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COUNTRY TRAINING STRATEGY
FY 1988 - FY 1992

HUMAN RESOURCES DEVELOPMENT ASSISTANCE (HRDA) PROJECT

USAID/TANZANIA

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COUNTRY TRAINING STRATEGY

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I. COUNTRY PROGRAM ANALYSIS

A. USAID PRIORITY DEVELOPMENT AREAS

The long-running US assistance program to Tanzania began a phase-down in 1982 following the imposition of the Brooke Amendment due to the non-payment of US debts. A decision to reactivate the AID program was made in 1987 following the successful debt rescheduling agreements between the Government of Tanzania (GOT), the IMF, and members of the "Paris Club". The adoption in 1985 by the GOT of an Economic Recovery Program (ERP) designed to reverse the downward slide of the insolvent and near moribund socialist-oriented Tanzanian economy was a major factor in persuading the US and other bilateral and international donors to join in this recovery operation.

USAID/Tanzania, which was reduced in size but never closed during the hiatus, is at this writing in the early stages of planning and implementing a new AID effort. No new CDSS has yet been written to cover this initiative. The principal guidance documents available are a concept paper dated March 12, 1987 and the FY 1990 ABS. The concept paper calls for USAID/Tanzania to:

1. Support the Economic Recovery Program (ERP)
2. Improve Agriculture Transportation
3. Strengthen Market Mechanisms and the Private Sector

Given funding, staffing and time constraints, the recently (1987) reactivated USAID/Tanzania's basic strategy is to concentrate its bilateral assistance in program-type activities designed to support the ERP. This will be done by encouraging essential policy changes in Tanzania's agricultural transport sector and providing needed foreign exchange resources to import commodities critical to the sector, particularly truck spares and tires and road rehabilitation equipment and spares.

Two such program support grants have been signed, the first in September 1987 for \$12 million, and the second in August 1988 for \$7.2 million. Under both grants, US dollar foreign exchange used to import "transport sector" commodities must be covered with Tanzanian shillings which are placed in a special account to be used to rehabilitate rural roads, primarily by GOT contracting with private sector road contractors. Experience with the first grant indicated a lack of institutional capability within the GOT ministry responsible for such contracting (Communications and Works); so the 1988 grant includes a \$2 million project element to provide technical assistance and training to this ministry to build

the institutional capacity required to perform such contracting successfully.

In addition to its bilateral program, USAID/Tanzania is also responsible for the management of the Southern Africa (regionally funded) Dar es Salaam Rail Corridor project, the core of which is to increase the operating effectiveness of the Tanzania-Zambia Railway (TAZARA). This will be accomplished by providing up to 17 diesel electric locomotives to relieve the railway's number one constraint of locomotive availability; technical assistance and training opportunities to improve TAZARA's management capacity and maintenance effectiveness will also be provided.

Additional assistance is being provided through the importation of food under a Title II, Section 206 PL-480 project with the local currency proceeds to be programmed in support of the ERP.

The major activities described above are being augmented by the use of bilateral funds to buy into several regional projects. The Human Resource Development Assistance Project (HRDA), for which this paper is being prepared, AIDS Control, and Family Planning were all funded in FY88. A buy-in to Wildlife Conservation is planned for FY 89. Up to 15 graduate-level training slots will also be available from the regionally funded AFGRAD project.

The HRDA will be the principal activity used by USAID to strengthen the private sector with half of all participant grants earmarked for this purpose.

B. HOST COUNTRY TRAINING AND HUMAN RESOURCE ALLOCATION POLICIES

The GOT has always been willing to take advantage of training opportunities for individuals in the public sector. USAID's announced intention to use at least half of all available HRDA grants to train individuals in the private sector or in public jobs relating to the private sector is, however, clearly a new experience for the government. The GOT has now signed a 1988 LSGA containing language delineating these uses and approved a partial training plan which includes private sector slots, so there is every reason to hope that such training will be accepted if not enthusiastically endorsed.

One impediment to the GOT's greater commitment in this section of the economy is the continued existence of a large number of parastatals which grew up following the country's decision in 1967 to create a socialist society. Despite some relaxation of strict government economic controls since the adoption of the ERP there has been no announced policy to disband or sell off the parastatals and their continued existence remains a powerful inhibiting force to the growth of a healthy private sector.

With an estimated 90 percent of Tanzania's 25 million people living in rural areas and being involved in agriculturally related work, the GOT has made a concerted effort to maintain this balance and discourage urban migration. The provision of social services such as health clinics at the local level has been one approach used by the GOT to help accomplish this. It must be noted, however, that the extension of such services beyond the limits of the economy to support them was a contributing factor to the present economic crisis. The school system emphasizes the work ethic and provides vocationally biased curricula. The lack of widespread opportunity for students to continue beyond the primary level discourages the creation of a group apt to suffer from educational unemployment.

The October 1984 publication, "Educational System of Tanzania - Toward the Year 2000," states "Secondary education is the education provided to a few Tanzanians in their preparation to fill high-level manpower positions in the country." Even with the announced intention of expanding the secondary system, space for only 15 percent of primary school leavers is being projected by the year 2000. The current estimate is that no more than four percent of primary leavers ever make it into secondary school. A planned denial of secondary education to such a large group represents a huge human resource loss to a developing country such as Tanzania.

