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FINAL REPORT

IDENTIFICATION OF HONDURAS' TRAINING
NEEDS FOR THE PERIOD 1990-1999 AND
THE DEVELOPMENT OF A TRAINING STRATEGY
AND MODEL DEVELOPMENT TRAINING PROJECT

PERFORMED UNDER INDEFINITE QUANTITY
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OFFICE OF HUMAN RESOURCES DEVELOPMENT
USAID/HONDURAS

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June 30, 1988

Mr. Anthony Vollbrecht
Project Officer
Office of Human Resources Development
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Dear Mr. Vollbrecht:

Enclosed is Development Associates' Final Report on the Identification of Honduras' Training Needs for the Period of 1990-1999 and the Development of a Training Strategy and Model Training Project which was performed under IQC Number PDC-0085-I-00-6098-00.

The Final Report incorporated the suggestions and comments contained in the May 1988 cable from USAID/Honduras, including the preparation of three cost alternatives for the recommended training program.

We appreciate the support provided by you and other USAID staff in carrying out this training needs assessment. We hope that the report will be a useful tool for the Mission in planning future training projects.

Please let me know if any additional information is needed.

Sincerely yours,

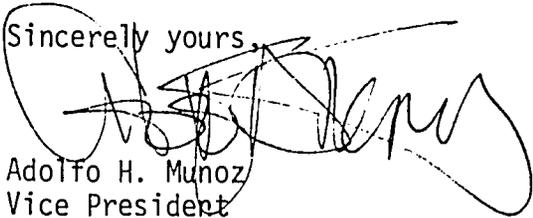

Adolfo H. Munoz
Vice President

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I. INTRODUCTION

As one of the poorest countries in Central America, Honduras faces many problems and challenges in developing its economic, social, and institutional infrastructures. Over the past four decades USAID has provided a wide range of bilateral economic assistance across different sectors including agricultural production, export enhancement, private sector development, health, education and institutional development. Still, Honduras' developmental maturation is limited by several factors including a weak human resource base characterized by serious shortages in skilled and professional workers in both the public and private sectors.

Honduras' ability to absorb a rapidly growing population is one of its basic challenges. The rate of population increase in Honduras is one of the highest in Latin America, with an average growth rate of about 3.6% annually. In addition, given the relatively low levels of urbanization and a heavy agrarian economic base, Honduras' need for a strong technical and human resource base is indeed paramount. This is especially problematic given that the percentage of under-15 year olds projected for 1980-2000 in Honduras is one of the highest among Central American countries, including Panama.

During the past several years, USAID/Honduras has recognized a need to strengthen Honduras' human resource base through various avenues including in-country and US-based participant training programs. Efforts such as the Central American Peace Scholarship (CAPS) project have made substantial contributions in increasing the number of trained personnel in different sectors and disciplines. Similarly, many USAID/Honduras projects include training components that are directly related to the objectives of each project.

The USAID Mission also observed that in some instances the country lacked the professional personnel, both in the public and private sector, to effectively carry out development projects in areas such as macroeconomic policy development, banking, and agriculture. It was also felt that the Mission did not have a definitive training needs assessment or framework for systematically formulating a long-term training strategy in Honduras.

Study Objectives and Methodology

Development Associates, Inc., a private management and governmental consulting firm, was contracted in January 1988 by USAID/Honduras under an Indefinite Quantity Contract (IQC) to conduct a special study that would accomplish several key objectives:

1. Conduct a needs assessment to identify Honduras' training needs for the period of 1990-1999;
2. Develop a training strategy based on the objectives of the Mission Action Plan; and
3. Prepare a concept paper for a development training project for USAID/Honduras.

A three-person team from Development Associates conducted the study in Tegucigalpa during the period of February 1-25, 1988 employing multiple methodologies including document analysis, structured questionnaires, focused interviews and the analysis of secondary data.

The data collection was carried out in several distinct phases that included:

1. Review of Mission documents including the CDSS, ABS and Annual Action Plan;
2. Inputs from Division Chiefs and Project Officers regarding on-going and planned projects and their respective training activities;
3. Focused interviews with selected respondents from various Government of Honduras (GOH) ministries, other donor organizations, and private sector officials;
4. Follow-up interviews with USAID Project Officers and senior staff to obtain historical information on various projects, and estimates of long-term training needs and priorities.

Development Associates employed a discrepancy analysis approach in conducting the needs assessment and establishing priorities among the various long-term training needs. Priority training needs were matched or compared with the current and planned training efforts reported by USAID, GOH ministries, other donor organizations and selected private sector representatives. Differences between the stated long-term needs and current/planned training projects represented the "discrepancies" or main gaps in the overall training picture.

A number of methodological difficulties were encountered in constructing a base from which to estimate the long-term training needs for the period 1990-1999. For one, there were no reliable studies on the technical and occupational demands in Honduras for that period. Some studies that examined the long-term manpower demands in specific sectors had methodological weaknesses. Others relied almost exclusively on employer predictions, for example, which have been found to be somewhat unreliable as a basis for forecasting demands. Similarly, in the case of agricultural professions, one study was carried out primarily as a planning tool for an agricultural university in Honduras. Typically, these studies could be characterized as manpower forecasts, rather than an assessment of long-term professional and occupational training needs.

Within the various GOH Ministries the quality and reliability of demand studies/data was generally low. One Ministry, as an example, reported that it had attempted a cross-agency survey of training needs in 1987. All of the 30 GOH agencies surveyed indicated that they had no training needs. In a follow-up study by the same Ministry, designed to gather information about the types of projects operated by the same agencies, no responses were received.

A few agencies did in fact have highly useful estimates and extensive data on projected occupational/technical demands in various sectors. In one case, there was a massive amount of raw data available to the team. However, time limitations did not permit a rigorous analysis of these data. It may be worthwhile though for USAID/Honduras to pursue these types of data sources in planning future training programs and establishing long-term Mission policies.

In the absence of any reliable manpower supply and demand studies, the needs assessment relied mostly on subjective estimates from USAID, GOH, donor organizations and other sources that could be considered to have a certain level of expertise in specific technical sectors. These qualitative estimates, combined with the quantitative demand projections that were found to be useful, provided the basis for constructing the assessment.

The assessment and rank ordering of needs were circumscribed by the Mission Action Plan objectives. These objectives were the fundamental framework for establishing the main training needs for the period of 1990-1999. Where appropriate, training needs that were not directly linked to these objectives were also examined, if it appeared that they had a potential bearing on the overall human resource development picture in Honduras.

Overall, the information base from which to build the long-term training needs priorities was limited. Most of the USAID/Honduras projects that include some form of training are typically not five years long. Relative to the time when this study was conducted, many projects with training had less than five years remaining. Of longer term and planned projects, training was often not forecast into the outer project years. Thus, most planned training efforts, both within the Mission and other sources, ran up to the early 1990's at best.

The report itself consists of three major chapters that correspond with the key products of the contracted study. The results of the training needs assessment are described in some detail in Chapter II, including the overall training priorities. Based on these priorities, Development Associates prepared a recommended training strategy which is described in Chapter III.

Chapter IV contains the concept paper which explains the main features of the recommended development training project. A bibliography is appended to the report.

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Finally, Chapter IV contains the concept paper which explains the main features of the recommended development training project. Samples of the various data collection instruments, and the list of organizations/individuals interviewed by the Development Associates team are found in the appendices to the report, together with a bibliography of the references and texts reviewed by the team.

II. TRAINING NEEDS ASSESSMENT

The initial phase of this study focused on conducting a training needs assessment that built upon the extant data available to USAID/Honduras. Development Associates relied on information from other sources as well, including selected GOH Ministries, other donor organizations, and selected private organizations.

In addition, data were collected with respect to population and human resource trends to provide a general framework for analyzing and interpreting training information. Likewise, available supply/demand studies were reviewed by team as an additional reference point.

As explained earlier, the Development Associates team had to rely on the subjective and qualitative estimates provided by expert respondents from within the USAID Mission and other organizations in Honduras since there were few sources of reliable quantitative estimates for the study period in 1990-1999. Still Development Associates is confident that the estimates provided by the various organizations will in fact provide USAID/Honduras with a relatively reliable basis for making policy and programmatic decisions with respect to a long-term development training strategy in Honduras, and the formulation of a model training project.

A. Population and Human Resource Trends

Baseline data on Honduran population and demographic trends provide a useful background in assessing the country's training needs over the next decade. The prevailing scenario is that of a country which has one of the highest population growth rate in the world, the poorest country in Central America and one of the poorest in the Western Hemisphere. Table 1 shows the average annual growth rate of the country's population from 1965-80 and the projected population of the country (rounded out in millions) until the year 2000.

As can be seen in Table 1, the population growth rate reached 3.5% during 1980-85. The substantial population growth rate will place severe demands on the country to provide basic services and economic stability let alone economic growth. The population of Honduras in 1985 reached a total of a little more than four (4) million and is projected to increase to five (5) million in 1990 and to seven (7) million by the year 2000.

TABLE 1. ESTIMATED POPULATION: 1965-2000

YEAR	AVERAGE ANNUAL GROWTH OF POPULATION IN %			POPULATION (IN MILLIONS)		
	1965-80	1980-85	1965-2000	1985	1990	2000
%	3.2%	3.50%	3.00%	4	5	7

SOURCE: Extracted from Table 27, Population Growth/Projections
World Development Report, 1987. The World Bank University
Press)

These projections are confirmed in more detailed estimates at regular 5 year intervals from 1985 to 2005 by the Economic Commission for Latin America and the Caribbean, as shown in Table 2. The projected increases in population at each five year interval reveal a rising trend in terms of percentage gain, i.e., from 14.36% in 1990 to 22.80% in 2005.

Table 3 shows the distribution of the population into urban and rural, both in absolute numbers and percentages of total population during enumerated and projected years, 1950 - 2000. About 450,000 families (average family size is 6) currently live in the rural areas of the country.

The rural population is expected to decrease gradually as more families migrate to the urban areas. However, by 1990, 71% of the total population will still be living in rural areas. The decrease in rural population to 67% by the year 2000 and the corresponding increase in urban population to 33% in the same period will not alter the rural/urban proportions. This feature in the country's demography would have significant implications to the content and types of training and human resources development needed during the period.

The country experienced economic expansion from 1965 to 1975 but suffered economic stagnation in the first half of the 1980s.

Table 4 shows the total and economically active population (labor force) by sex and age group in 1984. The country's total labor force in 1984 (ages 10-70+) was enumerated at 1,256,349, of which 1,046,415 were males and 209,934 were females. By age group, the highest jump in activity rate for both males and females occurs between the age category 10-14 and 15-19 because a large number of the country's youth entered the labor force in that year. In comparison, the male total represents roughly 83% of the entire labor force; the female total, 17%.

Table 5 is a projection of the available labor force by age group during enumerated and projected years, 1970 to 2000 at 5 year intervals. By 1990, the country's economically active population is expected to reach 1,560,758. This would increase to 1,877,260 in 1995 and the total by the year 2000 would come to 2,245,526. As in 1984, the highest activity rate is the change between age ranges of 10-14 and 15-19. This would suggest that training and human resources development would have to contend with the youth structure in the country's labor force over the next ten years or so.

TABLE 2. ESTIMATED POPULATION: 1990-2005
(In Thousand)

YEAR	1985	1990	1995	2000	2005
TOTAL	4372	5105	5953	6978	8142
INCREASE		733	849	1025	1164
% GAIN		14.36%	16.61%	20.08%	22.80%

SOURCE: Statistical Yearbook for Latin America and the Caribbean, 1988 ed. Economic Commission for Latin America and the Caribbean.

TABLE 3. URBAN AND RURAL POPULATION, ENUMERATED AND
PROJECTED YEARS, 1950-2000

YEAR	ABSOLUTE NUMBERS (THOUSANDS)		PERCENTAGE OF TOTAL POPULATION	
	RURAL	URBAN*	RURAL	URBAN
1950	1180	181	87%	13%
1960	1566	319	83%	17%
1970	2211	686	76%	24%
1980	2659	935	74%	26%
1990	3529	1468	71%	29%
2000	4631	2250	67%	33%

* Urban refers to the 13 largest urban areas in Honduras.

Source: Based on information from Robert Fox and Jerrold W. Huguet, *Population and Urban Trends in Central America and Panama*, Washington, D.C., 1977, 146.

TABLE 4. TOTAL AND ECONOMICALLY ACTIVE POPULATION BY SEX AND AGE GROUP: 1984

AGE GROUPS	TOTAL			MALES		
	Total Population	Active Population	Activity Rate	Total Population	Active Population	Activity Rate
0-9						
10-14	550760	80835	14.7%	275884	73375	26.6%
15-19	456823	201271	43.9%	230525	164487	71.4%
20-24	371929	209158	56.2%	187145	165662	88.5%
25-29	297475	173820	58.4%	149632	140495	93.9%
30-34	237776	138595	58.3%	119572	113715	95.1%
35-39	185591	106864	57.6%	92974	86758	95.5%
40-44	157203	88582	56.3%	76700	75132	95.5%
45-49	133245	73842	55.4%	66661	63366	95.1%
50-54	111087	59732	53.8%	55485	51800	93.4%
55-59	90934	47467	52.2%	45329	41451	91.4%
60-64	70961	33932	47.8%	35175	30028	85.4%
65-69	52050	22348	42.9%	25486	20117	78.9%
70+	56837	19903	35.0%	26855	18029	67.1%
		1256349			1046415	

SOURCE: Extracted from Active Population 1. James W. Wilkie and David Lorey Latin America, Vol. 25 (Los Angeles: UCLA Latin American Center Pub!

TABLE 5
ECONOMICALLY ACTIVE POPULATION ESTIMATED BY AGE GROUP
1970-2000

COUNTRY	AGE GROUPS	1970	1975	1980	1985	1990
Honduras	Total	777799	902943	1076746	1296140	1560758
	10-14	60157	63336	66350	66346	66460
	15-19	119404	141166	171810	205929	240723
	20-24	113930	142551	177618	223273	277076
	25-29	100971	115256	148438	185179	233696
	30-34	66706	97329	114625	147736	184537
	35-39	73337	82692	95549	112424	144604
	40-44	60793	68692	79792	92168	109627
	45-49	49902	57267	65940	76406	88272
	50-54	39341	45760	53364	61557	71422
	55-59	29797	35205	41551	48407	55754
	60-64	20322	24365	29225	34536	40216
	65-69	12806	15461	16667	22291	26161
	70-74	6720	8242	10092	12158	14441
	75-79	2726	3426	4265	5228	6286
	80 y +	888	1130	1459	1842	2272

SOURCE: Extracted from Table 1313. James W-Wilkie and David Lorey, eds. St Latin America, Vol 25 (Los Angeles: UCLA Latin American Center Publ

The results of a more recent study on the country's distribution of total population and economically active population by sex and percentages, also during enumerated and projected years till 2000, are shown on Table 6. Although there are differences in estimates compared to those of the previous table, the variations are slight and do not, for purposes of the present study, represent significant statistical deviations. Worth nothing from the distribution is that significant number of women will increasingly enter the labor force over the next decade.

Table No. 7 shows in percentages the distribution of the labor force by working age (15-64 years) in the three major sectors -- agriculture, industry and services -- during comparative periods 1965 and 1985 for agriculture and 1965 and 1980 for both industry and services. It also indicates the annual growth rates of the labor force during the interval periods until the year 2000. Sixty-eight percent of the labor force in 1965 was in agriculture. This decreased to 61% in 1985. For industry, the corresponding percentages were 12% in 1965 and 16% in 1980. The labor force in services increased from 20% in 1965 to 23% in 1980.

The distribution in 1984 was as follows:*

<u>Sector</u>	<u>Labor Force</u>	
	In thousands	%
Agriculture	572	53.3
Industry	197	18.3
Services	<u>305</u>	<u>28.4</u>
	1,074	100.%

World Bank: Honduras Country Economic Memorandum, June 30, 1986.

On the aggregate, labor force increased by 2.8% from 1965-1980, 3.7% from 1980-85 and is projected also to be 3.9% from 1985-2000.

Table 8 is a more detailed projection of the country's labor force by sectors and occupations. The sectors refer to primary, secondary and tertiary sectors which parallel agriculture, industry and services. The occupations refer to professionals, businessmen/industrialists, agriculturists and others.

TABLE 6
DISTRIBUTION OF TOTAL POPULATION AND ECONOMICALLY ACTIVE POPULATION
1961 - 2000

Year	Population			Percentages		
	Total	Male	Female	T	M	F
1961	1084.765	939029	945736	100.0	49.8	50.2
1974	2656.948	1317307	1339641	100.0	49.6	50.4
1975	3093.299	1551490	1541809	100.0	50.2	49.8
1980	3691.027	1850595	1840432	100.0	50.1	49.9
1985	4572.487	2191985	2180502	100.0	50.1	49.9
1990	5105.347	2559411	2545936	100.0	50.1	49.9
1995	5952.585	2984654	2967931	100.0	50.1	49.9
2000	6978.241	3500258	3477988	100.0	50.2	49.8
ECONOMICALLY ACTIVE POPULATION						
1961	567.988	494717	73271	100.0	87.1	12.9
1974	762.795	643056	119739	100.0	84.3	15.7
1975	906.213	769323	136890	100.0	84.9	15.1
1980	1084.840	902522	182318	100.0	83.2	16.8
1985	1303.041	1066243	236798	100.0	81.8	18.2
1990	1571.453	1263010	308443	100.0	80.4	19.6
1995	1890.900	1567556	323344	100.0	82.9	17.1
2000	2075.200	1734367	340833	100.0	83.6	16.4

Source: Population Census, CELADE Projection, estimates made. IIES

TABLE 7. LABOR FORCE
1965 - 2000

PERCENTAGE OF POPULATION OF WORKING AGE: 15 - 64 YRS.	PERCENTAGE OF LABOR FORCE IN								AVERAGE		
	AGRICULTURE			INDUSTRY		SERVICES			ANNUAL GROWTH OF LABOR FORCE (%)		
	1965	1985	1985	1965	1980	1965	1980	1965-1980	1980-85	1985-2000	
50	50	63	61	12	16	20	23	2.6	3.9	3.9	

Source: Extracted from Table 32, Labor Force. World Development Report 1987
The World Bank (World Bank University Press) P. 264.

TABLA 8
PROYECCION DE EAP TOTAL BY SECTOR AND OCCUPATION

Year	Profesionals	Business	Agriculture	Other	Total
National Total					
1985	184211	138026	535597	449241	1307076
1990	254276	196013	576430	569143	1595662
1995	352069	276377	620480	715346	1966271
2000	486773	395363	668023	891580	2443740
Primary Sector					
1985	5025	40	530457	38262	573784
1990	5120	33	570170	49744	625066
1995	5217	27	612855	62833	620933
2000	5316	22	658737	77717	741792
Secondary Sector					
1985	22800	5475	2590	173815	204630
1990	34535	7679	3161	221465	266840
1995	52309	10770	3859	280940	347679
2000	79232	15106	4710	354479	453528
Tertiary Sector					
1985	156366	132512	2550	237164	528612
1990	214612	188301	3099	297933	703955
1995	294543	267580	3766	371572	937460
2000	404225	380235	4576	459384	1248420

Source: Tomo I OFERTA Y DEMANDA DE PROFESIONALES DE NIVEL SUPERIOR:
Primera Parte, Situación actual y proyecciones.
Universidad Nacional Autónoma de Honduras,
Facultad de Ciencias Económicas Administrativas
y Contables, Instituto de Investigaciones Económicas
y Sociales. 30 de junio de 1987.

