

YouthNet Country Needs Assessment Tool

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YouthNet
Partners in Reproductive Health and HIV Prevention

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INTRODUCTION

COUNTRY NEEDS ASSESSMENT TOOL PURPOSE

This Country Needs Assessment Tool provides YouthNet staff and consultants with a systematic approach to assessing a country's needs and opportunities as they relate to youth reproductive health and HIV prevention. In 2002, YouthNet undertook country assessments in Namibia and Tanzania. This tool offers useful methodologies, recommendations, and lessons distilled from those experiences. It is intended as a guide for staff and consultants as they negotiate, plan, conduct, and report on country assessments.

Using an integrated approach, the tool draws on technical components of YouthNet such as policy, behavior change communication, gender, community involvement, and other areas. By incorporating multiple technical viewpoints, a broader range of findings – and consequently a richer and more comprehensive analysis of a country's youth and youth programs – is possible.

This tool is intended to facilitate YouthNet's work as an "honest broker" for USAID Missions. Through the transparent process described in this tool, YouthNet can assess without bias country program gaps and agency strengths and challenges, and recommend new or strengthened strategies that build on or complement existing work.

PRINCIPLES GUIDING THE ASSESSMENT PROCESS

YouthNet programs are guided by the belief that young people are assets to their communities and that they can and should play a role in their own development. YouthNet interventions encourage adult and youth partnerships for development, and activities are conducted in a manner that strives for gender equity and respects the human rights of all young people. Accordingly, the country assessments conducted by YouthNet should endeavor to give voice to a broad range of stakeholders involved with youth reproductive health and HIV prevention, including rural and urban girls and boys of varying socioeconomic and educational backgrounds, parents, religious leaders, policy-makers, business representatives, and those working in the field of youth, health, and development.

YouthNet is a five-year program funded by USAID to improve reproductive health and prevent HIV among young people. The YouthNet team is led by Family Health International (FHI) and includes CARE USA, Deloitte Touche Tomatsu Emerging Markets, Ltd., Margaret Sanger Center International, and RTI International. This publication is funded through the USAID Cooperative Agreement with FHI for YouthNet, No. GPH-A-00-01-00013-00. The information in the publication does not necessarily reflect USAID positions. For further information on this document, contact the YouthNet Country Support Team Coordinator.

SECTION 1: COUNTRY ASSESSMENT PREPARATION

A YouthNet Country Needs Assessment is conducted at the request of a USAID Mission. If core YouthNet funds are to be used for the assessment, the requesting Mission must seek approval in writing from the YouthNet Cognizant Technical Officer (CTO) at USAID/Washington. Once approval is received from USAID/Washington, YouthNet may begin formal discussions with the Mission. If field support funds are to be provided by the Mission, formal approval by USAID/Washington is not required. Assessment discussions are coordinated through the YouthNet Country Support Team coordinator.

PRE-TRAVEL CONSULTATIONS WITH USAID

Prior to the assessment visit, YouthNet staff members involved in the design of the assessment should begin a dialogue with the Mission to ascertain the Mission's expectations, optimal dates for the assessment and the desired scope of work. During those discussions, it should also be determined what resources—including Mission staff, office, and logistical support—will be available to the Team during the visit. To the extent possible, funding available for follow-on activities, as well as a proposed timeframe for follow-on activities, should be determined at this time.

! YouthNet Requirement !

Following initial discussions, a written Terms of Reference (TOR) must be developed that includes the scope of work (SOW), dates of the visit and clear deliverables. A senior USAID Mission representative must provide written approval for the TOR. An in-country meeting between the team and Mission staff, immediately upon the team's arrival, is also highly recommended to go over the TOR in person.

PRE-TRAVEL CONSULTATIONS WITH YOUTHNET PARTNER ORGANIZATIONS/FHI COUNTRY OFFICES

YouthNet was designed as a partnership of organizations with complementary expertises. To fully benefit from in-country knowledge and experience, the assessment team should consult YouthNet partner offices (including FHI country offices) operating in the assessment country, inform the offices of the upcoming visit purpose, solicit relevant advice and/or assistance (technical or administrative), and offer to brief the partner office prior to and following the conduct of the country assessment. The assessment team should also remember that YouthNet partner offices normally have well-established contacts with USAID Missions and can be good advocates with the Mission for YouthNet follow-on activities.

