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# COUNTRY TRAINING STRATEGY

**USAID/ZIMBABWE**

DECEMBER 1990

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# USAID TRAINING STRATEGY: FY 1991-1993

## I. TRAINING PLAN

### A. Training Objectives, Targets, and Proposed Interventions

The training plan recommended below addresses the principal findings of the survey of private sector firms addressed earlier in this report. It is designed to alleviate specific constraints to private sector expansion in Zimbabwe by providing training opportunities both within Zimbabwe, in third countries, and in the United States. It describes the training objectives, target audiences and types of training to promote the development of the private sector in Zimbabwe for the period FY 1991 through FY 1993.

#### 1. Training Objectives

The private sector training plan has six objectives:

- To support the expansion of small and medium-sized enterprises.
- To improve the managerial expertise of key decision-makers at existing large enterprises.
- To upgrade the efficiency and managerial ability of managers of established enterprises.
- To strengthen private sector training capacity.
- To improve outreach to the informal sector and emerging businesses.
- To enhance government's understanding of the private sector.

#### 2. Target Audiences

Target audiences include owners and managers of existing and emerging SMEs, the full range of corporate managers, company technical personnel, private sector support organizations, public sector officials responsible for dealing with business, and a variety of training institutions.

#### 3. Training Activities

The following description of training activities is broken down according to objective, target audience and types of training. The training to be undertaken with USAID support conforms with the ZIMMAN II<sup>1</sup> project goal to "strengthen private sector productivity and increase national economic growth, thereby generating additional employment." The proposed interventions fulfill the project purpose as well, to "improve the technical capacity and management capability of the private sector."

The assessment team recognizes that this training plan represents a significant departure both in the types of training USAID will support in Zimbabwe and the target populations it seeks to assist. Implementation of a number of in-country activities with overlapping targets implicating different institutions will require more intensive management from USAID's training office. Recommendations concerning modifications in staffing are an integral part of this training proposal without which it is unlikely that the training objectives can be achieved. (See "Implementation Issues" in Section E for these recommendations.)

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<sup>1</sup>ZIMMAN II project, as amended on July 31, 1990.

Beyond conforming to the project's goal and purpose, the training plan aims at two more specific achievements:

- To support the expansion of Zimbabwean exports.
- To promote private sector job creation through expansion of Small and Medium-sized Enterprises.

To the extent possible, the assessment team focussed on interventions which would aim at these outcomes while at the same time, address impediments to private sector expansion generally. These "sub-project" targets represent current USAID thinking on the points in the Zimbabwean economy which merit particular assistance as the country moves into structural adjustment and trade liberalization.

Objective One:

TO SUPPORT THE EXPANSION OF SMALL AND MEDIUM-SIZED ENTERPRISES

Target Group:

Emerging Managers/Owners of SMEs  
Senior-level Corporate Planners/Managers  
Private Sector Support Organizations  
Government officials affecting SMEs

Types of Training:

Training would focus on creating a more positive environment in which existing small businesses can pursue new opportunities, and new SMEs can emerge. Interventions would include:

- Support for courses, seminars and workshops for SME owners and managers at PSSOs, training institutions, commercial banks with small business loan departments, and NGOs to complement current activities (e.g., "Improve Your Business" program and EMCOZ outreach activities). Support could include assistance in improving course design from a Zimbabwean or U.S.-based consultant and sponsorship of seminars and workshops.
- Tuition payments to Zimbabwean institutions to increase access by SME owners/managers to pertinent, targeted training available at local institutions. There are already available in Zimbabwe a number of training opportunities for both the emerging small business owner as well as the more established one. USAID could develop an agreement with, for example, Speciss College to underwrite 80 percent of the tuition costs for its Small Business course. The student would pay the remaining 20 percent plus the cost of course materials. Procedures for selection and verification would be established between the USAID, the Private Sector Advisory Board (PSAB), and the cooperating institution. This training opportunity might eventually be offered to key employees of a small business to improve precise technical skills at one of the local technical training centers.
- Internships at comparable U.S. companies for outstanding SME owners/managers who show unusual potential for expansion and/or export. The internship would be arranged if possible, by Entrepreneurs International (EI) or a U.S.-based firm familiar with the needs of Zimbabwe. Key technical-level employees of SMEs could be selected for internships for company-specific training (for example, training on new equipment) unavailable elsewhere.

- Training opportunities for senior corporate managers to support sub-contracting of their secondary activities to SMEs. Seminars and workshops to increase understanding among company leaders of the role SMEs can play in an expanding economy and how large firms can help. Workshops aimed at preparing SMEs for sub-contracting with larger firms would be organized, with participation from larger firms' corporate managers.
- Selected training in local institutions for government officials who deal on a regular basis with SMEs. For example, ZIPAM might be approached to design a 3-day course which would involve local SME owners in the course as trainers or resource persons.

Objective Two:

**TO IMPROVE THE MANAGERIAL EXPERTISE OF KEY DECISION-MAKERS AT EXISTING LARGE ENTERPRISES**

A frequently cited complaint uncovered in the private sector survey and during interviews was the lack of management skills at the top of Zimbabwe's companies. Due to years of relative isolation and complacency fed by a protected domestic market, Zimbabwe's top executives today need major "re-tooling" in modern management methods. They must also prepare rapidly for trade liberalization by seeking solutions to the production, marketing and human resource challenges they face in a competitive environment. Most of these executives are eager to meet the challenge and rebuild their aging factories. The training described below could be entitled the "Preparation for Economic Reform Initiative."

Target Groups:

CEOs and senior corporate managers and technicians

Types of Training:

- Senior Executive Internships in the United States

Selected corporate leaders from key established firms preparing to modernize will be invited to spend up to one month in the United States. Each program would be tailored to the industry-specific needs of the executive taking into account the potential for technology transfer from American industry to Zimbabwe and increased trade. For instance, a senior executive may wish to spend two weeks attached to an American corporation producing similar products, rotating among the production, marketing, advertising, sales, and service divisions. The executive would then travel to several key American cities to meet machinery suppliers, trade associations and possibly visit competitive industries. The program would be carefully arranged in advance using the resources of American industry groups orchestrated either by Entrepreneurs International or a U.S. firm under contract with USAID.

Zimbabweans participating in this internship program would pay for the entire cost of the training (except for administrative overhead costs of the U.S.-based group implementing the program) in Zimbabwean dollars, in addition to purchasing their air travel. Payments in local currency would be to the special ZIMMAN trust account and be used to pay for in-country training for the private sector.