The number of professionals in 1990 is expected to reach 254,276, 352,069 in 1995 and 488,773 by the year 2000. Those involved in commerce/industry are projected to reach a total of 395,363 by year 2000. The number for agriculture in the same year comes to 668,023 while that of others, is 891,580. In the distribution by sectors, the largest increases would be in professionals and businessmen in the tertiary sector. Those involved in agriculture at the primary sector would still however compose the largest and dominant segment of the labor force.

Agriculture is the most important sector in the country's economy employing currently over half of the labor force. Together with forestry, which is the country's largest natural resource (covering 7.4 million hectares or 66% of the total land area), the two can be expected to continue as core sectors for training and human resources development. Currently, agriculture and forestry generate over three-fourths of Honduras' merchandise exports, in spite of the fact that only 15% of land area is suitable to cropping. This means that training for more production within the limited areas suitable to agriculture would have to be a key element in any training' policy.

Other features in the demographic and economic panorama of Honduras combine to underscore the necessity for assessing training needs and providing the required interventions to meet the challenge. About 30% of the population currently live in extreme poverty and destitution in the rural areas is a widespread phenomenon. Some 75% of the children under 5 years of age suffer from malnutrition. Illiteracy is high (42%). The extremely high population growth rates and labor force present formidable challenges to current and future training and employment. Currently, the country's economy generates only about 10,000 new jobs a year while the number of unemployed grows by twice that number.

Table 9 provides historical data on the country's general level of unemployment by year, from 1976 to 1983. Over the period, unemployment rose from 101,100 to 254,200 in 1983. In 1984, unemployment was estimated at 25% of available labor force. The unemployment rate is expected to remain high over the next decade with the growth of the labor force exceeding the rate of absorption into the productive system of the country.

These population and human resources trends underscore the long term impact that training could have within the context of an expanding population and labor force. They also point out the broad range of training needs across different areas such as infrastructure and agriculture, education, health, business enterprise development and similar areas.

TABLE 9
UNEMPLOYMENT
A. General Level

YEAR	1976	1977	1978	1979	1980	1981	1982	1983
TOTAL (IN THOUSAND)	101.1	104.8	108.7	112.8	117.0	113.5	128.3	254.2

Notes: 1 No data by sex and age group.
2 No data on unemployment by work experience,
by industry and by occupation.

Source: Extracted from Table 9. Unemployment,
Yearbook of Labour Statistics,
International Labour Office,
Geneva, 1986.

R. Review of Supply/Demand Studies

There were no supply and demand studies that scientifically measured or at least estimated the country's principal training needs across sectors or occupational groups. The data that were available were of varying quality and mostly at the micro level. Most of the reviewed studies relied on limited samples or anecdotal data.

For example, a survey study conducted in 1984 by the American Management Associations (AMA)/International on management training needs listed a series priority training needs by sector, with a series of recommendations on long term and short term training targets.

In the industrial sector, the main training priorities were organization, human resource, marketing, finance, planning and leadership. Training priorities in the commercial and service sectors included organization, human resources and communication. In agriculture, training in organization was on top of the list, followed by communication, human resources, and planning.

The same survey (which reviewed five previous studies also on management training needs and had a sampling universe of 125 companies and 274 interviews) estimated that, exclusive of agriculture), there were approximately 11,000 managers in industry, commerce and industry who represented the potential training population.

Two studies, conducted also in 1984 dealt with some aspects of supply and demand data in the field of vocational/technical training. Both were conducted under a USAID contract at the request of INFOP (Consejo Directivo del Instituto Nacional de Formación Profesional) and CADERII (Consejo Asesor para el Desarrollo de los Recursos Humanos).

The first study surveyed 87 enterprises located in five geographical areas in the country and projected training needs over 12 month period by occupation and size of businesses (i.e., micro, small, medium and large).

For the micro-enterprises, the priority training needs were in the areas of auto mechanics, industrial mechanics, metallurgical works, carpentry, electricity and metal construction. For the small enterprises, auto mechanics was on top of the list, followed in descending order by refrigeration, carpentry, industrial mechanics, electricity, electronics and metal construction.

In the case of the medium enterprises, the greatest needs for training (and for which sizeable number of potential participants were tallied) were in industrial mechanics, followed by metal construction automechanics, metallurgical works, carpentry and electricity, food and beverage.

The large enterprises had the most number of potential participants with training requirements in industry mechanics, auto mechanics, electricity, metal construction, carpentry, electronics and refrigeration. The study concluded that training in the vocational and technical skills should receive the highest priority in private enterprise development.

The second study was an assessment of vocational instruction in Honduras with emphasis on training for industry, arts and crafts and computation, and a follow-up that tracked graduates in the labor market. One major conclusion was that the current vocational training system was not adequately responding to the demand for certain skilled workers in areas such as metal construction (e.g., soldering including other related metal works) and industrial mechanics.

A study conducted by Winrock International in 1984 examined the demand and supply of foresters. Because of the high number of foresters trained between 1970 and 1984, and the expected graduation of approximately 150 new Honduran foresters during 1984-88, it was expected that there would be a surplus of foresters and increased unemployment if no changes were made in the future. The study, however, revealed that the unemployment levels among foresters were caused primarily by the country's basic economic problems, rather than a surplus of foresters.

Many companies that hire foresters reported that if economic conditions in Honduras improved they would in fact be in a position to employ additional foresters.

A 1983 study conducted by a UNIFOR consultant concluded that there was a demonstrated need for mid-level forest technicians. The study recommended that a program for advanced studies and training activities should be planned and implemented to upgrade the technical knowledge and operational skills of ESNACIFOR's professional staff.

The study cited a Food and Agriculture Organization (FAO) analysis that estimated the need for an average of 60 mid level forest technicians each year through the year 2000.

One of the better supply and demand studies was carried out by SECPLAN which included a five year training plan for the period 1988-1993. The plan was based on needs assessments by sector through corresponding chiefs of sector in the SECPLAN organization and these were integrated in a document listing the areas and content of training needed in the next five years.

Similar to the SECPLAN, is a Ministry of Education document which has projected the number of teachers needed to be trained each year over the next decade. The projection covers the pre-school, primary and secondary/technical levels. These studies were discussed further with corresponding agencies during interviews and more details about them are covered elsewhere in this report.

An INFOP study in 1987 entitled "Necesidades de Formación Profesional" attempt to present a supply and demand picture of the country's needs for professional/and vocational-technical training. Some 12,000 survey/interview returns provide) data for the study, which, however is understood to be still awaiting analysis and evaluation.

Preliminary tabular data on demand for training shows the number of employees by occupational group in need of training both in the private and public sectors. For both sectors, the listing of occupational groups included.

- * Prof. Tecnicos y Trab. Asimilados
- * Directores y Func. Pub. Superit.
- * Personal Admon. y Trab. Asim.
- * Comerciantes y Vendedores
- * Trabajadores de los Servicios
- * Trab. Agrícolas y Fores. P.C.
- * Obreros No Agrícolas Con.M.
- * Trabajadores No Clasificados S. Ocup.

The study contains no projections of demand for training in the 1990 but it provides actual and potential data which could be useful for further analysis and evaluation relative to the vocational and technical training needs of the country.

A related study on private sector training needs particularly those of micro-enterprises (conducted in 1987 by AITEC as part of the micro-development Project with USAID) found that areas for training most needed by micro-enterprises are production and marketing. Entitled Diagnóstico Micro-Empresarial, the study's preliminary conclusions also underscore among others, that training would be more effective if it were concentrated on owners/managers who could in turn conduct the "knowledge and technology transfer" to their workers or employees on site.

One study in the field of public health is worth a brief review. Entitled "Necesidades de Formación y Capacitación de Recursos Humanos en Alimentación y Nutrición en Apoyo a los Planes y Programas del País", the document is a result of a multi-sector conference in 1987 aimed at gathering existing information and identifying training needs in the field of food and nutrition. The sectors represented were health, education, agriculture, national planning/SECPLAM, labor and social welfare. After assessing various institutional data on activities and number of personnel and their level of expertise in providing instruction in food and nutrition, the study found that the incidence of duplication among those providing training was high. Also, personnel needs further upgrading both in qualifications and quantity. A priority need-area is follow-up and evaluation aimed at identifying changes and impact as a result of the training.

In the field of agriculture, the only study related to supply and demand on having needs which may be mentioned in this review is a 1985 report on "Trained Agricultural Manpower Needs in Tropical America", which was conducted by Experience Inc. for the Escuela Agrícola Pan Americana (EAP) in Honduras. The study focused on a survey of EAP graduates and employees as a base for planning future curricula and developing competency specific instruction needed for the various levels of professionals in the agricultural sector. A review of its main findings shows, however, that overall the study is only of limited relevance to the present review.

To the list of supply the most recent demand studies on training needs should be finally added that which was conducted in 1987 by the Institute of Economic and Social Research of the National Autonomous University of Honduras (UNAH). Entitled "Oferta y Demanda de Profesionales de Nivel Superior", the study is in some seven volumes and so of data which have yet to be fully analyzed and evaluated.

Basic documents used in the research study were the Honduran Population Censuses 1961 - 1974, a 1978 Research on National Income and Expenditures and a Demographic Research Report in 1983. Using three methods of projecting demand for professionals, the study make estimates on the number of professionals by category till the year 2000. As may be recalled, one of the tabular estimates was included in the earlier sector of this report.

In summary, supply and demand studies on the principal training needs of Honduras currently do not exist in Honduras. This reflects in part the lack of trained GOH personnel in disciplines such as Economics, Social Sciences, Finance and related areas. There is an awareness that such studies are important in planning long term training strategies, but that the basic technical and human resource infrastructures are not in place.

C. Existing and Planned Training Projects

Structured interviews were conducted with key representatives from various organizations engaged in some facet of development and training as a means of obtaining information on several key topics including :

- o a description of the current training programs and services provided by each organization;
- o a description of the types of training services planned for the period of 1990-1999 within an organization's respective field of specialization; and
- o estimates and opinions about the major development training needs in Honduras.

The following section summarizes the results of these interviews beginning with a view of the overall training efforts currently carried out by USAID/Honduras across the various technical offices, as well as projected training efforts during the period of 1990-1999.

1. USAID Projects with Training

To ascertain the extent to which U.S., third country and in-country training was included in on-going and planned USAID projects as well as RHUDD projects for Honduras, the Development Associates team requested that project officers complete a data form that provided both general project information and details about training. General project information included: project number, project name, name of project officer, beginning and end dates, and total dollar value of the project. Training details consisted of the number of trainees, content area of training, type of training (academic level, technical), location (U.S. third country, in-country), date training starts by quarter and fiscal year, length of training, and actual or estimated cost of training. Project officers were asked to provide information about training beginning with FY 1987 and for each subsequent fiscal year over the life of the project.

The project team received information about training activities funded or to be funded under 28 separate accounts. The total number of training activities are distributed as follows:

HRD	N = 12, including training supported under two PD & S accounts and the Central America Scholarships Program (CASP), funded by the LAC Bureau
RD	N = 8
PSP	N = 3
EPA	N = 1
ENG	N = 1
RHUDD	N = 3

Highlights of training organized by USAID division and RHUDD are given in Table 10 for 27 of the training activities. Key data about each training effort in Table 10 are the number of in-country and U.S./third country (TC) trainees and the value of training given and proposed. For purpose of identification, project number and name are also included in the table. PACD is included to provide a perspective about how far on-going and planned projects with training extend into the future.

TABLE 10
Summary Data for On-Going and Planned Projects With Training
By Sector

(A) Division	(B) Project #	(C) Project Name	(D) No. of Trainees IC US/TC **		Total Trainees	(E) Training Cost	(F) PACD
HRD	0529	CAPS			1,663	1663	\$23,315,000 11/30/93
	ESF	Zamorano Scholarships	144			144	\$3,283,400 12/31/91
	596-0130	CASP			105	105	\$2,547,000 9/30/93
	0296	Strengthen Demo. Institutions	55,780			55792	\$1,220,500 9/31/91
	0153	Health Sector I	2,783			2917	\$300,936 12/31/86
	---	Health Sector II	6,735			8907	\$1,295,690 1994
	9106.06	Health PD & S			24	24	\$22,490 9/30/88
	9104.2	Population PD & S			11	11	\$17,156 5/15/88
	0286	Private Sector Population			19	19	\$38,950 6/20/88
	0257	CADERH	15,855			15865	\$15,054,300 5/30/92
	0256	GEMAH	2,228			2234	\$505,000 06/6/89
	0273	Primary Ed. Efficiency	54,500			54509	\$327,000 7/30/94
TOTAL HRD			140,025	\$2,065	142090	\$47,927,922	
RD	0292	Land Use & Productivity Enhancement (LUPE)	52,740		30	52770	\$4,190,000 9/97/
	0173	Small Farmer Titling	30		3	33	\$13,100 8/29/89
	0168	Natural Resource Mgt.	869			869	\$25,250 5/31/89
	0252	Small Farmer Org. Strengtheng	30			30	\$450,000 9/16/93
	0268	Irrigation Development	120		57	177	\$730,000 9/29/93
	0209	Small Farmer Livestock Imp.			10	10	\$40,000 9/29/90
	0246	Forestry Development	549		45	593	\$3,671,945 12/31/94
	0176	Small Farmer Coffee Imp.	29,581			29581	\$306,154 5/26/90
TOTAL RD			83,916	145	84063	\$9,426,449	
PSP	ESF-0319	Micro Enterprise Development	8,390			6390	\$373,750 7/30/86
	207	Export Promotion (FIDE)	145			145	\$48,700 7/1/89
	205	Small Business Development	20,566			20566	\$1,520,593 5/31/93
TOTAL PSP			29,101		29101	1,943,043	
EPA	0325	Policy Analysis & Implement			50	50	\$3,000,000 6/31/94
ENG	0214	Rural Roads II			4	4	\$30,000 6/30/89
RHUGO	HG - 308	Shelter Sector Program	235		10	245	\$195,000 7/31/90
	596-0143	CA Shelter & Urban Dev.	160		344	504	\$306,800 8/27/91
TOTAL RHUGO			395	354	749	\$501,800	
TOTAL PARTICIPANTS			253,430	2,618	256048		
TOTAL TRAINING COSTS						\$62,929,214	

* Excludes new housing sector project.

** IC = In-country, US = United States, TC = Third Country

Two summary values contained in Table 10 provide a basic description of training of Honduras to further AID development objectives. Across all 26 training activities identified and described by USAID and RHUDDO personnel, the total number of trainees is 256,057 and the total value of that training is \$62,829,214.

The vast majority of trainees are scheduled to receive short-term technical training in Honduras. The split between in-country training and participant (U.S./third country) training is approximately 98% and 2%. Those who are to receive training in the U.S. or third countries are generally more likely to receive longer-term technical training or academic training.

The number of trainees and the value of training activities by division and RHUDDO are distributed as follows:

<u>Division/Office</u>	<u>No. of Trainees</u> %	<u>Cost/Estimated Cost</u> %
HRD	142,090 (55.5)	\$ 47,927,922 (76.3)
RD	84,063 (32.8)	9,426,449 (15.0)
PSP	29,101 (11.4)	1,943,043 (3.1)
EPA	50 (0.0)	3,000,000 (4.8)
ENG	4 (0.0)	30,000 (0.0)
RHUDDO	749 (0.3)	501,800 (0.8)
	<u>256,057 (100%)</u>	<u>\$ 62,829,214 (100%)</u>

The variations in costs relative to the number of trainees by division or regional office reflects differential costs associated with training location and length of training. U.S. training is the most expensive, training in a third country is generally less expensive, and training in-country is least expensive while typically longer training programs are more expensive than shorter programs. All proposed trainees in PSP and vast numbers of trainees included for HRD, RD and RHUDDO are to receive short-term technical training in-country. By contrast, all trainees in ENG are to receive short-term technical training in the U.S. while 35 of the EPA trainees are slated for long-term, academic post-graduate training in the U.S. and the remainder are to receive short-term technical training in the U.S.

Additional descriptions about the 26 training activities are provided in the following discussion for each of the five USAID divisions and RHUDDO. Tables 11 through 20 summarize the current and planned projects with training by division for the period of 1987-1994.

