

9380600 PD AAP 417 62
IAN = 35238

**VOCATIONAL AND MANAGEMENT TRAINING NEEDS AND PRIORITIES:
AN ANALYSIS OF USAID MISSION
AND
REGIONAL BUREAU RESPONSES**

DAN-6600-C-052088-00

Creative Associates, Inc.

for

**Division of Employment and Small Enterprise
Office of Rural and Institutional Development
Bureau for Science and Technology
U.S. Agency for International Development
Washington, D.C. 20523
1983**

TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	ii
DEMAND SURVEY ANALYSIS: RESPONSES FROM USAID MISSIONS	1
Scope of Vocational and Management Training Activities	1
Project Evaluation	1
Other Donor Activities	1
Future Project Plans	4
Needed Technical Assistance or Information	10
Possible Roles for Science and Technology and Other Technical or Regional Bureaus	11
Adequacy of Current Mission Staffing Levels for Implementing Program Plans	13
Suggestions Related to Vocational and Management Training	14
DEMAND SURVEY ANALYSIS: RESPONSES FROM REGIONAL BUREAUS	15
Scope of Vocational and Management Training Activities	15
Project Evaluation	17
Future Project Plans	17
Needed Information on Technical Assistance	18
Possible Roles for Science and Technology and Other Technical Bureaus	18
APPENDIX A	19
APPENDIX B	26
APPENDIX C	28
APPENDIX D	33

INTRODUCTION

Background

Vocational and management training are important components in AID's private sector initiative and have attracted increasing attention throughout the Agency. The Administrator has indicated, for example, that the "agency-wide private sector thrust" will help in establishing "training institutions and programs, both managerial and technical, to promote private sector development." Furthermore, AID's recent "Private Enterprise Development" policy paper identifies the inadequacy of LDC training, so that "Skills training programs are vitally important in efforts to improve the quality of the labor force." The FAA requires that support shall "especially" be provided for projects "designed to improve productive skills of rural families and urban poor." The Agency's policy paper on "Education and Technical Training" stresses the importance within the training area of: costs; assuring skills for medium and small enterprises; and relating training to manpower requirements and the structure of labor market incentives. Emphasis is also placed on the role and close involvement of private sector employers and community organizations in offering skills training.

In efforts both to further define current practices in vocational and management training and to enhance the efficiency of anticipated project development efforts, ST/MD's Employment and Small Enterprise Division has collaborated with Creative Associates, PPC, PRE, and regional bureaus. This activity has included both a survey of mission priorities and anticipated project formulation input requirements, which is the subject of this report, as well as the preparation of project development background papers.

The Demand Survey

In early 1983, a demand survey was designed to gather information from individual USAID missions and bureaus on priorities and anticipated technical assistance needs in vocational and management training. Information collected through the demand survey is to be used for improving technical services to the field by both technical and regional bureaus. At the same time, the information provides a more comprehensive picture on current AID involvement in vocational and management training. Questions posed in the survey were deliberately open-ended as S&T felt that the best source of information on projects at the mission level were the missions themselves.

The demand survey was circulated to 37 USAID missions, and to appropriate technical bureaus and regional bureaus in AID/Washington. A second mailing was conducted in April, 1983. Of the twenty-six missions responding, 25 were in countries with bilateral programs. Thus, for purposes of analysis in this report, the response is stated as 25. In addition to the responses from 26 missions, three regional bureaus responded to the demand survey.

Organization of the Report

The text which follows is organized in two parts and has several appendices. Part I presents an analysis of USAID mission responses to the demand survey. (See Appendix A for a copy of the survey.) Part II offers a similar analysis for regional bureau responses. Both Parts I and II include information on:

- the scope of current vocational and management training activities;
- activities of other donors;
- future project plans;
- needed technical assistance or information;
- possible roles for S&T and technical bureaus;
- adequacy of current staffing levels for implementing program plans; and
- suggestions related to vocational and management training.

Appendices include the complete text of the cover letter and demand survey instrument; a list of USAID missions responding to the demand survey; a listing of projects with vocational and management training components cited in USAID mission responses; and a list of completed vocational and management training project evaluations cited by respondents.

DEMAND SURVEY ANALYSIS: RESPONSES FROM USAID MISSIONS

Scope of Vocational and Management Training Activities

Of 25 missions responding, 23 missions reported on 60 activities in the two fields, with 38 mentions of projects with vocational education components and 22 with management training related components. Two reported no current vocational or management training activities. The largest number of vocational training activities (7) were reported from USAID/Peru. (See Appendix B for a list of the 26 missions responding to the survey. Appendix C provides a listing of projects identified by the 23 missions as having vocational or management training components).

Vocational training activities ranged from on-the-job skills training for adults and youth (Liberia, Lesotho, Senegal, Nepal, Thailand, Costa Rica, Peru and Egypt); to continuing education for health workers, extension agents and other paraprofessionals (Tanzania and Zimbabwe); to skills training for small business and industry promotion (Dominican Republic, Lesotho, Morocco, Thailand and the Philippines); to the establishment of vocational training resource institutions (Senegal, Dominican Republic, Haiti and Jordan).

Management training likewise ran the full gamut of applications from graduate training in management (Dominican Republic and Cameroon); to management training for the public sector (Nepal, Yemen, Botswana, Tanzania, and the Caribbean); to management training for small and medium enterprise development (Dominican Republic, Peru, Thailand, and Morocco).

Project Evaluation

On the question of recent evaluations of their vocational and management training projects, 15 of the 25 missions indicated that evaluations had taken place within the past two years. Three missions noted that evaluations were planned for late 1983. Two missions reported that evaluations of four projects were scheduled for early 1984.

Evaluation teams were reported to have been composed of consultants provided through IQCs; through TDY's of AID/Washington, REDSO staff or staff from other missions; through contracts with individuals and private contractors; and through AID mission staff and host government officials.

Most missions reporting project evaluations indicated that evaluation reports were available through the mission or through AID/Washington. A list of the vocational or management project evaluations reported by missions is appended to this report as Appendix D. Readers are encouraged to contact the offices indicated by respondents to secure copies of evaluation reports.

Other Donor Activities

Demand survey respondents provided extensive information on the work of other donors in the area of vocational and management training. Twenty

missions responded with information on the activities of 24 donors. The chart which follows presents data on donors by regions and areas of assistance, as reported by USAID mission respondents.

The most frequently mentioned donor working in vocational training was the Federal Republic of Germany with two projects reported in Tanzania and one each in Lesotho, Zimbabwe, Yemen, Honduras, Peru and Nepal. The UNDP followed with six projects mentioned, one each in Tanzania, Botswana, Mali, Swaziland, Peru and Nepal.

Based on responses, other donor assistance to vocational and technical training appears to have a strong institution building focus. Two examples are:

- The InterAmerican Development Bank's \$7,200,000 project for the improvement of the Dominican technical-vocational education system.
- The German Federal Republic's assistance to training institutions in Tanzania, Lesotho, Zimbabwe, and Peru.

At the same time, several donors were noted as being involved in specific skills training activities. For example:

- The World Bank financed Rural Roads Maintenance Project in Gambia has a vocational training component (mechanics and accounting);
- Swiss Association for Technical Assistance (SATA) sponsors training in India for Nepalese in the electrical trades and in general mechanics; and
- The ILO provides theoretical, workshop and on-the-job training for all levels of heavy vehicle maintenance and repair skills in an Egyptian project.

Regional organizations like the Caribbean Center for Development Administration (CARICAD) was noted as being responsible for providing management training for public sector organizations in the English-speaking Caribbean. Recently it has begun working closely with the Caribbean Association of Industry and Commerce (CAIC) in private sector management training.

Other management training activities cited by mission staff included:

- DANIDA was cited as providing management training related to the implementation of the new Cooperatives Act in Tanzania.
- In Senegal, FAC (France), TA (Canada) and the IBRD have funded the Ecole Superieure de Gestion, a training institution for private and parastatal business managers.

**OTHER DONORS WORKING IN VOCATIONAL AND MANAGEMENT TRAINING
(AS CITED BY SURVEY RESPONDENTS)**

<u>DONOR</u>	<u>AFRICA</u>		<u>NEAR EAST</u>		<u>LATIN AMERICA</u>		<u>ASIA</u>	
	<u>Voc</u>	<u>Mgt</u>	<u>Voc</u>	<u>Mgt</u>	<u>Voc</u>	<u>Mgt</u>	<u>Voc</u>	<u>Mgt</u>
Federal Republic of Germany	4		1		2		1	
UNDP	1	3			1		1	
World Bank	3	2						
ILO			4	2	1			
ECC	2	2				1		
UK/BDD	1	1			1	1		
DP	1	2						
IBRD			1	1			1	1
ADB							1	1
CDB						1		
IDB					2	1		
CARICAD					1	1		
DANIDA (Denmark)		1						
NORAD (Norway)	1	1						
ONV (Netherlands)	1							
TA (Canada)		1			1	1		
FAC (France)	1	1						
SATA (Switzerland)							2	
Japan							1	1
China			1	1				
Spain					1	1		
PVO's					3			

- World Bank and UNDP have sponsored short-term business management training in Mali which has included seminars in national languages on such skills as accounting and inventory management.
- In Egypt, the ILO has provided assistance to small scale industries through a Ministry of Industry project offering short-term managerial training.

Future Project Plans

Participating missions were asked to indicate whether or not there were mission level plans for vocational and management training projects in the next two years. Fourteen missions responded that they had definite plans for projects which had significant management training components. The missions were:

- Liberia, Senegal, Malawi, Mali and Cameroon;
- Pakistan, Nepal, and the Philippines;
- the Regional Office for the Caribbean, Costa Rica, the Dominican Republic, and Peru; and
- Jordan and Morocco.

Fourteen missions responded that they planned vocational training projects for the next two years. They were:

- Botswana, Lesotho, Malawi, Mali, Zimbabwe, and Swaziland;
- Nepal and the Philippines;
- the Regional Office for the Caribbean, Dominican Republic, Haiti, Honduras, and Peru; and
- Morocco.

Two missions (Thailand and Yemen) indicated that although no specific vocational or management training projects were planned for the next two years, training in general would remain a high priority in their project portfolio. Egypt and Gambia indicated that they had no plans for new vocational or management training activities during the FY84 and FY85 periods.

The charts which follow present information on proposed projects (by name or project focus) and status of the activity. Data is taken only from mission responses and organized by region.

Following are excerpts from mission responses regarding the focus of future vocational and management training projects:

Lesotho. The Basic and Nonformal Education Systems Project, 632-0222, has as its fourth component the Vocational and Rural Skills Technical Transfer

Program which is valued at approximately \$4 million. The program will be carried out in the Thaba Tseka area in Lesotho. The basic purpose of the program is to provide skills necessary to enhance the feasibility of increasing employment, income generation, self-employment in agricultural production skills, and other rural skills such as welding, machine repair, leather works, sewing, and weaving.

Malawi. The Private Sector Project, 612-0214, has as its goals:

- To strengthen capacity of Malawi Traders Trust* to provide technical assistance and training for small and middle level entrepreneurs. Emphasis will be directed at businesses which are related to the agricultural sector. (*Malawi Traders Trust is an independent organization established to provide training and technical assistance to small and middle level entrepreneurs).
- To provide resources necessary for small entrepreneurs to purchase business from Press Holdings especially to provide or mobilize capital for purchase of rural grocery and hardware stores with technical assistance and training provided by Traders Trust.
- To strengthen Malawi Union of Savings and Credit Cooperatives by providing funds necessary to establish a revolving fund for agro-business loans to small farmer union members.
- To increase capitalization of agro-industry subsector by providing matching funds to INDEBANK for small to intermediate size agro-business and agro-industries.
- To increase awareness among U.S. and Malawi business people about conditions in both countries and organize tailored visits to U.S. for Malawian businessmen. To locate technical assistance in exchange for equity considerations, import-export possibilities, and joint ventures.
- To increase in-house production and market analysis capacity of indigenous businesses (bona fide private enterprises as well as parastatals) by acquiring appropriate U.S. technical expertise, possibly through the International Executive Services Corps.

Zimbabwe. The Basic Education and Skills Training Sector Grant will have as one of its major objectives assisting GOZ to expand and develop an affordable system of vocational/technical training.

