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USAID/TANZANIA

**OVERVIEW OF TRAINING PORTFOLIO
WITH
RECOMMENDATIONS FOR IMPROVING
TRAINING MANAGEMENT
AND IMPACT**

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i. BACKGROUND

The Human Resources Development Assistance Project (HRDA 698-0463) of AFR/ONI/TPPI offers core-funded technical assistance to USAID Missions in sub-Saharan Africa. In early 1994, an Africa-wide cable was sent to USAID Missions to solicit requests for 4-5 day technical field visits to carry out specific activities related to training management. Eighteen Missions, including USAID/Tanzania, responded with detailed requests for the technical assistance support.

AFR/ONI/TPPI's Public Sector Training Specialist, Rita Wollmering, and the AMEX International HRDA Project Manager, Lorraine Denakpo, spent approximately one week in Tanzania for this activity. In discussions with the staff of the Program Office (PROG) and the Training Office (TO), a terms of reference for the technical support was developed. In general, the Mission wanted an objective assessment of its training interventions as well as an assessment of the procedures and systems in place for training management. In addition, the HRDA team was asked to suggest ways to increase the development impact of Mission-financed training, proposing strategies for performing better in reaching Mission targets for training women, providing specific suggestions for standardizing the training management process and for ensuring that training-related data is collected systematically.

The HRDA team used interviews and discussions with key Mission staff (see Annex I), and reviews of Mission strategy documents, project documentation and reports, assessment of program impact (API), PTMS reports and participant files to reach its conclusions. The activity was based entirely in the Mission and did not include interviews with institutional contractors, host country counterparts, or with returned participants. A more comprehensive review of training/human resources development interventions would be warranted before the development of a comprehensive country training and human resources development strategy.

ii. SUMMARY OF KEY RECOMMENDATIONS

- Use training as a key strategic development intervention.
- Revise the role and responsibilities of the Training Office staff so that it is more actively involved in the decision-making processes related to training -- including the design and evaluation of training components in projects.
- Review current Training Office systems and workloads and make changes to ensure quality training management.
- Standardize Mission-wide procedures for training, including design, planning, recruitment and selection of trainees, monitoring, evaluation, data collection and dissemination.
- Continue to select "the best and brightest" for long-term academic programs, but review the selection, programming, and implementation processes for both long-term and short-term programs.
- Support the development and use of a system for tracking in-country training.
- Institute quarterly meetings focusing on training issues.
- Increase the likelihood of training impact by targeting key groups or institutions for training support -- and by ensuring an institutional commitment to the training provided.
- Increase the impact of training by actively supporting returnees' groups.

I. Assessment of Mission Training Portfolio

A. Brief Overview of Mission's Strategic Objectives

**Subgoal 1:
INCREASED FORMAL PRIVATE SECTOR PRODUCTION, EMPLOYMENT AND INCOME.**

**Subgoal 2:
IMPROVED HEALTH STATUS.**

USAID/Tanzania's development assistance program operates within the parameters of the Country Program Strategic Plan (CPSP) for the period 1992-1997¹. The goal of the program is "real growth and improved human welfare." Key program and project interventions are in three areas: infrastructure services, the formal private sector, and the health sector. In addition, the Mission has identified targets of opportunity in wildlife management and services for orphans.

Strategic Objective #1: More Effective Infrastructure Services Delivered.

The Mission has developed a mix of program and project assistance to rehabilitate and maintain the country's rural roads.

Strategic Objective #2: Increased Formal Private Sector Participation in the Economy.

The year old Finance and Enterprise Development Project (FED) has aimed to strengthen Tanzania's financial infrastructure and mobilize the private sector's response to the country's improving economic climate.

Strategic Objective #3: Increased Use of Family Planning & HIV/AIDS Preventive Measures.

In its on-going Family Planning Services Support Project (FPSS), the Mission

¹The single sub-goal specified in the CPSP has been modified. The objective tree referred to in this document is based on USAID/Tanzania's FY93 Assessment of Program Impact (API).

will target increased use of contraceptives. Additional interventions by the Tanzania AIDS Project will increase AIDS prevention practices and improve the well-being of AIDS orphans. The bulk of the development interventions in the health arena will be carried out in concert with Tanzanian non-governmental organizations and private sector delivery systems.