TABLE 11

26 DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOC. 1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL
EPA	0325	25 15 10	A T A	US US US		\$1,250,000 \$550,000					
							\$1,200,000				
TOTAL 1989-90		\$3,000,000									
TOTAL/EPA		50			\$1,800,000		\$1,200,000				\$3,000,000 50

TABLE 12

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND TOTAL TRAINEES	1994
ENGINEERING	0214	4	T	US			\$30,000					30000	4
TOTAL 1989 TOTAL TRAINEES							\$30,000					30000	4

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TABLE 13

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND TOTAL TRAINEES
PSP	ESF-0319	8390	T	IC	\$373,750							
TOTAL 1987					\$373,750							
TOTAL TRAINEES		8390										8390
												\$373,750

TABLE 14

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
HRD	0329	260 F 124 A 384	F A	US US	\$1,067,600 \$6,051,800 \$7,119,400								
TOTAL 1987													
TOTAL 1988		313 F 102 A 415	F A	US US		\$1,599,600 \$5,016,200 \$6,605,800							
TOTAL 1989		334 F 70 A 404	F A	US US			\$1,913,200 \$3,700,000 \$5,613,200						
TOTAL 1987-90		351 F 74 A 425	F A	US				\$1,523,600 \$2,392,000 \$3,915,600					
TOTAL TRAINEES												1663	
-----												\$23,315,000	
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
HRD	ESP/ZAHOR/WO	74 A 74	A	IC	\$1,554,260 \$1,554,260								
TOTAL 1987													
TOTAL 1988		30 A	A	IC		\$834,260							
TOTAL 1989		30 A	A	IC			\$893,480						
TOTAL 1990		10 A	A	IC				\$135,300					
TOTAL 1987-90													
TOTAL TRAINEES												144	
-----												\$3,283,400	
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
HRD	596-0130	7 F 18 A 25	F A	US US	\$126,000 \$496,000 \$612,000								
TOTAL 1987													
TOTAL 1988		7 F 15 F 22	F F	US US		\$126,000 \$405,000 \$531,000							
TOTAL 1989		8 F 20 A 28	F A	US US			\$144,000 \$540,000 \$684,000						
TOTAL 1990		10 F 20 A 30	F A	US US				\$190,000 \$540,000 \$720,000					
TOTAL 1987-90													
TOTAL TRAINEES												175	
-----												\$2,547,000	

TABLE 16

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1967	1968	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	
HRD	9104.2	1	T	US	\$713								
TOTAL 1987		3	T	TC	\$3,728								
		4			\$4,441								
TOTAL 1988		1	T	US		\$4,715							
		6	T	TC		\$8,000							
		7				\$12,715						\$17,156	11
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	
HRD	0286	6	T	TC	\$4,968								
TOTAL 1987		2	T	US	\$8,014								
		8			\$13,002								
TOTAL 1988		5	T	TC		\$2,950							
		6	T	US		\$22,998							
		11				\$25,948						\$58,953	19
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	
HRD	G257	110	T	IC	\$275,000								
TOTAL 1987		8	T	US	\$14,800								
		116			\$289,800								
TOTAL 1988		460	T	IC		\$910,000							
		2	T	US		\$15,000							
		462				\$925,000							
TOTAL 1989		2720	T	IC			\$3,760,000						
TOTAL 1990		3520	T	TC				\$3,260,000					
TOTAL 1991		4520	T	IC					\$3,410,000				
TOTAL 1992		4525	T	TC						\$3,410,000			
TOTAL 1987-92										\$3,410,000			
TOTAL TRAINEES												\$15,054,800	15865
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1967	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	
HRD	0256	6	T	TC									
TOTAL 1987		1576	T	IC									
		1584											
TOTAL 1988		650	T	IC		\$130,000							
TOTAL 1987-88													
TOTAL TRAINEES												\$505,000	2234

TABLE 18

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL
RD	0173											
TOTAL 1987			30 T	IC	\$9,600							
TOTAL 1988			3 T	US/TC	\$3,500							
TOTAL 1987-88												\$13,100
TOTAL TRAINEES												33

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL
RD	0163											
TOTAL 1987			241 T	IC	\$7,600							
			597 T	IC		\$10,650						
			1 T	US		\$6,000						
TOTAL 1988			598			\$16,650						
TOTAL 1989			30 T	IC			\$1,000					
TOTAL 1987-89												\$25,250
TOTAL TRAINEES												869

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL
RD	0252											
			6 T	IC		\$90,000						
			6 T	IC			\$90,000					
			6 T	IC				\$90,000				
			6 T	IC					\$90,000			
			6 T	IC						\$90,000		
TOTAL 1989-92			30									\$450,000
TOTAL TRAINEES												30

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL
RD	0268											
			4 A	US		\$115,000						
			9 T	US		\$50,000						
			24 T	IC		\$16,000						
TOTAL 1988			37			\$161,000						
			11 A	US/TC			\$360,000					
			9 T	US			\$30,000					
			24 T	IC			\$16,000					
TOTAL 1989			44				\$406,000					
			9 T	US				\$30,000				
			24 T	IC				\$16,000				

TABLE 19

TOTAL 1990		35							\$46,000							
TOTAL 1991		9 T 24 T 33		US IC									\$30,000 \$16,000 \$46,000			
TOTAL 1992		6 T 24 T 30		US IC									\$20,000 \$16,000 \$36,000			
TOTAL 1988-92 TOTAL TRAINEES															\$730,000	177
DIVISION RD	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	1994	GRAND TOTAL			
TOTAL 1987	0209	10 T		US	\$40,000	.							\$40,000		10	
DIVISION RD	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	1994	GRAND TOTAL			
TOTAL 1988 TOTAL TRAINEES	176	29581 T		IC		\$306,154							\$306,154		29531	
DIVISION RD	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION	1987	1988	1989	1990	1991	1992	1993	1994	GRAND TOTAL			
TOTAL 1988-94	0246	20 A 20 A		US IC		\$44,000 \$31,200	\$220,000 \$62,400	\$300,667 \$93,600	\$240,335 \$93,600	\$154,001 \$93,600	\$69,647 \$62,400	\$29,334 \$31,200 \$60,534				
TOTAL TRAINEES TOTAL COST 1988-94		25 T 516 T		US/TC IC		\$75,200 \$120,250 \$276,691	\$282,400 \$222,390 \$394,081	\$594,267 \$222,390 \$230,247	\$353,935 \$145,790 \$243,187	\$247,601 \$106,730 \$99,466	\$132,067 \$6,730 \$83,713	\$6,730 \$27,236 \$34,036		\$396,941 \$556,471 \$452,637 \$389,177 \$206,216 \$90,462 \$3,671,943		593

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TABLE 20

DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION 1987	LOCATION 1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
PSP	0207	145	T	IC	IC	\$48,700							
TOTAL 1988													
TOTAL TRAINEES												48700	145
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION 1987	LOCATION 1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
RH-DO	HQ-008	60	T	IC	IC	40000							
		135	T	IC	IC		83000						
		10	T	US	US		50000						
		40	T	IC	IC		135000						
TOTAL 1988-90													
TOTAL TRAINEES												\$125,000	245
DIVISION	PROJECT NUMBER	NO. TRAINEES	TYPE TRAINING	LOCATION 1987	LOCATION 1987	1988	1989	1990	1991	1992	1993	GRAND 1994 TOTAL	TRAINEES
	0 396-0143	90	T	IC/TC	IC/TC								
		60	T	IC/TC	IC/TC		\$40,000						
		174	T	IC/TC	IC/TC			\$30,000					
		174	T	IC/TC	IC/TC		\$118,000						
TOTAL 1989													
TOTAL 1990													
TOTAL 1988-90													
GRAND TOTAL/DOLLARS												\$306,000	304
GRAND TOTAL/TRAINEES												\$42,828,414	256057

Human Resource Development Projects with Training

Three of the 12 training activities included in this category consist of training only projects. Most notable in terms of amount of money allocated to training not only in this category but across all categories is the Central American Peace Scholarship (CAPS) project, originally funded by the IAC Bureau and now funded bilaterally. CAPS requires that academic and technical training, combined with "Experience America" training, be provided in the U.S. primarily to disadvantaged, special concern groups such as those in rural areas, women, members of indigenous groups, and youths.

The regionally funded Central American Scholarship Program (CASP) can be considered a precursor to CAPS in two important respects. Training must also be provided in the U.S. and initial concepts regarding "Experience America" activities were introduced under CASP. In addition to incorporation of U.S. experiences into design of the training program, CASP supports technical training, certificate and Associate degree training at a small set of U.S. universities and junior colleges. CAPS students can theoretically be placed in any U.S. training institution and the type of academic training can extend beyond certificate and associate degrees to bachelors and graduate degrees.

The third training only activity uses local currency generated through ESF to provide scholarships to needy students to study at Zamorano, a generally well respected agricultural training institution in Honduras. Students receiving scholarships in one year need to qualify in terms of good academic performance to continue receiving support in subsequent years.

Five additional training activities in this sector are concerned with health and population. They include a major health and population project (Health Sector II) which continues and expands upon the initial health and population project (Health Sector I) scheduled to conclude the end of CY 1988, a private sector population project, PD & S-health and PD & S-population funds used for training.

Education is the general area that contains three projects with training components. One is aimed at reducing resource drain on the part of the Ministry of Education, by improving the efficiency and quality of primary education in grades one through six (Primary Education Efficiency). The other two projects are concerned with vocational skills and business/management training (CADERII and GEMAH respectively).

The twelfth project included in the HRD category recently changed from regional to bilateral funding. It is called Strengthening Democratic Institutions, and it focuses on strengthening the Honduras Congress, the election tribunal (TNE) and the judiciary. Nearly all proposed trainees would be associated with one of these three major Honduras systems and are expected to receive short-term technical training in Honduras.

Table 10 presents information about these 12 projects, primarily focusing on the combination of the number of trainees, type of training (academic or technical) and location of training (in-country or U.S./third country) by fiscal year of actual or proposed training from 1987 through 1993. For each project and training activity, the number of trainees and costs are totalled by fiscal year and the grand total summarizes the number of trainees and costs across all fiscal years reported for the project.

It should be noted that generally, proposed training declines or is not estimated as subsequent project years become further removed from FY 1988. This is the case not only for projects in the HRD category but for projects with training across all relevant USAID divisions and RHUDO.

RD Projects with Training

Two of eight projects in the RD portfolio which include training will represent a major part of the training. They are Land Use and Productivity Enhancement (LUPE) and Forestry Development. LUPE is targeted to begin in FY 1988 or FY 1989, and continue for eight years. Just over \$4 million out of a LOP budget of \$36 million (11.6%) has been earmarked for training FY 1989 AND FY 1990. The major training focus under LUPE is to provide large numbers of small farmers with technical training to increase their productivity beyond subsistence levels thereby stimulating the farm to market economy. Forestry Development, with its substantive training component, is aimed at improving forest management in both the public and private sectors through a combination of long-term and short-term training in the U.S., third countries and in Honduras. Over the seven-year LOP (FY 1988-FY1994), more than \$3.5 million has been designated to support the planned training activities.

Two other RD projects, both with PACDs in September of 1993, have allocated moderate sums for training. Irrigation Development has set aside \$730,000 while small Farmer Organization Strengthening identifies \$450,000 for training.

Summary Data for Ongoing and Planned Projects with Training
By Sector

(A) Division #	(B) Project #	(C) Project Name	(D) No. of Trainees Total IC US/TC ** Trainees		(E) Training Cost	(F) PACO
HRD	0529	CAPS		1,663	1663	\$23,315,000 11/30/93
	ESF	Zamorano Scholarships	144		144	\$3,283,400 12/31/91
	596-0130	CASP		105	105	\$2,547,000 9/30/93
	0296	Strengthen Demo. Institutions	55,780	12	55792	\$1,220,500 9/31/91
	0153	Health Sector I	2,783	34	2817	\$300,936 12/31/88
	---	Health Sector II	6,735	172	8907	\$1,295,690 1994
	9103.06	Health PD & S		24	24	\$22,490 9/30/88
	9104.2	Population PD & S		11	11	\$17,156 5/15/88
	0286	Private Sector Population		19	19	\$38,950 6/20/88
	0257	CADERH	15,855	10	15865	\$15,054,800 5/30/92
	0256	GEMAH	2,228	6	2234	\$505,000 06/6/89
	0273	Primary Ed. Efficiency	54,500	9	54509	\$327,000 7/30/94
TOTAL HRD			140,025	\$2,065	142090	\$47,927,922
RD	0292	Land Use & Productivity Enhancement (LUPE)	52,740	30	52770	\$4,190,000 9/97/
	0173	Small Farmer Titling	30	3	33	\$13,100 8/29/89
	0163	Natural Resource Mgt.	869		869	\$25,250 5/31/89
	0252	Small Farmer Org. Strengthen	30		30	\$450,000 9/16/93
	0268	Irrigation Development	120	57	177	\$730,000 9/29/93
	0209	Small Farmer Livestock Imp.		10	10	\$40,000 9/23/90
	0246	Forestry Development	548	45	593	\$3,671,945 12/31/94
	0176	Small Farmer Coffee Imp.	29,581		29581	\$306,154 5/26/90
TOTAL RD			83,916	145	84063	\$9,426,449
PSP	ESF-0319	Micro Enterprise Development	8,390		8390	\$373,750 7/30/88
	207	Export Promotion (FIDE)	145		145	\$48,700 7/1/89
	205	Small Business Development	20,566		20566	\$1,520,593 5/31/93
TOTAL PSP			29,101		29101	1,943,043
EPA	0325	Policy Analysis & Implement		50	50	\$3,000,000 6/31/94
ENG	0214	Rural Roads II		4	4	\$30,000 6/30/89
RHUDO	HG - 009	Shelter Sector Program	235	10	245	\$195,000 7/31/90
	596-0143	CA Shelter & Urban Dev.	160	344	504	\$306,800 8/27/91
TOTAL RHUDO			395	354	749	\$501,800
TOTAL PARTICIPANTS			253,430	2,618	256048	
TOTAL TRAINING COSTS						\$62,929,214

* Excludes new housing sector project.

** IC = In-country, US = United States, TC = Third Country

The project, Small Farmer Coffee Improvement, scheduled to conclude 5/26/90 has also allocated a moderate amount of \$306,154 training for FY 1988, the only project year for which data were provided. With most training planned for only two or three days, with a maximum training period of eight days, and all training provided in Honduras, more than 29,000 participants are to receive training. The large number of trainees is second only to the LUPE major agricultural sector development project.

From a cost standpoint, the other three RD projects all have indicated only modest funds are to be used for training. These projects are Small Farmer Titling, Natural Resources Management, and Small Farmer Livestock Improvement. It is important to note that each of these three projects have earlier PACDs than any of the five projects with larger training dollar allocations, and that the number of trainees under some of the projects with modest training dollar allocations exceed those with larger training dollar commitments as a function of training location and length of training.

The distribution of types of trainees by training location for the fiscal year period 1987-1993 is presented for each of the eight RD projects with training in Table 10.

PSP Projects with Training

Three private sector projects have been identified that include training. All are designed to provide short-term technical training in Honduras. Small businesses are the target of the major private sector project with training that is scheduled to operate until mid-1993. One and two week training courses to one semester courses in such areas as administration, production and commercialization are to be offered over the life of the project with the number of participants estimated to be about 20,000, at a cost of nearly \$2 million.

Micro enterprises, usually one-person operations, are the intended recipients of the project to develop viable micro-entrepreneurs in Honduras. One or two day training events on topics such as management, credit, accounting and production are offered over the two-year project expected to conclude July 30, 1988. More than 8,000 trainees are expected to participate in this training program.

The third private sector project with training is aimed at export promotion. Expected to conclude 7/1/89, five to 17 day training sessions addressing areas such as market desk studies, investment opportunity profiles and computer systems for international commercial information are scheduled in FY 1988 for nearly 150 trainees total.

EPA Training in Projects

One project under EPA auspices includes training to improve the capabilities of key decision makers, primarily in the Ministry of Finance and Public Credit and the Central Bank, to formulate and implement economic policies. The major emphasis is on graduate training in the U.S. for 35 trainees with an additional 10 trainees to participate in two-month technical courses in the U.S. Economics is the general subject of training. Details about training under the Policy Analysis and Implementation project are given in Table 12. As envisioned, training would begin for masters and technical trainees in FY 1989 and for PhD trainees in 1990. The project has a PACD of 8/31/94.

Engineering Training in Projects

Major projects in Engineering are concerned with rural roads and water/sanitation. Rural Roads II includes a small training component to provide one month of training in highway maintenance to four individuals possibly in FY 1989.

Regional Housing and Urban Development Office (RHUDD)

Based in Tegucigalpa, RHUDD supports both regional housing projects that include Honduras and Honduras specific housing projects. Two on-going housing projects include services and training for Honduras and one major housing sector project is planned for Honduras that will include substantial training.

Of the two on-going projects, one is Honduras specific and one is regional. The Honduras Shelter Sector Program which began in 1987 and will continue until July 1990 is focussed on creating low cost housing and upgrading available low cost housing. Training is concentrated in two major areas. One is geared toward urban and municipal development in the primary cities of Tegucigalpa and San Pedro Sula and secondary cities and involves working with relevant city agencies. Training topics in this area are: municipal management and finance; development of cadaster systems; social promotion to obtain neighborhood inputs regarding housing needs and resources available as well as cost recovery, services, and maintenance; and financial policies and cost recovery techniques. The other training area is concerned with financial policies and management systems for FOVI, Savings and Loan and other institutions.

The second on-going project is Central America Shelter and Urban Development, also begun in 1987, with a PACD of 8/27/91. Planning and scheduling of training is expected to be completed by 6/30/88 with training to be given in FY 1990 and FY 1991. Three major areas of training will be: policies and strategies for shelter and urban development, housing finance, and urban management and finance.

Two new sector projects will begin in FY 1990 and continue for five years. These include the Local Government Strengthening Project and the Shelter Finance and Resource Mobilization Project. The total funding for the Local Government Strengthening Projects is expected to be about \$US30.0 million with about five to six million dollars allocated to training. The training component will be designed to:

1. Assist the municipalities to structure policies and strategies and to strengthen their technical and management capacity in order to more effectively meet the needs of the low income populations.
2. To progressively develop the institutional training capacity required to support municipal development on a sustainable basis over the long term.

Total funding for the second project is scheduled to come on line in FY 1990 and is expected to be about \$US106 million, with an estimated \$US3 million which will be used for training activities. These training resources will be used to assist the GOH develop the policies and institutions that will be required to mobilize and effectively utilize domestic resources for housing, particularly to strengthen and expand the financing and production of shelter solutions that are affordable to low income urban households.

2. Public Sector

With valuable assistance from USAID/Honduras Development Associates scheduled focused interviews with senior officials from various GOH Ministries, and selected semi-public agencies in Tegucigalpa. These interviews concentrated on a number of important themes related to the agency's current training activities, estimates of long-term training needs, recommendations on training approaches, and the identification of major constraints to long-term development training.

More specifically, interviews were conducted with the following public sector organizations:

- o Ministry of Natural Resources
- o Ministry of the Treasury and Public Credit
- o Ministry of Labor
- o Ministry of the Economy
- o Ministry of Planning (SECPLAN)
- o Central Bank of Honduras
- o Institute for Professional Development (INFOP)
- o Center for Industrial Development (CDI)
- o Ministry of Public Health

The level of cooperation from the GOH Ministries was high and substantially facilitated the interviews and gave the team some assurance as to the accuracy of the data provided. In general the respondents appeared to be candid and direct in describing their respective training programs and their individual perceptions.

One representative from a GOH Ministry succinctly described the general training situation in Honduras saying, "We do not have a single scientific diagnostic study of our national training needs. We simply have thousands of training needs."

Ministry of Natural Resources

This Ministry oversees programs and services in the agricultural sector and engages in providing a variety of technical and educational services to that sector. According to Lic. Anacleto Castro, Consultant in Agricultural Education, the Ministry has given a high priority to the development of human resources in agriculture through a series of current and planned efforts.

The Ministry of Natural Resources operates educational and training programs at four distinct levels namely:

- o Escuela Nacional de Agricultura, which operates at the same level as Zamorano, graduating about 40-50 individuals annually;
- o Scholarship Program that provides in-country and foreign training through two USAID cooperative agreements;
- o Staff development within the Ministry with formal training programs (described as low to mid range in quality); and
- o Training for agricultural growers in which last year about 14,000 individuals were trained representing an estimated 18% of all growers/producers in Honduras.

In practice, the Ministry plans its training programs on an annual basis and performs no long-term planning. More recently the Ministry has created several task forces and committees to improve the quality of agricultural education, and address the question of human resource development in that sector.

For example, in 1987 the Ministry created a task force devoted to the development of agricultural policy to support the Minister in setting policies and developing plans. In addition, a National Advisory Committee on Agricultural Education was formed to help establish agricultural training programs as a sub-system of the national education system.

It was observed that although Honduras depends on its agro-industry for economic growth, there has never been a serious effort at creating a national agricultural education system, with little coordination between the Ministry of Education and the Ministry of Natural Resources. The task force is intended to bridge this gap and promote more effective inter-ministerial coordination.

Along these same lines the Ministry of Natural Resources is starting efforts at forming a central group (Direccion de Ciencia y Tecnologia Agropecuaria/DICTA) to direct science and technology in agricultural crops in order to improve the quality of technical assistance services to local growers and producers. However, it was noted that the Ministry simply does not have the human resources needed to effectively carryout such a major effort citing the need for additional personnel trained in areas such as Administration, Extension Education, Agricultural Research, Anthropology (Ministry now has one anthropologist), Rural Sociology and Communications.

According to the official interviewed, the Ministry of Natural Resources has trained an estimated 1500 Hondurans between 1975 and 1985 through two cooperative agreements with USAID that included short-term courses (n=969), in-country scholarships (n=182) and foreign scholarships (n=380).