Senegal. Support to the Ecole Nationale de Gestion des Entreprises (E.S.G.E.): Project development is at the preliminary discussions stage and

**PLANNED VOCATIONAL/MANAGEMENT TRAINING PROJECTS:
AFRICA REGION**

COUNTRY	PROJECT NAME OR FOCUS	STATUS
BOTSWANA	BWAST	Project Assistance Completion Date will be 9/30/89
CAMEROON	General Training (emphasis on management training)	Developing PID for FY85 or FY86 Project
LESOTHO	Basic and Nonformal Education Systems Project, 632-0222	Project Paper defense was scheduled for Summer 1983
LIBERIA	Management Training	Management chapter of sector assessment completed
MALAWI	Private Sector Project, 612-0214	Start up late 1983
MALI	Agricultural Enterprises Development Project	Pre-PID planning stage
SENEGAL	Ecole National de Gestion des Entreprises	Preliminary discussions for expansion of Project
SWAZILAND	Swaziland Manpower Development Project	Due to Start in FY84. Pre-PID was to be drafted in summer 1983 with PID scheduled for late 1983
TANZANIA	Assistance to Tanzanian Cooperatives Movement	Discussions underway
ZIMBABWE	Basic Education and Skills Training	Due to start in FY84

**PLANNED VOCATIONAL/MANAGEMENT TRAINING PROJECTS:
ASIA REGION**

COUNTRY	PROJECT NAME OR FOCUS	STATUS
NEPAL	India Training Program	Participation will continue through 1987
	General Participant Training	PID being drafted
PAKISTAN	Development Support Training Project	Life of project is five years (1983-88)
PHILIPPINES	Small and Medium Enterprise Development	FY83 obligation, life of project is six years
	Private Investment Promotion	FY84 obligation, life of project is six years

**PLANNED VOCATIONAL/MANAGEMENT TRAINING PROJECTS:
LATIN AMERICA AND CARIBBEAN REGION**

COUNTRY	PROJECT NAME OR FOCUS	STATUS
CARIBBEAN	Regional Development II	Scheduled to commence late FY83
	Pre-Vocational Education Project	PID planned for late FY83
COSTA RICA	Policy Planning and Administrative Improvement Project, 515-0190	In operation
DOMINICAN REPUBLIC	Dominican Education Credit Foundation (FCE)	Follow-up being considered
HAITI	Resource Training Center	Possible extension being considered
HONDURAS	Vocational Skills/Management Training	Private Sector Advisory Group formulated, study/observation tour arranged. Project programmed for FY84.
PERU	Instituto de Servicios Educativos y Formacion Ambiental (ISEFA)	Agreement in process
	School of Business Administration (ESAN)	Project planned for FY85

PLANNED VOCATIONAL/MANAGEMENT TRAINING PROJECTS:
NEAR EAST REGION

COUNTRY	PROJECT NAME OR FOCUS	STATUS
JORDAN	Management Institute Project, 278-0261	PID-review scheduled mid-1983 for FY84 project
MOROCCO	Sector Support Training, 608-0178	PP finalized in 1983 for project to run from FY83-88
YEMEN	General Development Training Project	Follow-on under design

will become a reality at the time the school will be a regional (Sahel-wide) institution. This is expected to happen within two to three years.

Mali. Within the next two years (or four if delayed), USAID/Bamako is preparing an Agricultural Enterprises Development Project as its private sector initiative. One component of the project will be business management training for small farmers and/or small scale entrepreneurs. Specific topics to be considered for inclusion are credit and fiscal management, cost accounting, cooperative organization, inventory control, marketing, and other business skills deemed important for effective and profitable private sector marketing of agricultural inputs. Project is in pre-PID planning stage.

Caribbean. The Regional Development Training II Project is to begin late FY83. One component is a grant to the Barbados Institute of Management and Productivity for organizational development and training for private sector firms in the region. A second component will provide general training for the public sector.

RDO/C is planning to develop a PID for a regional Pre-Vocational Education Project by September, 1983 which will focus on preparing the 12-15 age group for the world of work.

Costa Rica. Through the Policy Planning and Administrative Improvement Project (PPAI) (515-0190) the Mission plans to support management training for GOCR officials connected with export promotion activities. Also, management training will be provided for companies working on production of non-traditional exports.

Peru. USAID will sign an agreement with ISEFA (Instituto de Servicios Educativos y Formacion Ambiental). Approximately \$360,000 will be obligated to assist the Community Centers of the Pueblos Jovenes in Lima to carry out vocational training in the areas of carpentry, the garment industry and sweater weaving for the 1983-84 period.

USAID plans a project in FY85 with the School of Business Administration (ESAN), to upgrade their training facilities and to strengthen their curriculum. In addition, the possibility of making ESAN a third country training site in management training will be explored.

Jordan. The Management Institute Project (278-0261), which has passed the PID-review phase, is a FY84 project to establish a management institute responsive to the management training needs of the private and public sectors, with a focus on mid to senior level managers.

Needed Technical Assistance or Information

Respondents were asked what kinds of information or technical assistance could be of most use for USAID vocational or management training project development activities. Seventeen missions indicated that information on management training was needed. Several mentions were made of the need to have management training information in the official language of the host country (French or Spanish) so that the concept could be more easily discussed

with local government officials. The request for information on management training was greatest from USAID missions in Africa (9). The following chart presents the number of requests by information category and region.

INFORMATION CATEGORY	AFRICA	ASIA	LATIN AMERICA	NEAR EAST	TOTAL
Planning Models	6	2	3	1	12
Project Paper Development	6	1	2	2	11
Curricular Resources	3	4	2	2	11
Curriculum Development or Modification	2	2	2	1	7
Management Training	9	4	3	1	17
Document Procurement	2	1	1	1	5
Bibliographic Searches	1	2	1		4
Other	3	1	3	2	9

Requests for technical assistance or information in the "Other" category ranged from:

- assistance with evaluations (Haiti);
- management training for export production and promotion (Costa Rica);
- assistance with arranging U.S.-based training (Pakistan); and
- information on technical schemes and the design of pre-vocational education programs (Lesotho).

Possible Roles for Science and Technology and Other Technical or Regional Bureaus

USAID missions were asked what useful role S&T, or other technical and regional bureaus, might provide in assisting vocational and management training efforts initiated by missions. Categories of responses were as follows.

Provide Technical Assistance Support:

- Eight missions suggested that technical and regional bureaus should continue to provide technical assistance support both through TDYs of AID/Washington staff as well as through consultants identified by AID/Washington. Three missions noted that a project similar to the Non-formal Education Field Technical Support Project, but with a focus on vocational and rural technical and practical skills forming a basis for employment generation in rural areas, would be appropriate.
- A need was noted for specific TDY inputs at the PID and PP stage of project planning and preparation.
- One mission commended S&T's support of its small and medium enterprise (SME) development efforts and the technical assistance it had received in overall design of SME projects and vocational training activities.

Initiate Contact with U.S. Training Institutions and Contractors:

- Several suggestions were made that S&T and technical and regional bureaus increase their role in helping USAID missions locate relevant training institutions particularly for management training.
- Although directories of IQC's are available to USAID missions, several respondents felt that S&T, as well as technical and regional bureaus, could provide field staff with more evaluative data on contractor and individual consultant expertise and performance.
- USAID missions were especially interested in having S&T provide them with information about U.S. institutions and contractors conducting vocational and management training projects elsewhere.

Provide Documentation on Relevant Project Experiences, Materials and Equipment:

- Several requests were made for "substantive" or state-of-the-art reports dealing with vocational and management training. USAID missions noted such documentation could be used to help them assess the quality of their project initiation, implementation and evaluation efforts.

- A need was noted for a compilation of available research on and a listing of management training projects completed or planned by AID and other donors. S&T could then prepare and distribute a paper, or cable, defining the specifics of management training for use by missions when proposing management projects to host-country officials.
- It was suggested that S&T could provide missions with materials in languages other than English, especially in the management training field. Missions felt that materials in French and Spanish would help them communicate concepts and strengthen host country interest in AID priority training areas.
- There was also an interest in having S&T, other technical bureaus or regional bureaus provide information on the latest training equipment available for a variety of skills. Such information could then be used to evaluate existing equipment being used in vocational training programs and to inform procurement decisions.

Identify and Select Evaluation Teams:

- Not only were missions interested in S&T assistance in the project planning and implementation phases of vocational and management training activities, but they also suggested that technical bureaus could help them identify and select evaluation teams. This service was seen as most important in the evaluation of management training activities.

Adequacy of Current Mission Staffing Levels for Implementing Program Plans

Twenty of the 25 missions responding stated that their current mission staffing authorizations would permit effective implementation of existing and planned vocational and management training activities. Ten of the twenty saw a definite continued role for TDY inputs by consultants, S&T staff, and staff of regional bureaus particularly in the areas of sector assessments, PID and PP preparation, and project evaluations. One mission cited the increasing role of local organizations as a source of TDY input.

Four of the 25 missions replying noted that their current staffing levels were inadequate to allow for optimal implementation of vocational and management training activities. All four stated that they planned on making substantial use of consultants and TDY staff. As one mission reported, "The Education Officer, for example, is also the Science and Technology Officer, the Population Officer, the Nutrition Officer and the Health Officer. In addition, he works with PVO and human rights activities. For any activity in this area [vocational or management training], we would require substantial TDY inputs."

Suggestions Related to Vocational and Management Training

Those responding to the survey were asked for further suggestions regarding expertise, documentation, methodologies or experience related to vocational and management training. Following are excerpts from responses:

- "...a network for tapping into quality TA is critical..."
- "Access to curricular materials is critical."
- "We need to better understand the role of the private sector in arranging and carrying out training."
- "It is the mission's view that S&T might be able to play a significant role in providing expertise on employment estimates when missions attempt to undertake vocational training projects. It is the lack of matching employment chances to vocational training that makes such projects weak."
- "Please send any specialized papers on industrial/service associations as the means to identify and provide industry-specific training needs."
- "For our purposes, we need competent French-speaking expertise for effective TDY work. We also need materials in French ... curriculum and others. Since management and small business efforts have been a strong emphasis ... in AID and the U.S. [we] believe some selected resources could be translated into French for use in Africa."
- "Our experience thus far indicates that host-country officials don't really understand what we mean by the term "management training." Although they are acutely aware of blockages and delays in project implementation caused by poor management, the term in and of itself is difficult to define. Also, management training is badly needed in the public sector, where USAID missions do 95% of their business. To stress management in the private sector to the possible exclusion of the "public administration" side of management is to substitute ideology for reality."

**DEMAND SURVEY ANALYSIS:
RESPONSES FROM REGIONAL BUREAUS**

Scope of Vocational and Management Training Activities

The three regional bureaus responding to the demand survey cited 27 projects with vocational or management training components which they were currently funding. The breakdown by region was as follows: Africa Region, 5; Latin America and Caribbean Region, 10; and Near East Region, 12. Projects ranged from practical skills training for youths, to vocational training institution building projects, to management training for small enterprise development and cooperatives to support regional management training institutions.

AFRICA REGION

Africa Region projects reported on are:

1. Regional Rural Development Training - Pan African Institute for Development (PAID), 698-0405.
2. Support to Regional Organizations - Eastern and Southern African Management Institute (ESAMI), 698-0413.9.
3. African Labor Development (African-American Labor Center), 698-0363.
4. African Manpower Development, 698-0433.
5. Support to Regional Organizations - ACOSCA, 698-0413.

LATIN AMERICA AND CARIBBEAN REGION

In the Latin America and Caribbean Region, employment and skills training related activities have increased rapidly in the last three years. There are now four bureau-financed skills training activities in the process of being developed or being implemented. In addition, one new activity was reported as being in the pre-PID stage. There are also five PVO skills training activities. Each of the projects has resources designated for the purchase of appropriate instructional curricula and materials. To facilitate the identification and transfer of such materials, a LAC Bureau strategy has been developed. The strategy includes:

- a study of nonformal skills training materials;
- a survey of public and private sector needs for employment-related instructional materials, their ability to assess these needs and adapt materials, and the information and marketing facilities available to communicate needs and provide materials;

- a survey of existing employment related skills training instructional materials within the LAC Region;
- a study of appropriate and cost effective mechanisms for facilitating the transfer of employment-related instructional technologies; and
- a comprehensive inventory of instructional materials available from public and private U.S. sources appropriate for use in LDCs in the LAC Region.

PVO sponsored skills training activities funded by the LAC Bureau include:

1. St. Lucia Youth Development Program, National Office for Social Responsibility.
2. Dominican Republic Women's Employment Program, APEC.
3. Jamaican Youth Skills Training Project, Operation Friendship.
4. Panama Women's Employment Project, Overseas Education Fund.

NEAR EAST REGION

The twelve projects reported on by the Near East Bureau are:

1. Industrial and Commercial Job Training for Women, 608-0147, Morocco.
2. Social Services Training, 608-0157, Morocco.
3. Industrial Productivity Improvement (4 subprojects) 263-0090.1-.4, Egypt.
4. Vehicle Maintenance Training, 263-0114, Egypt.
5. Development Administration Training II, 278-0214, Jordan.
6. Vocational Training, 278-0238, Jordan.
7. Vocational and Technical Education Rehabilitation, 263-0300, Lebanon.
8. Vocational Training in the Building Skills Trades, 268-318, Lebanon.
9. Rural Vocational Education, 150-0012, Portugal.
10. Local Resources for Development, 279-0045, Yemen.

11. Development Assistance, 298-0154, West Bank.
12. Development Assistance, 298-0159.

Project Evaluation

Regional Bureaus responded with the following information on projects with vocational or management training components which have been evaluated recently.

AFRICA

1. Regional Rural Development Training - Pan African Institute for Development (PAID) (698-0405). Available: AFR/RA and S&T, AID/Washington.
2. Support to Regional Organizations - Eastern and Southern Africa Management Institute (ESAMI) (698-0413.9). Available: AFR/RA and S&T AID/Washington.
3. African Labor Development (African-American Labor Center) (698-0363). Available: AFR/RA and S&T AID/Washington.
4. African Manpower Development (698-0433). Available: AFR/RA and S&T AID/Washington.
5. Support to Regional Organizations - ACOSCA (698-0413). Available: AFR/RA and S&T AID/Washington.

LATIN AMERICAN AND CARIBBEAN

1. Educational Service Centers (527-148), Peru. Evaluated in 1983. Available: Education Officer, USAID/Peru.

NEAR EAST

1. Industrial and Commercial Job Training for Women, 608-0147, Morocco. Mid-point evaluation. Available: NE/TECH/HRST, NE/DP/PAE, and S&T/DIU.
2. Vocational Training in Building Skills Trades, 268-018, Lebanon. Phase I Evaluation. Available: NE/TECH/SARD.
3. Vocational Training, 278-0238, Jordan. Final Evaluation. Available: NE/TECH/HRST, NE/DP/PAE, S&T/DIU.

