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MALAWI COMMERCIAL TRANSPORT PROJECT

(612-0218)

Training Mobilization Report

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PREFACE

This report has been prepared in conjunction with the performance of consulting services under DAN-5317-C-00-3085-00 for the United States Agency for International Development by Partnership for Productivity, International (PPPI) in support of the Malawi Commercial Transport Project (MCTP, 612-0218).

Activities undertaken under the contract focused on the mobilization of the industry training program of the MCTP. The Scope of Work for the contract is provided as APPENDIX I. The Training Advisor provided under the contract was responsible to and reported to the Project Director at the Ministry of Transport and Communications but was sited at the Road Traffic Department in Blantyre within the offices of the Road Traffic Commissioner. Various guides and training materials were prepared in conjunction with the performance of this contract; reference is made to such documents in the relevant sections of this report. The reader is referred to the bibliography attached to the report and specifically to the Source and Materials Search Report referenced therein.

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ACRONYMS

CWP - Consultancy Work Plan

DEMATT - Development of Malawi Traders Trust

INDEBANK - Industrial Development Bank

MCTP - Malawi Commercial Transport Project

MOTC - Ministry of Transport and Communications

OILCOM - Oil Company of Malawi

PIC - Project Implementation Committee

PP - Project Paper

RTC - Road Traffic Commission/Commissioner

RTD - Road Traffic Department
(alternately referred to as the Road
Traffic Commission)

SOW - Scope of Work

TTF - Training Task Force

USAID - United States Agency for International
Development

MALAWI COMMERCIAL TRANSPORT PROJECT

(612-0218)

Training Mobilization Report

I. INTRODUCTION

The Mobilization Consultancy for the training program of Malawi Commercial Transport Project (MCTP) was initially proposed in the design included in the Project Paper (PP). The approach used in the three months of in-country support services provided by the Training Advisor has followed the basic assumptions made in the training annex of the PP. The achievement of certain of the objectives of the Consultancy has been limited by factors beyond the control of the Training Advisor, but the overall results of the mobilization activities substantially exceed the expectations held both at the time of the preliminary project design and at the inception of the consultancy.

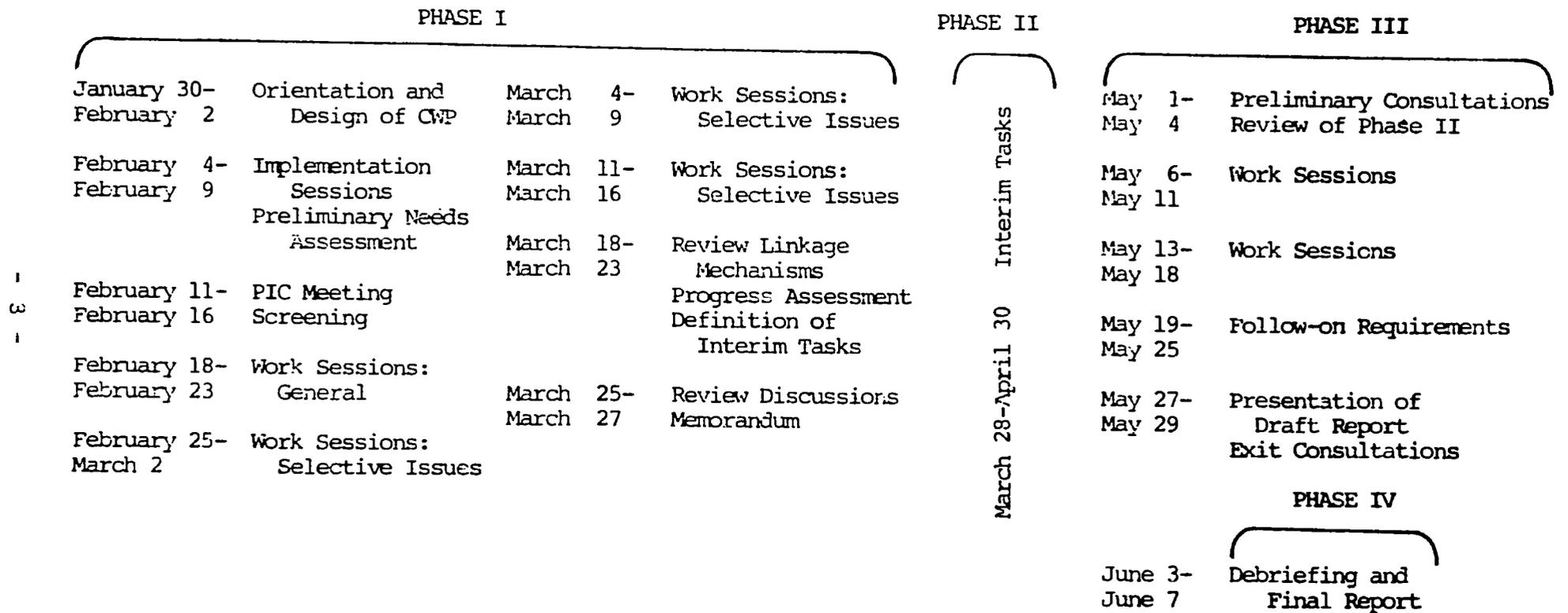
These achievements reflect the responsive attitude on the part of the participating institutions which include:

- o The Road Traffic Department (RTD)
(alternately referred to as the Road Traffic Commission but not to be confused with the Road Traffic Commissioner himself);
- o The Development of Malawi Traders Trust (DEMATT);
- o The Polytechnic of the University of Malawi
 - Department of Business Studies
 - Department of Management
 - Department of Mechanical Engineering,
Motor Vehicle Section.

During the consultancy the mechanism for the financing of vehicles under the MCTP was under negotiation. The model used for syllabus development assumed the operation of owner-operators--who had received financing for their vehicles as a result of the USAID Grant--either independently or, more probably, under one of four umbrella transport companies. Some of the assumptions concerning the umbrellas are discussed later in this report. Should this model be significantly altered, the design of the training program and associated syllabus development would have to be reviewed and altered accordingly.

FIGURE 1

CONSULTANCY WORK PLAN (CWP) : SUMMARY
Malawi Commercial Transport Project (612-0218)
 Training Advisor: P.W. Moeller



In conjunction with the performance of the Mobilization Consultancy the Training Advisor has prepared four documents in addition to this report. Included are:

- o A Guide to Workshop Design;
- o A Guide to the Analysis of Institutional Capacity;
- o Syllabus Development for International Trucking, A Guide for Training Under the MCTP;
- o A Guide to Effective Trucking: International Operations and the Malawian Trucker.

The information contained in these documents parallel activities and concepts included in the workshops and consultancies held during Phase I and Phase III of the mobilization (See Section II). In each case they contain supplemental information not included in the final report.

II. CONSULTANCY WORK PLAN

The first task of the consultant, hereafter referred to as the Training Advisor, upon arrival in country was the preparation of the Consultancy Work Plan (CWP). The CWP was presented to the Project Director for initial approval on February 1, 1985 and was subsequently presented to the Training Task Force (TTF) and Project Implementation Committee (PIC) for comment and review. The CWP was accepted as proposed. A schematic summary of the CWP is provided in FIGURE 1. CONSULTANCY WORK PLAN (CWP): SUMMARY. Additional information including task allocations and status report scheduling is provided in Appendix II.

The CWP for mobilization of the training program was divided into four phases. During Phase I and Phase II work sessions were scheduled for the institutional participants under the direction of the Training Advisor. These sessions were structured around a series of workshops and associated group and individual consultations as discussed in Section V. During Phase II the Training Advisor was not in country but the institutional participants were assigned specific interim tasks. Phase IV was scheduled to provide for debriefing and the preparation of the final report, a draft copy of which was to be presented to the Project Director before the departure of the consultant at the end of Phase III.

In conjunction with the first and second workshop each of the participating institutions was assisted in the design

of a work plan for its activities during the Mobilization Consultancy. These work plans were keyed to the CWP of the Training Advisor with specific interim tasks assigned for the period when the Training Advisor would be out of the country. A standard model was used to guide each of the institutions in the development of its mobilization work plan (See Figure 2. MCTP: MOBILIZATION WORK PLAN FORMAT FOR PARTICIPATING INSTITUTIONS).

III. PROGRAM MONITORING

The Training Coordinator is immediately responsible to the Project Director but because of his placement at the Road Traffic Department he is also responsible to the Road Traffic Commissioner; he is the secretary of the Training Task Force (TTF) to which he makes a monthly report which in turn is the base of the monthly report made by the TTF to the Project Implementation Committee (PIC). During the mobilization period the Training Advisor provided the Project Director with a weekly status report, a copy of which was also provided to the Road Traffic Commissioner; it is expected that the Training Coordinator would continue this process but on a monthly or bi-weekly basis. While in the country the Training Advisor provided monthly reports to the TTF and, in turn, the PIC.

Each of the institutions participating in the program was asked to appoint a representative to not only represent them on the TTF but also to oversee the preparation of a monthly report detailing for the Training Coordinator training activities during the month and to serve as a general coordinator. Direct monitoring of program development was carried out by the Training Advisor during group and individual consultations, an activity also expected to be continued by the Training Coordinator. The Training Coordinator will also be assisted by DEMATT in monitoring activities, especially in regard to the sub-contractors operating under the umbrellas. Once the umbrellas have become established and have taken sub-contractors under their operations they will also be expected to provide a monthly report to the Training Coordinator. The Training Advisor also made use of numbered memorandums to assist in control and monitoring of program development. Where appropriate, memorandums were also addressed to or copied to the Project Officer, USAID/Malawi. Periodic evaluations by the Training Coordinator are also included in the Project Work Plan. A list of these monitoring mechanisms is provided in Table 1. MONITORING MECHANISMS, MCTP.

FIGURE 2

MCTP MOBILIZATION WORK PLAN FORMAT FOR PARTICIPATING
INSTITUTIONS
MOBILIZATION WORK PLAN
for

<u>Phase I</u>				<u>Phase II</u>	<u>Phase III</u>
Workshop Weeks				March 28-April 30	May 1- May 25
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
ORIENTATION	Review of Training Materials	Mobilization Work Plans Methodology Skills/Topics Contributions to Handbook Defined	Preliminary Draft of Long-Term Training Work Plan	1. Syllabus Design 2. Long-Term Training Work Plan 3. Handbook Contributions 4. Equipment Requirements	<u>EVALUATION</u> Follow-on Actions and Requirements

TABLE 1
MONITORING MECHANISMS, MCTP

<u>TYPE</u>	<u>FREQUENCY</u>	<u>TO</u>	<u>FROM</u>
<u>Report</u>	Weekly ^{1/} Director		Project TC
<u>Report</u>	Monthly		TTF TC
<u>Report</u>	Monthly		PIC TC/TTF
<u>Report</u>	Monthly		TC Institutional Representation
<u>Report</u>	Monthly		TC Umbrellas
<u>Direct Observation</u>	as necessary		---
<u>Memorandums</u>	as necessary		---
<u>Report</u>	as contracted Project Director		TC/ DEMATT
<u>Periodic Evaluations</u>	as scheduled in Work Plan		Project TC Director

^{1/} To be subsequently determined, frequency listed was for TA during the mobilization period.

IV. FILING AND DOCUMENTATION SYSTEM

In accordance with the requirement stated in the SOW for actions key to documentation facilitating the assumption of responsibilities by the Training Coordinator, a filing and documentation system was established. This system was based on a modification of the system in use at the Road Traffic Department. Because of the duration of the project and the complexity of issues it was necessary to use a multiple category system rather than a single correspondence chronology file as had been the case. A whole new series of files was, therefore, established under the S. Code. A list of these files is shown in Table 2. FILING SYSTEM: MALAWI COMMERCIAL TRANSPORT PROJECT, OFFICE OF TRAINING COORDINATOR, ROAD TRAFFIC DEPARTMENT. (Reflecting Revisions of May 17, 1985)

These files with the exception of the correspondence chronology (S.2) have been placed in the office of the Training Coordinator. The S.2 files will be kept by the file section for greater access by other members of the Road Traffic Department. The S.3 files have been devoted to numbered memorandum prepared by the Training Advisor. A backup duplicate S.3 file has been established with Mr. Masangano. Sometimes a reference copy of an S.3 memorandum has also been included in the S.2 file, but this is not generally the case. A list by number, date, and subject of the memorandums written by the Training Advisor in support of program mobilization is attached as APPENDIX III.

V. MOBILIZATION WORKSHOPS

The working sessions for the mobilization period were designed on the basis of workshops and associated individual and group consultations with the Training Advisor. A total of seven workshops were scheduled during the consultancy, four during Phase I and three during Phase III. (See Table 3. MALAWI COMMERCIAL TRANSPORT PROJECT, WORKSHOP: SESSION SCHEDULE. A more detailed outline of workshop content is attached as Appendix IV. The consultations paired with each workshop were intended to reinforce or further explain concepts and materials presented during the workshops and to assist the institutions with the tasks they had been assigned respectively. Evaluations of this approach were made at the close of both Phase I and Phase III and are attached as Appendix V and Appendix VI. An internal report has been prepared as a guide to workshop design for the participants and additional materials from the workshop sessions are contained in file S.6.B.

TABLE 2
FILING SYSTEM
MALAWI COMMERCIAL TRANSPORT PROJECT
OFFICE TRAINING COORDINATOR
ROAD TRAFFIC DEPARTMENT

The List of files established under the S Code include:

- S. 1 USAID Project Paper
- S. 2A Correspondence Chronology (to be followed S.2B
 etc.)
- S. 3 Numbered Memorandums
- S. 4 Background Memos/Reports
- S. 5A Source Search/Bibliography
- S. 5B Source Search/Catalogues
- S. 5C Source Search/Resumes of consultants & Specialists
- S. 5D Source Search/External Training Programs
- S. 6A Mobilization
- S. 6B Workshops
- S. 6C Demonstration Units
- S. 7 Project Implementation Committee (PIC)
- S. 8 Training Task Force (TTF)
- S. 9 Work Plans and Schedules
- S. 10 Consultant Contracts
- S. 11 Equipment Purchasing
- S. 12A DEMATT

- S. 12B DEMATT Screening Correspondence
- S. 13 Polytechnic
- S. 14 RTC
- S. 15 MALTRACO
- S. 16 Teaching Materials
- S. 17 Curriculum/Syllabus Development
- S. 18 Driving/Safety
- S. 19 Operational Planning
- S. 20 Financial Management
- S. 21 International Marketing
- S. 22 Terminal Operations/Loading
- S. 23 Umbrellas
- S. 24 PRESS
- S. 25 Transportation Organizations/Associations
- S. 26 FRG Project
- S. 27 Vehicle Procurement/Financing (INDEBANK)

TABLE 3
MALAWI COMMERCIAL TRANSPORT PROJECT
WORKSHOPS: SESSION SCHEDULE

PHASE I

WORKSHOP #1

February 20, 1985

- A. Training Program Details
- B. Project Mobilization
- C. Training Materials

WORKSHOP #2

February 27, 1985

- A. Mobilization
- B. Basic Training Concepts
- C. Demonstration: Role Playing Techniques

WORKSHOP #3

March 6, 1985

- A. Internal Training and Syllabus Development
- B. Defining and Reinforcing the Learning Situation
- C. Demonstration: Audiovisual Techniques

WORKSHOP #4

March 13, 1985

- A. Review of Mobilization Activities
- B. Sector Specific Concepts
- C. Handbook Development

PHASE II

(INTERIM)

PHASE III

WORKSHOP #5

May 8, 1985

- A. Review of Project Status
- B. Scheduling for Phase III
(Demonstration Units, May 9 - 10)

WORKSHOP #6

May 15, 1985

- A. Documentation
- B. Licensing/Driver Training

WORKSHOP #7

May 22, 1985

- A. Program Review
- B. Costing: Case Studies

In conjunction with Workshop #5 during Phase III each of the participating institutions presented a sample demonstration unit simulating the instruction they envisioned providing to an umbrella or small or intermediate sized firm. (See Table 4. MALAWI COMMERCIAL TRANSPORT PROJECT: SCHEDULE FOR DEMONSTRATION UNITS, MAY, 1985. To increase the effectiveness of the simulations arrangements were made with Press Transport to present the Demonstration Units to members of the Press staff as an element of the Press Training program already in existence. The presentations were evaluated by the Training Advisor, the Press Training Officer, the individual making the presentation, and in some cases by other individuals attending the presentations on the basis of special interest or qualification. Additional information is combined in file S.6C. It should be pointed out that these simulations did represent the first training activity by the participating institutions and that such was implemented after only three months of program mobilization.