B. Overview of Major Training Activities

In order to understand USAID/Tanzania's training interventions, the HRDA team reviewed records and documents available in the Training Office. This was supplemented by a review of project papers and amendments.

1. Bilateral and Regional Projects: A Look Back

USAID/Tanzania's primary mechanism for participant² training has been its participation, through OYB transfers, in the Africa Bureau's Human Resources Development Assistance (HRDA) and African Training for Leadership and Advanced Skills (ATLAS) Projects. The Training Office estimates that between 200 and 250 participants are sent outside Tanzania for training each year. Table I provides a summary of training, based on PTMS records. The data, which dates back to 1982 for the Energy Training Program (ETP), reflects the overall types of participant training since the 1980s. Except for the HRDA Project, the PTMS data does not provide information on in-country training programs conducted as part of technical projects.

2. Centrally-Funded Training

The Mission has taken advantage of a large number of centrally-funded training opportunities, including those offered by the USAID-financed Energy Training Program (ETP), and the United States Telecommunications Training Institute (USTTI). While the Training Office has been responsible for the arrangements and paperwork required for Tanzanian participation in these programs, it is not involved in the recruitment or selection process of those trained. Except for telecommunications courses provided by USTTI, there is little evidence of attempts to link these programs to program objectives or have them target specific institutions in key sectors of intervention. In the future, the Mission may want to reconsider providing management support for training that falls outside key sectors or that fails to target specific needs.

If centrally-funded training is to be continued, some thought should be given to whether the various training interventions financed through central projects support the Mission's strategic objectives and how the impact of the training can be documented at both individual and

² USAID's Handbook 10 defines a participant as a host country national whose training in the United States or in another country (outside the host country) is wholly or partially financed by USAID.

**TABLE 1
SUMMARY OF USAID/TANZANIA TRAINING**

Bilateral Projects	Regional Projects	Central Projects
FPSS (621-0173) ACAD: 0 TECH: 2 MEN: 0 WOMEN: 2	REGIONAL SORGHUM (690-0224) ACAD: 13 TECH: 0 MEN: 12 WOMEN: 1	CRSP (931-1310) ACAD: 5 TECH: 1 MEN: 4 WOMEN: 2
TUSKEEGEE (621-0174) ACAD: 5 TECH: 3 MEN: 5 WOMEN: 3	REGIONAL TRANSPORT (690-0240) ACAD: 0 TECH: 50 MEN: 49 WOMEN: 1	FPSE (936-3048) ACAD: 0 TECH: 3 MEN: 0 WOMEN: 3
FED (621-0176) ACAD: 0 TECH: 68 MEN: 56 WOMEN: 12	AFGRAD (698-0455) ACAD: 18 TECH: 0 MEN: 13 WOMEN: 5	ETP (936-5734) ACAD: 10 TECH: 62 MEN: 66 WOMEN: 6
PD&S (621-0510.21) ACAD: 0 TECH: 7 MEN: 4 WOMEN: 3	HRDA (698-0463.21) ACAD: 56 TECH: 446 MEN: 253 WOMEN: 249	USTTI (936-5838) ACAD: 0 TECH: 42 MEN: 41 WOMEN: 1
PD&S (621-0521.94) ACAD: 0 TECH: 111 MEN: 46 WOMEN: 65	ATLAS (698-0475) ACAD: 25 TECH: 0 MEN: 20 WOMEN: 5	
TOTALS: ACAD: 5 TECH: 191 MEN: 111 WOMEN: 85	TOTALS: ACAD: 112 TECH: 496 MEN: 347 WOMEN: 261	TOTALS: ACAD: 15 TECH: 108 MEN: 111 WOMEN: 12
OVERALL TOTALS ACAD: 132 (14%) TECH: 795 (86%) MEN: 569 (61%) WOMEN: 358 (39%)		

institutional levels. The Mission may want to suggest to the AID/W offices that develop and manage such training that they also be responsible for ensuring that it is done with the close

collaboration of the institution involved; that it responds to current training needs of the institutions; and that the Mission be kept informed about the outcome and evaluation of the training provided. If central project management cannot provide such assurances and support, the Mission may want to discuss with appropriate project officers whether such training should be continued and, if so, how it will conform to the Mission-wide policies on monitoring and evaluation.