The Ministry reported in a draft document that these training activities were highly successful in terms of both the quantity of individuals trained and the quality of the instruction provided. However, some areas were not covered by the scholarships and the Ministry is now implementing a series of initiatives designed to improve the efficiency of extension services and agricultural research through the science and technology_group (DICTA).

According to the interviewee, USAID funded a demand study in agriculture sometime around 1984 which was conducted by an organization called ACEDAPE and entitled "Demand for Human Resources". The study covered the period of 1984-1990, but appeared to rely heavily on anecdotal data, which according to the Ministry limited the utility of the data. Development Associates was unable to locate a copy of this study at USAID/Honduras.

Later in 1987 the Ministry conducted a human resource needs survey using information from local ministry personnel. Unfortunately a copy of that survey was not made available to the Development Associates team.

In terms of the overall training needs, the Ministry official indicated that there is a fundamental problem with the nation's primary education system which is characterized by low quality instruction that is spread too thin. Long-term development efforts in Honduras must therefore invest time and money into upgrading the quality of the primary education system as a basis for subsequent technical and academic training in agriculture.

In addition, there is a need, according to the official, for a massive program to train rural leaders, teachers and middle-level managers as a means of improving productivity and administrative/managerial quality in the agro-industry. Part of this program must include work on increasing individual motivation in the nation's agricultural development as a long-range solution to some of Honduras' problems.

A report that was being drafted by the Ministry cited a series of specific technical areas that should be addressed via scholarships and short-term technical courses. More specifically, the report indicated a need for scholarships to support training in areas such as research, extension education, anthropology, rural sociology, farm administration, agricultural economics, zoology, veterinary medicine, entomology, planning and management of agricultural enterprises.

The report identified a number of topics for short-term courses and training including social motivations, participatory methodologies, research methods, principles of rural sociology, and leadership, as well as decision-making, soil conservation and group process dynamics.

In sum, the Ministry of Natural Resources appears to have a broad training and educational program in operation. No systematic needs assessment has been performed, thus the long-term training priorities reflect the collective estimates of Ministry personnel. Much of the previous training has been carried out through funding from USAID. The formation of the various task forces and committees suggests that this Ministry recognizes the value of addressing the long-range human resource development issues in the field of agriculture. Moreover, it has defined some specific goals aimed at increasing agricultural production, giving growers further access to appropriate technologies, and delivering technical assistance in an efficient and economical fashion. Future USAID training efforts should promote increased coordination between the Ministries of Natural Resources and Education in agricultural education projects.

Ministry of the Treasury and Public Credit

Development Associates conducted an interview with Lic. Abilio Ordonez, an official assigned to the Technical Assistance division of the Ministry.

The Ministry has an in-house training program for its staff which is handled primarily by a Training Center (Centro de Adestramiento de la Secretaria/CENADI). According to the Ministry official, during 1987 CENADI conducted 77 short-term training courses that involved a total of 1900 individuals. These short-term courses are principally for public sector and Armed Forces personnel, although it appears that a few private agencies also participate in some of the courses.

This training, which covers accounting, budgeting, secretarial skills, and other related areas, is primarily for mid-level staff. The courses appear to be in basic administrative systems and procedures. CENADI operates with a training budget of about US\$250,000.

There is no formal training available for senior Ministry staff, including political appointees. Courses are fairly short, averaging 2-3 hours for a few weeks. According to the official some directors have complained about the basic level of the course content, noting that some curricula have not been modified in at least five years. Moreover, the Ministry and CENADI do not have a system for tracking individuals who have participated in the various courses. As a result, an individual may in fact repeat a single course or series of courses over the years.

It is believed that CENADI has started to compile employment/job profiles in order to update its training program. This study began in October 1987 and is in process at this time. Historically, CENADE has relied on interview data from local office directors as a basis for planning its training courses. The Ministry has never assessed its long-term human resource needs.

The Ministry official that was interviewed observed that it was difficult to pinpoint overall training priorities in Honduras given the absence of a national development plan. He did specify that the country definitely needs a stronger human resource base in the field of Economics including the following areas:

- o training staff at the Ministry level in policy analysis and formulation, taxes, customs procedures and tariffs;
- o in the public sector there is a need to "close the deficit" via the use of zero-based budgeting techniques which are now being used to control costs;
- o macroeconomic policies and credit management; and
- o high level academic training in public policy analysis i.e. employment, wages and salaries, population growth, education, health and social services.

One of the major constraints cited is that the nation simply does not know what will happen in 10 to 15 years, thus making it difficult to create long-term national development plans. The Ministry also lacks a sufficient number of doctoral and masters level professionals. At this time, the Ministry has two Ph.Ds on its staff, one in the finance division and the second in the technical assistance division. The official noted that USAID has a project for the Ministry, handled through the EPA section. Also, some funds are provided by the International Development Bank (IDB) to support staff participation in training programs.

To summarize, this Ministry has an on-going training program for its mid-level personnel, although the courses are viewed as basic and of medium to low quality. Importantly, the need for training at the senior Ministry levels, including political appointees was viewed as a priority. Also, academic training at the doctoral and masters level in the field of Economics and related branches appears to be viewed as a priority for the Ministry in effectively dealing with the nation's economic problems.

Ministry of Labor

An interview was conducted with the Deputy Director of the Planning Division to review the Ministry's activities and training perspectives.

The interview indicated that the Ministry of Labor has no formal training program for its staff, although they do occasionally send a few individuals to attend outside courses sponsored by CENADE, which is the civil service training center. The CENADE training is primarily in statistics. In addition there have been a few Ministry staff members proposed as candidates for UN scholarships. These scholarship applications are currently being processed.

There have been no formal surveys or assessment of training needs within the Ministry itself, although it has participated in some studies conducted by other organizations. However, these studies were not specifically identified during the interview. It was mentioned that SECPLAN had conducted some studies of this nature.

The Ministry does not provide any training to individuals outside of its organization. They deal exclusively with persons who are employed (noting, "if they don't work we don't see them). The Ministry is engaged in providing and/or coordinating various support services for working persons and parents including, for example, child care, nutrition, and health services.

Most of the studies actually performed by the Ministry are at the individual business enterprise level, typically involving some form of labor mediation. Thus, according to the official interviewed, the Ministry of Labor does not prepare occupational or employment forecasts.

In terms of suggested training needs and priorities, the official noted that the Ministry would benefit from training in areas such as planning, statistics, research (employment markets) and vocational education techniques. In addition, medical specialists with expertise in the diagnosis/identification of industry-related diseases, i.e. asbestosis and silocosis, are needed.

As in most of the public sector, the Ministry will not pay salary to an individual who is attending long-term technical or academic training in the United States.

Any scholarship beyond three months means that the individual will lose his Ministry salary. He mentioned that EDUCREDITO is a national foundation that makes personal loans for education, but with very demanding conditions. According to the official, under the EDUCREDITO guidelines if an individual does not complete the course or gets low grades, the entire loan amount can be called in by the agency.

Overall it seemed that the Ministry of Labor viewed training as a relatively low priority. There was no apparent plan or frame of reference that could provide a basis for making choices about in-house training priorities. Even when scholarships can be made available, there were serious problems with any long-term programs that extended beyond a three-month period. At least based on the interview it did not appear that the Ministry had taken a national perspective, in terms of its role, with respect to the types of training initiatives needed to increase employment in Honduras.

Ministry of the Economy

Development Associates interviewed a senior official with the Ministry of the Economy. The Ministry is engaged in four major functions which include external commerce (exporting and importing), interior commerce (price regulation, standards for weights and measurements), industry (fiscal benefits, customs tariffs, and economic integration (promotion of regional markets, commerce with Central American and CBI countries).

Notably, the Ministry attempted a survey in September 1987 to identify the major training needs among 30 public sector agencies in Honduras. According to the official interviewed, there were no training programs reported by any of the surveyed agencies. He acknowledged that there was a problem with the low percentage of agencies that actually responded to the survey. A second attempt was made at surveying the agencies, and a few, such as the Banco Central, did report some training programs.

According to the official, there is no reliable data available on the training needs (both short and long-term) within the public sector. Some agencies are reluctant to admit having any training needs at all, fearing it might suggest a low level of competence on their part. I

In other instances, the perceived or reported training needs of an agency have no relationship to reality, as in the case of one agency that requested a laboratory technician. After the technician was hired, it was learned that the agency that made the request did not even have a laboratory (consequently the technician had to be assigned non-laboratory duties within that agency).

The Ministry official did cite some key areas, that in his opinion, represented major training needs within the Ministry including training in marketing, quality control, weights and measures, tariffs/taxes and customs procedures. He noted also that in the public sector there is a distinct lack of planning.

No highly specific training needs were cited other than those previously mentioned. Some very general comments were made with respect to training constraints. The official noted that Honduras does not give training the priority it deserves, and as a result a national committee was formed as a first step towards national development. This work is supported with funds from the United Nations (UNIDO).

Ministry of Planning

An interview was conducted with the Director of Technical Assistance for the Ministry (Secretaria de Planificacion, Coordinacion y Presupuesto/SECPLAN) who provided an overview of SECPLAN operations and the functions of the social, education and human resources sectors.

SECPLAN, formerly known as CONSUPLANE (Consejo Superior de Planificacion), is engaged in three main functions, namely planning, coordination and budgeting. It is responsible for national planning and the creation of five year development plans based on the various sectoral plans.

According to the official, SECPLAN has not yet developed sufficient capabilities to collect and evaluate data. It has not prepared any projections or forecasts of demands for training, except on an annual basis.

Within SECPLAN there are different technical sectors which act as a liaison with counterpart departments and ministries in the GOH. These sector representatives develop annual plans which are integrated with SECPLAN's national plan.

Through this process the Human Resources Division of SECPLAN prepares a national training plan (exclusively for the agency). The most recent one lists a series of proposed training projects for the period of 1988-1990 which have been submitted to various donor organizations such as USAID, International Development Bank, Organization of American States, United Nations, Argentina, and the International Monetary Fund. Other donor organizations receiving the SECPLAN training plan include Italy, Mexico, Venezuela, Latin American Institute for Social and Economic Planning, Israel and Spain.

The most recent version of this institutional support plan was drafted in February 1988 (an unofficial copy was made available to Development Associates) and lists the donor organization, type of support required/proposed, basic objectives and sector, and estimated cost.

At this time SECPLAN operates a major project supported by USAID in the area of primary education improvement (L28,300,000). The draft plan for 1988-1990 lists 11 training projects proposed for USAID funding in areas such as information systems, computerized financial software packages, data analysis, program evaluation, proposal development and economic policies. The proposed training projects cut across several sectors including forestry, fisheries, transportation, education and public administration. The estimated cost of the total USAID list of proposed projects is L278,000 and consists primarily of short-term training courses in the 1-3 month range, and a few at the 6/12/24 month ranges.

According to the SECPLAN official virtually all areas related to development are in need of human resources training in Honduras. These areas encompass Education, Health, Agriculture, Infrastructure, Business and Industrial Development. With respect to the long-term development training needs (1990-1999), the official cited five key areas:

- o agricultural technology primarily for technicians and para-technicians to work at the farm level;
- o small and medium business development including management training for entrepreneurs, export promotion, market research, investment promotion and quality control;
- o computer training
- o Ph.Ds in Economics, Finance, Macro Economics, Planning, Research and Evaluation; and
- o community health workers.

This broad multi-sectoral perspective was further augmented with more specific recommendations on the training needs in the field of Education and Health. For example, according to the SECPLAN interviewee the needs for training in education and other social services are enormous and cited the following:

- o adult literacy--an illiteracy rate of 47%-50% requires the training of personnel to raise the nation's literacy level, particularly for rural and agricultural populations.
- o agriculture and forestry--training of extension workers and agricultural technicians for outreach at the farm level.
- o industry and business-- training of small business owners in basic management methods ,e.g., accounting, marketing, organization, quality control, production controls, and planning.
- o basic education--needed in all sectors.
- o skills training--in the various arts and trades such as auto mechanics, electricity, wood work, carpentry, etc.

SECPLAN also provided Development Associates with some estimates of the number of teachers that will be needed at different levels during the period of 1989 to 1998. These estimates were based on information provided by the Centro de Actualizacion del Magisterio (CAM) and the Department of Statistics. However, the methodology of statistical procedures employed in constructing these estimates were not detailed. Briefly, the SECPLAN estimates for teacher demand can be summarized as follows:

Year	Kindergarten	Primary	Secondary
1989	2122	23418	8126
1990	2402	24329	8547
1991	2719	25275	8990
1992	3078	26258	9456
1993	3484	27279	9945
1994	3943	28340	10461
1995	4463	29442	11003
1996	5052	30587	11573
1997	5718	31776	12172
1998	6472	33012	12803

Based on the SECPLAN estimates the demands on teacher training institutions will be dramatic. According to the draft report prepared by SECPLAN, in 1988 there are approximately 8976 primary education teachers being prepared by 608 instructors who were previously trained by 18 departmental supervisors and 45 instructors. The number of primary education teachers required in 1989, as an example, is 23418 or nearly a three-fold increase when compared to the number actually being trained in 1988.

Again, there was no basis for judging the reliability or accuracy of the SECPLAN projections and any future USAID programming in this area should include a careful evaluation of these data.

A number of factors were cited by the SECPLAN official that are perceived as constraints to the training process in Honduras and include the following:

- o Lack of funds related to the serious economic problems of the country;
- o Lack of incentives for continuing education, with only about 27% of fifth grade graduates entering the sixth grade;and
- o Generally inadequate training facilities;

Of all the GOH ministries contacted during the study, SECPLAN appeared to have the most comprehensive perspective of the general training needs in Honduras across several sectors. In addition, it seemed to have one of the better data bases in terms of future demands in the field of education, for example. The multi-sectoral functions of this ministry places it in a good position to carryout more systematic demand studies in the future. With some external technical assistance, this type of demand data could be utilitarian in formulating long-term training and development strategies.

The Central Bank

An interview was conducted with the Assistant Manager/Technical Assistance Division with the Central Bank of Honduras. In addition, interviews were also conducted with staff from the Personnel Division , Orientation and Training and Training Office.

The Central Bank's training programs are carried out by the Department of Personnel. This training is only for Central Bank personnel, but there were indications that some of the courses may be opened to personnel from projects in which the Bank has made investments or loans.

According to Central Bank officials, personnel training needs are identified through a systematic assessment process involving the use of survey forms, for example. These forms are regularly sent to middle and lower level personnel (including what was described as the "mass" of support staff) asking them to indicate the types of subjects and content that should be included in the training. These survey data are analyzed and training plans are typically prepared on a quarterly basis.

The Central Bank does not prepare any demand for training projections beyond a one year period. All training needs data is limited to Bank personnel.

The Bank's training courses cover a range of topics including banking practices, code of ethics, methods to detect/prevent falsification of documents, and English instruction. According to the various Bank officials the largest demand for training is at the support staff level. At the upper management levels there is a need for "refresher" courses to keep abreast with modern banking practices, especially information systems and computer technology.

There is a need for formal degree training at the Ph.D. level. The Central Bank currently has one Ph.D. in Economics, and given the complex functions of the Bank, additional doctoral level staff are obviously needed. In addition, there is a need for specialized training at the upper management level in their respective fields, with other more general topics such as public relations, program administration, leadership and motivation.

The Central Bank has a relatively stable work force with a low level of attrition and turnover. As such, the investment of training appears to have durable and long-term benefits.

Four key areas were cited as priority training areas:

1. Training of support personnel in banking practices, including international banking.
2. Training of Trainers including curriculum design, training methods and module development.
3. On-the-job training (OJT) and refresher courses for middle and upper level management.
4. University level training in business management and banking are still needed. Universities need a better understanding of the labor market demands in banking and bring curricula in synchronization with the labor market conditions and requirements.

The officials interviewed explained that in general the in-country training is of good quality, particularly at the support staff level. More specialized courses definitely require third country training, as well as bringing foreign experts to Honduras to conduct specialized training seminars.

In sum, the Central Bank appears to have a model system for identifying personnel training requirements and building an on-going training program around those need. Although the training services are limited to Central Bankk personnel, the needs assessment and training design procedures could be replicated in other private and public sector institutions.

Institute for Professional Development (INFOP)

Development Associates interviewed Lic. Rolando Aplicano Molina, Deputy Executive Director and Lic. Delia Armida de Mazier, Research Economist with INFOP. In addition, several internal reports and planning documents were reviewed.

INFOP, a semi-autonomous governmental entity, was established in December 1982 as Honduras' national skills training institute. Since that time it has established three regional training centers located in Tegucigalpa, San Pedro Sula and La Ceiba. In addition to the fixed centers, it operates eight mobile training centers in Danli, Choluteca, La Esperanza, La Ceiba, Santa Rosa de Copan, San Pablo Sula, Tegucigalpa and Juticalpa.

INFOP offers training courses in three major sectors:

- o Agriculture/Cattle Raising
- o Industry
- o Commerce and Services

According to INFOP officials, between 1982 and 1984 the organization developed a total of 14,385 courses in which some 198,412 Honduran workers participated. This represented an investment of approximately 1.27 million hours of instruction.

Prior to 1987 there were no known demand studies at the national level in Honduras. In 1987, INFOP began an effort involving interviews with a sample of some 12,000 respondents throughout the country. These data provided useful information on employment by region, sector, size of business, and similar variables.

Unfortunately, the massive amounts of data generated by this INFOP survey are still being processed and were not available to Development Associates. There are plans to contract with a consulting firm to analyze these data, which includes figures for both public and private sector employment. Moreover, the 1987 survey does not include any demand projections for the next 10 years, but rather contemporary data on the number of current employees who need further training.

In terms of the overall quality of INFOP's training, officials noted that while it is probably the best available in Honduras there is a need for some improvements, particularly in the "training-of-trainers", methodologies, and curriculum design. At this time, most of the training is conducted with groups, and there is a need to shift to more individualized instruction.

From a national perspective, INFOP sees a continuing need for professional training in Honduras, particularly given the country's efforts to promote economic growth in an export-led economy.

INFOP officials also suggested that the "misery-range" of the population should be one of the principal targets of training, i.e., small and medium private enterprises, including family-owned businesses. In addition, training should focus on helping people develop productivity at the grass-roots level.

According to interviewed officials, a better understanding is needed of the precise professional and occupational demands in the country. The idea, for example, that there is a surplus of medical doctors and engineers should be reviewed carefully. The problem of "surplus" is in fact a problem of over-concentration of medical doctors, as an illustration, in the urban areas. If doctors were evenly distributed in the rural areas, there would be no surplus. The difficulty is persuading all professionals to work in the rural areas (where most of the country's population is located).

Even INFOP has not fully penetrated the rural areas, although it operates a number of mobile centers in different regions. Still, according to INFOP, they only reach a small segment of the rural labor force.

Five major areas for training were suggested by INFOP:

- o small and medium private enterprise development, with training in management, organization, accounting, financial controls and marketing.
- o domestic and international marketing including market analysis, and various support skills.
- o statistical methods including data collection and analysis with Ph.Ds in Economics and Finance.
- o agricultural technicians and para-technicians trained at the community level
- o training-of-trainers in each of the priority areas.

Simply in terms of scale, INFOP represents one of the largest professional training institutions in Honduras and certainly a potential resource in any long-term USAID training strategy.

Center for Industrial Development (CDI)

Development Associates interviewed the Director of CDI. Prior to that, an informal interview was also conducted with a component manager with CDI.

