

PJ BAS 350
6/11/84

OFFICIAL PROJECT DOCUMENT

NOTICE OF MEETING

TO: See Distribution
FROM: AFR/PD, Norman Cohen
SUBJECT: Zambia Human and Institutional Resources Development (611-0206): PP Meetings

	<u>ISSUES</u>		<u>ECPR</u>
DATE:	June 13, 1984	DATE:	June 15, 1984
TIME:	9:00-11:00 A.M.	TIME:	9:00-11:00 A.M.
PLACE:	Room 2722-C N.S.	PLACE:	Room 2722-C N.S.

Attachment:

Project Paper

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I

OFFICIAL PROJECT DOCUMENT

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE
 A = Add
 C = Change
 D = Delete
 Amendment Number _____
 DOCUMENT CODE 3

COUNTRY/ENTITY ZAMBIA
 3. PROJECT NUMBER 611-0206
 4. BUREAU/OFFICE AFR AID/ZAMBIA 06
 5. PROJECT TITLE (maximum 40 characters) Human & Institutional Res. Devel.

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
 MM DD YY 11 23 89
 7. ESTIMATED DATE OF OBLIGATION (Under "B:" below, enter 1, 2, 3, or 4)
 A. Initial FY 84 B. Quarter 3 C. Final FY 89

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 84			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AD Appropriated Total	1,068.0	-	1,068.0	12,045.7	981.5	13,027.2
(Grant)	()	()	()	()	()	(13,027.2)
(Loan)	()	()	()	()	()	()
Other						
U.S.						
Host Country					4,979.9	4,979.9
Other Donor(s)						
TOTALS	1,068.0	-	1,068.0	12,045.7	5,961.4	18,007.1

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	600			-0-		1,068.0		13,027.2	
(2)									
(3)									
(4)									
TOTALS				-0-		1,068.0		13,027.2	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
 700 631 710
 11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)
 A. Code PART TNG
 B. Amount

13. PROJECT PURPOSE (maximum 480 characters)
 To assist the GRZ in developing its technical, administrative and managerial human and institutional resources in critical shortage skills areas.

14. SCHEDULED EVALUATIONS
 MM YY MM YY MM YY
 Interim 09 86 03 88 Final 06 89
 15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment)

APPROVED BY _____
 AID Representative _____
 Date Signed MM DD YY 04 30 89
 DATE DOCUMENT RECEIVED BY AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

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PP Design Team

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Gretta A. Middleton, Consultant - Development Management Specialist

ABBREVIATIONS USED IN THIS DOCUMENT

AMDP	African Manpower Development Project
CDSS	Country Development Strategy Statement
CIDA	Canadian International Development Assistance
CIP	Commodity Import Program
CSO	Central Statistics Office
CV	Curriculum Vitae
DMDT	Directorate for Manpower Development and Training
EHR	Education and Human Resources
ESAMI	East and Southern Africa Management Institute
ESF	Economic Support Fund
FSN	Foreign Service National
FY	Fiscal Year
GRZ	Government of the Republic of Zambia
HIRD	Human and Institutional Resources Development
IDEP	Institute for Development and Economic Planning, Dakar Senegal
IDM	Institute for Development Management, Botswana
MSB	Management Services Board
NCDP	National Commission for Development Planning
OPEX	Operational Experts
PAID/ESA	Pan African Institute for Development/Eastern and Southern Africa
PID	Project Identification Document
PIO/P	Project Implementation Order/Participant
PP	Project Paper
PSC	Personal Services Contractor
PSU	Project Support Unit
REDSO/ESA	Regional Economic Development Services Office/East and Southern Africa
RFP	Request for Proposal
SAAST	Southern Africa Academic and Skills Training
SADCC	Southern Africa Development Coordination Conference
SIDA	Swedish International Development Assistance
SIDO	Small Industry Development Organization

TA	Technical Assistance
TDY	Temporary Duty
TNDP	Third National Development Plan
UNZA	University of Zambia at Lusaka and Ndola
VIS	Village Industry Service
ZATPID	Zambia Agricultural Training, Planning and Institutional Development
ZCCM	Zambia Consolidated Copper Mines
ZIMCO	Zambia Industrial and Mining Corporation
ZINCOM	Zambia Industrial and Commercial Institution
ZIT	Zambia Institute of Technology

I. PROJECT RATIONALE AND DESCRIPTION

A. Rationale for the Project

In January, 1980, AID/Zambia developed the first CDSS for Zambia. This document, which was subsequently approved by AID/Washington, specifically indicated that AID's resources would be utilized to assist the GRZ in increasing agricultural production and the incomes of small and emergent farmers. In mid-1980, two technical assistance projects were approved: (a) the Agricultural Development Research and Extension Project (611-0201), which is providing technical assistance, training and commodity support to the Ministry of Agriculture and Water Development in its efforts to increase agricultural production and incomes of small and emergent farmers in oilseeds and cereal grains, and (b) the Agricultural Training, Planning and Institutional Development Project (611-0075), which is providing technical assistance, training and commodity support to the GRZ to improve and strengthen the agricultural sector. Recent evaluations of both projects indicate that they are, to a large extent, making satisfactory progress in achieving their individual, but interrelated objectives specifically focussed on the agriculture sector, despite some administrative and management problems that are now in the process of being resolved, as well as a delay in implementing the project because of difficulties between the U.S. and the GRZ.

There is general consensus on the part of the GRZ that an inadequate human resources base is severely hampering the country's development. The lack of foreign exchange has prevented the country from sending Zambians abroad for advanced or specialized training and from hiring foreign staff for the university and other training institutions. This critical situation was reemphasized by President Kenneth Kaunda on November 11, 1983 in his speech at the opening of the first session of the National Assembly. In reviewing the plight of the Zambian economy, he stressed that meaningful development cannot take place without a strong human resource base -- especially in economic, technical and managerial skills. Zambia's Third National Development Plan (TNDP) highlighted the need to concentrate on training people for middle and upper level positions to help speed up the process of national development through Zambia's own human resources, or "Zambianization". However, the process of "Zambianization" of middle and upper level positions has been limited because of the lack of foreign exchange for overseas study. It is for this reason that implementation of the human resource development objectives of the TNDP has been a slow process. Recognizing that foreign assistance was required to train Zambians in areas critical to the country's development, the GRZ made a special appeal to the U.S. for such assistance at the Coolfont, West Virginia meeting between high level officials from both countries in June, 1983.

It is clear to the GRZ and AID/Zambia that Zambia urgently needs assistance in training Zambians for middle and upper level positions in government, the parastatals and the private sector to provide the technical, administrative and management skills needed to effectively implement its programs and policies. It is equally clear to AID/Zambia, the PP team and the four-person team of economists which evaluated AID's assistance strategy for Zambia that there is an urgent need for better management in both the public and private sectors, including better analytical and research skills and better and more timely information systems. The assistance to be provided under this project will therefore complement the current AID-sponsored program in the country and also contribute towards helping Zambia meet its development gaps that directly affect joint AID/GRZ objectives.

B. PROJECT OBJECTIVES

The objectives or outputs which will be expected from the assistance provided under this project are as follows:

- Increased numbers of Zambians trained for staffing high and middle level positions in critical shortage skill areas such as accounting, management, business administration, economics, statistics and computer science.
- Improved quality of administrative skills of upper and middle level managers in the Zambian civil service, parastatals and the private sector.
- Improved efficiency in GRZ planning and analysis.
- Strengthened capacity of selected Zambian training institutions to conduct on-going education and training programs in critical shortage skill areas.

The magnitude of these outputs have been specified in the Logical Framework, Annex VIII B.

The purpose of the project is to assist the GRZ in developing its technical, administrative and managerial human and institutional resources in critical shortage skill areas. Each of the objectives or outputs of the project will contribute to achieving the project purpose. By the end of the project, there will be:

- Increased numbers of Zambians with the appropriate training employed in high and middle level positions of responsibility within the government, parastatals and the private sector.

-- Zambian institutions will have the capacity to provide pre-service and in-service training in critical shortage skill areas as defined in this document.

The goal of this project is to assist the GRZ in developing its human resources in skill areas considered by the GRZ to be critical to Zambia's development. Once the project has been completed, that is, once the training, technical assistance and commodity support have been provided to strengthen the GRZ's capability to plan, analyze and administer its programs, the goal of the project will have been attained. Goal achievement can not be verified immediately after the project has been completed, since it will take several years after project completion to determine the effectiveness of the assistance provided. However, goal achievement can be evaluated by doing a comparative analysis of GRZ national development plans, annual budgets, civil service and parastatal staffing patterns and training records to determine if there have been significant improvements in the GRZ's planning, analysis and management capabilities.

C. PROJECT ELEMENTS

This project has been designed to respond to the immediate need for training Zambians at the postgraduate (largely M.A.) degree level in critical shortage areas identified earlier in this paper, and the need to strengthen selected Zambian institutions which provide pre-service and in-service training in these areas. The assistance to be provided under this project consists of technical assistance, training and instructional materials and equipment. A discussion of each of these project components follows:

1. Training

Under this project, three types of training will be provided: Long-term, post graduate (mostly M.S.) degree training; short-term U.S. or third country, non-degree training; and short-term, in-country training.

a. Long-Term Training

Long-term overseas training, most of it at the M.A. degree level, will be provided for Zambians currently employed in high and middle level positions of the Zambian Civil Service (excluding training now being provided under AID/Zambia's two agriculture projects), parastatals (excluding mining) and the private sector (for Zambian owned and operated firms). This training will be provided for Zambians currently holding undergraduate degrees in such areas as economics,

business administration, accounting, statistics, and management and who either currently occupy positions in the civil service, parastatals and private sector or have the potential for assuming positions in these organizations which require additional training to replace expatriates performing such functions. Zambians currently serving in critical shortage areas such as development planners, accountants, statisticians, economists, high and middle level managers and administrators will be eligible for training at U.S. institutions providing M.A. degree programs. The training will improve the qualifications of Zambians and enhance their ability to carry out their responsibilities more effectively upon their return. A total of 160 person-years of long term training assistance will be provided under the project. Assuming that the average length of the long-term M.A. degree training for each participant will be two and one-half years, a maximum of 64 Zambians could possibly receive such training. It must be noted, however, that because of deficiencies in the undergraduate degree training received by many Zambians who will be selected for long-term training, particularly in those programs requiring a solid foundation in the natural sciences and quantitative skills, some Zambians may require remedial or preparatory training prior to pursuing their M.A. or M.Sc. degree programs.

The long-term overseas training of Zambians in critical shortage skills areas is essential to develop the country's capacity for planning, management and administration of programs and activities which contribute to its development while reducing its reliance upon expatriates to perform such tasks.

b. Short-term (U.S. and/or Third Country) Training

Short-term U.S. and/or third country, ~~non-degree~~ training will be provided for senior-level managers and administrators in the Civil Service and parastatals. Training offered at regional institutions will be eligible for funding under this project, such as the Pan African Institute for Development (PAID/ESA) in Zambia, the Eastern and Southern Africa Management Institute (ESAMI) in Tanzania, the Institute for Development Management in Botswana. Other institutions such as Howard University, the Maxwell School at Syracuse University, and specialized courses offered by U.S. Government facilities such as the Department of Agriculture and the Bureau of the Census will also be eligible for funding under the project. A total of 300 person months of such training will be funded under the project. Such training is necessary to provide senior level managers and administrators with current information and knowledge required to improve productivity, operations and efficiency within the departments and units they manage. It is anticipated that most of these individuals will already have post-graduate degree training

and/or several years of experience as senior level managers and administrators, and therefore will not be considered for long-term overseas training.

c. Short-term (In-Country) Training

Short-term, in-country training will be provided for senior and middle-level professionals to improve the knowledge and skills required to perform their day-to-day responsibilities more effectively. This training will be in the form of short courses, analytical workshops, seminars and conferences which provide participants with information and skills they need to increase their productivity and their understanding of the jobs they occupy. Such training may be provided on an individual basis although it is more likely that "group" training will constitute the majority of the assistance provided. Funds will be provided to cover the costs of obtaining guest speakers and lecturers, per diem expenses of participants and the rental of facilities which may be required for such training. It is anticipated that short-term, in-country training could be from one day to one month in duration, depending upon the scope and magnitude of training requested. A total of 1000 person-months of short term training will be funded under this project.

All applications and proposals for the funding of training proposed for funding under this project:

- must be reviewed and approved by a Project Executive Committee comprised of AID/Zambia, NCDP, Contractor's representative, DMDT, and participating entity officials as appropriate.
- For long-term U.S. training, the participating Ministry, parastatal or organization will be required to submit a training plan to DMDT which specifies the type of training proposed, the need for such training, the candidates proposed for training, the positions the candidate(s) are occupying prior to consideration for training and the position they will occupy upon completion of training.
- Training will be considered only for individuals holding positions where training and skills in the critical shortage skills areas such as accounting, economics, business administration, management, public administration, statistics, etc., are required. A further discussion of training selection procedures, including selection criteria and functions of the Project Executive Committee can be found in Section III, Implementation Plan.

2. Technical Assistance

The Project will provide 19 person-years of long-term technical expertise and 5 person-years of short-term consultancies. The long-term technicians will consist of a Public Administration Specialist (3 person years) who will assist and provide advisory support to the National Institute of Public Administration (NIPA), a Senior Statistician who will work for the National Commission for Development Planning's Central Statistics Office (3 person years), a Manpower Economist/Planner who will work with NCDP's Department of Manpower Planning and Research (3 person years), a Statistics professor who will work at the UNZA/Lusaka campus (3 person years), a Public Administration Professor who will also work at the UNZA/Lusaka campus (2 person years), an Accounting professor who will work at UNZA/Ndola campus (3 person years) and a Business Administration/Management Professor who will also work at UNZA/Ndola campus (2 person years). The following table illustrates the timing for these long term advisors:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>No. of Person-yrs</u>
Public Admin Spec.	x	x	x			3
Manpower Econ/Planner	x	x	x			3
Senior Statistician	x	x	x			3
Statistics Professor	x	x	x			3
Public Admin. Professor				x	x	2
Accounting Professor	x	x	x			3
Bus. Admin. Professor				x	x	<u>2</u>
Total						19

A total of 5 person years of short term consultancies will also be provided. These consultancies may be from 2 weeks to 6 months in duration, depending upon the specific tasks to be performed. It is anticipated that short-term consultants will be required in specialized areas such as Public Administration, Accounting, Economics, Development Planning, Microcomputer Programming, Library Science, Management and Data Analysis. Six person-months of short-term technical assistance has been specifically allocated for evaluations which will be performed over the life of the project. The specialized areas listed above are illustrative and the specific areas where short-term consultancies are required will be determined during the implementation stage through work plans that will be periodically

submitted by the contractor's representative for GRZ and AID/Zambia review and approval.

3. Instructional Materials and Commodities

Instructional materials, such as library reference materials, textbooks and periodicals will be provided to strengthen, reinforce and update the current collection of such materials available for the use of students at UNZA (Lusaka and Ndola Campuses) and NIPA. At the present time, instructors and students in Accounting, Business Administration, Statistics, Economics, Management and Public Administration have very few reference books and periodicals which provide current state-of-the-art knowledge and alternative approaches to these specific courses of study. Provision of these types of materials will also augment the capacity of UNZA and NIPA to conduct on-going training.

Five mini or micro computers, 15 programmable calculators and 200 solar powered calculators will be provided to UNZA's Mathematics Department at its Lusaka Campus to provide familiarization and experience in utilizing such equipment for students in economics, accounting, engineering, business administration and others who must take statistics courses.

Short-term consultants in library science and computer science will be provided during the early stages of project implementation to assess the specific materials and equipment which are required. As a result of these assessments, these items will be procured either locally or from the U.S., whichever is most appropriate.

Finally, four vehicles for the long-term technical advisors are required to provide these individuals with basic transportation needed to attend meetings away from the institutions where they will be working and enable them to travel to and from work. Public transportation in Zambia is very limited in Lusaka and Kitwe where these advisors will be working, and the transportation that the institutions have is either unreliable or only accessible to very high level GRZ officials. Although the long-term advisors are authorized to ship or buy privately owned vehicles, the process involved in obtaining them takes a substantial amount of time which results in these individuals being less productive and disenchanted with their work environment, a situation which must be avoided if this project is to be successful.

The design of this project paper is consistent with the approach discussed in the PID. It is the result of intensive, periodic discussions with the Permanent Secretary, National Commission for Development Planning and the staff of NCDP, which will be the implementing agency for the GRZ (See Section III, Implementation Plan

for the role of NCDP). The refinements that are reflected in this document as well as the assistance proposed in it (including the contribution which will be provided by the GRZ) were reviewed with the GRZ prior to submitting this project paper to AID/W. It was endorsed by all of the entities that will be involved in the project's implementation. These entities are:

- NCDP, which is responsible for coordinating all donor assistance projects and which will directly benefit from the technical assistance and training to be provided;
- GSO, the statistical arm of NCDP, which is responsible for conducting surveys and analyses which affect programming and policy decisions made by NCDP and other GRZ ministries, and which will also directly benefit from the technical assistance, training and equipment to be provided;
- DMDT, the unit responsible for the coordination of training, advertising and processing of candidates for training, follow-up, clearances and other supports for both external and internal training;
- NIPA, which is responsible for conducting in-service, high and middle level training in management and public administration, and which will receive technical assistance and training for existing staff;
- UNZA, (Lusaka and Ndola campuses) which provides pre- and in-service undergraduate degree training in the critical shortage skills areas identified earlier in this project paper, and which will directly benefit from the technical assistance, instructional materials and equipment, and staff development training to be provided in public administration, statistics, accounting, business administration and management.