Entry in the University is equally restricted with fewer than 4,000 students enrolled in the several faculties. The previous requirement that secondary school graduates work for two years before applying to University has been relaxed, but one year of national service is still required and stress is put on admitting "mature" people. A recent government announcement that University graduates would no longer be guaranteed a job in the government upon graduation has apparently caused a student morale problem, but may signal the advent of slightly more competition in the job market.

Some of the demand for and need for education, particularly technical type education, has been satisfied by the creation of many local institutes and training centers as described in Section II.B.1. Also, much of the donor project level activity as well as foreign donor volunteer efforts are targeted at assisting these national training facilities.

Despite these efforts to supplement the formal system, the lack of secondary and university level capacity creates human resource skill shortages across most sectors of the government and the economy.

II. HUMAN RESOURCES ANALYSIS

A. TRAINING NEEDS

The newly restarted USAID mission has not yet had a chance to conduct or have conducted training needs assessments in either the public or private sectors. The concept paper does, however, identify agricultural transport, support of the GOT ERP, strengthening of the private sector and increased participation of women as priority assistance areas; it is in these areas that the HRDA will be focused. Because of the emphasis being placed on HRDA training in the private sector, as well as the dearth of hard information on the inner workings of this section of the Tanzanian economy, a needs assessment in this area will be completed in FY 89.

USAID has based the following analysis of training needs on:

- o The lack of technical skills and management bottlenecks it encounters in day-to-day program implementation
- o The well documented deficiencies of the Tanzanian secondary and higher education system
- o Past USAID experience with participant training in Tanzania and needs for training expressed by individuals and the GOT

1. Agricultural Transport

A key assumption of the GOT Economic Recovery Program is that agricultural output can be increased for internal consumption and, more importantly, for export and the earning of vital foreign exchange. A major constraint barring such increases is the deplorable condition of the transportation system needed to get inputs such as seed and fertilizer to the growing areas, and produce from the farms to markets and ports. Lack of knowledge of modern processing and marketing techniques also inhibits agricultural expansion. Poor roads, poorly maintained, coupled with too few vehicles and a lack of spare parts for those vehicles that are engaged in such trade, stand out as problems which must be addressed before progress is possible in any of the more traditional areas of agricultural production. USAID has a large commodity import program in place to help alleviate the material constraints and it plans to use the HRDA project to improve the human resource aspects of these agriculturally related transportation, marketing and processing problems.

Third-country training and a limited amount of US training will be provided to key technicians, managers and administrators who are directly concerned with construction, maintenance and repair of roads, marketing and processing facilities needed for the transport and export of agricultural commodities. Training in marketing

strategies and techniques will also be provided where a lack of such training is clearly restricting agricultural expansion.

2. Economic Recovery Program

Tanzania training needs in this area center on the traditional skills required by analysts, planners and managers for the restructuring and reforming of several of the major economic policies of the GOT. This includes, but is not limited to, the specific skills of policy formulation, economic analysis, fiscal and monetary management and public management. Assistance criteria under this heading will occasionally be broadened to provide technical skills and subject matter training for individuals in social sectors such as health and family planning.

3. Private Sector

USAID/Tanzania will concentrate its early training efforts, aimed specifically at private business people, on such immediately useful skills as cost accounting, market analysis, quality control and financial management. Training will be done either through seminars or workshops organized locally or by sending individuals or groups to institutions in the US. Such training does not, at this time, appear to be offered by any third-country training institution in the region.

For twenty years the government has had policies aimed at the complete socialization of the economy. This is now the only system that many officials are familiar with and understand. There is an obvious need to spread the word among key GOT officials as to the advantages of a growing and competitive private sector, even though continuing policies favor state ownership and control, and the private sector exists more by default than by design.

4. Women in Development

The proportion of women in all previous AID training programs was just under eleven percent. An analysis of returned participant rosters and other historical data shows an overwhelming majority of male participants in project after project. USAID's goal for women participants under HRDA is fifty percent. A lack of qualified women candidates able to compete successfully for the regular AID training grants will make the achievement of this goal very difficult.

This point was graphically demonstrated by the recent AFRAD selection. At the urging of AAI and USAID, several women were nominated, but none were sufficiently qualified to be selected. This is a worst-case situation in that the grants were for graduate-level degree work in US universities, but it does underscore the problem.

These regional institutions are used for training by USAID/Tanzania where courses match training needs. Statistically, the use of these institutions will be counted as third-country training.

2. Third-Country Training Institutions

The training offered by many of the well known international and third-country training institutions used in the past by USAID/Tanzania does not fit the current emphasis of the mission. While such projects as Farming Systems Research and Zanzibar Malaria Control were still actively funding participants, institutions such as the International Institute of Tropical Agriculture (IITA) in Nigeria, the International Maize and Wheat Improvement Center (CIMMYT) in Mexico, and the Philippines Malaria Eradication Service (PMES) were heavily used.

The agriculturally oriented institutions mentioned above as well as the International Crop Research Institute for Semi-Arid Tropics (ICRISAT) in India may offer some training in agricultural transportation, processing and marketing which fit current USAID priorities. The mission is, moreover, seeking the advice of AID/W and other USAIDs as to institutions offering programs which support USAID/Tanzania's other training goals, particularly in structural adjustment, private sector, and women in development.

One institution which USAID plans to use immediately is the Eastern and Southern African Management Institute (ESAMI). This regionally supported organization with headquarters in Arusha, Tanzania, offers seminars and short courses at Arusha and other regional venues on a wide variety of management topics. "Promotion and Financing of Small-Scale Enterprises" and "Road Maintenance Planning and Management" are just two examples taken from the long list of course offerings. It is also expected that ESAMI will be asked to organize and present some of the in-country seminars and workshops planned under HRDA.