CDI, established by decree in November 1978, is responsible for administering a range of technical and financial assistance to small and medium industrial enterprises, including arts and crafts. The Center for Industrial Development (CDI) is a semi-governmental entity that conducts training in seven centers located strategically across the country. Lack of funds has prevented CDI from establishing additional centers in other parts of the country.

The organization conducts two levels of training. One is external and is conducted at the various CDI centers. The second level is internal and is primarily for its personnel, including about 40 instructors. Each of the seven training centers is assigned an average of 5 instructors.

A major element in CDI's training program is the Rural Technology Project (PTR), funded by USAID. However, that agreement is scheduled to expire at the end of September 1988, after five years of operation. It is uncertain what will happen to the Rural Technology Project after the expiration of the USAID support.

In 1988 CDI's training has focused on micro-enterprises, providing training in management and entrepreneurial skills. A survey of 4,000 students found that there are simply not enough small business enterprises in the country to absorb these CDI graduates. As a result the strategy has shifted to small enterprise development training, with more emphasis on machinery training rather than manual skills.

The training services provided by CDI are largely determined by the types of requests made by member companies, and also the types of needs that are observed at the various CDI centers. Some centers, for example, concentrate on food preservation. Others focus on leather crafts, carpentry and natural fibers because these occupations are more congruent with the available natural resources in a given area.

Each CDI center has the capacity to train 100 individuals at a time. Training is conducted 10 months each year, with some courses having a two to four year duration. CDI training is conducted in cooperation with INFOP who provides some instructors or, in some instances, actually conducts the training.

In addition, the Rural Technologies Program (PTR) provides specialized training in agricultural mechanics and technology, private enterprise development and computer training. Some of the PTR training is also done in conjunction with INFOP.

The internal (staff development) training includes several management and administration topics, and the training-of-trainers. An emphasis has been placed on training instructors as a means of improving the basic quality of its services.

CDI personnel identified several training priorities that included:

- o cloth manufacturing;
- o leather extraction and processing;
- o support for small and medium business enterprises including financing and training;
- o agro-industrial training ,i.e., food processing, preparation and conservation;
- o fisheries;
- o metal mechanics;and
- o tailoring

As in most GOH institutions, CDI develops its training programs on the basis of immediate demands from member companies and the recommendations of their local training centers. There is no apparent long-range framework in planning future CDI training efforts, although this may be provided at some point by larger institutions such as INFOP.

According to the Director, training plans are literally made on a day-to-day basis, depending on the requests from member enterprises. CDI hopes to initiate a needs assessment survey sometime in the future, contingent on the availability of funds. At this time the linkages between CDI and the private sector labor market is weak, with no coordination in balancing the supply and demand for training.

Ministry of Education

Development Associates conducted an interview with the Director of the Ministry's Training Center.

The largest training component of the Ministry of Education is the USAID funded project commonly known as the Educational Efficiency Program, which is an action plan that is scheduled to be implemented in three distinct training stages during the period of 1988-1992.

The first stages focuses on the training-of-trainers and developing the capabilities of the training personnel. Subsequently, the second stage will concentrate on training department supervisors and administrators throughout the country. Once the initial two stages are completed, the third stage will involved the training of teachers, employing a "multiplier effect" to generate system-wide institutional changes.

According to Ministry official, this project approximates an indepth study of the demands for training in the Ministry. However, in terms of Development Associates' study, the project only extends up to the next four years.

The Training Center did construct some projections on the number of teachers that will be required from 1990 til 1999, based on historical linear projections of baseline data from the previous decade. (These data were summarized as part of the SECPLAN description)

As suggested by the demand data, the Ministry expects a substantial increase in the demand for training and hopes that the USAID project will produce a sort of chain effect that will help the Ministry meet the future teacher training demands in the country through the year 2000.

The Ministry receives assistance for various education projects from other donors such as IDB, UNESCO, UNPP, Japan and Switzerland. However, these projects have limited training components. In some cases, they do provide financial assistance to support the cost of holding seminars or workshops.

Four priority areas for training were identified by the Ministry of Education which are as follows:

- o training in scientific education with emphasis on the development of more modern teaching materials in areas such as mathematics;
- o preparation of additional teachers for multi-grade teaching;
- o some scholarships for Ph.Ds in Education (or Ed.Ds): and
- o specialized training in areas such as research, evaluation, curriculum development, and technical education.

Several constraints to training and development in the field of Education were noted that are summarized as follows:

- o lack of an intensive program for the training of trainers;
- o logistical problems related to a lack of vehicles which prevent department supervisors from effectively monitoring the quality of education in the field, especially in the rural areas;
- o insufficient number of Ministry personnel with graduate degrees (Ministry has a few Ph.ds and about 19 Masters); and
- o lack of inter-ministry coordination in educational activities.

In contrast to most of the GOH ministries interviewed by Development Associates, the Ministry of Education appears to have a better understanding of the long-term training that will be needed to maintain (and hopefully strengthen) the country's educational system. With few exceptions, other ministries cited the weaknesses in the present primary education system as a major impediment to the country's human resource development. Certainly it appears that the investment being made by USAID in the education sector is consistent with the overall developmental picture in Honduras, and should have a beneficial effect in the long-term quality of instruction and materials.

Ministry of Public Health

An interview was conducted with Dr. Anarda Estrada, Chief of the Human Resource Division which is in charge of all Ministry training activities in the field of health. Its principal training program is with the Health Sector II project funded by USAID covering the period of 1988-1993.

Beyond 1993, the Ministry has no formal study or definitive plans for training activities or needs.

According to the Ministry, the Health Sector II project is aimed at achieving seven major objectives, namely:

- o strengthening the technical and administrative capacities of the Permanent Education Program of the Ministry;
- o revising training activities to suite the various regional and central levels;
- o introducing the Education at a Distance modality via the use of correspondence education and modular instruction;
- o management of the Education at a Distance program;
- o supervisory training;
- o identification and diagnosis of health needs; and
- o research and evaluation in coordination with the Science and Technology unit.

Over the next five years, the Ministry has identified ten priority areas for personnel training at the technical and health worker levels which is the principal target of competency training efforts. These priority areas include:

- o respiratory diseases
- o diarrhea prevention
- o maternal/infant nutrition
- o immunization
- o tuberculosis
- o malaria
- o sex education
- o rabies
- o sanitation
- o mental health

The training of technicians and auxiliaries health workers was said to be a top priority by the Ministry over the next five years.

According to the Ministry representative, the country has the capability to provide training in the priority areas for technicians and health workers. There are presently about 3132 health workers in the country who need further training. Over the coming years more health workers will be required to keep pace with the country's growing population.

At another level, Honduras also needs health outreach workers

(promotores), x-ray technicians, and technicians in anaesthesiology and medical laboratories, as well as medical statisticians.

In terms of the professional level, the Ministry representative indicated a need for radiologists, anaesthesiologists, and cardio-vascular surgeons.

Four major constraints were identified to development training in the health field:

- o lack of funds;
- o inadequate logistical support for training efforts;
- o lack of tested and well developed instructional modules for training health workers and technicians; and
- o lack of qualified personnel in medical research and evaluation.

Other recommendations made by the Ministry official included the need for some fellowships to enable participants to obtain Ph.Ds in public health abroad and/or receive specialized training in other related disciplines. In addition, it was recommended that in order to improve coordination, all assistance in public health training should be channeled through the Ministry of Public Health. In this fashion, the country could eventually have an integrated health training programs, in contrast to the present day proliferation of training activities in this field.

3. Private Sector

As part of the needs assessment study Development Associates conducted interviews with selected organizations from the private sector, relying primarily on the recommendations made by USAID/Honduras in the actual selection of the interview sample.

Interviews were conducted with the following organizations:

- o Advisory Council for Human Resources Development (CADERH)
- o GEMAH Institutional Strengthening
- o International Executive Services Corp (IESC)
- o ANDI/ Small and Medium Enterprises (PYME)
- o National Association of Medium and Small Industries of Honduras (ANMPIH)
- o Micro Development Project (AITEC)

These interviews were useful in obtaining the viewpoints and

recommendations of private sector groups that are engaged in some facet of training and development.

Advisory Council for Human Resources Development (CADERH)

Development Associates interviewed the Director of CADERH with a focus on the general training services provided by the organization, and his perceptions about the long-term development training needs in the private sector.

CADERH is funded under a USAID OPG which began in July 1984 and will conclude in May 1992 . The total USAID funding is \$7,834,000. A fourth amendment to the OPG was signed during the April-September 1987 reporting period which modified the project's purpose, goal and component activities. Under the amended version, CADERH is intended to have a more direct impact on the Mission's primary development objectives, and strengthen the organization's capacity to respond to private sector training needs and priorities.

In part, CADERH was funded by AID as a means of making investments in training more responsive to the needs of the private sector. This approach is intended to help generate employment and improve the balance of payments position of Honduras (two key Mission objectives).

CADERH itself does not provide any direct training services. Rather it works with about 15 of the 55 technical training institutions in the country in developing didactic and audio-visual materials for training, using a competency-based instruction (CBI) model. The instruction is tailored to meet the specific requirements and competency standards of the private sector, as communicated by business owners and technicians.

In a sense, CADERH acts as a technical intermediary between the private sector and the various training organizations. According to the Director, their approach is analagous to the Job Training Partnernship Act (JTPA) model used in the United States (in which local private industry councils work with technical and vocational training institutions), except that in Honduras business ownders have to pay all or some of the associated costs.

In terms of the broader development training needs in the country the Director indicated that there are simply no scientific demand studies available. The National University (UNA) started on study and was supposed to provide CADERH with some preliminary data in about one month.

The Director noted that SECPLAN has no long-term plan. Although they do have a basic national plan, he commented that it did not say very much. SECPLAN has handled scholarships, but there were a few problems, resulting in the loss of some scholarships due to "politics and delays".

CADERH is looking at the possibility of doing an industry-specific demand study patterned after one done by Peat, Marwick & Mitchell in Costa Rica. This is still in a preliminary stage.

In terms of major training needs, the Director cited the following:

- o need to improve the primary education system. Much time and money spent (by training institutions) simply on remedial education to prepare students for entry into technical training;
- o the Honduran government should prepare a national development plan by sector;
- o training in management should be another top priority; and
- o more academic training at the Ph.D. and Masters level.

The Director noted that overall training is weak in the country. He added that to some extent the private sector is protected and dependent on external support, e.g. USAID. In many ways, the private sector still functions in a traditional and paternalistic mode, where the father transfers an enterprise to his son, and the generational transfer continues for decades. In the private sector, training is typically viewed as a cost, rather than an investment.

Scholarship programs involving US or third country training are valuable, but results in some problems. He noted that SECPLAN loses people after they have been trained.

In general, CADERH appears to be implementing a unique and appropriate method of linking the training institutions and private sector. The organization responds to specific private sector requirements, but recognizes the need for a longer term view of this type of industry-specific training.

Association of Honduran Managers and Entrepreneurs (GEMAH)

An interview was conducted with an assistant in the consulting division of GEMAH. Unfortunately the Director and Board President are both located in San Pedro Sula, the organization's headquarters, and thus not available for an interview.

GEMAH currently has an OPG which began in June 1984 and will expire in June 1988. A total of \$1,000,000 in USAID funding was initially authorized, and a project amendment was to provide an additional \$80,000.

An evaluation of GEMAH conducted by USAID concluded that its training programs were "of high quality, have been well received, and recorded high rates of financial returns on training investments."

GEMAH is currently receiving technical assistance from the American Management Association (AMA) in the preparation and certification of instructors. GEMAH provides its members with a wide range of services including short-term courses, technical information, access to scholarship programs, and a reference library.

GEMAH offers training courses at a cost of L350 for non-members and L300 for members. Representatives are used to sell GEMAH's services to "target markets". Courses included subjects such as supervision, sales, budgeting, purchasing, and quality circles.

The organization also offers an in-company Management by Objectives (MBO) packages which, according to the GEMAH staff member, is in high demand. About seven companies are served each month using this package, and GEMAH is booked through May 1988.

No specific recommendations regarding overall training priorities were obtained from this interview, in large part due to the junior level of the respondent.

It appears that GEMAH could be a resource in delivering specialized training services to business owners in future years.

International Executive Services Corp (IESC)

Development Associates interviewed a Field Representative for IESC in Tegucigalpa. The interview centered to the types of training services provided by IESC and opinions regarding major private sector training needs.

IESC is a non-profit volunteer organization that uses retired executives as consultants all over the world. In Honduras, their work is concentrated primarily in the small business sector (FUNDAE) and microenterprises. This technical assistance is largely paid for by USAID funding. Non-subsidized services are provided to larger enterprises on a pro-rated fee basis.

According to the IESC representative they had no statistics on training demand. She suggested that CADERH or INFOP might have this type of information.

IESC operates mostly on a demand-basis, responding to requests for assistance from individual business enterprises. As such it does not plan its training services over a period of time.

The respondent provided very little in the way of overall development training needs in Honduras, or specific suggestions as to training priorities.

National Association of Industrialists (ANDI)

An interview was held with the head of the small and microenterprise project (PYME) funded by USAID. The project was funded by USAID in 1984 to help small and micro-enterprises eventually qualify for credit/loans from FIA.

PYME is 100% dependent on USAID financing. The organization provides support to development organizations in Honduras in both the areas of credit and technical assistance. Over a three year period, PYME indicated that it coordinated training for about 2400 entrepreneurs, working with 21 training organizations.

PYME does not generally provide direct training services to micro enterprises, but instead works through intermediary development organizations who in turn provide courses and instruction to business owners.

The PYME director acknowledged that there are no formal demand studies that deal with the long-term training needs at the small and micro enterprise level, adding that such a survey is needed so that programs can be planned in a systematic fashion.

Several areas were recommended as training priorities for the small and micro enterprises including:

- o business management and organization procedures;
- o technical assistance in marketing;
- o assistance in organizing a business and qualify for bank credit/loans;and
- o quality control in production of goods.

Few training organizations are designed for micro enterprise level. Groups such as INFOP gear their materials at the mid-sized business, and thus are not appropriate for the micro enterprises.

The need is dramatic. There are an estimated 78,000 micro enterprises in Honduras. About 10% of these enterprises are effectively served by 40 development organizations.

A training program patterned after the Fundacion Carvajal in Cali, Colombia was suggested as one possible model for Honduras to adapt. Moreover, training materials at this level (micro) are badly needed. There are no materials at this time according to PYME.

According to the PYME Director, USAID and training organizations must decide what is really wanted in Honduras. Groups like PYME also need to be trained and exchange ideas and methods with other micro enterprise projects.

National Association of Medium and Small Honduran Industries (ANMPIH)

Development Associates interviewed the General Manager of ANMPIH and discussed the organization's services. ANMPIH is a non-profit organization that provides services to medium and small industries. These services include assistance in obtaining financing, legal advice, training and technical assistance. The organization also provides assistance in management and business administration.

ANMPIH works in conjunction with other providers such as INFOP, ANDI/PYME, CDI, COHEP and ONUDI. The organization focuses on four key areas of assistance, namely commerce, production, accounting/administration and management (lower levels). Beyond these four training areas, no additional priorities were identified by the respondent.

Micro Development Project (AITEC)

Development Associates interviewed the Director for Honduras to review the main features of the USAID funded project that is being implemented by AITEC, and discuss the organization's views on the long-term development training needs in the private sector.

The USAID funded project, commonly referred to as the Micro Development Project, was initially funded in July 1986 and is scheduled to end in July 1988. This project works with financial intermediaries to help secure credit for micro producers and micro vendors, as part of an overall private enterprise development strategy.

In addition to the credit assistance, the project provides a range of training services to its clients. According to the Director, two types of training are being provided. One program is for in-house project staff, including instructors. The other involves direct training services for micro enterprises (producers and vendors).

At this time the project reports that it is working with some 1000 producers/owners of business enterprises with 1-5 employees, so that in one sense the service universe is about 5000 individuals.

The project provides technical training primarily to new producers with an emphasis on encouraging collaborative rather than individual efforts. Instructional modules are used, each one requiring about 15 hours to complete, in various subject areas such as accounting, record-keeping, leadership, motivation, and administration. These courses are offered and planned on the basis of needs assessments conducted periodically by AITEC project staff.

The Director indicated that the project has prepared a five-year training plan, covering the period of 1988-1993. These plans are based on a study conducted in August 1987 by two consultants working under an IDB contract.

The study entitled "Diagnostic Micro-Empresarial" surveyed some 100 micro-enterprises. The results of this survey are currently being analyzed, but preliminary findings indicate that training in this sector should focus on production and marketing, instead of topics such as accounting or process functions.

The majority of the enterprises surveyed by the contractors said that in the next five years improved production techniques and sales were more meaningful to them than administration or management topics. (Development Associates did not review the survey methodology or instruments)

According to the interview with the Director, the study also found that micro-producers prefer to receive training for owners, rather than their employees (pointing out that owners can then train their own staff, minimizing work disruptions).

The Director pointed out several training priorities for the micro enterprise sector, namely:

- o motivation and orientation to starting a small business;
- o production and sales; and
- o management processes.

The Project has also attempted to forecast the demand for training over the next 10 years, based on the 1988-1993 plan. These data were reviewed by Development Associates and discussed in a previous section.

4. Other Donor Organizations

Interviews were conducted with representatives of six other donor organizations, four multilateral and two bilateral. Specifically these organizations are;

- o United Nations Development Program (UNDP)
- o Inter-American Development Bank (IDB)
- o Organization of American States (OAS)
- o Pan-American Health Organization (PAHO)
- o Japan
- o Germany

On-going and planned training activities supported by each donor organization are summarized in the following six subsections.

a. United Nations Development Program (UNDP)

The GOH has asked UNDP to address three major objectives which have been incorporated into their five-year Country Plan for Honduras which spans the period 1987-1991. (A copy of this plan is available in the USAID HRD Training Office). The three objectives are:

- (1) Provide institutional support for INFOP in terms of internal structures, development of training materials and training in the field.
- (2) Meet basic needs through small scale production projects in agriculture.
- (3) Increase income of Hondurans through promotion of non-traditional raw material exports such as cardamon, other spices and flowers.

To address these three objectives, UNDP currently is supporting eight projects that include training. The project focus, number of trainees and value of training under the eight projects is given below, grouped by objectives.

<u>Objective</u>	<u>Topic</u>		
(1)	Institutional Support for INFOP	5	\$ 21,000
(2)	Incorporation of Women into Rural Development	300	28,000
	Cooperative Development	45	30,000
	Food Security	45	20,000
(3)	Import/Export Tariff	150	53,000
	Project Identification	5	50,000
	Civil Aviation	5	50,000
	Telecommunications	13	37,500
		568	\$289,500

The training information provided for the eight projects is limited to calendar years 1987 and 1988, with one exception. The training under utilization of the import/export tariff covers the period 1987 through 1989.

Other training in 1989 and training in 1990 and beyond is expected but no projections were available. In the agricultural area, two or three forestry projects are in the discussion or design stages.

Training needs are important first in establishing clear policies regarding human resource development, then preparing and implementing a human resources development plan. Training is also needed by GOH personnel to design surveys, extract relevant data from secondary sources, collect data from primary sources, analyze such data and develop practical and realistic conclusions and recommendations from the study.