- Series of High-level Executive "Round-Tables"

USAID would sponsor through a variety of local institutions a series of meetings assembling key decision-makers from different business sectors in Zimbabwe. The assessment team noted a need for increased communication about issues critical to business expansion from senior executives across the spectrum of the economy. The series would be organized by a private sector support group, training center, or

consulting firm and would take place at a site conducive to uninterrupted reflection. Participation would vary according to the topic and be limited to 20 business people. Issues such as "Trends in Zimbabwe's Trained Manpower Pool," "Re-tooling for Zimbabwe's Future," or "International Marketing to a Business World Unfamiliar with Zimbabwe" are several examples of "round-table" themes. The Private Sector Advisory Board would be responsible for identifying the topics in collaboration with USAID and the leaders of key industries and PSSOs.

- Annual Program Inviting a Senior American Executive to Zimbabwe

A senior American business leader would be invited each year to address a gathering of approximately 50 senior Zimbabweans from the private sector on a topic of interest and relevancy to Zimbabwe's economic expansion. The presenter could be from a particular industry for which global trends would affect Zimbabwe, or be a well-known management expert knowledgeable of the latest advances in modern management. Several senior government officials and diplomats would also be invited to attend the presentation. Following the plenary meeting, business leaders would break into smaller groups, each facilitated by an experienced local trainer, to spend one hour analyzing the presentation. A list of principal reactions would be drawn up by each group and presented briefly at a reconvening of the group. The entire program would last the morning, followed by lunch and adjournment.

The invited American business person would also be interviewed on local television and radio. Zimbabwe industries would be invited to arrange a three-day visit to key industrial sectors to expose the visitor to Zimbabwe's principal economic sectors (mining, agribusiness, tourism, and manufacturing). This tour might be arranged prior to the formal presentation to the business community in Harare to familiarize the American to the context in which Zimbabwean business is conducted.

During the program, the Private Sector Advisory Board might present an annual award to the Zimbabwean company—large or small—introducing the most innovative management technique resulting in improved performance. A parallel award could be given to an employee most responsible for a major management improvement in a Zimbabwe enterprise. A third award, entitled "Best Small Business Person of the Year" might also be presented as a way of improving the image of SMEs to an audience of senior corporate leaders. Selection of these awards, and their publicity in Zimbabwe, could fall under the aegis of the PSAB.

The PSAB would establish criteria which measures the impact of employee-suggested management improvements as well as appropriate, measurable criteria for enhancing the image of the small and medium sized enterprise.

The "prize" might be a one-month internship at a U.S. company (for the "employee" and the "small business" awards) or a scholarship (paid from the trust account) for training at a Zimbabwean institution chosen by the winner. The company selected for the best management improvement would receive publicity in Zimbabwe.

The cost for U.S. "technical assistance" might be shared by the project and the American industry, if appropriate. USAID would need to be flexible in sponsoring this type of program in order to attract a senior and appropriate U.S. business person to Zimbabwe.

The series would be organized by USAID in association with a local organization, such as CZI, ZNCC, OTD, EMCOZ, etc. to ensure complementarity with existing private sector development initiatives.

### Objective Three:

TO UPGRADE THE EFFICIENCY AND MANAGERIAL ABILITY OF MANAGERS OF ESTABLISHED ENTERPRISES

### Target Groups:

Mid- to high-level company managers  
Junior and entry-level managers

### Types of Training:

In-country management courses  
Technical Workshops and seminars  
Industry-specific interventions  
Selected Internships in the United States

For the first target group there would be some overlap with topics selected for the senior executive seminars under Objective Two. However, the context would be more operational, targeted to technical and managerial improvements from middle level staff to division chiefs in large and small firms. The specific topics would reflect the principal findings of the formal sector survey and constraints in the private sector environment.

Employees at the junior and entry level need upgrading in supervisory skills, time management, budgeting, inventory control, quality control and marketing. Company officials repeatedly stressed that they needed to improve basic management skills at the lower levels in order to introduce new technology. Most companies want to target newer, younger employees who have the academic background ("O" levels) which the older, more experienced personnel lack. USAID training interventions would need to be adapted to the delicate dynamics between new and older employees in the Zimbabwe context.

Types of training fall into two categories: management and technical. Existing courses in management need to be expanded to reach a larger number of mid- and high-level employees to prepare the ground for modernization and challenges of working in regional and international competitive framework. Through the PSAB, the project would identify specific management needs both in distinct industries and generically, and assess whether training courses exist which address those needs. The project would then intervene to broaden the access to the training by supporting expansion of the courses, for instance to accept more trainees in additional sessions, or to offer the courses in other cities (e.g., Bulawayo, a growth point and the KweKwe/Gweru/Kadoma area) where concentrations of business would justify such action.

Sufficient in-country expertise exists to meet most of these management needs. In exceptional cases and for key managers or technical personnel, an internship could be arranged in an American company. The PSAB would review these limited cases carefully to ensure that a multiplier effect would ensue once the trainee returns to the company.

Technical personnel at the higher levels need upgrading in new production techniques, maintenance of more sophisticated equipment, instrumentation, quality control and environmental pollution. Without more and better training in these technical fields, applied across the spectrum of the Zimbabwean economy, industry will not have the skills to modernize.

The same procedures would be followed for identifying relevant technical training as for managers described above. However, fewer "ready-made" courses are available locally. The project would need to identify an industry specialist, either a Zimbabwean or a U.S. expert brought in, to detail the type of short

term training course needed to overcome precise technical constraints in a particular industry or company. The course or intervention would then be developed and offered to participating companies.

This type of highly specialized training requires technical input far beyond what USAID can provide from within the mission. Training of this kind can bring powerful results when designed and implemented correctly. Some technical training of this type exists in Zimbabwe and can be reinforced carefully by the project in collaboration with, for example, the Institute of Engineers or Gulliver's Training Center. In other cases USAID will have to rely on creative solutions involving specialized U.S. training groups or companies.

A range of training activities characterizes this broad category and calls for a PSAB equipped with both management and technical experts. The cost for in-country training would be shared in the following manner. Larger companies would pay training fees at institutions offering specialized training for their employees; smaller companies could apply for partial support to enable them to participate. The project would support curriculum development costs and, if necessary, support to the institution sponsoring the course. Funds generated in the local currency trust fund would be used for this purpose to the extent possible.

#### Objective Four:

#### TO STRENGTHEN PRIVATE SECTOR TRAINING CAPACITY

Zimbabwe is fortunate to have a dynamic private training sector with excellent capacity for improvement and expansion. The project will oversee a variety of interventions to assist local institutions in meeting the challenges presented by trade liberalization and disappearing regional barriers. The already tight employment market is characterized by demand for skilled, experienced personnel and a surplus of inexperienced new entrants who are reasonably well prepared academically. Training institutions will play a central role in determining whether Zimbabwe can become a strong regional market in southern Africa and a serious international competitor in a few special areas.