In addition, discussions were held with Ministry of Finance officials who also endorsed the project and participated in its design. The PP team also met with several other individuals working in the private sector and at the highest levels of the GRZ and the parastatals. All of the individuals and organizations contacted by the PP team supported the project and indicated that it will provide Zambia with assistance which will contribute to the nation's development.

II. COST ESTIMATES AND FINANCIAL PLAN

A. SUMMARY OF AID PROJECT BUDGET

Total AID life of project contributions total \$13,028,000 of which \$2,462,400 represent allowances for inflation and contingencies. These allowances constitute an increase of 23.3 percent over the 1984 base cost of the U.S. contribution of \$10,564,800.

Major components of the project budget are as follows:

	(in \$000's)
Technical Assistance	2,990.0
Training	6,740.0
Instructional Materials and Commodities	272.5
Project Support Costs	562.3
TOTAL	<u>10,564.8</u>
Inflation at 10% compounded annually	1,841.5
Contingency 5%	620.9
GRAND TOTAL AID BUDGET	<u>13,027.2</u>
ROUNDED TO	<u>13,028.0</u>

The budget represents only a 14.9% increase from the PID estimate of \$11,253,000 for AID's life-of-project contribution. This modest increase is related to three major factors:

1. The total estimated amount for inflation shown in the PID was merely calculated by taking 10% of the estimated project component costs. For the PP, the 10% inflation rate has been compounded over the five-year life-of-project. This amounts to approximately an \$820,000 increase.

2. The PID did not provide an estimate for contingency costs. For the PP, a 5% contingency rate totaling approximately \$621,000 has been applied to all costs.
3. The PID also did not provide an estimate for project support costs which will be required to maintain a long-term technical assistance team in Zambia over the life of the project. Project Support Costs of approximately \$563,000 have been added to the budget for this activity. This line item includes costs for housing renovations for the long-term team housing to be supplied by the GRZ, housing maintenance and utilities, furnishings, appliances, ocean and air freight for these appliances, vehicle operation and project staff support to be provided by AID/Zambia project support unit (PSU).

The total amount for the other components of the project, i.e., technical assistance, training and instructional materials and commodities is slightly below the amount estimated in the PID. AID/Zambia and the PP team believe that the 14.9% increase in total AID project costs is reasonable and justified, particularly since the design of the project is virtually the same as that contained in the PID.

B. GRZ CONTRIBUTION

The GRZ's contribution to this project totals \$4,979,900 or 27.65% of the overall costs. The host government's contributions will primarily be in-kind, through the provisions of local salaries, senior staff housing and basic furniture for four long-term technicians to be based in Lusaka and one in Kitwe, full salary support for all personnel to be trained under the project, and in-country training facilities and services for both long and short-term technical assistance personnel. Since most, if not all of the Zambian staff who will either receive training of some type or will serve as counterparts to long-term technicians under the project, as well as the facilities and services to be provided by the GRZ already are in place and are in the GRZ budget, there is very little recurrent cost impact on the GRZ budget. The GRZ is firmly committed to this project and attaches a very high priority to support the GRZ will provide under it as evidenced by the level of the contributions being provided by them and demonstrated by their active participation in the design of the project.

C. SUMMARY FINANCIAL TABLES

Pages 11-15 contain financial tables summarizing the AID and GRZ contributions to this project by category and fiscal year.

SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(in \$000's)

	<u>AID</u>		<u>GRZ</u>		<u>TOTAL</u>	
	<u>FX</u>	<u>LC</u>	<u>FX</u>	<u>LC</u>	<u>FX</u>	<u>LC</u>
Technical Assistance	2,990.0	-	-	950.0	2,990.0	950.0
Training	6,240.0	500.0	-	2,738.7	6,240.0	3,238.7
Instruct. Mater. & Comm.	272.5	-	-	-	272.5	-
Project Support Costs	<u>248.7</u>	<u>313.6</u>	-	<u>266.0</u>	<u>248.7</u>	<u>579.6</u>
<u>TOTAL</u>	9,751.2	813.6	-	3,954.7	9,751.2	4,768.3
Inflation	1,720.3	121.2	-	572.4	1,720.3	693.6
Contingency	<u>574.2</u>	<u>46.7</u>	-	<u>452.8</u>	<u>574.2</u>	<u>499.5</u>
GRAND TOTAL	12,045.7	981.5	-	4,979.9	12,045.7	5,961.4

TABLE 2 - SUMMARY OF AID PROJECT EXPENDITURES BY FISCAL YEAR
(in \$000's)

	<u>FY84</u>	<u>FY85</u>	<u>FY86</u>	<u>FY87</u>	<u>FY88</u>	<u>FY89</u>	<u>TOTALS</u>
Technical Assistance	0	790.0	805.0	730.0	385.0	280.0	2,990.0
Training	0	1,540.0	1,540.0	1,540.0	1,540.0	580.0	6,740.0
Instructional Materials and Commodities	0	136.5	34.0	34.0	34.0	34.0	272.5
Project Support Costs	0	323.3	72.0	80.0	43.5	43.5	562.3
<u>TOTALS</u>	0	2,789.8	2,451.0	2,384.0	2,002.5	937.5	10,564.8
Inflation (10% compounded annually)	0	0	245.1	500.2	662.1	434.1	1,841.5
Contingency (5%)	0	139.5	134.9	144.1	133.2	69.2	620.9
<u>GRAND TOTAL AID BUDGET</u>	0	<u>2,929.3</u>	<u>2,831.0</u>	<u>3,028.3</u>	<u>2,797.8</u>	<u>1,440.8</u>	<u>13,027.2</u>

TABLE 3 - SUMMARY OF GRZ PROJECT EXPENDITURES BY FISCAL YEAR
(in \$000's)

	<u>FY84</u>	<u>FY85</u>	<u>FY86</u>	<u>FY87</u>	<u>FY88</u>	<u>FY89</u>	<u>TOTALS</u>
Support to U.S. Technical Assistance	0	320.0	320.0	320.0	128.0	128.0	1,216.0
Support to Training	0	444.5	671.2	759.5	529.7	333.8	2,738.7
<u>Basic Totals</u>	0	764.5	991.2	1,079.5	657.7	461.8	3,954.7
Totals with inflation (15% compounded annually)	0	764.5	1,139.9	1,265.8	789.6	567.3	4,527.1
Contingency (10%)	0	76.5	114.0	126.6	79.0	56.7	452.8
<u>GRAND TOTAL GRZ BUDGET</u>	<u>0</u>	<u>841.0</u>	<u>1,253.9</u>	<u>1,392.4</u>	<u>868.6</u>	<u>624.0</u>	<u>4,979.9</u>

TABLE 4 - COSTING OF PROJECT OUTPUTS/INPUTS
(in \$000's)

Project # <u>611-0206</u>	X New Rev.#			
	<u>Zambia Human and Institutional Resources Development</u>			
Inputs	Project Outputs			
	Trained Personnel	Improved Admin. and Management	Improved Planning and Analysis	Institutional Development
U.S.				
Technical Assistance	315.0	600.0	95.0	1,980.0
Training	3,965.0	1,325.0	1,325.0	125.0
Instructional Materials and Commodities	136.0	55.0	81.5	-
Project Support Costs	-	-	-	562.3
Inflation	773.4	349.9	257.8	460.4
Contingency	260.8	118.0	86.9	155.2
GRZ				
Support to long-term T.A.	510.7	231.0	170.3	304.0
Support to trainees	1,150.2	520.4	383.4	684.7
Inflation	240.4	108.8	80.1	143.1
Contingency	190.2	86.0	63.4	113.2
TOTALS	7,541.7	3,394.1	2,543.4	4,527.9

III. IMPLEMENTATION PLAN

A. AID's Role

1. Project Implementation

A U.S. based institution or consortium of institutions will be contracted by AID/W to assist AID/Zambia and the GRZ in the implementation of HIRD. The contractor will function under the direction of NCDP, the implementing agency of the GRZ. The contractor will be selected on the basis of prior experience in the placement of participants in training institutions in the United States and third countries, ability to recruit and deploy long-term and short-term technical assistance as required for in-country training and institutional development, and capacity for providing technical and logistic training support for the project both for training in the U.S. and in-country training in Zambia. Involvement of a consortium or group of agencies is recommended with one agency serving as prime contractor, sub-contracting separate functions of the project to its member firms or institutions. The use of contractors qualifying under the Gray Amendment (minority PVOs, business firms and/or universities) is also recommended for implementation of this project.

2. Contractor Selection

AID/W Contracts Office will prepare the scope of work in the Request for Proposals (RFP) from the project paper and upon approval of the Project Paper by AID/Washington, the RFP will be advertised in the U. S. Commerce Business Daily. Sixty days will be allowed for submission of competitive proposals to AID/W Contracts Office by qualified firms and institutions. Proposals will be reviewed by a selection panel comprised of representatives of AID/Zambia, the GRZ and AID/W. Once a contractor has been selected, the contracting office in AID/W will then request the cost proposal, draft the contract with the successful bidder, and complete the negotiation and contract award process.

2. Contractor Management

AID/Zambia will provide general guidance and project support to the Contractor through its Project Support Unit as may be required for the smooth implementation of the project agreement signed between AID/Zambia and GRZ. A direct hire officer within AID/Zambia will be assigned responsibilities as the project

manager. A PSC and the AID/Zambia Training Officer will work under the direction of the project manager with responsibility for technical monitoring and for keeping the mission and AID/W fully informed of the progress of the project as well as problems which may occur over the life of the project. (See Section IV, Monitoring Plan).

B. Contractor Responsibilities

The Contractor will participate in the selection of candidates for training as a member of the Project Executive Committee, and will assist in the selection of U.S. training institutions best qualified in the priority areas of study under HIRD. Responsibilities include all non-GRZ arrangements; e.g., testing, placement, admissions, predeparture orientation, travel for both U.S. based and third country training, etc.

The contractor's home office in the United States will provide all participant supports in accordance with AID's Handbook 10 on Participant Training to include monthly living allowances and other supports including settling in and travel allowances. The contractor's home office will facilitate participant arrivals in the U.S. and subsequent departure for their respective training institutions, will provide arrival seminars and will be responsible for solutions to problems faced by participants while studying in the United States.

The Contractor will establish a field office in Lusaka for the life of the project to facilitate the processing of U.S. participants and to provide support services for other participants studying outside Zambia under this project. The field office will be physically located within the facilities of DMDT to provide advisory support and to facilitate communications between the U.S. based training and the in-country record-keeping processes based at DMDT. In addition, the field office will assist NCDP and DMDT in the design and implementation of the in-country training program and the coordination of institutional development activities supported by HIRD. This field office will also assist AID/Zambia in the preparation of AID documents required for U.S. training, e.g., PIO/P's.

The contractor will recruit and contract the services of the long-term OPEX advisors and short-term consultants for in-country training and technical assistance to the institutions as stipulated in this document. NCDP, with the assistance of other institutions involved in the project, will develop the actual scope of work for each consultant together with guidelines and conditions of service, with the concurrence of AID/Zambia (see Annex G for long-term technical assistance job descriptions).

The contractor will provide resumes or CV's of potential consultants for approval and selection by the Project Executive Committee. The contractor will also contract for consultant services; make travel arrangements and provide support services for these individuals during their stay in Zambia as provided in the contract.

The Contractor will work collaboratively with DMDT and in-country training institutions in procuring appropriate training materials and equipment to support HIRD's in-country training emphasis, and will also arrange for processing, procurement, shipment and storage per AID's normal process.

The contractor will submit to AID/Zambia quarterly project reports, with copies for the GRZ, covering all aspects of their activities, e.g., administrative and financial status, student placements and follow-up reports, status of long-term and short-term consultancies, and discussions of any problems which may have occurred during the reporting period.

C. GRZ Role

1. Implementing Agency

The implementing agency for the GRZ will be the National Commission for Development Planning (NCDP) which is under the Office of the President. NCDP was established to formulate manpower development policy, to conduct manpower planning and research, and to coordinate donor assistance for training to meet manpower goals for national development. NCDP has six departments, two of which are directly served by this project: Manpower Planning and Research and the Central Statistics Office. (See NCDP Administrative Chart, page 18).

2. Training Plans

NCDP, as the implementing agency, will have primary responsibility for coordination of project activities within the Government of Zambia. NCDP will prepare each year a national training plan outlining Zambia's manpower considerations and priorities for training. From this national plan, NCDP will prepare and submit to USAID for approval an annual project-related training plan covering the primary areas specified in this document. The plan will identify positions for long-term post-graduate training in the U.S., short-term overseas and third-country training considerations, and in-country training assistance requirements. The plan will identify courses to be taught through local institutions and will include a request for consultants consistent with the needs of the in-country training program. NCDP will be assisted in the preparation of both the national and the project-related plan by the

OPEX advisors assigned to NCDP. The training plan will be operationalized by DMDT.

C. Training Coordination

The administration of all training for the Civil Service, parastatal and private sector for this project will be the responsibility of the Directorate of Manpower Development Training (DMDT) within the Cabinet Office. DMDT is the operating entity of the GRZ with on-going responsibility for identification of candidates and training programs for the public sector. DMDT will implement the training plan prepared by NCDP upon its approval by the Project Executive Committee. Consistent with existing procedures, DMDT will annually review the three-year training plans submitted by Ministries and Administrative units for incorporation into training estimates being prepared by DMDT. DMDT will then prepare from these plans a list of candidates for long-term and short-term external training who meet the requirements of the project-related training plan. This list, to be accompanied by CV's of candidates and other pertinent documentation will be presented by DMDT to the Project Executive Committee for final selection. The in-country training program requirements and requests for consultants will be prepared by DMDT for the Contractor and the selected local training institutions for implementation.

DMDT will follow its established procedures for processing selected participants through GRZ personnel study leave applications, bonding procedures and approvals. The Contractor, whose field office accommodation will be located at DMDT, will collaborate with DMDT in the timely processing of visas, travel, predeparture training and/or orientation, etc., necessary for the smooth departure of the participants. DMDT will provide its normal support functions for project participants such as maintenance of students records, clearances, reviewing the performance of trainees upon return and ensuring proper employment of their skills.

D. Project Executive Committee

Applications for training received and reviewed by DMDT will be reviewed by the Project Executive Committee which will be chaired by NCDP and comprised of representatives from DMDT, NCDP, AID/Zambia and the U.S. Contractor. Representatives from parastatals, private sector and in-country training institutions will be involved on an ad hoc basis.

2. Responsibilities

The Project Executive Committee will select participants for long-term post-graduate training in the U.S. in the priority skills areas identified by NCDP, and will recommend those participants best suited for short-term, non-degree training in the U.S. and third country institutions. In addition, the Project Executive Committee will approve the selection of U.S. universities and training institutions, and with the assistance of the contractor, ensure that training is geographically spread and technically appropriate to meet project objectives.

The Project Executive Committee will also select candidates for suitable short-term diploma and certificate level training to be conducted locally. An anticipated larger number of candidates for training will be placed in short-term special seminars and workshops ranging from six weeks to 90 days in duration provided by local institutions. The Project Executive Committee may or may not wish to officially select such participants, but may approve the recommendations received from participating ministries, parastatals and employers.

3. Selection Criteria

HIRD is an in-service training activity designed to upgrade the skills of existing civil service personnel in critical shortage areas rather than to support expansion of the civil service rosters. It includes training to upgrade Zambian personnel to fill crucial vacancies and to support Zambianization of managerial positions currently occupied by expatriate staff. Training opportunities will also be offered to employees of parastatals and the private sector, as well as to qualified, self-employed Zambians.

The following selection criteria should apply in the selection of candidates for training and in the recruitment and selection of consultants:

1. The training or consultancy must fall within a designated priority administrative division and critical skills areas as outlined in this document and defined in the project agreement.
2. The position to be upgraded through training is strategic to the GRZ's macroeconomic plans for increased efficiency and economic development.
3. The candidate for training meets prerequisite academic qualifications and is otherwise suited for the proposed training course.

4. The position for which the person is to be trained is an existing, established post within the government, parastatal or private institution.

5. The training or consultancy has a built-in multiplier effect enabling the person being trained to train others.

The above criteria is especially critical to selection of candidates for post-graduate degree training. In the event that one criterion cannot be met, the Project Executive Committee will apply appropriate weight to the development function to be performed by the candidate following completion of training.

E. Conditions of In-Service Training - Civil Service

1. Bonding Procedures

The bonding procedure in the General Orders for the Public Service (latest edition 1976) clearly sets out the conditions for bonding of officers attending in-service training. The procedures require that such officers requesting training enter into a formal agreement which requires the individual to remain in the public service following completion of studies; further, that no officer may be granted exemption from serving the full period of bond which is equal to the period of the training up to four years.

The bonding application, however, provides an option for the trainee to repay to the government all expenditures incurred in connection with the training, or for the period of service remaining in the bond. Although this expenditure represents a substantial sum of money, the GRZ continues to lose critical manpower to the private sector and parastatals who are capable of repaying the bond in favor of a skilled employee.

Although it can be argued that in this manner, the GRZ is contributing needed manpower to the economic development of the nation, the "poaching" of trained manpower constitutes a great loss of financial and human resources for GRZ. It serves also to defeat or to retard their efforts toward greater efficiency of government services. The extremely high attrition rate within the agriculture sector alone (at 15% per annum) could mean that within six years, all staff trained through the AID-sponsored ZATPID project will have left their original employing agency, which would defeat the basic institution building objective of that project.^{1/}

^{1/} ZATPID Evaluation (611-0075), March, 1984.

Because of the pervasive loss of trained manpower throughout the public service, the Directorate of Manpower Development Training (DMDT) recently requested legal interpretation of the bonding procedures from the Ministry of Legal Affairs, and has received written permission to redraft the section of General Orders pertaining to bonding to tighten the loopholes in the bonding requirements in order to decrease the attrition factor.