In addition, the Mission should ensure that candidates selected for centrally-funded programs conform to Mission and AID/W guidelines and targets for training women. Table I shows that the centrally-funded projects have historically fallen far short in the training of women in Tanzania.

3. The Current Portfolio's Training Mix

A review of the Mission's current portfolio focused attention on projects which are fully supportive of the 1992-1997 CPSP. Several projects, such as FED and FPSS, call for considerable levels of in-country training to key actors in the health and formal private sectors. All of the centerpiece projects provide mechanisms to strengthen selected institutions and offices through long-term resident advisors or short-term technical assistance. The Mission's mechanisms for long-term academic training in the United States are the ATLAS and HRDA Projects. Annex II provides a summary of key projects and their training budgets and interventions.

4. Focus on HRDA and ATLAS

a. The Selection Process

USAID/Tanzania's non-project related training programs (ATLAS and HRDA) support broad needs in various fields and are accorded to Tanzanians as the result of an open, competitive selection process designed to provide training opportunities to the "best and brightest." During our interviews with Mission staff, the team was asked to provide the Mission with recommendations for streamlining the management intensive, time-consuming selection process and recommend ways to document the fairness and transparency of the process.

Once a year, selection takes place concurrently for ATLAS long-term academic candidates and for HRDA candidates, including long-term academic training, short-term technical training and training for entrepreneurs in the Entrepreneurs International (EI) program. Full-page advertisements in local newspapers encourage individual candidates to apply for the programs by submitting the requisite forms and documents. Typically about 3000 persons apply for the different programs. Temporary staff score each file for completeness and conformity based on pre-identified criteria. Applications above a certain point are then reviewed by the Training Office and sent to the Selection Advisory Committee (SAC) for the next step.

The SAC is made up of members representing USAID, the public and private sectors, and the University of Dar es Salaam. Each application is reviewed by three committee members and scored. The number of finalists in this second stage is determined based on the total number of training slots anticipated for each type of training which has been determined by the Training Office. At this point, the selection process is completed for short-term technical training; finalists for long-term academic training will later participate in interviews with the SAC and finalists for the EI program will host site visits at their businesses by Training Office staff before a final determination is made.

During the 1993 selection process, 26 candidates were selected for long-term academic training, 71 for short-term technical training, and 29 were selected for EI site visits. At the time of this report (May 1994), site visits to the 29 EI candidates had not yet begun. Some of the short-term trainees selected had begun training or had been processed to start during the summer of 1994; however, most had not been programmed for training, even five months after their official selection. This situation has created a critical backlog of programming actions in the Training Office and is a result of trying to meet the needs of participants selected in prior years as well as fulfilling the programming and processing requirements of other bilateral, regional and central projects. Despite the backlog of short-term and EI candidates, the Training Office has coped with the levels of long-term academic trainees and processed their applications and documents so that those selected in the fall of 1993 will depart for training in the fall of 1994.

It seems that the Training Office, in its HRDA project planning, has over-committed its limited resources. During the next fiscal year, the numbers of new selections for short-term training and EI programs should be decreased so that the Training Office can process those candidates currently in the "pipeline."

The Mission also needs to review its wide-open selection processes. This does not mean that the transparency of the process, nor the accessibility of the process to the average Tanzanian, need be compromised.

Specific suggestions for improving the recruitment and selection follow:

- The Mission should reassure itself that the selection procedures are transparent and unbiased. This includes reviewing the entire process step by step and clarify the roles and responsibilities of everyone involved in the process. As proof of its transparency, the Mission may wish to publish the results of the pre-selection and further survey applicants to get their impressions on the process (fairness, slowness, equity).
- In order to ensure transparency, records on who applied and where they were from should all be documented. All decisions that the committees make should also be documented, including why candidates were not selected. In order to stream-line this process, it is recommended that a database be designed in which all of the data and decisions would be entered and kept for future use and reference. This information

database can be used to record the outcome of each application and provide testimony to the unbiased nature of the selection process.

