentation of plans and budgets and to review their implementation.

Seminars and Courses Organised by other Institutions

City of Bath College Distance Education Unit

Distance learning courses in Highways, Building Services
Engineering and Marine Technology.

For further details, please contact:

City of Bath College DEU

Avon Street

Bath

BA1 1UP

UK

Tel.: +44 (0) 1225 328689
(24 hour hotline)

Fax: +44 (0) 1225 444213

A.14. RIPA INTERNATIONAL

22 BEDFORD SQUARE
LONDON WC1 B 3HH
UNITED KINGDOM

A.14.1. International Open Training

Medium of instruction: English

Location: RIPA International

Duration: Varies according to the Courses

Objectives: RIPA International Training RIPA International Ltd has its origins in the Royal Institute of Public Administration which was founded in 1922 as the leading independent British organisation with expertise in public sector management. The Institute established a world-wide reputation in providing management consultancy and training services to governments and other public bodies. RIPA International now builds on those traditions from our current position within The Capita Group plc - one of Britain's largest suppliers of support services to the public sector.

RIPA International is a well established provider of training programmes, with over 30 years of experience in international training and public service management. Our London courses are well known in more than 70 countries and many of our former course participants are now in senior positions in their own governments.

We provide UK based training and study tour facilities. These include a combination of both open courses, and training which is linked directly to consultancy projects to improve the operational performance of client organisations.

Personnel Management in the Public Sector: This course focuses on developing the knowledge and skills needed to manage and implement personnel policy and best practice.

Duration: 23 September - 1 November

Introduction to Public Relations: This course focuses on the key principles, concepts and basic skills needed to manage public relations.

Duration: 2 September - 20 September

Quality in the Public Sector : Principles and Practices: This course focuses on the improvement of service standards and their delivery in government and public sector organisations.

Duration: 14 October - 1 November

Management of Training: This course focuses on the skills and knowledge required to manage training policy, training policy, strategy and practice in public organisations.

Duration: 29 July - 23 August

Advanced Public Relations for Professionals: This course focuses on the advanced public relations skills needed to organise and manage a public relations operation.

Duration: 23 September - 11 October

Public Service Reform Strategies: This course focuses on the principles, concepts and techniques required to improve quality and efficiency across all aspects of public service.

Duration: 23 September - 11 October

Public Finance: Policy and Practice: This course focuses on developing best practice strategies for the management of public finance and expenditure.

Duration: 27 August - 20 September

Consultancy Projects and How to Manage Them: This course focuses on the skills and knowledge required to put project proposals together, obtain funding for key projects and manage projects through their life cycle.

Duration: 27 August - 20 September

Preventing Fraud and Corruption: This course focuses on identifying and implementing control mechanisms to prevent fraud and corruption in public administration.

Duration: 29 July - 23 August

European Integration: This course focuses on the practical implications and issues affecting a country's integration into the European Union.

Duration: 29 July - 23 August

Legislative Drafting: This course focuses on the practical skills and knowledge needed for drafting effective legislation.

Duration: 14 October - 20 December

Short, intensive training courses for government and public service professionals: The six week programme is designed to suit middle to senior women from the Public Sector Civil Service, Parastatal, Local Government and NGOs who are currently holding a management position, or who are likely to be promoted to this level in the future. It is a "Women only" programme which seeks to provide an arena in which participants can review their roles as women managers and their broader roles within their own societies. It seeks to enhance abilities and develop new skills to increase women's personal power and enable them to manage more effectively and on an equal footing with their male peers.

Objectives:

- (a) To enlarge women's understanding of the personal, professional, social and political context in which they work, and to influence and change it.
- (b) To facilitate the acquisition of personal professional and managerial skills.
- (c) To help delegates become more effective in their professional roles.
- (d) To assist participants to develop cooperative systems of working together, both on the course and in the development of supportive networks in their own countries.
- (e) To develop action plans for themselves as individuals, for the organisation in which they work and for the support of female employees generally.

Women in Management: All modules will be developed to accommodate the many organisational and management style(s) of participants' home countries. Further insights into the variance of management styles will be added by the facilitators and the participants as the programme unfolds. As a general standard, all modules will be written and delivered from the standpoint of the woman manager within her organisation and society, and as much as possible reflect the on-going changes occurring within civil services world-wide.

Full Complement of Management Skills: Participants attending this course will learn two important sets of skills:

- Group Dynamics and Team Building
- Personal Power and Influence
- Leadership Styles
- Strategic Management Techniques

- Personal and Organisational Analysis
- Managing Change
- Budgeting and Resource Allocation
- Objective Setting and Monitoring Tools
- Negotiation Skills
- Communication Techniques

Practical Opportunities to Learn and Test New Skills: Throughout the programme we will use a mixture of cognitive and experiential training techniques which will provide participants with the opportunity to review, reflect, test, conceptualise, and adapt management methodologies and of structured discussion groups, syndicate work, role play, case study, written reports and group work, all of which will examine the management role from the perspective of the women manager within her culture and society.

Participants will become familiar with the theory and practice of empowerment, personal influence and interpersonal skills in the workplace, and at the same time build their self-confidence by applying these skills to real work situations.

Application form and further information may be obtained from:

RIPA International
22 Bedford Square
London WC1B 3HH, U. K.
Fax: 44 171 580 7140

A.15. THE UNIVERSITY OF SUSSEX

A.15.1. Project 1 Bachelor and Masters' Degree Programmes designed for students from or working in developing countries

Location: The University of Sussex, Brighton BN1 9RG, U.K.

Objectives: Much of the time is spent in structured seminar discussion, in which all course members participate. Students are able to pursue specialist interests through appropriately designed project work supported by individual tutorials. They submit three assignment for assessment, on negotiated topics, at specified intervals during the year, weighted as follows:

Extended essay	8-10,000 words	25%
Minor project	8-10,000 words	25%
Major project	18-20,000 words	50%

Methodology: Sussex graduate courses in education have developed a distinctive approach to teaching, learning and assessment, based on a careful study of the requirements of mid-career students.

All programmes consist of three inter-related modules, linked to the three teaching terms. This enables programmes to take a variety of forms.

a) Full-time programmes: 1 year These run each year from September to the following August.

b) Sandwich programmes: 2 years Students spend one full term at Sussex (September-December) followed by four terms part-time study in their own country, returning for a final full term at Sussex (April - August the following year). This is for people who do not wish to be absent from their job for a whole year, or who wish to undertake extensive fieldwork as part of the degree.

A.15.2. Project 2 MA in education, Curriculum Evaluation, Planning and Management in the Context of National Development (CEPMIND)

Duration: 1 year full-time or 2 years sandwich

Objectives: This course is designed for qualified and experienced educators, planners and managers interested and involved in educational innovation, curriculum development and the management of planned change.

The course seeks to develop in students:

- a coherent body of knowledge and ideas relevant to the problems of integrating educational provision at the institutional level with the requirements of national development.
- understanding, insights and expertise in the evaluation of current educational practice.
- the ability to design, develop and implement proposals for organisational and/or curricular change.

A.15.3. Project 3: M.A. in Teacher Education in the Context of National Development (TECOND)

Duration: 1 year full-time or 2 years sandwich

Objectives: This course is designed for students involved in teacher education, either directly as lecturers, tutors or senior teachers, or through their responsibility for this area of policy and management either at pre-service or in-service levels.

While it aims to give a wide conceptual overview of the field, a distinctive feature is the way it links theory to practice. In particular it is designed to incorporate fieldwork and experiential learning within a reflective and critical framework.

The Special Study: This runs throughout the year, enabling students to look at Teacher Education within their own subject area. They can follow a tutorial programme of guided reading or join UK students for one of the following modules from the part-time M.A. in Education programmes:

Science Education
Women and Education
Educational Management
Maths Education
Primary Education
TEFL training

A.15.4. Project 4: M.A. in Education Assessment and Examinations (ASSEX)

Duration: 1 year full-time

Objectives: This course is designed for those working as, or training to become, examination officers at regional, national or district level; academics and researchers on assessment in tertiary institutions, teacher training colleges and examination boards; and policy and planning specialists focused on

monitoring, selection, and school improvement issues. For part of Term 2 students are based at the University of Cambridge Local Examinations Syndicate (UCLES).

The course seeks to develop in students:

- understanding of the relationships between educational provision, examination and selection systems, and national development.
- Specific skills in constructing and analysing assessment instruments.
- Capabilities in linking the development of effective assessment strategies with curriculum development and school improvement.

A.15.5. Project V: International B. Ed. Honours

Duration: 2 years full-time

Objectives: This course is designed for experienced secondary teachers who hold a Certificate or Diploma in Education. The Special Subject (60%) is studied in the context of schooling in Britain as well as in the student's home country. Recent subject options have included Art, Design Technology, English (Language, Literature and EFL), Humanities (History and Geography), Mathematics and Science. The professional component (40%) aims to develop enquiry and research skills, and directs attention to special needs, pastoral issues, curriculum development, education and national development, critical and creative thinking, and education management.

Assessment is based on course work submitted during the programmes of study. Some subject options may also require written examinations.

Eligibility: Students are expected to possess good first degrees and appropriate experience; exceptionally, those without the normal formal qualifications may be accepted.

Fees 1995-6:

Home students:	£2430
Overseas students:	£4850
MA ASSEX:	£7510
International Bed:	£5950
Sandwich (over 2 years):	£5200

Application:

Margaret Ralph
Centre for International Education
Education Development Building
University of Sussex
Brighton BN1 9RG, UK

Telephone: +44-1273-678260
Fax: +44-1273-678568

A.16. UNIVERSITY OF SOUTHAMPTON

A.16.1. Postgraduate Courses in Development

Medium of instruction: English

Location: University of Southampton

Duration: One year

Programme:

- (a) Irrigation engineering
- (b) Planning and management for development
- (c) Soil conservation and land reclamation engineering
- (d) Engineering for development (Infrastructure, Water Supply and Sanitation)
- (e) Transportation Planning and Engineering

Funding: A variety of organisations fund students to attend our MSc, Diploma and Preliminary Year programmes. These include, for overseas students, their own governments, the British Government (through ODA Technical Cooperation Awards and British Council Scholarships), the World Bank, the European Union, the Food and Agricultural Organisation (FAO) of the United Nations, the International Fund for Agricultural Development (IFAD), the African Development Fund, (DANIDA and the Association of Commonwealth Universities.

For British and European Union students a limited number of scholarships are available from the Engineering and Physical Sciences Research Council (EPSRC) and the University of Southampton.

Further information regarding possible sources of funding can be obtained from the Administrative Assistant at the Institute.

Application form and further information may be obtained from:

The Administrative Assistant
Institute of Irrigation Studies
University of Southampton
Southampton
SO17 1BJ
United Kingdom

Tel.: +44 (0)1703 593728
Fax: +44 (0)1703 677519
Email: dso@soton.ac.uk

A.16.2. Irrigation Management Training

Improving the management and operation of irrigation schemes has become increasingly important as limitations are placed on available water resources and as more schemes require rehabilitation and modernisation. Emphasis is therefore being placed on the adequate training of irrigation personnel at all levels.

The Irrigation Management Game is a gaming simulation package for use in the training of technical and non-technical staff involved in the operation of irrigation schemes. It is an enjoyable learning experience conveying an appreciation and understanding of the complex issues involved. In particular, it demonstrates to those responsible for managing and distributing irrigation water supplies how significantly their actions and attitudes, both technical and social, affect farmers and the farming community.

The game combines two powerful techniques:

- Simulation which provides the ability to test what is happening in the real world without the need to use or endanger the system which it is testing;
- Gaming which places simulation in an educational context to provide an enjoyable learning experience in which participants take on and act out real-life roles.

Gaming simulations have the following advantages:

- they allow trainees to assess the effects of decision making without time delays and without real-life consequences;
- they increase role awareness and the importance of interpersonal relationships and communication which is especially important for irrigation management;
- they can be designed to emphasise particular technical or managerial situation in an environment which stimulates the interest and allows participation of trainees;
- they provide a situation where the participants discover the underlying principles and truths for themselves.

The Setting: The Irrigation Management Game is a role playing exercise which serves to emphasise the following features of irrigated agriculture:

- the relationship of crop growth and returns to water supply;
- the relationship between the geographical location of a farming unit within the irrigation network and its water supply;
- measures for performance assessment;
- the relationships that can develop between water users when water is scarce;
- the relationship between the work performed by Irrigation Department staff and water distribution to the farmer.