ASSESSMENT VISIT PREPARATIONS

Assessment Budget. A budget must be developed and an FCO established for the anticipated assessment expenditures. The budget should include all preparatory, assessment visit, and follow-up staff time; consultant time and expenses; all proposed travel (including in-country travel); and miscellaneous costs. For a budget template and other guidance, consult the Country Support Team Coordinator.

Desk Review. Prior to travel, a desk review of relevant documents and information should be conducted to provide sufficient background to inform the design of the in-country phase of the assessment. See Appendix 1 for illustrative questions and types of information to seek. Likely sources of information include:

- USAID Mission and strategy reports
- UN Agency reports
- YouthNet partner offices
- Government policy and census documents
- Reproductive Health Surveys (RHS)
- Demographic and Health Surveys (DHS)
- Behavior Surveillance Surveys (BSS)
- Other Implementing Agency/NGO reports
- National strategies (AIDS, Adolescent RH, Behavior Change Communication, etc.)

⇒ Recommendations for Desk Review

- When possible, a consultant living and working in the country of assessment should complete the initial review. A knowledgeable consultant should be able to collect documents and provide YouthNet with information on which individuals, government ministries, NGOs, and other key stakeholders to meet during the assessment. Partner offices and USAID can suggest appropriate in-country consultants.
- If the desk review findings suggest significant changes to the SOW, these should be reviewed and approved by USAID.

ASSESSMENT TEAM FORMATION

The YouthNet country assessment team members should reflect the diversity of skills and experience that are found in the YouthNet partner organizations and are relevant to the scope of work. In keeping with its principles of gender equity and youth involvement, YouthNet should also strive to strike a balance on its assessment teams between senior female and male technical members and between adult and youth members. It is also highly recommended that a local consultant be hired to coordinate in-country meetings, logistics, travel, and other administrative tasks.

⇒ Recommendations for Hiring Local Consultants

- Ensure that the consultant's experience is relevant to the SOW.
- Ensure that she/he has ideally had prior experience working with USAID.
- Conduct a telephone or personal interview and check references.
- Provide the proposed consultant with FHI payment policies and procedures *before* the consultant agreement is sent. This may preempt potential misunderstandings once in country.
- Ensure that she/he receives a YouthNet Consultant Information Packet that may be obtained from the Country Support Team Coordinator.

SECTION 2: DESIGN OF COUNTRY ASSESSMENT

General Recommendations

- Plan to stay approximately three weeks to complete the assessment and provide initial findings to USAID.
- Follow the Travel Policies and Procedures outlined in the YouthNet Operations Manual.
- Conduct an assessment team meeting immediately upon arrival, before meeting with USAID.
- When feasible, hire a local consultant to handle administrative and logistical tasks before and during the assessment visit (see “Team Formation” above), unless a partner office is able to undertake these tasks.
- Leave flexibility in the team’s schedule to accommodate suggestions for last minute interviews or meetings that may arise.
- Compile YouthNet informational and technical materials for interviews, site visits, etc., and send via DHL at least one week prior to travel.

ASSESSMENT METHODOLOGIES

The choice of methodology for the in-country assessment should be appropriate to the assignment and to the audience. Typically, the assessment team will find it useful to employ a combination of methods to gather information. Among the simplest and most common methods are interviews with policy-makers, donors, religious leaders, NGO representatives, governmental representatives in key ministries, such as Health and Education, and other key informants; focus group discussions with youth, their parents and other larger groups of stakeholders; field trips to observe youth-oriented programs in action; and further desk reviews of policies and project documents. Other options include Participatory Learning and Action (PLA) activities, site inventory, situation analysis, and interactive meetings, which can all be used to generate data on the issues surrounding and underlying youth reproductive health and HIV prevention. The strategy is to use multiple information collection methods to enrich understanding and validate findings from a variety of sources.