2. Structuring of Incentives

The high attrition rate or defection of civil servants to nongovernment entities in spite of bonding does not address the question of the structuring of incentives for civil service which relates not only to salary (which is not competitive with parastatals or the private sector) but more to other forms of compensation such as housing, transport, car loans, office accommodations, personal accident insurance and other fringe benefits offered by parastatals and the private sector.

The Division of Personnel Services has initiated a study on staff retention to identify feasible means of restructuring incentives to enhance staff continuity. Current incentives include the privilege to serve the government, interesting work, good working conditions, prospects of further training and rapid advancement.

F. Conditions of In-service Training - Parastatals

1. Nomination Process

Paid study leave and bonding procedures similar to that offered by the Civil Service have been established among the parastatal organizations. Although the parastatals may technically fall under various ministries, depending on the nature of the enterprise, the application or nomination procedure will be coordinated by ZIMCO (Zambia Industrial and Mining Corporation), the holding company for more than 109 parastatals. DMDT will submit to ZIMCO the priority listing of training opportunities under HIRD, and ZIMCO will present the information to appropriate parastatals. These organizations will pre-select their own candidates, to be reviewed and approved by ZIMCO before submission to DMDT and the Project Executive Committee for final selection.

2. Bonding

Although parastatals have established bonding procedures, they are similar to guidelines established for the civil service. ZIMCO will accept the application of the civil service bonding procedures to its candidates for training for any course exceeding three months in duration.

Due to the limited number of university degrees among Zambian senior management staff, few will probably be eligible for long-term training, but could participate readily in short-term, overseas, non-degree training which will also require bonding. The bulk of parastatal participation will focus on junior management and on in-country skills training through NIPA and UNZA. Such in-country training would be allowable if a suitable alternative course cannot be offered by ZIMCO's Institute of Management.

G. Conditions for In-Service Training - Private Sector

1. Rationale for Inclusion

According to ZINCOM (Zambian Industrial and Commercial Institution), the private sector represents 25% or more of the total work force. ZINCOM, an outgrowth of the 50-year old Lusaka Chamber of Commerce, was established as a formal organization to communicate with GRZ and external commercial organizations. It has now been accepted by GRZ and the formal private sector as a representative of private sector interests.

As a continuing legacy of its colonial past, ZINCOM is dominated by large expatriate companies, and participation in Chamber activities by indigenous businessmen or women is minor. The newly selected Chairman, however, is a Zambian for the first time in the Chamber's history, and 60 percent of the Executive Committee Members are Zambian.

Most private businesses are owned and managed by expatriates or non-indigenous Zambians, primarily of Indian and Lebanese descent. Sources indicate that such enterprises hire Zambian workers, but are reluctant to send them for training. Workers who receive scholarships are often required to resign from their jobs or to take unpaid leaves of absence. These small-scale industries tend to discourage training for Zambian employees while projecting "lack of technical and professional skills" as a basis for continued expatriate employment. This project will provide a limited number of training opportunities in recognition of the role that the indigenous Zambian private sector plays in national economic development. The indigenous private sector is existant, however small. Many such enterprises are holding companies for numbers of fledgling member companies -- all Zambian. The following list of indigenous enterprises is presented for illustrative purposes. Each employs an average of 100 persons.

- Mutende Investment Co. (Engineering, fabricating, trading)
- Century Holding Co. (Investment, farming, manufacturing)
- White Rose Company (Garment industry)
- Nhimzi Factory (Handbags, shoes)
- Leopard Hill Secondary School (private, non-profit education)
- Association for Advancement of Women (NGO - Zambian Businesswomen)

It is also conceivable that smaller indigenous village and cottage industries that operate under parastatals, such as VIS (Village Industry Service) and SIDO (Small Industries Development Organization), may request training under this project through ZIMCO.

2. Training Policies and Bonding Procedures

A minimum of five (5) long-term training positions and as many as ten (10) short-term training positions will be reserved for private sector candidates who meet prerequisite requirements outlined for this project.

Each enterprise must agree to finance the participant's study leave for the duration of training under the same conditions established by the civil service. Without such guarantees, the candidate's application will not be considered by DMDT or the Selection Committee. These guarantees or conditions of service would include ongoing salary support, continuation of insurances and other benefits normally accrued and assurances of a position with the company upon return from training. Bonding would be administered in a manner similar to civil service procedures by individual employers.

3. Implementation Procedures

The stated objective for private sector training is to create training opportunities for indigenous businessmen and women. The project will therefore utilize available channels for maximum communication of such opportunities to the broad Zambian population. DMDT will advertise the training program in the daily press. Applications may be directly submitted by interested persons to DMDT or through business and professional organizations, such as ZINCOM and the Zambia Federation of Employees. The Project Executive Committee would have ultimate responsibility for selection of individuals to be trained from the private sector.

4. Training Priorities

Training for the private sector is anticipated to be primarily non-degree, short-term practical training individually tailored to acquire the sound technical background required by their jobs; e.g., attachment to a related industry, American agency of firm; journeymen training; disciplined industrial experience; and exposure to new methodology and management techniques. A small number of requests are anticipated for long-term opportunities in analytical quantitative skills or management training at post-graduate degree levels.

H. Availability of Candidates for Training

HIRD focuses upon in-service training for middle level managers and for upgrading critical skills areas required within the Zambian economy. The training applies exclusively to indigenous Zambian citizens.

According to available data, the number of personnel in the Public Service totals 103,610, with 52,156 in the Civil Service. HIRD's focus is further limited to managerial level training in critical skills areas and candidates for long-term training must hold at least one university degree. According to data, the number of managers in the Public Service totals 25,968; 3,348 holding Masters degree and above (Division I) and 22,620 with Bachelors degrees in various fields (Division II).

Roughly 8 percent (2000 managers at Division I level) hold no degrees, having obtained their positions by virtue of merit and/or longevity of service. An additional 2,409 are expatriates who would be excluded from training, and 1,500 Zambian officers currently away on long-term training are unavailable for training under this project.

If data are reliable, HIRD will select from a potential, qualified pool of 20,000 university graduates currently employed by the public sector at management levels, approximately 5,000 in the parastatals and 500 in the indigenous private sector. The project expects to train a maximum of 64 long-term post-graduate participants, provide up to 300 person months of short-term, and 1000 person months of in-country training over the life of the project. Although other factors must be considered in further definition of availability - e.g., concentration in the critical skills areas for which data are not available - it would appear that sufficient numbers of candidates are available for training.

I. Local Training Institutions

The local training institutions identified as appropriate for HIRD in-country training activities are the National Institute of Public Administration (NIPA) and the University of Zambia (UNZA) at the Lusaka and Ndola campuses. These institutions were selected on the basis of their official mandates for the in-service and pre-service training of Zambian human resources and their institutional capability for meeting project objectives - e.g., staffing, curriculum, facilities and potential for expansion - without requisite capital improvements. To support their project training functions, NIPA and UNZA will be recipients of institutional supports provided by the project; e.g., staff development through training, long and short-term technical assistance and provision of necessary instructional media, materials and supplies.

Other training institutions may be selected for in-country or regional training for which student tuition and fees will be provided if required; e.g., ZIMCO Institute for Management, Management Services Board, Zambia Institute of Technology, ZCCM (Zambia Consolidated Copper Mines), Evelyn Hone Technical College, PAID/ESA (Pan-African Institute for Development), IDEP (Institute for Development and Economic Planning), ESAMI (Eastern and Southern Africa Management Institute) and others. (See Technical Analysis, Annex VII.E).

IV. MONITORING PLAN

AID/Zambia's current staffing pattern reflects a conscious effort to maintain a high dollar to staff ratio and a staffing mix of sufficient quality and flexibility to continue effective management and maintenance of its integrated and focussed program in the agriculture sector. The limited direct hire staffing pattern is predicated on certain assumptions, e.g., continued project support from REDSO/ESA, continued administration of a relatively simple CIP program and limited expansion of projects or technical assistance workloads, as follows:

AID/Zambia - Assistance Planning and Staffing Requirements

1. Budget - Proposed Assistance Planning Level (ESF) U.S. \$Millions

	FY 85		FY 86		FY 87		FY 88		FY 89		FY 90		TOTAL
	L	G	L	G	L	G	L	G	L	G	L	G	
a. Commodity Import Program	-	20	-	20	-	20	-	20	-	20	-	20	-
b. Technical Assistance Projects		5		5		7		8		9		10	
c. PL 480 Title I	10		10		11		12		15		15		73
TOTAL	10	25	10	25	11	27	12	28	15	29	15	30	73

2. Staffing

	FY85	FY86	FY87	FY88	FY 89
AID Representative	X	X	X	X	X
General Development Officer	X	X	X	X	X
Agricultural Development Officer	X	X	X	X	X
Agricultural Economist	X	X	X	X	X
Management Officer	X	X	X	X	X
Engineer	X	X	(Road Project Completed)		
TOTAL	6	6	5	5	5

This project constitutes, however, an enlarged project portfolio and monitoring workload for the mission both in terms of size and focus. It also introduces a new sector of involvement (education and human resources development) for which technical capability among current staff may need strengthening for smooth operation of the project. The current capability of REDSO/ESA in the education sector is difficult to ascertain at this time due to staff changes, and the level of assistance is uncertain. Recently increased EHR portfolios in surrounding missions - Zimbabwe, Botswana, Swaziland - preclude TDY assistance by their officers at the level and frequency that this project may require.

Immediately upon the signing of the Project Agreement and during the first year of operation, the project will require careful and constant liaison activities between AID/Zambia and the GRZ to clarify project objectives and goals, in the design of country training, coordination

between policy and training agencies, assistance to the GRZ in the drafting of scopes of work for technical assistance, periodic visits to training sites to review curriculum design and staff development plans, supervision of contractor activities upon selection, etc. The project offers many opportunities for substantive policy dialogue and reforms which it is felt would be constricted if dependent upon translation to AID/Lusaka by the project contractor alone. Primary responsibility for this project will be assumed by the General Development Officer. He is also the Project Manager for the ZATPID Project (611-0075), which has a substantial training component and is experienced in the supervision of the U.S. contractor for that project, with the assistance of the FSN Training Officer. The FSN Training Officer is responsible for providing general training advice, for supporting and monitoring the AFGRAD, AMDP and project participant training programs. Concern for project monitoring in the case of HIRD is more related to potential need for technical backstopping demanded by the project, than to the quality of management expertise required from AID/Zambia in the project's initial stages. AID/Zambia therefore requests the assistance of AID/W in recommending for consideration the services of a Personal Services Contractor (PSC) for the first year of the project, with an option for renewal of contract. The PSC should have appropriate academic training and field management experience to support the management of HIRD. The PSC will function under the supervision and general direction of the General Development Officer, who will maintain overall responsibility for the project. The PSC should be in place by September, 1984, allowing time for appropriate advertising and selection of candidates.

The FSN Training Officer represents a valuable asset to the Mission's programs. She has considerable experience, and extensive and impressive contacts in the Zambian government, parastatals and the indigenous private sector. She understands Zambian protocol and cultural sensitivities and is well received by Zambian leadership in her role as AID/Zambia's training officer. Her limited academic training at the professional level, however, has decreased her potential contribution to AID's program development and management. Consistent with the spirit of the project for upgrading the technical competencies of Zambian managers, AID/Zambia proposes to expand the training officer's skills through a staff development program in an appropriate U.S. institution, to include development planning, data management, institutional development and overall management of training programs.

AID/Zambia requests assistance from AID/W in identifying a training mechanism and/or funds for a one-to-two year academic program for the training officer beginning January, 1985; further that TDY assistance be provided by AID/W if required during her absence. It is anticipated however, that the PSC will largely assume her responsibilities, which provides an additional justification for hiring a competent PSC.

V. SUMMARIES OF ANALYSES

A. Technical Analysis

1. Rationale for Choice

AID's Policy for Evaluation and Training places priority on support to primary education in developing countries as a base for sustained economic and social progress over the long-term, particularly with respect to rural and informal sectors. In Zambia, however, the primary education sector has received high priority for government expenditure and has made rapid progress since Independence. The key problem at the present time appears to be a lack of jobs for primary school leavers and limited opportunities for secondary education. Data indicate that the GRZ, with or without donor assistance, can best assist primary education at this time with policy reform and interventions which will enlarge the revenue base for capital and recurrent costs, provide jobs for graduates, reduce the burden of subsidies on the budget to permit greater support to teacher training and enlarge secondary school opportunities. Further expansion of the educational system together with increased quality of instruction, however, remains a high priority for GRZ expenditure and requests for donor assistance.

A more compelling argument is for improvement in the quality of math, science and analytical skills training and the need to match training with manpower requirements. The lack of efficiency in the GRZ and the parastatals can be linked to the scarcity of trained and experienced management across all sectors which represents a key constraint to development. The need is pervasive for better management in both the public and private sectors, including better analytical and research skills, better and more timely information systems, more appropriate training programs and the development of entrepreneurial skills among the general population. The shortage of technical and management expertise seriously hampers the efficiency with which the country's major industrial activities are run. Entrepreneurial skills are required for rapid development of the more labor-intensive small-scale and medium scale industries all over the nation. Without improvements in this area, the long-term success of more appropriate pricing and production policies will be jeopardized.

While Zambia has been beset with serious changes in the world economy and costly political difficulties among its neighbors, it is also suffering from a set of economic policies which, while imposed to achieve legitimate social and political goals of equity and industrial development, have resulted in undesirable and unwanted side effects. Zambia could substantially improve its overall economic performance with a better designed and better integrated set of economic and manpower policies for more effective utilization of its trained manpower.

Unlike most developing nations of Africa, Zambia in recent years has produced a large cadre of university graduates to support national development and the Zambianization process. A pervasive lack of certain critical technical and analytical capacity has limited the absorption of these graduates by local industry and commerce. Most are employed by the public sector.

In order to improve efficiencies throughout the economy without expanding the system or increasing expatriate hire, in-service training is necessary at the level of middle-level management to produce a broad spread effect of such training within the economy.

AID has a pronounced comparative advantage in providing higher level training in critical skills areas and in developing a more technically qualified governing and managerial class. Such training would benefit indirectly all groups in the Zambian economy through improved economic, industrial and business management. In the longer-term, Zambian economic management capabilities could be improved by building a better national economic research, analysis and data collection system and improving the domestic academic capability to teach economics, statistics and business management subjects.

2. Project Appropriateness

The integrity and appropriateness of this project is determined by its capacity to respond to these priorities. The training strategies utilized -- U.S., third country and in-country training, supported by technical assistance -- are not unique to Zambia, but have proven to be sound bilateral program supports in other SADCC countries, e.g., Zimbabwe, Botswana, Swaziland and Lesotho. Project emphasis is upon overseas training for critical, higher level skills in the short-term, while strengthening domestic institutional capacity for such training in a more sustained, long-term effort. By providing for the training of trainers who will, in turn, train others in the critical skills demanded by the nation's development, this project moves the GRZ closer to self-sufficiency in meeting its long-term requirements for human capital.

3. Strategies

The major strategy of HIRD is to strengthen the capability of NCDP to carry out its manpower planning and development function, to establish development policy and to coordinate donor assistance for achieving development goals. A secondary strategy is to strengthen the capabilities of the training directorate (DMDT) for implementation of manpower policies established by NCDP through coordination of training, identification and selection of qualified candidates, and proper

deployment and utilization of the trained individual's skills upon return from training. The third strategy is to strengthen the capacities of local training institutions to prepare skilled managers and technicians for Zambian economic development long after the life of this project.

The disciplined focus of the project upon training of middle-level management personnel in critical skills development the the United States supports the GRZ's goals for improved efficiencies. Involvement of the parastatals and the indigenous private sector in this training program signifies recognition of the vital roles of each in Zambia's economic development.

Short-term training -- both in the U.S. and third countries -- will be utilized to upgrade critical skills where long-term training is not deemed feasible or appropriate. Long-term training will be reserved for middle-level managers with significant career potential and whose absence over a long period does not seriously impede the government's operation.

In-country training will serve as an effective method of conserving financial and human resources while meeting training needs for a larger cadre of personnel who -- for various reasons -- must remain within Zambia. Such training will be utilized to upgrade skills and will not be degree oriented.

4. Relationship to GRZ Goals

The project emphasizes the key development functions to NCDP primarily through its Departments of Manpower Planning and Research and Central Statistics Office. NCDP's coordinating role should result in improved utilization of government and donor resources for human resources development, improved policies, program and implementation within Zambia.

To achieve these efficiency levels, the planning and policy functions of the GRZ require a reasonable flow of accurate data. In principle, NCDP is the recipient of data from the Ministries through CSO. In practice, a series of restrictions on data-flows cumulate to place severe constraints on NCDP's access to data for planning purposes, e.g., limited access to the main computer. Additionally, NCDP has limited capacity for storage and retrieval of data other than from file folders, or involvement of a multiplicity of persons with data or authorized access and time-consuming delays. In short, NCDP requires a timely information system commensurate with its mandate to plan for the efficient training and development of GRZ's human resources.

Relieving these constraints would have an immediate beneficial impact upon the planning functions of the GRZ. Of prime importance is the training of personnel within the GRZ, parastatals and private sector and provision of long and short-term technical consultancies to develop trained people in data analysis and utilization at every point in the economy. At higher policy levels in the government, the paucity of reliable data constrains the development of policy and effectiveness of its implementation at lower management levels.

Manpower planning is a technical area that would particularly benefit from a management information system because effective planning requires a knowledge of both required development tasks and the technical capabilities of staff to carry them out. Because such skilled human resources are extremely scarce in Zambia, this function has been made more difficult and more essential.