In the exercise, participants take on the roles of either a Section Officer, a Water Bailiff or Village Water Manager on a run-of-the-river irrigation system.

The system consists of a diversion structure and a main canal supplying water to eight villages. Each village elects a Village Water Manager to be responsible for the planning of cropping and distribution of water within their area. The Village Water Manager must also liaise with the Irrigation Department's Water Bailiff over water allocations to the village landholding from the main canal.

Application form and further information may be obtained from:

Dr. Martin Burton
Institute of Irrigation Studies
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A.16.3. Development and the Environment an intensive three/four week training course

This course is directed towards those who are concerned with or involved in the planning, implementation and operation of projects for development. It addresses itself to the use of environmental assessment procedures in the various stages of the project cycle from identification through to sustained operation. As such, it will be of interest to senior planners, engineers, agriculturalists and other specialists in the development field, overseas and in the UK.

The course will enable participants to:

- apply the principles and practices of environmental assessment and environmental planning in their own spheres of operation;
- contribute to the formulation of relevant environmental legislation and policies;
- advise on the institutional framework appropriate for the implementation of environmental assessments, monitoring and evaluation;
- liaise effectively with funding agencies and government institutions in advancing environmentally sound projects;
- appreciate the use of the Geographical Information Systems as an environmental planning evaluation and monitoring tool.

The course includes the following topics;

- Environmental Impact Assessment: purpose, content, methods, procedures and applications. The use of a checklist approach and other methods in EIA. Public awareness and participation. Identification of mitigation options.
- Environmental Legislation, Policies and Institutions: planning and regulatory frameworks, legislative enactment and enforcement, monitoring and evaluation.
- Economic Analysis: costs and benefits of environmental policies, trade-offs in conflicting and complementary developments, affordability of environmental safeguards, investment and repayment policies. Predications and risk assessment.

- Role of funding Agencies in environmental planning and management, policies and conditions, environmental objectives and constraints, reconciling conflicts between development objectives.
- Conservation and Degradation: renewable and non-renewable resource utilisation and management, land, soil and water management, transport planning, waste management, hazardous substances.
- Natural Habitats and the Built Environment: conservation policies, sustainable developments, natural and induced processes, demographic factors, human and social environments.
- Project assignments development of an environmental assessment procedure relating to course participant's individual fields of operation, guidelines on report preparation and presentation skills, production of an environmental assessment report outline and its presentation in public. Case studies will be used to illustrate procedures, applications and results.
- Geographical Information Systems (GIS); an introduction to the use of GIS as an environmental planning, evaluation and monitoring tool, application and limitations of GIS, and computing requirements.

An additional 1 week option GIS course is available giving intensive training in basic principles and practices including case studies.

Provision is made in the timetable for participants to focus on their particular areas of interest, calling on the combined expertise of the organisers.

Course participants should possess an engineering, agriculture, economics or other relevant science degree or similar appropriate qualifications and be fluent in English. Prior working experience in the development sector would be advantageous, but is not essential.

Duration: The course starts on Monday, 2 September and finishes on Friday 20 September 1996. The additional GIS option week commences on Monday, 23 September and finishes on Friday, 27 September 1996.

Fees: The 3 week course fees will be £1610. This includes the cost of tuition, a set of course notes and all transport for site visits. An additional sum of £840 is required to cover bed and breakfast accommodation in a hotel.

The 1 week GIS option course fee will be £540 plus an additional sum of £280 to cover bed and breakfast accommodation.

Application form and further information may be obtained from:

The Course Administrator
Development and the Environment
Institute of Irrigation and
Development Studies
University of Southampton
Southampton SO17 1BJ
United Kingdom

A.17. THE UNIVERSITY OF WALES, SWANSEA

A.17.1 Centre for Development Studies Swansea

Medium of instruction: English

Location: University of Wales

Duration: Varies according to the courses

Objectives: The Centre, which offered its first course in 1950, promotes the study of development policy and planning in Africa, Asia, the Caribbean, Latin America, the Middle East, and the Pacific. Staff members come from a range of disciplines including anthropology, economics, geography, political science, social administration and sociology.

As described on the following pages, a variety of courses are offered for policy makers, development workers, administrators, planners, and academics. The teaching programme is enriched by drawing on the wide range of research and commissioned activities in which staff are also engaged. These too are outlined in this brochure.

Swansea and its Surroundings: The University of Wales, Swansea is situated in Parkland on the edge of a wide, sweeping bay between the city of Swansea and the Gower Peninsula. Gower is an area of outstanding natural beauty, rich in wildlife and historical remains. The Brecon Beacons, a National Park of hills and rugged mountains, and the Pembrokeshire National Park, noted for its magnificent coastline, are both within easy reach of Swansea. The climate of South Wales is temperate, with generally mild winters and warm summers.

With a population of around 200,000, Swansea is the second largest city in Wales. It is lively and modern and has excellent road and rail communications with all the major cities in Britain, London being less than three hours by train.

Swansea has two new shopping centres, one of the largest covered markets in the United Kingdom, a leisure centre, rugby and football grounds, and an international athletics stadium. Cultural interests are catered for at the University's own arts centre - Taliesin, the Grand Theatre, the Dylan Thomas Theatre in the new Marian complex, the Glynn Vivian Art Gallery, and the Brangwyn Hall, where concerts and the main events of the world famous annual Swansea Festival of Music and Arts are staged.

Programme: The centre's teaching programmes include:

- (a) Research degree (PhD or MPhil)
- (b) MSc (Econ) taught courses (12 months of study)
- (c) Postgraduate diplomas (9 months of study)
- (d) Short courses and study programmes
- (e) BSc (Econ) in Development Studies (3 years)
- (f) Diploma in Development Studies (1 year)

Short Course Programme: Common Core Modules include:

- (a) Introduction to social development
- (b) Participatory planning
- (c) Gender planning
- (d) Key issues in management
- (e) Communication skills
- (f) Practical workshop in PRA
- (g) Monitoring & evaluation

Admission requirements: For Masters' courses candidates should normally be graduates of universities recognized by the University of Wales, with grades equivalent to a good second-class degree. However, applicants with other relevant qualifications and experience may also be accepted.

For Diploma courses candidates should normally possess a degree or have completed at least three years of post-secondary education in universities or other advanced training institutions, and have at least three years' relevant working experience.

Funding: Courses are supported by the Overseas Development Administration, and British Technical Co-operation awards are available to governments wishing to nominate candidates. In all cases, the granting of an award is at the request of the applicant's own government, and initial enquiries should be made through the candidate's appropriate government department. Information may also be available from the British Council, or the British Embassy or High Commission. The Centre is asked to nominate quickly study fellows for scholarships under the Overseas Development Administration Shared Scholarships Scheme. Application forms are available from the Centre in January and the awards are made in April.

Other possible sources of scholarships include multinational aid and development agencies, government scholarship programmes, non-government organizations, and religious bodies. Some candidates are able to obtain financial sponsorship from their employers or governments.

Application form and further information may be obtained from:

The Admissions Secretary
Centre for Development Studies
University of Wales, Swansea
Singleton Park, Swansea SA2 8PP
Wales, United Kingdom
Tel.: 01792 295332
Fax: 01792 295682

A.18. TRAINING IN LATIN AMERICA - BRAZIL, IBAM**A.18.1 Training in Brazil - Brazilian Institute of Municipal Administration (IBM)**

Medium of instruction: English

Location: IBAM, Brazil

Duration: ?

Objectives: The Brazilian Institute of Municipal Administration -IBAM was created in 1952 by a group of civic leaders as a private, non-profit and non-political organization to serve as the technical arm of the municipalist movement that was then experiencing a great impetus in Brazil. Throughout IBAM's history, these characteristics have been thoroughly observed and this fact has certainly been one of the main reasons of IBAM's success story.

The basic objective of the institute is the promotion and consolidation of the municipality as an effective agent in the social-economic development process within the national government system.

Relying on its own experience, IBAM puts great emphasis on institutional development as a strategy of action for achieving its fundamental objective. IBAM seeks to transform municipalities from ordinary organizations into unique institutions and to sow the seed of the institution-building process in those which it assists.

In rendering technical assistance, IBAM pays special attention to those variables regarded as critical for the institution-building process, such as leadership, policies, objectives, programmes, financial resources and internal structure. It also emphasizes the development of a system of communications and linkages, which is essential to the municipality in its effort to get support, overcome resistances, exercise normative influence, and offer products that fulfil the demands of the community. This combination of institution-building and system approach has proved quite effective in building IBAM's technical assistance work.

IBAM's success in the fields of municipal and urban development has led organizations in other areas to call on the Institute for technical assistance. Today, IBAM is active in practically every field of public administration, providing consultancy and other forms of technical assistance to federal and state agencies.

Soon after its creation IBAM entered the international field. Since 1958, IBAM has been offering training courses to foreign public officials and, since 1970, its consultancy services have been requested by international agencies and different countries. IBAM's activities abroad concentrate on Latin America, the Caribbean, and Africa.

Programme: IBAM carries out activities in the following fields:

- (a) Consultancy in loco
 - (b) Teleconsultancy
 - (c) Human Resources Development
 - (d) Action-Oriented Research
 - (e) Publications
 - (f) Participation in International Events
 - (g) New Fields of Action
- (a) Consultancy in loco: The Institute has rendered consultancy in loco to more than 300 Brazilian clients in the fields of local government and administration, urban development, organization of local public services, analysis and evaluation of governmental projects and environment policies.
- (b) Teleconsultancy: More than 80,000 queries regarding legal and administrative problems in general, taxation, accounting, relations between the mayor and the municipal council and intergovernmental relations have been answered through fax, telephone calls letters or in person.
- Models of codes, laws, by-laws, regulations, procedures and other municipal acts, as well as manuals on several subjects of interest to local governments are prepared and distributed on an on-going basis.
 - Immediate information on federal laws and supreme Court decisions of interest to the municipalities and respective texts are provided upon request to institutions affiliated to IBAM (Mainly mayor's offices and municipal councils).
- (c) Human Resources Development: IBAM has a large experience in the training field. It has already carried out long-term lato sensu graduate courses (up to eight-month-long). Nowadays, its training activities have a shorter duration which varies from four-month-long courses to three-day-seminars. The courses have covered more than sixty subjects related to the areas of local government and administration,

organization and management of local services, formulation and implementation of policies on urban development and environment, engineering applicable to local services, accounting, budgeting and taxation.

More than 1,100 courses and seminars have already been carried out. Over 60,000 public officials have participated in the courses given by IBAM. Officials from Latin America and from Portuguese speaking African countries have attended these courses. More than 120,000 people have taken part in the correspondence courses on as many as 27 different subjects.

Study and observation visits have been organized by IBAM for officials from Latin America, the Caribbean and Portuguese, English and French speaking African countries, as well as Indonesia. These visits aim at sharing and exchanging information about successful experiences by the local governments and IBAM. The National School of Urban Services (ENSUR) of IBAM is responsible for the training programmes and the human resources development activities.

- (d) Action-Oriented Research: The Urban Studies and Research Centre (CPU) was created in 1968 with the objective of contributing to critical thinking, and the formulation of public policies concerning the various aspects of urban issues in Brazil. IBAM has carried out more than 200 research projects related to the urbanistic, architectonic, sociological, legislative, economic, anthropological, administrative, and political science fields. The Center for Urban Studies and Research has endeavoured to present its studies in media of easy access and wording in order to reach the largest and most varied public possible.

After the promulgation of the new Brazilian Constitution of 1988, CPU has been directing its efforts mainly to matters related to urban reform, master plans and environmental protection. The Center is permanently improving its methodologies, disseminating knowledge and cooperating with ENSUR through the participation of its experts in teaching activities such as courses, seminars and workshops. CPU also devotes itself to the development of new practices and thinking of the process of popular participation in the co-management of the urban and municipal affairs.

The Urban Studies and Research Center is presently structuring IBAM's Municipal Data Bank - IBAMCO - aimed at developing systematic studies in the fields of demography, migration, and analysis of socio-economic indicators and urban services.