- Ensure that qualified applicants from all regions of the country compete in each selection process. This should be a priority for the next selection process. Many of the suggestions provided below for increasing the number of women applicants also apply to increasing the number of candidates from all regions.
- Use a variety of media to advertise the available training (radio, television). It appears that print is the only media currently being used for such a purpose. Radio and television should also be used, for they can reach a larger number of people in a shorter time.
- Review the recruitment and selection process. Currently, advertisements are placed in the newspapers in July, deadlines for application in September, and final notification of the results to all applicants in January. Thus, a six-month period is used up in the selection process alone. Careful thought should go into shortening the entire process.
- Have three separate selection committees conduct three separate selections for each of the training types (long-term, technical, and EI).
- Ensure that the number of persons selected does not exceed the funds available and the workload capability of the Training Office.
- Consider making changes in the way that candidates are recruited and selected for short-term technical training. The HRDA project, as the Mission's centerpiece human resource development project, can lead the Mission in the design and implementation of highly-targeted training with a great potential for development impact. One way to do this is to leverage the HRDA's training resources to ensure that all short-term technical training programs respond to specific needs in key public and private sector offices, firms, and institutions. The sections of this report that address the questions of managing training for impact can be used as a guideline for making the important changes in the way the Mission carries out training.

b. Increasing the Number of Women Applicants for Undergraduate and Graduate Training Programs

Table I shows that only 5 of the 25 ATLAS participants are women. The Mission should look at ways to increase the number of qualified female candidates.

An assessment of women's training needs at the undergraduate level can be made by reviewing literature on women's secondary school graduation rates from various academic and technical programs. What fields might elicit the greatest number of women applicants?

Why aren't larger numbers of women applying? Surveys of potential applicant pools and of returned participants would provide the Mission with some answers. Assistance in learning more about women's needs and the perceived or real obstacles in the application process could be provided by a returned participants' association. The Mission may also consider going directly to high schools and universities to promote the program.

In addition, publicity efforts should be expanded and a variety of news media used. Linkages can be established (or strengthened) with key ministries, women's associations, universities, technical training institutions, and vocational schools.

II. Developing a Consensus on Training Management

If the Mission is committed to properly managing and tracking all training activities, then the development of a Mission-wide consensus on the management of training is in order. It appears that, while project officers and staff are familiar with their projects' training, they devote little attention to the "total training picture." Leadership and support for this will need to start at the top level.

A. Establishing Guidelines and Procedures

The Training Office has begun drafting a Mission Order on Training which will include the recommendations made at a recent Mission-wide meeting on processing training. Agreements reached during the meeting on Mission-wide training policies and procedures should be adhered to by all Mission staff. An important recommendation, to be included in the MO, is that Project Officers sign over all required completed documentation (application forms, visa forms, description of training objectives, medical certification forms) before the Training Office will start the processing steps.

A Mission Order on Training, focussing on processing training requests, should be issued as quickly as possible. Additional Mission Orders on other training-related topics can be issued as consensus on specific guidelines and policies evolve. Suggestions for a series of Mission Orders on training issues are provided in Annex III. Mission-wide meetings on training processing are commendable and serve an important need in the Mission. These types of meetings should continue, and can provide forums for discussion of "big picture" issues such as:

- How will the Mission measure its training investment?
- What systems can be put in place to collect baseline data on in-country training?
- How can the evaluation of training programs be standardized Mission-wide?
- What are the specific indicators that can be used to measure the impact of training interventions?

- How can the Mission document training's contribution to achieving strategic objectives?
- What types of reports from the PTMS would help be helpful to Project Officers?

Quarterly meetings of Mission and project staff are proposed for the discussion of the questions listed above and for the review of future activities with training components (including project design and evaluation).

B. Roles and Responsibilities of the Training Office

USAID/Tanzania's Training Office can be more actively involved in the decision-making processes related to training -- including the design and evaluation of training components in projects. For example, it could have responsibility for reviewing and approving documents and decisions describing or affecting training and training management. The Training Office should continue to be part of the "coordinating/review" team for the Mission during the entire project.

It is important to note that technical advisors who provide assistance in the design of project activities may not be taking into consideration the potential development impact of training, the need for good training management, and the need for systems to measure and assess the impact of training. The Mission will need to take the lead in these areas and insist that these issues be considered by all design and evaluation teams.