In addition to identifying training needs, UNDP staff described a basic issue that may influence donor and GOH efforts in development. As a summary statement, Hondurans often do not have native cultural identity or even much commitment to the country. In support of this view, several observations were made.

In rural areas where once there were a variety of different cultural groups around the country, virtually no cultural values have been retained. There is no "native" style of dress. Preferred dress style by those from rural areas is Western. These are limited local crafts or artesanía and what is made is for sale to others, not what would be found in Honduras homes.

The many Hondurans who have moved from villages to Tegucigalpa, San Pedro Sula or other larger cities prefer to identify such cities as places where they were born. This represents another behavioral indicator of lack of pride, commitment or even association with their own heritage.

Training at the grass roots level can address values issues as a basis for development. Working with women in rural areas may be particularly important because mothers can influence the values of their children as they spend more time with them than fathers.

Developing a pride in the immediate community and more generally in the country can spur more effective implementation or any implementation of training provided.

For example, in the U.S., trainees may see community centers and parks, along with learning basic techniques to improve their homes, but return to their villages and fail to improve their homes or villages.

b. Inter-American Development Bank (IDB)

Training and technical assistance are elements of several projects supported by IDB in the areas of agriculture, forestry, health and education. Details about the nature and extent of training in such project is difficult to obtain as the information imbedded in volumes of printouts on IDB loans and loan requests. Time did not permit the necessary review of such data to extract additional training information.

IDB is currently supporting a project in education that is concerned with creating vocational/technical schools for grades seven through nine. According to USAID education staff, some schools have been established, but they place a significant drain on the Ministry of Educations operating budget to cover recurring school year costs and to train new teachers to work in such schools as those previously trained leave because of low salaries and better opportunities elsewhere.

Training needs in a variety of areas were identified that are fundamental to Honduras' development. These include:

- o capability to conduct quality demand studies
- o techniques and systems to gather and analyze project implementation data so assessment can be made of project effectiveness
- o revamping parts of curriculum at Zamorano
- o Incorporation of entrepreneurship at the university level
- o suggestions made to address training low ability to transfer technology from other countries needs include:
 - o form a corps of qualified educators in science and technology to create a "critical mass"
 - o build the basic educational foundation first
 - o form a center at the university level to train entrepreneurs and conduct studies in businesses as a means of training students.
 - o establish a training center in-country like CATIE in Costa Rica; bring experts to work at the center for 2 - 3 years.

The IDB representative made an observation about AID funded projects that create an organization or unit. Such an organization or unit often disappears after AID funds end.

c. Organization of American States (OAS)

The OAS provides about 50 fellowships annually to Hondurans primarily in two categories - agricultural economics and macroeconomics. Length of training ranges between nine months and two years while site of training is predominantly in the U.S. and occasionally in other Latin American Countries.

In the field of agricultural economics, scholarships are awarded for advanced and graduate training to students from the agricultural schools of Zamorano, Curla and John F. Kennedy. Scholarships are also given to mid-level staff from the Ministry of Agriculture, the Honduran Corporation for Forestry Development (COHDEFOR), the Honduran Institute for Agricultural Marketing (IHMA) and the National Agrarian Institute (INA).

Scholarships provided for the study of macroeconomics also go to a combination of students and mid-level professionals from selected Honduran government agencies. In particular, students are primarily chosen for graduate study from the Honduran National Autonomous University (UNAH) and mid-level professionals are selected from the Ministry of Economy, the Ministry of Planning and Budget (SECPLAN) and the Central Bank.

The OAS is in the process of trying to create an association of ex-fellows. Former scholarship recipients are being contacted to determine their interest. From the OAS perspective, the primary purpose of such an association would be to help those who have been trained to find work in their respective fields in Honduras. A notable problem faced by former OAS trainees is that they cannot find acceptable work in the area for which they were trained upon their return to Honduras either in the public or private sector. High unemployment, especially in selected areas, along with low wages even when trainees return to the same agency, and reassignment to different jobs all exacerbate the problem.

In addition to awarding individual scholarships, the OAS supports a variety of small scale projects. Most notable is a set of 10 to 12 education projects each funded at a level of \$15,000 to \$25,000 in such areas as basic education, adult education, teacher training and materials development. The OAS is planning to consolidate these small projects into single education project.

Besides supporting all projects itself the OAS work with other donors like UNDP and IDB to influence policy formulation and change and the organization conducts feasibility studies and designs projects that are funded by others, notably IDB. Areas of policy concern include forestry, production of non-traditional crops, and the development and rational use of water resources. Illustrating policy efforts, water resources was the topic of discussion most recently at a meeting in November 1987 which included representatives of UNDP, IDB and the Inter-American Institute for Agricultural Cooperatives (IICA). Representatives have discussed issues concerned with water resources with various government agencies with some jurisdiction regarding water use. According to the OAS director, there has begun to be a change in the governments thinking about water resources. A basic problem is that there is no standard, government wide policy concerning water resources. Policies differ by government agency and when the director of an individual agency changes, so does the policy in the same agency.

In terms of project design, the OAS has developed the details for an integrated rural development project, the basic elements of which have been replicated in three other regions of the country. IDB is funding all four projects. The largest, in operation for about nine years is funded at \$60 million, the smallest, just beginning, is funded at \$22 million. Components of these projects include the use of technology in crop production and dairy herd management, forest preservation through education, road and other infrastructure construction, marketing and institutional development and organization. In the project operating four nine years zone production has improved and the rural population has a better standard of living.

Training needs were identified in three basic areas: agriculture, water resources and forestry with top emphasis given to the first two areas. In agriculture, it is necessary to improve the production of both traditional and non-traditional crops and change subsistence farmers into surplus farmers. Development of water resources include potable water or rural population special treatment facilities to provided clean water for city populations, and irrigation systems for crops.

In the third area of forestry, the policy is not being applied. Limits on the lumber industry are not observed in cutting down forests. Educational reform regarding trees needs to go outside the cities to the rural areas where farmers burn trees to have areas in which to put their crops.

d. Pan-American Health Organization (PAHO)

PAHO is the regional arm of the World Health Organization (WHO). As such, its activities are developed and implemented in accordance with systems and procedures adopted by WHO. At the country level, activities are coordinated through the Ministry of Public Health.

Training activities for Honduras reflect the regional priorities established by the Pan-American Health Organization for Central America and Panama (PASCAP), based in Costa Rica. They include the five areas of:

- o strengthening health institutions and health centers;
- o providing basic medical supplies including processing, programming and distributing medicines and pharmaceutical;
- o improving maternal and child health through food and nutrition services in coordination with the Nutrition Institute for Central America and Panama (INCAP), located in Guatemala;
- o developing a stronger human resource base with a particular emphasis on training in basic health disease control and sanitation for volunteers and auxiliaries, in coordination with PASCAP; and
- o improving child survival, in coordination with UNICEF.

PAHO contains a human resources development unit that is responsible for needs assessment, planning and design of training for health care providers at levels from volunteers and auxiliaries to professionals, and monitoring of the provision of training.

Training needs assessments have been conducted on an annual basis using survey questionnaires with selected health personnel. In 1988, the unit will try to develop public health training needs for the period 1989 - 1995 which is to serve as a guide for designing a longer range training program.

While Honduras is considered by PAHO officials to have relatively good training in public health available at local institutions, training is needed for monitoring and evaluating training activities, and there is a need to conduct follow-up studies of former trainees.

Priority training needs in health are considered to be the following:

- o training of trainers
- o teaching methods for inservice and on-the-job training, not conventional methods
- o management and administration
- o nutrition
- o mother and child care
- o family and home-based health programs
- o additional health education for health extension workers and technical personnel in rural areas as well as increasing the number trained to provide better coverage of the rural areas.

e. Japan

In recent years, Japan has considerably increased its level of economic and technical assistance to Honduras, reaching a combined amount of Yen 41,949 million, approximately Lempiras 600 million (\$300 million), as of March 1987. Japanese projects under the Economic and Technical Cooperation with Honduras during 1986-87 include:

- o technical assistance, consisting of scholarships as well as provision of Japanese experts in a wide variety of areas
- o production program of basic grains using fertilizers
- o development of an integrated model of community agriculture
- o donation of audio-visual equipment.

Other on-going projects include:

- o expansion of the telecommunications network in primary cities
- o engineering services for the development of Cuenca del Rio Choluteca
- o operation of a training center in Comayagua to increase irrigation technology for agriculture.

At present, there are more than 90 experts and youth volunteers assisting in the development of human resources and technology transfer.

Future efforts to develop human resources or provide other types of assistance are dependent upon animal requests made by SECPLAN which are reviewed by Japan to identify in which areas Japan will provide assistance.

f. Germany

Ten to eleven scholarships are awarded to Hondurans each year for study in any area, including the design of tailor made programs. Examples of recent awards are:

- o 3 at EAP Agricultural School in Honduras for 35 months;
- o 2 in Columbia in an 11 month program for teachers;
- o 2-3 in technical/teaching fields in a two-part program, the first part in Israel, the second part in Honduras or other Latin American country;
- o 2 in technical/teaching post-graduate studies in Germany; and
- o 2-3 biologists/chemists for advanced one year instruction in Costa Rica/Guatemala to teach at Honduran universities.

Germany also deploys experts to assist in projects. Two on-going projects include training. One involves experts working with teachers at INFOP to strengthen the theoretical side of their technical fields. This type of training at INFOP has been underway for at least five years.

The second project has involved the development of Centro Técnico Honduro Alemán (CTHA) in San Pedro Sula, a vocational school, which now has one German expert working to improve teaching skills.

Germany is not supporting any other projects that include training at this time. Other areas of major activity include water/sanitation systems in villages and Food for Work Programs which involve many experts.

Germany's focus regarding training is to train instructors to train others, to create a multiplier effect. This focus is viewed as essential to Honduras development. For the decade of the 90's, training trainers is the major training need, working with institutions like INFOP.

D. Training Needs

There is general agreement within USAID/Honduras regarding the importance of training in a poor nation such as Honduras. Historically, it appears that training in the Mission has been planned on an individual project basis, in direct response to the unique human resource and technical demands of the respective projects. As a consequence, there has not been an integrated approach the planning and management of the diverse training efforts currently funded (and projected) in Honduras.

Importantly, the Mission has recognized the need for a long-term plan for development training, and thus a more structured and systematic approach to making decisions about training priorities, strategies and the investment of training dollars. This approach is particularly timely given that the Central

American Peace Scholarship (CAPS) project will terminate in about one year (although it appears that the project may be extended several years), thus requiring that some decisions be made as to an alternative strategy.

As part of this section, the interviews conducted with the various technical offices and other Mission staff are summarized, highlighting the types of training topics that were viewed as priorities. On the basis of these interview data, plus all of the other information gathered by the Development Associates team, more specific training areas are suggested for a long-term development training strategy.

Development Associates conducted focused interviews with senior staff and project officers from the various technical offices in the Mission, including the Controller's Office. In addition, Mission staff were asked to list the types of training needs that they felt were most important, within the context of this study, and rank order these training topics. The major points made by personnel from the respective technical offices are summarized in the following section.

Engineering

There is no participant training or in-country training in engineering projects. ENG staff indicated that generally Honduras has high quality engineers, with some surplus of professionals in this field, mostly in the civil and general engineering. This surplus is expected to build up as the universities continue to graduate engineers.

It is likely that the demand for certain engineering specialties will be high in areas such as solar, hydraulic, water/sanitation, and mechanical engineering.

Development/Programs (DP)

According to DP the division has no projects with training components. The following points were emphasized with respect to any training effort:

- o training should be incorporated into project context, rather than a general training project;
- o during 1990-1999 should form a nucleus of trained personnel to get a broader infrastructure in areas such as health and primary education;
- o Policy Analysis project (funded for 3-4 years) should give more attention to short-term training for officials from the Ministry of Planning, Finance and the Central Bank.
- o training should also be provided to staff at Comptrollers General Office. Suggest training 2-3 at high level (2-6 years per agency).
- o at technical director level, provide short technical courses of 2-3 months (e.g. IBRD Economic Policy Institute courses);
- o address needs in infrastructure (rural), private sector (banking, bookkeepers), education (training of teacher instructors and quality of teacher preparation);
- o emphasize strengthening democratic institutions (train professional staff for Congress, judiciary and major municipalities, tax collection, customs)

Other recommendations regarding the structure and administration of future USAID training projects were provided, and are reflected in a later section of this report.

EPA

EPA reported that Honduras urgently needs additional people trained in economics at the Masters and Ph.D. levels to enhance the country's current capacity to develop and implement sound economic policies required to achieve improved economic performance on a sustained basis. This need is being addressed through the policy analysis and implementation project (522-0325) which will provide graduate level training for 30-40 Hondurans. Most participants are expected to come from the Central Bank and the Ministries of Finance, Economy and Planning. Additional participants will come from other GOH Agencies and the Honduran Private Sector.

EPA also cited the need for labor market studies in the private sector, especially data on wages and unemployment rates by occupation. Also, the need for additional training in statistics for GOH personnel was highlighted as a basic requirement to obtaining accurate information about the economic and demographic situation in the country.

Finally, but of major significance, there are insufficient project funds available to provide short and medium term training in subject areas that can be mastered without the need for formal degree training. These include, Inter Alia, Flow of Funds Analysis, National Income Accounting, Construction of Price Indexes, Regulation of Financial Institutions and Input-Output Analysis.

Private Sector

Several key points were emphasized with respect to the overall training needs in the private sector.

The need for practical ("nuts and bolts") training was emphasized, particularly to produce individuals who know how to do business internationally. Business subjects should be incorporated into the university curriculum, e.g., Zamorano, including international marketing, exporting and similar topics.

The problem of attitude within the private sector was noted in terms of the merchants resistance to a planned business approach. In general, the private sector is not a "risk taker" and prefers that the GOH take those risks.

There is problem of projects with no infrastructure and inadequate management skills. Training is obviously a key, focus on the fundamentals of international business.

Development/Finance

The division is involved at the project development level, and works in consultation with the various technical offices. Importantly, it was indicated that there has never been a formal consultation by the Division with respect to training needs. The Division has met with HRD staff on project design issues, but there has been no "formal sit-down" meeting regarding CAPS, noting that there is a need for better coordination at that level.

Around 1985 the Mission Country Training Plan was updated, but described as "basically of marginal utility..too general and lengthy."

Controllers Office

Generally, people in financial management (in Honduras) are not well trained. As an example, most CPA firms have to go out and hire US or other foreign staff.

The Honduran Controller General Office has the basic capacity to function at a high level, but it does not. Most of the staff are no more than high school graduates. USAID working on a project to upgrade the GOH Controller General's capacities.

There is a definite need for training in auditing. USAID is seeking a commitment that GOH will have management audits of their decentralized agencies, which are "eating up the budget".

The Mission has received a request for assistance to the Controller General of Honduras. A proposed project has been developed with AID/w assistance. The project's strategy calls for resources to improve the Controller General as an institution, including the TRAPYBVJ9 (BL the project will train trainers to provide training programs to Controller General staff, Internal Auditors located in decentralized institutions and GOH Ministries. The training will be structured around basic courses in Government accounting and Government financial auditing and courses in applying new audit methodology and its specific provisions. It is estimated that 30 courses will be given to GOH Auditors during the life of the project.

USAID is in process of contracting U.S. Audit Big Eight firms to perform operational audits of (5) autonomous agencies. The audits should result in improving overall management, especially in the areas of accounting and internal controls.

Agriculture

Interviews with various staff from the Agriculture Division identified a host of training priority areas that are summarized as follows:

- o six major areas were noted including food marketing and policy, shrimp agriculture, marine fisheries, coastal/estuarine resource management, wildlife/sciences management, and cultural/archeological preservation;
- o area of food marketing and policy is priority and addresses concept of farm-to-market concept ,i.e., commercial farming. Bring marginal farmers into the market economy. Train in different phases of farm to market operations;
- o specialized training is required for shrimp agriculture at the farmer and institutional level;
- o coastal/estuarine resource management, and wildlife sciences, should focus on government sector and IHEs;
- o Escuela Agricola Panamericana (EPA) at Zamorano probably the best institution that can provide training in the priority areas. They need sufficient lead-time to prepare the curricula and courses;
- o Universidad Privado Jose Cecilio del Valle is another institution that can be developed/assisted to offer courses related to the priority areas; and
- o type of strategy used will depend on the level of training involved.

Several other key points were identified in interviews with several project officers in the Agriculture Division that are distinct from those previously summarized. These include:

- o irrigation is a major problem in the far southern part of Honduras which is arid and dry, depending on rain water. In 1987, big loss of bean crop due water problem;
- o USAID's Irrigation Training project concentrates on farm-use at grassroots level for seven years. Training provided by this project should be sufficient to meet training needs in that part of the agricultural sector;and

- o future training should concentrate on improving management expertise with supporting knowledge in irrigation and agriculture.

It was noted that Honduran institutions are adequate in basic science requirements, but lack facilities and institutional material for specialized and higher level instruction in irrigation problems.

Human Resources Development

The interviews with HRD staff yielded a varied range of suggested training areas from different technical perspectives. At a general level, it was observed that Honduras lacks both quantity and quality in terms of its human resources, although it is believed that there are many unemployed physicians.

It was also noted that the USAID training programs tend to be rich in training, with less training in the agricultural and private sector programs.

In terms of basic recommendations made at the senior HRD level, the following represent the key points from the interview data:

- o further training for professors/faculty in one or more college institutions who train primary school teachers;
- o similar training for medical school faculty to improve quality of instruction;
- o training for faculty of nursing schools;
- o surplus medical doctors (estimated 500 unemployed), need training more professional and auxiliary (vocational) nurses;
- o strengthen democratic institutions including jurisprudence training, judicial administration, legislative analysis at Congressional level, and voter registration/fraud prevention.

With respect to CAPS, it was noted that training in the US makes sense, and provides a greater development pay-off. Suggested that focus of the next CAPS stage be on strengthening in-country faculty. Also, should employ a multi-disciplinary approach, with an emphasis on teaching critical analysis skills. Possibly use MPH institutions in Mexico or Puerto Rico, or some other regional resource.

Scholarships would be awarded to faculty members, but with some representation also from groups such as rural youth, disadvantaged and indigineous individuals. Include some faculty training at the doctoral level as well.

Again in terms of CAPS, some HRD staff recommended that the CAPS concept should continue in some form during 1990-1999 (and may in fact be one of of the main mechanisms for strengthening various governmental and educational sector institutions). Other points made regarding the general CAPS approach included the following:

- o AID made a commitment to CAPS through the year 2000;
- o CAPS bilateral project to be developed for each Mission and PP is now under LAC;
- o funding for CAPS until 1992 at \$5.5 million and from 1993-1997 at about \$3.5 to \$4 million;
- o emphasis for ministries such as Hacienda and SECPLAN, and other ministries that need to handle or be involve3d in projects/public administration/development of career ladders; and
- o possibly at least \$1 million per year for development training project.

Obviously, the CAPS model/concept will be an important part of any future development training project. Thus, much emphasis was placed on this topic during some of the HRD interviews. Additional historical data on CAPS was gathered as a background to the needs assessment and formulation of the strategy statement.