#### Target Groups:

Private Training Institutions  
Private Sector Support Organizations  
Corporate Training Centers  
Specialized Training Providers

#### Types of Training Activities:

- Provision of training equipment, materials and modules
- Assistance in modernizing curricula
- Special training support for construction skills
- Training of Trainers (TOT)
- Improving applied research in human resource development
- Support for linkages with regional and U.S. institutions

The principal constraint to quality training voiced by officials at every training institution and by company human resources directors is lack of modern, appropriate training equipment and materials. To its credit, ZIMMAN II originated a pilot program of facilitating the acquisition by local training institutions of video and film equipment to improve their training capacities. The assessment team saw instances where firms were using the video equipment to disseminate the AIDS message. (The Zimbabwe private sector is seriously concerned about AIDS and its impact on their labor force.) As mentioned elsewhere in this

assessment, access to foreign exchange remains the obstacle to updating training programs. USAID can make a major contribution to improving training in Zimbabwe over the short term by embarking on a program to upgrade Zimbabwe's deteriorating training equipment base. The mission has already ably demonstrated the capacity to handle the management of this assistance. This assistance should be continued and expanded.

Private institutions which have the means to purchase equipment but do not have the foreign exchange will pay equivalent local currency into the trust account to purchase equipment procured with the assistance of USAID. A select number of not-for-profit training institutions may receive equipment without contributing to the fund. The PSAB will review requests for equipment and develop criteria for approval.

Provision of video equipment merely ensures the possibility to use training material effectively. USAID can also help introduce into Zimbabwe what was uniformly described as lacking: contemporary training modules and books, principally from the United States. With the thirst for training so evident throughout Zimbabwe, USAID would make a major contribution to improving the quality of training by facilitating the purchase of major training libraries, available commercially throughout the United States. Young Zimbabwean managers and emerging business people should have access to these materials. The project would assist selected training institutions in acquiring up-to-date books, materials and training modules as a first priority. Equivalent payments in local currency from for-profit training providers would be required. The PSAB would consider donating books and materials to other institutions, such as EMCOZ or a Zimbabwean industry associations (CIFOZ), when the end-users of the materials come from a USAID target group (women entrepreneurs, small business people, small scale building contractors, etc.).

As specific technical training needs are submitted to the PSAB, USAID would determine which local training institutions require assistance in updating curricula to meet the new demands of the private sector. The project could support technical assistance by an industry specialist to ensure the best curriculum, or send a group of key local trainers to the U.S. training. The key element in the success of a training program of this type is to identify the exact training need and the appropriate technical expert for assistance.

One industry-targeted training program has been suggested by Zimbabwe's construction sector to improve construction management skills, especially among small and emerging black-owned companies. It is proposed that USAID finance, through local currency support, the in-country training of construction site managers and small building contractors in many of the skills lacking, such as on-site inventory control, bidding jobs, quality control, inspections and timing. The Regional Housing and Urban Development Office of AID, located in Nairobi, has offered technical assistance in implementing this training initiative. Similar successful programs are underway in the region. Zimbabwe's booming construction industry can, with proper training inputs, include SMEs in some of the growth, especially in Harare. USAID should consider cooperating with Gulliver's Training center, a private training provider currently expanding its services.

Few local training institutions conduct any research into human resource development. Yet merely importing materials produced overseas into Zimbabwe will not guarantee the desired results. For example, trainers need to adapt situations demonstrating resolution of management problems from the American to the Zimbabwean context. At the same time, Zimbabwe should be producing local training aids tailored to its cultural and economic context. The project should support a variety of training activities to assist in the development of local adaptations of training materials. These would be designed by the PSAB after a thorough review of what exists on the local market. Several Zimbabwean training specialists envision Harare becoming a regional supplier of quality, locally-produced training materials appropriate for black employees and managers throughout southern Africa.

The principal linkages which exist between Zimbabwean training institutions and the United States are through parent companies or franchise arrangements. Linkages between a local university, college or

corporate training center are rare, as revealed in responses to the training questionnaire. The project should carefully nurture the development of linkages with U.S. institutions following criteria established by the PSAB. Training activities to support this effort would include: faculty exchanges, U.S. study tour of training directors, and joint research projects.

Objective Five:

TO IMPROVE OUTREACH TO THE INFORMAL SECTOR AND EMERGING BUSINESSES

The training needs of the informal sector have been detailed in the survey and through interviews. Addressing these needs is a challenge in light of the profile of the intended beneficiaries: low levels of literacy and numeracy, distance from established training institutions, lack of experience in analyzing management or technical problems, and time limitations due to living at the poverty line.

The project can, however, reach the informal sector through selected PSSOs which demonstrate a willingness and capacity to take on creative outreach initiatives. Several business associations have already been involved, as has the ILO program "Improve Your Business." The latter effort, however, is aimed primarily at rural business people, which would be beyond the capacity of this USAID project.

Target Groups:

Private Sector Support Organizations  
Lending Institutions

Types of Training Activities:

- Mobile training units,
- TOT for high density itinerant business advisors with informal sector experience,
- Favorable publicity to explain the positive role the informal sector can play in job creation and income generation.

The programs which are developed to improve the precarious position of informal business persons and assist them to expand into the formal sector should be designed with care and attention to other efforts underway in Zimbabwe.

Objective Six:

TO ENHANCE GOVERNMENT'S UNDERSTANDING OF THE PRIVATE SECTOR

The project would sponsor a series of activities designed to overcome the adversarial climate that characterizes the relationship between the sectors.

Target Groups:

Mid- to high-level government officials responsible for services affecting business

Types of Training:

A series of seminars or workshops would be developed through a local institution which would include both private and public sector employees working to reach a common training goal. Another type of

assistance would be to identify a particularly bothersome bottleneck in the administration and develop a training activity targeted to alleviating the problem. Proposed solutions would be arrived through dialogue between business and government.

To improve the general environment in which the private sector functions in Zimbabwe, the project would support several study tours to the United States for senior public and private sector leaders. The objectives could be to investigate possibilities for technology transfers to Zimbabwe business sectors, explore new markets where Zimbabwe has competitive advantages, and to present to Americans the new “face” of a more liberalized Zimbabwean economy. In addition to visiting businesses, the participants would be exposed to a variety of forms (legal and operating) of business, university-business collaboration and public sector/business cooperation. Examples would be cooperatives, franchises, partnerships in the service sector, self-help associations, business incubators, small business start-ups in agrarian areas (for example, Florida A&M University’s School of Business small enterprise start-up and assistance program, Lincoln Land Community College—Springfield, Illinois—Capital Area Small Business Development Center), seed capital funds, and state enterprise zones (e.g., of Decatur/Macon, Illinois). The shared experience traveling overseas of a mixed public/private delegation of key decision-makers can promote a serious and lasting dialogue between the two sectors. The project could sponsor one study tour on an experimental basis to determine the desirability of further tours. The project would fund the costs of the study tour, but request contributions from companies in local currency to defray part or all of the overseas costs.