VI. DISTRIBUTION OF MATERIALS

Under a separate contract previous to the Mobilization Consultancy for the MCTP the consultant had conducted a search for sources of training materials and background information relative to the trucking industry (See attached bibliography). The materials collected in conjunction with the search had been coded according to content and sent to USAID/Malawi to be held by the MOTC for use in mobilization of the training program. (See APPENDIX VII). These materials were used in conjunction with the workshops. A file box was prepared in the office of the Training Coordinator listing the materials and indicating to whom copies had been distributed. In some cases reserve and loan copies were designated. (See Figure 3. KEY AND SAMPLE DISTRIBUTION CARD FOR TRAINING MATERIALS.) This system was also used to keep a record of any materials checked out. Packages of materials were also prepared for the umbrellas; one set was distributed to Star Transport.

The source search also listed periodicals which might be of interest. In the case of those publications available without change requests were sent for subscriptions for both the to-be-established RTD Library and for the Polytechnic Library. A search of the materials available at the Polytechnic Library was conducted by the Training Advisor and the citations were distributed during Phase I. Additional information is also available at the British Information Service Library. Certain locally available materials were collected for distribution or placed on reserve at the RTD (See APPENDIX VIII).

TABLE 4

MCTP: SCHEDULE FOR DEMONSTRATION

UNIT MAY, 1985

The following schedule has been prepared for the demonstration unit to be presented at Press Transport:

Thursday, May 9, 1985

10:00	Operations Documents	Mr. Chandiyang'ana
11:00	Brake System	Polytechnic - Motor Vehicle
2:00	Axel Weights/ Mechanical Defects	RTC
3:00	Safety	S. Hayes

Friday, May 10, 1985

10:00	Commercial System	Mr. Chandiyang'ana
11:00	Balance Sheet/ Accounting	Polytechnic - Business
2:00	Fixed and Variable Costs	DEMATT
3:00	Recruitment	Polytechnic - Management

FIGURE 3
KEY AND SAMPLE DISTRIBUTION CARD
FOR TRAINING MATERIALS.

CODE KEY

	A. Financial Management and Control
	B. Operational Planning
	C. International Marketing
	D. Terminal Operations
	E. Personnel Supervision and Training
	F. Long Distance Driving
	G. Preventative Maintenance Systems
	H. Mechanical
	I. General
	copy on hand
	contents or partial copy

4. Darmstadter, ed.

E,F.	Truck Driver Training: A Manual for Driver-Trainers
	Copies
	A. Reserve
	B. RTC Staff
	C. DEMATT
	D. Consultant/Loan Copy

VII. NEEDS ASSESSMENT

From the inception of project design the issue of needs assessment has been complicated. Since we are concerned with the development of what is practically a non-existent industry it is rather difficult to identify the individuals to include in a survey of existing relevant skills and to project the specific training requirements for such individuals. This issue has been partially discussed in relation to base line data in a memorandum (S.3.36) already presented to the MOTC.

The assumption used at the time of project design was that participants would possess only marginal skills relative to performance requirements for the sector; structural, functional, and cost considerations in the design were based on the perspective of maximal needs. A validity check on this assumption was run by means of a survey of operators who had established experience in transport, a few of whom had hauled internationally. This survey, conducted by DEMATT in conjunction with the Polytechnic, supported the assumptions of the project designers. This position was also supported by preliminary policy papers prepared by the MOTC.

In order to deal with requirements for syllabus design during the Mobilization Consultancy it was decided to approach needs from a supply side, i.e. how soon would the institutions involved be able to provide instruction for how many trainees keyed to the provision of maximum training. This approach was to be subsequently adjusted by means of information to be provided in the screening processes for which DEMATT was to be contracted relative to applications for vehicle financing.

DEMATT has processed about thirty of the fifty-one applicants, but the results remain to be presented to the joint review committee and only then will be made available for analysis relative to the training needs indicated. The Training Advisor has informally reviewed some of the screening forms, and a sample of the kind of information relative to training needs included in the screening is attached as APPENDIX IX. Once the forms have been reviewed and passed on to the MOTC specific training requirements for the applicants can be identified.

Even with this analysis, however, the needs of individuals not screened but who should be included in the training program will have to be identified. There are associated policy issues which the MOTC must clarify concerning trainee participation before the process of needs assessment can be further advanced. (See Memorandum S.3.26).

VIII. INSTITUTIONAL ASSESSMENT

All of the institutions selected to participate in the MCTP were included on the basis of an assessment of their institutional capacity in conjunction with the preparation of the PP in 1984. One of the tasks for the Mobilization Consultancy, however, was a more detailed consideration of institutional capacity especially taking into account performance in conjunction with mobilization activities.

In order to both obtain information and provide a test case for judging institutional capacity the Training Advisor involved each institution in the assessment of itself. The concept of institutional assessment was introduced in conjunction with Workshop #1 with follow-up discussion at every subsequent workshop. A basic outline was provided at the workshop to assist each institution. This outline was keyed to mobilization and syllabus development but included a specific section on self assessment and role perception. (See Figure 4. OUTLINE FOR INSTITUTIONAL MOBILIZATION (MCTP 612-0218)).

The outline was used as a reference base throughout the project, and individual and group consultations discussed the concept and progress being made. Specific suggestions were provided concerning the content to be included. A draft was to be presented at the end of Phase I with a final version scheduled as an interim task. In fact, most institutions seemed very uncomfortable with the concept and completed fragmented versions of what was included on the outline. Additional time was devoted to this issue during Phase III. A summation of the concept of institutional assessment, additional details concerning the approach used in applying it to the MCTP, and copies of the final versions produced by each institution are included in the report cited in section I. Each institution has a copy of the report, one is on file in the office of the Training Coordinator, and a copy has been passed to the MOTC.

A. STRUCTURAL ANALYSIS

The concept as introduced in the workshops examined both structural and functional elements. It was expected that the participants would be most comfortable with structural analysis both in terms of weaknesses and strengths. The data initially provided concerning past relevant training experiences, enrollment numbers, and faculty or staff, was not as concise and ordered as had been expected. The information was generally available, but the participants were not able to organize their time and resources to consolidate the data.

FIGURE 4

OUTLINE FOR
INSTITUTIONAL MOBILIZATION
(MCTP 612-0218)

Institution _____
Dept/Section _____
Contact Person _____
Telephone _____

I. Institutional Assessment

- A. What training activities are already underway which you feel are relevant to Commercial Transport?
Content, Frequency, Number of students, staff, Format/Methodology
- B. What training or teaching materials
 - 1) have you produced or
 - 2) do you have available to you which you feel would be relevant to the MCTP?
- C. What audio visual equipment is available for your use and to what extent have you made use of it?

II. Role Perception

- A. What training role do you perceive for your institution in support of the MCTP?
- B. What are your major institutional relative to this role?

III. What specific training activities do you propose?

IV. What additional resources do you require in order to provide support of the MCTP in the form of training activities? Equipment, Technical Assistance.

V. What are the costs and how are they to be carried?

VI. Work Plans

- A. Mobilization: Development of Teaching Program
- B. Long term schedule for Teaching Program

(Dates, Actions, Responsible Actor, Prerequisites)

In part this can be explained by the fact that the concept of institutional analysis was a new one for the majority of participants, even though most of them had had to deal with certain aspects of the concept in their day-to-day work. Equally significant, however, was the fact that every institution was carrying heavy work loads and was too understaffed to handle more than routine responsibilities. The time frame and scheduling for the mobilization period has been very tight. Within the context of the life of project, staff loads at the Polytechnic should be less a restriction on institutional response than was the case during the Mobilization Consultancy. For the RTD, however, this is a serious problem which will possibly, but not certainly, be resolved once the freeze on civil service slots is lifted. The need for a counterpart for the Training Coordinator has been raised in at least two memorandums. The staff situation at the RTD needs to be evaluated carefully in view of the projected departure of the Commissioner for study at the end of this year.

It was a bit difficult to evaluate the capacity of DEMATT from a structural perspective. A transportation consultant had been hired, but his time was entirely devoted to the screening contract. The response of the training officer was complicated by his being away on leave and the focus of the expatriate training advisor was on other matters, some of which required that he be away from Blantyre. DEMATT was also undergoing an annual review by PFP during a portion of the consultancy which diverted attention from the MCTP but should assist the DEMATT management in reviewing its capabilities and staff levels.

B. FUNCTIONAL ANALYSIS

The depth of Functional analysis that can be provided here is constrained as a result of the limited interface the Training Advisor had with the on-going internal decision-making processes of each institution. It would probably be most profitable to suggest areas where institutional performance might be improved. These comments are intended to assist general institutional growth and cannot be applied uniformly to each and every institution or participant:

- o Linkages between institutions are seemingly difficult to develop and should be promoted not only in conjunction with the project but in general (The TTF should be a forum to facilitate this);
- o Project deadlines for reports and other institutional tasks have been met irregularly, partially the result of staff overloading but

sectional and departmental attention to and mechanisms for dealing with the scheduling of time and meeting deadlines might well be reviewed;

- o Meetings of the internal committees have a tendency to be stiff and formal, restricting communication, partially a function of the cultural and the institutional settings but still a factor to be considered;
- o Institutional assessment should not be considered a one-time event but should be periodically examined, both generally and specifically as related to the MCTP. The report on institutional assessment should serve as the model for subsequent analysis rather than limiting such to just the outline presented at the workshops. The participating institutions may wish to augment both the approach and the concepts introduced by the Training Advisor and, in fact, are encouraged to do so. The extent to which this becomes a regularized process will reflect institutional growth over time.

IX. INTERNAL TRAINING

Although the focus of the consultancy was industry training, none of the participating institutions was sufficiently familiar with the road haulage industry to provide the instruction envisioned for it without learning more about road transport in general and international haulage in particular. In order to meet this requirement each institution has had to undertake the development of an internal training program. The nature of these programs varies according to the background of each institution and the instructional contexts and concepts proposed under Section X. The basic steps necessary for the development of internal training were discussed in conjunction with the Workshop Presentations (See Figure 5. Internal Training Program). The amount of progress made by each institution including a written statement concerning its program varies and in all cases requires additional attention.

A. The Road Traffic Department

The RTD was especially responsive to the need for internal training relative to the sector. Certain members of the administrative staff formed a committee to direct

FIGURE 5

INTERNAL TRAINING PROGRAM

In conjunction with the assessment of its capabilities each institution/participant should consider the internal training requirements necessary relative to the institutional role it is to play. Such training should include both the approach to a concept as well as the concept to be instructed.

PRIMARY STEPS TO BE FOLLOWED

- 1) Identify Concepts and Approaches
- 2) Additional Information Required
- 3) Source of Information
- 4) Context/Setting for Training
- 4) Materials Required
 - Printed
 - Audiovisual
- 6) Selection of Personnel
- 7) Scheduling
- 8) Evaluation/Monitoring

development of the program. A general syllabus relative to general transport theory and the road transport industry was prepared and during Phase II instruction and examinations were held. The Training Advisor was able to get an interested party to donate a small tape recorder and the committee began to prepare some training tapes. The committee has proposed the use of lectures from external sources and is interested in both the development of a selective library for the RTD, covered by project funds, and the establishment of a study-training room. Upon arrival the Training Coordinator should review and assist the refinement of the program being developed.

The Training Advisor was also asked to review the training requirements of the RTD relative to the new computers and vehicle testing equipment. Since this was non-industry training outside the SOW of the consultancy the comments of the Training Advisor have been confined more appropriately to memorandums contained in the S.3 file.

B. DEMATT

DEMATT already has an internal training program design to train personnel to serve as business advisor. It was because of DEMATT'S orientation and experience relative to small business activities that they were selected to participate in the MCTP. DEMATT does not have specific experience in the transport sector, however, and will need to expand its training program to include sector specific training.

DEMATT has hired a transport consultant but he has been primarily concerned with the screening process which DEMATT is conducting under contract to the MOTC (See Section VII). DEMATT is currently recruiting additional personnel to serve as field representatives and proposes to give preference to individuals with a background in transport. A more active approach including training seminars has been proposed as well as the use of a training specialist. Details of the program structure and schedule have not been developed. This is a clear priority for DEMATT once the screening process has been sufficiently completed to allow the diversion of resources. Although the progress of all the participating institutions needs to be monitored during the month of June, the special role that DEMATT is to play in the MCTP requires particular attention to the immediate development of an internal training plan for DEMATT.

C. The Polytechnic

Each of the departments of the Polytechnics has taken a different approach to the development of internal training

programs. In general, however, the use of resources in support of the MCTP beyond that of faculty time, which has been most freely given, has been somewhat restricted by the lack of a contract for participation by the Polytechnic in the project. The Training Advisor has discussed this issue with the Principal and begun consultations relative to contract negotiation.

The Department of Business Studies has selected three of its members to form a committee, headed by Dr. Chikhula, to oversee the development of instruction under the project. They see only a moderate need for industry specific training but are concerned about the background of trainees they are to instruct. Coordination with DEMATT is proposed in order to assure a unified approach to accounting and financial analysis.

The Department of Management has already developed contacts in the trucking and freight forwarding industry in conjunction with existing courses and will rely upon these to give supplemental information. The Department has offered a position to a third member who is a specialist in operations and management and currently is employed in industry. This would be an especially useful addition to their staff.