(e) Publications: Along with the publications related to teleconsultancy (manuals and models), IBAM has been regularly spreading information through the publication of more than one hundred books and booklets and the following periodicals:

- REVISTA DE ADMINISTRAÇÃO MUNICIPAL (Journal of Municipal Administration), published regularly since 1953, now with quarterly issues, emphasizing municipal and urban affairs;
- NOTICIARIO IBAM (IBAM Newsletter), a monthly newsletter published in Portuguese, with circulation of 28,000 copies;
- IBAM NEWSLETTER/NOTICIERO, a newsletter in English and Spanish, also published monthly and distributed to 660 institutions throughout the world.
- IBAM URGENTE (IBAM Urgent), a newsletter in Portuguese with news of immediate interest to Municipal Mayors and Councils;
- SAUDE URGENTE (Health Urgent), a bi-monthly newsletter in Portuguese, published in association with UNICEF and distributed to municipalities of the North and Northeast Regions of Brazil, about aspects related to health in the country.
- AGENDA MULHER E POLITICAS MUNICIPAIS (Women and Municipal Policies Agenda), a bi-monthly bulletin published with the support of the Ford Foundation.

(f) New Fields of Action: In the years of 1989 and 1990, IBAM created five new programmes in order to meet the growing demand and interest in specific fields:

- Merit System Nucleus, responsible for organizing both merit and career systems and the exams for public offices, at the request of municipalities and governmental agencies.

- Women and Public Policies Studies Nucleus, devoted to the development and diffusion of a planning methodology based on gender approach leading to the formulation and implementation of public policies, at the local level, capable of attending the differentiated needs of men and women.
- Health Nucleus, devoted to stimulate the municipalization of basic health services and to assist technically the governmental agencies involved in the implementation of municipal health programmes.
- Education Nucleus, with purposes similar to those of the Health Nucleus, acting in the fields of pre-school and primary education.
- Environment Nucleus, aimed at promoting municipal participation in environment activities.

IBAM's Presence in Foreign Countries Africa

- Angola
- Cape Verde Islands
- Ghana
- Guinea-Bissau
- Kenya
- Mozambique
- Sudan
- Tunisia

For more detailed information and application please contact

IBAM HQS
Largo IBAM No. 1
22282 Rio de Janeiro
Brasel
Tel (021) 266-6622
Telex (021) 22638 INBM BR

A.19. TRAINING IN CANADA AND THE USA
A.19.1. TRAINING IN CANADA

A.19.1.1 THE LESTER B. PEARSON CANADIAN INTERNATIONAL
PEACEKEEPING TRAINING CENTRE

LE CENTRE CANADIEN INTERNATIONAL LESTER B.
PEARSON POUR LA FORMATION EN MAINTIEN DE LA
PAIX

The Lester B. Pearson Canadian
International,
Peacekeeping Training Centre
Cornwallis Park, P.O. Box 100, Clementsport
Nova Scotia
Canada BOS 1E0

Introduction:

The Centre: The Pearson Peacekeeping Centre, a division of the Canadian Institute of Strategic Studies, provides research, education and training in all aspects of peacekeeping, and serves as a single focal point for peacekeeping information and activities.

The Centre is funded, in part, by the Department of Foreign Affairs and International Trade, and the Department of National Defence. It is an education, training and research facility with a mandate to teach the teachers, train the trainers and educate the educators.

To guide its activities, the PPC has developed the concept of the "New Peacekeeping partnership," the term applied to those organizations and individuals that work together to improve the effectiveness of modern peacekeeping operations. It includes the military; civil police; government and non-government agencies dealing with human rights and humanitarian assistance; diplomats; the media; and organizations sponsoring development and democratization programmes.

The Pearson Peacekeeping Centre is named in honour of Lester B. Pearson, former Prime Minister of Canada. In 1956, at the time of the Suez Crisis, he invented peacekeeping for which he was awarded the 1957 Nobel Peace Prize.

A.19.1.2. Project 1 Interdisciplinary Cooperation: The New
Peacekeeping Partnership in Action

Location: Canada

Aim: The aim of this course is to provide members of the peacekeeping disciplines with the knowledge required to permit them to function effectively within the New Peacekeeping Partnership.

Participants: The course is designed particularly for intermediate and senior level managers, and their equivalents, from all elements of the New Peacekeeping Partnership. Approximately 50% will come from Canada with the remainder from the international community. A course profile has been developed to provide a balance of participants who are representative of the full range of peacekeeping stakeholders.

Methodology: The course will utilize several learning approaches. A topic or issue will be introduced by directed reading, typically followed by a central presentation by a member of faculty or a visiting subject expert. Central presentations will normally be followed by structured discussions at the syndicate level. Experience has shown that the syndicate discussion portion of courses is often the most valuable element of the programme - the groups are sufficiently small to provide all participants with the opportunity to contribute, and the multi-disciplinary composition of the syndicates encourages the expression of a wide range of viewpoints and experiences relating to the topic. In many cases the syndicate discussions will be followed by a closing plenary discussion. Case studies are used to support analysis; exercises and simulations are used to practice new skills.

Course Elements: The General Series will open with an examination of several aspects of contemporary conflict management. This study will be presented as the Keynote Address entitled **The Changing Face of Peacekeeping**. To develop further the stage upon which peacekeeping is conducted, an additional module will discuss the nature of modern conflict in a presentation called, **War in the Modern World**.

Also included in the General Series are several sessions that are focused upon how groups interact as well as a study of methods of coordination and cooperation. The former is a module entitled **Intergroup Dynamics** while the latter is called **Coordinating Mechanisms**.

The Exercise Series will feature a wide range of activities. Exercise **Bright Star** is in fact a component of the media partner module wherein participants conduct a press conference. The press conference itself will be video-taped and later used for analysis of both the process and the dynamic of the media in peacekeeping.

Exercise **Wild Dove** will oblige the participants to conduct a "capabilities and vulnerabilities analysis" of an actual peacekeeping mission with humanitarian and development overtones.

The principal case study will analyze selected aspects of a contemporary peacekeeping mission, with particular emphasis on interdisciplinary cooperation.

Soap-Boxes and Hot Spots is the vehicle designed to permit course participants to share their personal experiences with classmates and faculty. The exercise takes the form of a series of short case studies wherein participants describe significant interdisciplinary cooperation experiences they personally have had on a peacekeeping mission (a "Soap Box") or describe a problem that they are facing or have faced regarding a real life peacekeeping problem (a "Hot Spot"). In the latter instance, participants are invited to suggest solutions to the problem or approaches to reframing the problem itself.

Future Scan is an experimental module in which participants and faculty together speculate on the venue and nature of potential future peacekeeping missions and attempt to derive some notion of appropriate international responses to the looming crises.

Exercise **Link Hands** is the major role playing exercise of the course. Participants are cast into three successive roles where they are constituted as an ad hoc team required to resolve a series of multi-faceted problems relating to interdisciplinary cooperation in modern peacekeeping. The problems are set at the operational and tactical levels and focus upon international, national and theatre issues.

A.19.1.3. Project 3 Creating Common Ground: Peacekeeping
Negotiation and Mediation

Location: Canada (See project I)

Aim: The aim of this course is to provide members of the New Peacekeeping Partnership with the necessary theoretical grounding and practical skills to permit them to negotiate effectively in a modern peacekeeping environment.

Participants: The course is designed particularly for intermediate and senior level managers, and their equivalents, from all elements of the New Peacekeeping Partnership. Approximately 50% will come from Canada with the remainder from the international community. A course profile has been developed to provide a balance of participants who are representative of the full range of peacekeeping stakeholders.

Methodology: The course will utilize several learning approaches. A topic or issue will be introduced by directed reading, typically followed by a central presentation by a member of faculty or a visiting subject expert. Central presentations will normally be followed by structured discussion at the syndicate level. Experience has shown that the syndicate discussion portion of courses is often the most valuable element of the programme - the groups are sufficiently small to provide all participants with the opportunity to contribute, and the multi-disciplinary composition of the syndicates encourages the expression of a wide range of viewpoints and experiences relating to the topic. In many cases the syndicated discussions will be followed by a closing plenary discussion. Case studies are used to support analysis; exercises and simulations are used to practice new skills.

Course Elements: The Conflict Series opens with a an examination of several aspects of contemporary conflict management in a presentation entitled **The Changing Face of Peacekeeping**. To develop further the stage upon which peacekeeping is conducted, an additional module will deal with **War in the Modern World**.

The **Intra-National and International Conflict Resolution** module looks at peacekeeping parameters within the context of conventional and civil war. To understand these issues better, additional modules consisting of both Central Presentations and Syndicate Discussions will provide participants with both the concepts and terminology of conflict resolution as well as several intellectual tools for conflict analysis.

The Interaction Series opens with a Central Presentation on the **Theory of Interest-based Negotiation**. This is followed by two supplementary sessions dealing with practical application: negotiation within the context of **Peacekeeping Rules of Engagement** and a video; **One Soldier's Way** featuring an experienced military field commander describing a range of negotiation techniques and approaches that he found to be effective in the former Yugoslavia.

The negotiation implications of **Multi-track Diplomacy** are explored in a Central Presentation and its companion **Syndicate Discussion**, the latter being called, **Elements for Success in Multi-track Initiatives**.

Mediation, a form of "assisted negotiation" is introduced in two Central Presentations: **A Generic Mediation Process** and **Mediation Micro Skills**.

The Exercise Series starts with a relatively simple paired negotiation exercise called **Marilaka and Chiboulaka**. Exercise **Hunter's Moon** which follows, is a slightly more complicated variant. Exercise **Checkpoint** opens with a video of a UN convoy that encounters an unanticipated roadblock. The video ends abruptly and course participants are subsequently required to negotiate the situation to a satisfactory conclusion.

The **OSOCC Encounter** is an exercise in multi-party consensus building. Exercise **Tulia & Ibad** takes participants further into the complex realm of multi-party negotiation. The final structured exercise of the course, Exercise **Barmura**, centres around a border dispute crisis and the ensuing negotiations.

Also included in the Exercise Series is a module known as **Hot Spots and Soap Boxes**. This activity provides participants the opportunity to share real life negotiation experiences with other course members and faculty (soapbox), or to invite participants to help solve a real problem in negotiation the presenter is facing (Hot Spot).

A.19.1.4 Project 3 **The Human Dimension: Personal Support for Peacekeepers**

Location: Canada (See Project I)

Aim: The aim of this course is to provide members of the New Peacekeeping Partnership with practical information and analytic insights into the personal support requirements of peacekeepers.

Participants: The course is designed particularly for intermediate and senior level field managers, and as well for human resource professionals and their equivalents, from all elements of the New Peacekeeping Partnership. Approximately 50% will come from Canada with the remainder from the international community. A course profile has been developed to provide a balance of participants who are representative of the full range of peacekeeping stakeholders.

Methodology: The course will utilize several learning approaches. A topic or issue will be introduced by directed reading, typically followed by a central presentation by a member of faculty or a visiting subject expert. Central presentations will normally be followed by structured discussion at the syndicate level. Experience has shown that the syndicate discussion portion of courses is often the most valuable element of the programme - the groups are sufficiently small to provide all participants with the opportunity to contribute, and the multi-disciplinary composition of the syndicates encourages the expression of a wide range of viewpoints and experiences relating to the topic. In many cases the syndicate discussions will be followed by a closing plenary discussion. Case studies are used to support analysis; exercises and simulations are used to practice new skills.

Course Elements: the General Series opens with an examination of the overall nature of modern international stability operations in a Central Presentation entitled **The Changing Face of Peacekeeping**. This presentation is later followed by another, **War in the Modern World**, that defines the environment of contemporary peacekeeping. The Keynote Address, **The Human Dimension of Peacekeeping**, deals with the core topic in its broadest sense as does the Syndicate Discussion and Plenary Session with the keynote speaker which follow immediately thereafter.

The General Series is completed by a more technical, focused Central Presentation and Discussion, **Overview of Human Resources Requirements for Peacekeeping**.

The Pre-deployment Series revolves around the concept of "preventive measures" Member of faculty or visiting subject experts will discuss approaches to preparation and training of military, police, and civilian members of the new Peacekeeping Partnership. Syndicate Discussions will follow each element of the series. Closure from the series will be dealt with through a Central Presentation, **Inter-group Dynamics**, and by general discussion in a Plenary Session featuring a panel composed of the speakers from the series.

The Mission Series will start with an examination of the **Inter-cultural Factors** typically at play and impacting upon individual peacekeepers in a theatre of operations. **Support Requirements in the Field** will be presented by visiting experts from the military and the civil side. Syndicate Discussion and a closing Plenary Session with panel will follow.

The physical well-being of peacekeepers will be studied in two phases: **Safety and Security**, and **Health Issues**.

Their psychological well being will be dealt with through the medium of a Central Presentation and Syndicate Discussion, **Overview of Psychological Support**.

The Homefront Series includes a Central Presentation and Discussion revolving around **Family and Domestic Support**. Also included are presentations on **Stress Management Approaches** and **Post-Mission Re-entry and Re-integration**. Practical aspects of these topics are examined by means of a short role playing exercise.