Future Project Plans

Regional bureaus noted that small enterprise development management training and vocational skills training activities were on the drawing boards

for the next two to four years. Most activities were described as being in the pre-PID or PID stage at the time bureaus responded.

Future activities identified by the three regional bureaus were:

AFRICA

1. Private Enterprise Promotion (698-0438).
2. Promotion of Small Business Enterprise, Economic Community of West African States (698-0439).

LATIN AMERICA

1. Jamaica Basic Skills Training Project.

NEAR EAST

1. Management Training Institute, Jordan (278-0261).
2. Development Administration Training III, Jordan (278-0257).
3. Workforce Planning, Egypt (263-0125).
4. Rural Employment Generation, Egypt (263-0104).

Needed Information on Technical Assistance

There was consensus among regional bureaus that information and technical assistance were necessary for vocational and management training project development activities. All three bureaus mentioned the continuing need for assistance with project paper development and information on management training. Both the Africa and LAC Bureau noted a need for information on curricular resources and assistance with curriculum development or modification. The Africa Bureau in particular identified the need to strengthen network/linkages among LDC institutions working in the areas of vocational and management training.

Possible Roles for Science and Technology and Other Technical Bureaus

Regional Bureaus noted that S&T TDYs, along with regional or other technical bureau support, will be increasingly necessary as mission staffing levels decrease. This need was mentioned as being particularly critical in the LAC Region. An additional role for S&T which was mentioned as important was its information backstopping role. Bureaus noted that it would be helpful to have meetings with S&T offices, particularly S&T/MD and S&T/ED, to find out what resources those offices have for assisting regional bureaus and USAID missions.

APPENDIX A
COMPLETE TEXT OF DEMAND SURVEY
SENT TO USAID MISSIONS

Dear:

SUBJECT: Vocational and Management Training

Vocational and management training are important components in AID's private sector initiative. Accordingly, the Science and Technology Bureau is attempting to strengthen technical support relating to that training. In this effort the bureau's Employment and Small Enterprise Division (ESE in ST/MD) is collaborating with S and T's Office of Education, PPC, PRE, the regional bureaus, and Creative Associates. Beginning with these interactions, Creative Associates will generate five reports on the following topics:

- 1) Mission and Regional Bureau Anticipated Demands for Technical Support Pertaining to Vocational and Management Training;
- 2) Curricula Resources for Technical Training: Availability, Evaluation, and Modification;
- 3) Vocational Training Programs: Their Planning, Finance, and Administration in LDCs.
- 4) Management Training: Particularly for Small and Medium Enterprise; and
- 5) Summary and Recommendations for AID.

The demand survey, (no. 1 above) is the subject of this letter. The attached form has been designed to gather information from individual AID missions and bureaus on "Priorities and Anticipated Technical Assistance Needs in Occupational and Vocational Training." This information will be used for improving technical services to the field. At the same time, this information will provide the only comprehensive picture available to date on current AID involvement in occupational and vocational training. The questions posed in the attached document are deliberately open-ended as we feel strongly that the best source of information on projects at the mission level is the mission itself.

Please give the enclosed document your prompt attention and forward the information back to ST/MD at your earliest convenience. We realize that your various other obligations are pressing, but we would greatly appreciate your co-operation in this matter. The data will be synthesized once responses come in and will constitute the basis for a set of recommendations and action alternatives which will be circulated to all missions and to all individuals responding to the questions in the enclosed document. Should you be interested in any of the forthcoming reports please let us know.

I look forward to hearing from you at your earliest convenience.

Sincerely yours,

**Robert C. Young
Human Resources Economist
ST/MD/ESE**

Enclosure

SURVEY OF AID MISSION
PRIORITIES AND ANTICIPATED TECHNICAL
ASSISTANCE NEEDS IN OCCUPATIONAL AND VOCATIONAL TRAINING

1. ST/MD is currently developing Occupational Training Project Background Analyses to improve the efficiency of training systems, particularly for small and medium LDC enterprises. Being essential to efficient employment, growth and private sector development, training constitutes one of the Agency's new strategic emphases.
2. The priority for management and occupational training has attracted increasing attention throughout the Agency. The Administrator has indicated, for example, that the "agency-wide private sector thrust" will help in establishing "training institutions and programs, both managerial and technical, to promote private sector development." Furthermore, AID's recent "Private Enterprise Development" policy paper identifies the inadequacy of LDC training, so that "Skills training programs are vitally important in efforts to improve the quality of the labor force." The FAA requires that support shall "especially" be provided for projects "designed to improve productive skills of rural families and urban poor." The Agency's policy paper on education and technical training currently being circulated for approval by senior staff stresses the importance within the training area of: costs; assuring skills for medium and small enterprises; relating training to manpower requirements and the structure of labor market incentives. Emphasis is also placed on the role and close involvement of private sector employers and community organizations in offering skills training. ST/ED's recent review of AID's support of vocational training also reflected the priority accorded to training in recommending that S and T "draft and award on competitive merit, a project to synthesize state-of-the-art knowledge about ... vocational education and training for LDC's which is (partially) sponsored and conducted by, or coordinated with, the private sector."
3. In efforts both to further define the state-of-the-art pertaining to occupational and management training and to enhance the efficiency of anticipated project development efforts, ST/MD's Employment and Small Enterprise Division is collaborating with Creative Associates, PPC, PRE and regional bureaus. This activity will include both a survey of mission priorities and anticipated project formulation input requirements, which is the object of this cable, as well as the preparation of project development background papers.
4. The topics on which the background papers are being prepared have been selected on the basis of S and T's sense of urgency, as tempered by inputs from PPC, PRE and the regional bureaus.

C) Are there development projects (sponsored by other donors) which have vocational or management training components that may be of interest to ST/MD's current project? If so, please list and describe. (Please do not delay your response to collect the data.)

D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

E) What kind(s) of information or technical assistance could you use for your USAID's vocational or management training project development activities? For example, (check those areas which are of interest).

- information on/or assistance with planning models
- assistance with project paper development
- information on curricular resources
- assistance with curriculum development or modification
- information on management training
- documentation procurement
- bibliographic searches
- no vocational or management training projects planned
- other (please indicate)

F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

APPENDIX B
USAID MISSIONS RESPONDING TO DEMAND SURVEY
(BY REGION)

The 26 missions responding to the demand survey are grouped here by region:

AFRICA (12)

Botswana
Cameroon
Gambia
Ivory Coast
Lesotho
Liberia
Malawi
Mali
Senegal
Swaziland
Tanzania
Zimbabwe

LATIN AMERICA AND CARIBBEAN (6)

Regional Office for the Caribbean
Costa Rica
Dominican Republic
Haiti
Honduras
Peru

ASIA (4)

Nepal
Pakistan
Philippines
Thailand

NEAR EAST (4)

Egypt
Jordan
Morocco
Yemen

APPENDIX C

**EXISTING USAID-FUNDED PROJECTS WITH
VOCATIONAL AND MANAGEMENT TRAINING COMPONENTS
CITED IN SURVEY RESPONSES FROM USAID MISSIONS
(BY REGIONS)**

AFRICA

Botswana

1. Botswana Workforce and Skills Training (BFAST) Project (633-0231)
2. Southern African Manpower Development (SAMDP) Project (633-0069)
3. Small Enterprise Development (633-0228)

Cameroon

1. Participant Training (University of Pittsburg Development Management Seminar)
2. Study of Management Training Schools and Institutions in Cameroon

Lesotho

1. Lesotho Opportunities Industrialization Center (632-0217)
2. Structuring Nonformal Education Resources (632-931-1054)
3. Basic and Nonformal Education Systems Project (632-0222)

Liberia

1. Liberia Opportunities Industrialization Center
2. Financial Management Project

Malawi

1. Private Enterprise Project (612-0214)

Mali

1. Management Training Project (master's level/long-term)

Senegal

1. Youth Job Development OPG (685-0222)
2. Ecole Nationale de Gestion des Entreprises (E.S.G.E.)

Swaziland

1. Cropping Systems Research Project (extension training)

2. Rural Water-Borne Disease Control Project (training of rural health paraprofessionals)

Tanzania

Bilateral (In-Country and Off-Shore Training)

1. Training for Rural Development II (621-0161)
2. Continuing Education for Health Workers (621-0154)
3. Cancer Control (621-0147)
4. Zanzibar Malaria (621-0163)

Regionally Funded (In-Country)

1. African Manpower Development II (698-0433.3)
2. Environmental Training and Management (698-0427)
3. Support to Regional Organizations (ESAMI) (698-0413.9)

Centrally Funded (Off-Shore Training Only)

1. Conventional Energy Training Project (936-9997)
2. Training on Alternate Energy Technologies (980-5716)
3. Energy Management Training Program (621-1160)

Zimbabwe

1. Zimbabwe Manpower Development Project (613-0215)
2. Basic Education and Skills Training (Sector Grant)

ASIA

Nepal

1. India Training Program

Pakistan

1. Development Support Training Program

Philippines

1. Small and Medium Enterprise Development

Thailand

1. PVO Co-Financing Program (493-0296)

LATIN AMERICA

Caribbean

1. OAS/USAID Regional Skills Training Project
2. St. Lucia Youth Development Project
3. Caribbean Regional Development Training Project

Costa Rica

1. Urban Loan (515-W-028) Support for National Training Institute (INA)

Dominican Republic

1. Human Resources Development (517-0127)
2. Small Industries Project
2. Small Business OPG
4. Graduate Management Training
5. Women's Training and Advisory Service (ATEC)

Haiti

1. Resource Training Center (RTC) Project

Honduras

1. Rural Technologies Project

Peru

1. Peru Vocational Training Institute Project
2. Fe y Alegria OPG Expanded Vocational Training in the Pueblos Jovenes of Peru (527-0234)
3. Rural Small Enterprises (527-0176)
4. Urban Small Enterprises (527-0241)
5. Agricultural Investment Promotion (527-0265)

6. SAWS/OFASA OPG Expanded Food for Work Project (527-0247)
7. CARITAS OPG Peru Expanded Food Program Project (527-0196)

NEAR EAST

Egypt

1. Vehicle Maintenance Training Project
2. Vocational Training for Productivity

Jordan

1. Vocational Training Project Grant (278-0238)
2. Management Institute Project (278-0261)

Morocco

1. Sector Support Training (608-0178)
2. Morocco Industrial and Commercial Job Training for Women (608-0147)
3. Social Services Training (608-0157)

Yemen

1. National Water and Sewerage Authority Management Training Project
2. Ministry of Education Management Training Project

APPENDIX D
PROJECT EVALUATIONS CITED IN
SURVEY RESPONSES FROM USAID MISSIONS

Project evaluations cited by USAID mission staff responding to the demand survey are listed by country within regional groupings. Data on project name, date of evaluation and availability of evaluation reports are taken directly from the responses.

AFRICA

Botswana

1. Southern African Manpower Development (SAMDP) Project, 633-0069. Bilateral evaluations conducted in three countries by REDSO/EA Evaluation Officer. Available: AID/Washington.
2. Evaluation of Core Contract with TransCentury/Phelps-Stokes. Available: AID/Washington.

Cameroon

1. Consultant report on management training institutions within Cameroon. Available: 9/83, USAID/Cameroon.

Lesotho

1. National University of Lesotho, Phase I. Evaluated in August 1980. Available: AID/Washington Evaluation Office or USAID/Lesotho.
2. Lesotho Opportunities Industrialization Center. Evaluation conducted in September 1982 by Druben & Ricci. Available: AID/Washington.
3. Structuring Nonformal Education Resources. Evaluated in December 1982. Available: DS/S&T AID/Washington or USAID/Lesotho.

Liberia

1. Liberia Opportunities Industrialization Center. Evaluated by USAID, OICI and GOL. Available: USAID/Liberia.

2. Youth on the Job Training. Evaluated by PSI, GOL and USAID. Available: USAID/Liberia.

Senegal

1. Youth Job Development OPG, 685-0222. Evaluated by Aurora Associates, Inc. Available: AFR/DP/PPEA or AFR/DR/SWAP.

Tanzania

1. Continuing Education for Health Workers, 621-0164. Evaluated in October 1982. Available: AFR/EA.
2. Cancer Control, 621-0147. Evaluated in January 1983. Available: AFR/TR/H.

ASIA

Thailand

1. PVO Co-Financing Program, 493-0296. Evaluated in 1983. Available: USAID/Thailand.

LATIN AMERICA

Caribbean

1. St. Lucia Youth Development Project. Evaluated in December 1982. Available: ST/ED AID/W or RDO/C.
2. Caribbean Regional Development Training Project. Evaluated by NASPAA. Available: RDO/C.

Dominican Republic

1. Human Resources Development, 517-0127. Evaluation scheduled for 3rd Quarter, FY83.
2. Small Business OPG. Evaluated by AITEC. Available: USAID/Dominican Republic.
3. Graduate Management Training. Evaluation to be authorized in 3rd Quarter, FY83.

4. APEC Women's Training and Advisory Service. Evaluation was scheduled for May 1983.

Haiti

1. Evaluation of Management Structure. Conducted in June 1982. Available: USAID/Haiti.

Honduras

1. Rural Technologies Project. Available: LAC/DR/EHR.

Peru

1. Fe y Alegria OPG Expanded Vocational Training in the Pueblos Jovenes de Peru, 527-0234. Evaluated in January 1981. Available: USAID/Peru and LAC/DR.
2. Small Rural Enterprises, 527-0176 (527-T-062). Evaluated by Development Alternatives, Inc. Available: USAID/Peru and LAC/DR.
3. SAWS/OFASA - OPG Expanded Urban Food for Work, 527-0247 and CARITAS OPG Peru Expanded Food Program, 527-0196. Evaluation underway May 1983. Available: USAID/Peru and AID/Washington.