The Motor Vehicle Section plans to involve all members in preparation for the instruction to be given. They feel generally qualified relative to most of the modules, but are uncertain about the particular mechanical dimensions of heavy goods vehicles. They hope to enroll the members of their staff in a three day session to be offered by MALTRACO and will also seek other assistance from MALTRACO including audiovisual programs and technical handbooks which they would purchase under project funding.

X. SYLLABUS DEVELOPMENT

The development of the syllabus was based on the needs assessment data available in the Project Paper (PP) which incorporated the initial survey of firms and individuals carried out by DEMATT in May, 1984. (See Section VII). The procedure used was based on the development of core concepts and associated modules. The process was introduced to the participating institutions in conjunction with workshops #2 and #3, and the institutions assisted in the process during subsequent workshops and consultations.

As a first step the core concepts suggested in the PP were refined and associated modules were identified. These were then coded on the basis of the Roman and Arabic Numerals used in the outline of syllabus concepts and modules attached here as APPENDIX X. These codes were retained for use in subsequent development of the syllabus. Each of the participating institutions was linked to one or more of the core concepts (See Table 5. MCTP BY INSTITUTION: SKILLS/COURSE TOPICS). The context of instruction, such as a consultation, a seminar, or a term course, was identified as a specific modular grouping under each core concept. (See Table 6. MCTP: 6 INSTRUCTIONS TO BE OFFERED) by Institution, Core Concept and Module. This process was facilitated by the use of a syllabus guide prepared by the Training Advisor and a matrix schematically showing the linkage of modules. This is attached to the report as APPENDIX XI. The process is explained in somewhat greater detail in a brief internal report in file S.17.

XI. LONG-TERM TRAINING WORK PLAN

On the basis of the instruction projected for each participating institution in section X a schedule has been prepared for the development of each course. This is shown in Table 7. MALAWI COMMERCIAL TRANSPORT PROJECT: LONG-TERM TRAINING PLAN, DEVELOPMENT SCHEDULE. According to this work plan all participating institutions would have developed the instruction they are to provide, to the point of being able to present the instruction, by no later than July 1986 and most institutions felt that they could be ready to provide certain instruction during the third quarter of 1985. This table does not specify when the instruction is to be provided, just when the institution will be able to provide it. Scheduling actual instruction must wait until the input of needs assessment data.

TABLE 5
MCTP BY INSTITUTION
SKILLS/COURSE TOPICS

		DEMATT	P-B	P-M	P-MV	RTC	UMBRELLAS	OTHER
1	Financial Management and Control	0	0				0	
2	Operational Planning	0		0			0	
3	International Market	0		0			0	
4	Terminal Operations	0		0			0	
5	Personnel Supervision and Training	0		0			0	
6	Long Distance Driving	0				0	0	+
7	Preventive Maintenance	+		+	0		0	Maltrato
8	Mechanical				0		0	Maltrato

Using the grid of topics and training contexts discussed in Workshop # 2 analyse the sub topics under each of these major topic headings

TABLE 6

INSTRUCTIONS TO BE OFFERED

ROAD TRAFFIC DEPARTMENT

CONTEXT	CORE CONCEPT	¹ MODUIES
Seminar	Long Distance Driving	C
Seminar	Long Distance Driving	D
Seminar	Long Distance Driving	E
Seminar	Long Distance Driving	F
Seminar	Long Distance Driving	I
Seminar	Long Distance Driving	J
Seminar	Long Distance Driving	K

① See Syllabus Development Guide for Key.

TABLE 6 (con't)
INSTRUCTION TO BE OFFERED

DEMATT

CONTEXT	CORE CONCEPT	¹ MODULES
Consultation	Financial Management	A-B
Consultation	Financial Management	B1
Consultation	Financial Management	B2
Consultation	Financial Management	C
Consultation	Financial Management	D
Consultation	Financial Management	E
Consultation	Financial Management	F
Workshop	Financial Management	A-F
Consultation	Operational Planning	A-D
Consultation	Operational Planning	D(1-3)
Consultation	Operational Planning	E
Consultation	Operational Planning	F(1-3)
Workshop	Operational Planning	A-F
Consultation	Terminal Operations	C(1-5)
Consultation/M ^②	Personnel Management	A-D
Consultation/M	Personnel Management	E
Consultation/M	Personnel Management	F-J
Consultation	Long Distance Driving	CDEFH
Consultation/M	Long Distance Driving	J(1-3)
Consultation/M	Preventive Maintenance	A-F

① See Syllabus Development Guide for Key

② Monitoring

TABLE 6 (Cont'd)
INSTRUCTION TO BE OFFERED

POLYTECHNIC: BUSINESS DEPARTMENT

CONTEXT	CORE CONCEPT	MODULE ^①
Demonstration Unit	Financial Management	B(1-2)+
Demonstration Unit	Financial Management	E-F
1 Day Seminar	Financial management	B(1-2)
1 Day Seminar	Financial Management	C
1 Day Seminar	Financial Management	E-F
3 Day Seminar	Financial Management	B(1-2)
Term Course ^④	Financial Management	B
Term Course	Financial Management	C
Term Course	Financial Management	E
Term Course	Financial Management	F

① See Syllabus Development Guide for key.

TABLE 6 (Cont'd)
INSTRUCTION TO BE OFFERED

POLYTECHNIC: DEPARTMENT OF MANAGEMENT

CONTEXT	CORE CONCEPT	MODULE ^①
1 Day Seminar	Operational Planning	F
3 Day Seminar	Operational Planning	A-E
3 Day Seminar	International Marketing	A-G
Term Course	International Marketing	A-G
Sem./Workshop	Terminal Operations	A-C(1-5)
New Term Course	Terminal Operations	A-D
Consultation	Personnel Management	A-D
Consultation	Personnel Management	H(1-3)J
3 Day Seminar	Personnel Management	B
3 Day Seminar	Personnel Management	E(1-5)
Term Course	Personnel Management	A-D, F-H

① See Syllabus Development Guide for key.

TABLE 6 (Cont'd)
INSTRUCTION TO BE OFFERED
POLYTECHNIC: MOTOR VEHICLE SECTION

CONTEXT	CORE CONCEPT	MODULES ^①
Demonstration Unit	Mechanical	A
Demonstration Unit	Mechanical	B
Demonstration Unit	Mechanical	C
Demonstration Unit	Mechanical	E
Demonstration Unit	Mechanical	F
Demonstration Unit	Mechanical	H
Demonstration Unit	Mechanical	I(A)
Demonstration Unit	Mechanical	I(B)
Demonstration Unit	Mechanical	J
Demonstration Unit	Mechanical	K
Demonstration Unit	Mechanical	L
Demonstration Unit	Mechanical	M
1 Day Seminar	Mechanical	D,H
1 Day Seminar	Mechanical	F,M
1 Day Seminar	Mechanical	K
2 Day Seminar	Mechanical	B,E,L
2 Day Seminar	Mechanical	I(A,B)
2 Day Seminar	Mechanical	J
Workshop	Mechanical	P
New Term Course ^②	Mechanical	A-C,E-M

① See Syllabus Development Guide for key.
 ② A-M covered by existing courses for Diploma and certificate programs. (Except for B,D)

TABLE 7
MALAWI COMMERCIAL TRANSPORT PROJECT
LONG-TERM TRAINING PLAN
DEVELOPMENT SCHEDULE

INSTITUTION	CONTEXT	CORE CONCEPT	MODULES	PREPARED BY
RTC	Seminar ①	VI	C	July 1985
RTC	Seminar	VI	D	December 1985
RTC	Seminar	VI	E	September 1985
RTC	Seminar	VI	F	September 1985
RTC	Seminar	VI	I	January 1985
RTC	Seminar	VI	J	September 1985
RTC	Seminar	VI	K	December 1985
RTC	See Note ②	VI	A-B	
DEMATT	Consultation	I	A-B	August 1985
DEMATT	Consultation	I	B1	August 1985
DEMATT	Consultation	I	B2	August 1985
DEMATT	Consultation	I	C	January 1986
DEMATT	Consultation	I	D	January 1986
DEMATT	Consultation	I	E	January 1986
DEMATT	Consultation	I	F	January 1986
DEMATT	Workshop	I	A-F	September(Mid)1985
DEMATT	Consultation	II	A-D	November 1985
DEMATT	Consultation	II	D(1-3)	November 1985
DEMATT	Consultation	II	E	December 1985
DEMATT	Consultation	II	F(1-3)	December 1985
DEMATT	Workshop	II	A-F	December 1985
DEMATT	Consultation	IV	C(1-5)	February 1986
DEMATT	Consultation/M. ③	V	A-D	March/April 1986

TABLE 7 (Cont'd)

DEMATT	Consultation/M	V	E	March/April 1986
DEMATT	Consultation/M	V	F-J	March/April 1986
DEMATT	Consultation/M	VI	CDEFH	March/April 1986
DEMATT	Consultation/M	VI	J(1-3)	March/April 1986
DEMATT	Consultation/M	VII	A-F	March/April 1986
Polytechnic Business	Demonstration Unit	I	B(1-2)+	September 1985
Polytechnic Business	Demonstration Unit	I	E-F	March 1986
Polytechnic Business	1 Day Seminar	I	B(1-2)	September 1985
Polytechnic Business	1 Day Seminar	I	C	December 1985
Polytechnic Business	1 Day Seminar	I	E-F	March 1986
Polytechnic Business	3 Day Seminar	I	B(1-2)	December 1985
Polytechnic Business	Term Course (4)	I	B	Existing Course Covers
Polytechnic Business	Term Course	I	C	Existing Course Covers
Polytechnic Business	Term Course	I	E	Existing Course Covers
Polytechnic Business	Term Course	I	F	Existing Course Covers
Polytechnic Management	1 Day Seminar	II	F	October 1985
Polytechnic Management	3 Day Seminar	II	A-E	January 1986
Polytechnic Management	3 Day Seminar	III	A-G	October 1985
Polytechnic Management	Term Course	III	A-G	Existing Course Covers
Polytechnic Management	Sem./Workshop	IV	A-C(1-5)	January 1986
Polytechnic Management	New Term Course	IV	A-D	January 1986

TABLE 7 (Cont'd)

Polytechnic Management	Consultation ⑤	V	A-D	October 1985
Polytechnic Management	Consultation	V	H(1-3)J	October 1985
Polytechnic Management	3 Day Seminar	V	B	Existing Course Cove
Polytechnic Management	3 Day Seminar	V	E(1-5)	October 1985
Polytechnic Management	Term Course	V	A-D,F-H	Existing Course Cove
Polytechnic MVS	Demonstration Unit	VIII	A ⑥	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	B	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	C	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	E	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	F	December 1985
Polytechnic M.V.S	Demonstration Unit	VIII	H	December 1985
Polytechnic M.V.S	Demonstration Unit	VIII	I(A)	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	I(B)	September 1985
Polytechnic M.V.S	Demonstration Unit	VIII	J	December 1985
Polytechnic M.V.S	Demonstration Unit	VIII	K	January 1986
Polytechnic M.V.S	Demonstration Unit	VIII	L	January 1986
Polytechnic M.V.S	Demonstration Unit	VIII	M	January 1986
Polytechnic M.V.S	1 Day Seminar	VIII	D,H	December 1985

TABLE 7 (Cont'd)

Polytechnic M.V.S	1 Day Seminar	VIII	F,M	January 1986
Polytechnic M.V.S	1 Day Seminar	VIII	K	January 1986
Polytechnic M.V.S	2 Day Seminar	VIII	B,E,L	March 1986
Polytechnic M.V.S	2 Day Seminar	VIII	I(A,B)	April 1986
Polytechnic M.V.S	2 Day Seminar	VIII	J	April 1986
Polytechnic M.V.S	Workshop	VIII	P	May 1986
Polytechnic M.V.S	New Term Course ⁽⁷⁾	VIII	A-C,E-M	July 1986
Polytechnic M.V.S	Term Courses	VIII	A-C,E-M	Existing Diploma Program covers
Polytechnic M.V.S	Term Courses	VIII	A-C,E-M	Existing Certificate Program covers

NOTES FOR MCTP LONG-TERM TRAINING PLAN

DEVELOPMENT SCHEDULE

- (1) Although classed as a seminar these sessions will involve the use of outside speakers and presentation panels, at times making them resemble workshops. Most sessions will be less than a day in length.
- (2) It is expected that the RTC will be responsible for but probably not directly provide the instruction. The development of the mechanism for this remains to be examined.
- (3) Consultations by DEMATT for core concepts V. through VII. will be largely verification and monitoring sessions to see if the umbrellas or small independent firms have instituted procedures and training in support of the core concepts and if the results of such action can be observed in operational activities and perspectives of the sub-contractors.
- (4) Relative to core concept I. the Department of Business Studies provides instruction which covers certain modules:-
 - B is covered by the accounts course in the first year;
 - C is covered by the accounts course in the first year;
 - E is covered by both accounts and economics in the first year;
 - F is covered by the accounts course in the second year.
- (5) This is an option for the umbrellas and intermediate sized firms.
- (6) Schedule for preparation by the Motor Vehicle section is based on the assumption that they will have attended a Maltraco three day session and obtained materials from Maltraco.
- (7) New Course will have to be given between academic years (July- September).

XII. TRANSPORT INDUSTRY, HANDBOOK: A GUIDE TO EFFECTIVE TRUCKING

Although not called for in the SOW the Training Advisor placed high priority on the preparation of a handbook on effective trucking for international haulage. This handbook was put into an initial draft on the basis of contributions taken from various sources and edited by the Training Advisor. It is intended to guide those who have not yet begun operation but are considering doing such as well as for those who are already in operation but are interested in increasing the efficiency of their operations. The guide is biased towards the owner-operators or small-scale operators interested in international haulage.

The format of the handbook is a single volume contained in a loose-leaf binder. It is intended that the guide as a whole or individual chapters will undergo recurrent revision both during and after the termination of the MCTP. Responsibility for such revisions will be shared initially by the Training Coordinator and the RTD but will eventually become a routine task for the RTD. At some point an individual chapter may become sufficiently developed to be broken out as a handbook in itself but in such a case the series of publications will remain an integrated program. Training guides relevant to each chapter should also be prepared. The contents of the handbook is provided in Table 8. A Guide to Effective Trucking: Table of Contents. The master copy of the handbook is on reserve at the office of the Training Coordinator. Once the existing draft has been edited and reviewed it should be published as a document of the RTD with the Road Traffic Commissioner as editor.

XIII. MATERIALS AND EQUIPMENT PACKAGES

The original training program design separated training materials into audio-visual materials and tools or equipment for motor vehicle workshop training at the Polytechnic and under the umbrellas; requirements for DEMATT were to be covered by the USAID assistance being administered by PFP and not supported by MCTP funds. The same approach has been used in the discussion provided here.