A strong mutually reinforcing relationship exists between a management information system and manpower planning. Through the training strategies employed by this project, progress will be made toward meeting both needs simultaneously. The direct and indirect benefits to Zambian economic development are expected to be substantial.

5. Relationship to AID Policy and Development Goals

HIRD promotes AID's policy and programmatic concerns for policy dialogue and reform for which participant training alone offers little opportunity and limited results. The in-country technical assistance provided by HIRD serves this purpose as well as to promote transfer of technology appropriate to Zambia's increased management efficiency throughout the economy through trained manpower. The development of the indigenous private sector through training and exposure to American industrial and management techniques should promote an expansion of small-scale industry and provide greater employment opportunities. The project's emphasis on institutional development will constitute a meaningful and lasting training effort.

6. Technical Assistance

HIRD will provide long-term OPEX advisors and short-term consultants throughout the life of the project.

a. Long-Term OPEX Advisors (5)

Because of the importance of NCDP, DMDT, NIPA and UNZA in manpower planning and training activities, the project will provide for five long-term OPEX advisory positions. These advisors will also utilize short-term consultants as required to assist in areas outside their specialized areas of expertise.

Under the OPEX plan, housing and local salaries commensurate with the post and qualifications of the advisor will be provided by the GRZ. The following long-term advisors will be provided:

- The Manpower Economist/Planner will work directly with NCDP's Office of Manpower Planning, assist in strengthening the manpower planning and analysis process, formulating the annual national training plan and the annual project-related work plan, and provide on-the-job training for junior managers in manpower planning techniques, statistical analysis and the use of computer technology (three years).
- The Senior Statistician will be assigned to the Central Statistics Office of NCDP with responsibilities for providing on-the-job training for junior officers in data collection, statistical analysis, survey methodology, and other skills as demanded for increased efficiency of the unit (three years).
- The Senior Statistician/Public Administration is a shared long-term advisory position assigned to UNZA/Lusaka. The Statistician will assist in the establishment of a statistics degree program and a laboratory, (including hardware and software); develop curriculum appropriate training manuals and to a lesser degree provide instruction in statistics for counterparts and students (first three years). The Public Administration Professor will develop a post-graduate academic degree program in public administration or development management, provide staff development for counterparts, teach courses as required, and develop curriculum for an improved undergraduate program (latter two years).
- The Accounting/Business Administration is also a shared long-term advisory position to be assigned to UNZA (Ndola Campus). The Accounting Professor will assist in the development of a professional accounting degree program, provide in-service training for counterparts and provide replacement instruction for those on long-term training (first three years). The Business Administration Professor will assist in development of a reference library for the Business Department, develop curriculum and provide instruction in Business Management (latter two years).
- The Development Management and Administration Specialist will be assigned to NIPA to assist in the coordination and management of instruction related to HIRD, assist in the curriculum planning and instruction for public administration courses, train counterparts, and assist in the development of NIPA's library (three years).

Job descriptions for these long-term OPEX advisors can be found in Annex G of this document.

b. Short-term Advisors

In addition to providing specialist support through the long-term advisory positions above, short-term consultants will be utilized primarily to support training institutions, teach special seminars, workshops and short courses as required by the in-country training program. The majority of short-term assistance to be provided to NIPA will help to improve the quality of instruction and also to develop new courses or diploma programs. The following list of courses is not exclusive, but rather illustrative:

- Public Budgeting
- Development Planning
- Personnel Management
- Cost Accounting
- Fiscal Policy Analysis
- Fiscal/Economic Management
- Public Administration

7. Instructional Materials and Equipment

A modest amount of funding will be provided by HIRD to procure instructional equipment, training materials and supplies to complement the in-country training program. Detailed specifications are dependent upon needs identified by training consultants in consultation with the local training institutions. Because of current shortages in foreign exchange, however, instructional aids and materials are in extremely short supply. The project, therefore, is designed to provide training technology appropriate to the training task, including both hardware and software where they do not exist. Instructional materials and equipment will be provided to the following institutions:

-- NIPA (National Institute of Public Administration)

The current library at NIPA has one trained library assistant and a well-maintained library of approximately 21,000 volumes. Because NIPA was established by the colonial government to train Zambian barristers, the vast percentage of holdings are contained in the Law Reference Library. Little reference material is available in economics, management, accounting, planning -- several areas which will be emphasized by HIRD's in-country training program. Most volumes are out of date with no prospect of upgrading due to lack of foreign exchange, and perhaps due equally to reportedly negative attitudes of government level management toward the need for library development in local institutions. Budget requests, therefore, have suffered drastic cuts, and in the past five years, no new library materials have been made available to NIPA.

To support the long-term advisor, the staff development process and on-going in-country training efforts at NIPA, instructional materials and equipment totalling \$86,000 will be provided over the life of the project (See Appendix VIII.F for the materials and commodities to be provided and the approximate cost).

--UNZA/Ndola Campus

The University of Zambia at Ndola is temporarily located at Kitwe until permanent facilities have been completed at Ndola. One of two well-qualified Zambians holding Ph.D.'s in Library Science is assigned to UNZA/Ndola and has begun the process of developing the library holdings for that campus. USIS/Lusaka has established a permanent collection at UNZA/Ndola, which is currently housed in the public library until UNZA's library facilities are completed. This collection contains nearly 300 volumes of texts primarily related to Business Management. Additional reference supports are required to meet HIRD's objectives in strengthening UNZA's capability in accounting and business administration and to support efforts of the long-term advisors. Therefore, instructional materials and commodities totaling \$87,300 will be provided over the life of the project (see Appendix VIII.F for the materials and commodities to be provided and their appropriate cost).

--UNZA/Lusaka

UNZA/Lusaka requires a laboratory for basic instruction in development of quantitative skills. The lab's primary function would be to support Statistics as a discipline, but could also serve computer programming and workshops in other quantitative areas of instruction. The College of Natural Sciences is in the process of acquiring one microcomputer, and their request for four or five additional microcomputers is a reasonable and minimal request in relationship to the needs. Provision of such equipment would necessarily require maintenance and repair service contracts, adequate supporting materials and manuals, calculators, texts, reference books and a modest number of measurement devices such as scales to be utilized by instructors in presenting experiments. A short-term consultant will be assigned early in the project's implementation to work with UNZA to precisely define the mix of equipment, within the financial constraints of this project, to best support the quantitative instruction and the work of the long-term advisor in statistics. Such equipment will provide a more substantial foundation for statistical training in other priority areas of project focus, e.g., economics and business administration.

--Manpower Planning Department/NCDP

In addition, two microcomputers for NCDP will greatly facilitate the information acquisition and utilization within the Manpower Planning and Research Department. These commodities are a necessity for the staff development function of the long-term advisor in on-the-job instruction of junior officers in the manipulation and analysis of manpower data.

The provision of these modest training supports under HIRD will be procured either locally or in accordance with AID Procurement procedures, whichever is most appropriate. A detailed procurement plan has not been submitted for this project since the size of the procurement is relatively small.

B. Economic Analysis

The goal of this project is to assist the Government of Zambia in developing its human resources in skill areas considered by the GRZ to be critical to the nation's development. Since Zambia's needs in this regard are substantial and exist at all levels of economic activity, it is readily apparent that concerted efforts over many years will be required to achieve this national goal. Neither this project nor any single project can possibly fulfill all of the nation's training requirements. However, the training dimensions of HIRD, in addition to other bilateral and regionally sponsored projects, will all contribute to the human resources development process underway in Zambia.

HIRD is designed to qualitatively improve the human resource base in the critical shortage skills areas identified by the GRZ; e.g., manpower planning, economics, accounting, business administration, management, computer science, public administration and various engineering fields. All long-term training is at the post-graduate level and is targeted for upper and middle level managers in the government, parastatals and private sector institutions. The components developed to achieve project objectives are participant training, technical assistance and instructional equipment and supplies.

1. Selection of Appropriate Methodologies

The analytical tools most frequently employed in the analysis of economic impact and investment worthiness of development projects are: cost-benefit, cost effectiveness and least-cost analyses.

The first type of methodology assumes that project benefits and costs can be quantified in monetary terms. Generally, training projects do not lend themselves to this kind of analysis and this project is no exception. Therefore, cost benefit analysis will not be utilized, because in analyzing benefits, it is impossible to assign quantitative values to the anticipated long-term gains expected to accrue from services rendered by more highly trained Zambian program participants.

The second factor that renders the application of this analytical technique invalid for this project is the problem of specifying benefits and costs. Identification of these two variables must be possible before comparisons can be made on the causal relationship determined between any single investment in training and any benefit attributable to a specific intervention in an individual's training. Such an exercise would be extremely complex to undertake and virtually impossible to accomplish.

2. Project Components

A. Technical Assistance

Since the goal of this project is the development of human and institutional resources, there are no cost-effective alternatives to the provision of technical assistance if it is assumed that strengthening indigenous institutions and enhancing the GRZ's efficiency are worthwhile endeavors. The cost-effectiveness of the expenditure for this component may be demonstrated at a later point in time by applying indicators that qualitatively measure higher levels of GRZ efficiency, improved managerial performance, reliability of delivery of services, productivity of college graduates and professional employees, etc.

The mechanism adopted for the provision of technical assistance is the institutional OPEX contract arrangement. This type of contract affords the greatest amount of flexibility in that the technical advisors are assigned to perform a specific full-time staff function which would normally be assigned to a Zambian; i.e., he works for the entity he is assigned to serve, and receives his tasks directly from this entity. Institutional OPEX contracts are also usually less costly than university contracts because the overhead paid to the contractor and level of salaries which is paid to these advisors is normally less than what must be paid under university contracts. Additionally, this is considered to be the most feasible option for the provision of technical assistance because it relieves AID/Zambia of a major administrative and management burden and it provides the long-term advisors and the entities for whom they are working with the flexibility to perform operational tasks as well as to engage in activities such as the development and conduct of in-country training courses as required by HIRD.

Personal services contracts, on the other hand, are the least desirable mechanism available because they place an inordinate management burden on the small AID/Zambia staff, which is not in a position to handle this added responsibility. Such contracts do represent, however, a lower cost approach to the provision of long-term technical assistance under HIRD. The use of OPEXers, therefore, constitutes an efficient means of technology transfer that allows technical assistance to be tailored to meet the specific development needs which have been given the highest priority by the Government of Zambia.

B. Training

1. Overseas and Third Country

Although overseas training is an expensive investment in human capital, it is a worthwhile investment when one examines the many benefits to be derived. Long-term training of Zambians in the United States in critical shortage areas will provide the human resources needed to replace expensive expatriate support and thus "Zambianize" those functions. Replacement of expatriates by Zambians will result in considerable long-run cost savings both to the GRZ and donor organizations. Expatriates require home leave, educational allowances for children, and other prerequisites not applicable to nationals. The monies saved may be made available to the GRZ for use in other development activities. Additionally, and of vital importance is that in the process, trained Zambians who understand the functioning and problems of the local organizations can communicate more effectively with their Zambian colleagues who, in the long run, are far more effective in critical positions than expatriates. Because training of comparable quality is not presently available and will not be available in the short run, there is no reasonable alternative to overseas training in the United States.

Regional short-term third country training is a cost effective means of training a larger number of individuals at a lower cost than the more expensive alternative of sending these individuals overseas. The savings are derived from variables such as reduced costs for transportation, lower costs of living allowances, smaller fee assessments, lower family support requirements, expenditure outlays for shorter periods of time, etc.

B. In-Country

In-country training is the most cost-effective means of training large numbers of individuals. It is significantly less expensive than overseas training and hence constitutes the least-cost of any training components of HIRD. The following table illustrates this point:

<u>Training Site</u>	<u>No. to be trained</u>	<u>Ave. Cost/Person</u>
U.S. (long-term)	64	\$24,000 p/yr.
U.S. (short-term)	Varies w/length of training	8,000 p/yr.
Third-Country (short-term)	Varies w/length of training	6,000 p/yr.
In-Country	Varies w/length of training	500 p/m

Other benefits and cost savings from in-country training which are derived from the use of existing facilities include, for example, higher utilization rates of these facilities, decreases in the amount of time employees are absent from their jobs, and minimal disruptions in the trainee's lifestyle. Training in-country also supports the development of training programs that are more easily integrated into the operations of the institutions from which the participants are drawn.

C. Instructional Materials and Commodities

The expenditures for instructional materials and commodities constitute the smallest cost element of the project. Given the project assumption of the investment-worthiness of improving GRZ's managerial efficiency, there are no alternatives to commodity support. Cost effectiveness in this case is realized through the accomplishment of project goals. For example, there are some tasks, such as data calculation, storage and retrieval that computers can perform in minutes that would require days or weeks if performed manually, and others tasks that may be impossible to perform or complete without appropriate supplies and equipment.

In view of the above discussion of project components, and after thorough consideration of alternative approaches to supplying necessary inputs for project implementation, the approaches advocated in this document are considered to be the most appropriate for achieving the goals established by project HIRD. (See Annex VIII.E.2 for a broader discussion).

C. Social Soundness Analysis

1. Socio-Economic Environment

Since independence, Zambia's political and economic development has been guided by President Kaunda's philosophy of Humanism, which emphasizes a return to traditional values of African Society based on cooperation and mutual assistance to satisfy the needs of all individuals. In most sectors of the economy, this philosophy translates into self-sufficiency as an avowed goal, and perhaps more so to self-reliance. Recent studies indicate that a major constraint to achieving these goals is the lack of appropriately trained manpower to support development across all sectors of the economy, which affects the delivery of vital social services to urban and rural poor and generally, improvement in the quality of life for all Zambians.

Recent studies indicate a number of constraints to achieving the goal of self-sufficiency, most of which are economic in nature or related to policy, some external and outside Zambia's control. But one recurring and pervasive theme is the scarcity of trained technical and managerial manpower available for development across all sectors, basic to the delivery of vital social services to urban and rural poor and improvement of the quality of life for all Zambians.

Health services are vastly improved; yet, life expectancy of 48 years is far below average life spans of the industrialized world; infant mortality is high at 112 per 1000 live births; disease is still widespread and the delivery of primary health services is impaired not only by scarce technical and medical manpower but perhaps more so by the lack of trained managers of health delivery systems.

Zambia's goal of self-sufficiency and self-reliance in food production is hampered by the scarcity of critical technical and managerial skills in the agricultural sector. Due to AID's concern for targeting development on poverty groups, assistance has been focused upon reducing rural/urban income disparities through agricultural research and extension to benefit the small farmer. It is readily apparent, however, that inefficiencies in other sectors of the economy serve to grossly reduce the small gains of agricultural interventions. Agriculture and economic research indicate the need for more sophisticated technical and managerial skills across all sectors as support to increased agricultural production and self-reliance.

The educational system has, in effect, produced a surplus of graduates from primary through tertiary levels of education. The supply far exceeds the demand, and unemployment is on the rise. Few jobs are

available due to the depressed economy, but many crucial posts remain vacant, in spite of available university graduates, due to a mismatch between skills available within the labor force and skills demanded by the labor market.

The problem is multi-faceted. Diversified approaches to solutions are being applied by the GRZ with donor assistance. It is generally agreed by GRZ planners and donors alike that the long-term solution to GRZ's manpower needs will require high-cost, sustained intervention at the level of basic education where analytical and quantitative skills and attitudes are best formed and nurtured. CIDA is in the planning stages of providing substantial support to primary and secondary teacher training in response to the need for improved math/science instruction throughout the educational system. The World Bank's Fifth Education Plan for Zambia supports the construction of five additional secondary schools to relieve the critical bottleneck in the progression of students from primary to secondary schooling. Secondary teacher training is currently supported by SIDA and NORAD, who are also providing ample incremental funds for curriculum development and production of educational materials. The Government of Japan is developing a new focus on veterinarian sciences. Donors are focusing generally on the recognized lack of basic and specialized skills through both in-country and external training and institutional development. AID's response through this project is in the U.S.'s area of greatest comparative advantage; that is, the development of the higher technical and managerial skills required for Zambian self-reliance.

2. Social feasibility/local receptivity

HIRD has been developed with the assistance and concurrence of policy and implementing agencies of the government, parastatals and the indigenous private sector. During the limited social survey conducted for this project paper, discussions centered upon the need to improve technical and managerial skills of the Zambian economy through specialized training. Zambians also discussed the training in terms of professional and economic mobility. Large numbers of professionals interviewed, who were returned U.S. participants, confirmed the desirability of U.S. training using professional and economic indicators such as increased salary directly related to training, and others mentioned the relevance of the training received to performance on the job. Still others indicated the increase in social prestige due to training, not necessarily related to economic mobility.

The in-country training component of Project HIRD offers high visibility and increases the social feasibility of the project and local receptivity for several reasons. It permits broader participation of

Zambians without extended periods of separation from their families. For women, especially, in-country training is favorable to local, cultural values of family and the need to combine professional careers with child-rearing. Several women interviewed in the survey indicated a reluctance to undertake the risks associated with long separations from husbands and children, citing the relatively high incidence of divorce and loss of children and property, with a higher incidence among female trainees than among males.

Highest local receptivity is related to the development of local institutions resulting from the emphasis, no matter how small, on in-country training, the provision of long-term U.S. advisors at policy and planning levels of the economy and the strengthening of government agencies established to conduct manpower planning and training.

The project in its totality is viewed by Zambians as socially and culturally feasible and a vehicle for the country's development through which individual interests and national needs can be equally served.

3. Spread Effects and Beneficiaries

HIRD has been designed to have a potentially broad vertical effect impact upon the Zambian economy through direct and indirect training and institutional development activities which develop critical skills among professional Zambians. The potential horizontal spread effect of these activities may also be significant if the training and institutional development activities under HIRD lead to the formulation of programs and policies which increase employment opportunities for school leavers. This is considered to be an indirect benefit at best. The project has been designed to benefit individuals and institutions within Zambia responsible for planning, analysis, training and management of financial and human resources. By virtue of its focus upon critical skills development and managerial competence, direct benefits will accrue to the educated, salaried, managerial class.