ILLUSTRATIVE KEY INFORMANTS

- USAID Mission staff
- Ministries of Health, Education, Children, Youth and Sports, Women, etc.
- UN Agencies, e.g., UNFPA, UNICEF, etc.
- YouthNet partner offices, Implementing Agencies, and other NGOs working with youth, RH and/or HIV/AIDS
- Youth associated with these organizations
- Community-based youth-serving organizations
- Youth clubs and networks, e.g., YMCA, YWCA, Girl Guides, etc.
- Faith-based organizations
- Private-sector organizations supporting local development efforts
- Media groups

INFORMATION SOUGHT

Illustrative questions to elicit information from in-country sources that have been used successfully in previous YouthNet country assessments may be found in Appendices 2 - 4 of this document. Specifically:

Appendix 2: Illustrative Questions for In-Country Interviews with Key Informants and Organizational Representatives

Appendix 3: Illustrative Questions for Focus Group Discussions with Youth and with Parents

Appendix 4: Illustrative Questions for Selected Technical Areas

SECTION 3: COUNTRY ACTIVITIES

/// General Recommendations

- Confirm the Mission's expectations and the Terms of Reference upon arrival.
- Divide the assessment team and assignments so that a larger number of interviews and focus group discussions may be conducted, allowing more information to be collected. However, meet as a full team on a regular basis in order to share findings, trouble shoot, and jointly develop a report/proposal to the Mission.
- Take generic Power Point presentation formats and YouthNet Mission report templates on CD-Rom to the country of assessment. Electronic versions (with photos) are unwieldy on e-mail.
- Meet with USAID throughout the visit to share information, receive feedback, and make sure the team is on the right track. Remain flexible since expectations from USAID may change or evolve over the time of the assessment.

MEETING WITH USAID UPON ARRIVAL

A meeting with USAID staff members and the full assessment team should be conducted upon arrival in the country of assessment. (Meeting should be scheduled in advance of travel. See "Pre-Travel Consultations with USAID" section of this document.) The purpose of the meeting is to introduce the team to Mission staff, confirm the Terms of Reference, review assessment methodologies, schedule regular visits with the Mission, and establish briefing and final presentation dates and times. Also at that time, any changes to the Terms of Reference or expectations may be agreed upon before the actual assessment begins.

MEETINGS, INTERVIEWS, FOCUS GROUP DISCUSSIONS CONDUCTED

Meetings, interviews, site visits, and focus group discussions should be conducted according to the assessment schedule. The assessment team should hold regular meetings to share findings, discuss

themes, and develop strategies. A schedule for the development of a final report/proposal to the Mission and team member roles and responsibilities for the report should be established.

SUBMISSION OF REPORT AND FINAL PRESENTATION TO USAID MISSION

A draft report should be submitted to the Mission at a final briefing. Major areas to be included in the presentation are:

- a brief overview of YouthNet
- the purpose and objectives of the assessment
- background information from desk reviews and data collection methodologies
- individuals and organizations contacted
- major findings and themes distilled from the country assessments
- gaps identified in programming
- strategies recommended to USAID for the improvement of youth reproductive health and HIV prevention.

If the Mission has asked in the TOR for a proposal from YouthNet, recommended strategies may be presented in more detail and may more prominently feature YouthNet as an implementing agency. Otherwise, YouthNet should be true to its role as “honest broker” and leave the selection of agencies and technical assistance to the Mission. For examples of final assessment reports, consult the Country Support Team Coordinator.

In tandem with the draft report, a final presentation should be made to the Mission prior to departure. A Power Point presentation—based on the draft report/proposal—is the suggested format for a final briefing with the Mission. To assist Assessment Teams in the development of a presentation to the Mission, a generic Power Point presentation may be obtained from Headquarters on CD-ROM prior to travel.

FOLLOW-UP

A final assessment report should be completed, reviewed by relevant YouthNet staff, and submitted to the USAID Mission and the Country Support Team Coordinator within two weeks of the assessment. All trip reports, travel expense reports, and consultant invoices should be submitted per the procedures outlined in the YouthNet Operations Manual. Assessment team members may be called upon for follow-up and/or revisions to the report/proposal at the request of the Mission.