Although more narrowly specialized, the East African Statistical Training Centre in Dar es Salaam does offer some training which fits USAID's goals, particularly support for the ERP.

Both the above named institutions are physically located within Tanzania and are regionally supported; participants sponsored to regular courses at either will be counted as third-country participants. On the other hand, in the event that either institution acts as a contractor to present in-country workshops, seminars or special courses funded by HRDA, individuals attending such training will be counted as in-country participants.

The diploma program in Maritime Studies at Bandari College in Mombasa, Kenya offers some ports and shipping training which

supports USAID's transportation goals. The University of Cairo, Egypt offers excellent academic training of the type that will be needed for training in support of the ERP.

3. Other External Training Resources

USAID/Tanzania routinely receives training notices and catalogs through OIT and sometimes directly from training institutions. Where such training fits the needs of a particular participant or group of participants, the use of that program may be specified in the PIO/P. Since all US participants will be directly programmed through OIT and Partners or, in a very few cases, USDA, the mission will most often simply describe the training needed and leave it up to those organizations to select training sites. Once USAID gains experience with those institutions specializing in the types of training which fit Tanzania's needs, the mission will be able to be more specific in its suggestions and requests.

C. SUMMARY OF USAID AND OTHER DONOR TRAINING ACTIVITIES

The following sections present an historical summary of USAID's participant training activities, and a discussion of other donor training activities relevant to USAID's program:

1. USAID Training Program: Historical Summary

USAID's involvement in training in Tanzania began in a small way in the pre-independence period of the 1950s and increased sharply in the period following independence in 1961. In the 1960s the major emphasis of AID training was on the education sector and improving government management. A series of technical assistance projects in these areas contained training components which trained almost 500 participants by the end of that decade.

By the late 1960s the developmental priorities of the government had begun to shift toward agriculture, nutrition and rural development, and the emphasis of USAID shifted with it. The period of the early 70s also saw a steep rise in the level of health-related activities by both parties. By the late 1970s some of USAID's largest projects were in the health sector.

Participant training in the late 70s and very early 80s continued to constitute a major tool for carrying out these developmental thrusts of the GOT and USAID/Tanzania. An average of 85 participants returned from training in each of the years 1977 through 1982. Somewhat more than half these returnees went for short-term technical training while the remainder received some form of long-term academic training.

The above figures represent participants funded by USAID bilateral activities as well as another source. Beginning in 1976, Tanzania received training allocations under the two Africa Bureau

regional training projects - the African Manpower Development Project (AMDP) and the African Graduate Fellowship Program (AFGRAD). Approximately 85 participants were trained under these two projects in the period 1976-1982.

The large 1983 figure of 186 returned participants coincides with and is the direct result of the 1983 cessation of US new assistance and the winding down of all project activity caused by the GOT's non-payment of US-owed debt and the imposition of the Brooke Amendment.

Some participants sent for training before the termination of new assistance continued to return from training during the 1980s, but by 1987 the pipeline had largely run dry. Also, by 1987 it was obvious that at least seven long-term Tanzanian academic participants sent for training in the US between 1977 and 1982 had not returned and clearly were not intending to return (see Training Issues).

While the first Tanzania participants under HRDA are scheduled for training in late FY 88 or early FY 89, AID training was able to restart in a small way earlier in FY 88 under the AFGRAD Program. A total of seven participants have been selected for training at the Master's level in fields ranging from Transportation Economic Planning to Civil and Industrial Engineering.

2. Other Donor Training Activities

According to the latest figures available from the UNDP in Dar es Salaam there are at least twelve countries in addition to the United States with education and/or training activities with Tanzania. These include Denmark, Sweden, Canada, Switzerland, Finland, Belgium, Britain, the Netherlands, the Federal Republic of Germany, France, Norway and Yugoslavia. The World Bank, the European Economic Commission (EEC), and at least three UN agencies are also listed in the printout.

It should be noted that there may be other donors involved in fields such as agriculture or health which do not appear on this UNDP list because the thrust of their activities does not fall under either the education or training definition. Such projects may in fact have a training component built into them, but in all cases it is going to be highly project-specific and in most cases will be in-country, on-the-job or third-country regional training. The few assistance programs offering training opportunities similar to AFGRAD or HRDA are listed and will be discussed below.

Judging from information given by several donor training officers, their agencies' preference is for training tied directly and tightly to technical assistance, or in some cases, capital projects. Much of this training is in-country and often carried

out on-the-job by project advisors and technicians. Where it is necessary to send an individual out of the country for training, first preference is to use third-country or regional institutions. There are exceptions and some trainees are sent to the donor country even for academic training, but the numbers in most cases are not large.

Perhaps the best example of this trend toward project-specific training is the EEC which dropped its long-running, Multi-Annual Training Project from the assistance being offered Tanzania under Lome III, which began in 1987. Problems with administration and the perception that such projects tend to become catch-alls were cited as reasons for the decision. The EEC does, however, support a sizable training program funded from training components built into each contract for project implementation.

The EEC, UNDP and several other donors also provide generalized support for training in the region by aiding regional institutions such as the Eastern and Southern African Management Institute (ESAMI) in Arusha, Tanzania.

In terms of both funding and numbers of participants, the largest program currently offering training outside Tanzania under what might be described as a general training activity is the UK program managed by the British Council. Two hundred and sixty awards are programmed for 1988 with total funding of three million dollars. Somewhat fewer than half these grants will be for long-term training, most of it in the UK.