The potential horizontal spread effect will probably not be evident immediately, but once the training and staff development activities under HIRD have been completed, it should be possible to assess the effect of such activities on forthcoming generations of students in the educational system, as a result of upgraded faculty and improved instruction in math, science and other quantitative and analytical skills, from the primary levels to the university. UNZA graduates will obtain basic degrees in critical skills areas and be appropriately trained to replace expatriates in existing posts within the economy. Indigenous businessmen and women who benefit from the training provided will be able to expand or more effectively utilize scarce resources in labor-intensive industries and commerce to provide employment for the poor.

HIRD, as discussed earlier, has the potential to provide horizontal and vertical linkages between training and the broader GRZ goal of employment generation. The Zambian population at large will benefit from the improvements in management efficiencies and delivery of services at all levels of the economy.

The "trickle down" vertical spread effects will require supports from additional development efforts and supportive policies. Much of this project's impact will be determined through careful placement and utilization of trainees upon their return to the work force. It is anticipated these individuals will benefit from increases in responsibility, participation in decision-making, increased income and social prestige resulting from the training received. It is quite possible that some of these individuals will also contribute to the creation of new employment opportunities and manpower skills among indigenous Zambians. The impact of training cannot therefore be expected to occur immediately nor spontaneously. Training is only one variable in a complex equation, and a multiplier of benefits will be achieved only after a concerted effort

HIRD has built-in methods to increase spread effects both vertically and horizontally. Participants for long-term training will be selected partially on the basis of their ability through positions or function to train others upon their return; in-country participants will provide on-the-job training to junior staff upon completion of training. Long-term advisors will provide staff development to counterparts and provide on-the-job training to staffers.

Build-in efforts to increase efficiencies and to avoid low returns include matching opportunities for training to manpower projections and training needs of the economy. Additionally, the purposes of the training will be made clear and indisputable to participants through orientation seminars; i.e., that training leads to greater efficiency in performing his/her current job. This type of orientation is not meant to be a disincentive to ambitions for promotion, but rather to provide a necessary measure of assurance that expectations of greater on-the-job efficiency are not thwarted.

4. Women in Development

The training component of this project will provide opportunities for women serving in middle level management positions to receive advanced degree and non-degree training to upgrade their skills and increase their opportunities for advancement. The training provided to such women will increase their access and participation in greater numbers at decision-making and managerial levels. The Register of Zambian Graduates in the Civil Service (December, 1981) indicates that only ten percent of Zambian graduates in the Civil Service are women. Although precise data on

numbers and positions of women in middle-level managerial positions are not available, a significant number potentially are eligible for long-term overseas training. For socio-cultural reasons already stated with regard to extended absences from family responsibility, more are expected to take advantage of in-country training opportunities.

Interviews with successful women indicate the need for research on Zambian women's activities and their contributions to economic development, which at this time have been acknowledged but not economically quantified. The research should deal with problems faced by women entrepreneurs in gaining access to credit, availability of government support, opportunities for training, and the contribution of women from grass roots upward. Interviewees, including men, reinforced the need for research and training for women to improve knowledge and skills, to improve income generation and production, to provide guidance and build confidence for small-scale enterprise, to encourage development of cooperatives and savings clubs and to attract increased donor support for women in development. They pointed out the absence of women in professions traditionally occupied by men: accounting, finance, medicine, electrical and civil engineering. They also stated planners and trainers should promote participation of women in these areas since "no Zambian woman has ever been prosecuted for theft or misuse of funds." This research plan will be carried out by NCDP's Department of Manpower Planning and Research under this project.

The number of women graduating from UNZA has increased from 17.4% of total graduates in 1981 to 22.2% in 1983. Comparable strides have been made by women, and encouraged by the GRZ, in terms of representation on the Central Committee, as Members of Parliament, two Ministers of State and other decision-making positions down through Party and professional affiliations. Although apparently little data are available - and thus the need for research - apparently no discrimination in policy exists in terms of the participation of women.

Limited available data indicate, however, that of Zambia's 6.22 million population, 51% are women; 57% of the rural farmers are women; 31.6% of the labor force are women, representing only 2.3% of salaries and wages. The Association for Advancement of Women, a private NGO, has been established by Zambian businesswomen and approved by the GRZ to encourage the participation and advancement of women in the economic realm.

5. Replicability of Project

Support to local institutions who have the ongoing responsibility for the development of human resources for the Zambian economy will assure their capability for replicating this training effort long after the project has been terminated. That replication effort will be due to the combined efforts of government and the intellectual community in planning and executing a better match between labor skills and market needs.

While the ultimate success of the project necessarily depends on the quality of project implementation, analysis of the project in terms of the social factor involved indicates that the project is soundly designed to meet its stated objectives including the participation of women.

VI. CONDITIONS AND COVENANTS

No conditions precedent have been identified for inclusion in the project agreement. The following covenants, which may be subject to modification, have been tentatively identified:

The Grantee will covenant, substantially, as follows:

1. To identify and make available for renovation by AID, GRZ senior staff housing to be provided to all long-term OPEX advisors (four in Lusaka and one in Kitwe) upon execution of the project agreement but not later than August 1, 1984.
2. To provide all long-term OPEX advisors with a salary, in Zambian Kwacha, which is commensurate with the duties and responsibilities of the senior level positions they will occupy and in a timely manner.
3. To provide adequately trained and/or experienced counterparts for long-term OPEX advisors working with NCDP, CSO, NIPA and UNZA.
4. To adhere to the criteria and procedures established for the selection of trainees and short-term consultants.
5. To provide all trainees financed under the project, with special emphasis on long-term participants, with paid study leave, which includes, but is not necessarily limited to full salary support, housing (if applicable) and all other benefits which are routinely provided to such participants by their employers over the entire training period.
6. To adhere to bonding procedures currently established by the respective employers for the retention of participants receiving long-term training.
7. To develop a national training plan which outlines the country's professional manpower needs and priorities in the critical shortage skill areas identified in the project paper, prior to the selection of participants for long-term training for this project.
8. To adhere to all existing and established procedures for the identification, screening, processing, support and placement (upon return) of long-term training participants as indicated in the project paper.

VII. EVALUATION ARRANGEMENTS

A. Internal Evaluations

AID Project Evaluation Summaries (PES) will be prepared annually to examine progress toward achieving project goals, to determine modifications which may be required to keep the project on track, and to clarify project goals and objectives in light of unanticipated changes which may have occurred over the evaluation period. The first year's evaluation is extremely critical to the successful implementation of the project. The monitoring officer will therefore be responsible for developing a month-to-month schedule of activities and a project information system to provide data for evaluation and to assist the monitoring process.

Internal evaluations will include the performance of the U.S. contractors, AID/Zambia and the GRZ in meeting project commitments, as well as the performance of long-term advisors, the selection process and the coordination of project activities.

The first internal evaluation is scheduled for the eleventh month following the signing of the project agreement and subsequent evaluations will be conducted annually thereafter and as may be necessary due to unanticipated events. These evaluations will be conducted jointly by members of the Project Executive Committee (AID/Zambia, the GRZ and the contractor) in accordance with standard AID procedures.

B. External Evaluations

External evaluations will be conducted during or following the 24th and 42nd month after the signing of the project agreement. These evaluations will be conducted by a team assembled by AID/W and approved by AID/Zambia and the GRZ, comprised of two external technical consultants and a project design officer from REDSO/ESA or AID/W. Specific issues to be covered will include:

- placement and performance of returned participants
- appropriateness of selection criteria for both participants and consultants
- applicability of in-country training to training needs of the country
- level of participation of private sector in training
- performance of long-term advisors
- performance of contractor in placement and selection of OPEX advisors and consultants
- spread effect of OPEX advisors
- effectiveness of AID monitoring system
- coordination of GRZ entities in training activities

Analysis of data from the external evaluations will determine actions to be taken to strengthen areas of weakness, to put the project back on track if necessary, or to abort the effort if data indicate the necessity to do so.

C. End of Project Evaluation

Towards the end of project, in the 54th month of operation, two external technical consultants, with assistance from REDSO/ESA will conduct a final evaluation of the project. They will re-examine issues raised in the previously performed external evaluations for compliance and progress. Other issues may include:

- degree of transfer of technology from the project to on-going functions
- changes in performance of units after departure of first five OPEX advisors
- degree of replicability in planning for new programs without continued AID assistance

The evaluation team will recommend to the GRZ additional measures to be undertaken by them in maintaining the gains achieved through this project and/or additional steps to be taken in future programs to alleviate manpower constraints.

VIII. ANNEXES

- A. PID Approval Message
- B. Logical Framework
- C. Statutory Checklist
- D. GRZ Request for Assistance
- E. Project Analyses
 - 1. Technical
 - 2. Economic
- F. Supplementary Financial Tables
- G. Job Descriptions
- H. Implementation Schedule
- I. List of Persons Interviewed

ANNEX VIII.A

PID Approval Message

ACTION: AID-3 INFO: RUEH DCM ECOG. OF C/ROG

VZCZCLSOE96
RR RUEHLS
DE RUEHC #2649/01 0052113
ZNR UUUUU ZZH
R 052046Z JAN 84
FM SECSTATE WASHDC
TO RUEHLS/AMEMBASSY LUSAKA 3329
INFO RUEHNR/AMEMBASSY NAIROBI 2458
RUEHSB/AMEMBASSY HARARE 2318
BT
UNCLAS STATE 002649

LOG: 011 169
06 JAN 84 0724
CN: 00413
CHRG: AID
DIST: AID

JAN 6 - 1984

AIDAC, NAIROBI FOR REDSO, HARARE PASS TO SHORTLEDGE

F.O. 12356 N/A

TAGS:

SUBJECT: MAN AND INSTITUTIONAL RESOURCES

DEV611-0206): PID ECPR MEETING

1. ECPR FOR SUBJECT ACTIVITY HELD MONDAY DEC 19, AND CHAIRED BY DAA/APR/ESA PATTERSON.
2. THIS MESSAGE CONSTITUTES PID APPROVAL AND PROVIDES ECPR COMMENTS AND GUIDANCE TO AID/ZAMBIA IN DEVELOPMENT OF THE PP:

-(A) PP HAS TO CLEARLY INDICATE WHAT IS TO BE EXPECTED AT THE END OF THE PROJECT; I.E., IN ADDITION TO THE NUMBER OF ZAMBIANS THAT WILL BE TRAINED, WHICH INSTITUTIONS WILL BE STRENGTHENED AS A RESULT OF THE PROJECT AND IN WHAT WAY WILL THEY BE STRENGTHENED.

-(B) THE OBJECTIVES OF THE PROJECT MUST BE CLEARLY DEFINED BUT FLEXIBLE ENOUGH SO THAT TRAINING CAN BE PROVIDED TO INDIVIDUALS IN OTHER THAN OPERATING MINISTRIES OF THE GRZ (SUCH AS MINISTRY OF FINANCE).

-(C) PP TEAM SHOULD CONSIDER EARMARKING A SMALL PERCENTAGE OF FUNDING FOR TRAINING OF INDIVIDUALS ENGAGED IN SMALL SCALE PRIVATE SECTOR ACTIVITIES WHICH CONTRIBUTE TO THE ECONOMY. WE BELIEVE THIS OBJECTIVE CAN BE ACHIEVED THROUGH FURTHER DISCUSSIONS WITH ZAMBIANS, WITH UNDERSTANDING THAT PROJECT'S CONTRIBUTION TO PRIVATE SECTOR WOULD ALSO CONTRIBUTE TO THE ZAMBIANIZATION PROCESS. DURING PP DESIGN, TEAM SHOULD EXAMINE PROFILE OF ZAMBIAN PRIVATE SECTOR AND IDENTIFY FIRMS AND/OR ORGANIZATIONS WHICH : (1) HAVE A MAJORITY OF ZAMBIAN OWNERSHIP AND GENERATE PRODUCTS (NOT SERVICES); (2) ARE CONSIDERED TO BE ESSENTIAL TO OBTAINING ECONOMIC GROWTH AND DEVELOPMENT IN THE COUNTRY, AND; (3) WOULD BENEFIT FROM TRAINING OPPORTUNITIES TO EMPLOYEES OF THESE FIRMS OR ORGANIZATIONS.

-(D) TRAINING (LONG AND SHORT-TERM) SHOULD BE

CONCENTRATED ON THOSE ENTITIES IN ZAMBIA WHICH ARE RESPONSIBLE FOR PLANNING, ANALYSIS AND MANAGEMENT OF THE ECONOMY AND BE FOCUSED ON THOSE ENTITIES WHICH MAKE CONTRIBUTIONS TO OVERCOMING THE SERIOUS ECONOMIC PROBLEMS IN ZAMBIA AND WHICH REQUIRE STRENGTHENING TO INCREASE THE GRZ'S ABILITY TO MAKE AND IMPLEMENT RATIONAL ECONOMIC POLICY DECISIONS .

-(E) ALTHOUGH THE ECPR INDICATED THAT A MANPOWER DEVELOPMENT PLAN WAS DESIRABLE, ONE WOULD NOT BE REQUIRED. RATHER, PP MUST DEFINE THE OBJECTIVES OF THE TRAINING AND INSTITUTIONAL DEVELOPMENT ACTIVITIES AND RECOMMEND KINDS OF TRAINING REQUIRED TO ACCOMPLISH THESE OBJECTIVES.

-(F) RE SELECTION OF APPROPRIATE ORGANIZATION OR INSTITUTION TO IMPLEMENT PROJECT, ECPR INDICATED THAT IT MAY BE APPROPRIATE FOR A MINORITY FIRM OR INSTITUTION IN CONJUNCTION WITH A PRIVATE FIRM OR UNIVERSITY AND SUGGESTED THAT AID/ZAMBIA SERIOUSLY CONSIDER THIS AMONG ALTERNATIVE CONTRACTING MODES. ECPR ALSO INDICATED THAT CONSIDERATION SHOULD BE GIVEN TO IDENTIFYING MORE COST-EFFECTIVE WAYS OF PLACING PARTICIPANTS, INCLUDING THE UTILIZATION OF SERVICES PROVIDED THROUGH SGT/IT.

-(G) ECPR SUGGESTED THAT A DRAFT RFP BE DEVELOPED AND SENT IN WITH PP SO THAT CONTRACTING PROCESS AND IMPLEMENTATION CAN BE EXPEDITED.

-(H) OVERSEAS TRAINING (BOTH LONG AND SHORT-TERM) SHOULD BE FLEXIBLE ENOUGH SO THAT PARTICIPANTS HAVE OPPORTUNITIES TO GAIN PRACTICAL EXPERIENCE FROM THEIR STUDIES (I.E. A PARTICIPANT BEING TRAINED IN ACCOUNTING FOR THE CENTRAL BANK SHOULD HAVE AN OPPORTUNITY TO VISIT, OBSERVE AND POSSIBLY WORK IN A U.S. BANKING INSTITUTION).

-(I) ECPR CONCERNED ABOUT THE BACKSTOPPING IMPACT THIS ACTIVITY WILL HAVE ON AID/ZAMBIA. THUS PP MUST PROVIDE A DETAILED DISCUSSION ON AID/ZAMBIA'S CAPABILITY (GIVEN CURRENT STAFF LEVELS AND SKILLS COMPOSITION) TO EFFECTIVELY MANAGE/MONITOR A LARGE TRAINING AND INSTITUTIONAL DEVELOPMENT ACTIVITY.

-(J) PP SHOULD DISCUSS THE MECHANISM FOR IDENTIFYING AND SELECTING PARTICIPANTS AS WELL AS HOW THE SELECTION CRITERIA WILL BECOME OPERATIONAL ONCE IMPLEMENTATION OF THE PROJECT HAS BEGUN.

-(K)

3. CATEGORICAL EXCLUSION FOR SUBJECT ACTIVITY HAS BEEN

REVIEWED AND CONCURRENCE PROVIDED BY BUREAU ENVIRONMENTAL ADVISOR.

4. RE TIMING AND COMPOSITION OF PP DESIGN TEAM:

-(A) RECOMMEND PP DESIGN BEGIN O/A MARCH 1 AS SCHEDULED;

-(B) COMPOSITION OF PP DESIGN TEAM;

---PROJ. DEVEL. OFF. (A. HARDING, AID/W, 4-5 WEEKS)

---EDUCATIONAL PLANNER (C. PERRY, AID/W, 3-4 WEEKS)

---MANPOWER PLANNER/ECONOMIST (R. SHORTLIDGE, USAID/ZIMBABWE, OR CONTRACT, 2-3 WEEKS)

---DEVELOPMENT ADMIN. SPEC (K. KORNHER AID/W OR CONTRACT, 3-4 WEEKS)

---SOCIOLOGIST/ANTHROPOLOGIST (G. BARNES OR R. FANALE, REDSO/ESA, 2-3 WEEKS)

HARDING AND PERRY AVAILABLE TO COMMENCE PP DESIGN MARCH 1 WHILE TIMING AND AVAILABILITY OF OTHER TEAM MEMBERS MUST BE CONFIRMED.

5. MISSION IS REMINDED THAT BECAUSE OF FUNDING LEVEL PROPOSED IN THIS ACTIVITY, PP MUST BE REVIEWED AND APPROVED AID/W AND NOT IN FIELD UNDER DOA 140R AS REQUESTED.

6. FOR REDSO/ESA: PLEASE CONFIRM AVAILABILITY OF BARNES OR FANALE FOR APPROXIMATELY 3 WEEKS TO PARTICIPATE IN SUBJECT ACTIVITY. COPY OF PID PROVIDED TO J. GRAHAM, REDSO/ESA DURING RECENT HARDING TDY NAIROBI.