SECTION 4: APPENDICES

Appendix 1. Desk Review Questions and Information Sought

General Country Profile

- Population statistics (urban/rural, men/women, percent ages 10-24, etc.)
- Major religions practiced
- Type of government
- Economic statistics (agrarian v. industrial, main sources of revenue, formal v. informal sectors, percent of youth employed and in what kinds of work)
- Contraceptive prevalence and total fertility rates

Statistics on Youth

- Health and demographic information disaggregated by sex, including HIV/AIDS prevalence and key reproductive health indicators, key risk factor information, if available (age at first intercourse, substance abuse prevalence, OVC situation, etc.)
- School enrollment, completion, and numbers of out-of-school youth
- Employment
- Age of marriage (legal and practiced) or cohabitation
- Number of adolescent-headed households

Other NGOs or Donor Agencies Working with Youth

- What are the main NGOs/donors working with youth?
- What services do they provide? In what regions do they work?
- Do the USAID Mission implementing partners have any youth programs?

Government/Policies

- What government ministries are working with/for youth?
- What are funding allocations to relevant ministries? For RH/HIV/AIDS specifically?
- Does the government provide health services to youth? Other services?
- Are there government-NGO partnerships?
- Are there RH/HIV/AIDS youth policies that exist? Are there related programs?
- Are the policies restrictive or supportive of RH/HIV/AIDS programming for youth?
- Are youth allowed to get RH/HIV prevention services such as contraceptive counseling, contraceptive supplies, and HIV voluntary counseling and testing?
- What school attendance policies exist regarding pregnancy?
- What other relevant laws exist: rape, inheritance, legal age of marriage?

Women

- Education completed
- Percent of women in labor force
- Age at first pregnancy
- Maternal mortality/morbidity rates

Service Provision

- Who provides services to youth?
- Do youth-friendly clinic initiatives exist?

- What services are provided? (FP, VCT, STI, PAC, MCH)
- What contraceptives are available, and where can young people access them? Are there age/marital status restrictions for receiving contraceptive services?
- Are emergency contraceptive pills registered/available?

Community

- Who are the primary stakeholders for youth RH/HIV/AIDS? How are they involved in community programs?
- What programs exist? Who are the sponsors/donors?
- Is there a national youth steering committee? If so, who is involved?
- Is there a national behavior change communication strategy? If so, who is involved?
- How has the media been involved?
- What major national or regional campaigns currently exist or occurred in the recent past?
- Have there been social marketing campaigns focusing on youth?

Appendix 2: Illustrative Questions for In-Country Interviews with Key Informants and Organization Representatives

Type of Services and Delivery Systems

- What is the purpose and function of your organization?
- What programs does your organization offer?
- Do these programs include RH and HIV prevention services for youth? If so, are youth accessing these services?

Target Groups (ages and extent of youth involvement)

- What age group does your program target?
- Do you target in-school or out-of-school youth or both? Males? Females?
- Are youth involved in the planning, implementation and/or evaluation of your programs? In what ways?

Support Systems

- After an initial service or program is provided, what follow-up activities do you have for youth?
- What problems do you face in quality control of your programs?
- Who is involved in delivering the service or information provided?
- What types of training and support are provided to the providers?
- Are providers fully paid staff or volunteers?
- Do you face staffing problems?

Monitoring and Evaluation

- Have you evaluated your program(s) with youth? If so, how?
- Have you been able to measure behavior change among youth?

Funding Source and Collaboration

- From what sources does your funding come?
- How are your funds coordinated? How much is devoted to youth?
- Do you have a multi-sectoral approach and if so, what mechanisms are used to manage this approach?
- Do you collaborate with other organizations? How?
- What other organizations provide services or programs similar to your own? Different?