A. Equipment Purchased During Mobilization

In order to ensure that at least a minimum package of equipment would be on hand, the Training Advisor arranged for the purchase off-the-shelf from local suppliers of the

TABLE 8. A GUIDE TO EFFECTIVE TRUCKING: TABLE OF CONTENTS

- I. INTRODUCTION
- II. ENTERING THE TRUCKING BUSINESS
- III. ALREADY IN BUSINESS
- IV. EQUIPMENT
- V. FINANCING
- VI. ACCOUNTING
- VII. COSTING
- VIII. OPERATIONAL PLANNING
- IX. RECORD KEEPING
- X. DOCUMENTATION
- XI. SELECTION AND TRAINING OF DRIVERS AND OTHER PERSONNEL
- XII. DRIVING TECHNIQUES
- XIII. SAFETY
- XIV. MAINTENANCE
- XV. TAXES, FEES, AND REGULATIONS
- XVI. INSURANCE
- XVII. MARKETING
- XVIII. SOURCES OF ASSISTANCE
- XIX. GLOSSARY

items indicated in Table 9. Inventory List, MCTP (612-0218). The Sharp 900 copier was purchased for use at the RTD by the Training Coordinator in support of overall MCTP training requirements and in support of the internal training program for the RTD as well as possible driver training programs to be implemented. A sorter is available for this model and should be purchased as soon as one becomes available. A log of all copying has been established, and the authorization of the Training Advisor/Coordinator or Mr. Masangano is required for all use of the machine.

The easel, one sound-slide projector, one overhead projector, and one screen are to be reserved for the use of the Training Coordinator and the RTD. The remaining items are scheduled for release to the Polytechnic: overhead projector to the Department of Business Studies and the sound-slide projector and screen to the Motor Vehicle Section. All items distributed to the Polytechnic are to be reserved on a departmental basis as well as for the MCTP, that is, they are to be physically kept by the department/section to enable ready use.

B. Audiovisual Equipment

The original design provided a general project audio-visual package and a smaller audio-visual package for each umbrella. This latter provision was to ensure compatibility between what equipment was being used and to reduce damage from otherwise having to move equipment from site to site. The packages were costed for the life of the project at about US \$8,000 and US \$3,000 (per umbrella) respectively, plus provisions for contingencies and shipping. The packages included associated supplies as well as packages of prepared slides. Reproduction equipment was also budgeted, but the prices used were for more elaborate machines than is currently being suggested.

Based on the assumption of four umbrellas overall requirements are provided in Table 10. The establishment of a fifth umbrella for liquid bulk would require additional evaluation of requirements. The blackboard/paper pad easels cannot be obtained locally, but the projectors and screens can be obtained through Pitronics of Blantyre. In conjunction with the development of a driver training program a video camera and a playback system has been included. Small tape recorder/players are suggested, at least in support of the RTD internal training program, as well as materials for the driver training and safety programs discussed in Section XIV, but these have not been shown in the table. The estimated cost of the equipment listed in the table is less than k 45,000 (or about US

TABLE 9

INVENTORY LIST, MCTP (612-0218)

Equipment

EFFECTIVE DATE: May 27, 1985

ITEM NO.	DESCRIPTION	DATE ACQUIRED	MCTP FUNDS	OTHER SOURCE*	SERIAL NUMBER	LOCATION	RESPONSIBLE	INIT.
1	Sharp Copier SF 900		X		45403602	RTD	Moeller/ Masangano	
2	Bell and Howell, Sound Slide Projector 804AX	May 7	X		3257084	RTD	Moeller/ Masangano	
3	Bell and Howell Sound Slide Projector 840AX	May 7	X		3259006	RTD	Moeller/ Masangano	
4	Bell and Howell Overhead Projector 1701 AX	May 7	X		120092	RTD	Moeller/ Masangano	
5	Bell and Howell Overhead Projector 1701 A4	May 7	X		120113	RTD	Moeller/ Masangano	
6	Bell and Howell Tripod film screen 200 x 200	May 7	X		230462	RTD	Moeller/ Masangano	
7	Bell and Howell Tripod film screen 200 x 200	May 7	X		230462	RTD	Moeller/ Masangano	
8	Small tape recorder	May 10	X	C/D Tieder	520 3051291	RTD	Moeller/ Masangano	
9	AC108 Calculator	May 10	X	C/D Moeller				
10	Microphone	May 17	X					
11	Lecture Easel & Board	May 20	X			RTD	Moeller/ Masangano	

* C=Contribution

TABLE 10

AUDIO-VISUAL REQUIREMENTS FOR
MCTP TRAINING PROGRAM

	POLYTECHNIC						TOTAL	Supplied to Date	Required
	General	Business	Management	Motor Vehicle Section	RTD	Umbrellas			
Bell and Howell Sound/Slide Projector	1			1	1	4	7	2	5
Overhead Projector		1	1	1	1	4	8	2	6
Overhead Projector (Portable)	1						1		1
Screen				1	1	4	6	2	4
Easel with Blackboard/Paper Pad		1	1	1	1	4	8	*	3
Reproduction Copier	1				1		2	1	1
Video Camera					1		1		1
Video Playback System					1		1		1

Note: Current Costs for equipment purchased to date

Bell and Howell Sound/Slide	K 1,985.00
Overhead Projector	K 803.00
Screens	K 331.00
Sharp 900 Series	K 7,500.00

* Existing easel has neither paper pad nor blackboard and will be used for supplemental purposes.

\$25,000 at May 1985 prices and exchange rates), well within the combined budgets for the categories concerned and allowing an adequate balance for associated supplies. Electric typewriters for the RTD will also be required and additional equipment may be identified during the project life.

C. Tools and Workshop Equipment

The Motor Vehicle Section of the Polytechnic needs supplemental equipment to upgrade its workshop and a selected package of tools keyed to heavy goods vehicles. The lists prepared in conjunction with the original design have been reviewed with the Motor Vehicle Section, and the staff concurs with the selection as it stands. See Table 11. Supplemental Equipment Requirements to Upgrade the Motor Vehicle Workshop, the Polytechnic. and Table 12. Specialized Tools Needed for Training, Motor Vehicle Section.

The two packages represent a combined cost of about US \$30,000 (1984 Prices). It is suggested that the amount allocated for cut-away models may need to be increased and that additional needs are likely to be seen during implementation. Hopefully one of the vehicle suppliers will be able to donate discarded components at no cost to the project.^{1/}

^{1/}The Motor Vehicle Section has also requested assistance in order to complete an addition to its workshop. This low cost contribution would specifically facilitate instruction relative to heavy goods vehicles. The cost is estimated at k 5,000 to k 6,000.

TABLE 11

IN US \$

1984 PRICES

SUPPLEMENTAL EQUIPMENT REQUIREMENTS TO UPGRADE
THE MOTOR VEHICLE WORKSHOP
THE POLYTECHNIC, ENGINEERING DEPARTMENT

	In US\$
Heavy Duty Jacks (2) 10 ton	4,050.00
Overhead or portable Crane (2)	6,600.00
Heavy Duty Vices (5)	750.00
Cut-away Models	2,800.00
Brake Testing Equipment	2,250.00
Mix of Tools U.S. and Metric	2,250.00
Heavy Duty Socket Sets	
Regular Socket Sets	
Ring Sets	
Combination Set	
Flat Screw Drivers	
Phillips Screw Drivers	
Mole Wrenches	
Plug Spanners	
Pliers with Plastic Covers	
Standard Tool Box Sets for Demonstrations (4)	2,400.00
SUB TOTAL	21,100.00
20 percent for freight	<u>4,220.00</u>
TOTAL	25,320.00

NOTE: This list is based in part upon a request made by the Engineering Department to the consultant. Certain items were deleted from this list, including test benches for alternators and fuel injection systems since the suppliers interviewed felt they could have made in-house for much less and could be replaced by the equipment set recommended for heavy vehicle maintenance and repair.

TABLE 12

MOTOR VEHICLE SECTION

SPECIALIZED TOOLS NEEDED FOR TRAINING

1.	J29599-4	Hub Nut Socket
2.	70-7003	Cylinder Compression Tester
3.	J21905-02	Rack Setting Gauge
4.	J21392	Timing Advance Adjusting Wrench
5.	J22809	Cam Plane Gauge Block
6.	J22942	Cam Noze Angle Checking Gauge
7.	J21744-01	Rack Travel Gauge
8.	J21592	Gear Remover (Pump and Camshaft)
9.	J23363	Synchro Vance Puller
10.	J23964	Reamer Set (Used with J24600)
11.	J24345-2	Timing Plug Gauge (Robert Bosch)
12.	J24345-1	Timing Plug Gauge (American Bosch)
13.	J24659	Dynatard Gauge Plug (American)
14.	J24660	Dynatard Gauge Plug (Robert Bosch)
15.	J25073	Nozzle Service Set
16.	S572	Injection Nozzle Puller (Shel's Supply & Equip & Co. 496-506 Orange Avenue, West Haven, Connecticut 06515)
17.	TSE76203	Thread Protector
18.	TSE79100	'K' Dimension Tool
19.	J26450	(Quantity 3) Clutch Spring Retention
20.	J26451	(Quantity 3) Clutch Spring Retention
21.	J26445	Clutch Gauge

- | | | |
|-----|--------|------------------------|
| 22. | J26448 | Clutch Gauge |
| 23. | J26460 | Clutch Gauge |
| 24. | J8129 | Scale Spring Tension |
| 25. | | Digital Multimeter |
| 26. | | AC-DC Clamp-on Ammeter |
| 27. | | Battery Load Tester |

Estimated Total cost is US \$35,000.00 1984 prices.

XIV. DRIVER TRAINING, LICENSING, AND SAFETY

Driver training, licensing, and safety have been grouped together because of the inter-relationship between them and because of their association with broader issues which extend beyond the scope of the mobilization consultancy or of the MCTP training program itself. Information relative to these areas was generally not readily available in consolidated form at the onset of the consultancy. Taking all these factors into account, the services of a driver training and safety specialist were contracted. This had been anticipated in the original design of the project. In conjunction with the performance of the specialist contract four main reports were produced:

- o Review of Supplier Driver Training Program at MALTRACO;
- o Driver Licensing
- o Driver Training
- o Safety

Copies of these reports have been presented to the Road Traffic Department and to the MOTC. A copy of the final summary and recommendations of the specialist has been attached here as APPENDIX XII. These reports provide a useful base for continued examination of the inter-related issues. Additional consideration and development of the concepts relative to these areas will be required, but certain comments can be usefully provided within the context of this report.

A. DRIVER TRAINING

Driver training has temporarily been black-boxed in syllabus design for two primary reasons:

- o it is assumed that driver training and associated monitoring will be the primary responsibility of the umbrella firms. The vehicle suppliers will also carry a responsibility for new vehicles.
- o driver training for heavy goods vehicles represents training a separate set of skills from that of regular driver training, but an integrated approach needs to be taken toward the improvement and development of driver training as a whole.

The report provided by the driver training specialist discusses the existing system with special reference to heavy goods vehicles. Positive elements include the fact that driver training schools are subject to some degree of regulation and their instructors must be certified. The general standard of the driving test offered is too low for general driving much less for the operation of heavy goods vehicles. Drivers engaged in international haulage should receive special training beyond that of just what is currently offered for Class G, Heavy Goods Vehicles. A new class may need to be established. Literacy in English should be required as well as knowledge of international documentation and regulations.

In order to upgrade the system, a National Driver Training Center should be established under the direction of the RTD in Blantyre. This center would have several functions:

- o Certification of all instructors for driver training schools
- o Instruction preparatory to certification
- o Examination associated with certification
- o Special driver training seminars
- o Driver training booklets

The establishment of a National Driver Training Center will entail considerable advance planning. It may be possible to plan and establish the center on the basis of two stages, the first, keyed to the MCTP, to deal with heavy goods vehicles, and the second stage to deal with all other categories. The report provided by the specialists provides a basis for additional consideration but a short term specialist from abroad may have to be obtained for the specific design of such a center.

It is currently very difficult to get even a second-hand copy of the highway code booklet. This should never be the case. A separate guide for international haulage should be considered; the driver training specialist suggested three different booklets. The handbook which has been prepared (See Section XII) could be designed to include the information included in a highway code book as well as what it currently contains.

B. DRIVER LICENSING

The discussion of the driver licensing system in Malawi provided by the specialist indicates that there are several weaknesses in the system both in terms of general licenses as well as relative to heavy goods vehicles. There are not enough examiners to conduct full tests, and the medical examinations especially relative to vision are inadequate. Again, an integrated approach is needed to improve the system at all points, but something is necessary relative to heavy goods vehicle in the short-run. Suggested are:

- o Establishment of a special license for heavy goods vehicles of the larger class as opposed to just the three ton category;
- o Upgrading the testing system;
- o Upgrading qualification of motor examiners.

The use of a short-term consultant as discussed under the previous subsection should be considered here as well. It would be hoped that one consultant would be able to provide assistance relative to both issues.

C. SAFETY

The issue of safety relative to the MCTP is complicated by the fact that the concept of safety is dependent on interlocking issues which extend outside the scope of the MCTP project itself. The project design calls for consideration of safety relative to driving techniques and vehicle conditions for heavy goods vehicles, and clearly this will be an issue of concern to the umbrella firms under which the sub-contractors will be operating. Additional steps will have to be taken, however, if significant advances are to be made in safety programs whose impact is to extend beyond the life of the project.

One of the major problems, again discussed by the driver training and safety specialist, is the lack of manpower to administer even the programs which do exist!

- o The police are not maintaining patrols on any of the main roads and are keyed mainly to accident investigation and reportage.
- o The National Road Safety Council has limited funds and sometimes relies on volunteers. They do maintain some accident statistics and sometimes have assisted the police in special traffic

violation programs, but the overall impact is minimal.

- o Companies with own fleet operations in certain cases have limited safety programs for their drivers. The standards of these programs vary widely.
- o The RTD is responsible for vehicle testing relative to road worthiness. The arrival of the new equipment will assist the RTD in carrying out this function, but there will need to be additional training of the existing staff, and additional recruitment should also be considered.

It is important that road traffic and vehicle safety be examined closely by the RTD and the MOTC in view of consolidation and upgrading of existing programs. The MCTP can provide short term consultants to assist with and stimulate the overall process as well as to consider the specific issues relative to heavy goods vehicles. This clearly extends outside the immediate scope of interest of the Training Coordinator, hence the need for the short-term consultants, but the interest of the Training Coordinator in the issue of safety training for the industry and his location at the RTD best qualifies him of all MCTP personnel to assist with coordination of the broader program.

XV. CONCLUSIONS AND RECOMMENDATIONS.

A. PROGRAM MONITORING

Considerable attention is still required to ensure that the monitoring system is understood by participants and is correspondingly valued and used. The Training Coordinator will have to focus on this issue immediately upon his arrival.