The senior Training Office staff should have clearly defined areas of responsibility -- which encompass participant and in-country training. For example, one staff person could be responsible for all long-term training programs and all health-related training. In the health sector, for example, he/she would work directly with specific project personnel involved in training. This will create permanent links between staff, well-defined procedures, and streamlined processing.

This sort of collaboration/coordination between the FED Project and the HRDA Project is evoked in the project paper of the FED project, but no system has yet been set up to ensure this collaboration.

For new projects with substantial training elements (more than one million dollars for participant or in-country training), a project-funded Training Specialist could be hired to work under partial management/supervision of the Training Office. For example, a new Agribusiness project could be designed so that a Project Training Specialist is hired to coordinate training activities, draft PIO/Ps, and process training applications. The head of the Training Office would have supervisory responsibilities over this position.

USAID/Tanzania has dedicated, knowledgeable staff in its Training Office who serve as an invaluable, and frequently underestimated, Mission resource. Given the level of activity for

which the Training Office is responsible and the management intensive nature of participant training, the Training Office functions extremely well. Nevertheless, interviews with Training Office staff revealed a number of weak links that could quickly be strengthened to improve the smooth operation of the office:

- Reorganize the workloads of staff and provide additional clerical support.
- Give authority to the Training Specialist to assign tasks to staff based on overall office needs.
- Clearly delineate each office member's the roles and responsibilities permanently assigned tasks.
- Institute a policy limiting open office hours (for "walk in" queries from the public or for visiting participants) to approximately 4 hours a week. This will enable the Training Office staff to work with fewer unplanned interruptions.
- Improve the circulation of "action boards" and the sharing of information by having the C&R office deliver an additional copy of cables, faxes, and memos to the Training Office. One set would continue to be routed to the Participant Training Specialist, while the second set could be filed in an incoming chronological file which other Training Office staff could review and initiate routine actions without waiting for instructions from the Participant Training Specialist.
- Hire an additional participant training clerk to prevent backlogs of filing and correspondence requirements.
- Participant Training Assistants should also help complete the necessary paperwork for their training programs. This is especially critical when there is a backlog of work that needs immediate attention and action. Given the numbers of HRDA-funded participants, the Mission should consider hiring a full-time HRDA Training Specialist to be assigned monitoring, follow-on, and evaluation responsibilities.
- Continue weekly Training Office staff meetings and explore ways to respond to competing demands on individual staff time.
- Ensure PTMS training for all staff. With the network capabilities of PTMS 6.3, all Training Office staff should be able to produce PIO/Ps directly from their computers. This will eliminate having a professional staff draft a PIO/P and then deliver it to operational staff for input into PTMS. Consider also requiring project staff to draft PIO/Ps for their project before submitting them to the Training Office for clearance.
- PTMS-report generation is currently the responsibility of one staff person. Everyone in the Training Office should be fluent in its use and possibilities.

- Examine, discuss and better organize work flow. The Training Office cannot be viewed uniquely as a "service" office. It is also responsible for implementing HRDA and ATLAS, important project management requirements. Consider restricting participant visiting hours to 5 hours a week. Assign people on rotating bases to cover this.
- Design, produce, and distribute a training brochure for the Mission. This brochure should summarize ALL Mission-funded (and centrally funded) training opportunities, announce selection requirements and deadlines, and provide concise instructions on how and where additional information can be obtained. The Mission may want to procure the services of a local firm to design and produce this brochure. Alternatively, the HRDA Project's requirement contract (accessed through a PI/T) can provide technical assistance in teaching the Training Office how to produce a simple, easily up-dated brochure. If the Mission has computer specialists whose responsibilities are to train Mission staff in computers, perhaps they could assist the training office in designing this.
- Create templates for letters and memos to be sent on for a variety of tasks. A supply of forms should be available to be quickly completed by hand. Some examples are:
 - memo form requesting airline reservations and the issuance of a GTR from the Executive Office.
 - letter responding to requests for information on training programs.
 - letter acknowledging receipt of application materials with a checklist informing the applicant why his/her application has been rejected (incomplete, non-conformance with requirements, failure to pass first committee review).
 - letter and accompanying materials to be sent to successful applicants. These packages can be prepared well in advance.
- Continue to receive feedback from Mission staff for suggestions/improvements.