Despite its centralization of management, the British program is still closely tied to projects being carried out by the Overseas Development Administration (ODA) with most grants being approved by project technicians. This is understandable in that all but a small percentage of the funds are provided by the ODA. The large number of education participants, particularly those involved in English Language Training, directly reflect the main thrust of the ODA program. Those categories not directly related to projects nevertheless generally reflect special concerns of the British effort.

The only two donors to describe their training grants as scholarships and/or fellowships in the UNDP data are Belgium and Yugoslavia. The five-year Belgium program, begun in 1984, shows a life-of-project (LOP) total of just over a million dollars in three categories, all for training in Belgium or for support costs for Tanzanian students in Belgian universities. The Yugoslavian effort, which is the only non-Western program listed, shows a total funding level of \$500,000 with 29 full scholarships for five years plus short-course training in a variety of developmental disciplines.

The Russians are rumored to have a large scholarship program for training in Russia, particularly at the undergraduate academic level, but no data is currently available to USAID.

Considering USAID's proposed emphasis on the private sector, it is interesting that none of the UNDP data and none of the information collected from donor interviews show any current or proposed training in this sector. This is understandable given the focus of most programs on government-provided social services such as health and education and the government-to-government nature of most funding agreements. Nevertheless, it appears that the potential for the private sector to contribute to the rejuvenation of the Tanzanian economy is, at this time, being ignored by the other aid-givers.

On the subject of overlap there appear to be no other-donor programs which might conflict with USAID effort. A proposed large EEC project for vehicle rehabilitation is a possible exception, but coordination to avoid duplication should be relatively simple.

III. MISSION TRAINING STRATEGY: FY 88 - FY 92

A. STRATEGY STATEMENT

USAID/Tanzania's HRDA training strategy consists of several elements. These are:

1. To assist the GOT with the restructuring policies of its Economic Recovery Program by providing training in such development-related subjects as economic policy formulation, economic analysis, fiscal and monetary management and resource management of public investments. USAID will also, in carefully selected cases, offer training in social service sectors such as health where the need is clearly demonstrated and where the training clearly contributes to a problem's solution
2. To provide technical training, within the framework of economic structuring, to individuals in both the private and public sectors who can contribute directly to improving the agricultural transportation, marketing and processing situation in Tanzania
3. To encourage and strengthen the private sector by providing individual training, seminars and workshops in such subjects as market analysis, quality control, cost accounting and financial management. Also to provide specialized training in technical fields, including third-country and US training
4. To encourage the fuller participation of women in all training programs offered by USAID and to sponsor a limited

USAID/Tanzania will approach this in three ways:

- o By continuing to insist that women be nominated for all grants and particularly short-term technical training where the dearth of female university graduates will not be a controlling factor
- o By offering some individual grants exclusively for women
- o By sponsoring women's seminars and workshops in training areas highlighted by the recent AID/WID study conducted in Tanzania

B. TRAINING RESOURCES

1. Local Training Resources

The Tanzanian formal educational pyramid rises from a very broad seven-year primary school base estimated to enroll as many as 90 percent of eligible children in the lower grades, progresses through a much constricted six-year secondary system containing test hurdles at several levels, and culminates in the University of Dar es Salaam. This very limited higher education availability is augmented by more than 350 specialized institutes, centers, schools and colleges operated by various ministries to train personnel at the working level needed by their operation. The same type of facility is often replicated in population centers throughout the country.

The Ministry of Education operates a series of Teacher Training Colleges and is also responsible for Folk Development Colleges which offer practical subjects to the general populace. Most of them are designed for and attract only Tanzanians, and no USAID participants are sponsored at these institutions. However, some, like the Beekeeping Institute at Tabora or the National Institute of Transport in Dar Es Salaam, attract students from other countries in the region and are used for third-country training by donors.

Even the best of these facilities, such as the two named above, are designed only to provide training for lower- or mid-level workers and technicians. Few have the staff or curriculum to train high-level managers, planners and supervisors.

Two regionally supported institutes are also located within Tanzania: the Eastern and Southern African Management Institute at Arusha (ESAMI) and the East African Statistical Training Centre in Dar es Salaam. Both are well known in the region, and ESAMI in particular attracts third-country candidates. ESAMI also conducts short courses in locations throughout the region. Many course offerings are aimed at the mid- to upper-level managers in both the public and private sectors.

number of workshops and other training activities aimed at women, particularly those women involved in the private sector

B. STRENGTHENING LOCAL TRAINING RESOURCES

USAID/Tanzania may incidentally contribute to the strengthening of certain local training institutions by training their tutors, teachers or administrators when such individual training fits into one or another of the mission's training goals. Training for a staff member of the National Institute of Transport is one example. Such assistance will be limited to individual training and in no case will there be agreement between USAID and the institution.

C. PLANNED TRAINING IN PRIORITY DEVELOPMENT AREAS

There are at present one bilateral program (AEPRP/ATAP) and two regional projects (HRDA and AFGRAD) which provide training in support of USAID's priority development areas. Another regional program, support for the TAZARA Railway, contains funding for a training component. However, since this training will be in direct support of a regional activity and not one of the USAID/Tanzania priority development areas, it is shown in the chart below under Miscellaneous.