Likewise, very detailed interview data was obtained on other training areas including training at the municipal level (taxation, budgeting, warehousing); work with the Ministry of Education in analyzing MOE needs and financial aspects of planning; and technical areas such as curriculum planning, educational economics, administration and educational statistics.

Recommended Criteria for Training Priorities

During the course of this study an extensive array of training needs were identified by Mission personnel and representatives from the various GOH Ministries, donor organizations, private sector groups and universities. Obviously, the spectrum of training needs in the country is immense.

In making decisions about the overall training priorities for the period of 1990-1999, Development Associates recommends that there be some agreement within the USAID/Honduras regarding the criteria that should be applied in making these choices. These criteria will in turn provide the Mission with an important tool for planning and coordinating an overall development training effort.

Based on the numerous viewpoints and information provided to Development Associates, a number of tentative criteria have been formulated as an important starting point in the process of establishing training priorities. These criteria may not be universally applicable to all sectors or technical areas, but are intended to provide a basic framework. Briefly, ten criteria have been postulated for the human resource development training effort. The training areas/topics should be designed to:

1. Increase the quantity and quality of para-professionals at the community level.
2. Promote and strengthen the GOH's capacity to plan, organize, administer and evaluate a national development effort.
3. Strengthen the GOH's capacity to effectively manage development and training projects.
4. Employ an incremental (building-block) approach to ensure that GOH and other institutions have the fundamental capacities to effectively implement development and training projects.
5. Promote continuity in the technical and managerial leadership within the GOH (career development).
6. Institutionalize inter-agency coordination across GOH ministries in the planning and management of development and training projects.
7. Strengthen the quality of the primary education system.

8. Utilize the non-formal education system as a means of developing practical applied skills in management.
9. Address basic human needs in the country including shelter, nutrition, health, and family planning.
10. Improve GOH human resource capabilities to formulate effective policies at the national and municipal levels.

These criteria should help guide the long-term planning of the human resources development training effort.

Priority Training Areas

Previous sections of this report described in some detail the types of training recommended by USAID staff, GOH ministries, universities and private sector organizations. These sections will provide USAID/Honduras with highly specific information on the expressed training priorities from different sectors and perspectives.

As an additional point of reference, USAID staff were asked to rank order what they perceived to represent the most important development training needs in their respective divisions/sectors. This exercise was useful in providing a profile of the perceived training priorities across the Mission. A total of 15 responses were received by Development Associates including staff from HRD, D/F, RD, D/P and RHUDO. The responses are summarized in the following table.

Based on these data Development Associates has identified those general training areas and topics that, in our estimation represent the major priorities for a human resource development project in 1990-1999. These priority training areas are discussed by technical office/sector as a means of organizing the information. Where appropriate, several technical divisions should participate in the planning of future training efforts that have common value.

Training priorities are described in global terms with the understanding that the experts from each of USAID technical offices, and their GOH counterparts, will provide the substantive and technical detail as training projects are designed.

TABLE 21. USAID REPORTED TRAINING PRIORITIES

DIVISION/TRAINING TOPICS	RANKING ASSIGNED										
	1	2	3	4	5	6	7	8	9	10	
HUMAN RESOURCES DEVELOP.											
TOT/Primary School Teachers	X										
TOT/Teaching Primary Health Care in Med. School	X										
TOT/Nursing School Faculty	X										
Public Administration(Mid Career Level)	X										
Agribusiness		X									
Food Processing Techniques			X								
Export Development				X							
*NOTE											
Hospital Administration	X										
Health Administration		X									
Management Information Systems			X								
Computer Programming				X							
Paramedical(Technician) Training					X						
Equipment Maintenance						X					
Logistics/Supplies System							X				
Health Data Analysis								X			
Public Health(CHPD)									X		
Community Medicine										X	
*Listed areas complement Health Sector I & II, but may be outside strategic framework.											
Income Generation in FPP	X										
Operational Research		X									
Demography/Statistics			X								
Computer Use/Management of FPP				X							
Supervision & Evaluation of FPP					X						
Education on Population						X					
Family Planning Program Monitoring							X				
Population Curriculum								X			
Infertility Workshop									X		
Tubal Microsurgery										X	

RHUDO

The training objectives and potential priorities specified for shelter and urban development training 1990-99 seek to reflect the general consensus of RHUDO/CA leadership and key Project Officers supporting the Honduras Mission Program.

I. Develop National Housing Finance Policies and Institutions

1. Domestic Savings Mobilization
 - Contractual Savings Schemes
 - Social Housing Fund
 - Non-traditional Savings Schemes (i.e. informal sector, cooperatives, etc.)
 - Pension Fund/Social Security Funds
2. Security and Liquidity of Home Mortgages
 - Mortgage Default Insurance Options
 - Domestic Housing Bonds
 - Mortgage Rediscounting Systems & Regulations
3. National Finance Regulatory Environment
 - Integration of Housing Finance within overall National Financial Development
 - Savings & Loan System Development

II. Increase the Finance and Production of Affordable Shelter Solutions

1. Development of National Investment Policies, Plans and Programs for:
 - urban upgrading
 - sites and services/core housing
 - extension of basic urban infrastructure
2. Rationalization of Norms and Standards Used for Urbanization and Shelter Development.

III. Expand Private Sector Participation

1. Land Tenure and Transfer Regulations
2. Urban Land Development Policies and Programs
3. Project Design and Implementation Management
4. Turnkey Construction Mechanisms

IV. Strengthen the Capacities of Municipal Governments

1. Macro-Institutional Development
 - BANMA's Evolution as a Municipal Development Agency
 - Municipal Autonomy Law (passage and Implementation)
2. Municipal Development
 - Local Revenue Generation
 - Urban Investment Planning and Programming
 - Administrative and Financial Management

Private Sector

- o strengthen business and management skills of entrepreneurs at the the micro,small and medium size levels;
- o support development of an integrated credit and technical assistance project that consolidates some of the efforts of the various development/training organizations presently serving the micro/small business sector;
- o support the transfer of micro/small business technology from other countries ,e.g., Fundacion Carvajal in Colombia;
- o improve quality of primary education schooling in teaching basic literacy and mathematics skills;
- o academic training at the Ph.D. and Masters level in areas such as Business, Finance, Accounting and related business fields;
- o strengthen MOH capacities in formulating macroeconomic policies,credit management and business development progra ms;

Agriculture

- o Technology transfer through "on farm" approaches by concentrating and expanding training of agricultural extension workers in the various facets of moderand scientific farming - (e.g., fertilizer use, double cropping, seed selection, land use and cultivation. Extension workers to train say 20 - 30 para-technicians and each para-technician in turn to train 20 - 30 farmers.

- o Commercial farming - farm to market technology aimed at providing access to credit and marketing of agricultural "surplus" products resulting from increased productivity (marketing and sales techniques, cooperative marketing, quality control, etc.) The theme: Bring the marginal farmers into the market economy.
- o Related disciplines such as rural sociology, mass communication, leadership and motivation courses aimed at stimulating people at the grassroots level to participate as units in national productivity for the higher levels of management in the agricultural sector.
- o Technical training of staff involved in agriculture on documentation of agricultural information, monitoring and evaluating needs and problems, and labor market demands.
- o Policy-making and coordination at the national level aimed at integrating or systematizing all training activities to insure a unified and harmonious approach to meet the demands for training.
- o Training of local or indigenous private voluntary organizations (PVO.) on a selective basis aimed at enlisting their cooperation in the implementation of agricultural training programs in the rural areas or villages.
- o Formal training in Marine fisheries need to be intensified. (e.g., ship production).
- o Promote coordination between Ministries of Education and Natural Resources, including possibility of a National Council of Agricultural Education to oversee activities in this field merits attention.

These represent the key training areas suggested by the various interviews with the USAID staff and other sources in the field of agriculture.

Human Resources Development

- o Strengthen planning capabilities of SECPLAN and the Ministry of Finance in concert with technical ministries like MDE and MOH in an effort to establish integrated and meaningful policies, systems, and procedures.
- o Improve administration of key ministries and GOH institutes through implementation of coherent and uniform systems and procedures.

- o Improve the capabilities of faculty and administrators at selected training institutions in an effort to yield not only a better individual performance, but curriculum revisions to better focus the training.
- o Investigate non-formal education alternatives in addition to streamlining the formal primary education system.
- o Promote private sector involvement in improving health care practices in such areas as low cost HMOs and creating in-country quality producers of medicines and medical supplies.
- o Improve the operation of municipalities, especially in the areas of taxation, budgeting, administration and the creation of a career corp.
- o Improve quality of faculty/training for primary school teachers, teaching in medical schools/primary health care, and nursing school faculty.

These areas constitute the key training areas for the long-term human resources development effort.

EPA

- o Strengthen capacity of GOH ministries in the field of statistics and improve quality of information on demographics, employment, economic indicators and related measures.

Development/Finance

- o Programs involving training-of-trainers in various sectors to improve quality of technology enhancement and transfer.
- o Programs in basic accounting and bookkeeping for business enterprises and development projects.
- o Management development programs for middle and upper level personnel in private and public sector organizations.

Engineering

Based on the inputs from this division, no broad or urgent training needs emerged other than some attention to the training of engineers in more specialized fields such as solar engineering.

Development/Programs

- o specialized training for senior and mid-level at staff from the GOH Controller General Office;
- o short-term training for Ministry of Planning staff; and
- o training of a core group in health and primary education to provide technical and managerial leadership and strengthen infrastructure in those sectors.

The needs assessment covered a large amount of territory in terms of the large amounts of data provided by USAID staff, GOH ministries, donor organizations, private sector groups and universities. Hopefully, the more detailed descriptions of the information and recommendations given by the respective groups can be subsequently used by USAID/Honduras in planning the more specific content and objectives of future development training.

Clearly, a major development training program for 1990-1999 will require a clearly defined strategy to adequately plan, organize and control such as big undertaking.

E. Training Constraints

Training constraints were identified by many individuals interviewed by the Development Associates team. The essence of constraints mentioned by interviewees is provided below, grouped into categories according to type of interviewee: (1) USAID Division Chiefs/Project Officers, (2) other donors, and (3) GOH Ministries and private sector organizations.

1. USAID Division Chiefs/Project Officers
 - Lack of funds to finance salaries of trainers and cost of training.
 - Training Institutions need further improvement in physical facilities and institutional resources.
 - Because there is a limited labor market, there is no suitable employment for graduates in many cases; also politicization of civil service - as a result of the new elections, trained staff are out on the street.

- Middle class candidates are in a bind because they do not qualify for training support under poverty criteria but are not rich enough to finance their own training. (Partial scholarships can help address this problem).
- English, fluent Spanish (train in other Latin universities even Spain to avoid requirements for English).
- Staff shortages make replacing those to be sent for training difficult.
- Lack of personnel development and training plans.
- No reliable supply/demand studies.
- Quality of U.S. training options in Spanish need to be assessed.
- Need U.S. based Spanish courses in such areas as health facility and hospital administration.
- Security clearance by U.S. stringent; a vacation or training in Cuba for example, generally bars sending individual under USAID sponsorship for training.
- Training not adequately considered in USAID projects. (Reactivate Mission directive that Tony Volbrecht be part of the design team for new projects).
- GOH procedures to pay salaries and cost of courses in-country too cumbersome so some courses are cancelled and trainees are paid late or not at all. (AID could have rotating fund to disburse directly to participants and be reimbursed by government later).
- Long lead times are required for overseas training. (Develop specialty offices to process visas, handle travel, etc., in USAID).
- Honduras candidates often need remedial training before entering quality masters programs in the U.S.
- Participants under CAPS are required to pay U.S. taxes.

2. Other Donors

- Lack of English
- GOH pays salary of public employee for only three months while in overseas training.
- Three month salary support while in training overseas not uniformly applied; some may receive no salary.
- There is no centralized GOH unit where scholarships from all donors are channeled. US works directly with Ministries. If SECPLAN was central source of scholarships, its earlier effort to create a data base of experts trained overseas could have been more successful.
- There are insufficient funds to reproduce training announcements submitted to SECPLAN for distribution to relevant Ministries and agencies.
- Insufficient lead time is available regarding availability of training opportunities.
- GOH is not easily able to cover travel costs when training only fellowships are offered.
- Ministries do not have a department to handle fellowship offers (Suggest 1-2 people in personnel be assigned to nominate qualified people).
- In order to apply for fellowships, individual must work for GOH. This rule excludes 30% unemployed who could be trained.
- There is no program to prepare human resources in Honduras. Data are not collected systematically and what data are used by the government are not analyzed based on specific criteria.
- In some departments (e.g., meteorology, census, aviation) salaries are so low, trained personnel go to work for other GOH agencies.
- Trained personnel return to same jobs and have little chance to use what they have learned.
- Trained GOH personnel may transfer to private sector.
- Trained personnel go to work in third countries.

- Mid-level officials take out EDUCREDITO loans to support their families while they are in training; trainees often don't return to jobs, but still have loan payments.
- Even when former trainees return to the same job, their salary remains the same or is even lowered, so they leave for better positions when they can; thus Ministries have the same continuing needs for trained personnel.
- There are no reliable studies of the quality of training provided, partly because there is a lack of trained personnel to conduct the assessment.
- There are limited training facilities in-country.
- There is a lack of coordination among donors.
- "Flexible" if not erratic GOH philosophy and policies govern foreign assistance.
- There is a lack of reliable manpower training needs studies.

3. Ministries/Private Sector

- There is resistance in the private sector to training in modern management techniques.
- GOH focuses on tangible infrastructure, not human resource development.
- Funds for training are inadequate.
- There is inadequate training materials, equipment, and vehicles to support training especially in rural areas.
- There is lack of tested, well developed instructional modules.
- There is lack of personnel to conduct training research and evaluation.
- It is difficult to get respondents to admit they have training needs.
- There is lack of incentives for continuing education.
- No intensive program exists to train trainees.

- There is lack of coordination among agencies with some responsibility for a technical area or sector.
- EDUCREDITO personal loans for education have stringent loan criteria, including 2 co-signers who are business owners. If student does not complete the course or gets low grades, the whole amount can be called in.
- Replacement staff are overloaded, often doing their own job and all or much of that of the person way being trained.

In light of the complexity of a 10 year development training project, Development Associates will be recommending that USAID/Honduras adopt an incremental time-phased strategy for planning and implementing the project. Basically, this is a "building block" approach to systematically strengthening the human resource infrastructures in Honduras, starting with the more fundamental blocks (e.g. project analysis, planning, management and accounting systems at the GOH ministry levels), and incrementally moving over the 10 year span into other levels of building blocks.

These points are described in the strategy statement and concept paper which follow this section.

III. STRATEGY STATEMENT

The previous chapter described in some detail the overall training needs identified by the USAID/Honduras staff and key officials from selected GOH Ministries, donor organizations, universities and private sector groups. This chapter describes the general strategy that should be adopted by USAID/Honduras in addressing the principal training priorities identified by Development Associates' needs assessment for the period of 1990-1999.

Training Priority Areas

On the basis of these data, and the overall objectives of the Mission, Development Associates constructed a set of overall training priorities for human resource development that encompass the period of 1990-1999.

These priority training needs are summarized in Table 22, together with a description of the target audience(s) involved, the corresponding USAID/Honduras objective(s), and some tentative indications as to the type of strategy or training mechanism that may be most appropriate.

Proposed Strategy

In preparing the basic strategy statement, Development Associates examined the types of training (that are part of current USAID projects) that was projected for the period 1990-1999, in relationship to the priority training needs identified.

Table 23 indicates the estimated number of individuals who will be trained each year through the various USAID projects that will be in operation at that time.

TABLE 22. TRAINING PRIORITIES

STRATEGY

PRIORITY TRAINING AREAS	TARGET GROUPS	MISSION GOALS AND OBJECTIVES A-3; B (1-5); C (8-12-15) D (13-14)	FOR INCORPORATION OR PART OF EXISTING DEV. PROJECTS	FOR NEW TRAINING PROJECTS	(CAPS) CENTRAL AMERICAN PEACE SCHOLARSHIPS IC / US / TC
1. Infra-structure					
a. Processes i) Operational Research Techniques ii) Labor Market Survey Tech. iii) Supply/Demand Projection Tech. iv) Statistical Analysis/Evaluation	All Ministries - principally SEC/PLAN being the National Planning Office and Private Sector National Associa- tions/Orgns. (e.g., ANAPINH) GEMNH	A - 3 (Stabilizing structures structures and macro-economic performance)	Could be part of EPA Policy Analysis and Im- plementation project	For development as a new project No. SEC/PLAN and Ministry of Hacienda	
b. Public Administration i) Policy-making/Planning Coordination	Senior Ministry Officials	A - 3		For incorporation as part of new project with SEC/ PLAN and Min. of Hacienda	
ii) Refresher/In-service courses on processes e.g., supervision and control, motivation financial/ accounting	Administrator/Supervisors				
iii) Adm. Support Services - (clerical, computer operations, etc.)	Support Staff	A - 3			
iv) Strengthening Municipal Govt.	Municipal Officials	A - 3; D - 14			
2. Education					
a) Educational System TOT for teachers w/ emphasis on primary/ secondary/Teach. Methods of teaching, curriculum dev.; scientific education)	Teachers - all grades in the educational system with emphasis on primary school teachers	C - 12	Could be part of the current Educational Proficiency Project		
b) Adult Literacy/Non-Formal Ed. Training of Literacy Teachers; Skills training					
c) Advanced degrees in select field of specialization in education	Selected teachers	C - 12; D - 13			To be pursued with CAPS.
3. Agriculture/Forestry					
a. Production/Commercial Farming					
a. Agricultural Teachers; technicians/Paras. and Agricultural/Extension workers Agricultural Growers/Coopera- tives.		B (1 A 5)	a. Can be part of land use and Productivity Enhancement (LUPE) project.		
b. Managers of Agricultural Production Units		B (1 A 5)	b. Can be part of small farmer agr. strengthening project.		
c. Agricultural Research Personnel/technicians		B (1 A 5)			
d. Conservation and Utilization of Forest Resources.	Rural, Municipal and Central Government offices	B (1 A 5)	Can be part of Existing Natural Resources Project and Forestry Dev. Project		To be pursued under CAPS.
e. Advance Courses in selected/specialists in agriculture. (e.g. solar engineering water resources management).	Selected Professors of Agricultural Universities.	B (1 A 5); D - 13			
f. Irrigation i) Dam Construction ii) Environmental Science iii) Solar Engineering	Officials/Min. Natural Resources	A (1 A 5)	Can be met by Irrigation Development Project.		
4. Industrial/Commercial Development					
a. Micro/Small/Medium Business Development i) (Production/Sales/Marketing) Export ii) promotion International Trade/ Finance)	Micro-Small-Med. Business Entrepreneurs	B - 5; C - 15	Can be part of current ESF Micro- Enterprise Dev. & Small Business Dev. Project.		
b. Large Enterprises. i) Management Processes ii) Functional Areas (Production/Sales/Marketing) Export promotion International Trade/ Finance.	Business Executive of Large enterprises.	B - 5; C - 15	Can be part of Export Promotion Project (FIDE)		
c. Vocational/Technical Skills Training (e.g. in various areas including arts/crafts).	Micro/Small/Med. & Large Business Employees	B - 5; C - 15; D - 14; A - 3	Can be addendum to CADERH Project		
d. Training of trainers in voc./technical educations.	INFOP faculty	B - 5	- do -		
B. Health and Population					
a) Basic Health Education i) respiratory, intestinal diseases, nutrition, maternity/child care immunization/malaria etc. ii) Community Medicine	Rural Health/Extension Workers - Municipal health technicians - same -	C B - 10 C B - 10	Can be part of Health Sector II - do -		
c) Education on Population Family Planning Program Monitoring i) Home economics/ health for poor ii) Sex education iii) Mousing - training in urban/ municipal Dev.	Para technicians and Extension Health Workers Municipal Health Officials - do - - do - Central and Municipal Govt. officials	C B - 10 C B - 10 C - 11	Can be part of Population PD and S and Private Sector Population Projects Can be part of existing RIKU projects		

On the basis of the information provided to Development Associates regarding on-going and planned projects with training, it is evident that some form of training activities are projected through 1994. The total number of trainees diminishes annually between 1990-1994, with the highest number of trainees forecasted for 1990 (45,051). Of these, about 26,400 are trainees under the Land Use and Productivity (LUPE) project. Also in 1990, several other USAID projects contain large groups of trainees, i.e., Primary Education Efficiency (8,000), Small Business Development (3,675), CADERH (3,520), Health Sector II (1,484) and Strengthening Democratic Institutions (1,174).