NEAR EAST

Egypt

1. Vehicle Maintenance Training Project. Evaluated Spring 1983.

Jordan

1. Vocational Training Project, 278-0238. Interim evaluation conducted by USAID. Available: AID/Washington, NE/TECH/HRST.

Morocco

1. Morocco Industrial and Commercial Job Training for Women, 608-0147. Mid-point evaluation March 1983 by

USAID/AMIDEAST and GOM. Available: AID/Washington NE/DP/PAE; NE/TECH/HRST; NE/NENE/M; and USAID/Morocco.

2. Social Services Training, 608-0157:

- a. Peace Corps component evaluated June 1983 by Peace Corps, USAID and GOM. Available: AID/Washington NE/TECH/HRST; Peace Corps/Washington; and USAID/Morocco.
- b. Mid-point evaluation of entire project completed in March 1983 by Creative Associates. Available: USAID/Morocco.

**DEMAND SURVEY RESPONSES
OCCUPATIONAL TRAINING PROJECT
DAN-0600-C-00-2088-00**

**Regional Bureaus/AID-Washington
July 1983**

REGIONAL BUREAUS RESPONDING

**Africa
Latin America
Near East**

Regional Bureau/1

6. In order to assess the level of interest and type of anticipated demand which your bureau has for assistance with current or projected vocational and management training project development, evaluation and support, ST/MD would appreciate your response to the following questions:

- A) What USAID-funded vocational and management training projects is your bureau currently funding?

(Africa
Regional
no cover
letter)

Africa Regional Projects - (AFR/RA):

1. 698-0405: Regional Rural Development Training - Pan African Institute for Development (PAID)
2. 698-0413.9: Support to Regional Organizations - Eastern and Southern African Management Institute (ESAMI)
3. 698-0363: African Labor Development (African-American Labor Center)
4. 698-0433: African Manpower Development (supports U.S., third-country and in-country training activities, including AFGRAD program)
5. 698-0413.?: Support to Regional Organizations - ACOSCA - (provides training for management of coops)

. . .

(LA Re-
gional
2/15/83
Fitz-
gerald)

Specific Projects Within the Region

T. LAC Regional Program

Employment and skills training related activities within the Region have increased rapidly in the last three years. There are now four AID financed skills training activities in the process of being developed or being implemented. In addition, one new activity is in the pre-PID stage. There are also five PVO skills training activities. All of the above projects have resources designated for the purchase of appropriate instructional curricula and materials. To facilitate the identification and transfer of such materials, a LAC Bureau strategy has been developed to improve the transfer of instructional technology. This strategy will be initiated with a series of studies:

- a. Non-Formal Skills Training Instructional Materials Study completed.

Regional Bureau/2

- b. Survey of LDC public and private sector needs for employment related instructional materials, their ability to assess these needs and to adapt instructional materials, and the information and marketing facilities available to communicate needs and provide appropriate materials.
- c. Survey of existing employment related skills training instructional materials within the LAC Region which are appropriate for inclusion in a Resource Center.
- d. Study of the most appropriate and cost-effective mechanism(s) for facilitating the transfer of employment related instructional technologies.
- e. Comprehensive inventory of instructional materials available from public and private U.S. sources which are appropriate to the needs of LDCs.

The above set of studies may lead to the development of a Regional Employment Related Instructional Technology Transfer/Resource Center. This is an activity which is being looked at together with AID/PRE because of the potential commercial interest by U.S. firms in marketing their instructional materials to the LDCs in the LAC Region.

2. Mission Financed Projects

- a. Eastern Caribbean Regional Skills Training Project (Barbados, St. Lucia and Dominica), USAID/Bridgetown - Currently being implemented by the Organization of American States
- b. Jamaica Skills Training Project, USAID/Kingston - Project Paper currently being negotiated with the Government of Jamaica
- c. Panama Workforce Development Project, USAID/Panama - PID has been approved and Project Paper development team is being selected
- d. Peru Technical Skills Training (TECSUP), AID/PRE-USAID/Lima - Project Implementation Plan in process of being developed
- e. Honduras Pre-PID Activities Related to Management and Employment Related Skills Training, USAID/Tegucigalpa - Mission is working with a group of leading private sector representatives in investigating potential project activities.

3. PVO Sponsored Skills Training Activities

- a. St. Lucia Youth Development Program, National Office for Social Responsibility - In final completion stage
- b. Dominican Republic Women's Employment Program, APEC - Implementation began in June, 1982
- c. Jamaican Youth Skills Training Project, Operation Friendship - Program activities nearing completion
- d. Panama Women's Employment Project, Overseas Education Fund - Project is in the implementation phase

Recently completed "Education Service Centers Project 527--148" in USAID/Peru portfolio should also be concluded.

. . .

- (Near E. B. 2/4/83
A. Domidion)
- 1. Industrial and Commercial Job Training for Women, 608-0147, Morocco
 - 2. Social Services Training, 608-0157, Morocco (Voc. Component)
 - 3. Industrial Productivity Improvement (4 subprojects) 263-0090.1-.4, Egypt
 - 4. Vehicle Maintenance Trg., 263-0114, Egypt
 - 5. Dir. Administration Trg. II, 278-0214, Jordan
 - 6. Vocational Training, 278-0238, Jordan
 - *7. Vocational & Tech. Educ. Rehabilitation, 263-0300, Lebanon
*Mainly commodities, but some training will be involved.
 - 8. Voc. Trg. in the Bldg. Skills Trades, 268-318, Lebanon NE/TECH/SARD
 - 9. Rural Vocational Education, 150-0012, Portugal (1 section of grant)
 - 10. Local Resources for Dev., 279-0045, Yemen (Loc. Admin. Trg.)
 - **11. Development Assistance, 298-0154, West Bank (NE/TECH/SARD)
 - **12. Development Assistance, 298-0159 (Cooperatives-voc. try equip.
**Small and medium enterprise.

. . .

Regional Bureau/4

- B) Have any of those projects currently underway been evaluated?
By whom? Where are the reports available?

(Africa Regional) Evaluations of above projects should be on file with ST/DIV.
Copies also available in AFR/RA.

. . .

(LA Regional) Education Service Centers by consultant, Dr. Ned Van Steenwyk.
Report available through Dr. Orlando Rojas, Education Officer,
USAID/Peru.

. . .

(Near E. B.) Mid-Point Eval., NE/TECH/HRST, NE/DP/PAE, S&T/DIU
Final Eval. of Contract, NE/TECH/HRST, NE/DP/PAE, S&T/DIU
Phase I Eval., NE/TECH/SARD

. . .

- C) Are there development projects (sponsored by other donors)
which have vocational or management training components that may
be of interest to ST/MD's current project? If so, please list
and describe. (Please do not delay your response to collect the
data).

(Africa Regional) N/A

"

. . .

(Near E. B.) World Bank - Turkey - recent cable - Industrial Trg.

. . .

Regional Bureau/5

- D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

(Africa Regional)

Africa Regional:

698-0438: Private Entrepreneurship Promotion (PID completed, but not yet approved)

698-0439: ECOWAS (Ec. Community of W. African States) - promotion of small business enterprise. PID not yet prepared.

. . .

(LA Regional)

Jamaica is developing a Basic Skills Training Project to establish a comprehensive, flexible and coordinated training system responsive to the GOJ's economic policies and labor market needs. Public and private sector institutions will collaborate to conduct research, design, and manage short-term training programs, assist in placement, and perform follow-up and evaluation studies.

. . .

(Near E. B.)

1. Management Institute, 278-0261, Jordan (pre-PID)
2. Development Administration Training III, 278-0257, Jordan (PID approved; Mission is now writing PP)
3. Workforce Planning, 263-0125, Egypt (pre-PID)
4. Rural Employment Generation, Egypt, 263-0104

. . .

E) What kind(s) of information or technical assistance could you use for your regional vocational for management training project development activities? For example, (check those areas which are of interest).

_____ information on/or assistance with planning models

_____ assistance with project paper development
(Africa)

_____ information on curricular resources
(Africa)

_____ assistance with curriculum development or modification
(Africa)

_____ information on management training
(Africa)

_____ documentation procurement

_____ bibliographic searches

_____ no vocational or management training projects
planned

_____ other (please indicate)

Need to strengthen network/linkages among LDC institutions. (Africa Regional)

All areas listed above could be useful assistance to link programs to U.S. programs and resources would also be useful. (LA Regional)

(Near E. B.) Management projects are planned for Jordan, but Mission will depend upon its own resources to write PP of one; but has requested IQC team to work on background research for another PID.

. . .

- F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

(LA Regional)

S&T information backstopping is important.

...

Regional Bureau/8

- G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

(LA Regional)

S&T TDYs, along with regional or Bureau support will be increasingly necessary as Mission staffs dwindle.

. . .

Regional Bureau/9

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

(Africa Regional) Please send copies of background papers to:
Norm Green
AFR/RA 4533 NS

. . .

(LA Regional) Please send three copies of reports and information to LAC/DR/EST.

. . .

(Near East R.) It would be helpful for the NE Bureau to have a meeting with S&T/MD to find out what resources that specific division has for assisting bureaus and missions. Most of the newcomers to our Bureau have no conception of the expertise available for tapping.

NE/TECH/HRST would be particularly interested in seeing the background papers and the survey results.

. . .

**DEMAND SURVEY RESPONSES
OCCUPATIONAL TRAINING PROJECT
DAN-0600-C-00-2088-00**

**Africa Region
July 1983**

**AFRICA MISSIONS RESPONDING
(in order of receipt of response)**

**Tanzania
Liberia
Lesotho
Botswana
Senegal
Malawi
Zimbabwe
Mali
Ivory Coast
Swaziland
Somalia (cover letter only)
Cameroon
Gambia**

Africa/1

6. In order to assess the level of interest and type of anticipated demand which your bureau has for assistance with current or projected vocational and management training project development, evaluation and support, ST/MD would appreciate your response to the following questions:

A) Are there USAID-funded vocational and management training projects currently underway in your country? If yes, please identify.

(Tanzania
2/16/83
Bonner)

Bilateral (In-Country and Off-Shore Training)

1. Training for Rural Development II (621-0161)
2. Continuing Education for Health Workers (621-0154)
3. Cancer Control (621-0147)
4. Zanzibar Malaria (621-0163)

Regionally Funded (In-Country)

1. African Manpower Development II (698-0433.3)
2. Environmental Training and Management (698-0427)
3. Support to Regional Organizations (ESAMI) (698-0413.9)

Centrally Funded (Off-Shore Training only)

1. Conventional Energy Training Project (936-9997)
2. Training in Alternate Energy Technologies (980-5716)
3. Energy of Management Training Program (621-1160)

. . .

(Liberia
no cover
letter)

Vocational Training Project was cancelled.
Liberia Opportunities Industrialization Center
Financial Management Project - New

. . .

(Lesotho
no cover
letter)

Lesotho Opportunities Industrialization Center, 632-0217.

Structuring Nonformal Education Resources, 632-931-1054
(To a modified extent in management training, project management and the coordination of necessary practical skills training from other institutions).

. . .

(Botswana
2/14/83
Mailloux)

Botswana Workforce and Skills Training (BFAST) Project 633-0231.
Southern African Manpower Development (SAMDP) Project 633-0069.
Small Enterprise Development 633-0228.

. . .

Africa/2

(Senegal
no cover
letter)

ENEA School: trains middle level civil servants for urban and rural development - (partly funded by USAID/Senegal).

YMCA School: a low level vocational training oriented school. "Youth Job Development OPG 685-0222".

The program objectives are to train low level skilled workers for the formal sector (wage economy) and the non-formal sector (self-employed) in the fields of mechanics, masonry, electricity, metal work, textile work (totally funded by USAID/Senegal).

. . .

(Malawi
2/16/83
Garms)

There are no USAID-funded vocational and management training projects currently underway in Malawi. However, a private enterprise project is slated for start-up in late 1983.

. . .

(Zimbabwe
Shortlidge
no cover
letter)

Zimbabwe Manpower Development Project (613.0215) is a \$13.1 million five-year project to provide training and short-term in-country training consultancies in the following priority areas: agriculture, technical and engineering subjects, health, administration/management, and formal education. Special emphasis is given to "training of trainers." Project started in 1982 with first group of long-term participants going for training in January, 1983.

. . .

(Mali
J. DuReite
4/1/83)

No, not at the level defined above. We have a high-level development management training project for Master's long-term management training.

One might consider the Sahel Regional Financial Project to be initiated soon in Mali as providing accounting and financial management training, etc. The thrust here is to improve AID project accountability procedures in the first phase, then perhaps expanding more broadly later.

. . .

Africa/3

(Ivory Coast
Rawls-5/83) With no bilateral program in Ivory Coast, the only AID-financed training is currently through the AMDP program, involving 4-6 Ivorian new starts per year in fields selected primarily by GOIC which do not presently include vocational and management training. A third round of discussions is currently being held between a PRE team and GOIC concerning many possible areas of collaboration including management training. The HRDO has worked with the PRE-missions.

. . .

(Swaziland
S. MacCarthy
No Date) Not as such. We are doing some agreement extension training through our Cropping Systems Research Project. There is a large training component in the Rural Water-Borne Disease Control Project (Rural Health Assistants are being trained).

. . .

(Cameroon
no cover
letter) Sending participants (4) to the Univ. of Pittsburgh Development Management Seminar. Also funding study of management training schools and institutions within Cameroon.

. . .

(Gambia
6/16/83
B. Sidibe) No.

. . .