#### **B. The Private Sector Advisory Board**

A Private Sector Advisory Board should be established to assist in identifying and implementing all training activities under ZIMMAN II. Similar oversight boards have been set up in other African countries as part of AID’s effort to forge relationships directly with local businesses. Only with an active participation by key private sector representatives speaking for a variety of interests within Zimbabwe can USAID-sponsored training produce results.

The team recommends that the board be composed of a maximum of eight individuals encompassing the following sectors:

- Agribusiness (especially export-oriented firms)
- Small business
- Women-owned businesses
- Manufacturing
- Mining
- Textiles
- Private sector support organizations
- Corporate training centers (skill-based)
- Training institutions
- Government

The USAID Director would be invited to attend each PSAB meeting which would include several senior Zimbabwean business leaders. The USAID training officer would be the administrator of the board and oversee its operation, with support from a new Private Sector Training Coordinator (see "Implementation Issues" in Section E for recommendations for an explanation of this position).

The PSAB would be charged with overseeing and/or implementing the activities outlined below. It may be necessary to break the group into committees as needed. The group might begin by meeting monthly for the first year to establish policy, priorities and launch several activities. In subsequent years the board could shift to bi-monthly or quarterly meetings.

The principal tasks are:

- Review proposals for training and make recommendations for funding or action;
- Set criteria and select candidates for training programs;
- Ensure dissemination of information about USAID training activities affecting the private sector;
- Serve as an on-going, informal meeting place for USAID, the business community, training institutions and government.

The PSAB can also serve as an important conduit for evaluation of training sponsored by the project. All trainees returning from overseas should be interviewed immediately upon their return in order to evaluate the usefulness of the training, and would be invited to give oral presentations to the board assessing the training arranged and making recommendations for improvements.

### **C. Recruitment and Selection**

Recruitment and selection of participants is key to the success of the program. The PSAB, when constituted, should play the lead role in publicizing training opportunities, recruiting training candidates from the private sector and selecting participants. The PSAB will be responsible for fully informing the local private sector community of program opportunities, through newspaper ads, radio announcements, and notices posted at key locations, (for example, business promotion centers, offices of the Chamber of Commerce, CZI and other business support organizations, etc.), as well as through personal, informal contacts in the local business community. USAID funds should be made available to cover these costs.

The PSAB should establish selection criteria for both training candidates and training suppliers. The criteria should fall within Handbook Ten (Participant Training) guidelines for USAID-funded training participants. Candidates should be selected both for their individual qualifications and on the firm's profile (sector of activity, growth and job creation). In-country training suppliers should be selected according to established criteria of the mission training unit. PSAB selection recommendations will be made to USAID for final approval.

As SMEs have been identified as a primary target audience for ZIMMAN II activities, the PSAB may wish to establish a working definition of what constitutes an SME (size of business, gross sales, etc.), and is advised to confer with other key players promoting SME development (e.g., UNDP, bank SME assistance units, etc), to come up with a widely acceptable definition, and therefrom, a set of criteria to determine those needing training assistance.

#### **D. Evaluation and Follow-Up**

Evaluation and follow-up of the private sector component of ZIMMAN II is an important component of the project, as it is for any training program. Returned private sector participants should be interviewed immediately upon return from their training, and a written report of each evaluation should be made, both for USAID and the PSAB. The PSAB should consider these evaluations when preparing for future programs, and should adjust as necessary, within the guidelines of the project.

Periodically, groups of returned participants should be invited to PSAB special meetings to discuss aspects of their training. The Training Office already has a program for returned participants, and those from the private sector should be integrated into it.

The most difficult group of trainees to evaluate and follow-up are also the most numerous and for the private sector they are probably the most important: the in-country trainees. These trainees will be added to the PTMS even if modifications to the program are required, in order to ensure that their training is given the weight it deserves in evaluations and follow-up.

#### **E. Implementation**

Managing and coordinating the various components of a complex training project will require careful implementation in Zimbabwe. The USAID mission has a decade of experience with both ZIMMAN projects upon which to draw in order to design an effective management of the variety of training interventions called for in the new strategy.

The training initiatives described in this report will require an appropriately staffed management unit in Zimbabwe to handle the increased workload demanded by in-country training activities. Previous ZIMMAN training focused on identifying human resource constraints in key public institutions, coordination with government education authorities for recruitment, selection and monitoring of civil servants sent overseas for training, and developing follow-up activities for returned participants. These activities were implemented by a U.S. based contractor with Harare field offices, with oversight provided by the mission through either an HRD or training officer. The activities undertaken in ZIMMAN prior to its recent reorientation toward private sector training were concentrated on graduate-level, long-term academic training at U.S. institutions. The small amount of in-country training was carried out by institutional contractors or, in recent years, by USAID itself.

The new training strategy calls for an entirely different type of in-country management support. To ensure that training—both in-country and U.S. based—responds to the modified project goals and to the needs of the private sector, USAID should consider a management configuration which can provide the following support:

- Liaison with the private sector through regular meetings between USAID officials and business leaders.
- Oversight and management of the Private Sector Advisory Board.
- Identification and development of training programs to be conducted locally and overseas.
- Development of appropriate themes for technical seminars and business leadership workshops.
- Careful coordination with government.
- Processing contracts with local training providers and monitoring performance and results.

- Evaluation of training contracted by local institutions.
- Identification of qualified and appropriate U.S. resources to involve in private sector training for Zimbabweans.
- Development of base-line data and periodic assessments of training results.

USAID's training office would take on increased responsibilities in assessing training needs, eliciting recommendations from the private sector, and overseeing training underway in the U.S. and in Zimbabwe. It is beyond the scope of this report to recommend detailed management support. However, USAID should consider the following factors:

- Zimbabwe's private sector is anxious to begin working with an international donor to help prepare for regional and global competition following liberalization.
- The private sector is dynamic, diversified, and speaks through many intermediaries.
- Coordinating USAID-funded training activities with the private sector has not been attempted before in a structured way.
- Accessing U.S. resources to assist in delivering training appropriate to Zimbabwe's level of business development will require back-stopping from a U.S. company, management unit or an advisor.
- Many USAID missions have established a private sector training coordinator position (local hire) to handle the increased management burden of in-country training activities, working under the HRDO or training officer.