B. WORKSHOPS

Workshops should be sponsored by the participating institutions, including the RTD, aside from the context of the industry training sessions proposed, as a means of drawing upon existing expertise in associated sectors such as freight forwarding as well as being a means of stimulating interest among potential members of the industry. These should become a regularized part of industry activities.

C. NEEDS ASSESSMENT

As discussed earlier additional policy considerations and actions are required relative to needs assessment. The DEMATT screening will only provide partial information. Other participants in the training program will need to be identified and a shorter form of screening developed which is keyed to just the educational issues. These elements can be structured as the basis of a MOTC Policy Statement On MCTP Training.

D. INSTITUTIONAL ASSESSMENT

The project is clearly set within the context of institution building. Consideration needs to be given to not only the participant institutions but also to the dynamics of the TTF so that it is more than a clearinghouse for reports and becomes a meaningful quasi-institutional body in itself. The concept needs to be established as a regularized, periodic process which all institutions undertake as part of their self-management. Increasing attention should be given to functional analysis.

E. INTERNAL TRAINING

All of the participating institutions need to pay increased attention to this matter. The guidelines already presented by the Training Advisor should be used by each institution to structure a written plan and implementation schedule for internal training. The central role to be played by DEMATT requires that particular attention be given to their internal training program. This may require supplementation of the DEMATT staff on a temporary basis under the PFP contract, and PFP has been alerted of this possible requirement.

F. SYLLABUS DEVELOPMENT

Each of the institutions has assisted in the development of a projected schedule for having prepared the syllabus for a particular instruction context and the core concepts and modes associated with that instructional context. The institutions will have to monitor their progress and monitoring will also be required by the Training Coordinator. Slippage is likely to result, even so, but every effort should be made to minimize this.

G. THE GUIDE TO EFFECTIVE TRUCKING

This should be reviewed and a new draft edited and typed before it is released by the Road Traffic Department, but it can be used as it is now in unofficial version for internal

training programs and even for orientation of the truckers selected after the DEMATT screening if the final version has not been completed. The final version should be published by the Road Traffic Department with the Road Traffic Commissioner as the Editor.

H. DRIVER TRAINING

It is suggested that a Driver Training Center should be established under the RTD. The center should oversee the development of RTD personnel to examine drivers as well as examine and certify instructors of the driver training schools in Malawi. Preliminary focus can be restricted to issues relative to heavy goods vehicles, but an integrated approach will be needed in the long-run.

I. UMBRELLAS

Although the MOTC has expanded its statement concerning the responsibilities of the umbrellas, the section on training needs further expansion. The project expects to cover certain items and costs in support of training, in order that not all of these costs have to be carried by the sub-contractors. A sample of what should be included is provided as APPENDIX XIII.

J. INTERIM ACTIVITIES

In the June/July interim until either the Training Advisor has returned or the Training Coordinator is in place project momentum could easily be threatened. It is important that activities be sustained at a level at least equivalent to that during the mobilization phase. In order to assist the maintenance of momentum it is suggested that:

- o The TTF must play a more active role during this period. The Trainind Advisor has discussed this role with the TTF and responsibilities have been divided between representatives of each of the participating institutions.
- o Specific tasks for the interim have been set forth at the last workshop, at the TTF meeting for May and in various memorandums:
 - Increased institutional linkages;
 - Review of the Handbook;
 - Internal Training;
 - Training session to be presented by MALTRACO must be planned, coordinated, and given.

K. ORIENTATION FOR TRAINEES

All individuals who are to receive training under the MCTP should receive an orientation session explaining the nature of the project and the means in which trainees can be assisted during the life of project. A mini-orientation format should be developed for immediate contact and a more thorough one designed as a follow-up. This issue will become increasingly important as the INDEBANK selections are made.

L. ROAD TRAFFIC DEPARTMENT STAFF

Throughout this report and in several memorandums the qualitative and quantitative issues relative to the staff of the RTD have been raised. Increasing the skills of the current staff cannot counterbalance the inordinate work-load they are expected to support and the likely increase in demand which will result from the MCTP as well as from natural growth. Particular concern must be expressed for the needed counterpart for the Training Coordinator. This should be given an immediate priority. The use of project funds to support a counterpart slot until the civil service freeze has been lifted is strongly supported by the Training Advisor.

LIST OF CONTACTS

Murl Baker, Project Officer, USAID, Malawi

Julian Russell, Project Director, MOTC

Peter Mbisa, Administrative Assistant, MOTC

S.B. Mpata, Principal Secretary, MOTC

Peter M. Docherty, Service Manager, MALTRACO, Lilongwe

M.K. Mbale, Managing Director, MALTRACO, Lilongwe

Adamson A. Kapezi, Service and Training Superintendent,
MALTRACO, Lilongwe

Nikolaus A. Gehring, Lift Truck Representative, Caterpillar
Overseas S.A.

L.F.N. Kumwenda, Economist, MOTC

B. Tennett, Deputy Chariman, Road Transport Operators
Association

R.A. Oehl, General Manager, Automotive Products Ltd.,
Lilongwe

C. Henning von Ribbeck, Chairman and Managing Director,
Automotive Products Ltd., Blantyre

Abraham A.K. Sykes, Gator International Marine Ltd.,
Dar es Salaam

Jim Mallitte, Gator International Marine Ltd., Blantyre

Peter G.R. Ndovi, Gator International Marine Ltd., Lilongwe

W. Chandiyangana, Driver Training Officer, Press Transport

Mr. Siddiqi, Acting General Manager, Press Transport

Alister Mackenzie, Star International Haulage Co. Ltd.

Shadreck G. Khonje, General Manager, DEMATT

Ernest V. Yancey, Senior Technical Advisor, DEMATT

Edwin Henderson, Technical Advisor (training), DEMATT

Shadreck H.D. Matsimibe, Transport Consultant, DEMATT
B.S.D. Nakoma, Personnel and Training Manager, DEMATT
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A.V. Kambalometore, Principal, Polytechnic
Dr. S. Chitehula, Dept. of Business Studies, Polytechnic
J.E. Chipeta, Dept. of Management Studies, Polytechnic
C.F. Matupa, Dept. of Mechanical Engineering, Polytechnic
F. Chitani, Motor Vehicle Section, Dept. of Mechanical
Engineering, Polytechnic
P. Kanthambi, Librarian, Polytechnic
A.S. Gill, Dept. of Engineering, Polytechnic
Simon Hayes, Fleet Management Consultant, Blantyre
G. Khongono, Road Traffic Commissioner, RTD
D.C.B. Matupa, Assistant Road Traffic Commissioner, RTD
A.D. Kalimwai, Assistant Road Traffic Commissioner, RTD
G. Masangano, Executive Officer, RTD
M.A. Ndanaka, RTD
Mr. M.S. Maliro, Clerical Officer, RTD
Mr. G.M. Banda, Clerical Officer, RTD
Mr. Chobva, Clerical Officer, RTD
Wolfgang Korzytzki, Operations Manager, Trans-African
Transport (Bertling)
Ralph Petersen, Managing Director, Bertling
A.B.G. Chiumia, Marketing Manager, Oilcom
Ryan Kuhn, Manager, Transvaal Division, African Bulk
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Mr. Caban, General Manager, Agence Maritime Internationale
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Internationale

Mr. Tickton, General Manager, MITCO (Phone)

Mr. Reis, General Manager, Monica Freight

Mr. John Gilmore, Training Officer, Monica Freight

Mr. John Thomas, Data Processing Center

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APPENDICES

APPENDIX I

SCOPE OF WORK: Training Advisor, Malawi Commercial Transport Project

SMALL BUSINESS CAPACITY DEVELOPMENT
Field Services Assignment (FSA)

1. Country of Assignment: Malawi
2. FSA No.: 612-0218 3-40003-15
3. Government's estimate of work days:
Transport Industry Training Consultant: 84 Days
4. Period of performance: January 28, 1985 - June 30, 1985
5. Statement of work: see attachment 1.
6. Criteria for satisfactory completion of work: By June 30, 1985 the consultant must:
 - (1) establish acceptable training programs for the international road haulage industry;
 - (2) prepare training syllabi;
 - (3) identify organizations to perform the initial training program;
 - (4) identify training expertise and material needs;
 - (5) propose contracting mechanisms to channel project resources to the training institutions;
 - (6) and prepare a report on the above items. The draft report must be submitted before departing from Malawi and the final report must be provided within 30 days of the consultant's departure from Malawi.
7. Costs of this assignment must not exceed \$44,660.
8. Mission funding citations are Appropriation Symbol 72-1141021
Budget Plan Code: GDA-84-21612-DG13
9. Transportation to and from Malawi and local housing to be provided by PEP International. Other equipment, materials, supplies, and logistical support to be provided by USAID/Lilongwe, including vehicle rental, secretarial services and document reproduction, as the need arises.

Prepared by:

Christopher Mock
ST/RD/ESE, Christopher Mock
Project Manager

Authorized by:

Phillip Casteel
M/SER/CM, Phillip Casteel
Contract Officer

JAN 29 1985

Accepted by Partnership for Productivity:

Date

John G. Smith
1/31/85

APPENDIX I (Cont'd)

USAID/Malawi Transport Industry Training Task Force Scope of Work

A. Background:

USAID/Malawi, through the Training Task Force, seeks to organize transport industry training programs which address the priority training needs of Malawian international hauliers. In this instance, the services of a Transport Industry Training Consultant are required for 84 days to assist the Task Force in: 1) establishing acceptable international road haulage industry priority training programs, 2) preparing training syllabi for the proposed programs, 3) identifying organizations to perform the initial training programs, and 4) identifying the training expertise and material needs necessary for successful program implementation.

B. Scope of Work:

1) The Transport Industry Training Consultant, in conjunction with the Training Task Force, will identify the immediate training needs of the international transportation industry, giving special priority to the training needs of transport operators and firms selected as applicants for transportation vehicle credit.

2) The Contractor will help identify and assess the training resources within Malawi which can quickly respond to the industry's identified needs. Thereafter, the Training Task Force will make recommendations for utilizing existing training resources supplemented as needed by project resources. Such recommendations shall, to the extent possible, identify alternative or optional suppliers of training, and, at a minimum, contain contractable scopes of work for training services during the initial year of project operations.

3) In preparing training programs, the Contractor shall discuss reporting and monitoring requirements with the Project Director, including approval of the recommended monitoring and evaluation procedures.

4) The Contractor shall prepare recommendations concerning those activities which will facilitate the assumption of responsibilities by the long-term training advisor, documenting clearly the work completed to date, noting any outstanding issues or problems which remain to be resolved, and making suggestions concerning proposed future training work.

APPENDIX I (Cont'd)

C. Reports:

The Transport Industry Training Consultant shall prepare a workplan upon arrival in Malawi for submission to and approval by the Project Director. A draft copy of the final report, in a format agreed to by the Project Director, shall be submitted to the Project Director for comments prior to the Contractor's departure from Malawi. The final reports shall be submitted in two (2) copies within thirty (30) days from the Contractor's departure from Malawi.

D. Period of Performance:

The described services, reflecting 84 person-days of effort, shall be undertaken during the period beginning January 28, 1985 and ending June 30, 1985.

E. Logistical Support:

The Government of Malawi shall supply the Contractor with office space, the use of office equipment, transportation within Malawi. USAID/Malawi will provide access to medical facilities and diplomatic pouch service. All other provisions are understood to be the responsibility of the Contractor.

APPENDIX II

CONSULTANCY WORK PLAN (CWP)
Malawi Commercial Transport Project
 (612-0218)

Training Advisor: P.W. Moeller

DATES	WORK DAYS	TASK ALLOCATIONS	ASSOCIATED REPORTING
January 30- February 2	4	Orientation USAID/MOTC Preliminary Consultancy Work Plan (CWP) Review of Project Status Review of Project Files Selective Interviews	CWP Status Report # 1
February 4- February 9	6	Consultation with TTF and DEMAIT relative to CWP Review of Project Components Preliminary Needs Assessment Vehicle Flow, Fleet Growth Institutional Capacity Preliminary Training Objectives	TTF and Implementation Schedule Preliminary Fleet Chart Status Report #2
February 11- February 16	6	PIC Presentation Review DEMAIT Screening Refining Preliminary Needs Assessment and Training Objectives Review of CWP	Presentation for PIC CWP Status Report #3
February 18- February 23	6	Work Sessions: General Issues and Training Materials	Status Report #4
February 25- March 2	6	Work Sessions: Selective Issues Methodology Syllabi/Curricula Materials Specialized Consultancy Requirements Reporting/Monitoring	Status Report # 5
March 4- March 9	6	Work Sessions: Selective Issues Continued	Status Report #6

APPENDIX II (con't)

DATES	WORK DAYS	TASK ALLOCATIONS	ASSOCIATED REPORTING
March 11- March 16	6	Work Sessions: Selective Issues Continued	Status Report #7
March 18- March 23	6	Review of Linkage Mechanisms Assess Progress Identify Interim Tasks Review Scheduling for Training	Status Report # 8
March 25- March 27	3	Review Progress Assess Actions Pending	Status Report #9 (Expanded Report)
March 28- April 30	---	Interim Actions	TIF Report
May 1- May 4	4	Preliminary Consultations with MOIC Review of Actions under Phase II	Status Report #10
May 6- May 11	6	Work Sessions: Refinement of Programs	Status Report #11
May 13- May 18	6	Work Sessions: Evaluation	Status Report #12
May 19- May 25	6	Identification of Follow-on Requirements (SOWs)	Status Report # 13 Assist Draft SOWs
May 27- May 29	6	Draft Report Preparation and Presentation	Draft Report Status Report # 14
June 3- June 7	5	Debriefing Preparation of Final Report	Final Report*

* The final report is to be delivered within 30 days of the departure of the consultant from Malawi, i.e. on or before June 27, 1985.