Africa/4

B) Have any of those projects currently underway been evaluated?
By whom? Where are the reports available?

- (Tanzania)
1. Training for Rural Development II (621-0161) will be evaluated in early FY 84.
 2. Continuing Education for Health Workers (621-0154) was evaluated in October, 1982. Report available from AFR/EA.
 3. Cancer Control, Evaluated January 1983. Report available from Dr. Sheppere AFR/TR/H.

. . .

(Liberia) Yes, Liberia Opportunities Industrialization Center by USAID, OICI and GOL

Youth on the Job Training by PSI, GOL and USAID

All documents available at Mission.

. . .

(Lesotho) National University of Lesotho, Phase I, August 1980, AID/W Evaluation Office of USAID/Lesotho Project Paper, Phase II, November, 1980. Next Evaluation, May/June 1983.

Lesotho Opportunities Industrialization Center, Sept. 30, 1982
Druben & Ricci, 1789 Columbia Road, NW, Washington, DC 20009;
Karen Nurick, Lesotho Project Officer, AID/W.

Structuring Nonformal Education Resources, Dec. 1982, James Hoxeng, DS/S&T AID/W or USAID Lesotho.

. . .

(Botswana) No/BWAST.
Yes/SAMDP.

- A. Evaluation Report of Participant Training Program by Deepa Narayan-Parker. Available at USAID/Botswana.
- B. Bilateral SAMDP evaluations in each of the three countries by REDSO/EA Evaluation Officer. Available AID/W.
- C. An evaluation of the Core Contract with TransCentury/Phelps-Stokes. Available AID/W.

Africa/5

D. A Management Audit of the TCC Contract. Available AID/W.
No. Small Enterprise Development.

. . .

(Senegal) Up to now, only the YMCA had been evaluated on Feb. 1981 by Aurora Associates, Inc., 1140 Connecticut Ave., NW Suite 1200 Washington, DC 20036.

The evaluation report is available in USAID/Dakar and in U.S. with Henry L. Mile, AFR/DP/PPEA and/or Rose Marie Depp AFR/DR/SWAP.

. . .

(Malawi) N/A

. . .

(Zimbabwe) No, project is less than a year old.

. . .

(Mali) N/A

. . .

(Swaziland) Cropping Systems started FY 82; will be evaluated next FY. The Rural Water-Borne Disease Control Project is being evaluated in August, 1983.

. . .

(Cameroon) Consultant's report on management training will be available in September, 1983.

. . .

(Gambia) N/A

. . .

Africa/6

- C) Are there development projects (sponsored by other donors) which have vocational or management training components that may be of interest to ST/MD's current project? If so, please list and describe. (Please do not delay your response to collect the data).

- (Tanzania)
1. Federal Republic of Germany is providing assistance to the Vocational Training College in Arusha.
 2. The World Bank is providing assistance to the Ministry of National Education for development and expansion of its vocational training programs.
 3. UNDP is providing assistance in establishing the Institute of Rural Development Planning in Dodoma.
 4. Federal Republic of Germany is providing assistance to the vocational training wing of the Tanzania Fertilizer Company in Tanga.
 5. DANIDA plans to provide assistance involving training as it relates to the implementation of the new Cooperatives Act.

. . .

- (Liberia) Yes, World Bank Loan Education IV.

. . .

- (Lesotho) Lerotholi Technical Institute - three diploma or two year certificate program in construction skills, auto mechanics, electrical engineering, sheet metal - West Germany Institutional strengthening project. Write directly to LTI, Ministry of Education, Sports and Culture, Maseru, 100, Lesotho (Mr. Mocketi - Director).

. . .

Africa/7

(Botswana)	<u>Project Title</u>	<u>Donor</u>	<u>Nature of Assistance</u>
	Health Sector Training	NORAD	Fellowships, Seminars, etc.
	Multi-Annual Training Program	EEC	Local & Overseas Fellowships and TA
	Regional Post & Tele-communications Scheme	EEC	Expansion of Training Center and Training Aids and TA
	Regional Training Project	EEC	Customs Training Scheme Assistance for Courses Held by IDM including Fellowships
	OSAS Scheme	U.K.	Provision of TA
	Brigades	ONV	Vocational Training
	(ONV-Organization of Netherlands Volunteers)		

. . .

(Senegal) Ecole Superieure de Gestion: Management training school - funded by IBRD, TA (Canada), FAC (France) and PNUD - (Most of the trainers are Senegalese). The school's objectives are to train high level managers for private and parastatal business (long-term training: MBA Level); to improve the management skills of people currently holding middle and high level positions (short-term training); and to furnish consulting services to businesses.

. . .

(Malawi) The Commonwealth Development Corp. (CDP) is the most active institution involved in the Malawian Private Sector. This corporation has been active in the establishment of the David Whitehead Textile mill and the Investment Development Bank (INDEBANK), which mobilizes capital and acts as host lender and investor in new ventures, and in loan and investment activities particularly aimed at the agricultural sector. Another donor, the World Bank's International Finance Corporation, was also involved in the establishment of INDEBANK.

. . .

(Zimbabwe) A number of donors are involved in vocational technical education in Zimbabwe. These include EEC, France, and West Germany. All three are assisting the Ministry of Manpower Development in establishing the National Vocational Training System to offer skills training and upgrading to those with less than "0" level formal education.

. . .

Africa/8

(Mali) World Bank has sponsored short-term business management training, especially for bankers.
UNDP is currently holding short-term seminars in national languages on such skills as accounting (low-level), inventory basics, etc.

. . .

(Swaziland) There are a number of United Kingdom and United Nations experts in Swaziland doing vocational training on a small-scale.

. . .

(Cameroon) Proposed IBRD Fourth Education Loan has a vocational training and management component.

. . .

(Gambia) Rural Roads Maintenance Project funded by the World Bank has a Vocational Training Component (Mechanics and Accounting).

. . .

Africa/9

D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

(Tanzania) Possibly. Discussion is currently underway for the development of an assistance project to the Tanzanian cooperatives movement. Any such assistance would most likely include significant skills and management training components.

. . .

(Liberia) Missions plans to complete Management Chapter of Sector Assessment and follow up with possible social profiles with an eye to establishing a background for a relevant management development project.
No Vocational Training projects.

. . .

(Lesotho) Basic and Nonformal Education Systems Project, No. 632-0222. PID was successfully defended at ECPHR in November, 1982. PP Design team is currently designing full project from Feb. 7 - March 18, 1983. Likely defense in Washington in April/May. Fourth component of project is Vocational and Rural Skills Technical Transfer Program valued at approximately dols 4 million plus in Thaba Tseka areas of mountains in Lesotho. Basic purpose is to provide skills necessary to enhance the feasibility of increasing employment, income generation, self-employment in agricultural production skills and other rural skills such as welding, machine repair, leather works, sewing and weaving.

. . .

(Botswana) The Project Assistance Completion Date for BWAST will be 9/30/89. Secondary and/or Non-Formal Education Project possibly for FY '85. Curriculum development, expansion of facilities, teacher training, etc. In early conceptualization stage.

. . .

(Senegal) Support to Ecole Nationale de Gestion des Entreprises (E.S.G.E.): the project development is at its preliminary discussions and will become reality at the time the school will be a regional (Sahel wide) institution. This is expected to happen within 2 to 3 years.

. . .

Africa/10

(Malawi)

The Private Sector project (612-0214) planned for start up in late 1983 has the following goals:

1. To strengthen capacity of Malawi Traders Trust* to provide technical assistance and training for small and middle level entrepreneurs. Emphasis will be directed at businesses which are related to the agricultural sector.
(*Malawi Traders Trust is an independent organization established to provide training and technical assistance to small and middle level entrepreneurs).
2. To provide resources necessary for small entrepreneurs to purchase business from Press Holdings especially to provide or mobilize capital for purchase of rural grocery and hardware stores with technical assistance and training provided by Traders Trust.
3. To strengthen Malawi Union of Savings and Credit Cooperatives by providing funds necessary to establish a revolving fund for agribusiness loans to small farmer union members.
4. To increase capitalization of agro-industry subsector by providing matching funds to INDEBANK for small to intermediate size agribusinesses and agro-industries.
5. To increase awareness among U.S. and Malawi business people about conditions in both countries and organize tailored visits to U.S. for Malawian businessmen. To locate technical assistance in exchange for equity considerations, import-export possibilities and joint ventures.
6. To increase in-house production and market analysis capacity of indigenous businesses (bona fide private enterprises as well as parastatals) by acquiring appropriate U.S. technical expertise, possibly through the International Executive Services Corps.

. . .

(Zimbabwe)

Yes, the mission is planning a significant and substantial program assistance sector grant (Basic Education and Skills Training). This grant will have as one of its major objectives assisting GOZ to expand and develop an affordable system of vocational/technical training.

. . .

Africa/11

(Mali) Yes. Within the next two years (or four if delayed), USAID/Bamako is preparing an Agricultural Enterprises Development Project as its private sector initiative. One component of the project will be business management training for small farmers and/or small scale entrepreneurs. Specific topics to be considered for inclusion are credit and fiscal management, cost accounting, cooperative organization, inventory control, marketing, and other business skills deemed important for effective and profitable private sector marketing of agricultural inputs. Project is in pre-PID planning stage.

. . .

(Swaziland) The Swaziland Manpower Development Project is due to start in FY 84. Internally, a Pre-PID concept paper is due to be drafted by July with a team (small one) doing the PID in September and October for AID/W approval by as early as Jan. 1984.

. . .

(Cameroon) Developing PID for FY 85 or 86 project for general training with emphasis on management training.

. . .

(Gambia) No.

. . .

Africa/12

E) What kind(s) of information or technical assistance could you use for your USAID's vocational for management training project development activities? For example, (check those areas which are of interest).

_____ information on/or assistance with planning models
(Lesotho) (Senegal) (Malawi) (Mali) (Swaziland)
(Cameroon)

_____ assistance with project paper development
(Tanzania) (Liberia) (Senegal) (Mali) (Swaziland)
(Cameroon)

_____ information on curricular resources
(Tanzania) (Senegal) (Mali)

_____ assistance with curriculum development or modifica-
tion (Lesotho) (Zimbabwe)

_____ information on management training
(Tanzania) (Liberia) (Lesotho) (Senegal) (Malawi)
(Zimbabwe) (Mali) (Swaziland) (Cameroon)

_____ documentation procurement
(Lesotho) (Swaziland)

_____ bibliographic searches
(Malawi)

_____ no vocational or management training projects
planned (Gambia)

_____ other (please indicate)

(Lesotho) Production schemes, vis a vis, fruits, i.e., peach and cherry orchards; entrepreneurial management for private enterprise; design of pre-vocational education programs.

. . .

(Botswana) No assistance required at present. Future assistance may be required for the Education Project Paper.

. . .

(Senegal) Organization by S&T of short-term courses or workshops in collaboration with U.S. institutions on management training according to our needs.

Africa/13

F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

(Tanzania) Technical assistance support and information as requested by the Mission.

. . .

(Liberia) Make contacts in U.S. to assure the most relevant training.

. . .

(Lesotho) A project similar to the Nonformal Education Field Technical Support Project, but with a focus on vocational and rural technical practical skills forming a basis for employment generation in the rural area.

. . .

(Botswana) Since the BFAST Project is in its initial stages of implementation, it is premature to identify assistance and/or future participation from S&T or Regional Bureaus. Regarding proposed education project see D.

. . .

(Malawi) Thorough analysis of USAID/Malawi program documents (CDSS, ABS and CP).

. . .

(Senegal) With respect to our projects, S&T could help us through contractors; initiating contacts; designing of project activities, for example, send assistance here to advise and analyse if it is worthwhile to raise ESSE (the business school) to a regional level; assessing what it could offer to the other Sahelian countries, etc....

S&T could help in selecting team evaluation for our ENEA project. S&T could send documentation to give us canvas of work on project initiation, implementation and evaluation which use could enable us organize workshops and training sessions in project management (in house).

. . .

Africa/14

(Zimbabwe) Providing technical assistance through umbrella field support projects such as the one ST/ED has in nonformal education.

. . .

(Mali) 1. Provision of substantive reports on vocational and/or management training activities/projects of other missions.

2. TDY assistance for pre-PID, PID and PP development.

. . .

(Ivory Coast) Given above situation, REDSO/WCA does not see any role for ST/MD in Ivory Coast.

. . .

(Swaziland) React to our Pre-PID. Participate in the team that is drafting the PID. Help identify additional funding sources.

. . .

(Cameroon) Compilation of available research, make available index of management training projects done or planned by AID and other donors, prepare and distribute paper or cable defining specifics of management training for use by Missions when proposing management projects to host-country officials.

. . .

(Gambia) If funding available, S&T could assist in carrying out a training needs assessment for the Gambia.

. . .

Africa/15

G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

(Tanzania) Yes--current staffing authorizations appear sufficient at present and planned levels of activity.

. . .

(Liberia) Current Mission staffing levels will be adequate to implement plans. No TDY inputs will be necessary.

. . .

(Lesotho) Yes, if current CDSS and No. 632-0222 and 632-0221 (Lesotho Agricultural Production and Institutional Support Project) pass the AID/W PP/ECPR for 1983 and 1984. There would be a definite but limited need for AID technical support on a TDY basis from RESDO/Nairobi or AID/W.

. . .

(Botswana) AID/Botswana staffing authorization will permit effective implementation of training plans related to BFAST. TDY inputs may be required for planned Educational Sector Assessment, in FY '83 and proposed education project.

. . .