USAID is planning to buy into three other regional projects in FY 88 or FY 89. These are Family Planning, Wildlife Management, and HIV/AIDS Prevention. Each of these projects may contain a training component, but the numbers of participants will not be known until after the planning is completed and the buy-in is formalized. The program grant in support of Agricultural Transportation has no training component.

Figure 1: RELATIONSHIP OF TRAINING TO CONCEPT PAPER OBJECTIVES
Number of Participants by Objective

<u>Project</u>	<u>Agricultural Transport</u>	<u>Support for ERP</u>	<u>Private Sector</u>	<u>Misc.</u>	<u>Total</u>
HRDA (698-0463)	87	189	276	-	552
AFGRAD (698-0455)	3	12	-	-	15
TAZARA (690-0240)	-	-	-	300	300
TOTAL	90	201	276	300	867

As shown in Figure 2, these projects will train 867 participants over the next five years. Project Training Plans for

each project with a training component can be found in Annex B. Figure 2 illustrates how training will be distributed in terms of type of training (academic, technical), location of training (US, third-country, in-country), and the number of participants to commence training for the next five years, beginning with FY 88.

Figure 2: PLANNED PARTICIPANT STARTS (FY 88 - FY 92)

<u>Training</u>	<u>FY 88</u>	<u>FY 89</u>	<u>FY 90</u>	<u>FY 91</u>	<u>FY 92</u>	<u>Total</u>
US ACAD	9	17	3	3	3	35
US TECH	3	17	26	31	31	108
TC ACAD	2	1	3	3	3	12
TC TECH	49	27	74	84	36	270
IC TECH	-	114	114	139	75	442
TOTAL	63	176	220	260	148	867

IV. MANAGEMENT AND MONITORING OF TRAINING

A. MANAGEMENT RESPONSIBILITY

Human resource development training activities of USAID Tanzania are coordinated by an FSN Training Officer under the supervision of the mission's Project Development Officer. The other members of the three-person Training Office staff are an FSN Assistant Training Officer and an FSN Secretary.

The office coordinates training planning and implementation within the mission and between the mission and the host government. It prepares project training plans and, where appropriate, seeks GOT concurrence for those plans. The Training Office is also responsible for preparing and negotiating with the GOT the annual Limited Scope Grant Agreements (LSGA) by which HRDA funds are obligated.

The bulk of the Training Office's work consists of the detailed administrative tasks required for the selection, processing, placement, monitoring, and record keeping of individual participants.

The office has a Participant Training Management System (PTMS) which was installed in January 1988 to help manage the participant program, but there are some problems with USAID's getting full utility from the system. (These problems will be discussed further under Training Issues.) The office also acts as a third-country training office responsible for managing AID-sponsored participants from other African countries who are studying at local institutions.

The formal tie point for the USAID training program with the GOT will be the External Finance Division of the Ministry of Finance. This office will sign all PIO/Ps prepared by USAID and will be supplied on a regular basis with figures showing the cumulative level of sub-obligations under the HRDA Limited Scope Grant Agreement.

Country Training Plans (CTPs) will be developed by USAID in collaboration, where appropriate, with concerned ministries and government organizations. Formal approval of these training-specific plans will take place with the signing of each annual LSGA although it is understood that some changes may be necessary during the course of the programming cycle.

To help it deal with planning and participant identification in the private sector USAID is in the process of organizing a Business Community Advisory Committee (BCAC). The committee will serve as one link to the private sector and will help advertise and promote training opportunities, particularly in-country workshops and seminars. As the committee gains experience it will be asked to prepare short lists of nominees and otherwise participate in the selection process. Until some of the pitfalls of private sector training are explored, however, USAID plans to retain direct control over all participant selection.

USAID/Tanzania will seek GOT representation on the BCAC, but the majority of the members will be from the private sector and such business-oriented entities as the Chamber of Commerce and the local business school. A committee of not more than ten members plus the USAID Training Officer, who will act as chairman during the formative period, is considered adequate.

B. SPECIAL TRAINING ISSUES

1. Participant Training Management System (PTMS)

USAID's PTMS was installed by an Office of International Training (OIT) representative in January 1988. There was only a minimum amount of time available for staff training and, unfortunately, the person who received the most training at that time has now left the Training Office. In addition, the Training Office Wang PC is one of the earlier models and is not fully compatible with the PTMS software.

The present staff is familiar with the computer and uses it for word processing. They have input some of the historical records into the PTMS, but they are still not familiar enough with the system to see its advantages as a tool for day-to-day participant management.

USAID has a contract TCN helping with computer training for the entire USAID FSN staff. She is familiar with the PTMS from the manual, but her lack of experience in AID training limits her ability to explain how the PTMS can best be integrated into overall office operations. Early in FY 89 USAID plans to request the services of a PTMS expert for three to four weeks TDY to assist with getting the system fully operational and all staff, including the FSN Training Officer, trained to its use.

Another problem with the PTMS is the mission's lack of complete historical data on individual participants for loading into the PTMS. During the near closeout of USAID/Tanzania between 1982 and 1987, the records of all but two projects were retired and sent to Washington. The mission has returned-participant rosters, but these lack many of the details normally found in the PTMS.

USAID plans to query OIT as to the feasibility/desirability of obtaining full individual Tanzania participant records from the archives of the Participant Training Information System (PTIS) maintained by OIT and the Office of Information Resource Management (IRM). This would be a fairly ambitious undertaking, but without such data the utility of the PTMS for followup and the analysis of historical data will be curtailed.