Specific suggestions for re-allocating the workload in the Training Office are in Annex IV.

C. Improving Training Planning

1. Planning for HRDA

For the last 5 years, the Mission has submitted an annual HRDA training plan to the Africa Bureau as part of the requirement for participating in the HRDA Project. Since the HRDA Project serves as the Mission's principal human resources development mechanism and is intended to provide direct support for the accomplishment of the Mission's strategic

objectives, Mission program and project officers have a vital role to play in the development of the annual HRDA plan. A yearly review of the previous year's activities and a discussion of the next year's needs are integral to the development of the HRDA plan. The HRDA mechanism, especially short-term technical training and in-country training interventions, can be extremely responsive to Mission strategic needs.

For example, the level of analytic, management and technical skills required to design, analyze and implement policy in key areas is often not identified until project activities have begun, often impacting significantly on project progress. Once the need for improved skills is identified, there may not be an appropriate project mechanism for a quick, targeted response.

Given the overriding importance of achieving project EOPS in the Mission's main areas of intervention, having a mechanism to respond to bottlenecks created by weak skills or poor understanding of key policy issues may in fact be paramount to other needs for such training or interventions. HRDA is such a mechanism -- if used to provide targeted, institution-based training in direct support of development objectives. It will require dialogue and analysis on the part of Mission staff to come up with an optimal plan for leveraging HRDA resources in this fashion.

2. Planning for Overall Mission Training

A related, but often neglected, process is planning Mission-wide training. The first step in this planning process is to understand the Mission's training portfolio, including both participant training and project-funded in-country training.

A staff person, in the Training Office or perhaps in the Program Office, should understand the Mission's total training investment and serve as a resource to project offices and staff on designing, managing, and evaluating training as well as on developing mechanisms for collecting training data to demonstrate impact.

The Mission may want to initiate the development of semi-annual descriptive Mission training plans. These plans will promote better planning of training processing and also serve as important informational resources to persons within the Mission community, and beyond, on the types of training programs planned. Annex V provides a reporting mechanism form that the Mission may wish to use to assist in the collection of in-country training data.

D. Developing a Country Training Strategy

Handbook 10 guidance calls for the development of a country training strategy at each Mission with a significant training portfolio. USAID/Tanzania should consider laying the groundwork for an updated strategy now. The Mission is in the middle of executing the CPSP developed for the 1992-1997 period and major project interventions have been designed or are being carried out to support strategic objectives. It would seem appropriate at this point to schedule the preparation of a CTS to coincide with the development of the Mission's

1997-2001 strategy.

In the interim, however, several activities can be scheduled to prepare the Mission for this exercise:

- in conjunction with the HRDA Project conduct limited training needs analyses in areas in which the Mission may want to consider investing additional training resources. Such areas might be public sector policy development, democratization, and NGO support.
- ensure that all evaluation activities examine the successes and failures of training components or interventions and their potential for impact at the individual and institutional levels.

E. Managing Training For Impact

Development impact has been defined as "the sum of the benefits that accrue to a target population as a result of development efforts³." Impact is defined as "an improvement in the quality of life for the designated beneficiaries"; it refers to people-level impact and not to process indicators. Increasing the capabilities of individuals or providing them with exposure to new ideas and technology through training may serve as a precondition to impact. Training results are observed by determining whether changes in behavior, attitudes, or activities are evident at the individual or institutional levels.

Impact can occur at many levels - from the individual to the sectoral and beyond. Planning for training in the USAID context requires examining the Mission's program goal and its specific strategic objectives to determine what type and mix of training and HRD interventions will bring about the desired impact.

Also worthy of examination are preconditions to development impact: capacity and performance. These preconditions have to be met at all levels for impact to be achieved. For example, a person selected to receive short-term training in computer applications for managing stocks who cannot learn the system in the time required, will be unable to achieve the desired result. In the same way, an institution which is unable to manage its activities to take advantage of the skills of twelve recently trained AIDS counselors will not be able to perform in a manner conducive to ensuring impact.