A.19.1.5. Project 4 "As Pass on the Seas": The Maritime Dimension of Peacekeeping

Location: Canada (See Project I)

Aim: The aim of this course is to provide participants with an in-depth understanding of the theory, issues and techniques of maritime operations as they apply to modern peacekeeping.

Participants: The course is designed particularly for intermediate and senior members of those elements of the New Peacekeeping Partnership concerned with maritime operations. Ideally, approximately 50% will come from Canada with the remainder coming from other nations of the peacekeeping community. A course participant profile has been developed to provide a representative balance from naval forces, maritime aviation forces, coast guards and other groups or organizations with maritime and general interests.

Methodology: The course will utilize several learning approaches. A topic or issue will be introduced by directed reading, typically followed by a central presentation by a member of faculty or a visiting subject expert. Central presentations will normally be followed by structured discussion at the syndicate level. Experience has shown that the syndicate discussion portion of courses is often the most valuable element of the programme - the groups are sufficiently small to provide all participants with the opportunity to contribute, and the mixed composition of the syndicates encourages the expression of a wide range of viewpoints and experiences relating to the topic. In many cases the syndicate discussions will be followed by a closing plenary discussion. Case studies are used to support analysis; exercises and simulations are used to practice new skills.

Course Elements: The General Module opens with several presentations relating to the background of modern peacekeeping in its widest sense and the maritime dimension in particular. **The Changing Face of Peacekeeping** examines several aspects of contemporary conflict management. **The History of Maritime Peacekeeping** establishes the foundation for the course. The keynote address deals with the fundamental question. **Are Navies a Special Case in Peacekeeping?**

The Conduct of Maritime Peacekeeping Operations Module includes a linked group of central presentations, syndicate discussions and plenary sessions. The four principal topics of this series are **Conduct of Offshore Operations, Conduct of Inshore and Riverine Operations, Protection of Shipping, and Protection of Ocean Resources and the Environment.**

Grouped in the Command and Control Module are three central presentations and their related syndicate discussions. It opens with a general overview entitled **Command and Control of Maritime Peacekeeping Operations.** Two technical issues follow: **Intelligence Requirements and the Threat and Maritime Aviation in Support of Peacekeeping.**

Maritime operations, like all elements of peacekeeping take place within a legal framework. The nature of that framework and its key elements are dealt with in the **Applications of International and Maritime Law Module.** The series is opened with an introductory presentation, **The Legal Aspects of Maritime Peacekeeping Operations.** It is followed by two additional presentations: **Civil - Military Cooperation and Rules of Engagement.**

The **Relations with Non-Military Agencies in the Theatre Module** touches on **The roles of NGOs and Opportunities for Cooperation and Public Information and Media Relations.**

The Support Requirements Module includes presentations and syndicate discussions dealing with **Predeployment and Concurrent Training, Support to the Deployed Land Peacekeeping Force, Support to the Deployed Maritime Peacekeeping Force and Port Facility Requirements.**

Exercise Valiant Viking runs throughout the course. Syndicates will be required to resolve a sequential series of three high level maritime staff planning problems. These problems include the requirement to **assess the maritime situation** within a larger peacekeeping environment, to **develop a warning order** based upon a United Nations resolution, and to **define options** to achieve several established maritime objectives in the theatre of operations.

A.19.1.6. Project 5 Peacekeeping Management, Command and Staff Course

Location: Canada (See Project I)

Aim: The aim of the Peacekeeping Management, Command and Staff Course (PMSC) is to develop an international, multi-disciplinary group of intermediate and senior personnel to fill the highest levels of peacekeeping command, managerial and staff appointments within their respective organizations.

Participants: The participants on the PMSC are selected personnel from all elements of the New Peacekeeping Partnership. Candidates should be intermediate to senior managers and should have been identified by their parent organizations as possessing the potential to attain the highest level positions for planning and conducting peacekeeping operations.

Structure and Methodology: The course will have approximately forty participants, divided into four multi-disciplinary sub-groups or syndicates.

The Centre's teaching methodology introduces participants to a topic through selected preliminary reading. The topic is then covered in a Central Presentation delivered by members of the faculty of external speakers with expertise in the subject area. Senior executives, diplomats and general officers will address the course, from time to time, relating personal perspectives and unique experiences. Interactive syndicate discussions will then explore all aspects of the topic through a means of questions and problems, which may be followed by syndicate presentations of further discussion in plenary session. Case studies, exercises and role-playing simulations will also be employed to confirm understanding of issues and to draw out lessons.

A.19.2 TRAINING IN USA

**A.19.2.1. BOSTON UNIVERSITY SCHOOL OF LAW
765 COMMONWEALTH AVE, BOSTON
MASSACHUSETTS, USA**

A.19.2.2. Legislative Drafting for Democratic Social Change

Medium of instruction: English

Location: Boston University, School of Law

Duration: Four-months

Objectives: Striving to enhance the quality of life for their people, governments around the world seek to create a legal framework that will facilitate democratic market-oriented development and strengthen the Rule of Law. Leaders face enormous challenges as they translate political and social policies into laws that will fundamentally restructure the institutions that shape their societies.

There exists no treasure chest of "model" laws that governments can successfully copy. Because unique historical and cultural circumstances influence individual behaviours, laws from another time or place only rarely produce desired results. Lawmakers must design and adopt laws crafted to their country-specific circumstances.

The Boston University School of Law Programme in Legislative Drafting for Democratic Social Change teaches these skills. Established in 1992 and financed by the United Nations Development Programme, the project began by engaging legislative drafters from the People's Republic of China in the study of legislative theory and techniques while drafting twenty-two priority bills for that country. School of Law scholars have since developed a more universal curriculum to train drafters not only in the techniques of their profession, but also in how to develop the content of country-specific legislative programmes. These scholars have introduced similar programmes now in Laos and Mozambique.

Programme: The programme enables participants to research and draft actual bills addressing existing social problems in their own countries. In that process it trains participants to create legislative programmes and to define those programmes in clear, precise bills.

To facilitate individualized instruction, the programme accepts only twenty participants. With the programme's directors, participants develop their own research programmes. They may take part in any or all of five core seminars and attend other school of Law courses.

- Law and Development Seminar
- Seminar in Legislative Drafting Techniques
- Seminar in Methodologies of Social Science Research
- Seminar on Methodologies for Creating and Learning Process
- Studying Specific Areas of Foreign Law and Experience

Course participants: The programme is primarily directed at:

- professional legislative drafters, on both the central and local levels;
- civil servants, with or without formal legal training, who are involved in designing legislative programmes;
- members of parliament and their staffs who assess bills and sometimes initiate them;
- university teachers who plan to prepare themselves to teach drafting.

Deadline: 1 June

Fees: Fees for the Legislative Drafting Programme are set each Spring. These do not include medical or accident insurance and participants should make their own arrangements for insurance coverage prior to entering the programme. Participants may purchase it from Boston University (in 1995, medical insurance was \$290 for this programme).

House: Participants may choose to live in furnished Boston University graduate student housing, two in a room, with a meals programme. Because these facilities are limited, applications must be made by June 1.

Alternatively, participants may make private arrangements to:

- live in a private room in the home of an American family, with kitchen privileges.
- rent a furnished apartment, either individually or shared.

More information about housing will be forwarded upon acceptance to the programme.

Application forms and further information may be obtained from:

Professor Robert B. Seidman or
Professor Ann Seidman
Boston University School of Law
765 Commonwealth Avenue
Boston, MA 02215, USA

Telephone: 617/353-3140 or 353-4369
Fax: 617/353-3077
E-mail: aseidman@acs.bu.edu or
rseidman@acs.bu.edu

A.19.3 International Health Programmes, Western Consortium for Public Health, 210 High Street, Santa Cruz, CA 95060-3713, U.S.A., Telephone: 408 427-4965, Fax No. 408 458-3659, Telex: 4951113

International Health Programmes (IHP), a unit of the Western Consortium for Public Health, carries the Consortium's health research, training and technical assistance activities beyond the borders of the US. For 25 years IHP has provided training and technical assistance to a wide variety of health professionals, public health organizations and primary health care workers in developing countries. IHP continues to incorporate new research and improved standards of practice into our proven performance-based training activities. Health care professionals attending our programmes are assured of culturally sensitive programmes that are designed with specific strategies and applicable action plans to strengthen host country health delivery system.

Throughout the twentieth century, great strides have been made to protect human health. During the last two and a half decades, IHP has contributed to this progress by developing learning activities and processes for applying effective strategies and skills to real life situations in developing countries. In 1997, as malarial rates increase, HIV continues to spread and governments struggle to finance health and population personnel, to develop pragmatic and appropriate strategies to improve preventive and curative health services throughout the world. We look forward to participating in the next twenty-five years of progress in health care.

We wish to thank all the sponsors who commit resources to improve skills of individuals and strengthen organizational capacity.

Most of all, we thank the dedicated members of health professions who have participated in our training activities and who carry the message of hope and improvement throughout the world.

A.19.3.1. Project 1 Adolescent Health promotion

Medium of Instruction: English, French and Spanish

Location: Santa Cruz, California, USA

Duration: French: January 20-February 14 (4 weeks), English: August 11-September 5 (4 weeks) and Spanish: October 6-31 (4 weeks)

Eligibility: This workshop is designed for health and social service care providers who work with adolescents, clinic service providers, health care policy makers, educators, religious

leaders and family planning practitioners will benefit from this workshop.

Objectives: This workshop offers participants skills in developing strategies that focus on health issues facing adolescents in today's world. Self esteem, drug addiction, sexual abuse and exploitation, gang violence, teen pregnancy and sexually transmitted diseases (STDs) including HIV are among problems addressed. Field visits to community-based youth services demonstrate functioning models of adolescent health programmes. By the end of the workshop participants will design and implement practical interventions by:

- using diagnostic tools to identify particular problems of youth from a specific region.
- applying interpersonal communication and conflict resolution skills to facilitate planning and problem solving teams.
- designing new and improving existing health delivery systems to increase accessibility to better meet the needs of adolescents.

Programme:

Social, Cultural and Economic Influences on Adolescent Development

- Out of school youth
- Violence
- Drug, alcohol and tobacco use
- Urban and rural environments
- Influence of war, homelessness and poverty on family structure

Communication Skills

- Learning theory
- Active listening
- Feedback
- Crisis intervention
- Conflict resolution
- Training

Reproductive Health & Sexuality

- Physical and psychological growth and maturation
- Gender issues
- Postponing sexual involvement
- Preventing adolescent pregnancy

- Teen pregnancy and parenthood
- Preventing sexual abuse and exploitation
- HIV and other STDs

Problem Identification

- Designing adolescent focus groups
- Conducting interviews
- Creating adolescent advisory board
- At risk youth
- Child labour

Designing Effective Interventions

- Needs assessment strategies
- Involving adolescents in all aspects of service delivery
- Programme planning and evaluation
- Goal setting and objective writing
- Outreach
- Curriculum development
- Use of mass media and theatre

Service Delivery Approaches

- Peer-based
- School-based
- Social Service agency-based
- Health service based
- Community-based

Fees: US\$4,000

A.19.3.2. Project 2 Family Planning Programme Management and Supervision

Medium of Instruction: English, French, Portuguese and Arabic

Location: Santa Cruz, California, USA

Duration: French: March 10-April 4(4 weeks), English: September 8-October 3(4 weeks), Portuguese: April 21-May 16 (4 weeks) and Arabic: October 20-November 14 (4 weeks)

Eligibility: Family planning agency directors, managers, supervising clinicians, trainers, education officers, health educators and community board members will benefit from this workshop. Participants come from government and private sector organizations that offer family planning services.

Objectives: This workshop emphasize the development of effective management techniques to improve the delivery of high quality, gender-sensitive family planning services in the age of the HIV/AIDS epidemic. During the workshop, participants will develop skills to:

- address health care issues of adult and adolescent men and women.
- improve the quality of family planning service delivery
- integrate family planning and prevention of STDs and HIV infection into primary health care services.

Participants design individualized programme action plans to be implemented upon return to their home country organizations.