7. FOR USAID/ZIMBABWE: AID/W UNDERSTANDS THAT SHORTLIDGE CURRENTLY SCHEDULED FOR PARTICIPATION IN BOTSWANA SECONDARY EDUC. PID DESIGN IN MARCH, 1984 FOR APPROX. 2 WEEKS. PLEASE ADVISE IF USAID/Z CAN PROVIDE SERVICES OF SHORTLIDGE FOR 2 WEEKS DURING MARCH, 1984. COPY OF PID POUCHED TO SHORTLIDGE DEC 21 AS REQUESTED. SHULTZ

BT
#2649

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ANNEX VIII.B

Logical Framework

Life of Project: From FY 84 - FY 90
 Total U.S. Funding: \$13,028.0 million
 Date Prepared: 5/7/84

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title and Number: Human and Institutional Resources Development (611-0206)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Project Goal:</u> To assist Zambia in developing its human resources in skills areas considered by the GRZ to be critical to the nation's development.</p>	<p><u>Measures of Goal Achievement:</u> Effective planning, analysis and management of the Zambian economy which results in more efficient utilization of its resources.</p>	<p>1. GRZ five-year development plans. 2. Budgetary allocations in the various sectors.</p>	<p><u>Assumptions for Achieving goal targets:</u> 1. That the GRZ remains committed to more efficient and effective utilization of its resources. 2. Political and social stability is maintained within the Southern Africa region.</p>
<p><u>Project Purpose:</u> To assist the GRZ in developing its technical, administrative and managerial human and institutional resources in critical shortage skill areas.</p>	<p><u>End-of-Project Status:</u> 1. Increased numbers of Zambians with the appropriate training employed in high and middle level positions of responsibility within the government, parastatals, and the private sector in the critical shortage skill areas identified in the project paper. 2. Zambian institutions will be capable of providing supplemental training which contributes to the nation's development.</p>	<p>1. GRZ civil service training and employment records. 2. Parastatals' training and employment records. 3. Private sector new hires. 4. Training institutes' records.</p>	<p>That GRZ policy continues to emphasize development of Zambia's indigenous human and institutional resources in critical shortage skill areas.</p>

ARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Outputs:</u></p> <p>Increased numbers of Zambians trained and staffing high and middle level positions in critical shortage skill areas.</p> <p>Improved quality of administrative and management skills of upper and middle managers in the civil service, the parastatals, and the private sector.</p> <p>Improved efficiency in GRZ planning and analysis.</p> <p>Strengthened capacity of Zambian training institutions to conduct on-going education and training programs in critical shortage skill areas.</p>	<p><u>Magnitude of Outputs:</u></p> <p>1. 1000 person months of in-country training for high and middle level Zambians to strengthen their administrative and management skills will be provided.</p> <p>2. 160 person years of U.S. long-term post graduate training in critical shortage skill areas will be provided.</p> <p>3. 300 person months of U.S. and/or third country short-term training in critical shortage skill areas will be provided.</p> <p>4. Staff or faculty at NCDP, NIPA and UNZA engaged in either operational work or teaching in the critical shortage skill areas will be strengthened.</p>	<p>1. Project evaluation and training records.</p> <p>2. GRZ five-year development plan and annual budget submissions.</p> <p>3. Training institutions records.</p>	<p><u>Assumption for Achieving Outputs:</u></p> <p>1. There are qualified Zambians available for training.</p> <p>2. Local institutions are receptive to institutional strengthening.</p>
<p><u>Inputs:</u></p> <p><u>AID</u></p> <p>Technical Assistance: \$2990.0</p> <p> Long-Term (2090.0)</p> <p> Short-Term (900.0)</p> <p>Training: \$6740.0</p> <p> Long-Term (3840.0)</p> <p> Short-Term (2900.0)</p> <p>Instructional Materials and Commodities \$272.5</p> <p>Project Support Costs: \$562.3</p> <p>Inflation: \$1841.5</p> <p>Contingency: \$620.9</p> <p>TOTAL: \$13027.2 rounded to \$13028.0</p>		<p>1. Country Budget Submission</p> <p>2. Contractor Progress Reports</p> <p>3. Audit Reports</p> <p>4. Internal and External Evaluations</p>	<p>1. AID funding will be made available in a timely manner.</p> <p>2. GRZ contributions will be provided in a timely manner.</p>

2. GRZ

Local salaries and salaries
for trainees, housing for
long-term staff and office
supplies and equipment,
office space:

\$4,979.9

ANNEX VIII.C

STATUTORY CHECKLIST

ANNEX VIII.D

GRZ Request for Assistance



REPUBLIC OF ZAMBIA

OFFICE OF THE PRESIDENT

NATIONAL COMMISSION FOR DEVELOPMENT PLANNING
NATIONALIST/MBITA ROAD
P.O. BOX 50268
LUSAKA

14th May, 1984.

Dr. Fred Perry,
Project Officer,
United State Agency for International
Development,
LUSAKA.

Dear Sir,

HUMAN AND INSTITUTIONAL RESOURCES DEVELOPMENT PROJECT

Following the appeal by representatives of G.R.Z. to U.S. Government at the Coolfont, West Virginia, meeting in June 1983 for assistance in Human and Institutional Resources development two missions, the latest of which spent four weeks in Zambia this May, visited Zambia in connection with the project.

2. As you are aware the purpose of the project is to assist Zambia (GRZ) in developing its technical, administrative, managerial, human and institutional resources in areas of critical shortage of skills. In the circumstances it is necessary that the project be treated with some urgency in order that it may be in phase and make a contribution to our Fourth National Development Plan which is now under preparation.

3. Further, a draft document on which there is tentative agreement was produced in the course of the four weeks stay in Zambia of the recent US mission. This draft now awaits processing, refinement and consideration by both parties after which the Agreement will be executed following approval by the higher authorities.

4. In view of the tight time schedule before implementation of the project and the need to avoid further delays, GRZ wishes to make a formal request to the US AID for consideration, participation and support of the project pending the finalisation of the project document. Consequently this Commission will be grateful if the Agency for International Development could initiate action early on the matter.

Best Available Document

P. I. CIVIL

For: Acting Permanent Secretary
NATIONAL COMMISSION FOR DEVELOPMENT PLANNING

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ANNEX VIII.E

Project Analyses

1. Technical

2. Economic

A. TECHNICAL AND INSTITUTIONAL ANALYSIS

1. THE ROLE OF TRAINING INSTITUTIONS

Developing countries face an unprecedented challenge to manage political, social and economic change and to simultaneously mount massive development programs. The fluidity of the world environment and the external pressures that encroach upon national development combine to create circumstances not confronted by counterparts in most western nations at comparable stages of the developmental process. The net effect has been that the public sector must play a much larger role in development. Consequently, public officials often rise rapidly to positions requiring specialized skills and experiences that they have not had time or opportunity to secure.

In Zambia, and throughout the Third World, limited availability of properly qualified human resources constitutes the single greatest impediment to economic and social progress. The general lack of administrative and technical skills in the Zambian work force has resulted in managerial inefficiencies at all levels and across all sectors of the economy thereby affecting the nation's capacity to design systems of management capable of facilitating effective organizational development and the efficient delivery of services.

The Government of Zambia is acutely aware of its human resources shortfalls. A consensus of those interviewed and confirmed by our findings is that the urgent and critical overriding need is for improvement in the quality of education and training. Project HIRD will assist the GRZ in meeting this challenge by developing Zambia's technical, administrative and managerial human and institutional resources in critical shortage skill areas.

Goals and Objectives

The approach adopted is twofold. One aspect of the project is the planned provision of training of managerial level personnel strategically positioned in all sectors hence positively impacting the development of an indigenous capability to effectively plan, analyze and manage the efficient utilization of the nation's resources. The main vehicle for achieving these training objectives is long-term post-graduate degree training in the United States for a selected number of individuals and non-degree short-term training in-country, the U.S. or Third countries for a much larger number of Zambians.

The second project component reflects the commitment to provide technical assistance to enhance the administrative and training capability of those institutions that bear the greatest responsibility for developing managerial talent and for translating Zambia's aspirations and goals into effective policies and operational programs and projects on an on-going basis. The placing of comparable emphasis on institutional development will enable the designated institutions to substantially upgrade their ability to provide, in-country, the quality of training needed to support development. It will also contribute over time to the strengthening of the capacity of these institutions to attain the degree of competency essential for sustaining an appropriate level of training that will afford them the means to eventually eliminate the current dependency on external training entities.

In-Country Training Institutions

In-country training will consist of short courses, seminars and workshops conducted by short and long-term U.S. consultants in the critical skills areas identified by the GRZ. The local training institutions that will be utilized for this training are the National Institute of Public Administration (NIPA) and the University of Zambia (UNZA). The primary mission of each is fundamentally different yet complementary. NIPA concentrates on short-term informational and skills training whereas UNZA provides degree oriented training.

Within the context of national development and project objectives, the historical role played by these two institutions make their selection as training sites and recipients of long and short-term technical assistance logical and compelling. Together, they shoulder the responsibility for educating and training the majority of indigenous administrative, managerial and technical personnel. These choices are buttressed by the fact that these institutions possess the professional staffing, infrastructural support and the available space necessary to accommodate in-country project implementation plans, and they will afford the maximization of training benefits because of the large number of trainees that they have the capacity to reach.

National Institute of Public Administration (NIPA)

Historical Background

NIPA, the premier "in-service" institute for the training of civil servants, has operated continuously since the inception of independence. It is a part of the public service controlled by the Minister of State for the Civil Service and the Personnel Section, Personnel Division in the Office of the Prime Minister.

The meaning ascribed to NIPA for the nation may be gleaned from the words of His Excellency President Kenneth Kaunda who recently stated that "experience is a matter of time but training is a necessary supplement in gaining experience. The civil service is the key to the operation of government and the door is the National Institute of Public Administration through which civil servants pass to increase their skills and abilities. Every candidate who attends a course at the National Institute of Public Administration adds to his own usefulness, increases the effectiveness of the Civil Service as the main arm of government, and thus makes his positive contribution to the nation as a whole."

Program Offering

NIPA has been charged with the task of improving the standards of efficiency and productivity of the civil service. The methodology is action oriented training based on problem identification and performance discrepancies in governmental agencies. NIPA provides low level clerical, management and accountancy training, as well as administrative, managerial and accountancy training for middle senior rank public servants and equivalent ranks in the professional grades. Officers from parastatals and other bodies attend the advanced management programs on a voluntary basis and fees are assessed accordingly.

The Institute offers regularly scheduled certificate courses and programs that extend from two weeks to one year in duration, various two and three-year diploma programs and ad hoc workshops and seminars. Of particular interest to the project is NIPA's introduction of new diploma courses in Public Administration and Personnel Management to commence in September, 1984. This yields an opportune time for programmatic input. The scope of HIRD dictates that the project focus upon administrative and managerial training for middle managers in all sectors.

Facilities

NIPA has three training sites. Project activities will be confined to the main ten hectare Lusaka campus where all training pertinent to HIRD is exclusively offered. NIPA/Lusaka can accommodate 300 resident participants in its on-campus hotels while concurrently serving 1000 non-resident day enrollees. The Institute is not presently operating at full capacity and will be able to comfortably incorporate the expansion anticipated to be generated by the project. Lecture halls and seminar rooms are available, as are library facilities and other traditional academic supports.

Institutional Assessment

Meetings were held with the principal, Deputy principal and key department heads to ascertain information, interests and needs. The discussions proved to be extremely fruitful in shedding light on NIPA's strengths, weaknesses and potential. The administration was receptive to the assistance proposed by HIRD and participated in the establishment of priorities for enhancement.

Library: Of paramount importance is the upgrading of the library which is grossly inadequate to support training in economics, development management, accounting, public administration, etc. which will be emphasized under the project. As a holdover from colonial times, the greatest number of volumes are in the fields of law and because of the unavailability of foreign exchange there are no prospects domestically for increasing the number and type of volumes. The usefulness of the library is further undermined by the fact that most of the books lining the shelves are quite out-of-date. In order, therefore, to effectively support the desired level of instruction, staff development and the long-term US technical advisor, a strong recommendation is made for a major contribution under the project of reference materials, periodicals, textbooks, equipment and instructional aids.

It should also be noted that administrative and instructional staff are civil servants who are primarily accustomed to functioning within highly structured public service administrative-type bureaucracies. The transition to NIPA is without benefit of any preparatory training to meet the unique demands encountered in an academically oriented training environment. This has contributed to a lack of sufficient attention to some educationally-related matters. For example, the value of research to the training process is not fully appreciated.

Many of the observed shortcomings are correctable through training that will be made available to administrators and faculty through the project. Additionally, the placement at NIPA of a U.S. Development Management Specialist, with expertise in nuances of organizational dynamics will serve to reinforce other staff development activities. This long-term technical advisor will have multiple responsibilities including, but not limited to, the following: e.g., upgrading the quality of instruction; improving the curriculum and designing new courses and workshops as required by the in-country training plans; developing a meaningful institutional research component; and introducing staff to modern instructional aids and state-of-the art teaching methodologies.

University of Zambia (UNZA)

The University of Zambia has the on-going responsibility for producing the nation's supply of high-level skilled human resources necessary for development. Legally established by an Act of Parliament in 1965, teaching commenced in March 1966. Through the years, the guiding philosophy has been teaching, research and service relevant to the needs of Zambia and a standard of excellence.

The University began with three schools: Education, Humanities and Social Sciences, and Natural Sciences. As needs were recognized new Schools were added: Law (1967), Engineering (1969), Medicine (1970), Agricultural Studies (1971), Mines (1973), Business and Industrial Studies (1978 at Ndola), Environmental Studies (1981 at Ndola) and Veterinary Medicine (1983).

In its first academic year UNZA enrolled 312 students. The numbers rose to over 1000 in 1970 and by 1983 had risen to more than 4000. It is projected that eventually the total will reach a ceiling of approximately 8000 students. It was determined that this amount of growth could not be accommodated, academically or residentially, at the main campus in Lusaka. A decision was forthcoming in 1975 to develop the university on a federal basis. Subsequently, a branch designated UNZA at Ndola was opened in 1978.

Program Offerings

The University of Zambia is the only national entity empowered to grant academic degrees. The University awards bachelors, masters and Ph.D degrees. Additionally, it awards certificates and diplomas for specially designed non-degree training in a limited variety of fields of study. UNZA has been selected to provide in-country training because it is uniquely equipped to conduct "pre-departure" preparatory courses for candidates embarking upon post-graduate training in the United States; and "in-service" training in the critical skills areas outside the capability and mandate of NIPA, e.g., business, economics, and statistical analysis.

The university will be assigned two long-term technical faculty advisors who will endeavor to raise the standards and skills level of professional and instructional staff; to contribute to the goal of upgrading the quality of UNZA degrees and raise the performance potential of graduates and to expand project impact through the more efficient utilization of Zambia's human resources.

The targeted critical skills shortage areas require both branches of the university assume prominent participatory roles under the project. The Deputy Vice-Chancellor warmly embraced the overall goals and programmatic concept of HIRD and welcomed UNZA's inclusion. His encouragement and support greatly facilitated the ensuring interaction with administrators and faculty members in relevant disciplines at both branches of the university.

UNZA at Lusaka

Facilities

The main campus at Lusaka sprawls over 290 hectares. The impressive grounds are beautifully landscaped and contain a lovely manmade lake. The buildings are relatively modern and attractive. The library is adequately stocked. Classrooms, conference rooms and lecture halls are functionally designed and conducive to learning and serving the needs of the project's managerial and professional clientele. A preliminary assessment indicates that adequate space will be available for HIRD activities.

Selected Programs of Study

The disciplines at UNZA Lusaka relevant to the project are statistics, economics and public administration.

--Statistics: Statistics, which is housed in the School of Natural Sciences is an academic discipline deemed essential for the underpinning of all the targeted critical skills shortage areas, hence the focus on upgrading statistical training. Indications are that UNZA graduates in the pertinent fields are seriously deficient in mathematical, statistical and analytical skills thereby severely restricting the performance potential of the nation's human resources. Such deficiencies which are exacerbated over time prohibit graduates from effectively performing, once employed. The difficulties that many Zambians experience in grasping technically oriented subjects like statistics can be traced to weaknesses in basic skills training received in primary and secondary school. The problems have been admittedly compounded further by the weaknesses in UNZA's statistical program due to a multiplicity of factors including a shortage of qualified teaching personnel and a disproportionately high number of expatriate faculty. As one of the priority areas, a long-term U.S. senior statistician will assist in teaching selected courses, upgrading the curriculum, creating staff development activities, introducing more sophisticated methodologies and, most important of all, establishing a modern statistics laboratory capable of supporting all disciplines pertinent to the critical skills areas. Additionally, Zambian faculty in statistics will be prime candidate for training in the United States.

--Economics and Public Administration: Economics and Public Administration are situated in the School of Humanities and Social Sciences, the second largest at the university after Education. The Humanities School has 700 full-time students, about forty percent of whom are women. As in the case of statistics, students in these fields are equally handicapped by inadequate computational and analytical skills training during their early years of schooling. These deficiencies are not readily addressed as a result of staff overloading. The student/teacher ratio is 250 to one. Faculty members are often called upon to teach outside of their areas of specialization and must rely heavily on the extensive use of graduate students as tutors.

Because of the reliance of the nation on this school for talent to fill civil service posts and oversee development, any strengthening of program offerings which may translate into more qualified graduates will have far reaching effects. An assessment of public administration programs revealed that the department offers an appropriate range of courses, but there are deficiencies in curriculum content, inadequate integration of courses, insufficient instruction in the development of analytical and managerial skills and decision-making techniques, and a shortage of qualified teaching faculty. The project will assign a long-term development management-public administration specialist to the department to assist in the resolution of the above cited problems and to establish a long-range planning capacity and sensitize the department's responsiveness to national developmental needs.