USAID/Tanzania has traditionally used its long-term training investments to support individuals. This "best and brightest" scenario is based on an assumption that there will be cumulative country-wide development impact of these individual investments. By choosing

³ "Training for Impact: Impact Evaluation for USAID/Tanzania and Guidance for Mission Training" April 1993 by Creative Associates International, Inc., p. 2.

this HRD strategy, the Mission must be prepared to record baseline information on the individuals and to manage the training in such a way that will increase the likelihood of impact at the individual level -- since individual achievement of goals and objectives is what will make lasting impact on Tanzania's development.

Figure No. 1 provides some specific management strategies for increasing the likelihood of impact at the individual level.

The "best and brightest" selection strategy works best for long-term training. For short-term training opportunities and for in-country programs like those in HRDA and FED, training investments should be made in light of their potential return at the institutional level (the institution here can be as small as a sole proprietorship or micro-enterprise.⁴)

Increased likelihood of training impact will result from working closely with institutions and sectors where strengthened technical and managerial skills will better enable USAID to achieve its strategic objectives.

Targeted institutions will have a greater chance of demonstrating impact resulting from training if:

- they have developed an institutional human resources development or staff training plan. **This is extremely important.** USAID-financed training should provide the same type of training, and justifications for training, that the institution would be willing to provide with its own funds (providing it had a strategic plan and resources to carry out staff training); it should not be treated as an unplanned luxury or a "lucky" fringe benefit. The Mission may want to require that institutions receiving support have functioning human resource offices which the project could collaborate directly with.
- they are involved in the recruitment and selection of candidates. The likelihood of impact will be increased if individuals selected for training are among those who have the best potential for effecting the change desired.
- they are involved in the development of the training objective and the training program.
- they benefit from a critical mass of trainees rather than benefitting from training based on individual requests, especially those made primarily in response to learning about a particular course.

⁴ It is important to stress that targeting training above the individual level could mean targeting special groups, such as businesswomen in a professional association, members of a cooperative, or a fruit growers association.

- they maintain contacts with participants during training (especially crucial for long-term training) to ensure a post-training transfer of skills and knowledge.
- they prepare for the employee's return by assigning the trainee a position and responsibilities which require application of the newly acquired skills and knowledge.

Institutions benefitting from training assistance must demonstrate their dual commitment to both the individual selected (for example through salary enhancement and increased responsibilities) and to the achievement of the agreed-upon training objectives.

F. Measuring Training Impact

Measurement of training impact should be done at the individual, institutional, and sectoral levels as part of the project's monitoring and evaluation process. Table 2 provides guidance on determining the impact of training. Baseline data on individuals and institutions should be collected at the time of candidate selection or when an institution is targeted to benefit from training assistance. Some useful baseline individual data is collected on page three of the PIO/P: it includes participant workplace, position, years at current position, number of persons supervised, and a brief description of work responsibilities.

Additional information can be obtained by having participants and institutions complete application forms which include questions selected expressly for the purpose of collecting baseline information. For example, applications for an NGO training program might include questions about the size of the NGO's managing committee or about the amount of funding received in the last year. In addition, interviews and contacts with participants, their supervisors and their colleagues can provide baseline data. Such contacts can be facilitated by

STRATEGIES FOR INCREASING THE LIKELIHOOD OF TRAINING IMPACT

- **provide comprehensive pre-departure orientations;**
- **create mentor relationships between selected participants, U.S. mission personnel, and returnees;**
- **develop strategies to keep in contact with participants while they are in training -- perhaps through a local alumni association;**
- **institute action planning for participants to determine the optimal utilization of newly acquired skills -- this can be required before participants leave the U.S.;**
- **encourage professional linkages with both U.S. and local institutions;**
- **create mechanisms to support follow-on training and sharing of skills with other Tanzanians.**

Figure 1

the development of a questionnaire which is administered by project technical staff during the field contacts with potential trainees.

Most of USAID/Tanzania's training interventions are currently designed to support project activities in key areas supportive of the CPSP.