Other Content

- What are the main challenges youth face in the area of RH and HIV/AIDS?
- What do you think are the most immediate and long-term needs of youth?
- What are your biggest challenges to working with youth?
- What do you think are the top three priorities for youth RH and HIV/AIDS prevention?
- What are the most critical areas for intervention related to age, male/female, rural v. urban, gender roles, and other socio-cultural factors?
- If you had \$200,000 to invest in RH and HIV/AIDS programming for youth, what would you do?
- If you could design your existing program differently, what changes would you make?

Appendix 3: Illustrative Questions for Focus Group Discussions with Youth and with Parents

!Essential Focus Group Discussion (FGD) Protocol!

The lists below suggest questions for use when conducting FGDs with youth and with parents. When facilitating FGDs on topics such as reproductive health and HIV/AIDS, it is extremely important that the facilitator recognize that many in the group may be uncomfortable with the subject matter or find direct questions offensive. It is strongly advised that the facilitator begin FGD sessions by asking a few general questions and engaging group members in easy dialogue. In that fashion, the facilitator may gain the confidence of the group members and a positive dynamic may be established. It should also be noted that there is a limit to the number of questions that can be asked of a group. The facilitator should select approximately five to eight questions and prioritize them – based on the information to be obtained and the comfort levels of the group – and allow time for general introductory questions and discussions from the participants. The purpose of a focus group is to ascertain community norms and practices, not the behaviors of individuals in the focus group.

Focus Group Discussions With Youth – Possible Questions to Use

- How easy or difficult is it for you to discuss sex?
- With whom do you discuss sex and reproductive health issues? Why do you choose these people?
- With whom would you like to be able to discuss sex? Why?
- If you don't discuss sex with your parents, why not?
- What is HIV/AIDS and how is it transmitted?
- What are the most important RH and HIV/AIDS issues a young person faces in your community?
- What are the most high-risk sexual behaviors that youth engage in?
- At what age do young people first have sex? Why do you think that is?
- Are young women ever forced/coerced to have sex against their will?
- Do young men feel pressure to have sex?
- What would you do if an older person offered you money or gifts in exchange for sexual favors?
- What happens if a young person has multiple sexual partners?
- What types of partners do youth look for and why?
- Do youth use condoms in your community? Why or why not?
- What kinds of contraceptives do you know about? Are they easily available?
- Have you heard of emergency contraception? Is it available through pharmacies or clinics?
- What do you think are the roles of parents, community and religious leaders in addressing youth reproductive health and HIV issues?
- Where do youth go for RH services, counseling and support? Why?
- What kinds of things would you like to see in a clinic that would make it attractive to youth?
- What programs might help young people change their sexual behavior?
- What kinds of media do you watch or listen to? Do you think it influences your behavior?
- Do youth want to receive voluntary counseling and testing for HIV infection status?
- What have you learned in school about sexuality, contraception, sexually transmitted infections or HIV/AIDS?
- Is there openness at your school to discussing these topics in the classroom?

Focus Group Discussions with Parents – Possible Questions to Use

- How many children do you have? What are their ages?
- What are your three biggest hopes for your children? Three biggest fears related to their sexuality and reproductive health?
- What do you think are your children's greatest needs?
- What do you need, as parents, to be able to help your children?
- What are some of the challenges/barriers that you feel when talking with your children about sex and sexuality?
- How would you respond if your 14-year-old daughter came home and told you that a boy at school wanted to have sex with her?
- How would you react if your 16-year-old son told you that he want to start having sex?
- Do you have enough information to talk with your children about sex and reproductive health?
- If a program were to be started in your community for a parents' group, what would your priority issue(s) be?
- Do you think your children should be given information at school about sex and about how to avoid pregnancy or HIV/AIDS if they are sexually active?

Appendix 4: Illustrative Questions for Selected Technical Areas

Below are questions concerning policy, behavior change communication, youth/adult partnerships, and gender. Other questions could focus on sex education, out-of-school youth, community involvement, faith-based organizations, the impact of the media and technology, the role of the private sector, and other areas. YouthNet technical staff can assist an assessment team with various areas as needed.