The last problem is one of computer time. The Training Office has only one Wang PC which is used for the PTMS as well as all other computer and word processing tasks associated with a busy office. As the number of participants and the consequent use of the PTMS increases over the next year, USAID will look closely at the possibility of adding equipment dedicated exclusively to the PTMS. A new Wang PC will also solve the previously mentioned compatibility problem. As the work level increases, the possibility of hiring a part-time training assistant responsible for PTMS data inputting will also be considered.

2. Non-Returned Participants

USAID/Tanzania has a roster of seven participants who went for long-term academic training in the US between 1977 and 1982 and who have remained in the US despite USAID and AID/W efforts to effect their return. Considering the overall number of participants trained, this is a small percentage, but given the length and level of the training of six MAs and one PhD, the non-return of these individuals represents a costly loss to USAID and the GOT.

The government has a bonding process, but USAID will ask the GOT to review its procedures with an eye to making them tougher. At the same time the GOT will be asked to review its selection criteria for those few academic AID participants to insure that the individuals chosen have a genuine commitment to returning and using their training for the betterment of Tanzania.

3. Participant Followup

USAID is most anxious to reestablish contact with the large number of returned participants who were sent for training prior to the suspension of aid in 1982. The first step in this process will be to update the existing mailing lists using simple questionnaires and personal contact. This will be less difficult than might be supposed as the society is not particularly mobile and a high percentage of returnees are living and working in Dar es Salaam.

Once contact is reestablished USAID/Tanzania will host one or more social activities perhaps centering around a visit of a ranking AID official or a well known American educator, or the occasion of an American holiday such as Presidents' Day. A simple quarterly or semi-annual newsletter, development-oriented lectures by TDY experts, and refresher seminars in subjects of common interest (e.g., the use of computers in project planning) are all being discussed as possible followup activities.

Support for the formation of a returned participant association will be explored, but pursued only if there is strong interest and a clearly defined set of objectives.

4. Training Options

USAID/Tanzania will depend heavily on the HRDA as the mechanism for conducting virtually all of its bilateral training in the near term. This is particularly the case since the mission is not planning any technical assistance projects at this time. Once USAID buys into the regional AIDS, Family Planning, and Wildlife projects, all of which have training components, it will face several training and funding decisions.

The approach now favored by USAID will be to fund a training component with each buy-in to cover whatever training may be needed to accomplish that project's goal in Tanzania. The assumption is that such training components' funding would be over and above planned HRDA levels. Only if the obligation of these discrete training funds posed a problem with the GOT would USAID consider augmenting the HRDA to include these projects' training funds. (Such flexibility is possible because USAID will be buying in with bilateral funds.)

Regardless of where the funds are placed for accounting purposes, management responsibility will lie with the USAID Training Office as described in Section IV.A. above.

An alternative to the continued use of the HRDA would be a bilateral general participant training project of the type which already exists in several African missions. There seems to be little advantage to such a move, particularly in view of the programming work involved, unless the training goals and strategies of USAID and the HRDA diverged so widely as to make HRDA impractical. This is certainly not the case at this time.

ANNEX A: USAID RETURNED AND CURRENT PARTICIPANTS

STATISTICAL TABLES

(FY 55 - FY 88)

Note: During the phase-down of USAID/Tanzania between 1982 and 1987, many participant records were retired (see Training Issues - PTMS). When this strategy paper was written, available records were not complete enough to compile "Average Length and Cost of Training," "Distribution of Participants by Field of Study," and "Distribution of Participants by Sponsoring Employer." These tables should be added to the strategy paper once the PTMS is loaded with sufficient data to make the production of such tables possible.

Table 1: DISTRIBUTION OF PARTICIPANTS BY TYPE OF TRAINING

<u>Program</u>	<u>Total Returned</u>		<u>In-Training</u>	
	#	%	#	%
Academic	483	32.6	13	72.2
Technical	998	67.4	5	27.8
TOTAL	1481	100.0	18	100.0

Table 2: DISTRIBUTION OF PARTICIPANTS BY TRAINING LOCATION

<u>Training Location</u>	<u>Total Returned</u>		<u>In-Training</u>	
	#	%	#	%
USA	1237	83.5	18	100.0
Third Country	244	16.5	-	-
TOTAL	1481	100.0	18	100.0

Table 3: DISTRIBUTION OF PARTICIPANTS BY GENDER

<u>Gender</u>	<u>Total Returned</u>		<u>In-Training</u>	
	#	%	#	%
Male	1321	89.3	16	88.9
Female	160	10.7	2	11.1
TOTAL	1481	100.0	18	100.0

ANNEX B: PROJECT TRAINING PLANS

KEY:

Type of Training

ACAD = Academic, degree training
 TECH = Technical, non-degree training

Location of Training

US = United States
 TC = Third Country
 IC = In-Country
 N = Number of Individuals to be trained

African Graduate Fellowship Program III (AFGRAD) (698-0455)

The AFGRAD Program is providing fifteen graduate-level training grants to Tanzania during the five-year programming cycle of the project. Seven participants have already been selected and more grants are planned for FY89. USAID/Tanzania has indicated to the GOT that it wants first preference to go to candidates connected with transportation. The remainder of the grants not used for transportation may be used for urgent GOT developmental training needs not provided for under other programs. These participants are funded through an AID/W contract with the African American Institute (AAI) at no expense to the mission.