(Senegal) We would probably need TDY inputs from U.S. institutions through AID/W and/or from Senegalese technical support in the area of PID and PP preparation, implementation and evaluation as well as needs assessment in the sector of training programs, management and institutions.

. . .

(Malawi) By end of FY '83, USAID/Malawi will have five (5) full-time DH positions. This will insure more effective implementation of our program.

. . .

(Zimbabwe) Staff adequate to permit effective implementation of program.

. . .

Africa/16

(Mali) 1. No.
2. TDY assistance.
3. Yes.

. . .

(Swaziland) (i) Yes. (ii) No. (iii) Possibly Yes.

. . .

(Cameroon) Yes. Will not need TD/inputs from regional TA support sources.
Might need assistance from AID/W.

. . .

(Gambia) Yes.

. . .

Africa/17

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

(Tanzania) I would be interested in receiving reports 2, 3, and 4.

. . .

(Liberia) Would like three copies of background papers and survey.

. . .

(Lesotho) Three copies of the background papers and results of survey:
Joseph P. Carney
HRDO
USAID/Maseru

. . .

(Senegal) We are, for sure, interested in the results of this survey and hope, you will send 5 copies to our Mission for information.

. . .

(Malawi) Please forward one copy of the survey results when completed.

. . .

(Zimbabwe) Would like copies of reports when available.

. . .

(Mali) Four copies of papers and results of survey would be useful. For our purposes, we need competent French-speaking expertise for effective TDY work. That is an absolute must. Also, we need materials in French language - curriculum or other materials. AID produces a lot of English materials; since management and small business efforts have been a strong emphasis in last years in AID and USA, believe some selected resources could be translated into French for use in Africa.

. . .

Africa/18

(Cameroon) Our experience thus far indicates that host-country officials don't really understand what we mean by the term "management training". Although they are acutely aware of blockages and delays in project implementation caused by poor management, the term in and of itself is difficult to define. Also, management training is badly needed in the public sector, where USAID Missions to 95% of their business. To stress management in the private sector to the possible exclusion of the "public administration" side of management is to substitute ideology for reality.

. . .

(Gambia) AID/Banjul is interested in receiving one copy of the survey.

. . .

DEMAND SURVEY RESPONSES
OCCUPATIONAL TRAINING PROJECT
DAN-0600-C-00-2088-00

Asia Region
July 1983

ASIA MISSIONS RESPONDING
(in order of receipt of response)

Pakistan
Nepal
Philippines
Thailand

6. In order to assess the level of interest and type of anticipated demand which your bureau has for assistance with current or projected vocational and management training project development, evaluation and support, ST/MD would appreciate your response to the following questions:

A) Are there USAID-funded vocational and management training projects currently underway in your country? If yes, please identify.

(Pakistan
3/03/83
Gant)

Currently no USAID funded vocational and mangement training project is under way. However, USAID will have a Development Support Training Project shortly which will place emphasis on management training.

. . .

(Nepal
2/28/83
Mutchler)

Participants are sent from various on-going AID/N Projects to India under India Training Program for the following vocational and management training:

Artisan/Crafts/Marketing	Construction Technicians
Accounting	Mechanics (Light Duty)
Mechanics (Heavy Duty)	Mechanist
Credit Management	Auto Electricians
Project Monitoring & Evaluation	Irrigation Design Management
Roads Construction Management	

. . .

(Philippines No.
3/4/83
Rishoi)

. . .

(Thailand -
Thomas .L.
O'Connor)

Yes, PVO Co-Financing Program (493-0296) is funding vocational and management training for:

1. Staff development and training under 4-H Assistant to Thailand project thru 4-H Council.
2. Vocational training for youth and women through PVOs, e.g., IHAP, CRS, YWCA, Thai Hillcrafts Foundation (THCF).
3. Vocational training for the deaf through IHAP.
4. Management and vocational training under Village Management System project thru Thailand Rural Reconstruction Movement (TRRM).

Asia/2

5. Management and vocational under Food and Nutrition/Rural Development project and Rural Outreach project through the Asia Foundation.
6. Management and Education training through World Education (WEI).

. . .

Asia/3

B) Have any of those projects currently underway been evaluated?
By whom? Where are the reports available?

(Pakistan) No.

. . .

(Nepal) No

. . .

(Philippines) Not applicable.

. . .

(Thailand) Yes. Drs. Mary Anderson and Nicola Tannenbaum were contracted to evaluate PVO Co-Financing program in which a training component was included in the evaluation. Evaluation report will be submitted to USAID approximately July 15, 1983.

. . .

- C) Are there development projects (sponsored by other donors) which have vocational or management training components that may be of interest to ST/MD's current project? If so, please list and describe. (Please do not delay your response to collect the data).

(Pakistan) Not aware of any.

. . .

(Nepal) Swiss Assistance for Technical Assistance (SATA) sponsors for following vocational training in India:
Electrical Trade
Crafts Instructor Training
In addition, SATA provides the following long-term vocational training (3 years' duration) in Nepal:
General Mechanics
Sanitary Fitting
Electricians

For UNDP and German Technical Cooperation Program see Attachment A.

. . .

(Philippines) Yes, there are several such projects funded by the Asian Development Bank, and International Bank for Reconstruction and Development.

. . .

(Thailand) Japan - Vocational Training:
- Institute for Skill Development in the NE of Thailand (1977-1982)
- Evaluation and Advisory Team for the above project
- Expert for National Institute for Skill Development, Department of Labor
- Basic Design for Vocational Training Center Construction Project for Displaced Persons in the Far East Region of Thailand

. . .

Asia/5

- D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

(Pakistan) Yes. Shortly, USAID will have Development Support Training Project which will focus on the management training aspects. The life of this project will be 5 years, 1983-1988.

. . .

(Nepal) Vocational and management training will continue under India Training Program until 1987.

A P.D. for a new general participant training project is being drafted.

. . .

(Philippines) Yes, Small and Medium Enterprise Development (FY 83 obligation) and Private Investment Promotion (FY 84 obligation) will include Vocational/Management Training components. Training will be provided throughout the life of the projects (6 years each).

. . .

(Thailand) No - at the moment contemplating any projects related solely to management or occupational training. Training will remain as an important component of most of our portfolio but we do not envision a worldwide project which would be able to provide assistance specific to Thailand's needs.

. . .

Asia/6

E) What kind(s) of information or technical assistance could you use for your USAID's vocational for management training project development activities? For example, (check those areas which are of interest).

- _____ information on/or assistance with planning models
(Nepal) (Philippines)
- _____ assistance with project paper development
(Philippines)
- _____ information on curricular resources
(Pakistan) (Nepal) (Thailand) (Philippines)
- _____ assistance with curriculum development or modification
(Pakistan) (Philippines)
- _____ information on management training
(Pakistan) (Nepal) (Thailand) (Philippines)
- _____ documentation procurement
(Philippines)
- _____ bibliographic searches
(Nepal) (Philippines)
- _____ no vocational or management training projects
(Nepal)
- _____ other (please indicate)

(Pakistan)

Desired information will help USAID to develop in-country training courses, possibly assist with U.S. training and in securing consultants from U.S. Organizations.

. . .

F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

(Pakistan) S/T can help in locating the proper and relevant training institution and/or Contractor who can administer the training programs with the collaboration of counter-parts in U.S. institutions.

. . .

(Nepal) Identifying sources of funding for U.S. and third country training.

. . .

(Philippines) S&T has been very supportive of USAID's small and medium enterprise (SME) development efforts. S&T has provided project design assistance in both the overall design of USAID's SME projects (Cliff Barton) and for particular training activities (Creative Associates). Should the present responsiveness be continued, USAID/Philippines will seek and use S&T resources.

. . .

(Thailand) Provide the assistance and information noted above.

. . .

Asia/8

G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

(Pakistan) The start might be little bit slow - but within six months, implementation and administration will have its directions set. Contractor will play an effective role.

. . .

(Nepal) No substantial TDY inputs required.

. . .

(Philippines) SME development projects are being designed with staff limitations in mind. Many T.A. requirements can be met by local Philippine organizations, but periodic TDYs from AID/W officers may be useful in facilitating/monitoring/evaluating overall training objectives.

. . .

(Thailand) We have been effectively implementing our program with on board staff, limited TDY assistance and contractors.

. . .

Asia/9

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

. . .

(Nepal) Send background papers and survey results.

. . .

(Philippines) Please send survey results and any specialized background papers on industrial/service associations as the means to identify and provide industry-specific training needs. USAID also wishes to receive two (2) copies of the reports Creative Associates will write.

. . .

(Thailand) We would be interested in receiving one copy of the results of this survey.

. . .

**DEMAND SURVEY RESPONSES
OCCUPATIONAL TRAINING PROJECT
DAN-0600-C-00-2088-00**

**Latin America Region
July 1983**

LATIN AMERICAN MISSIONS RESPONDING
(in order of receipt of response)

Costa Rica
Dominican Republic
Haiti
Honduras
Peru
Caribbean

6. In order to assess the level of interest and type of anticipated demand which your bureau has for assistance with current or projected vocational and management training project development, evaluation and support, ST/MD would appreciate your response to the following questions:

- A) Are there USAID-funded vocational and management training projects currently underway in your country? If yes, please identify.

(Costa
Rica
2/24/83
C. Poza)

The Urban Loan (515-W-028) supports the National Training Institute (INA) skills and on-the-job training workshops. USAID/CR is not currently financing formal vocational or management training activities.

. . .

(Dominican
Republic
3/29/83
T. Nicastro)

USAID funded projects:

1. Human Resources Development - USAID/DR is financing a development project (517-0127) through a local edu-credit bank, FCE, the Dominican Education Credit Foundation (\$4,250 loan, \$750 grant, \$1,750 counterpart). The purpose of the project is to expand voc/tech training opportunities and assist the poor to participate in voc/tech training opportunities through making loans available. Through these loans they will access qualified on-shore voc/tech institutions. The project also makes loan money available (for commodity purchases and off-shore faculty training) to qualified voc/tech institutions to strengthen their academic offerings. Texas A&M University is providing grant funded technical assistance to the private and public voc/tech institutions through FCE to diversify course offerings and strengthen on-going operations.

2. Small Industry - The goal of the project is to increase the per capita income and employment in the Dominican Republic, by improving the performance of the private sector. The purpose of the project is to establish an institutional mechanism, capable of providing a continuous source of credit, technical assistance, and training to small entrepreneurs in the Dominican Republic.

The project will be incrementally funded by an A.I.D. grant in an initial amount of \$767,000 to the borrower and by \$2 million in counterpart contribution. The Central Bank will be the primary executing agency acting through the Economic Investment Development Fund (FIDE), a division of the Central Bank. The borrower will pass the loan and counterpart funds to FIDE to be used as the basis for a permanent revolving credit fund. The

Latin America/2

borrower will also agree to deposit all reflows generated under the program in the Small Industry Credit Fund.

The project has two major components: (1) sublending to small industries; and (2) technical assistance and training for small industries. The first Component is funded under this Loan Agreement. The second Component is funded under Grant Agreement.

3. Small Business Promotion OPG - On December 18, 1980, the Dominican Development Foundation requested a grant of \$498,810 to finance loans and technical assistance for Micro Industries, over a period of three years. This amount would be matched by a local counterpart of \$597,029, for a total program value of \$1,095,839. The program is based upon the recently completed Micro Industry Assessment. It would have the effect of benefiting 2,110 micro-level businessmen directly and 12,660 people indirectly by financing 500 new jobs and reinforcing 1,860 on-going jobs. Over three years, the DDF would extend 250 loans to the Micro-Industrias and 310 loans to groups with approximately 6 members (solidarios). Average loans to Micro-Industrias would be 2,000 to small businessmen and 1,800 to each group.

Of the total AID contribution, \$498,810 requested, \$90,000 would be used for lending capital and the rest for technical assistance, administration and overhead of the project force. Thus, the focus for the present exercise will be on the occupational requirements of small, medium and relatively labor intensive enterprises of AID's client countries. Agricultural training is specifically excluded as it has already received considerable AID attention in recent years.

4. Graduate Management Training - The purpose of this project is to establish a graduate program for management training involving teaching, research and consultant services at the Universidad Catolica Madre y Maestra School of Administration in Santo Domingo over an eight-year period. The management training program will be directed specifically to the production of practically trained as well as theoretically prepared, and broadly oriented, managers and administrators for both the public and private sectors of the Dominican economy. The management training project will:

(1) Establish: (a) master level programs in business administration and public administration; (b) an Institute for Executive Training offering management seminars and consulting services; and (c) a Management Research Center to generate reliable data on Dominican business and management needs;

(2) Train graduate management faculty in the United States;

Latin America/3

(3) Construct a facility to house the graduate management program; and

(4) Purchase micro-computers, library resources, and teaching and classroom equipment and materials.

5. APEC project Women's Training and Advisory Service will plan, administer, support, and supervise skills training and human development training programs and provide counseling and employment-related services in the fields of health, education, housing, employment, legal rights, transportation, and nutrition.

6. The USAID also funded with the Secretariat of Education a labor/supply/demand study, the first in the country.

. . .

(Haiti
N. Jean-Mary
4/6/83)

Resource Training Center (RTC). FY 80 - FY 84.

. . . .

(Honduras/
no cover
letter)

The Rural Technologies Project provided some funding to an evangelical organization called CEVER which has programs designed to provide rural youth with job related skills in carpentry and mechanics.

. . .

(Peru
N. Parker
5/31/83)

PRE-funded Peru Vocational Training Institute Project Amount Authorized and Obligated: \$1,200,000.
Accrued Expenditures: No expenditures to date
Current PACD: December 31, 1985
Implementing Agency: Promotion Association for Advanced Technological Institute.