APPENDIX III

LOG OF NUMBERED MEMOS
(INDEX)

NO	DATE	SUBJECT
1	Feb 1	Status Report # 1 : Orientation/Start-up
2	Feb 8	Status Report # 2
3	Feb 11	Project Files
4	Feb 11	General Working Session, Feb 20, 1985
5	Feb 12	(Pic Presentation) The Provision of Consultancy services in Support of Project Mobilization
6	Feb 14	Minutes of Training Task Force Meeting
7	Feb 15	Umbrellas
8	Feb 15	Status Report # 3
9	Feb 18	Priority Procurement of Training Equipment
10	Feb 19	Procurement of Consultant Services
11	Feb 20	Work Plans/Budget, FY 1985/86
12	Feb 22	Status Report # 4
13	Feb 22	Workshop # 2, February 27, 1985
14	Feb 25	Scope of Work for Short Term Consultant in
15	Feb 25	Monthly Activities/Progress Report
16	Feb 26	Institutional Work Plans
17	Feb 27	MOTC Policy Statements
18	Feb 28	Workshop # 3, March 6, 1985
19	March 1	Status Report # 5
20	March 1	ROTC Staff Utilization
21	March 2	Supplemental Contract
22	March 6	Contract for Short Term Specialist
23	March 7	Workshop # 4, March 13, 1985
24	March 8	Status Report # 6
25	March 11	TTF Meeting March 14
26	March 12	ROTC Staff Training Officer
27	March 12	Guide for Financing (Indebank)
28	March 15	Needs Assessment
29	March 16	Status Report # 7
30	March 16	Internal Training, ROTC

APPENDIX III-(con't)

31	March 18	TTF Report
32	March 18	Schedule for Phase II + Phase III
33	March 18	Internal Training
34	March 19	Reporting/Monitoring
35	March 19	Demonstration Units, Phase III
36	March 20	Baseline Data
37	March 21	DEMATT Roles in the MCTP
38	March 22	Status Report # 8
39	March 22	Procurement, Procedures
40	March 26	Status Report # 9
41	May 2	Status Report # 10
42	May 6	Workshop # 5
43	May 7	Training Relative to Liquid Bulk Haulage
44	May 7	RTC Newsletter
45	May 8	Training Programs
46	May 8	Short Term Consultants, Licence & Registration
47	May 8	Continued Association with the MCTP:
48	May 9	Check List
49	May 10	Status Report # 11
50	May 15	Sample Newsletter
51	May 15	Workshop # 7
52	May 16	Short Term Consultant, Licensing , Registration, and Safety
53	May 16	Orientation Session
54	May 16	Counterpart for Training Coordinator
55	May 17	Project Files: Additions & Modifications
56	May 17	Status Report # 12
57	May 22	MALTRACO Training Session June/July Interim Activi---
58	May 22	DEMATT Internal Training Program
59	May 23	Contract Discussions with the Polytechnic
60	May 23	Computer Training for the RTD
61	May 23	Training Task Force Report
62	May 24	Status Report # 13
63	May 24	Invoice for Hayes
64	May 24	Project Vehicle
65	May 24	Equipment Inventory
66	May 24	Support Provided by the RTD
67	May 24	Workshop Evaluation
68	May 24	Monthly Reports
69	May 25	ZIMCO Training

APPENDIX III (Cont'd)

70	May 25	Delegation of TTF Responsibilities
71	May 28	DEMATT Screening, Training Elements
72	May 29	Letter of Transmittal, Draft Version of Final Mobilization Report
73	June 14	Letter of Transmittal, Final Mobilization Report

APPENDIX IV

MCTP WORKSHOPS: SESSION CONTENT

WORKSHOP # 1

Session A 10:00 - 10:45

Training Program Details

(See Annex F4, PP)

- I Introduction: Systems Analysis
- II Institutional Development
- III Manpower Requirements
- IV Needs Assessment
- V Training Program
 - A Approach/Methodology
 - B Basic Components
 - C Content Description
 - D Linkage Mechanisms

Session B 11:00 - 12:00

Project Mobilization

- I Institutional Assessments
- II DEMATT screening/selection of Truck Fleet Personnel
- III Skill Requirements: Content
- IV Training Roles
- V Work Plans
 - A Mobilization
 - B Long term Activities

Session C 2:00 - 4:00

Training Materials

- I Polytechnic Library
- II Suppliers: MALTRACO, Mercedes
- III Materials and Sources
 - A External
 - B Already in use
- IV Trucking Handbook
 - A Profit Perspective
 - B Operational Perspective
 - C Programmed Institution Book

Preparatory Actions for Next Workshop

1. Assessments
2. Skill Requirements
3. Training Roles

Individual Consultations

DEKATT -	Mr Matsimbe	Thursday, Feb 21, 9:00 A.M
Poly -	Dr Chikhula	Friday, Feb 22, 3:30 P.M
-	Mr Matupa	Friday, Feb 22, 2:00 P.M
-	Mr Chipeta	Monday, Feb 25, 2:00 P.M
RTC -	Staff	Friday, Feb 22, 9:00 A.M
STAR -	Mr Mackenzie	Monday, Feb 25, 10:00 A.M

WORKSHOP # 2

Session A 10:00 - 10:45

Mobilization

- I Work Plans
 - A. Institutional Mobilization Work Plan
 - B. Long Term Training Work Plan
- II Reporting
- III Syllabus Development
 - A. Allocation of skills/course Topics
 - B. Syllabus Development Guide
- IV Handbook
 - A. Table of contents
 - B. Section contributions
- V Review of on-Going Actions
 - A. Capability Assessment
 - B. Requirements Analysis

Session B 11:00 - 12:00

Basic Training Concepts

- I Definitional Concepts
- II The Learning Process
- III On-the-job Training
- IV Modular Training
- V Learning Situations
- VI Non-Verbal Behaviour as Interpretative Cues
- VII Feedback: Monitoring/Evaluation

Session C 2:00 - 4:00

Demonstration

- I Approaching the Trucker: need/interest articulation
- II Interpersonal Relations: How to deal with Hostility
- III Task allocations:

Preparatory Actions for Next Workshop

- 1. Wor
- 2. Sut
- 3. Cor

Individual Consultations

DEMATT _____
Polytechnic _____

RTC _____
Other _____

IV-5

WORKSHOP # 3

Session A 10:00

Mobilization

- I Mobilization Work Plan
- II Defining Internal Training Needs

Syllabus Development

- I Review of Basic Structure
- II Specialized Requirements
- III Core Concepts
- IV Modular Units

Session B 11:00

Defining and Reinforcing the Learning Situation

- I Setting Goals and Purposes
 - A. Skills and attitudes
 - B. Planning Matrix
- II The Learning Environment
 - A. Training Context
 - B. Physical Setting
 - 1. Familiarity/Proximity
 - 2. Restructuring
- III Audio Visual Aids
 - A. Discussion
 - B. Application (Press)

IV-6

Session C 2:00 P.M

Demonstration

Audio Visual Programs: MALTRACO

- I The Automotive Fuel System
- II Fuel Economy

Preparatory Actions for next Workshop

Syllabus

Concepts for Handbook

Institutional Consultations

WORKSHOP # 4

Session A 10:00 - 10:30

Review of Mobilization Activities

I Overall Progress Grid

Session B 10:30 - 12:00

Sector Specific Concepts

- I Accounting
 - A. General System
 - B. Cost Accounting
- II Costing as a Function of Industry and Production Types
 - A. Fixed and Variable Costs
 - B. Operational Costs: Standing, Running and Overhead
 - C. Rates and Profit
 - 1. Point of Departure: Break even points
 - 2. Loaded versus unloaded revenue
 - 3. Three Common Faults in Costing
 - a. Salary
 - b. Maintenance
 - c. Depreciation

Session C 2:00-4:00

- I Handbook Development
- II Interim Activities

Preparations for Phase III

1. Assessment: Institutional Capacity
2. Syllabus Design
3. Long Term Training Work Plan
4. Internal Training Requirements
5. Equipment Requirements
6. Demonstration Unit
7. Handbook Contributions
8. Other Interim Actions

Institutional Consultations

WORKSHOP # 5

10:00 WORKING SESSION

- I. Monthly Progress Reports
 - A. Training Advisor
 - B. Oral Summaries and Written Reports by Participants
- II. Syllabus Design
- III. Long Term Training Plan
- IV. Handbook Contributions
- V. Material Requirements
- VI. Internal Training Programs
- VII. Demonstration Units
- VIII. Scheduling for Phase III (See S/3/32)
 - May 1 Training Advisor in Lilongwe
 - May 3 Training Advisor in Blantyre
 - May 6-7 Consultations by Appointment
 - May 8 Workshop # 5 10:00, DEMATT
 - May 9 Demonstration Units, Press
 - May 10 Demonstration Units, Press
 - May 15 Workshop # 6 10:00 Documentation, DEMATT
2:00 Driver Licensing
 - May 22 Workshop # 7 Cost studies 10:00, 2.00, DEMATT
 - May 24 Monthly Report Due

WORKSHOP # 6

Session A 10:00

DOCUMENTATION

- I. Introduction: Basic Documents
- II. Comparative Approaches
 - A. AMI/Renne
 - B. Manica Freight
- III. MITCO

Session B 2:00

- I. Licensing
 - A. Presentation
 - B. Discussion
- II. Driver Training
 - A. Presentation
 - B. Discussion

IV-11

WORKSHOP # 7

SESSION A

10:00 - 11:00

Review of Program Status

- I. Workshop Evaluations
- II. Needs Assessment
- III. Institutional Assessment
- IV. Syllabus Development
- V. Long Term Training Work Plan
- VI. Materials and Equipment
- VII. Continuing Actions Required
 - A. Internal Training
 - B. Monthly Report
 - C. Transition
 - 1) TTF
 - 2) Arrival of TA/TC

SESSION B

11:00 - 12:00

Costing: Case Study # 1

SESSION C

2:00 - 4:00

Costing: Case Study # 2

APPENDIX V

WORKSHOP EVALUATION

PHASE I

At the conclusion of the last session of the four workshops conducted under Phase I of the mobilization of the training program of the MCTP, the participants were asked to evaluate the effectiveness of the workshops. An open-ended questionnaire was used and the respondents were encouraged to elaborate on their responses. The identity of the respondents remained anonymous. A summary of the responses of the twelve respondents is as follows:

1) DID YOU ATTEND ALL OF THE WORKSHOPS?

Only four of the respondents had attended all the workshops. Five, however, had attended all but one of the workshops, and the remaining three had attended two of the workshops.

2) HOW WOULD YOU SCORE THE EXTENT TO WHICH THE WORKSHOPS:

A. Helped you to understand the Training Program;
All the respondents felt that the workshops had helped them better understand the training program.

B. Helped you understand the capacity of your institution;
All the respondents felt that the workshops had helped them understand the capacity of their institution in relation to the role they were to play in the project. Three of the respondents felt that the workshops had been especially helpful in this regard.

C. Helped you define core concepts and modules for syllabus development;

All the respondents felt that the workshops had been helpful in syllabus development. Four respondents were particularly helped by the workshop and made specific comments detailing the benefits. One respondent felt the need for further clarification relative to his interests.

D. Helped you understand the trucking industry;

All the respondents felt that the workshops had increased their understanding of the trucking industry; three of the respondents made specific comments on having learned information to which they would not otherwise have had access.

E. Helped you understand new management, financial, or cost concepts;

All the respondents felt that the workshops had helped their understanding of these concepts. Three of the respondents expressed an interest in additional time being spent with case studies.

F. See # 9

3) WERE THE MATERIALS PASSED OUT USEFUL?

All the respondents felt that the materials passed out were useful, and seven of the respondents made specific reference to how or to what had been most useful.

4) DO YOU FEEL PREPARED TO HANDLE THE INTERIM TASKS ASSIGNED YOUR UNIT FOR PHASE II?

All respondents felt prepared to handle the interim tasks but one respondent noted the need for addition consultations.

5) WHAT ITEMS WOULD YOU ESPECIALLY LIKE TO SEE INCLUDED IN A WORKSHOP IN PHASE III ?

The respondents expressed divergent interests for inclusion in subsequent workshops, often keyed to the roles they would be playing. Practical sessions on driving and safety, a visit to a trucking operation, and case studies were mentioned by two or more respondents.

6) WOULD YOU PREFER THAT SOME OTHER MECHANISM BESIDES WORKSHOPS BE USED IN PHASE III ?

All the respondents expressed a preference for a mix of workshops and consultations as had been implemented under Phase I.

7) DID ANY TIME OR SCHEDULING PROBLEMS RELATE TO YOUR PARTICIPATION IN PHASE I

Three of the respondents listed problems in this regard.

Will there be any under Phase II

Two respondents felt there would be limits but only one of these had felt such had been the case in Phase I

Will there be any under Phase III

Only one respondent felt there would be a limit and he felt he could adjust to it.

8) HAVE YOU FELT INVOLVED IN THE DYNAMICS OF THE MOBILIZATION PROCESS TO DATE?

All the respondents felt involved in the dynamics of the workshops.

9) ADDITIONAL COMMENTS:

The most frequent comment added related to the utility of the workshops as a learning experience. Six participants stressed how important they felt the workshops had been. One respondent would like to have seen more interaction by the participants in group discussions; this same respondent, however, felt himself "very much" involved in the dynamics of the workshops.

Consultants Evaluation

The use of workshops during the mobilization phase has proven an effective method of;

- 1) Explaining the primary components of the training program;
- 2) Assisting the assessment of institutional capacity;
- 3) Advancing syllabus development;
- 4) Introducing sector specific concepts;
- 5) Introducing analytical and managerial concepts.

The dynamics of the workshop were restricted by the changing composition of the participants. A basic core group attended all the sessions but others who served

as alternates were not able to fully participate. The Business and Management Department of the Polytechnic frequently had conflicts and could not send alternates to represent them. This restricted the group discussion of concepts relevant to their departments. They were both supportive of the workshops and tasks related to mobilization, and special consultations were designed to compensate for their scheduling problems. Group dynamics was also somewhat restricted by the diversity of participant backgrounds.

By the end of the fourth workshop group dynamics were beginning to evolve to the kind of interaction necessary for the technique to be successful. In fact, this was one of the objectives of the workshops. The basis for subsequent interaction was greatly enhanced, and workshop sessions can be expected to be increasingly more spontaneous and effective. The consultants role can be expected to shift from that of a quasi-instructor to group leader and increasing portions of the sessions will be directed by the participants themselves.

The sessions have also increased the self confidence of the participants and opened up new avenues of access between the institutions which are to participate in the project, both of which are essential to the institutions building conceived of in relation to the project. The demand that participants perform tasks associated with the workshops served as both a test of institutional capacity and opportunity for institutional growth.

Methodologically the workshops were balanced with institutional consultations. These consultations, ranging in length from one to three hours consultations, were with small groups as well as on a one-to-one basis. They provided for expansion of concepts and issues raised in the workshops on the basis of the specific interests and requirements of each participant/unit.

The success of the workshops is clearly tied to the support provided by these consultations. The use of this joint approach would seem an especially useful approach for project mobilization where inter-institutional cooperation and involvement is essential to project goals and purposes. The success of this parallel mechanism is most effective when the number of participants is limited to about fifteen participants. This is as much a function of group dynamics as it is an issue of scheduling the parallel consultations, especially if the interval between workshops is two weeks or less. In case of multiple institutional representation the group size may be increased to twenty, but beyond that the returns diminish. Larger groups should be broken into subgroups.

Philip W. Moeller
Training Advisor

APPENDIX VI

WORKSHOP EVALUATION: PHASE III

The evaluation of Phase III was made in conjunction with Workshop # 7. The responses of only six participants were considered valid since the others had only attended one workshop as alternate representatives.

- 1) Did you find the use of workshops an effective means of learning?

All the participants felt that the workshops were an effective means of learning.

- 2) Did you feel that the consultations were essential to overall effective of the workshops?

Yes .All... No Why? Because additional information provided which complimented or clarified the workshops.

- 3) Did you feel the mix between consultations and workshops was well balanced?