## II. TRAINING EXPERIENCE WITH LOCAL TRAINING INSTITUTIONS

### A. Formal Sector

Table 1 below shows the nature of experience firms have had with some of the courses offered by local training institutes and the perceived relative competence of the popularly cited institutions (rated on a scale of 1 (low) to 5 (high)). These data should not be construed as an "evaluation" of the institutions. They are at best anecdotal, unscientific expressions of the surveyed firms' feelings about services received.

**Table 1: Perceived Institutional Competence by Course Type**

Type of Course	Institution(s)	Average Rating
General Business Management	Price Waterhouse/OTD	5.0
	CZI	5.0
	Louis Allen	4.8
	IMP	4.5
	Mining School Byo	4.0
	Mandel Tr. Institute	4.0
	ZIM	3.8
	Redding Associates	3.0
	CIFOZ	2.0
	SEDCO	1.0
Administration/Finance	OTD	4.5
	Mandel Tr. Inst.	4.0
	ZIM/NCAZ	3.0
	UZ	2.0
Personnel/Supervisory Course	ZIM	5.0
	MMB	5.0
	Ranche House	5.0
	Anglo American	5.0
	Dept. of Manpower & Dev.	5.0
	IPM	4.8
	Price Waterhouse	4.5
	OTD/NCAZ	4.0
	Silveira House	4.0
	Speciss/NEC	3.0
	MAST Organization	3.0
Touchstone	3.0	

Type of Course	Institution(s)	Average Rating
Sales and Marketing	Mandel Tr. Inst	4.0
	Price Waterhouse	4.0
	ZIM	3.0
	ZNCC	3.0
	Personco Promotions	3.0
	CZI	2.0
Computers	NCR/Compuserve	5.0
	Systrone/Sofrite	5.0
	Realtime/Peat Marwick	5.0
	Computer Processing Group	4.3
	Touchstone Computers	4.0
	C.F. Tulley	3.3
	Infrotech/De1oitte	3.0
	Bulawayo Technical	2.0
Mechanics	Bulawayo Technical	5.0
	Govt. Mechanics Training School	5.0
	Harare Polytechnic	2.5
Electricians	Power Electronics	5.0
	Polytechnic	3.5
Mining	Harare Polytechnic	5.0
	CZI	3.0
Construction	Concrete & Cement Inst.	5.0
	ICZ	5.0
	Portland Cement Inst.	4.0
	CIFOZ	3.0
	Harare Polytechnic	3.0
	Bulawayo Technical	3.0
Food Science/ milling	University of Zimbabwe	4.0
	Harare Polytechnic	4.0
Tailoring	Ranche House	5.0
	Harare Polytechnic	4.0
Welding	Oxyco	4.0
Surveying	Harare Polytechnic	4.5
Engineering	Institute of Engineering	4.0
	Harare Polytechnic	1.0

Type of Course	Institution(s)	Average Rating
Stock Control/stores	Harare Polytechnic	5.0
	Ranche House	4.0
	Speciss	3.2
	Tech. Top	3.0
	Price Waterhouse	1.0
Literacy/ Communication/ Reception Skills	CZI/OTD/VOICE	5.0
	Ranche House	5.0
	ZNCC	4.0
	SEDCO/ZIM	3.0
	Coopers & Lybrand	3.0
Taxes/Law	CZI/Deloitte	4.0
	Institute of Electrical Engineers	4.0
Occupational Safety/Health	Lonrho	5.0
	Occupational Safety Board	4.0
	Min. of Manpower & Dev	4.0
	Red Cross Society	

From the above table, it can be seen that there are numerous training institutions offering a variety of courses at varying degrees of competence (as perceived by client firms) some institutions have consistently been rated high in courses they offer while others are perceived as effective in some areas but less so in others. From the range of courses mentioned however, it would appear that there is very little or no industry training available (or sought) in the areas of horticulture, textile and agribusiness.

#### **B. Informal Sector**

Very few (12 percent) of the businesses interviewed had utilized local training institutions and in most cases, the training was for owners/managers. Below is a list of courses some of the firms had been exposed to and the perceived competence of the various training institutions providing the courses.

Type of Course	Training Institution	Rating 1(low) to 5(high)
Art & Craft	Mzilikazi Training Centre	5.0
Bookkeeping	Ranche House College	5.0
	Murewa Training Centre	5.0
Cookery	Mzingwane Institute	5.0
Dressmaking/ Cutting & Design Sewing	Hlekweni Training Centre	5.0
	School of Dressmaking	5.0
	Kushinga Pikelela	5.0
	St. Luke's	2.0
Hairdressing	Harare Polytechnic	5.0
	Bulawayo Technical	5.0
Motor Mechanics/ Panel-beating/ Metal Work	Speciss College	5.0
	Council of Metal Work	5.0

From the above ratings, it appears that the experience (of 12 percent of the informal sector firms) with local training institutes has been very positive. All institutes, (except one), were rated as very good. However, given that the majority (88 percent) of the informal sector firms surveyed had no experience with local training institutes, one cannot generalize the conclusions regarding the quality and availability of informal sector training. Based on information gathered during follow-up informal sector team interviews, one is tempted to speculate that the 88 percent may not have utilized local training institutes because of lack of information on training opportunities. As indicated earlier, none of the firms belonged to any association (which could provide information). Also due to limited budgets, most firms could not afford the cost of training and had relied heavily on "free" donor funded training.

### **III. ZIMMAN II PROJECT 3-YEAR TRAINING BUDGET**

#### **Introduction to ZIMMAN II Project Budget and Training Matrix**

A recapitulation of the principal findings of the PSTNA is presented below to serve as a guide in understanding the budget breakdown and training matrix which follow. The principal findings, restated from Section IV, D of the report, are:

#### Management Training

- It appears that the demand for management training is increasing and fueling the growth in the number of consulting firms and training centers;
- Management training available on the local market covers a broad range, targeting all employee levels (secretarial, skill-level "shop-floor" personnel, and low-to-high management staff);
- The quality of senior management training organized by consulting firms is considered from good to excellent;
- Management training at the mid- to low-levels receives mixed ratings, depending on the institution concerned and subjects taught;
- Modern training methods (simulation, role-playing, small-group workshops, etc.) are widely used in management training;
- There is a pressing need for up-to-date training materials, aids, videos, books, modules, and films to upgrade the small training network in Zimbabwe;
- Few libraries exist, little research is conducted and only a small amount of outside training material reaches Zimbabwe primarily due to foreign exchange constraints prohibiting easy payment;
- Little adaptation to the local cultural and business setting accompanies the use of materials procured overseas;

#### Technical Training

- Private corporations are establishing their own skills training centers principally due to their inability to recruit new employees with the skills required;
- Some private corporations are training for other companies at their training sites when space permits;
- Technical training varies in length, with several companies offering programs exceeding one year;
- Poor and outmoded equipment and lack of materials degrades the quality of technical training; nonetheless, training delivered by companies is generally regarded as of good quality;
- Specialized training is offered in a broad range of technical areas, including engineering, surveying, earthwork supervision, electricity, automotive mechanics, etc.;

- Companies are recruiting and training well beyond the estimate of their workforce need to compensate for losses of personnel to competitors, better paying jobs in neighboring countries, and to AIDS;
- Companies are eager to update their training methodologies in line with their significant investment in new centers; again, foreign exchange is the constraint (Z\$ can be used for bricks and mortar classrooms more easily than for training materials).