Although substantially lower, during 1991 and 1992 the level of training remains fairly constant at about 11,190 annually with most of the trainees distributed across primary education, health, small business, CADERH, and democratic institutions.

In subsequent years the total number of trainees tapers off significantly with 6,824 in 1993 and 1,484 in 1994 (Health Sector II). Between the period of 1995-1999 no training activities have been projected at this time. Training estimates did not include training that is expected to be carried out under the new RHUDO project, which Development Associates understands may include up to \$6 million for training alone.

Several key questions provided a basic framework for this training needs assessment study:

1. Does USAID/Honduras need a training for development project?
2. To what extent should training be incorporated into future USAID projects as a strategy for meeting the human resource training priorities, as opposed to primarily relying on a centralized training project?
3. Should CAPS be continued and ,if so, what role should it have in a training for development project?

In answer to the first question, Development Associates recommends that a new training for development project should be designed and implemented by USAID/Honduras. Chapter IV, which follows, sets forth a general blueprint for the project concept and design.

Essentially, the project would complement, rather than substitute for, project-specific training. Moreover, the new training project would be more focused on human resource development training across several governmental and institutional levels, employing a long-term capacity building and development perspective.

The training for development project would provide USAID/Honduras with an excellent mechanism for achieving broader cross-sectoral objectives, coordinating different phases and levels of training, and integrating different training provider organizations from the public and private sector. Ideally, the training for development project could help create a core group of well trained professionals in key GOH ministries, other public institutions and in the private sector that would be the nucleus for improving institutional capacities over the long term.

In response to the second question, Development Associates recommends that training continue to be incorporated into specific sector projects, rather than relying simply on a central training for development project. Otherwise there is the risk of using a central training project as a "bucket" in which all training needs are placed. Indeed, in planning sector projects more attention should be given to the training requirements of each effort, with training receiving a high priority both as a means of strengthening human resource infrastructures and facilitating the achievement of project objectives. Part of Development Associates' recommendations include a series of steps that USAID/Honduras should take to refine its capacity to effectively plan and manage a total training strategy during 1990-1999, with an emphasis on in-house planning and coordination systems.

Finally, with respect to the third question, Development Associates believes that CAPS should be continued as one part of an overall training for development project in Honduras to specifically handle those facets of US-based training that are within its scope. In particular, CAPS is an appropriate mechanism for providing academic and technical training for specific target populations from rural areas and indigeneous/disadvantaged groups, which represent an important part of the total training for development picture in Honduras.

In formulating a strategy statement, Development Associates proposes an incremental approach that consists of four distinct strategic phases. Basically, this strategy is designed to systematically strengthen key organizational capacities and systems (including some internal USAID/Honduras and GOH systems) as an antecedent to a broader training for development effort.

Phase I: Refine USAID Systems (1990)

The initial phase would concentrate on installing and/or strengthening the Mission's procedures for planning, organizing, coordinating and managing a training for development strategy over the period of 1990-1999. This would include procedures, for example, for coordinating project-specific training activities at the project design stages and linking these with the new training for development effort. Likewise, systems would be needed to annually plan and update the training for development project, and conduct both formative and summative evaluations of the training project. Finally, well defined procedures would be required to adequately coordinate training activities with the various GOH ministries and educational institutions in the country. This would include, for example, reactivating the practice of having the Training Office (Vollbrecht) participate in all project design meetings.

Phase II: Strengthen and Consolidate GOH and Private Sector Capacities (1991-1992)

The needs assessment revealed many deficiencies within GOH ministries in terms of fundamental administrative, technical and financial capacities. This second phase would concentrate on training key senior GOH ministry personnel (to create an on-going core group) in areas such as planning, finance, accounting, project management, and related skill domains. An emphasis would be placed on helping to build a strong ministry-level human resource infrastructure that is able to effectively formulate long-term national development plans, and manage USAID-funded development and training projects. Priority would be given to senior and middle level ministry staff during this two year period using a combination of short-term and long-term technical training and academic training.

Phase III: Sector Training for Development (1993-1999)

This third phase would consist of an intensive seven-year training for development effort in specific sectors such as agriculture, education, health, and small business development. This project should carefully consider sector project training so as to not duplicate efforts but expand and strengthen sector project efforts.

This would also include project-specific training that will be programmed for the period of 1995-1999 (as explained earlier, the training pipeline now extends up to 1994 only). Such development training would rely in large part on the capacities engendered across various GOH ministries, public sector organizations and training institutions (and ideally based on some type of GOH national development plan)

Phase IV: Institutionalize Systems (1998-1999)

In addition to continuing the sector training, the last two years would concentrate on consolidating and institutionalizing the new technical/management capacities at the GOH ministry level. This would be designed to ensure that efforts in strengthening the human resource infrastructure continue in the country. In theory, the GOH would have been able to create the "critical mass" needed to provide national policy and technical leadership in human resource development. In this final stage, USAID/Honduras would focus on helping the GOH and other institutions in consolidating their systems (human and technical).

In summarizing, several key points are worth highlighting that relate to the proposed strategy and the concept paper outlined in the next chapter.

- o assure that adequate training is built into sector projects;
- o review large on-going or planned projects that do not have training design inputs from Training Office (Vollbrecht) to add or expand requirements;
- o if necessary, reallocate project funds to cover new and/or expanded training requirements to the extent feasible;
- o use development training funds to make on-going projects more effective by bridging the new training for development project and previously designed sector projects;

- o national development in Honduras during the next decade will require accelerated economic growth through comprehensive training and employment programs;and
- o priority should be given to capacity building within key GOH ministries and selected private sector national organizations .

A number of more specific content areas are suggested that include the following:

- o continued emphasis on improving the quality of the primary education system;
- o priority on health and population programs, improving the quality of training for nurses, technical and health workers;
- o the agricultural sector is essential to the country's economic recovery, with emphasis on agricultural technicians and para-professionals, plus professional training in more specialized fields;
- o strengthening of the business sector (small, medium and micro enterprises) is another essential element in the development of the country, with emphasis on strengthening basic entrepreneurial and business management skills;
- o industrial and commercial sector related to agriculture, specific attention to business and marketing skills in the agro-industrial sector;
- o aggressive vocational and technical training program(s) especially in rural areas should continue;
- o specialized training for senior executives and business owners in areas such as international marketing, exporting, strategic planning and business management;and
- o continued training in export promotion and international trade.

The next chapter describes the concept for a development training project including a general blueprint for the project design.

IV. CONCEPT PAPER

In order to effectively address the variety of priority training needs identified in the area of human resource development, Development Associates has recommended that USAID/Honduras carry out a new training for development project during the period of 1990-1999.

Basically, the development training project would involve four distinct levels of training and development:

- (1) upgrading USAID/Honduras systems for planning and managing training;
- (2) strengthening GOH technical and managerial infrastructures;
- (3) increasing human resources in the various technical sectors; and
- (4) institutionalizing the gains in human resources and improved technical/management capacities.

This chapter discusses the key features of the proposed development training project and sets forth a general blueprint for the design of the project including the following points:

- o Content
- o Role of Public and Private Sector Organizations
- o Mission Staffing and Systems
- o Project Implementation Phases
- o Suggested Training Targets
- o Estimated Costs

Each of these categories are discussed within the context of the needs assessment conducted by Development Associates and the general strategy that was described in the previous chapter.

Content

The CAPS concept should continue during the period of 1990-1999, with supplementary and complementary training to support and augment sector project training.

Complimentary training and capacity building would include central level policy officials, rather than line officials in key ministries with which AID works. In addition, include similar

level officials in support agencies such as SECOPT (Secretary of Communications, Transport, and Public Works). Related private sector development entities such as the airport and seaport management to facilitate export promotion.

Supplementary programs focusing on sector enhancement would revolve around entities such as the National Energy and Electrification (ENEE) and the Water and Sewerage Authority (SANAA).

The specific content of the training would center on the training priorities identified through the needs assessment, and the more specific target audiences in the public and private sector.

In preparing general objectives for the training project/content, USAID should refer to the 10 criteria set forth in Chapter II of this report.

Role of Public and Private Sector Agencies

Public and private sector agencies will have several important roles in the implementation of the development training project including identification/concurrence with main training needs, recommending candidates for training, follow-up activities so participation in evaluations.

USAID will at some point need to select one or more public sector agencies to carryout portions of the development training project, including for example, SECPLAN and Hacienda. In the private sector there are a number of alternatives such as COHEP, GEMAH, INFOP and CADERH.

Mission Staffing and Systems

To effectively plan and oversee the proposed development training project, it is recommended that at least one person be added for Training in HRD, to work under the supervision of Mr. Anthony Vollbrecht. This additional staff person will be needed to perform the necessary follow-up and project tracking information functions.

Similarly, the present word processing and computer systems available for monitoring the training (i.e. Mission Training Systems, CIS, PTMS) should be carefully reviewed. Additions and/or modifications to the system may be necessary to ensure that the development training project has the needed resources for tracking, follow-up and evaluation.

Project Implementation Phases

As described in the strategy statement, Development Associates is proposing a four-phased approach to the planning and implementation of the development training project that employs a "building block" approach to this ten year effort.

A series of more specific actions will be needed within each of these phases.

Phase I: Refine USAID/Honduras Systems

- 1.1 hire and train new USAID training staff member
- 1.2 develop in-house system for planning and coordinating sector and development training projects
- 1.3 establish in-house training coordination committee
- 1.4 finalize information system
- 1.5 develop formative and summative evaluation plan
- 1.6 develop follow-up plan
- 1.7 review potential implementing public and private sector agencies
- 1.8 select most appropriate implementing agencies
- 1.9 continue CAPS as now configured through FY 1992 and make preliminary assessment as to possible modifications
- 1.10 review CAPS financial need criteria to include partial scholarships to higher income individuals; create "Educredito" loan system for low-income persons; review feasibility of having some in-country and third-country training to lower training costs (although diluting the "Experience America" process)
- 1.11 consider options for former trainees including refresher/follow-up courses, returned participant organization for employment placement
- 1.12 review other alternatives such as establishing network of former trainees, providing small grants for projects in participant training, revolving loan fund for new entrepreneurs
- 1.13 review prior memoranda and Mission orders regarding in-house steps for processing participants for training, update and expand to reflect any new eligibility criteria, procedures and processes for the development training project. Distribute to office directors and project officers

- 1.14 determine annual level of effort for development training project and the distribution of funds between CAPS-type training and the complementary/ supplementary training. Annual costs will vary depending on the cost scenario selected by the Mission. Three cost options (\$75/\$50/\$25 Million) were formulated with varying levels of training.
- 1.15 finalize plan for securing GOH commitment to preparing a national development plan and participating in the ministry level training (Phase II)

Phase II: Strengthen & Consolidate GOH/ Private Sector Capacities

- 2.1 obtain firm policy commitments from GOH to human resource development
- 2.2 begin with agencies that have central or broad planning responsibilities, e.g., implementing agencies for the development of training projects such as SECPLAN and COHEP
- 2.3 include primary ministries with which USAID works and other key groups such as Ministries of Natural Resources, Education, CADERH and GEMAH
- 2.4 consider feasibility of convening a national seminar/ conference jointly sponsored by USAID and GOH to kick-off human resource development strategy
- 2.5 encourage GOH to prepare a national development plan for human resources as an antecedent to the major training effort
- 2.6 select contractors/organizations to provide intensive training to selected GOH ministry staff and private organizations based on the identified priority areas

- 2.7 prepare ministry-level training plans based on needs assessment and the GOH national development plan
- 2.8 combine sector plans into national plan allocating priorities to public and private sector, as well as content areas. Obtain top level commitment to plan
- 2.9 implement and evaluate GOH capacity building training

Phase III: Sector Training for Development

As summarized in Exhibit I, the priority training needs can be classified according to several major categories that cut across sectors namely, public administration, education, agriculture, industrial/commercial development and health/population.

- 3.1 prepare annual targets and implementation plan for the first sector training year, including priority training areas for this first year
- 3.2 finalize agreements/contracts with selected training organizations (GOH ministries, private training organizations, consulting firms)
- 3.3 plan for continued CAPS training including any revisions made in procedures and eligibility criteria
- 3.4 finalize procedures for monitoring and evaluating progress of sector training

Phase IV: Institutionalize Systems

- 4.1 conduct regular assessments of how GOH and other organizations are adopting/implementing new or improved management, planning, financial and technical systems
- 4.2 work with GOH and other groups in making necessary adjustments to improve policies underpinning operations, staff capacities and procedures
- 4.3 convene annual workshops/seminars between USAID and senior GOH ministry staff to review progress of the training for development effort, identify important milestones, and agree on methods for institutionalizing human resource gains
- 4.4 assist GOH ministries in periodically updating national development plan and evaluating benefits of the training for development project

The four proposed phases will provide USAID with a useful tool for planning, budgeting and managing a 10 year training for development effort, and promote a systematic approach to institutionalizing the gains made in the overall human resource development situation.

Suggested Training Targets

Given the absence of any reliable quantitative estimates of training needs in the public and private sector, the process of estimating the exact number of individuals that should be trained under the development training project is a difficult one.

However, it is also recognized that USAID needs some basis for preparing its training plans and budget. Accordingly, Development Associates has prepared some very tentative estimates of total training targets within the various sectors.

In many cases, it is likely that the USAID technical offices and their GOH counterparts may in fact have a better "feel" for what constitutes a reasonable approximation of training targets.

Figure 1 presents the recommended training targets according to the three levels of funding. These estimates are very tentative approximations of the the total number of individuals that would be trained under different facets of the development for training project.

Estimated Costs

Development Associates has prepared three alternative cost scenarios for the recommended training strategy which will provide USAID/Honduras with a range of options. Figure 1 denotes three funding ranges as follows:

- o \$75,000,000
- o \$50,000,000
- o \$25,000,000

For each of the cost options, an estimate is included as to the total number of participants that could be trained, by agency and job categories. Within each option, the approximate costs that would be CAPS and non CAPS is indicated as a guide for the Mission. The actual distribution of these costs will depend on the Mission's priorities for CAPS and other funding commitments that are in the 1990-1999 pipeline.

As an additional tool, the estimated annual training costs were computed and are summarized in Figure 2. For each of the three funding levels, the estimated number of participants and dollar costs are indicated by year. This may be useful in projecting annual training budgets.

FIGURE 1. ALTERNATE COST ESTIMATES FOR TRAINING

PHASE	AGENCY	CATEGORIES	TOTAL	TOTAL	TOTAL	
Phase II	GOH MINISTRIES	Senior Ministry Officials	50	34	17	
		Administrators	70	47	23	
		Support Staff	200	134	66	
		Municipal Officials	65	44	21	
		Total Phase II		385	259	127
Phase III	EDUCATION	Primary Teachers	25000	16750	8250	
		Selected Teachers	1200	804	396	
Total		26200	17554	8646		
Total	AGRICULTURE/ FORESTRY	Agricultural Teachers	1000	670	330	
		Technicians/Paras	5000	3350	1650	
		Extension Workers	5000	3350	1650	
		Growers/Cooperatives	100	67	33	
		Agricultural Managers	100	67	33	
		Ag Research	50	34	17	
		Public Sector Officials	120	80	40	
		Ministry Officials	25	17	8	
		Total		11395	7635	3760
		Total	INDUSTRIAL/ COMMERCIAL	Micro Small Business	4800	3216
INFOP Faculty	30			20	10	
Large Business Owners	1200			804	396	
Total	6030			4040	1990	
Total	HEALTH & POPULATION	Rural Health Extension	4000	2680	1320	
		MD/Specialties	100	67	33	
		FP/Extension Workers	260	174	86	
		Municipal Officials	45	30	15	
		Total	4405	2951	1454	
Grand Total		48415	32438	15977		
	CAPS SHARE	\$37,500,000	\$25,000,000	\$12,500,000		
	NON CAPS SHARE	\$37,500,000	\$25,000,000	\$12,500,000		
	TOTAL COST	\$75,000,000	\$50,000,000	\$25,000,000		
	COST PER PARTICIPANT	\$1,549	\$1,541	\$1,565		

FIGURE 2. ANNUAL TRAINING COST BY ALTERNATIVES

PHASE	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999 TOTAL
Phase I: Refine USAID Systems	0	0	0	0	0	0	0	0	0	0
Phase II: GOH/Private Sector Capacities										
Participants/Year		192	193							
Estimated Cost/Year		\$297,408	\$298,957							385
Phase III: Sector Training										
Participants/Year				6861	6864	6861	6861	6861	6661	6861
Estimated Cost/Year				\$10,628,421	\$10,633,068	\$10,628,421	\$10,628,421	\$10,628,421	\$10,620,421	\$10,623,462
TOTAL PARTICIPANTS										49030
TOTAL COST										\$74,405,635
<hr/>										
PHASE	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999 TOTAL
Phase I: Refine USAID Systems	0	0	0	0	0	0	0	0	0	0
Phase II: GOH/Private Sector Capacities										
Participants/Year		129	129							
Estimated Cost/Year		\$198,841	\$196,841							256
Phase III: Sector Training										
Participants/Year				4597	4597	4597	4597	4597	4597	4598
Estimated Cost/Year				\$7,085,825	\$7,085,825	\$7,085,825	\$7,085,825	\$7,085,825	\$7,085,825	\$7,067,367
TOTAL PARTICIPANTS										32438
TOTAL COST										\$50,006,000
<hr/>										
PHASE	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999 TOTAL
Phase I: Refine USAID Systems	0	0	0	0	0	0	0	0	0	0
Phase II: GOH/Private Sector Capacities										
Participants/Year		63	64							
Estimated Cost/Year		\$99,579	\$100,144							127
Phase III: Sector Training										
Participants/Year				2264	2264	2264	2264	2264	2264	2266
Estimated Cost/Year				\$3,542,592	\$3,542,592	\$3,542,592	\$3,542,592	\$3,542,592	\$3,542,592	\$3,543,722
TOTAL PARTICIPANTS										15850
TOTAL COST										\$24,801,277
										15977
										\$25,000,000

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