One participant would have preferred more consultation time but the others all felt the mix was well balanced.

- 4) Which workshop stands out in your memory as especially effective?

The most frequently cited were the Demonstration Units in conjunction with Workshop # 5. Others mentioned Program Development and Learning Theories as useful sessions.

- 5) What did you like most about the workshops?

Cited were: Free exchange of ideas, learning new ideas at each session, inter-institutional contact, learning about training management, and vissial aids.

- 6) How would you change the workshops?

More time, more group participation, more demonstration units.

- 7) Do you feel you could prepare and lead a workshop on your own?

All felt they could but most indicated reservations.

APPENDIX VII
MATERIALS IN SOURCE SEARCH PACKAGE

IV. SELECTED BOOKS AND PUBLICATIONS

Fifty-five books or publications were selected as a result of the source search. To facilitate reference each of these has been given an item number. On the basis of the primary topics with which it is concerned, each has been coded as follows:

- A. Financial Management and Control
- B. Operational Planning
- C. International Marketing
- D. Terminal Operations
- E. Personnel Supervision and Training
- F. Long Distance Driving
- G. Preventative Maintenance Systems
- H. Mechanical
- I. General

Items which have been obtained and included in the packet have been indicated by an asterik followed by a bracket indicating the number of copies, ie. *(1). In certain cases only part of a work or just the table of contents is provided. Such is indicated by I, again with the number of copies in Brackets.

1. Boyle, David H. How to Succeed in Big Time Trucking.
A,I Omni Publishers: Escondido, California, 1977.

2. Buys, Clifford R. Motor Carrier Management Systems. 2nd
A,B,D, ed. American Trucking Associations, Inc.: Washing-
E,G *(1) ton, D.C., 1983
This is an especially useful presentation of basic systems management as applicable to the trucking sector.

3. Darmstadter, N., ed. Road Supervision of Drivers. Ameri-
E,F can Trucking Associations, Inc: Washington, D.C.,
*(1) 1981
Especially useful for the RTC

4.
E, F
*(1) Darmstadter, N., ed. Truck Driver Training: A Manual for Driver-Trainers. American Trucking Associations, Inc.: Washington, D.C., 1981.
5.
I
*(1) Davis, Bob J. An Annotated Bibliography of the Motor Carrier Industry. American Trucking Associations, Inc.: Washington, D.C., 1976.
Dated but still useful
6.
A, I
*(2) Davis, Grant Miller and John E. Dillard, Jr. Increasing Motor Carrier Productivity: An Empirical Analysis. Praeger: New York, 1977.
7.
A, I Dempsey, Edward J. The Why and How of Private Truck Operations. Saunders Leasing System: Birmingham, Alabama, 1972 (?)
- 8
E, F
*(1) Doyle, Richard M., ed Handling Hazardous Materials. American Trucking Associations, Inc.: Washington, D.C., 1980.
The last section of this document is of interest and is reproduced, but the rest is highly U.S. specific.
- 9
E, F
*(1) Driver Handbook for Private Motor Carriers. American Trucking Associations, Inc.: Washington, D.C., August, 1983.
- 10
I
*(1) Economic Status of Owner-Operators: a Preliminary Enquiry. Owner-Operators Independent Drivers Association of America: Oak Grove, Missouri, 1983.
This focuses on the U.S. but has some relevant parts.
- 11
D Effective Truck Terminal Planning and Operations. Prepared for the American Trucking Associations, Inc. by Drake Sheahan/Stewart Dougall, Inc: Washington, D.C., 1980.
- 12
E, F
*(3) Employment Outlook for Driving Occupations. (Reprint from the 1982-83 edition of the Occupational Outlook Handbook of the U.S., Department of Labor), American Trucking Associations, Inc.: Washington, D.C., 1983.
This is a useful example of what could be prepared by the MOTC in conjunction with the Ministry of Labor or other government agency.

- 23
I
I(1) Maister, David H. and D. Daryl Wyckoff. The Motor Carrier Industry. Lexington Books: Lexington, Mass., 1977. Focus on structure of U.S. industry.
- 24
A,I
I(2) Maister, David H. and D. Daryl Wyckoff. The Owner-operator: Independent Trucker. Lexington Books: Lexington, Mass, 1975.
- 25
A,B Motor Carrier Employees Handbook for the Prevention of Freight Loss and Damages. American Trucking Associations, Inc.: Washington, D.C., 1961.
- 26
E,H
*(3) Occupational Outlook for Truck and Bus Mechanics. (reprint from the 1982-83 edition of the Occupational Outlook Handbook of the U.S. Department of Labor) American Trucking Associations, Inc.: Washington, D.C., n.d. (1983?)

See comments, #12.
- 27
I
*(3) Organization and Operation of the National Federation of the Trucking Industry in the United States. American Trucking Associations, Inc.: Washington, D.C., April 1983.
- 28
I
*(1) Periodical Listing, from the American Trucking Associations Library. American Trucking Associations, Inc.: Washington, D.C., Summer, 1982.

This is an excellent if small collection.
- 29
A,B,G,
H,I
*(6) Profitable Trucking: A Guide for the Independent Contractor (3rd Edition) National Accounting and Finance Council, American Trucking Associations, Inc.: Washington, D.C., April 1983.

This is a well done, relevant work which could be adapted in part and also used as a model for development for Malawi Specific guide.
- 30
E,F,I
*(1) Programmed Instruction Course in Truck Transportation. (rev. ed.) Prepared by Basic Systems and American Telephone and Telegraph Co, for the American Trucking Associations, Inc.: Washington, D.C., 1977.

This work provides a very useful introduction to and application of programmed learning. it is U.S. specific but could be readily adapted to Malawi.

- 31
I
*(2) Publications Catalog. Transportation Research Board: Wash-
ington, D.C., January 1984.
- 32
I
*(2) Publications and Services Catalogue 1983-84. American
Trucking Associations, Inc.: Washington, D.C., 1983.
- 33
A,B,D,
E,F,G
I(2) Robinson, Leslie. Transport Management Systems and Records.
Gower Press: London, 1971.
- 34
I
*(1) Rothbart, Linda S. and Mary L. Roy. Motor Carriers Biblio-
graphy. American Trucking Associations, Inc.: Washing-
ton, D.C., December, 1981.
- 35
I
*(1) Selected Annotated Bibliography of the Trucking Industry
Since the Motor Carrier Act of 1980. American Trucking
Associations, Inc.: Washington, D.C., June 1983.
U.S. specific but useful to those interested in U.S.
experience with de-regulation.
- 36
D,E Shipper-Motor Carrier Dock Planning Manual. American Truck-
ing Associations, Inc.: Washington, D.C., January 1973.
- 37
E,F
*(1) Small Carrier Safety Program. American Trucking Associatins,
Inc.: Washington, D.C., 1982.
- 38
E,F
*(1) Standards for the Selection of Truck Fleet Personnel. Ameri-
can Trucking Associations, Inc.: Washington, D.C., 1973.
- 39
B
I(2) Sussems, J.E. Efficient Road Transport Scheduling. Gower
Press: London, 1971.
Another example of systems planning.
- 40
A,C Throckmorton, John F et al. Motor Carrier Marketing Manage-
ment. Prepared for the American Trucking Associations,
Inc.: Washington, D.C., 1980.
- 41
B,E
*(1) TOC Guide for Training Terminal Personnel. Operations
Council of the American Trucking Associations, Inc.:
Washington, D.C., 1974.
Contains training concepts applicable to other areas
as well as to terminal personnel.

- 42
I
*(2) The Transportation Research Board: What it is and What it Does. Transportation Research Board, National Research Council of the National Academy of Science, January, 1984.
- 43
E, I
*(1) Truck Fleet Safety Materials. (catalog) American Trucking Associations, Inc.: Washington, D.C., October 1983.
- 44
I
*(1) The Truck Renting and Leasing Industry: An Initial Survey and Analysis. Prepared for the Truck Renting and Leasing Association: Washington, D.C., n.d. (1982 ?) by Temple, Barker & Sloane, Inc.
- 45
A, I
*(2) United States. Business Management. U.S. Small Business Administration, Interagency Owner-Operator Conference: Washington, D.C., 1980.
- 46
E
United States. Directory of Transportation Education. Office of the Secretary, U.S. Department of Transportation: Washington, D.C., September 1976.

This source relates to the MOTC interests in overseas training rather than to the components in the training.
- 47
E, F
*(1) United States. Federal Motor Carrier Safety Regulations. U.S. Department of Transportation, Federal Highway Administration Parts 390-99, Prepared by the American Trucking Associations, Inc.: Washington, D.C., January 1983.

A useful example, but U.S. specific.
- 48
I
*(1) United States. Problems of Truck Owner Operators. Department of Transportation: Washington, D.C., October 23, 1979.

U.S. Specific.
- 49
A, B, F, H
*(5) United States. Trucker's Guide to Fuel Savings. Federal Energy Administration: Washington, D.C., March 1976.

Highly practical in orientation.
- 50
G
Vehicle Maintenance Reporting Standards Handbook. American Trucking Associations, Inc.: Washington, D.C., 1983.
- 51
F
Waller, Patricia F., et. al. Development and Evaluation of the North Carolina Pictorial Oral Driver License Examinations. Highway Safety Research Center of the University of North Carolina: Chapel Hill, 1976.
- 52
E, F
Waller, Patricia F. Driver Improvement Clinic: A Profile of Participants. Highway Safety Research Center, University of North Carolina: Chapel Hill, 1976.

53
F Waller, Patricia F. Driver Improvement Measures: An Evaluation Based on Conviction and Crash Records.
Highway Safety Research Center, University of North Carolina: Chapel Hill, 1976.

54
E,F Waller, Patricia and Livia K. Li. Requirement Analysis for a Heavy Vehicle Licensing System. Final Report.
*(1) Prepared for the U.S. Department of Transportation,
I(2) National Highway Traffic Safety Administration under contract to the Highway Safety Research Center of the University of North Carolina (DOT HS-805553): Washington, D.C., 1979.

This is the most useful of Waller's works for this project.

55
F What to Look for in a Truck Driver Training School.
*(3) American Trucking Associations, Inc.: Washington, D.C., n.d.

A useful model for the RTC.

APPENDIX IX

DEMATT SCREENING, TRAINING EVALUATION

		A	B	C	
82	TRAINING REQUIRED FOR APPLICANT	FINANCIAL MANAGEMENT AND CONTROL	0		
		LONG DISTANCE DRIVING		0	
		OPERATIONAL PLANNING	0		
		INTERNATIONAL MARKETING	0		
		TERMINAL OPERATIONS	0		
		PERSONNEL SUPERVISION AND TRAINING	0		
		VEHICLE OPERATING TECHNIQUES AND MAINTENANCE			
83	TRAINING REQUIRED FOR DRIVERS	LONG DISTANCE DRIVING	0		
		TERMINAL OPERATIONS		0	
		VEHICLE OPERATING TECHNIQUES AND MAINTENANCE		0	
		ACCIDENT AND CLAIMS PROCEDURES	0		
		RECORD KEEPING	0		
84	TRAINING REQUIRED FOR TERMINAL PERSONNEL	FINANCIAL MANAGEMENT AND CONTROL	0		
		OPERATIONAL PLANNING	0		
		INTERNATIONAL MARKETING			
		TERMINAL OPERATIONS	0		
		VEHICLE MAINTENANCE		0	
		RECORD KEEPING AND DOCUMENTATION	0		
85	EQUIPMENT REQUIRED BY APPLICANT	One Tractor/Trailer			
86	RECOMMENDED EQUIPMENT FOR APPLICANT	One Tractor/Trailer			
87	GENERAL COMMENTS	Business is carried on as a Family enterprise. Both Father and Son are active operators and are very hard working. Could well do with assistance to boost present operations.			

KEY TO CODE USED ON TRAINING ASSESSMENT FORM

- A - Emphasis to be put on these subjects as either participants have not been exposed to this training before or duties require that participants concentrate on fields indicated.
- B - Either participants have been exposed to nature of training before or degree of necessity for training is not so high.
- C - Participants have had training and experience in this field before or the need for training in this field is not so high as duties not directly related.

NOTE

There is need for participants to be graded into categories depending on level of academic qualifications, and professional experience. Therefore course materials will have to vary accordingly.

APPENDIX X

SYLLABUS CONTENT BY CORE CONCEPTS AND MODULES

- I Financial Management and Control
 - A Rationale and Objectives
 - B Accounting System Elements
 - 1) Chart of Accounts
 - a) Balance Sheets
 - b) Income Statements
 - 2) Journal Accounts
 - C Equity and Depreciation
 - D Equipment Financing
 - E Variable and Fixed Costs
 - F Cost Accounting, Pricing and Profit Determination

- II Operational Planning
 - A Rationale and Objectives
 - B Setting Targets and Priorities
 - C Alternative Strategies
 - D Information Management
 - 1) Data Collection
 - 2) Data Analysis
 - 3) Measuring Performance
 - E Reducing Downtime, Standing time and Deadheading
 - F International Transport
 - 1) Operational Requirements
 - 2) Legal Requirements
 - 3) Documentation

III International Marketing

- A Rationale and Objectives of Marketing
- B Marketing Channels
 - 1) MITCC
 - 2) Subcontracting
 - a) Procedures
 - b) Documentation
 - 3) Other
- C Marketing Research
- D Regional Market Options
- E Market Selection
- F Quotations
- G Payment Procedures and Mechanisms

IV Terminal Operations

- A Terminal System Operating Plan
 - 1) Rationale and objectives
 - 2) Components
- B Advance Planning
- C Procedures and Documentation
 - 1) Acceptance and Delivery
 - 2) Customs Clearance
 - 3) Vehicle Maintenance and Servicing
 - 4) Personnel
 - 5) Warehousing
- D Vehicle Loading and Unloading
- E Special Equipment: Fork Lift Trucks

V Personnel Management

(Supervision and Training)

- A Rationale and Objectives of Personnel Management
- B Recruitment and Selection Processes
- C Development and Utility of Job Descriptions
- D Orientation Sessions for New Employees
- E Training:
 - 1) Purposes
 - 2) Strategies
 - 3) Programming
 - 4) Implementation
 - 5) Monitoring/Evaluation
- F Personnel Files: Compilation and Analysis of Data
- G Performance Review
- H Monitoring and Evaluation Techniques
 - 1) Drivers
 - 2) Mechanics
 - 3) Other
- I Interpersonal Relations
- J Incentive Programs

VI Long Distance Driving

- A Long Distance Driving
- B Operating Heavy Goods Vehicles
- C General Safety Considerations
- D Handling Hazardous Materials
- E Break Down Procedures
- F Accident Procedures
- G Mechanical Systems
- H Temporary Mechanical Repairs
- I Loading
- J Procedures and Documentation
 - 1) Operations
 - 2) Pick-up/Delivery
 - 3) Customers
- K Relevant Laws and Regulations: Domestic, International
- L Communication and Interpersonal Relations

VII Preventive Maintenance

- A Rationale and Objectives
- B Data Collection System
- C Data Analysis
- D Alternative Strategies
- E Programming Systems
 - 1) Facilities
 - 2) Staff
 - 3) Equipment and Materials
 - 4) Spares
- F F Integration with Operational Planning

VIII Mechanical

- A Mechanics of Heavy Trucks
- B Fifth Wheel
- C Fuel Economy
- D Emergency Repairs
- E Wheels: Rims, Tyres, Axles
- F Lubrication
- G Engine
- H Fuel System
- I Drive Line: Clutch, Transmission
- J Electrical Systems
- K Braking System
- L Steering System
- M Cooling System

APPENDIX XI,
SYLLABUS DEVELOPMENT GUIDE,
MODULAR MATRIX

SYLLABUS DEVELOPMENT GUIDE
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A						¹ *			⁶ ○
B						*			○
C				² ●					○
D				●					○
E				●					○
F				●					○
G									³ ○
H									³ ○
I				●					○
J				⁴ *					○
1									○
2									○
3									○
K				●					○
L									⁵ ○

NOTES: RTC-1 SYLLABUS GUIDE

- (1) To be covered by driving training specialist report.
- (2) Seminars to be less than one day.
- (3) To be handled by M.V Department of Polytechnic and suppliers.
- (4) To be further defined in conjunction with the Polytechnic Department of Management.
- (5) To be handled by the Polytechnic Department of Management.
- (6) All modules will be the concern of the umbrellas and the training they offer.