Fe y Alegria OPG Expanded Vocational Training in the Pueblos Jovenes of Peru - Project No. 527-0234.
Amount Authorized and Obligated: \$450,000
Accrued Expenditures: \$234,517 (as of 3/31/83)
Current PACD: April 16, 1984
Implementing Agency: Fe y Alegria

Also the Mission is funding three credit programs which include Vocational Training Components. These are:

Latin America/4

- a) Rural Small Enterprises - Project No. 527-0176 (527-T-062)
Amount Authorized and Obligated: Total LOP: \$8,000,000
Training: \$ 18,445
Accrued Expenditures: Total: \$7,645,678 (3/31/83)
Training: \$ 13,287
Current PACD: June 30, 1983
Implementing Agency: Industrial Bank of Peru
- b) Urban Small Enterprises - Project 527-0241 (527-W-078)
Amount Authorized and Obligated: Total LOP: \$10,000,000
Training: \$ 335,000
Accrued Expenditures: No expenditures to date
Current PACD: June 30, 1986
Implementing Agency: Industrial Bank of Peru
- c) Agricultural Investment Promotion - Project No. 527-0265
(527-T-081)
Amount Authorized and Obligated: Total LOP: \$10,000,000
Training: \$ 250,000
Accrued Expenditures: No expenditures to date
Current PACD: (no response)
Implementing Agency: COFIDE

SAWS/OFASA - OPG Expanded Urban Food for Work
Project No. 527-0247
Amount Authorized and Obligated: \$250,000
Accrued Expenditures: \$34,321
Current PACD: January 31, 1986
Implementing Agency: Seventh Day Adventist World Service
Obra Filantropica y Asistencia Adventista

CARITAS OPG Peru Expanded Food Program - Project No. 527-0196
Amount Authorized and Obligated: \$300,000
Accrued Expenditures: \$151,290
Current PACD: December 31, 1983
Implementing Agency: Catholic Relief Services/CARITAS/Peru

Vocational Training consists of education in knitting, sewing,
toymaking, macrame, basket weaving and simple handicrafts.

. . .

(Caribbean
J. Francis
5/27/83)

- OAS/USAID Regional Skills Training Project.
- St. Lucia Youth Development Project (under PVO grant to National Office for Social Responsibility).
- Caribbean Regional Development Training Project (has management training component under grant to Organization of East Caribbean States).

Latin America/5

B) Have any of those projects currently underway been evaluated?
By whom? Where are the reports available?

(Costa
Rica)

No.

. . .

(Dominican
Republic)

B. Evaluations:

1. Human Resources - Scheduled for 3rd Q FY83
2. Small Industry - None
3. Small Business - AITEC, 10 Mt. Auburn St. Cambridge,
Massachusetts 02138
4. Graduate Manage-
ment Project - To be authorized 3rd Q FY83
5. APEC - Scheduled for May 83.

. . .

(Haiti)

Evaluation of Management Structure and administrative respon-
sibilities carried out by Jean Claude Garcia-Zamor, June 1982.
Available at the USAID/Mission.

. . .

(Honduras)

This project has been evaluated by AID/W(LAC/DR/EHR). The report
can be obtained through LAC/DR/EHR. The evaluator was Ned Van
Steinwyck.

. . .

(Caribbean)

St. Lucia project evaluated in December 1982, by Professor
Michael Useem under a World Education contract. Report avail-
able at ST/ED and RDO/C. OECS Evaluation conducted by NASPAA
and Dr. Albert Gorvine. Report available at RDO/C.

. . .

(Peru)

A PES-type evaluation of the Fe y Alegria OPG was conducted in
January 1981. Copies of the evaluation report are available at
USAID/Peru and LAC/DR.

A full review of the Rural Small Enterprises Project was under-
taken by Development Alternative Inc. Copies of the evaluation
are available at USAID/Peru and LAC/DR.

USAID/Peru is currently engaged in major evaluation of entire PL
480 Title II program in which the vocational training aspects
will be assessed on the following basis:

Latin America/6

- 1) skills use;
- 2) marketable potential of skill; and
- 3) new earnings and income level resulting.

This evaluation report will be available approximately August 1, 1983 in AID/W and Mission's project files.

. . .

- C) Are there development projects (sponsored by other donors) which have vocational or management training components that may be of interest to ST/MD's current project? If so, please list and describe. (Please do not delay your response to collect the data).

(Costa Rica)

The ILO supports INA's skills and on-the-job training workshops. We are not aware of any other donor involved in this area. The Salvation Army has a vocational training center in Costa Rica, however, the Mission has no contact with this activity.

. . .

(Dominican Republic)

The InterAmerican Development Bank financed a project last year for expansion and improvement of the Dominican technical-vocational educational system with the Secretariat of Education. The \$7,200,000 project has the following components:

1. Construction of one voc/tech school and two agricultural livestock schools. All are for grades 9-12.
2. Expansion and remodeling of the National School of Arts and Crafts.
3. Commodity purchases for these schools.
4. Establishment of a technical training center.
5. Recruitment of 90 additional teachers and seven administrators.
6. Provision of off-shore technical assistance.

. . .

(Haiti)

See RTC Project Paper on file in Washington Office for overview of Vocational Education sector.

. . .

(Honduras)

The IDB, the German Technical Mission, the Spanish and others are working with the National Skills Training Institute (INFOP). Their activities range from apprenticeship programs in the main cities to supporting the creation of rural mobile units. The IDB, through the local educational credit institution (EDUCREDITO) is financing scholarships to INFOP.

. . .

Latin America/8

(Peru) Since 1974 the Federal Republic of Germany has been assisting the "National Institute of Industrial and Professional Development of Small and Medium Scale Industry" (Approximately \$5 million Grant). In addition a local PVO (Accion Comunitaria del Peru) with matching grant help from Accion AITEC is carrying out a micro enterprise credit program with a management training component. This training will probably be initially limited to program participants but ACP plans to expand the program within a year to include other small entrepreneurs.

PNUD-UNESCO/Peru have an agreement to assist the methodological implementation of vocational and professional training: Superior Technological Education, Diversified Secondary Education, and Occupational Training. The amount provided amounts to \$600,000.00.

. . .

(Caribbean) The Caribbean Center for Development Administration (CARICAD) in Barbados is responsible for providing management training to the English-speaking Caribbean.

Relevant Experience with Similar Projects

Until recently, RDO/C training programs focused almost entirely on the public sector. The predecessor RDT-I had two components--a grant to the Organization of East Caribbean States (OECS) to design and implement a public services training program and a grant to the CARICOM Secretariat to implement a general training program.

The OECS Public Services Training Program is an on-going and parallel training project which attempts to address the almost total lack of public services training in the seven OECS countries by establishing in that sub-region an institutional capability to deliver basic training in management, supervision and related skills. Training for the Senior Public Service levels, which requires that the trainers possess considerable technical, managerial and training skills, is to be conducted as a common service. However, training for the relatively large numbers of middle and lower level employees which could not be efficiently conducted in this manner is seen to require the development of an increased territorial training capability. The OECS Secretariat's regional training specialists who will provide training as a common service at the top management level will also act as a pool of experts - training trainers, designing and testing courses and providing intensive technical assistance - for training employees at lower levels of the public service hierarchy.

The CARICOM component has provided short and long term individual training grants both in the U.S. and in the Caribbean and in both managerial and technical areas. It has also provided regional

Latin America/9

special focus seminars for both the private and public sectors and island specific seminars for small businesses.

Although individual training grants were also available to the private sector, none have been put forward by the training officers of the governments participating in the Project and the USAID grantee institution which manages the Project, the CARICOM Secretariat, has not actively promulgated this aspect. However, the individual training grants have been well received by governments and participants alike and many of the short courses in the U.S., e.g., port, customs and tax administration, have been very popular.

Regional special focus seminars for the public service have tended to be too general and to involve as participants people with too widely diverse interests. Based on this experience, future seminars of this type will have to be carefully designed.

Regional seminars for the private sector are behind schedule but this year CARICOM developed an arrangement with the Caribbean Association of Industry and Commerce (CAIC) to implement this activity and it is anticipated that an accelerated schedule will enable these seminars to meet their targets. CAIC is aware that for these seminars to be useful they will have to be geared to specific problems and needs of the private sector.

Island specific seminars for the private sector have been conducted for small businesses, have been very basic; e.g. how to obtain credit, keep accounts and maintain inventory control, and have been highly successful. As of this year, CAIC is also assisting CARICOM with some of these.

Besides RDT-I under CARICOM, the Mission supports a training component under the USAID funded Private Sector Assistance project with CAIC in which, in addition to those it is coordinating with CARICOM, CAIC offers seminars and short courses for businessmen and manufacturers on both a regional and island specific basis. In its training work, CAIC functions primarily as a catalyst. For the most part seminars and short courses are undertaken through contracts with other organizations such as BIMAP, consulting firms or with individual specialists. An organization such as CAIC, which is not an educational/training institution such as BIMAP and has many functions to perform not related to training, can be of greatest service in the training area by continuing its role of broker, drawing on outside resources to meet identified training needs.

Other donor training activities are summarized below.

Canada

This program provides approximately 250 awards (100 new and 150 renewals) each year. This enables persons from seven designated Leeward and Windward Islands to obtain training, mostly at the certificate and diploma level but in some cases towards a university degree. About 10% of the students use Canadian training institutions, as their areas of study are not available in the Caribbean. Recently Canada has a small private sector training component where they determine a need in a functional area; e.g. accounting, and send a number of persons to Caribbean institutions for short training in these fields.

Caribbean Development Bank

The Caribbean Development Bank (CDB) presently administers two programs, a student loan program and a program which trains people in project administration. The Eastern Caribbean Student Loan Program, financed by CDB and administered by the Development Finance Corporation (DFC) within each country, provides student loans of up to \$2000 per year for a maximum of three years. Ten countries are involved with 18 outstanding loans totalling \$3 million with four additional applications pending. Theoretically, the DFC's require personal guarantees to back up the loans, but in practice CDB suggests that this is done somewhat loosely, and certainly does not prevent students from securing loans. A major problem is the escalating costs of education without parallel salary increases in the LDC's making it impossible for many graduates to earn enough to service their loans. The result is a high rate of default and an incentive for graduates to emigrate to countries with the higher salaries needed for loan repayment. Also the loans are becoming inadequate to pay the total costs of education.

Administratively, CDB carries out its role with one part-time administrator, but they are upgrading this to a full-time position. Since the DFC's actually execute the loans to individuals, their role is critical within the country. Some DFC's have student loan officers, sometimes with subcommittees to advise on student selection, but the actual operation of the DFC's are widely variable, tending to shift from efficiency to inefficiency according to the person in charge at a particular moment in time.

As of September 1, 1980, a Project Administration Training Unit (PATU) was established within CDB. The cost is estimated at 1,300,000 for EUA three years shared among IDB, EDF, and CDB. The intent of the program is to train personnel at the upper and middle levels of the public services of Banks borrowing member countries. To accomplish this, PATU organizes training courses, seminars and workshops for higher, intermediate and operational level public

service personnel involved in the preparation and management of development projects in the region. Courses are of three types: higher level lasting ten weeks; intermediate courses of three weeks; and specialized short term courses. The program of training is expected to cover a three year period and will benefit approximately 1,000 persons at the higher and intermediate levels and an additional 1,200 persons who will be involved in workshops and seminars. As this program is just beginning, no information is available on its effectiveness.

With reference to manpower needs in the region, the loan program is not specifically geared to manpower planning as loans are available in all sectors at the request of students. PATU is an attempt to address the problem of project administration and financial control and as such is a response to a felt need for more competent personnel in this specific sector. The approach by PATU of identifying a specific need and then concentrating on a training response is considered commendable. It will require further study, however, to assess whether the response can be effectively implemented.

European Economic Community (EEC)

The European Economic Community is a relatively new entrant into the training area. This present program is perhaps the simplest of all programs. They make available to each Leeward and Windward country one million dollars in local currency for long-term and short-term training. Furthermore, EEC has allocated \$75 million U.S. to projects in the Caribbean region and there is \$5 million dollars earmarked for training.

Administratively, the EEC Caribbean administrator is simply a conduit to Geneva for the access of funds. Countries submit requests which are forwarded to Geneva for budget approval. The major problem with the program has been that countries have been unable to internally agree upon their needs and plans and thus have not used all the money available. The EEC views this as a short-term problem which will be overcome when the countries become familiar with the project. With regard to long-term training, scholarship recipients are limited to universities in EEC countries or organizations associated with the Caribbean/Africa part signed by EEC.

To date the EEC has not been preoccupied with issues surrounding manpower planning and training. In general, the philosophy they hold is that education and training in most areas is a good investment. They plan to continue to fund both long and short-term training in the future at the present level.

The British Development Division (BDD)

The BDD presently administers funds for general educational training and specific project training. The general education training is carried out under a project called the U.K. West Indies Scholarship and Training Program (WISTS). It includes all of the Associated States, Dependent States and Anguilla. The priority for the program is to find degree courses at UWI for students from the Leeward and Windward islands. The selection of students has two data components. First, governments attempt to develop a set of priority job categories for training. Second, the BDD looks at the manpower needs associated with its capital projects. Both sets of information are integrated by the BDD training officer to form an offer to the government which then is further refined.

Using their normal budget cycle of three years, BDD spends approximately \$400,000 U.S. on training for each Leeward and Windward island. The money is used to pay course fees, living expenses and round trip airfares. The money goes into a country account from which the state can draw its money when appropriately applied for. Thus, it is the states responsibility to distribute the funds. This has caused many administrative problems for BDD, the students, and the countries. BDD insures that the absolute number of dollar commitment to this program has remained stable and will continue to remain stable, indicating a real decrease in the number of scholarships available.