Programme:

The Manager as a Change Agent

- Managing change
- Problem solving
- Team development
- Goal oriented behaviour
- Competency model for managers

Leadership

- Personal styles
- Developing style flexibility
- Practising influence behaviour

Supervision

- Setting and sharing objectives
- Motivating team members
- Delegating authority and responsibility
- Using different styles of supervision

Managing for Quality

- Diagnosing problems of quality
 - Manager's role in quality improvement
 - Concepts of quality improvement
 - Setting objectives for quality improvement
 - Strategies for quality improvement
 - Developing institutional strategy
 - Budgeting
-

Training as a Management Tool

- Needs assessment
- Goals and objectives
- Programme planning
- Training design
- Plan implementation
- Evaluation

Reproductive Health Update

- Women's health issues
- Family planning service delivery
- Adolescent fertility
- STDs
- HIV infections and AIDS
- Contraceptive technology

Fees: US\$4,000

A.19.3.3. Project 3 Advanced Training for Trainers

Medium of Instruction: English, French and Portuguese

Location: Santa Cruz, California, USA

Duration: French: June 16-July 11 (4 weeks), English: October 27-November 21 (4 weeks) and Portuguese: November 24-December 19 (4 weeks)

Eligibility: Participants are senior trainers with responsibility for: pre- and in-service training of family planning providers, information, education and communication programme development and implementation, training of trainers.

Objectives: This workshop is important for persons who provide clinical training and community education, as well as for individuals who train other trainers. Emphasis is placed on mastering skills in adult learning principles, group processes, effective use of training techniques, training design development and evaluation of training activities.

Training skills enhancement and advancement are supported by repeated presentations using video feedback . As part of the experiential learning process, participants are actively involved in the local community through personal interviews and small group presentations. By the end of the workshop, participants will apply principles and practices of experiential training to their home country organizations by:

- updating and improving existing curricula and training designs
- designing, conducting and evaluating training for trainers programmes
- putting into practice new or enhanced "stand-up" facilitation skills

Programme:

The Learning Process

- Progression of learning
- Linking
- Audience analysis
- Training method selection
- Conceptualization
- Problem solving

Communication Skills

- Components of complete communication
- Active listening
- Enhancement of verbal and nonverbal communication skills
- Introductions
- Clarity of content
- Conclusions
- Visual aids
- Feedback

Training Programme Development

- Training needs assessment
- Writing learning objectives
- Content selection and sequencing
- Training method selection
- Materials development
- Training designs
- Logistics and coordination
- Evaluation of learning
- Development of a training plan

Trainer Self-Esteem

- Self-assessment
- Development of positive self-esteem
- Personal development plan
- Affirmation

Adaptation of Innovative Training Methods to Existing Curricula

- The art of training
- Group dynamics and facilitation
- Adaptation of existing curricula
- Practical experiences in training
- Benefits and costs of new technology

Fees: US\$4,000

A.19.3.4 Project 4 Islam and Family Planning

Medium of Instruction: English and Arabic

Location: At ITREP Centre, Alexandria, Egypt

Duration: English: April 7-May 3 (4 weeks) and Arabic:
May 12-June 7 (4 weeks)

Eligibility: This workshop is designed for senior policy-makers and programme officers from central and provincial levels in countries with significant Muslim populations. Appropriate candidates include officials from ministries of health, population and religious affairs as well as IEC and family planning programme managers, trainers from public and private sectors and educators from university settings.

Objectives: This workshop is conducted in collaboration with the Institute for Training and Research in Family Planning (ITRFP) in Alexandria, Egypt. Senior trainers will conduct this workshop with assistance from Egyptian experts on Islam and family planning. The workshop will focus on critical population issues in Islamic countries.

The purpose of the workshop is to equip participants with current, accepted information concerning the teachings of Islam with regard to child spacing, contraception and other topics relevant to family planning. Participants will develop strategies for producing family planning educational materials aimed at informing their communities of the benefits of child spacing and encouraging the use of family planning among Muslim populations.

Programme:

Demographics

- Population growth and its effects
- Contraceptive prevalence rates

Family Planning Update

- Physiology of reproduction
- Contraceptive technology
- Reproductive health across the human lifespan
- Egyptian experience in developing family planning programmes

Islamic Perspective

- Life decisions in Islamic society
- Historical perspective of Islamic teachings regarding family planning issues
- Family roles in Islamic countries
- Marriage and sexuality in Islam
- Service delivery programmes in an Islamic context

Family Planning Information, Education and Communication (IEC)

- Role of IEC in population issues
- Role of mass media in family planning service development
- Interpersonal communications in family planning service delivery

Managers as Change Agents

- Concepts of change
- Planning for change
- Change strategies
- Management models

Field visits to the following institutions are included: Al Azhar University, National Population Council, State Information Service IEC Centre, Model Family Planning Clinics, Egyptian Fertility Society, Egyptian Family Planning Association.

Fees: US\$4,000

A.19.3.5. Project 5 Health Care Financing and Reform

Medium of Instruction: English and Spanish

Location: Santa Cruz, California, USA

Duration: English: March 10-28 (3 weeks) and Spanish: June 2-June 20 (3 weeks).

Eligibility: This workshop is designed for senior staff directly responsible for policy, structure and financing for their organizations. Representatives from ministries of health, ministries of finance, professional medical groups, industrial medical centres, a regional hospitals and national insurance groups will find this workshop useful.

Objectives: Health sector reform is sweeping the globe. From the fast growing industrial countries of Asia and Latin America to the new market economies of Eastern Europe and the former Soviet Union to the developing countries of Africa, governments are redefining their role in health care delivery and financing. Though health systems may differ, countries confront a common set of problems, on how to:

- contain runaway costs often due to inappropriate pricing policies or insufficient efficiency incentives
- insure access to services by the poorest, most vulnerable populations
- develop insurance markets and private service delivery systems
- balance incentives to control cost and encourage quality

This workshop presents an overview of the principal issues, problems and policy options in financing and reforming health services. Participants will review problems with existing policies that finance health care from public revenue sources. The trainer will guide participants in the process of examining alternative approaches, paying particular attention to: opportunities for greater cost recovery from users; potential role of risk-sharing arrangements; public/private mix in providing, financing and regulating care; and structuring subsidies and measuring their incentive effects. Participants are exposed to policy frameworks and implementation strategies to better approach fundamental, structural changes and service delivery.

Programme:

Health Systems of the World

- Public and private delivery systems
- Entrepreneurial health systems
- Welfare-oriented health systems
- Comprehensive health systems
- Socialist health systems

Improving System Efficiency

- Public - private mix
- Decentralization in the public sector
- Expansion of the private sector
- Restructuring incentives

Cost Control Strategies

- Managed care
- Managed competition
- Preferred provider organizations
- Health maintenance organizations
- Independent practice associations

Insurance Systems

- Employment based
- Publicly subsidized
- Insurance expansion

Quality Control

- Licensure
- Professional review
- MAQ systems
- Monitoring and regulating health services

Management and Administration in Health Reform

- Examining policy frameworks designed to increase equity of coverage and access
- Changing local organizational structure to contain costs and maintain quality
- Initiating and managing the process of change

Fees: US\$3,000

A.19.3.6. Project 6 Practical Health Delivery Research Skills

Medium of Instruction: English

Location: Santa Cruz, California, USA

Duration: English: April 7-May 2 (4 weeks)

Eligibility: This workshop is designed for professionals in positions of leadership in governmental and non-governmental health care organizations. Participants are committed to designing and testing interventions and improvements and have the authority to implement organization and community-level data collection and analysis.

Objectives: This workshop prepares participants to conduct the basic research necessary to create, improve and evaluate new and on-going interventions. This is a non-academic workshop that engages participants in applied data collection, data management and analysis, techniques used in the processes of operations research, situation analysis and programme evaluation. The workshop is designed to prepare participants to collect and analyze data to inform the decision making processes of service delivery agencies.

By the end of the workshop participants will:

- understand the difference between inferential and descriptive statistics and the value of descriptive statistics in health decisions
- understand basic probability and non-probability sampling
- utilize qualitative and quantitative methods of data collection including: observation, in-depth interviews, focus groups, surveys, record review
- assess community needs and resources
- examine statistics to evaluate a specific problem
- create survey instruments for literate and illiterate populations
- collect data using several techniques including participatory action research
- analyze data to inform decision making
- design and utilize instruments to evaluate programmes

Participants will develop a research plan (including instruments and a timeline) to be implemented upon return to their home country organizations.

Fees: US\$4,000

A.19.3.7. Project 7 Implementing AIDS Programmes

Medium of Instruction: French, Spanish, Portuguese and English

Location: Santa Cruz, California, USA

Duration: French: April 28-May 23 (4 weeks), Spanish: June 2-June 27 (4 weeks), Portuguese: July 28-August 22 (4 weeks) and English: September 15-October 10 (4 weeks)

Eligibility: This workshop is designed for health care professionals working in HIV prevention and care for governmental and non-governmental organizations. Participants include AIDS or IEC project directors, health educators, physicians, nurses, media specialists and public information officers responsible for planning, implementing and evaluating AIDS prevention and care programmes.

Objective: This workshop offers participants an opportunity to share resources and strategies that have been demonstrated to be effective in preventing and managing HIV disease. Updated information on HIV and STD epidemiology and clinical treatment is presented using innovative adult learning strategies which are replicable in the field. Participants apply newly acquired communication skills, behavioral change theories and social marketing strategies to identified HIV related problems in their community. Participants learn techniques for developing and evaluating culturally appropriate AIDS educational materials. Participants develop HIV intervention plans, from needs assessment through impact evaluation, that respond to the particular needs of their identified target population. Organized field visits give participants first hand knowledge of AIDS prevention and care programmes in the San Francisco Bay Area.

Programme:

AIDS

- Epidemiological and clinical update
- The virus and the immune system
- Prevention and care strategies worldwide
- HIV transmission factors related to STDs and TB
- Special issues affecting women and children
- Infection control procedures
- Condom promotion and distribution

Communication and A Behavioral Change

- Adult learning theory
- Active listening and feedback
- Motivational interviewing
- Theory of self-efficacy
- Diffusion of innovations
- Social marketing
- Cultural competency
- Public speaking skills
- Conflict resolution skills

Strategies for Reaching At-Risk Populations

- Target audience identification and analysis
- Focus group methodology
- School-based AIDS education programmes
- Integrating HIV programmes into clinic services
- Mobilizing leaders of the target audience
- Peer education training curriculum
- Innovative strategies for hard-to-reach populations
- Abstinence and risk reduction workshops
- Strategies for empowering women
- Radio and TV programming
- Involving the HIV + community in education

AIDS Care Models

- Counselling HIV + patients and their families
- Strategies for survival
- Working with traditional healers
- AIDS and nutrition
- Designing social support systems
- Hospice and in-home care programmes
- Recruiting and training volunteers
- Caring for the care-giver

HIV Programme Planning

- Conducting needs assessment
- Community involvement in planning
- Problem definition and goal-setting
- Writing measurable objectives
- Programme materials development
- Selecting audience-appropriate strategies
- Identifying obstacles and resources
- Designing a timeline for activities
- Fund-raising and proposal writing
- Process, outcome and impact evaluation

Fees: US\$4,000

A.19.3.8. Project 8 HIV Antibody Test Counsellor Training

Medium of Instruction: Spanish and English

Location: Santa Cruz, California, USA

Duration: Spanish: March 10-28 (3 weeks) and English: October 27-November 14 (3 weeks)

Eligibility: Funding agencies may select candidates who work as professionals in health care or social services who will have responsibility for counselling or training others to provide HIV pre/post test counselling. Participants need to have at least two years of experience working in the field of HIV/AIDS

Objectives: This workshop provides participants with information and skills to improve HIV pre/post test counselling services that are culturally appropriate for their community. As members of a small group, participants will receive individualized attention. video-taped role-plays of pre/post test counselling sessions give participants the opportunity to observe and evaluate their verbal and nonverbal communication. Participants are trained in how to give negative, positive and indeterminate test results to clients who demonstrate a variety of risk behaviours. Participants are also offered the option of taking a confidential or anonymous HIV test during their stay in Santa Cruz in order to evaluate the test counselling experience from a client's perspective. In addition to interactive learning at the training centre, participants visit several HIV service agencies, testing sites and laboratories, and will meet people living positively with HIV.

Programme:

- Updates on HIV epidemiology, virology, symptomatology, disease progression, transmission and prevention dynamics
 - Laboratory testing procedures used to detect HIV infection and evaluate the immune system of HIV infected persons
 - Discussion of special issues facing women and children living with HIV
 - Ethical issues and legislation related to HIV testing
 - Cultural competency and values clarification
 - Active listening and counselling theory
 - Overcoming the discomfort of discussing sexuality
 - Dealing with hostile and addicted clients
 - Creating a crisis intervention and referral system
 - Culturally appropriate strategies for survival
 - Cognitive, attitudinal, behavioral and interpersonal integration of test results
 - Creating support systems for the counsellor
 - Designing workshops and on-the-job training activities
-

- Integration of HIV test counselling into clinic services
- Quality assurance and evaluation of HIV test counselling.