The Private Sector Training Needs Assessment confirms that Zimbabwe has a well-developed, privately owned and managed institutional capacity ready to address the principal training needs of both informal and formal sector businesses. The PSTNA analyzes in some detail the training needs of the country's most promising commercial and manufacturing sectors and concludes that, with expanded and modernized training courses, the existing training infrastructure can address many of the requirements of an expanding economy.

The training matrix and budget on the following pages reflect the principal conclusions of the PSTNA. Training funds and objectives are targeted accordingly, as illustrated in the following breakdown:

	<u>Number of Participants</u>		<u>Priority</u>	<u>Rankings</u> (Part.)	<u>\$ Allocation</u> (\$)
Objective 1: To support the expansion of small and medium-sized enterprises	875	(19%)	2	2	815,000 (21%)
Objective 2: To improve the managerial expertise of key decisionmakers at existing large enterprises	551	(12%)	4	4	361,500 (9%)
Objective 3: To upgrade the efficiency and managerial ability of managers of established enterprises)	720	(15%)	3	3	600,000 (15%)
Objective 4: (To strengthen private sector training capacity	2,211	(47%)	1	1	1,160,000 (30%)
Objective 5: To improve outreach to the informal sector and emerging businesses	270	(5%)	5	5	225,000 (6%)
Objective 6: To enhance government's understanding of the private sector	<u>75</u>	(2%)	6	6	<u>210,000</u> (5%)
Management/Administrative/Contingency:					592,500 (15%)
TOTALS	4,702				\$3,964,000

The chart above shows that dollar allocations and participant beneficiaries are in line and that the project's principal emphasis is "to strengthen private sector training capacity (Objective 4). The second target area is support for the expansion of Small- and Medium-sized Enterprises, a goal amply substantiated by data collected and analyzed in the PSTNA. Moreover, expanding the SME component of Zimbabwe's economy would fuel job and income growth, both principal targets for USAID impact in Zimbabwe. The third priority area, "to upgrade efficiency and managerial ability of managers of established enterprises," is in accord with the size and complexity of Zimbabwe's private sector. USAID would be contributing to significant increases in efficiency and the competitiveness of Zimbabwean exports and manufacturing by meeting training needs of key technical and managerial personnel at existing enterprises.

The fourth objective, which addresses Zimbabwe's top decision-makers, might receive a higher priority listing were it not for the limited number of available trainees with time constraints for extended training. Nonetheless, it ranks high in terms of impact potential and middle in terms of budget allocation.

The fifth and last priorities reflect two realizations which USAID should consider in finalizing its training budget: first, designing training activities which reach and influence business persons in the informal sector is challenging and delicate; second, training government personnel to understand the critical role played by private sector growth in economic development is a lower priority than directly assisting entrepreneurs operating informally. However, in light of Zimbabwe's economic and political history since independence, an effort should be made to demonstrate the benefits of liberalization, administrative reforms geared to alleviate constraints to private sector growth, and the informal and small business sectors.

The participant breakdown among the target areas conforms to the principal findings of the assessment team and to the budgetary percentages recommended for each training objective. Lacking recent and accurate employment data (the latest Manpower Survey dates from 1985), the team cannot with assurance indicate the percentage of Zimbabweans who would be reached through USAID assistance in various occupational levels within the growth sectors selected. For example, were the ZIMMAN II project to reach 2,211 Zimbabweans from the private sector through the strengthening of training institutions (Objective 4), it would be difficult to quantify the percentage this group represents of the total possible trainees from the private sector over three years.

The provision of modern training equipment, coupled with curriculum assistance and TOT support, would present USAID with a means to achieve several objectives quickly and efficiently. Likewise, the provision of tuition support for Zimbabweans working in SMEs would present USAID with a potential for measurable and rapid results among the 875 trainees reached. Emphasizing training improvements for the SME owner/managers correlates with conclusions in the World Bank's *Framework for Economic Reform* (January 18, 1991) which states that "prospects for employment creation in the informal/small-scale sector are also good.... [G]rowth in these sectors could average 25,000-35,000 workers per year [with structural adjustment]" (III, A, para. 30).

The highest number of participants/trainees<sup>2</sup> reached through the project fall under objectives 1 and 4, which affect the SME sector and the in-country training capacity. The lowest number of beneficiaries is represented by the public service, which has until recently received the bulk of training funds in Zimbabwe. The informal sector, although contributing importantly to Zimbabwe employment, will receive only 5 percent of the participants trained. This reflects the implementation difficulties in identifying candidates for training, designing training activities which meet their needs, and obtaining commitments from the recipients for training time for them and their employees. It also reflects the sector's limited potential contribution to export expansion, a chief objective of much donor assistance in Zimbabwe. In configuring

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<sup>2</sup>"Participants" in AID parlance are nationals of the host country who are sent out of their country for training (e.g., to the United States, Kenya, Great Britain, etc.); "trainees" are generally nationals reached through in-country training programs funded by USAID.

activities to reach the informal sector, USAID should build on the experiences of several PSSOs. Concentration could be on a few successful business persons from the informal sector who are on the verge of entering the formal SME sector. USAID could, however, substantially increase the number of informal sector trainees by recycling funds paid by large businesses and other donors.

The third priority training area aims at the mid- to upper-level managers and technicians at existing enterprises. It is here that USAID can be instrumental in changing Zimbabwe attitudes toward competition, marketing, financial planning and management, human resource utilization, and production efficiency through support for course expansion, overseas technical assistance and study or internships abroad. According to unpublished data culled by Paul Bennell,<sup>3</sup> there are roughly 71,000 technical professionals (architects and engineers, physical science specialists, economists, accountants, etc., excluding teachers and educational administrators) in the private sector, 8,200 sales managers and working proprietors, and 2,100 service managers and working proprietors in Zimbabwe. Of this total, were USAID to reach 720 Zimbabweans, half technical and half managerial personnel, just under one percent would be affected. A higher percentage would actually be reached if the number of professionals in each sub-sector targeted were to be measured.