KEY

- Institutional Responsibility
- ✱ Under Consideration or Being Designed
- By Other Institution

FINANCIAL MANAGEMENT AND CONTROL

SYLLABUS DEVELOPMENT GUIDE
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other) workshop ¹	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A		●				●			
B		●				●			
1		● ●				●			
a		●				●			
b		●				●			
2		● ●				●			
C		●				●			
D		●				●			
E		●				●			
F		●				●			

¹Workshop: Open as an option, with a flexible Focus, participation of Polytechnic and leading to subsequent seminars. (See assumptions)

ASSUMPTIONS FOR DEMATT SYLLABUS DEVELOPMENT GUIDES 1-6

- 1) Most sessions will involve consultations
- 2) Consultations will run up to half day in length.
- 3) A task related to the consultation will often be assigned to be completed before the next consultation. .
- 4) Any module in the list of consultations may require more than one session and regrouping may be required to reflect a particular trucker.
- 5) Coordinator with the Polytechnic will be required so that there is a common approach to accounting.
- 6) Consultations will be training and orienting in focus; subsequently they would involve monitoring of past concepts/consultations. They will also provide means of channelling trainees into more structured learning situations, assisting both the Training Coordinator and the umbrellas in the performance of their functions.

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT								
	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other) ¹ ...workshop	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)	
A	●				●				
B	●				●				
C	●				●				
D	● ●				●				
1	● ●				●				
2	● ●				●				
3	● ●				●				
E	●				●				
F	●				●				
1	●				●				
2	●				●				
3	●				●				

¹As on Core Concept I

CORE CONCEPT: IV
TERMINAL OPERATIONS

SYLLABUS DEVELOPMENT GUIDE
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
		A							
1									
2									
B									
C	1	●							
1		●							
2		●							
3		●							
4		●							
5		●							
D									
E									

¹Some overlap with III B

SYLLABUS DEVELOPMENT GUIDE
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CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A		●							
B		●							
C		●							
D		●							
E 1-5		●							
F		●							
G		●							
H 1-3		●							
I		● ¹							
J		●							

¹Monitoring Umbrella and Truckers

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT							
	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A								
B								
C	● ¹							
D	●							
E	●							
F	●							
G								
H								
I								
J	●							
1	●							
2	●							
3	●							
K	●							

¹Consultation focuses on check lists/Handouts and monitoring basic concepts with more emphasis on J.

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	TRAINING CONTEXT							
		CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A	1	●							
B		●							
C		●							
D		●							
E		●							
1		●							
2		●							
3		●							
4		●							
F		●							

¹Basic Concept and Monitoring in consultation with Motor Vehicle Section and Development of Management.

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR Three Day Seminar	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A			●						
B			●	●		●		2 ●	
1			●	●		●		●	
a			●	●		●		●	
b			●	●		●		●	
2			●	●		●		●	
C			1 * ●	●				3 ●	
D									
E			●	●				4 ●	
F			●	●				5 ●	

NOTES FOR SYLLABUS DEVELOPMENT GUIDE DEPARTMENT
OF BUSINESS STUDIES

- 1 Possible subsequent development
- 2 B Covered by accounts course in 1st year
- 3 C Covered by accounts course in 1st year
- 4 E Covered by both accounts and economics in 1st year
- 5 F Covered by accounts course in 2nd year

Demonstration Units usually for 2 or more persons
DEMATT to handle the consultations

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other) Three Day Seminar	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A						●			
B						●			
C						●			
D						●			
1						●			
2						●			
3						●			
E						¹ *			
F				●					
1				●					
2				●					
3				●					

¹Inclusion subject to additional consideration.

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	TRAINING CONTEXT							
		CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other) Three Day Seminar	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A						1 ●		2 ●	
B						●		●	
1						●		●	
2						●		●	
3						●		●	
C						●		●	
D						●		●	
E						●		●	
F						●		●	
G						●		●	

¹To be keyed to trucking.

²More general.

SYLLABUS DEVELOPMENT GUIDE
 (SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A						●	●		
1						●	●		
2						●	●		
B						●	●		
C						●	●		
1						●	●		
2						●	●		
3						●	●		
4						●	●		
5						●	●		
D							¹ ✱		
E									

¹Inclusion will require specialist to advise.

SYLLABUS DEVELOPMENT GUIDE
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	TRAINING CONTEXT							
		CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A	1	●						●	
B		●				2 ●		●	
C		●						●	
D		●						●	
E						3 ●			
1						●			
2						●			
3						●			
4						●			
5						●			
F								●	
G								●	
H		●						●	
1		●							
2		●							
3		●							
I				●					
J		●							

NOTES FOR SYLLABUS DEVELOPMENT GUIDE DEPARTMENT OF
MANAGEMENT - 4

- 1) An optional offered keyed to Umbrellas and intermediate sized firms.
- 2) Existing
- 3) Developed but not currently offered.

SYLLABUS DEVELOPMENT GUIDE Section
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT							
	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other) Workshops- One week	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
A		●				●	2 ●	3 ○
B		●		●		●	●	○
C		●	●			●	●	○
D					1 ●			
E		●		●		●	●	○
F		●	●			●	●	○
G						●	●	○
H		●	●			●	●	○
I		●		●		●	●	○
J		●		●		●	●	○
K		●	●			●	●	○
L		●		●		●	●	○
M		●	●			●	●	○

NOTES FOR SYLLABUS DEVELOPMENT GUIDE MOTOR

VEHICLE SECTION

1. Workshop one week long in total length with sub modules which can be broken out and offered over a period.
2. All modules covered in:
 - A. Diploma Program
 - B. Certificate Program
(Except B,D)

But the focus of instruction is only all vehicles rather than heavy trucks.

3. MALTRACC offers training in all modules (uncertain about D)
 - A. Three-day Seminar
 - B. Forty-day Seminar

SYLLABUS DEVELOPMENT GUIDE
(SDG-1)

CONCEPT/TOPIC	TRAINING CONTEXT	CONSULTATION (on-the-job)	DEMONSTRATION UNIT (on-the-job)	ONE DAY SEMINAR	TWO DAYS SEMINAR	(other)	FULL TERM COURSE, NEW	FULL TERM COURSE, EXISTING	(other)
		A	●	✿	✿			✿	
B									
C									
D									
E									
1									
2									
3									
4									
F									

Preventative maintenance will be primarily a responsibility of the Umbrellas and Suppliers. DEMATT is to consult on and monitor the effectiveness of the programs established. It is probable that demonstration units seminars and workshops will assist the Umbrellas, but the development of such remains an option open to additional consideration and joint collaboration by the three parties cited above.

APPENDIX XII

FINAL REPORT

SUMMARY AND RECOMMENDATIONS

(S. HAYES)

1. The writer has been intimately involved in the day to day running of a large number of motor fleets within Malawi during the past five years. Over 500 drivers have been personally assessed and corrected and an innumerable number of lecture courses have been given, using his own materials and film. Over forty companies have been advised regarding their fleet problems and the writer has personal experience in the inherent weaknesses - and strengths - of the Malawi transport industry. He has acquired an extensive knowledge of daily operations, and has many contacts in the industry. He is also familiar with the Driving Schools and the motor examiners' department. He is currently designing a training course for several companies. These Reports reflect this experience and knowledge.
2. Maltraco has a fine Training Centre in Kanengo but as of 1st May 1985, did not possess any visual aids for the training of driving.
3. A review has been made of the existing systems and standards of driver licensing, training and testing in Malawi. The various weaknesses have been highlighted in the individual Reports submitted. Practical recommendations have been made to improve each system and to achieve a higher degree of control and safety on Malawi's roads. Particular stress has been given to heavy goods vehicles and drivers.
4. Some of the SATCC files were not available at the time of compiling these Reports and certain observations and conclusions are reserved for inclusion in an Addendum, to follow later.
5. There is a large scope for considerable improvement in the area of driver training. As with licensing, a shortage of skilled staff has to be rectified before any new programme can be implemented. The compiling of a national Highway Code Book - preferably in three volumes - would be most beneficial to all levels of driver training in the country.

6. The proposed Highway Code Book would consist of volume I covering basic road safety education for children, pedestrians, cyclists, passengers, and animal-drawn carts, etc. in all their various contexts. Volume II would deal primarily with the task of educating a driver to learn how to drive and to successfully pass a driving test at the passenger car level. He would receive guidance on the approved SATCC traffic signs, on driving in wet weather and at night, and on the problems of driving on dirt roads and at higher speeds on the national roads. An Appendix would assist him in knowing how to make a pre trip check on his vehicle; this would be most useful for company drivers and chauffeurs. Volume III would cater to the heavy goods vehicle driver, in all the various aspects. The proper use of the various controls, gauges and warning lights found in modern trucks, as well as the care of trailers and his load, would be covered. A section on international driving and procedures at and over the borders would be of particular interest to this project.

7. The status of the safety equipment currently in use and soon expected for the motor vehicle examiner's department is catalogued. No further equipment is expected or planned. It would appear that there will soon be a shortage of office space in Blantyre, and an even greater shortage of staff, once all this equipment is in use.

8. The Road Traffic Commissioner's offices desperately need more manpower to be effective as well as to help bring in revenue from vehicle checks and inspections, etc.

9. The compilation of the Highway Code Book and its completion in its various stages has a great priority.

10. The training of more Examiners and Instructors is vital.

11. The establishment of a Driving Training Centre where local films and materials can be prepared for a series of well-programmed courses, is another priority.

12. Malawi heavy goods drivers must be given better training in order for the nation's fleets to operate both efficiently and profitably in and out of the country to ensure the rapid movement of the nation's goods.

APPENDIX XIII

PARTICIPATION OF UMBRELLA TRANSPORT FIRMS

IN THE MCTP: POLICY STATEMENT

The MOTC has prepared a brief statement of requirements for foreign investors interested in participating as umbrella firms under the MCTP. A copy of this statement is provided as an attachment to this Appendix. Two of the sections mention the role of the umbrellas in training activities for their Malawian subcontractors, but the details are not specified in the statement. It will be necessary to develop a policy statement relative to the training obligations of the umbrellas as the basis for defining their obligations and ensuring control over the training activities to be offered by the umbrellas.

The original design for the MCTP assumed that the umbrellas would be responsible for a wide range of training for the subcontractors. Although the current statement used by the MOTC indicates that the costs of such training and other support services will be passed on to the subcontractors on the basis of fair charges, it has always been the intention that the subcontractors not have to carry the full cost of such training. The umbrellas were to be directly subsidized for training costs by MCTP funds in three ways:

- o The costs for three days of training time per month would be billable to the MCTP (about US \$300 per month)
- o Each umbrella would be provided an audiovisual package including a Bell and Howell sound-slide projector and an overhead projector as well as slide packages and other aids. (about US \$2,700)
- o Each umbrella would be given a grant for the purchase of tools (about US \$3,200)

These costs are based on the assumption of four umbrellas

In addition to direct subsidization each umbrella would also be assisted in its training activities by demonstration units and consultations to be provided by DEMATT and the polytechnic. They would also have access to workshops and seminars offered by the Polytechnic, DEMATT and the Road Traffic Department.

In exchange for having received these direct and indirect subsidies each umbrella would be required to prepare an internal training plan for approval by the Training Coordinator. DEMATT would assist the umbrellas in monitoring the results of on-the-job and limited classroom instruction offered by the umbrellas, but the Training Coordinator would play a major role in overseeing training activities under the umbrellas. The umbrellas would also be required to provide monthly reports to the Training Coordinator, and periodic review and monitoring by the Training Coordinator would also be required.

APPENDIX XIII

ATTACHMENT I

STATEMENT OF REQUIREMENTS FOR FOREIGN
INVESTMENT IN INTERNATIONAL ROAD HAULAGE

- (a) To be privately financed, managed and operated independent of Government.
- (b) Legally formed under applicable Malawi Laws and Regulations.
- (c) Operations restricted to international movements. This may include collection/delivery to any point in Malawi provided that (i) there are no purely local movements undertaken between 2 points in Malawi (e.g. local delivery to/disbursement from a central cargo consolidation point - this must be done by local haulers), and (ii) maximum practical co-operation be made with Malawi Railways rail and lake services.
- (d) Vehicles owned or sub-contracted must be registered and based in Malawi with all applicable taxes and duties paid.
- (e) Maximum practical use must be made of indigenous Malawian Haulers, with the objective of having at least 50% of value of operations so handled., The Company will ensure a fair distribution of its business between its own vehicles and those of its Malawian sub-contractors. As necessary it may provide financial, operational and commercial management services to Malawian haulers under its wing, together with on-the-job training and supervision in all aspects of the business with the objective of the sub-contractors becoming viable self-supporting operators in due course. Fair charges may be made for providing such services. The Ministry will confer from time to time with the Company concerning the detailed arrangements under which this is being attempted and success in meeting the objectives.
- (f) Any foreign investment should be phased out within 7 years of commencing operations, with the objective of having recovered and repatriated such investment together with an adequate return, and leaving behind a viable indigenous operation.
- (g) The Company is expected to recruit expatriate staff as necessary to ensure efficient operations. However, local counterparts must be selected and trained, giving full localization of all functions within 7 years of commencing operations.

APPENDIX XIII
ATTACHMENT I (Cont'd)

(h) Must not also engage in Clearing and Forwarding activities.

In addition, Government wishes to keep down the number of very large vehicle makes in Malawi. Whilst there is no hard and fast rule a convincing case must be submitted for bringing in a new make.