Fees: US\$3,000

A.19.3.9. Project 9 Nursing Education and Research:
Concepts and Trends

Medium of Instruction: English

Location: Santa Cruz, California, USA

Duration: English: May 19-July 11 (8 weeks)

Eligibility: This workshop is designed for university-based nursing faculty who are in positions of leadership and whose responsibilities include research, curriculum development and teaching.

Objectives: This workshop focuses on research methodology, curriculum development and teaching methodologies. Workshop objectives are addressed through the use of an experiential learning model in classroom and nursing education settings. Participants will work with faculty preceptors in baccalaureate, masters and doctoral programmes in nursing education. participants will develop either a curriculum or a research project that can be implemented in their work setting.

Programme:

Research Methodology

- Overview of research methodologies
- Critique of research
- Application of research findings
- Selection and definition of a research question
- Design of a research project
- Establishment of the reliability and validity of research instruments
- Dissemination of research findings

Teaching Methodology

- Basics of participatory training
- Uses, advantages, limitations, requirement and procedures of various training techniques
- Self-evaluation

Curriculum Development

- Major philosophical viewpoints that shape nursing education
- Factors that affect the development of nursing curriculum
- Development of objectives
- Design of learning experiences
- Test construction
- Development of independent learning modules

Fees: US\$7,500

A.19.3.10. Project 10 Critical Care Nursing Practice

Medium of Instruction: English

Location: Santa Cruz, California, USA

Duration: English: May 19-July 11 (8 weeks)

Eligibility: This workshop is designed for critical care nurses who deliver and supervise the delivery of nursing services in intensive care units, emergency rooms, operating theatres and dialysis units.

Objectives: This workshop focuses on the practice and supervision of critical care nursing. Workshop objectives are addressed through the use of an experiential learning model in classroom and service delivery settings. In addition to the classroom experience, participants will have an opportunity to work with a clinical nurse specialist in a hospital or clinic. Following the preceptorship, classroom and field experiences will be integrated into the design of a project to be implemented in the participant's work setting.

Programme:

Physical Assessment

- Systems approach
- Implications for nursing intervention

Pathophysiology

- Relationship to medical treatment
- Implications for nursing interventions

Mechanical Ventilators

- Types of ventilators
- Oxygen therapy
- Oxygen toxicity
- Weaning
- Monitoring and support of body systems

Infection Control

- Surveillance methods
- Staff education
- patient education

Clinical Management of Cardiac Dysrhythmias

- Identification of dysrhythmias
- Rationale for medical management
- Nursing assessment and intervention

Hemodynamic Monitoring

- Use of invasive and non-invasive measures
- Interpretation of findings
- Implications of findings for nursing intervention

Supervision

- Coaching and counselling employees
- Communicating effectively with others
- Managing time
- solving problems and making decisions

Fees: US\$7,500

A.19.3.11. Project 11 **Nursing Leadership and Management**

Medium of Instruction: English

Location: Santa Cruz, California, USA

Duration: English: September 8-October 31 (8 weeks)

Eligibility: This workshop is designed for nursing directors and in-service directors of hospitals and clinics who are committed to the ongoing improvement of health care delivery services in their respective regions and localities.

Objectives: This workshop was developed in response to identified needs of nurses who have participated in IHP's workshops in critical care nursing and nursing education and research. The workshop focuses on two areas important to nursing leaders: 1) the enhancement of individual leadership and management skills; and 2) the development of in-service training programmes in nursing leadership and management. Workshop objectives are addressed through the use of an experiential learning model in classroom and service delivery settings. Participants will work with a nurse manager preceptor in a hospital or clinic setting. Following the preceptor experience, nurses will participate with nurse educators in the development, field testing, evaluating and revising of a nursing leadership and management curriculum that will be implemented in the participant's work setting.

Programme:

Analysis of Organizational Structure and Culture

- Vision, mission and guiding principles
- Organizational structure and culture required for implementing vision
- Leadership roles specific to organizational structures and cultures

Strategies for Managing Human Resources

- Recruiting, hiring, promoting, supervising
- Performance appraisal
- Orientation
- Training
- Recognition

Financial Planning

- Using structure, process and outcome indicators as a basis for budget development
- Determining the costs of services
- Assessing cost-effectiveness of services

Nursing Leader's Role in Introducing Change

- Uniting strategy with vision
- Phases of change
- Human responses to change
- Enhancing resilience in the changing environment

Developing Quality Improvement Programmes

- Deming Cycle as a conceptual model for continuous quality improvement
- Improving existing services and programmes
- Building quality into new services and programmes

Nursing Leadership and Management Curriculum

- Stages of curriculum process
- Core curriculum and content elements
- Workshop objectives
- Teaching methodologies
- Evaluation tools and techniques

Fees: US\$7,500

A.19.3.12. Project 12 Environment and Population: problems and Practical Solutions

Medium of Instruction: English

Location: Santa Cruz, California, USA

Duration: English: November 24-December 19 (4 weeks)

Eligibility: This workshop is designed for professionals who are directly involved in environmental and health issues. Participants come from government and non-government environmental and health organizations that include: project directors, health educators, policy makers, community outreach workers and others responsible for planning, managing, implementing and evaluating environmental projects.

Objectives: This workshop focuses on primary environmental problems affecting developing nations. Participants will examine worldwide case studies, the impact of overpopulation and overconsumption on the environment and the subsequent effect on health and quality of life of communities. Participants will examine sustainable practices that foster a controlled balance between population growth and impact on the surrounding environment.

The workshop will be conducted by experts in selected environmental issues. Participants will visit environmental and health organizations in Northern California and will develop a plan to implement in their communities upon return to their home countries.

Programme:

Overpopulation and Overconsumption

- Impact of population on the environment
- Effective family planning programmes
- Impact of overconsumption on the environment
- Reducing consumption, resource conservation and eco-wise consuming

Food Production

- Conventional vs. organic farming
- Health consequences of pesticides and herbicides
- Soil irrigation, salinization, erosion and desertification
- World hunger and food choices

Water Quality and Conservation

- Health consequences of untreated water
- Water and sewage treatment
- Water resources and conservation
- Alternative water purification methods
- Preservation of marine and freshwater ecosystems

Solid Waste Management

- Garbage: production, reduction and landfills
- Health impacts of industrial and household hazardous wastes
- Pre-cycling and the three R's of ecology: reduce, reuse and recycle

Air Quality, Energy Use and Conservation

- Health implications of air pollution
- Environmental impact of energy production
- Global warming and deforestation
- Alternative energy sources
- Alternative fuel sources
- Mass transportation: The future

Community Education and Organizing

- Organizational development
- Strategic planning
- Conflict resolution
- Establishing a non-governmental environmental organization
- School-based environmental education
- Political action and legislation
- Eco-tourism: protecting ecosystems and bio-diversity
- Building community-based ecological action groups

Fees: US\$4,000

A.19.3.13. Project 13 Contracts, Internships and Study Tours

In addition to regularly scheduled workshops, IHP conducts specially designed training and continuing education activities. Each activity is tailored to meet specific requirements of a sponsoring organization. Although the activities address a wide range of subjects, and participants come from diverse regions of the world, all activities are organized and conducted according to adult education principles with the expectation that participants carry home ideas, plans, products and tools that can be used at their work sites.

Contacts

IHP welcomes the opportunity to design and implement training activities for agency or project staff who can benefit from a concentrated, directed learning activity. Examples of contract courses conducted during recent years include:

- Family Planning Curriculum Development for Schools of Nursing and Midwifery (Egypt)
- Training Programme Development (Morroco)
- Medical Laboratory Skills for Developing countries (Oman, Yemen)
- Hospital Management (Egypt)
- Nursing Services Administration
- Advanced Training for Trainers (Jordan)
- Counsellor Training for Family Planning Clinicians (Jordan)
- Epidemiologic Methods for Nutrition Interventions (Honduras)
- AIDS Prevention Programmes (Brazil)
- Improving Maternal and Child Health and Family Planning Services (Ghana)
- Quality Assurance Programme Improvement (Russia)
- Family Planning Policy Development (Ukraine)
- Managing Primary Health Care Programmes (El Salvador)
- Health care Financing and Reform (Ecuador, El Salvador, Poland, Slovakia, Khazakstan and Kyrgyzstan)
- Health Care Policy and Law (Poland and Lithuania)

Internships

IHP responds to requests for internships in a variety of health and population related areas by combining on-the-job training with carefully monitored individual study. Sponsors identify skills needed and IHP responds with appropriate programmes. IHP has arranged internships in subjects such as:

- AIDS programme management and community education
 - HIV prevention and care
-

- Rural health centre construction
- Mental health programme management
- Family planning clinic management
- Private family planning organization development
- Adolescent health promotion
- Central sterile supply processing
- Clinical pathology
- Establishing family planning guidelines
- Family life education
- Occupational health nursing
- Orthopaedic surgical nursing
- Quality assurance programme development
- Vitreoretinal surgery
- Waste water management
- STD clinic management
- Hospice programme development and management

Study Tours

Many health professionals from developing countries find it useful to visit counterpart agencies in the US to examine models and discuss policies and strategies for improving their health care services and programmes. In response to sponsoring agency requests, IHP organizes and directs study tours which aim at improving participants' knowledge of how US organizations and personnel work. Examples of recent study tours include:

- Health policy and law
- Clinical family planning service delivery
- Organization and financing of nonprofit organizations
- Health insurance financing
- Practical strategies for maternal and child health service delivery
- Prevention of HIV infection among adolescents
- Medical education

For more information

Contact the IHP Director at their above address.

A.19.4. The University of Connecticut Health Centre
Department of Community Medicine MC-6330
Centre for International Community Health
Studies
Tel: (860) 679-1570
Fax: (860) 679-1581
E-Mail: SCHENSUL@UCONNVM.EDU

A.19.4.1. Project 1 Innovative Approaches to Complex Health
and Family Planning Needs

Location: United States of America

Objective: As we near the end of the 20th century, we find that the differences that so clearly distinguished the nations of the world in the past such as capitalist v. socialist and developed v. developing are breaking down, with a greater recognition of the fact that all countries must increasingly grapple with common challenges and problems. The breakup of the former Soviet Union and the Eastern Bloc, the economic transition of China, continuing international and rural to urban migration, ethnic violence and strife, and a global economic and communications system are some of the many changes we have seen in the last decade. Health and family planning problems which were once the province of certain countries are now well spread throughout the world. Teenage pregnancy, AIDS, chronic diseases, and substance abuse are just as likely to be on the health and family planning agenda of a country these days as diarrhoea, malaria, malnutrition and birth spacing. In many cases, the addition of the so-called "diseases of modernity" are being added in coexistence with the traditional set of health problems resulting in a high burden of mortality and morbidity. The merging of cultures, economies, and problems, with the facilitation of the "information superhighway," may be viewed as drawing from the worst of the previously differentiated worlds and nations. However, this sharing of issues and problems may not be all negative; we believe it also gives rise to the need to share solutions.

The Centre for International Community Health Studies (CICHS) is committed to the development of a training process which stimulates colleagues from around the world to share experiences, develop innovative models, and build solutions. It promotes sharing through the following mechanisms:

- Providing courses which anticipate problems needing to be addressed in many countries. In this catalogue we are offering courses in gerontology and geriatrics, occupational and environmental health, rehabilitation, and the development of non-governmental organizations. Many of

these courses are being offered internationally for the first time.

- At the same time, we are committed to address the need for the improvement of basic health and family planning services. Toward this end we are providing courses in hospital administration, emergency and disaster relief, nursing leadership and the improvement of nutritional services in primary care.
- Finally, the capacity to share solutions depends on having the skills and knowledge to address a wide range of problems and issues. Courses which focus on management, training and research and evaluation provide the basic building blocks for the development of services and programmes to meet population needs.

Participation in CICHs courses provides an opportunity for participants from Asia, Africa, the Middle East, Europe and the Caribbean to come together with U.S.-based professionals in a forum of mutual exchange on common issues and problems, and work together to generate solutions. We would like you to join us in this effort to develop shared solutions both for your unique knowledge and experiential base and your ability to assist us in new approaches to old and emerging health and family planning problems.