Economic training at UNZA is affected by some of the same problems as the other disciplines cited but to a significantly lesser extent. The primary project concern about the undergraduate economics program is that it is not adequately grounded in basic principles. The programmatic skewing tends to produce generalists with some knowledge of the field but with limited capability for the analysis and planning functions required for professional level competency and acceptable standards of performance. It is recommended that during the life of the project short-term technical assistance be provided to correct this curriculum deficiency and to assist in the general upgrading of departmental offerings.

University of Zambia at Ndola

Historical Background

UNZA at Ndola was established to supply the needs of government, industry and commerce with managerial and accountancy talent. This branch of the university, temporarily located at the Zambia Institute of Technology Campus at Kitwe pending construction of a permanent campus in Ndola, is

comprised of the School of Environmental Studies. The enrollment has risen from 78 in 1978 to 405 this academic year. Approximately one-quarter of the enrollees are women. Since its inception the Business School has presented 172 students for graduation, 117 with Bachelors in accounting and 55 in business administration. Further expansion in student numbers has been curtailed until the university moves to its permanent quarters in Ndola.

In addition to awarding bachelors degrees in business administration, accounting and environmental planning, the School offers an array of services to the business community. It mounts short-term executive development programs in different functional areas of management mainly for practicing executives, and offers assistance to individual organizations in the government, parastatals and private sector in designing, developing and conducting training programs to meet their specific needs. These activities are highly compatible with HIRD's objectives and will be supported and expanded as required by in-country administration, managerial and technical training needs.

Selected Programs of Study

Management and accountancy are the two disciplines at UNZA Ndola targeted for special attention because of their input into the process associated with the elimination of critical skills shortages in the work force. The significance of management and accounting training to development cannot be overstated.

At the present time, the school offers 35 business courses. This variety of courses is supported by a limited number of full-time faculty, including a disproportionately large percentage of expatriate and Fulbright scholars, whose numbers are decreasing without the benefit of replacement. The teaching staff also includes a large number of part-time faculty, especially in some of the critical quantitative areas which poses major problems because of the absence of any real control over their activities.

The administration and faculty deserve a high degree of praise for creatively using limited resources; however, the lack of adequate facilities and the temporary nature of the campus impinge directly upon the quality of education at Ndola. The lone librarian has begun the process of developing library holdings but the lack of access to foreign exchange has substantially impeded the efforts. Currently, the library consists primarily of those volumes in the permanent collection established by USIS/Lusaka. These volumes, which are concentrated in the area of business management, are temporarily housed in Ndola's public library pending a move to a permanent Ndola site. Material

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contained therein is not readily available to faculty and students because of logistics. The library is in overall desperate need of reference materials, periodicals and teaching aids for all fields of study as well as support equipment. These deficiencies profoundly affect all business training at Ndola and merit priority treatment.

Funding constraints have hurt the institution in many other ways such as restricting faculty and staff development, prohibiting the hiring of adequate numbers of qualified personnel, and limiting the university's ability to maintain supplies and up-to-date information on development in business discipline.

Based on a needs assessment study of the Schools of Ndola and the project's dual emphasis on strengthening the capacity of institutions in-country to produce managerial and technical talent and upgrading the quality of UNZA degrees, long-term technical advisers will be provided in accountancy and business management. Initial efforts during the first three years of the project will be concentrated on bringing the accounting and quantitative courses up to acceptable standards, and the establishment of an accounting lab with microcomputers capable of supporting academic degree training and addressing some of the compensatory deficiencies in mathematics and analysis acquired in the early school years. In the latter two years, a business management specialist will replace the accountancy technician. The tasks to be undertaken in business administration program enhancement are similar to those required by the other, and previously addressed, critical skills shortage areas. Additionally, staff development through advanced post graduate degree training in the U.S. will be supported and encouraged.

ECONOMIC ANALYSIS

The HIRD project is essentially a training activity which also provides technical assistance, instructional materials and commodity support to institutions in Zambia which play a key role in the training of the nation's individuals in professional, managerial and technical skills that are considered critical to Zambia's development. The purpose of the project is to assist the GRZ in developing its technical, administrative and managerial human and institutional resources in critical shortage skills areas such as accounting, economics, finance, business administration, management, computer science, and statistics.

As stated earlier, the project has three major components:

1. Technical Assistance

19 person years of long-term technical assistance and 5 person years (60 person months) of short-term technical assistance will be provided to assist key Zambian institutions in strengthening their capability to carry out functions which are considered critical to the nation's development. Long-term assistance will be provided to NCDP, CSO, NIPA and UNZA (Lusaka and Ndola campuses). Short-term technical assistance will also be provided to these institutions to conduct specialized training activities and/or perform specific tasks for which long-term technical assistance is either inappropriate or unavailable.

2. Training

Three types of training are provided under the project. Long-term U.S. training of individuals currently serving in critical shortage skills areas outlined earlier in this document. The M.A. (and in exceptional cases Ph.D) degree training provided to selected individuals will provide Zambia with a larger number of individuals with the advanced degree training which will enable them to replace expatriates performing operational functions normally performed by Zambians. Secondly, short-term third country and overseas training will also be provided for specialized courses, workshops, seminars, etc. Finally, in-country short-term training will be provided to upgrade the skills of middle level in-service professionals utilizing short-term consultants and existing facilities in Zambia.

3. Instructional Materials and Commodities

Instructional materials and commodities such as books, periodicals, mini- or microcomputers, calculators, vehicles and reference materials will be provided to support technical assistance and institutional development activities at NIPA and UNZA (Lusaka and

Ndola campuses). Funds have also been included for spare parts and maintenance required for the equipment over the life of the project.

Selection of Appropriate Methodologies

The analytical tools most frequently employed in performing economic analysis of project activities are cost-benefit, cost effectiveness and least cost analyses. The selection of the most appropriate methodology to use is dependent upon the degree to which costs and benefits are known and can be quantified. Cost benefit analysis assumes that project benefits and costs can be quantified in monetary terms so that an economic rate of return can be determined. Generally, training projects do not lend themselves to the performance of cost-benefit analysis because it is not possible to place an economic value on the benefits of the training provided under such projects, and this activity is no exception. All costs and benefits must be known and quantified before a cost-benefit analysis can be performed. Therefore, this type of analysis will not be used to analyze this project.

Cost-effectiveness analysis requires that the benefits to be derived from pursuing a particular activity be measurable. Because of the difficulty in measuring benefits to be derived from the activities proposed under this project with any degree of accuracy, it is not possible to use cost-effectiveness analysis at this time. It may be possible to examine the cost-effectiveness of some aspects of this project at a later point in time when indicators of the benefits of such an activity can be qualitatively measured. Such indicators include higher levels of GRZ efficiency, improved managerial performance, reliability of delivery of services, productivity of college students and professional employees, etc.

Because of the problems associated with applying cost-benefit and cost-effectiveness analyses techniques to this project, the only alternative is to pursue the least cost method for analyzing project activity. Each component will be examined in this manner.

Technical Assistance

The purpose of this project is to assist the GRZ in developing its technical, administrative and managerial human and institutional resources in critical shortage skills areas. If one assumes that the strengthening of indigenous institutions and enhancing the GRZ's efficiency through the provision of technical assistance are worthwhile endeavors, there are no cost-effective alternatives to providing such assistance.

Under this project, technical assistance will be provided through an institutional OPEX contract arrangement. This type of contract provides the greatest amount of flexibility because the technical advisors are paid a local salary which normally would be paid to a Zambian. The salary will be commensurate with the individual's duties and responsibilities and "topped up" or supplemented by project funds to provide the individual with the salary which he would normally earn in the U.S. The advisor performs a specific full time staff function which would normally be assigned to a Zambian if one were available and properly trained. That is, he works for the entity he is assigned to and receives his/her tasks directly from that entity. These types of contractors are usually less costly and more dependable than university contracts since the overhead is generally lower, the salaries paid to the advisors is normally less than what is paid under university contracts, and the entity for which the advisor is working can exercise more control over the work performed by these individuals. Additionally, this is considered to be the most feasible option for the provision of technical assistance because it relieves AID/Zambia of a major administrative and management burden, and it also provides the long-term advisors and the entities for whom they will be working with the flexibility to perform operational tasks and engage in activities such as the development and conduct of in-country training courses as required under HIRD.

Personal services contracts, on the other hand, are the least desirable contracting mechanism available because they place an inordinate management burden on the small AID/Zambia staff, which is not in a position to handle this added responsibility. Such contracts represent, however, a lower-cost approach to the provision of long-term technical assistance although they are not feasible for use under this project because of the relatively large number of advisors required as well as the additional administrative/management burden they place on AID/Zambia cited above.

Training

Overseas training is an expensive investment in human capital, and is a worthwhile investment when one examines the many benefits to be derived. Long-term training of Zambians in the U.S. in the critical shortage skill areas identified earlier will provide Zambia with a portion of the human resources required to replace expensive expatriate support and thus contribute to the process of "Zambianization". Expatriates require home leave, educational allowances for children, shipment of household effects, etc., not applicable to nationals. The foreign exchange provided by donors and, in some cases, the Government of Zambia, for the services of these individuals could be saved and made available for use in other development activities. Additionally, and of vital importance is that in the process, trained Zambians who

understand the functioning and problems of the local organizations can communicate more effectively with their Zambian colleagues and who, in the long-run are far more effective in critical positions than expatriates. Because of training of comparable quality as well as institutions possessing space for long-term trainees from Zambia is not presently available and will not be available in the short-run at other institutions in sub-saharan Africa, there are no reasonable alternatives to long-term and some short-term overseas training in the U.S.

Short-term, third-country training is a means of training a larger number of individuals at a lower cost than the more expensive alternative of sending these individuals overseas. The savings are derived from variables such as reduced costs for transportation, lower cost of living allowances, smaller assessments, lower family support requirements, expenditure overlay for shorter periods of time, etc.

In-country training represents the least cost type of training among those provided under this project. It is also a cost-effective means of training larger numbers of individuals. Other benefits and savings accruing from in-country training are derived from the use of existing facilities, including, for example, higher utilization rates of these training facilities, decreases in the amount of time employees are absent from their jobs, and minimum disruptions in the trainee's lifestyle. In-country training also support the development of training programs that are more easily integrated into the operations of the institutions from which the participants are drawn.

Instructional Materials and Commodities

The funding provided under this project for instructional materials and commodities constitutes the smallest cost element of the project. Given the assumption made earlier in this section that the strengthening of indigenous institutions and enhancing the GRZ's efficiency are worthwhile endeavors, there are no alternatives to providing the instructional materials and commodities required to support long-term technical assistance being provided to these institutions. Cost-effectiveness, in this case, can be measured once the goals or objectives of providing these materials and commodities has been achieved. For example, some tasks such as data calculation, storage and retrieval that computers can perform in minutes require days or weeks if performed manually, and performance of other tasks may be adversely affected or impossible to perform without the appropriate materials and supplies.

In view of the above discussion of project components and after thorough consideration of alternative approaches to supplying the necessary inputs for project implementation, the approaches advocated in this document are considered th most appropriate for achieving the purposes and objectives of the project.

Recurrent Costs

Under the project technical assistance, training and instructional materials and supplies will be provided. The GRZ will provide in-kind contributions in support of the technical assistance and training.

In support of the technical assistance, the GRZ will provide local salaries and senior staff housing to all long-term technicians commensurate with their duties and responsibilities at the level normally provided to a Zambian. Since these individuals will be filling vacancies which have already been budgeted for by the GRZ and would be filled by a Zambian if one was available with the proper training, there is no recurrent cost effect on the GRZ budget because these cost items are already reflected in the GRZ budget.

In support of the training, the GRZ will provide paid study leave, which includes full salary, housing (if applicable) and other benefits accruing to the trainee although this individual will not be on the job. Again these support costs for each trainee as well as costs for using existing facilities and support staff are already contained in the GRZ's budget. Thus, there is no recurrent cost effect on the GRZ's budget.

The instructional materials and commodities component of the project represents the smallest cost component among the three components. Because there will be a need for spare parts and maintenance of the microcomputers which have an estimated cost of \$35,000 once the project has been completed, the recurrent cost impact on the GRZ's budget is small.

Overall, the recurrent cost impact on the GRZ of providing the assistance recommended under this project will be very small since the overwhelming majority of the support costs associated with the project are already provided for in the GRZ's budget.

ANNEX VIII.F

Supplementary Financial Tables

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TABLE F-1: ESTIMATED AID PROJECT EXPENDITURES BY FISCAL YEAR - (IN \$000's)

TECHNICAL ASSISTANCE	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89	TOTALS
Long-Term							
1. Manpower Economist/Planner	-0-	\$110.0	\$110.0	\$110.0	-0-	-0-	\$ 330.0
2. Senior Statistician	-0-	\$110.0	\$110.0	\$110.0	-0-	-0-	\$ 330.0
3. Public Admin Spec.	-0-	\$110.0	\$110.0	\$110.0	-0-	-0-	\$ 330.0
4. Statistics Professor	-0-	\$110.0	\$110.0	\$110.0	-0-	-0-	\$ 330.0
5. Public Admin. Professor	-0-	-0-	-0-	-0-	\$110.0	\$110.0	\$ 220.0
6. Accounting Professor	-0-	\$110.0	\$110.0	\$110.0	-0-	-0-	\$ 330.0
7. Bus. Admin./Management Prof.	-0-	-0-	-0-	-0-	\$110.0	\$110.0	\$ 220.0
8. Sub-Total, Long-Term	-0-	\$550.0	\$550.0	\$550.0	\$220.0	\$220.0	\$2,090.0
Short-Term							
1. Management Specialist (9pm)	-0-	\$ 45.0	\$ 45.0	-0-	\$ 45.0	-0-	\$ 135.0
2. Public Admin. Spec. (6pm)	-0-	\$ 30.0	\$ 30.0	\$ 30.0	-0-	-0-	\$ 90.0
3. Economist/Lecturer (6pm)	-0-	\$ 30.0	-0-	\$ 30.0	\$ 30.0	-0-	\$ 90.0
4. Development Planner (6pm)	-0-	\$ 30.0	\$ 30.0	\$ 30.0	-0-	-0-	\$ 90.0
5. Environmental Advisor (4pm)	-0-	-0-	\$ 30.0	-0-	\$ 30.0	-0-	\$ 60.0
6. Librarian (4pm)	-0-	\$ 30.0	-0-	\$ 30.0	-0-	-0-	\$ 60.0
7. Computer Prog. Spec. (4pm)	-0-	\$ 30.0	\$ 30.0	-0-	-0-	-0-	\$ 60.0
8. Evaluations (6pm)	-0-	-0-	\$ 30.0	-0-	\$ 30.0	\$ 30.0	\$ 90.0
9. Other Specialists (15pm)	-0-	\$ 45.0	\$ 60.0	\$ 60.0	\$ 30.0	\$ 30.0	\$ 225.0
10. Sub-Totals, Short-Term	-0-	\$240.0	\$255.0	\$180.0	\$165.0	\$ 60.0	\$ 900.0
Inflation (10% compounded annually)	-0-	-0-	\$ 80.5	\$153.3	\$127.5	\$129.2	\$ 490.5
Contingency (5%)	-0-	39.5	44.3	44.0	25.6	20.5	173.9
TOTAL TECHNICAL ASSISTANCE	-0-	\$829.5	\$929.8	\$927.3	\$538.1	\$429.7	\$3,654.4

ESTIMATED AID PROJECT EXPENDITURES BY FISCAL YEAR (CONTINUED) - (IN \$000'S)

<u>TRAINING</u>	<u>FY 84</u>	<u>FY 85</u>	<u>FY 86</u>	<u>FY 87</u>	<u>FY 88</u>	<u>FY 89</u>	<u>TOTALS</u>
1. Long-Term, U.S. (160 py's @ \$24.0/py)	-0-	960.0	960.0	960.0	960.0	-0-	\$ 3,840.0
2. Short-term, overseas (300 pm's @ \$8.0/pm)	-0-	480.0	480.0	480.0	480.0	480.0	\$ 2,400.0
3. Short-term, Incountry (1000 pm's @ \$0.5/pm)	-0-	100.0	100.0	100.0	100.0	100.0	500.0
4. Sub-Total, Training	-0-	1,540.0	1,540.0	1,540.0	1,540.0	580.0	\$ 6,740.0
Inflation (10% compounded annually)	-0-	-0-	154.0	323.0	509.0	269.0	\$ 1,225.0
Contingency (5%)	-0-	77.0	34.7	93.2	102.4	42.5	399.8
Total - Training Costs	-0-	1,617.0	1,778.7	1,956.2	2,151.4	891.5	\$ 8,394.8

INSTRUCTIONAL MATERIALS AND
COMMODITIES

1. Instructional Materials	-0-	37.5	34.0	34.0	34.0	34.0	\$ 173.5
2. Mini/microcomputers (5 @ \$8.0 each)	-0-	40.0	-0-	-0-	-0-	-0-	\$ 40.0
3. Programmable calculators (15 @ \$0.2 each)	-0-	3.0	-0-	-0-	-0-	-0-	\$ 3.0
4. Solar Powered calculators (200 @ \$0.005 each)	-0-	1.0	-0-	-0-	-0-	-0-	\$ 1.0
5. Vehicles (4 @ \$11.0 each)	-0-	55.0	-0-	-0-	-0-	-0-	\$ 55.0
6. Sub-Total, Inst. Mat. & Comm.	-0-	136.5	34.0	34.0	34.0	34.0	\$ 272.5
Inflation (10% compounded annually)	-0-	-0-	3.4	7.1	11.2	15.7	37.4
Contingency (5%)	-0-	6.8	1.9	2.1	2.3	3.0	16.1
Total - Inst. Mat. & Comm.	-0-	\$ 143.3	\$ 39.3	\$ 43.2	\$ 47.5	\$ 52.7	\$ 326.0

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Estimated AID Project Expenditures by Fiscal Year (Continued) - (in \$000's)

Project Support Costs	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89	TOTALS
1. Housing Renov. Maint. utils.	-0-	97.5	47.5	47.5	19.0	19.0	\$ 230.5
2. Furnish, appliances, spares	-0-	94.3	-0-	8.0	-0-	-0-	\$ 102.3
3. Ocean and air freight (for Line 2 above)	-0-	100.0	-0-	-0-	-0-	-0-	\$ 100.0
4. Vehicle oper. & maint.	-0-	11.0	11.0	11.0	11.0	11.0	\$ 55.0
5. Support staff & equipment	-0-	20.5	13.5	13.5	13.5	13.5	\$ 74.5
6. Sub-total, Project Support Costs	-0-	323.3	2.0	80.0	43.5	43.5	\$ 562.3
Inflation (10% compound annually)	-0-	-0-	7.2	16.8	14.4	20.2	58.6
Contingency (5%)	-0-	16.2	4.0	4.8	2.9	3.2	31.1
Total Project Support Costs	-0-	\$ 339.5	\$ 83.2	\$ 101.6	\$ 60.8	\$ 66.9	\$ 652.0
GRAND TOTAL	-0-	\$2,929.3	\$2,831.0	\$3,028.3	\$2,797.8	\$1,440.8	\$13,027.2

ROUNDED TO

\$13,028.0

EXPLANATORY NOTES FOR LONG-TERM T.A. ESTIMATES

The estimate of the average cost of one person-year of long-term technical assistance assumes an average assignment of 3 years and an average family size of 2 adults and 1 child with the total children being equally divided between primary and secondary ages.