AFGRAD PTMS Table

TYPE TRG/ Lctn	FY 88		FY 89				FY 90				FY 91				FY 92				FY 93				FY 94		TYPE TRAINING	
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	ROW	TOTAL	
ACA US	5	2	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	
ACA TC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEC US	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEC TC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	5	2	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	

Participants IN TRAINING / PLANNED

ACA US: 15/0 TEC US: 0/0
 ACA TC: 0/0 TEC TC: 0/0

Human Resources Development Assistance (698-0463.21)

USAID plans to buy into the HRDA program each of the next five years. It envisions the HRDA as its principal means of providing training support to USAID priority areas during this period. To this end, HRDA training will be directed toward:

- o Improving agricultural transportation
- o Supporting the government's Economic Recovery Program (ERP)
- o Encouraging and supporting the private sector
- o Expanding the role of Tanzanian women in development

1. Improving Agricultural Transportation

The largest single element of the USAID bilateral program is a grant for the importation of commodities needed to overhaul and upgrade those elements of the national transportation system which service the agricultural sector of the economy. The improvement of the performance of the agricultural sector is crucial to the ERP and the deplorable condition of much of the country's transport is viewed as a major bottleneck to that improvement.

USAID/Tanzania's HRDA contribution to solving this problem will consist of:

US Academic: Two master's level programs, one in transportation planning and one in transportation management, for senior GOT officials from the Ministry of Communications and Works which is responsible for agricultural transportation. (N=2)

US Technical: During the five years of this plan, a total of thirty mid- to upper-level managers and technicians concerned with the Agricultural Transportation problem will be sent to the United States for technical training averaging three months per program. Several of these grants made in the early FYs will be in the specialized areas of agricultural processing and marketing. (N=30)

Third-Country Academic: Two additional Ministry of Communications and Works upper-level managers will be trained at the master's level using a third-country university, most probably the University of Cairo. The fields of training will be economics and statistics to bolster the ministry's skills in these areas. (N=2)

Third-Country Technical: An early training thrust will utilize third-country technical training to enhance the skills of middle-level managers and trainers. (N=35)

In-Country Technical: Funds have been budgeted for at least one in-country seminar or workshop on a theme connected with agricultural transportation. This training will be programmed in year two or year three when a subject crucial to the improvement of the agricultural transportation problem can be identified. (N=25)

2. Supporting the Government's Economic Recovery Program (ERP)

A recent UN publication lists the major objectives of the Tanzania ERP as:

- a. Increasing food and cash crop production through appropriate incentives, improved marketing structures and increased resource availability with emphasis on raising the productivity of small-holder agriculture
- b. Rehabilitating the country's physical infrastructure in support of directly productive services
- c. Increasing capacity utilization in industry and restoring positive industrial growth
- d. Restoring the internal and external balances in the economy by pursuing prudent and appropriate fiscal, monetary and trade policies

The HRDA will assist the GOT in this effort with the following:

US Academic: Ten graduate-level grants under HRDA, including two PhDs, will be used to support the ERP. Although the bulk of the training under this project will be short-term technical, the mission believes that the GOT's needs in the fields of economic policy formulation, economic analysis, fiscal and monetary management are great enough to justify graduate-level training in these subjects. (N=10)

US Technical: An average of seven participants a year will be sent to the US for short-term technical programs averaging three months in length for training in subjects relevant to the ERP. Depending on need, some of these grants may be used to support a social sector such as health. (N=34)

Third-Country Academic: The majority of planned graduate-level training in third countries, including one PhD, and seven master's will be in support of the ERP. Subject matter will generally be the same as that described above for US academic training. (N=8)

Third-Country Technical: A total of fifty-five grants averaging three months each will be used in support of the ERP. It is expected that at least half of these grants will be for training at the Eastern and Southern African Management Institute (ESAMI)

in Arusha, Tanzania. (Although located in Tanzania, ESAMI is a regional institution and for purposes of HRDA statistics is counted as third-country training.) (N=55)

In-Country Technical: Funds have been programmed for at least three workshops or seminars of twenty-five participants each in support of the ERP during the life of the project. At least two of these training sessions will concentrate on the role of women in helping Tanzania achieve the above stated goals of the ERP. The mission believes such training will be particularly relevant to the goal of increasing small-holder agricultural production. (N=75)

3. Encouraging and Supporting the Private Sector

USAID/Tanzania and the GOT have signed an HRDA FY 88 LSGA calling for the use of 50 percent of the training under the project to be in support of the private sector.

US Academic: While the main emphasis of training in support of the private sector will be through technical training, the mission has made provision for two US graduate-level grants. While there may be an occasion where the training needs of someone in the private sector could justify training at this level, the most likely use will be for key GOT officials concerned with privatization and the expansion of the private sector. (N=2)

US Technical: At least some of the thirty-eight three-month grants planned in this category will be used for familiarization and study tours in the US for Tanzanian business persons. Others will be for individuals in business or involved with the private sector to skills training courses and, where possible, short internships with US businesses. (N=38)

Third-Country Technical: Some of this training in support of the private sector will be done at such regional institutions as ESAMI. It is planned that other grants will be used to send individuals or groups of business persons on regional tours to visit successful private enterprises. Others will attend special seminars or workshops on the private sector organized in third countries. (N=84)

In-Country Technical: Six in-country seminars and workshops will be sponsored which will present private sector themes. At least two of these sessions will be keyed exclusively to women and deal with issues of critical concern to women in the private sector. Two possibilities are credit availability and methods of organizing day care for children. (N=150)

4. Expanding the Role of Tanzanian Women in Development

The USAID mission to Tanzania wants to have a minimum of fifty percent of all HRDA participants women. Given the low rate of participation of Tanzanian women in AID training programs in the past, this goal is very high, but USAID does not consider it unrealistic. Strong efforts will be made to obtain women candidates for all training grants in both the public and private sector. The GOT will be specifically urged to nominate well qualified women for every AID participantship regardless of the subject matter, duration, or academic level of the grant.