A.19.4.2. Project 2 Research and Evaluation for Programme Development

Location: United States of America (See Project I)

Duration: 9 April - 21 May, 1997

Objective: The success of projects depends on the accurate assessment of the needs and resources of the populations to be served, the monitoring of programme services and activities, and the effective evaluation of their impact on problems. This course is directed toward the development of skills necessary for systematic and ongoing data-gathering and analysis, leading to effective programmatic evaluation and policy and operations-related research. The course uses an applied research and evaluation methodology tested cross-nationally in developing countries. It is designed to help participants improve their ability to transform programme experience into research results and research results into more effective programmes. Participants will learn to identify the informational needs of their organization regarding the target populations they serve; use systematic methods of data-gathering; understand the mechanisms used to integrate ongoing data-gathering into the organization; and determine the strategies needed for designing, implementing, and evaluating programmes. Participants will be able to transform research results into effective policy statements, new programme models, and publications.

Programme:

- Analysis of organization and population
- Structure of research inquiry information needs and resources
- Research design
- Formulation of questions and hypotheses
- Survey sampling
- epidemiological methodology
- Instrument development
- Qualitative and quantitative data collection methods
- Data quality control
- Data management
- Report writing and dissemination techniques
- Evaluation design
- Use of microcomputers for research
- Medical anthropology
- Statistical analysis
- Medical geography

A.19.4.3. Project 3 Developing and Sustaining Successful
Non-Governmental Organizations (NGOs)

Location: United States of America (See Project I)

Duration: 8 September - 3 October, 1997

Objective: Non-governmental organizations (NGOs) have played a key role in both western democracies and in many countries in the developing world. NGOs are formed to advocate for issues which are perceived as overlooked or ineffectively addressed by national or local governments, the private sector, or in the structure and natural evaluation of global dynamics and national development. They represent a "grassroots" response to the identification of problems, a venue for the development of innovative methods to address problems, and a means of identifying problematic policies, ineffective programmes or gaps in service delivery. NGOs play a crucial role in critiquing, facilitating, and supplementing the public and private sector. This course will address the structural, managerial, financial public support, leadership and other aspects necessary for the development and maintenance of effective NGOs. Participants will be able to assess the appropriateness of NGOs in addressing issues of training, advocacy and population service needs. Through comparative analysis of NGO structures from an historic and contemporary perspective, participants will be able to determine the type of NGO model that best fits their current situation and needs. They will also learn how to plan and develop new NGOs, how to transform obsolete structures into vibrant and responsive NGOs, and how to build and sustain NGO fiscal, management and programme capacity.

Eligibility: Individuals responsible for creating and managing NGOs at the board and staff levels; university, public, NGO and private sector planners, researchers and evaluators who will generate the data and information upon which advocacy and programmes are based; and those professionals responsible for designing and implementing training or service intervention models, programmes and projects.

Programme:

- NGO definitions, structures and operations
- Generating volunteerism for NGO boards and organizational membership
- Identifying, preventing and avoiding common problems faced by voluntary boards
- Designing and using data systems for agency development
- Methods for developing community organization

- Using information-based advocacy to educate and influence
- Alternative models for board structure and function
- Board training, mission development, and strategic planning
- Staff development, support and roles in strategic and programme planning, management and implementation
- Guidelines for interorganizational collaboration
- Building the fiscal and programme capacity and sustainability of the NGO

A.19.4.4. Project 4 Developing and Managing Community-Based
Rehabilitation Programmes

Location: United States of America (See Project I)

Duration: 8 September - 3 October, 1997

Objective: As we approach the 21st century, it is expected that the absolute numbers and relative proportion of persons with a disability (PWD) and/or chronic illnesses (CI) will continue to rise. Historically, rehabilitation programmes and policy have not received the attention they deserve, with negative attitudes and discriminatory practices contributing to this low priority status. In recent years, it has been realized that policy makers must join forces with local communities in order to minimize barriers to access and to foster a positive adaptation process for PWD and CI. This course is geared to the development of community based rehabilitation (CBR) programmes, structured on the WHO primary health care model. The philosophical principles of this approach are equality, solidarity, and integration. Each of the ideals facilitates individual participation in the social and economic activities of their communities and societies. This approach will enhance the services provided by traditional, hospital-based rehabilitation units and other medical and curative care programmes. This course responds to the demand for practical concepts, skills and strategies critical to rehabilitation programme design, management, and administration with an emphasis on CBR. Participants will be able to assess the problems of PWD and CI in their countries and regions, and use this assessment to develop innovative community-based rehabilitation programmes. Participants will be able to identify the needs of these innovative programmes in terms of training resources, community participation, and linkages with other services. They will understand the methods and skills necessary for effective implementation of rehabilitation programmes. Participants will also be able to evaluate the quality of rehabilitation programmes and their impact on the population of PWD and CI in need of service. Finally, participants will be able to develop, on the basis of programmatic experience, sound public policy which is both pragmatic and humanitarian toward PWD and CI.

Eligibility: This course is for rehabilitation planners, managers, and administrators responsible for organizational, community, and national programme identification, planning, implementation, monitoring, and analysis; rehabilitation professionals who provide direct services; and health professionals interested in expanding the services of their programmes to include capacities for rehabilitation.

Programme:

- History of the development of rehabilitation in the industrialized and developing world
- Overview of the status of rehabilitation within the health care system: focus on attitudes toward PWD and CI
- Identifying, screening and assessing those PWD and CI in need of service
- "Social construction" to disability in various social contexts
- Defining the role of the rehabilitation professionals: physicians, physical and occupational therapists, speech and language pathologists, special educators, and vocational counsellors
- Training rehabilitation providers
- Assessing rehabilitation outcomes
- Development of rehabilitation projects and programmes
- Critique and evaluation of case examples throughout the world
- Site visits to include community programmes with an emphasis on schools, supported employment environments, hospital-based rehabilitation departments, and rehabilitation hospitals

A.19.4.5. Project 5 Programme and Project Management

Location: United States of America (See Project I)

Duration: 8 September - 21 November, 1997

Objective: This course responds to the demand for proven and practical concepts, skills, and strategies critical to programme and project design, management, and administration. The course focuses on the process of planning, scheduling, implementing, monitoring, and evaluating projects. It also examines the programme and project manager's responsibilities in developing creative approaches to programme construction, staff development, on-the-job training, and staff appraisal. The course emphasizes organizational development within the context of the needs of the populations to be served. Participants will gain knowledge, attitudes, and skills that they can readily adapt for more effective execution of their responsibilities in designing, developing, implementing, monitoring, and evaluating programmes, and projects; implementing personnel management strategies critical to the recruitment, training, and development of project staff; and providing other project managers with the knowledge, attitudes, and skills gained from this programme.

Eligibility: This course is for planners, managers, and administrators responsible for organizational, community, and national programme identification, planning, implementation, monitoring, and analysis; and directors and leaders of intersectoral health education and economic development projects.

Programme:

- Identifying and developing project plans
- Group dynamics, communication skills, and interpersonal skills
- Organizing and developing effective teams
- Analysis of cultural values and behavioral change strategies
- Leadership skills
- Sustainability and institutionalization
- Quantitative and qualitative decision-making techniques
- Organizational development concepts
- Cost-benefit and cost-effectiveness analysis
- Developing and implementing project budgets and control systems
- Management techniques for effective use of personnel: on-the-job training, staff appraisal, and guidance
- Total quality management

- Emerging management, supervision, and administration concepts and techniques
- Management information systems
- Programme evaluation/review techniques ("PERT") and critical path method ("CPM")

A.19.4.6. Project 6 Development and Management of Training Programmes

Location: United States of America (See Project I)

Duration: 8 October - 21 November, 1997

Objective: This course will provide the participants with the opportunity to design training programmes based on a comprehensive needs assessment of the learner, the target population and the organization. Emphasis will be placed on creative approaches to reaching and supporting the learner through innovative planning, marketing and management techniques. Evaluation strategies of the learner, the instructor and the programme will be emphasized as an important aspect of the training cycle. Participants will be able to apply the latest design and management techniques to the development of training programmes. They will be able to conduct a comprehensive needs assessment as a basis for training, and design learner-appropriate instructional materials and approaches. Participants will also be able to apply human and fiscal resource management skills in the development and implementation of training programmes. Finally, participants will be able to use evaluation techniques in collecting process and outcome data as part of the training cycle.

Eligibility: This course is designed for directors of training in governmental, private and non-governmental organizations; directors of professional schools; personnel responsible for training reaching faculty; curriculum development specialists; directors of continuing education in hospitals and other health institutions; and supervisors, administrators, and managers responsible for the recruitment and/or development of health manpower.

Programme:

- Assessing training needs of the organization, the target population and the learner
- Designing training programmes: guidelines for curriculum development
- Designing learner-appropriate instructional techniques
- Strategies for programme marketing

- Human resource management: communication, supervisory and small group techniques
- Management information systems
- Budget development and monitoring techniques
- Programme sustainability
- Learner, instructor and programme evaluation

A.19.4.7. Project 7 Innovations in Nursing: Theoretical and Clinical Models

Location: United States of America (See Project I)

Duration: 5 March - 2 April, 1997

Objectives: The nursing profession currently has an unique opportunity to demonstrate its independent clinical expertise and its capacity to play a leadership role in the health care system. In order to take advantage of this opportunity, nurses need to understand the theoretical basis of their profession as well as the newest approaches and models for clinical and community practices. This course will focus on the latest nursing theory and research and its impact on the clinical practice of nursing. The course is constructed to provide curricular components which update general knowledge as well as knowledge in nursing specializations. The course will also provide opportunities for observation of clinical practice. Participants will gain knowledge and skills in the application of nursing theory and research in their respective areas of specialty practice. They will increase their understanding of the impact that nurses can have on the delivery of health care by operating from a sound theoretical and research base.

Eligibility: This course is designed for directors of nursing in ministries of health; faculty from schools of nursing; coordinators of continuing education programmes; nursing managers; clinical specialists; and nurses in key leadership positions who can impact on the delivery of nursing services in their respective countries.

Programme:

- . Development of nursing theory
- . Current state of nursing theory/models
- . Application of nursing theory for leadership
- . Application of theory and models to specialty practice
- . Clinical nursing research and its application to practice
- . Innovations in maternal and child health nursing
- . Growing challenge of gerontological nursing
- . Assuming leadership positions in changing health care system
- . The shifting paradigm: nursing in the community vs nursing the community

A.19.4.8. Project 8 Nutrition in Primary health Care

Location: United States of America (See Project I)

Duration: 9 April - 21 May, 1997

Objectives: In recent years, research and clinical experience has shown that over half of child mortalities are due to malnutrition; combined with the infectious diseases of childhood. This new knowledge underscores the importance of nutrition in preventive and curative primary health care. Meeting the challenges of improving nutrition requires approaches that involve the restructuring of the clinical practice of primary health care workers, development of preventive activities in concert with communities, and organization of community-based nutritional education. This course will cover an understanding of the problem of malnutrition and strategies for improving nutritional status within the context of primary health care. While the focus of this course will be on the central issue of protein-energy malnutrition which is considered the most intractable problem in primary health care, micronutrient deficiencies will also be included. Participants will be able to identify the biological and behavioral determinants of malnutrition; develop innovative intervention programmes to deal with the determinants of malnutrition; link interventions into the cultural, organizational and leadership aspects of communities; and develop policies which can positively impact on children's nutritional status.

Eligibility: This course is designed to meet the needs of health professionals, nutritionists, nutritional scientists; regional and district medical officers in child survival, maternal and child health and food relief programmes; policy makers concerned about health and nutrition; and professionals whose responsibilities include nutritional assessment of individuals and populations for purposes of programme development and implementation, nutrition monitoring and surveillance, food and agricultural projects and the nutritional components of primary health care programmes.