With reference to manpower needs and planning, BDD has not had a manpower expert on staff since 1977 and does not plan to include one in the near future. The British government does give technical assistance on request to help nations develop their national plans, e.g. St. Lucia. No regional studies are presently underway.

. . .

- D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

(Costa Rica)

Through the Policy Planning and Administrative Improvement Project (PPAI) (515-0190) the Mission plans to support management training for GOCR officials connected with export promotion activities. Also, management training for companies working on production of non-traditional exports.

. . .

(Dominican Republic)

USAID/DR is considering a follow-up to its present FCE loan. We are awaiting project evaluations. This USAID was able to call upon a wide variety of AID/W and outside sources for the project paper development phase of its current voc/tech and APEC projects. As we focus upon future voc/tech projects, the resources listed in E/F will again be called upon.

. . .

(Haiti)

Possible extension of RTC being discussed.

. . .

(Honduras)

The Mission is just beginning to look both at vocational skills training or management training. A private sector advisory group to AID has been formed and the group is in the process of commissioning one study in skills training. Members of the group will also be going to the U.S. on an observation tour to see competency based materials. A project is programmed for FY 1984.

. . .

(Peru)

USAID will sign an agreement with ISEFA (Instituto de Servicios Educativos y Formacion Ambiental). Approximately \$360,000 will be obligated to assist the Community Centers of the Pueblos Jovenes in Lima to carry out vocational training in the areas of carpentry, the garment industry and sweater weaving for 1983-84 period.

USAID plans in FY 1985 a project with ESAN, the School of Business Administration, to upgrade their training facilities and to strengthen their curriculum. In addition, possibility of making ESAN a Third Country training site in management training will be explored. (See Mission ABS Narrative for FY 1985).

. . .

(Caribbean) Regional Development Training II to commence o/a July 1983. One component is a grant to the Barbados Institute of Management and Productivity for organizational development and training for private sector firms in the region. The second component is provision of general training for the public service. (See LAC/DR for details).

RDO/C is planning to develop a PID for a regional Pre-Vocational Education Project by September, 1983 which will focus on preparing the 12-15 age group for the world of work.

. . .

E) What kind(s) of information or technical assistance could you use for your USAID's vocational for management training project development activities? For example, (check those areas which are of interest).

_____ information on/or assistance with planning models
(Costa Rica, Honduras, Peru)

_____ assistance with project paper development
(Honduras, Peru)

_____ information on curricular resources
(Honduras, Peru)

_____ assistance with curriculum development or modification
(Costa Rica, Peru)

_____ information on management training
(Costa Rica, Honduras, Peru)

_____ documentation procurement
(Honduras)

_____ bibliographic searches
(Honduras)

_____ no vocational or management training projects
planned

_____ other (please indicate)

(Costa Rica) Management training for export production and promotion.

(Dominican Republic) Clearly, this USAID is interested in voc/tech training. Our experience in this area is just beginning.

. . .

(Haiti) Possible help with instrument design and personnel for anticipated evaluation of RTC in August FY 83.

. . .

F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

(Costa Rica)

Report on expertise and resource availability in the areas mentioned above in the event the Mission may need or want such support.

. . .

(Honduras)

Helping us to identify relevant technical assistance.

. . .

(Peru)

To be available and responsive to Mission requests for providing state-of-the-art information; assisting to identify TA sources and consultants; and providing prior project experiences.

. . .

(Caribbean)

We could benefit from information about similar projects conducted elsewhere (evaluations more useful than general descriptions). Also, we may need the services of specific consultants from time to time.

. . .

Latin America/17

- G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

(Costa Rica)

USAID/CR is critically understaffed. The Education Officer, for example, is also the Science and Technology Officer, the Population Officer, the Nutrition Officer and the Health Officer. In addition, he works with PVO and human rights activities. For any activity in this area, we would require substantial TDY inputs.

. . .

(Haiti)

No additional staffing needs anticipated.

. . .

(Honduras)

To a certain extent yes. We have, however, been taking advantage of the services of Allan Broehl, LAC/DR/EHR, and expect/hope to continue to receive TDY assistance from AID/W.

. . .

(Peru)

Current Mission staff will be sufficient to implement effectively the planned training programs. However, TDY assistance is anticipated to be required specially during the design stage. One TDY is already being planned.

. . .

(Caribbean)

Occasional consultation with ST might be helpful.

. . .

Latin America/18

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

(Costa Rica) None. Thank you. We are sorry, but time and staffing constraints do not allow us to explore and consider these questions in greater detail.

. . .

(Dominican Republic) We would appreciate one copy each of the background paper and survey results.

. . .

(Honduras) We would be very interested in background papers as well as the results of this survey. In the case of the former, it would be doubly useful if these documents were in Spanish so that we could share them with our Honduran colleagues.

I can't emphasize enough how we will be depending on AID/W over the next few years.

1. It is critical that we have a network for tapping into quality T.A.
2. Access to curricular materials is key.
3. Any assistance we can receive in arranging/coordinating observation tours to the U.S.
4. The role of the private sector in arranging/carrying out training.

I am delighted you are gearing up in this critical area and look forward to receiving documents/assistance.

. . .

(Peru) Given the Mission plans for training programs and the fact that USAID/Peru is currently coordinating and supervising the implementation of the PRE-funded Peru Vocational Training Institute Project, we would appreciate receiving five (5) copies of both the background papers and the results of this survey.

. . .

(Caribbean) Please send two copies of background papers and survey results.

. . .

**DEMAND SURVEY RESPONSES
OCCUPATIONAL TRAINING PROJECT
DAN-0600-C-00-2088-00**

**Near East Region
July 1983**

**NEAR EAST MISSION RESPONDING
(in order of receipt of response)**

**Jordan
Egypt
Yemen
Sana
Morocco**

Near East/1

6. In order to assess the level of interest and type of anticipated demand which your bureau has for assistance with current or projected vocational and management training project development, evaluation and support, ST/MD would appreciate your response to the following questions:

A) Are there USAID-funded vocational and management training projects currently underway in your country? If yes, please identify.

(Jordan
2/21/83
Stalla)

Vocational Training Project (A.I.D. Grant No. 278-0238) - in the implementation phase.

Management Institute Project (278-0261) - currently in the design phase.

. . .

(Egypt
1/24/83
Root)

Vehicle Maintenance Training Project
Vocational Training for Productivity

. . .

(Yemen
3/16/83
P. Layne)

At the present time there are two management training activities underway in Yemen, associated with our projects: (1) a mid-management training component for staff of the National Water and Sewerage Authority; and (2) an Introduction to Administration course for 45 staff members of the Ministry of Education.

. . .

(Morocco
4/7/83
(G. Corin-
naldi)

Yes, there is a new project entitled Sector Support Training (608-0178) which is scheduled to be authorized in FY 1983.

. . .

Near East/2

B) Have any of those projects currently underway been evaluated?
By whom? Where are the reports available?

(Jordan) An interim evaluation of the Vocational Training Project was conducted by USAID, and copies forwarded to AID/W NE/TECH/HRST in 1981.

. . .

(Egypt) 1. Evaluation for Vehicle Maintenance Training is schedule for this Spring (13 mos. into project)
2. Vocational Training for Productivity project just started January 2, 1982.

. . .

(Yemen) These two training programs have not been evaluated yet.

. . .

(Morocco) Yes, USAID has two AID-funded on-going projects in the EHR portfolio. They have had full mid-point evaluations as follows:

(i) Morocco Industrial and Commercial Job Training for Women (608-0147)

Mid-point evaluation 3/15/1983. Evaluation carried out by USAID, Contractor (AMIDEAST) and Host Government. Report located: AID/W NE/DP/PAE; NE/TECH/HRST; NE/NENA/M; and in USAID/Morocco. Final evaluation scheduled for May 1983.

(ii) Social Services Training (608-0157)

Peace Corps component of the project was evaluated on 6/17/83. The evaluation was carried out by USAID, Peace Corps and the Host Government. The report is available in AID/W NE/TECH/HRST; Peace Corps/Washington; USAID/Morocco.

A mid-point evaluation of the entire project was recently completed (March 1983) by Creative Associates. The report will be sent to Creative Associates and AID/W NE/DP/PAE; NE/TECH/HRST; NE/NENA/M.

. . .

Near East/3

- C) Are there development projects (sponsored by other donors) which have vocational or management training components that may be of interest to ST/MD's current project? If so, please list and describe. (Please do not delay your response to collect the data).

(Jordan) The IBRD, in cooperation with the Ministry of Education, is involved in industrial/vocational training programs, community colleges and polytechnic institutes in several locations in Jordan. More information can be obtained from IBRD officials in Washington.

. . .

(Egypt) I.L.O. is involved with 4 Vocational/MGMT/Training Projects:

1. New Vocational Training Center at 10th Ramadan City under Ministry of Industry will provide 3-year apprentice program, accelerated short-term training, and upgrading worker skills.
2. Modules of Employable Skills for the construction industry under the Ministry of Housing provides 4 months of training to produce semi-skilled workers.
3. New Vehicle Maintenance Center in Tanta for the Middle Delta Bus Company under the Ministry of Transportation will provide theoretical, workshop, and on-the-job training for all levels of heavy vehicle maintenance and repair skills in addition to short term managerial and supervisory courses.
4. Assistance to small scale industries in Giza under the Ministry of Industry has components of short term managerial and specialized vocational training on ad hoc bases.

. . .

(Yemen) The National Institute for Public Administration, sponsored by non-AID sources, trains public administrators and support staff, such as clerk-typists, secretaries and bookkeepers. The Federal Republic of Germany and the Peoples Republic of China sponsor traditional vocational schools, however these efforts do not qualify under point 5 above.

. . .

(Morocco) Not certain.

. . .

Near East/4

D) Is your mission planning any vocational or management training projects for the next two years? For the next four years? If so, please describe briefly. At what stage in the project development process is each proposed activity?

(Jordan) Management Institute Project (278-0261) - currently in the AID/W PID-review phase, FY 1984 project to establish a MI responsive to the management training needs of the private and public sectors, with a focus on mid to senior level managers.

. . .

(Egypt) No.

. . .

(Yemen) No, the Mission is not planning any vocational or management training projects in the foreseeable future. However, we are in the process of designing a follow-on General Development Training Project which may provide in-country training in as yet unspecified areas. It is possible that there may be some demand for training that would be categorized as vocational or management.

. . .

(Morocco) Yes, USAID/Morocco will fund a technical and management training project entitled Sector Support Training (608-0178). The project will run from FY 83-88, and life-of-project cost is placed at \$9,000,000. The PP is being finalized.

. . .

Near East/5

E) What kind(s) of information or technical assistance could you use for your USAID's vocational for management training project development activities? For example, (check those areas which are of interest).

_____ information on/or assistance with planning models
(Jordan)

_____ assistance with project paper development
(Jordan) (Yemen)

_____ information on curricular resources
(Jordan) (AID/W)

_____ assistance with curriculum development or modification
(Jordan)

_____ information on management training
(Jordan)

_____ documentation procurement
(Jordan)

_____ bibliographic searches
(AID/W)

_____ no vocational or management training projects
planned (Egypt)

_____ other (please indicate)

(Jordan) USAID will rely on consultant services in the development of the project mentioned in D above.

(Yemen) Provide advice when requested.

(Morocco) There is no special assistance required.

. . .

Near East/6

F) What is the most useful role that S and T, other technical bureaus or regional bureaus might play in assisting your training efforts?

(Jordan) Provide information and/or T.A. in the above-checked areas.

. . .

(Egypt) Provide information on the latest training equipment available for a variety of skills as a check on the equipment being purchased by current contractor.

. . .

(Yemen) Project design.

. . .

(Morocco) Provide strong technical assistance during the preparation of the Country Training Program.

. . .

Near East/7

- G) Will your current mission staffing authorizations permit the effective implementation of your plans? If not, how do you anticipate meeting your targets? Will you require substantial TDY inputs from a regional AID technical support office or AID/W?

(Jordan) For the Management Institute Project, we intend to rely on the inputs/recommendations of a management training consultant(s) for project design, and to draw upon AID/W for short-term TDYs as needed. USAID staffing pattern includes an Assistant Project Development Officer, whose duties will include human resources development. However, this position has not yet been filled.

. . .

(Egypt) Staffing adequate for vocational training programs.

. . .

(Morocco) Yes.

. . .

Near East/8

7. Any further suggestions which you might have regarding expertise, documentation, methodologies or experience related to vocational and management training would be appreciated. If you are interested in the background papers and/or the results of this survey, please so indicate in your response along with the number of copies of each that would be useful.

(Jordan) Interested in three (3) copies of the background papers for:

- 1) Curricular Technologies Available for Occupational Training.
- 2) The Planning, Finance and Administration of Management Training.

Also interested in the results of the following surveys:

- 3) Curricula Resources for Technical Training: Availability, Evaluation, and Modification.
- 4) Management Training: Particularly for Small and Medium Enterprise.
- 5) Summary and Recommendations for AID.

. . .

(Yemen) Please send information on management training.

. . .

(Morocco) Mission would be interested in receiving the background papers and results of this survey.

Finally, it is Mission's view that S&T might be able to play significant role in providing expertise on employment estimates, when Missions attempt to undertake vocational training projects. It is the lack of matching employment chances to vocational training that make such projects weak.

Also, the entire manpower requirements institutional training capabilities usually will require professional help not otherwise available in Mission. S&T could be very helpful here.

. . .