Depending on how well this strategy works, USAID intends to designate certain training grants primarily for women candidates. While such tactics could produce negative reactions from the GOT, the mission believes they may be necessary to bring some balance to the program that has previously been male-dominated.

Lastly, several of the planned in-country workshops and seminars listed under both support for the ERP and the private sector will concentrate on providing training to women.

HRDA PTMS TABLE

TYPE TRG/ Lctn	FY 88				FY 89				FY 90				FY 91				FY 92				FY 93				FY 94		TYPE TRAINING	
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	ROW																				
ACA US	0	1	0	2	2	0	0	3	0	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	14
ACA TC	0	0	0	2	1	0	0	3	0	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	12
TEC US	0	3	5	5	5	5	5	6	6	6	8	8	9	6	8	8	9	0	0	0	0	0	0	0	0	0	102	
TEC TC	0	26	18	18	14	7	7	6	6	10	10	8	8	10	10	8	8	0	0	0	0	0	0	0	0	0	174	
	0	30	23	27	22	12	12	18	12	16	18	22	17	16	18	22	17	0	0	0	0	0	0	0	0	0	302	

Participants IN TRAINING / PLANNED

ACA US: 14/0 TEC US: 102/0
 ACA TC: 12/0 TEC TC: 174/0

HRDA PROJECT BUDGET (in US dollars)

<u>Training Activity</u>	<u>FY 88</u>	<u>FY 89</u>	<u>FY 90</u>	<u>FY 91</u>	<u>FY 92</u>	<u>TOTAL</u>
<u>US ACAD</u>						
Master's Trg.	144,000	216,000	216,000	144,000	144,000	864,000
Doctoral Trg.	-	-	-	108,000	108,000	216,000
<u>US TECH</u>						
Avg. 3 months	36,000	180,000	264,000	372,000	372,000	1,224,000
<u>TC ACAD</u>						
Master's Trg.	36,000	-	54,000	54,000	54,000	198,000
Doctoral Trg.	-	27,000	-	-	-	27,000
<u>TC TECH</u>						
Avg. 3 months	174,000	100,000	98,000	129,000	129,000	630,000
<u>IC TECH</u>						
Seminars/ Workshops	-	50,000	50,000	75,000	75,000	250,000
<u>HRDA</u>						
Computer Trg. Needs	-	8,000	-	-	-	8,000
Assessment	-	19,000	-	-	-	19,000
Part. Followup/ Misc. Studies/ Coordination	-	-	18,000	18,000	18,000	54,000
TOTAL	390,000	600,000	700,000	900,000	900,000	3,490,000

HRDA PROJECT FACTOR TABLE

Factors used for cost estimates:

US Academic:

1 year = \$ 36,000
MA (2 years) = \$ 72,000
PhD (3 years) = \$108,000

US Technical:

1 month = \$ 4,000
participant average
3 months = \$ 12,000

Third-Country Academic:

1 year = \$ 9,000
MA (2 years) = \$ 18,000
PhD (3 years) = \$ 27,000

Third-Country Technical:

1 month = \$ 1,200
participant average
3 months = \$ 3,600

In-Country Technical:

average per participant = \$ 1,000

Tanzania-Zambia Railway Project (TAZARA) (690-0240)

The stated purpose of this project is to improve regional transportation by providing equipment to the TAZARA Railroad. Such equipment will include new locomotives as well as parts to overhaul and upgrade existing locomotives. Funds are provided in the project to train TAZARA personnel in a variety of management skills in addition to the technical skills needed to overhaul and maintain this equipment. The following types of training are planned:

US Academic: A total of six upper-level officials from TAZARA will receive graduate-level training in the US during the life of the project. Fields of training will include mechanical engineering, financial management, and business administration. (N=6)

US Technical: This training will be for six mid- to upper-level TAZARA employees who will travel to the US for an average of one month each. Training will be by attendance at selected technical courses in railroad management and railroad equipment maintenance and repair. Observation tours will also be used as a training device. (N=6)

Third-Country Technical: The bulk of the non in-service training for the TAZARA project will use third-country training facilities such as the Eastern and Southern African Management Institute (ESAMI) at Arusha, Tanzania. Observation visits by individuals or small groups to successful railroad operations in third countries will be another type of training used. (N=96)

In-Country Technical: Several in-service seminars will be funded for executive-level TAZARA personnel in a variety of management and financially related subjects. Another series will provide technically specific material for lower- and middle-level employees. (N=executive 12) (N=non-executive 180)

TAZARA PTMS TABLE

TYPE TRG/ Lctn	FY 87		FY 88				FY 89				FY 90				FY 91				TYPE TRAINING ROW TOTAL
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
ACA US	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	6	
ACA TC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEC US	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	6	
TEC TC	0	0	0	0	0	0	0	0	0	12	12	12	12	12	12	12	12	96	
	0	0	0	0	0	0	0	4	4	13	13	13	13	12	12	12	12	108	

Participants IN TRAINING / PLANNED

ACA US: 6/0 TEC US: 6/0
 ACA TC: 0/0 TEC TC: 84/12