Programme:

- Introduction: dimensions of malnutrition
- Determinants of malnutrition
- Diagnosis of malnutrition
- Managing sick children suffering from malnutrition
- Types of interventions to reduce malnutrition
- Implementing primary health care nutrition interventions
- Nutritional information systems
- Evaluation of nutritional outcomes

A.19.4.9. Project 9 Gerontology and Geriatrics: Societies
and their Aging Populations

Location: United States of America (See Project I)

Duration: 2 - 27 June, 1997

Objectives: The population of the world is aging. This course will address this reality and its implications for policy, planning, and primary care practice. Highly industrialized countries already have an aging population, but over the last several decades there has been a rapid growth in the segment of the population above the age of 60 and this growth will continue to accelerate in each decade through the 21st century. In addition to the increasing numbers of elderly, changes in international and rural-urban migration mean that many elderly can no longer count on the presence of a family support system. Most nations are poorly equipped institutionally, economically, and socially to deal with the needs of an aging population. A wide array of professionals are urgently needed who have an understanding of the normal and pathological aging processes, the needs of a large elderly population, the social and economic ramifications of an aging population, and the range of resources, policies, and services that need to be developed to meet the challenges of an aging population. The course will focus on the interplay of individual biological, psychological, and social aging processes with physical environments and social contexts to provide participants with the skills to meet the needs of an aging population sector. Participants will be able to identify current and future characteristics and needs of the aging population in their home country. They will also be able to compare and contrast approaches to serving aging population and develop culturally-based strategies for integrating elderly into society and into their families. To aid in their efforts, the participants will be able to access international and U.S.-based gerontological and geriatric resources and experiences and adapt the variety of programme models to the needs of the elderly in their home countries.

Eligibility: Governmental and non-governmental policy makers and planners; directors of health services and social services at national, regional, and local levels; educators in areas of human development, social policy, sociology, and psychology; and directors of programmes, services, health care institutions, and residences for older persons.

Programme:

- Worldwide demographic trends in aging of populations
- Distinctions between well-elderly and frail elderly: ability and need for services
- Physical, cognitive, and social aspects of normal aging
- Morbidity, mortality, and disease processes in later life

- Health care system responses to aging processes, including geriatric assessment and geriatric units
- Housing and activity options for community-based elderly
- Management of institutional settings for very frail elderly
- Technology to sustain life-medical advances and ethical dilemmas
- Work and retirement in cross-national perspective, including pension and social security systems
- Families and social supports for aging persons, including care giving to frail elderly family members
- Potential contribution of an aging population to a developing society
- Cultural values and attitudes for successful aging
- Databases and information resources for gerontology and geriatrics
- Field visits to residences, senior activity centers, and hospital-based geriatric assessment and service programmes

Course Structure

Methodology:

1. Core workshops:

Participants assess organizational and population needs collaboratively with the course coordinator through an in-depth systems analysis. The content of the course is developed on the basis of a participant's needs matched with the core of the specific field. Component analysis and systems approaches are emphasized in the early stages to identify organizational and target-population needs and resources, and to define solutions. In this unit, participants also identify home-country projects and develop the projects' systems analysis and implementation plans.

2. Library resources:

A key resource for training course participants is the University of Connecticut Health Center library. Participants have full borrowing privileges during their time at the Health Centre and receive a computerized search of the literature related to their project topic. This search is conducted on the basis of guidelines generated in consultation with the international literature experts in the library and with faculty of the CICHHS programme. Library staff provide information on the worldwide distribution of published materials and references so participants can make use of them in their home countries.

3. Field experience:

Participants will visit local field sites to observe and discuss services and skills related to their job responsibilities and project needs and goals. These organizations either work with developing countries or are involved in the underserved sectors of urban and rural communities in the United States which face comparable programme development issues. Participants attend out-of-state conferences and meetings relevant to course content.

4. Special-interest focus:

Special activities are provided to subgroups and individual participants according to their needs and interests. These take the form of seminars, special visits, and consultations with resource people from the Health Centre, the University, and the region.

5. Home-country project development:

Home-country projects are developed under the guidance of the programme director, key faculty, and specialty consultants. Participants develop for their organizations the core of a new project or revise a current project incorporating relevant, newly gained concepts and skills. Participants develop projects with input from their colleagues, consultants, and course coordinators. Upon return to their countries, they submit their projects to superiors for review, refinement, and approval.

6. Follow-up support for participants:

Programme staff provide technical follow-up support, assisting participants in their ongoing projects. Staff will also meet with members of participants' organizations to discuss collaborative activities and to conduct, on request, special seminars and workshops.

Course Guidelines

CICHS/MPH Programme: CICHS and the University of Connecticut School of Medicine's Master of Public Health Programme have collaborated to allow participants to complete a CICHS's certificate programme and a Master of Public Health degree in approximately 20 months. Upon completion of one course, or module, credits from the CICHS programme(s) may be carried over to the MPH programme. Please contact the CICHS assistant director for further information on this combined programme.

English-language Requirement: All participants must have evidence of a minimum English-language score (TOEFL score of 500 or above and ALIGU score of 80 or above).

Certificate of Good Health: A certificate of good health, signed by a superior and medical officer, must accompany each application.

Housing and transportation: Although the University does not maintain residential facilities for its professional schools located in the Farmington area, programme staff have located convenient and reasonably priced housing accessible to the training centre. The programme also provides daily transportation between the living facilities and the training centre.

Social and cultural activities: American families are selected to provide participants the opportunity to be involved in family and community activities. Programme staff also arrange a variety of social and cultural activities.

Fees: (Payable to the University of Connecticut Health Centre)

-	Hospital administration	\$4,700
-	Emergency Medical & Disaster Systems	\$4,700
-	Research & Evaluation for Programme Development	\$5,400
-	Developing & sustaining Successful NGOs	\$4,700
-	Workers' Health & Safety and Environmental Health	\$4,700
-	Developing & Managing Community-Based Rehabilitation Programmes	\$4,700
-	Programme & Project Management	\$5,700
-	Development & Management of Training Programmes	\$5,700
-	Innovations in Nursing: Theoretical and Clinical Models	\$4,700
-	Nutrition in Primary Health Care	\$5,400
-	Gerontology & Geriatrics: Societies and Their Aging Population	\$4,700
-	Field trip transportation/registration fees (2):	
	6- & 7-week courses	\$650
	4-week courses	\$350

(In the event that a course must be cancelled,
applicants will be notified as early as possible.)

Other course expenses: (Payable to the participant)

- Medical insurance (3) \$250
 - Round-trip airfare to Hartford, Conn (varies)
 - Per diem (4) (varies according to funding agency)
1. A non-refundable deposit of \$1,000 is required to reserve a place in a course. This amount will be credited toward your tuition.
 2. Field trip travel expenses may vary according to site and conference registration fees.
 3. Medical insurance coverage is required for each participant. All participants are required to produce evidence of medical insurance before they may be formally registered. Amount may be higher depending on age and length of stay in the U.S.A.
 4. Per diem calculation should include an estimated five nights spent away from the home base while on field trips.

Scholars:

Many organizations may be contacted regarding scholarships. Past participants have been funded by their home governments, private foundations, bilateral agencies (e.g. USAID, and its contractors, GTZ, SIDA) and international donor agencies such as UNDP, UNFPA, WHO, and The World Bank. All requests for financial assistance should be made directly to these agencies. The University of Connecticut is unable to provide financial assistance.

U.S.-Based, In-country and Regional Training and Consulting Services

The Centre for International Community Health Studies staff has the capability to provide consulting services and to tailor-make U.S.-based, in-country and regional workshops in such areas as research and evaluation; programme and project management; curriculum development; training; AIDS intervention; information, education and communication; nursing management; hospital administration; occupational and environmental health and safety; emergency medical and disaster systems; child care systems; nutritional assessment; geriatric health care systems; rehabilitation programmes and policies; and epidemiology in primary care. Since our aim is to minimize dependency on external consultants and develop in-country self-reliance,

participants of our past U.S.-based programmes would serve as co-trainers in their own countries and regions, thereby strengthening their skills and knowledge and developing a stronger training and management capability.

For further information, please contact

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A.19.5. Duke University
Center for International
Development Research
Duke University
Box 90237
Durham, NC27708-0237
U.S.A.

A.19.5.1. International Development Policy (PIDP)

Location: United States of America

Objectives: In both industrialized and developing countries, the resource and environmental consequences of development are heavily influenced by decisions made in public, private, and international organizations. Policy makers must consider the often subtle interactions among competing factors, the limited availability of accurate information, and the high costs associated with unsuccessful policy decisions. Within this complex and constantly changing situation, sound policy analysis is essential to balance the economic, social, political and environmental interests and effects of development. This is a graduate level training opportunity for mid-career professionals interested in policy analysis and issues related to sustainable economic development. Participants generally have at least five years' experience as practitioners or applied researchers in a development related field.

Eligibility: Although the PIDP covers a broad range of topics individuals with career experience in the following areas will find the programme of particular relevance:

Agencies and ministries concerned with environmental and natural resource management:

- urban and regional planning
- industrial and development
- technology transfer and appropriate technology
- energy policy
- privatization
- rural development
- multilateral or national finance institutions
- environmental agencies
- non-governmental organizations
- state-owned enterprises
- international development agencies

Programme: PIDP fellows choices for elective course work vary according to their individual interests and course availability and have included: economics; environmental studies; Fugua School of Business; History; Law; Political Science; Public Policy Studies; and Sociology.

As a professional training programme, the PIDP admits both degree and non-degree (certificate) participants. Most PIDP fellows choose to pursue the Master of Arts (M.A) degree in International Development Policy. Degree candidates normally spend two academic years fulfilling the requirements for the MA. However, fellows with previous graduate degrees or a significant amount of graduate level course work may be eligible to complete the M.A in one year, (i.e., two full semesters plus a six weeks summer term of course work). The decision about eligibility to pursue the one-year M.A is made during the admissions process. Fellows pursuing a Masters degree in two years are required to complete a Master's project under CIDR faculty supervision during their second year. Non-degree applicants are encouraged to attend the programme for two full semesters (nine months). However, some fellows may be constrained by professional commitments that limit their participation to a shorter length of time. Therefore, non-degree fellows may elect to participate in the PIDP for either one or two semesters.

Internships: Fellows in the two year M.A programme are required to pursue internships the summer between their first and second year in the PIDP.

Application: Admission to the PIDP is competitive, based equally upon the applicants professional and academic credentials, written application, English proficiency (as demonstrated by TOEFL scores), and statements of recommendation. All applicants must have the academic background to undertake graduate level work. Duke University requires official transcript demonstrating completion of the four year Bachelors degree or equivalent. A high level of spoken and written proficiency in English is absolutely essential to Fellows' success in the programme. All applicants whose first language is not English must submit current scores for the Test of English as a Foreign Language (TOEFL) when they apply to the PIDP. This requirement is strictly observed. A minimum TOEFL score of 600 is expected. We will consider candidates with scores between 550 and 600 providing they undergo intensive English language training prior to arrival at Duke or enrol in an English course their first semester.

Fees: For 1997-1998 academic year the fee is US\$29,245 based on one person for a nine month academic year, exclusive of round trip transportation. Fellows enrolled in the one-year M.A programme will have additional tuition, fees and living expenses for one summer term totalling US\$6,515.

Application: Only candidates whose complete applications are submitted by the deadline of mid-January are eligible to compete for PIDP scholarship.

Most fellows begin the programme at the start of the academic year in late August. Matriculation for the semester beginning in January may also be possible.

A.19.6. New York University - School of Continuing Education
Office of Public Affairs and Student Services
P.O. Box 835
New York, N.Y. 10009-9966
U.S.A.

A.19.6.1. Project 1 Career Change Workshop

Location: United States of America

Objectives: Whether you are adding skills for professional advancement or planning a complete career change, NYU's School of Continuing Education has the knowledge you need to keep your career going in the right direction.

For more than 160 years, NYU has been dedicated to leading the way in professional education. Today, that means you will find courses, certificates, and credit programmes in advanced digital applications, hospitality and tourism, real estate, international business, and other growing fields.

Courses at NYU's School of Continuing Education are taught by leading professionals who practice what they teach and combine rigorous academics with real-world experience. And all of our classes are backed by the facilities and reputation of NYU.

Whatever direction your career path takes you, you will find hundreds of courses that can help you get where you are going.

The Bulletin is free. For a copy, e-mail to scienfo@nyu.edu. Or visit our Web site at <http://www.nyu.edu/sce/>. Or call, TOLL-FREE: 1-800-FIND-NYU, EXT. 39.

With all this corporate downsizing, your career may need new direction.

A.19.6.2. Project 2 The Politics of International Economic Relations

A.19.6.3. Project 3 Desktop tools for Multimedia

A.19.6.4. Project 4 Master of Science in Publishing

A.19.6.5. Project 5 Bachelor of Science in Hotel and Tourism Management

A.19.6.6. Project 6 Certificate Programme in International Studies

<u>A.19.6.7. Project 7</u>	<u>Meeting and Conference Management</u>
<u>A.19.6.8. Project 8</u>	<u>New Product Development: Inventing, Development, and Manufacturing Your Ideas</u>
<u>A.19.6.9. Project 9</u>	<u>Managing the Construction Project</u>