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<sup>3</sup>*Prospects for Employment, Skills Demand and Skills Supply in Zimbabwe*

**ZIMMAN II PROJECT - 3-YEAR TRAINING BUDGET**  
(US \$)

TRAINING OBJECTIVES	TYPES OF TRAINING	NUMBER	COST	PART.*	
1. Support Expansion of SMEs \$ 815,000 (20%)	◆ New Course Development	1/yr @ 30,000	90,000	90	
	◆ Seminars/Workshops	5/yr @ 10,000	150,000	225	
	◆ TA for course design/SMEs	3/yr @ 25,000	225,000	45	
	◆ Tuition for existing courses	See Notes	200,000	500	
	◆ U.S. Internships	<u>5/yr @ 10,000</u>	<u>150,000</u>	<u>15</u>	
		Sub-Total		815,000	875
2. Improve Managerial Expertise of Decision-Makers at Existing Enterprises \$ 361,500 (9%)	◆ Senior Executive Internships in U.S. (US per diem and US airfare only)	7/yr @ 5,000	105,000	21	
	◆ Round-Tables in Zimbabwe	4/yr @ 1,000	12,000	320	
	◆ Annual Senior Executive Awards Seminar	1/yr @ 1,500	4,500	150	
	◆ Special US group observation tours	2/yr @ 35,000	210,000	30	
	◆ Updating specialized courses for CEOs	<u>1/yr @ 10,000</u>	<u>30,000</u>	<u>30</u>	
		Sub-Total		361,500	551
3. Upgrade Efficiency and Managerial Ability of managers of Established Enterprises \$ 600,000 (15%)	<u>Management</u>				
	◆ Support for course expansion or modification at existing institutions	1/yr @ 20,000	60,000	300	
	◆ U.S. Internships	10/yr @ 10,000	300,000	30	
	◆ Workshops	2/yr @ 10,000	60,000	90	
	<u>Technical</u>				
	◆ TA from industry specialists	2/yr @ 25,000	150,000	-0-	
	◆ Course Development for industry-specific training	<u>1/yr @ 10,000</u>	<u>30,000</u>	<u>300</u>	
		Sub-Total		600,000	720
	4. Strengthen Private Sector Training Capacity \$ 1,160,000 (30%)	<u>Support for improvements in training institutions:</u>			
		◆ Provision of equipment & materials	See Notes	400,000	2,000
◆ Curriculum development assistance		1/yr @ 10,000	30,000	-0-	
◆ Training of Trainers		1/yr @ 15,000	45,000	30	
◆ Research on HRD		10,000	10,000	-0-	
◆ Construction-site training		See Notes	300,000	150	
<u>Support for institutional linkages:</u>					
◆ Research grants		Total 5 @ 5,000	25,000	6	
◆ Faculty exchanges		2/yr @ 25,000	150,000	5	
◆ U.S. observation tours		<u>20 part. @ 10,000</u>	<u>200,000</u>	<u>20</u>	
		Sub-Total		1,160,000	2,211

\* Estimated number of participants to benefit.

**ZIMMAN II PROJECT - 3-YEAR TRAINING BUDGET (Continued)**  
(US \$)

TRAINING OBJECTIVES	TYPES OF TRAINING	NUMBER	COST	PART.*
5. Improve Outreach to the Informal Sector and Emerging Businesses	<u>Support to PSSOs</u>			
	◆ Outreach activities	1/yr @ 20,000	60,000	150
	◆ TOT for business advisors	1/yr @ 15,000	45,000	30
\$ 225,000 (6%)				
	<u>Improving Image of Informal Sector</u>			
	◆ Seminars with business and government leaders			
	◆ Research/Data collection (see Notes)	2/yr @ 10,000	60,000	90
		<u>1/yr @ 20,000</u>	<u>60,000</u>	<u>-0-</u>
		Sub-Total	225,000	270
6. Enhance Government Understanding of the Private Sector	◆ Seminars/Workshops	1/yr @ 10,000	30,000	60
	◆ Special Training interventions	1/yr @ 10,000	30,000	-0-
	◆ U.S. study tours	<u>15 part. @ 10,000</u>	<u>150,000</u>	<u>15</u>
\$ 210,000 (5%)		Sub-Total	210,000	75
<b>SUB-TOTAL</b>			<hr/>	
			3,371,500	
Management/Administrative Support for Training Activities Detailed Above:				
	USAID/Zimbabwe in-house management support:	(5%)	200,000	
	◆ Private Sector Advisory Board			
	◆ Publicity/Advertising for training activities			
	◆ computer procurement and updating			
	◆ personnel adjustments/training to Training Office			
	◆ printing, supplies, etc.			
	U.S.-based contractor support for special services to ZIMMAN, such as:	(8%)	300,000	
	◆ Specialized U.S. observation tours			
	◆ Provision of U.S.-based industry-specific TA for Zimbabwe			
	◆ Procurement assistance/advice for training modules/equipment			
	◆ Internships not arranged by Entrepreneurs International			
	(estimated at 40/days per year support of a U.S.-based ZIMMAN project backstop officer, 40/days/year administrative support, plus overhead & communications)			
TOTAL PROJECT			3,871,500	
CONTINGENCIES		(2%)	92,500	
GRAND TOTAL		<hr/> (100%)	<hr/> 3,964,000	<hr/> 4,702

\* Estimated number of participants to benefit.