Average Annual Cost FY 85

Salary	\$35,000
*Transportation of personnel, IRT/for PCS, HL or RCR (\$680 x 3.0 persons)	2,000
*HHE transportation (surface and air)	1,800
*Automobile transportation (POV)	1,000
U.S. storage	1,000
Post Differential (15%)	5,250
Educational Travel and Educational Allowance	15,700
DBA Insurance (2.75%)	963
*Temporary Lodging	810
Retirement, VICA (16%)	5,600
* R&R	<u>2,040</u>
	72,013
Overhead (50%)	\$ <u>36,007</u>
Total	\$ \$108,020
Rounded to	<u>\$110,000</u>

* For the purposes of arriving at an average cost of one person year of long-term technical assistance, one-time costs such as HHE transportation, POV transportation, temporary lodging, transportation of personnel and R and R have been prorated over 5 years. All of these costs, with the exception of temporary lodgings, will be paid in the initial and final years of the technician's assignment.

Average Cost Per Person Month of Short-Term Consultants - FY 1985

The estimate of the average cost of one person month of short-term technical assistance is based on one month consulting periods at a daily rate of \$250 per day.

Consultant's salary (\$250/day x 24 days)	6,000
Per Diem (\$89 x 28 days)	
(\$6 x 2 days)	2,504
Transportation - 1 RT	3,000
In-country Transportation	400
Overhead (50% of salary)	3,000
Miscellaneous	96
	<u>15,000</u>

EXPLANATORY NOTES FOR INSTRUCTIONAL MATERIALS COST ESTIMATES

A. NIPA

<u>Materials</u>	<u>APPROX. COST</u>
100 Periodicals (annual subscriptions) (\$50 each x 7 years x 100)	\$35,000
25 Professional Journals (annual subs) (\$75 each x 7 years x 25)	\$13,125
15 Basic Reference Works (\$100 each x 15)	\$ 1,500
3 Encyclopedia sets (\$2,000 each x 3)	\$ 6,000
Instruction Equipment and Supplies: 1 typewriter, 1 photocopier, 1 overhead projector, one 16mm or slide projector, projection screen, consummable instructional materials and supplies	<u>\$25,000</u>
TOTAL	\$85,625
Rounded to:	<u>\$86,000</u>

B. UNZA/Ndola Campus

<u>Materials</u>	<u>APPROX. COST</u>
100 Periodicals (annual subscriptions) (\$45 each x 7 years x 100)	\$31,500
20 Professional Journals (annual subs) (\$120 each x 7 years x 20)	\$16,800
20 Basic Reference Works (\$50 each x 20)	\$ 1,000
120 Textbooks (\$25 each x 120)	\$ 3,000
2 Encyclopedia Sets (\$2,500 each x 2)	\$ 5,000
Instructional Equipment and Supplies: 1 type- writer, one photocopies, two micro or mini- computer to support accounting and management training, one overhead projector, projection screen, one 16mm or slide projector, consummable instructional materials and supplies	<u>\$30,000</u>
TOTAL	\$87,300
Rounded to:	\$87,500

TOTAL Instructional Materials - NIPA and
UNZA/Ndola = \$173,500

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C

UNZA/Lusaka Campus

Materials and Equipment

Microcomputers (including maintenance) (\$7,500 x 3)	\$22,500
15 Programmable Calculators (\$200 x 15)	\$ 3,000
200 Solar Powered Calculators (\$5 x 200)	\$ 1,000
Instructional equipment and supplies, computer manuals and software packages, textbooks, consummable materials and supplies	<u>\$17,500</u>
Total	\$44,000

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TABLE F-2: ESTIMATED GRZ PROJECT EXPENDITURES BY FISCAL YEAR (in \$000's)

<u>Long-Term Assistance</u>	<u>FY 84</u>	<u>FY 85</u>	<u>FY 86</u>	<u>FY 87</u>	<u>FY 88</u>	<u>FY 89</u>	<u>TOTAL</u>
1. Salaries to T.A. Personnel	0	60.0	60.0	60.0	24.0	24.0	\$ 228.0
2. Housing for T.A. Personnel	0	150.0	150.0	150.0	60.0	60.0	\$ 570.0
3. GRZ Counterpart Salaries	0	40.0	40.0	40.0	16.0	16.0	\$ 152.0
4. Secretarial Assistance	0	20.0	20.0	20.0	8.0	8.0	\$ 76.0
5. Office Space	0	40.0	40.0	40.0	16.0	16.0	\$ 152.0
6. Office supplies and equipment	0	10.0	10.0	10.0	4.0	4.0	\$ 38.0
<u>Training Support</u>							
1. GRZ salary support							
a) Long-Term training part.	0	183.0	385.4	464.2	261.6	87.6	\$1,381.8
b) Short-Term, overseas	0	56.9	56.9	56.9	56.9	56.9	\$ 284.5
c) Short-Term, Incountry	0	117.0	117.0	117.0	117.0	117.0	\$ 585.0
2. Incountry Training Facilities	0	40.0	40.0	40.0	40.0	40.0	\$ 200.0
3. Housing for GRZ Personnel in Training	0	47.6	71.9	81.4	54.2	32.3	\$ 287.4
Total Support Costs	0	764.5	991.2	1,079.5	657.7	461.8	\$3,954.7
Inflation (15% compounded annually)	0	0	148.7	186.3	131.9	105.5	572.4
Contingency	0	76.5	114.0	126.6	79.0	56.7	452.8
GRAND TOTAL	0	\$841.0	\$1,253.9	\$1,392.4	\$868.6	\$624.0	\$4,979.9

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ANNEX VIII.G

Job Descriptions

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Accounting Specialist (UNZA at Ndola)

Duties: Responsible for providing replacement instruction for faculty members on long-term training and for developing curricula, e.g., revising current curricula, designing new courses. To assist in upgrading course content and in the development of a professional level accountancy degree program; to provide in-service training for departmental counterparts; to assist in the establishment of an accounting lab and the development of a reference library for the Department of Accounting and Finance; to devise and conduct courses, workshops, seminars, etc., as required to support in-country training project efforts.

Qualifications: Advanced degree training and practical experience in accounting; developing country experience required, preferably Africa; experience with audio-visual materials and other teaching aids helpful.

Business Administration/Management Specialist (UNZA at Ndola)

Duties: Responsible for teaching management and other business administration courses and revising curricula as needed. To assist in upgrading course content; to introduce the latest available management concepts; to provide in-service training for staff counterparts; to assist in the development of a reference library for the Department of Business Administration; to design and conduct courses, workshops, seminars, etc., as required by in-country training project activities.

Qualifications: Advanced training and experience in business administration and management; developing country experience required, preferably Africa; experience with audio-visual materials and other teaching aids helpful.

Development Management/Public Administration Specialist (NIPA)

Duties: Responsible for teaching relevant courses, upgrading quality of instruction and coordinating management training programs. To design new courses and workshops; to develop an institutional research component; to introduce staff to modern instructional aids and new teaching methodologies; to train counterparts; to assist in the professional upgrading of NIPA's library; to design courses, workshops and seminars to support in-country project activities; to develop programs responsive to changing national development needs and advise on institutional requirements for strengthening training capacity.

Qualifications: Advanced training and experience in Public Administration or Development Management in Africa; teaching and administrative experience required; strong research and analytical skills and interviewing techniques; ability to coordinate a wide array of disparate activities required; experience with audio-visual materials helpful.

ANNEX VIII.H

Implementation Schedule

IMPLEMENTATION SCHEDULE

Calendar Month	Project Month	Major Activity	Primary Responsibility
1984			
May	-5	PP Completed' AID/Zambia and the GRZ review in field	AID/Z; GRZ
		PP submitted to AID/W GRZ letter of request	AID/W GRZ
June	-4	AID/W review complete; project authorization	AID/W
		RFP drafted/published in <u>CBD</u>	AID/W
		Project grant agreement signed in Lusaka	AID/Z;GRZ
		AID/Z begins search for PSC	AID/W
July	-3	First year training plan developed;	GRZ/AID/W
		Selection of first long-term and short-term participants;	GRZ and AID/Z
		Search for institutions	AID/Z
		Short TDY - AID/W	AID/W
Aug	-2	Predeparture orientation; short term participants	AID/Z
Sept	-1	Proposals received from U.S. competing firms and institutions	AID/W
		Departure of first short-term participants	AID/Z;GRZ
		PSC selected	AID/Z
		Design of AID Returning Participants Association	AID/Z
Oct	1	Contractor selection in Washington	GRZ/AID/Z
		Long-term participants receive letters of admissions; visa, clearances processed	GRZ/AID/Z
Nov	2	Contract negotiated and signed	AID/W
		Contractor travels to Zambia to meet with GRZ to establish modus ophandi and selection of OPEX advisors	Contractor AID/Z and GRZ

Dec.	3	Contractor field officer arrives Lusaka	AID/Z; GRZ
		PSC arrives Lusaka	AID/Z
1985			
Jan	4	AID/Z Training Officer departs for US	AID/Z
		First group long-term trainees depart for U.S.	Contractor AID/Z and GRZ
		Two short-term consultants arrive at NIPA for planning of in-country training	Contractor GRZ
Feb	5	Five OPEX advisors arrive at post	Contractor, GRZ
		In-country training plan completed and approved and short-term consultants and trainees identified	GRZ and Selection Team
		Second group long-term and short-term trainees selected; search for institutions	GRZ and Selection Team
Mar	6		
April	7	Second year training plan completed; project training plan approved; advertising process begins	GRZ; AID/Z and Contractor
May	8	Short-term consultants arrive	Contractor, AID/Z and GRZ
		In-country training begins at NIPA and UNZA	Contractor, AID/Z and GRZ
		Long and short-term trainees receive letters of admission; visa, clearance process begins	Contractor. AID/Z and GRZ
June	9	Short-term participant orientation In-country training	AID/Z and GRZ and Contractor
July	10	Short-term trainees depart	Contractor/GRZ
		Long-term participants orientation In-country Training	Contractor/GRZ
Aug	11	Second long-term trainees depart for U.S.	AID/Z and GRZ
		Internal Project Evaluation	AID/Z, GRZ and Contractor

Sept	12	Third group of long-term participants selected; Search for institutions	Selection Comm and Contractor
Oct	13		
Nov	14	Participants receive letters of admissions; visa/clearance/processes	Contractor and GRZ
Dec	15	Long-term participants predeparture orientation	Contractor/ GRZ and AID/W
1986 Jan	16	Third group (final) long-term trainees depart for U.S.	Contractor/ GRZ and AID/W
Feb	17		
Mar	18		
April	19	Third year training plan (in-country training only) Approval/ Selection of Consultants	{ GRZ AID/Z and Contractor
May	20		
June	21	In-country training	Contractor and GRZ
July	22	In-country training	Contractor and GRZ
Aug	23	In-country training	Contractor and GRZ
Sept	24	Internal Project Evaluation	AID/Z, GRZ and Contractor
Oct	25		
Nov	26		
Dec	27	Mid-term evaluation of Project	External Team
1987 Jan	28	AID/Z training officer returns from training	AID/Z
Feb	29		
March	30	PSC departs Lusaka (unless extension provided)	AID/Z

April	31	Training plan completed (in-country only)	GRZ
		Approval/Selection of Consultants	AID/Z and Contractor
May	32		
June	33	First group of long-term trainees return to Zambia; debriefing exercise In-country training	AID/Z, GRZ and Contractor
July	34	In-country training	Contractor
Aug	35	In-country training	Contractor
Sept	36	Internal Project Evaluation	AID/Z; GRZ and Contractor
Oct	37		
Nov	38		
Dec	39		
1988			
Jan	40	Second group of long-term trainees return to Zambia; debriefing exercise	AID/Z; GRZ and Contractor
		3 OPEXers depart for U.S.	Contractor
		2 OPEXers arrive at post	Contractor
Feb	41		
March	42		
April	43	External Project Evaluation	External Team
May	44		
June	45	Third group of participants return to Zambia	AID/Z; GRZ
		Debriefing exercise	Contractor/GRZ
		In-country training	Contractor
July	46	In-country training	Contractor
Aug	47	In-country training	Contractor
Sept	48	Preparation for Awards Ceremony for July, 1989	AID/Z Contractor
		Internal Project Evaluation	AID/Z; GRZ Contractor

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1989			
Jan	49	Check list for Awards Ceremony	AID/Z
Feb	50		
March	51	Check list for Awards Ceremony	AID/Z
April	52		
May	53	In-country training	Contractor
June	54	In-country training	Contractor
July	55	Participants Awards Ceremony/ Banquet All trainees - US, Third country In-country	AID/Z; GRZ and Contractor
Aug	56	End of Project Evaluation	External Team
Sept	57	2 OPEXers depart for U.S. Contract field office closes	AID/Z Contractor
Oct	58		
Nov	59		
Dec	60		

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ANNEX VIII.I

List of Persons Interviewed

LIST OF PEOPLE INTERVIEWED

Ambassabor Nicholas Platt	U.S. Ambassador to Zambia
Mr. John A. Buche	Deputy Chief of Mission, US Embassy Lusaka
Mr. John A. Patterson	AID Representative, AID/Zambia
Mr. Fred Perry	Development Officer, AID/Zambia
Mrs. Asina Sibetta	Training Officer, AID/Zambia
Mr. Ernest Gibson	Agriculture Development Officer, AID/Zambia
Mr. Michael Ireland	Management Officer, AID/Zambia
Dr. James G. Snell	Agricultural Economist, AID/Zambia
Mrs. Mary Griffin	Administrative Assistant, AID/Zambia
Mr. John Katzka	Public Affairs Officer, USIS, Lusaka
Mrs. Harriet McGuire	Cultural Affairs Officer, USIS, Lusaka
Mrs. M.L. Muyunda	Minister of State
Mr. James Mtonga	National Commission for Development Planning Permanent Secretary
Mr. R. V. Chipoma	National Commission for Development Planning Development Planner, Dep't. of Manpower Planning
Mr. Peter A. Siwo	National Commission for Development Planning Director, Dept. of Manpower Planning & Research
Mr. L. N. Kanene	National Commission for Development Planning Development Planner, Dept. of Manpower Planning
Mr. K. E. Banda	National Commission for Development Planning Director Directorate of Manpower Development and Training
Mr. K. Ngwira	Chief of Training Directorate of Manpower Development and Training
Mr. B. W. C. Sichone	Senior Manpower Development Officer, DMDT
Dr. E. C. Kaunga	Permanent Secretary, Ministry of Finance
Mr. Dan Musenge	Director of Budget, Ministry of Finance
Mr. Chris Chirwa	Chief Economist Ministry of Finance
Mrs. I. N. Kamanga	Acting Chief Budget Analyst Ministry of Finance
Mr. Anthony Musenge	Economist Ministry of Finance
Mr. T. G. Smith	Vice President Zambia Institute of Technology
Dr. B. Mweene	Deputy Vice Chancellor University of Zambia

Mr. Jim Pasquill	Manager, Training Zambia Consolidated Copper Mines
Mr. B. C. Bungojni	Controller, Education and Training Zambia Consolidated Copper Mines
Mr. Muyunda Mwanelushi	Superintendent of Staff Development Zambia Consolidated Copper Mines
Mr. B. M. Lombe	Manager, Personnel Research Zambia Consolidated Copper Mines
Mrs. Rose Mupeso	Manpower Training Zambia Industrial and Mining Corporation
Mr. V. J. Mwaanga	Chairman, Chamber of Commerce
Mrs. Leniah Ndhlovu	Executive Secretary Women's League
Mrs. J. Mapoma	Chairman Village Industry Services
Mr. K. Y. Amoako	Resident Representative World Bank
Mr. Bruce Wilson	Director, CIDA, Canadian High Commission
Dr. James Ragin	Chief of Party, Zambia Agricultural Research and Extension Project