Appendix 4.1 Policy

For Government Officials

- Are there any national youth policies related to reproductive health/HIV?
- Which ones do you think have a positive impact?
- Do any have a negative impact?
- Is sexuality or family life skills education mandatory nationwide?
- Is there a policy that pregnant girls must drop out of school?
- What new policies do you think are needed at the national level?
- Does a policy address whether youth under age 18 are allowed to get contraceptives in public clinics?
- Does a policy address whether youth under age 18 are allowed to go to an HIV voluntary counseling and testing service without parental permission?
- Are emergency contraceptive pills available in your country? If so, are they available to youth?
- What other policy-related questions are important to discuss?

For Program Managers

- What do you think are the most important policies for youth?
- Do such policies exist formally – in law or administrative mandates?
- Do such policies exist informally?
- What kinds of changes do you think should be made in policies for youth?
- Do national policies have a strong influence on how local programs operate? Please give examples.
- What other policy-related questions are important to discuss?

Appendix 4.2 Behavior Change Communication

Is there a behavior change communication strategy for an organization? region? country? If so:

- Who are the primary and secondary audiences? Why?
- How do you segment your audiences?
- What are the key messages you are trying to deliver to each audience? How did you develop these messages?
- What intervention techniques are you using (e.g. peer education, outreach)?
- What have been the most successful and least successful aspects of these techniques?
- What communication channels are you using?
- What has been the most and the least successful about these channels?
- How are you linking communication activities to services and referrals?

If using peer education and /or training ask:

- What training systems do you use? How long do training programs last?
- What kind of monitoring and supervision are you doing?

- How do you define a “peer” in peer education?
- Have you developed or used any print materials? If so, can you share them? What do your audiences like or dislike about them?
- Have you developed or used mass media techniques to reach your audience? If so, which ones? How did you develop them?
- If not, how do you link with other national or regional media?
- How do you work with the press?

Appendix 4.3 Youth/Adult Partnerships

Are there young people involved in the implementation of your program? If yes:

- Please describe how young people are involved in your program? (Probe for involvement in the institution and within the programs.)
- What are the challenges you face when involving young people in the implementation of your programs?
- Have you made any changes over the years as to how young people are involved in your program? Why? What changes have you made?
- What are the benefits you gain from involving young people in your program?
- How would you like to change or improve the way that young people are involved in your program?

For young people involved in programs:

- How are you involved in this program?
- What do you like about being part of this program? What is difficult about being part of this program?
- How well are the opinions of young people respected? Do you feel that your suggestions/comments are acted upon?

Appendix 4.4 Gender

For program managers

- Do you have specific gender equality/equity objectives and indicators for measuring success?
- How is gender integrated into your program?
- Do you collect sex-disaggregated statistics or data on gender relations and roles?
- Do you conduct gender analysis of your work?
- Do you work through local partnerships and consult with local women's NGOs when developing, implementing and evaluating your program?
- Do you address reducing gender disparities that affect the health of youth?
- Do you seek to increase the decision-making power of young women/girls, especially regarding reducing gender-based violence?
- Do you promote equitable participation and involvement at all levels of young women/girls and young men/boys?
- Do you work to change gender norms and improve the balance of power between young women/girls and young men/boys?
- Do you pay attention to the multi-dimensional aspects of power dynamics that prevent young women's/girls' access to resources and services?

- Do you measure the impact on and benefits of your work for young women/girls and young men/boys? If so, how?
- Does your organization pay attention to gender issues with regard to staff composition, professional advancement, decision-making authority, etc.?
- Has your program staff undergone any gender sensitivity/awareness training?
- What do you believe are the greatest gaps or challenges that exist in youth reproductive health and HIV prevention in terms of addressing gender issues?
- What are some recommendations you can make to resolve these gaps and/or challenges?

**Appendix 5: Additional YouthNet Resources, Templates, and Procedures
Items Below to be Provided by Country Support Team Coordinator**

5.1 Country Assessment Budget Template

5.2 Private-Sector Assessment Tool

5.3 Generic PowerPoint Presentation

5.4 Sample Final Reports

5.5 Budget template for proposals

5.6 YouthNet Operations Manual

5.6.1 Pre-Travel Check List

5.6.2 Hiring International Consultants

5.6.3 International Travel Procedures and Expense Report