## NOTES TO BUDGET

1. "Course development" refers to monetary support to existing institutions to assist them in expanding or modifying course content or outreach using their resources. "TA for course design" refers to "technical assistance" funded using a consultant from outside the institution being assisted, either from the U.S. or a specialist from within Zimbabwe.
2. "Tuition for existing courses" is an estimate of the amount needed to support 500 Zimbabwean owner/managers from SMEs in 9-months of course-work, calculated as follows: US\$ 55/month (roughly Z\$ 140) x 9 months = \$500 x 80% = \$400 x 500 participants = \$200,000 total over 3 years.
3. U.S. Internships for CEOs and senior managers assumes participants purchase round-trip air tickets between Zimbabwe and the U.S. Internships for other categories assumes that USAID will purchase the round-trip ticket from project funds with each participant being asked to contribute in Zimbabwe currency the equivalent amount of their international air ticket to a trust fund, if established.
4. Other project-funded activities may in fact generate funds in a local currency account if desired. For the purposes of this budget estimate, however, activities are fully funded from the budget. A separate budget can be developed based on the amounts eventually generated in a trust account.
5. Technical assistance for course development by a U.S.-based consultant is figured at roughly \$25,000 per month, which includes air travel, per diem honoraria and contractor overheads. Industry specialists brought from the U.S. for technical assistance might be drawn from firms which have hosted internships by Zimbabwean business people. Faculty exchanges are estimated at \$25,000 per exchange, in either direction. This estimate would change considerably depending on the length of exchange, the exchange site (U.S. or Zimbabwe) and the degree to which receiving institutions contribute to the exchange.
6. "Research on HRD" is included to enable USAID to fund an in-country assessment on a particular training activity, or an update on a component of the PSTNA undertaken in-country. "Research grants" under "institutional linkages" is included to enable USAID to support research pertinent to private sector development which could contribute to furthering linkages between institutions and/or faculty departments. "Research/data collection" under "Improving the Image of the Informal Sector" could support updates of the PROBE survey or new surveys or analyses based on the data already collected in the PSTNA. The mission may wish to contract again with PROBE to conduct sector-specific training assessments, for example.
7. "Training of Trainers" (TOT) might include TA from the U.S. if local capability is not identified.
8. "Outreach Activities" under "Support to PSSOs" refers to the continuation of USAID support for special activities undertaken by local private sector organizations to buttress their on-going involvement with the SME and informal sectors.
9. In-country seminars are estimated at \$10,000 each, although this would vary considerably.
10. An amount (\$200,000) is included for USAID/Zimbabwe to earmark for increases in the costs of managing the entire project from within the mission. Some of the expenses are listed which should be anticipated in order to manage effectively a complex training project with a large in-country training emphasis.
11. Construction site training would be contracted with an experienced Zimbabwean training institution with the assistance of AID's Regional Housing and Urban Development Office (RHUDO).

## ZIMMAN II PROJECT—MATRIX OF TRAINING ACTIVITIES

TRAINING OBJECTIVES	TRAINING TYPES	In-country Course Development, Tuition Support and Equipment Procurement	In-country Workshops and Seminars	U.S. Internships and Study Tours	Industry-specific Technical Assistance/Zimbabwe
<p>1. Support Expansion of SMEs</p> <p>Beneficiaries: 875 (19%)</p>		<ul style="list-style-type: none"> <li>◆ New Course Development in Management, accounting, financial planning etc. targeted to SMEs</li> <li>◆ TA for course design</li> <li>◆ Partial tuition for 500 SME owners/mgrs. in existing courses</li> <li>◆ Training equipment procurement for local institutions</li> </ul>	<ul style="list-style-type: none"> <li>◆ 5/year aimed at SME owner/mgrs. in following subjects, offered in major cities:                             <ul style="list-style-type: none"> <li>– financial mgt.</li> <li>– accounting</li> <li>– personnel mgt.</li> <li>– packaging loan requests</li> <li>– business plan devel.</li> <li>– marketing</li> <li>– analyzing new markets</li> <li>– cash flow mgt.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ 5 internships/year for outstanding SME owner/mgrs. of one month at comparable U.S. firm</li> <li>◆ 1 study tour/year to third-country or U.S. to observe successful SMEs</li> </ul>	<ul style="list-style-type: none"> <li>◆ 5 TAs to assist Zimbabwe SME by U.S. counterpart from firm hosting internship</li> </ul>
<p>2. Improve Managerial Expertise of Decision-Makers at Existing Enterprises</p> <p>Beneficiaries: 551 (12%)</p>		<ul style="list-style-type: none"> <li>◆ Support for updating curriculum for CEO-level mgt. training at private training centers</li> </ul>	<ul style="list-style-type: none"> <li>◆ 4 High-level round-tables per year on topics such as:                             <ul style="list-style-type: none"> <li>– Southern Africa's manpower needs through 2020</li> <li>– Effects of liberalization on Zimbabwe's workforce</li> <li>– Competition in an open economy</li> <li>– Effective marketing of Zimbabwe's competitive advantage</li> <li>– Meeting the challenge of AIDS at the workplace</li> </ul> </li> <li>◆ Annual Awards Program</li> </ul>	<ul style="list-style-type: none"> <li>◆ 5 internships per year in comparable U.S. firms to expose Zimbabwe CEOs to modern mgt., marketing, and production technology.</li> <li>◆ 2 U.S. observation tours per year each with senior GOZ official</li> </ul>	<ul style="list-style-type: none"> <li>◆ Senior American business leader to offer short-term TA during Annual Awards Program</li> </ul>

<p>3. Upgrade Efficiency and Managerial Ability of managers of Established Enterprises</p> <p>Beneficiaries: 720 (15%)</p>	<ul style="list-style-type: none"> <li>◆ Expansion/modification of existing courses at selected institutions and consulting firms to target needs of mid-and upper-level managers:</li> <li>– production efficiency</li> <li>– quality control</li> <li>– effective application of computers</li> <li>– HRD planning/training</li> <li>– financial mgt.</li> <li>– competitive marketing</li> <li>– competitive pricing</li> <li>– employee relations</li> </ul>	<ul style="list-style-type: none"> <li>◆ 2/year on specialized topics for mgrs. not able to enroll in regular training courses</li> </ul>	<ul style="list-style-type: none"> <li>◆ 10 Internships per year in key management and technical areas from major firms</li> </ul>	<ul style="list-style-type: none"> <li>◆ TA to solve specific technical problems in key industries and assist in major re-tooling to begin with liberalization</li> </ul>
<p>4. Strengthen Private Sector Training Capacity</p> <p>Beneficiaries 2,211 (47%)</p>	<ul style="list-style-type: none"> <li>◆ Course development for modernizing curricula at key training institutions by providing TA and grants for applied research</li> <li>◆ Introducing on-site training for construction workers</li> </ul>	<ul style="list-style-type: none"> <li>◆ 2 TOT per year for staff at key private institutions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Group study tours to U.S. for 20 faculty &amp; administrators to support linkages with U.S. institutions</li> <li>◆ Faculty exchanges—2 per year</li> </ul>	
<p>5. Improve Outreach to the Informal Sector and Emerging Businesses</p> <p>Beneficiaries: 270 (5%)</p>	<ul style="list-style-type: none"> <li>◆ Partial tuition support for course attendance for outstanding informal sector business people</li> <li>◆ Research grants to improve data base and knowledge of sector</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1 TOT per year for PSSOs to improve outreach to informal sector</li> <li>◆ 1 sector-specific hands-on workshop per year informal sector</li> <li>◆ 2 workshops bridging formal and informal sectors</li> </ul>	<p>NA</p>	<p>NA</p>
<p>6. Enhance Government Understanding of the Private Sector</p> <p>Beneficiaries: 75 (2%)</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>◆ 2 workshops with business &amp; govt. leaders; topics could include:</li> <li>– Informal sector contributions to economic growth</li> <li>– Formal sector assistance to emerging informal firms, etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 10 participants from govt. for U.S. study tours focusing on SMEs</li> </ul>	<p>NA</p>