**TABLE 2
DETERMINING THE IMPACT OF TRAINING**

INDIVIDUAL LEVEL	GROUP OR INSTITUTIONAL LEVEL	SECTORAL LEVEL
<ul style="list-style-type: none"> - Have trainees demonstrated improved work performance? - Do individuals have greater job responsibilities? - Do they accept responsibilities with more confidence? - Have trainees acquired increased professional standing? - Do they initiate changes? - Are they more skilled at various tasks? - Have they shared the benefits of their training with others? - Have they participated in development activities outside their professional responsibilities? 	<ul style="list-style-type: none"> - Can collective benefits of training on particular departments, groups, or offices be measured? - Have new skills and knowledge been transferred to the larger group? - Have trainees replaced expatriate staff? - In private firms, have trainees contributed to increased sales or efficiencies? - Have they improved products or instituted quality controls? - Have they explored new markets or strengthened business ties with U.S. or other countries? - Have public sector trainees improved accountability or management policies? - Have they drafted new legislation or regulations? - Have they participated in the adoption of and adherence to new policies and regulations? 	<ul style="list-style-type: none"> - Has training of a significant number of persons in a sector contributed to the sales and distribution of products or services? For example, has training women in contraceptive use resulted in increased contraceptive sales? - Has training contributed to a broader spectrum of clients now benefitting from goods and services? For example, are producers of non-traditional exports now using increased amounts of agricultural inputs?
<p>Impact at the individual level should be tracked for ALL training. It will be especially important where the investment is significant such as the U.S. academic programs of ATLAS and HRDA.</p>	<p>Impact at the group and/or institutional level should be tracked in most cases of short-term training, especially where organizational growth, institutional development and strengthening, or changes in institutional performance are sought.</p>	<p>Impact at the sectoral level is more likely to be demonstrated when individual and institutional impact has also been tracked. It may be best demonstrated several years after the completion of a relatively large number of training interventions in the sector targeted.</p>

In order to measure the impact of the training activities proposed in centerpiece projects, several conditions will have to be **consistently met**:

- close, collaborative, and sustained contact with individuals and institutions who will benefit from training;
- managed collection of baseline data; and
- evaluations of the nature and success of the training activity, including measuring employer satisfaction with training.

Each scheduled project evaluation should include an examination of the extent to which training impact and development impact have been demonstrated at various levels.

It is outside the scope of this report to propose detailed training impact indicators for USAID's portfolio in Tanzania, but Figure 2 provides an example based on information in the Mission's CPSP. Annex VI also provides further recommendations for achieving high-impact training.

Sub-target 2.1.2 is "private enterprise support services strengthened." One component of the FED Project provides technical assistance and training to the business community at large in order for it to adopt more business-like practices or upgrade productivity. One measurement of success in achieving these goals would be to assess the level and type of common business practices prior to and after training. This could easily be accomplished through the use of questionnaires or key informant interviews. If large numbers of businesses in a targeted sub-sector receive training in strategies for increasing productivity, an overall increase in sub-sectoral productivity would provide an indication of training impact.

Figure 2: Developing Training Impact Indicators

G. Maximizing the Training Investment: Ways to Support and Encourage Returned Participant Associations

Returned Participant Associations can help members maintain contact with people, places and ideas encountered during training. They can utilize the resources and knowledge of their members to pursue professional objectives and promote the economic development of Tanzania. The Mission has already taken steps to encourage and support the formation of the American Alumni Association of Tanzania (AAAT). In the coming year, the Training Office can keep abreast of the AAAT's activities and provide advice, resources, and support to the association to implement programs that are supportive of USAID/Tanzania's development objectives. It is important, however, that returned participants themselves be the guiding force behind the AAAT or other associations. Each group should be encouraged to rely heavily on its membership for resources and expertise as well as on personal sacrifices of time to organize and implement programs and activities.

USAID's Office of International Training (OIT) recommends that Missions implement follow-on and evaluation activities with returned participants. HRDA Project funds, or other funds specifically earmarked for this purpose, could be used to provide support to returnee groups in the form of material resources and technical support. If such an association makes proposals to the Mission for specific activities with professional and development objectives, the Mission may consider funding assistance to implement selected activities.

Returnees groups may also provide a number of services to the Mission such as assistance in pre-departure orientations, helping participants to define training objectives, meeting with returnees to evaluate training effectiveness and carrying out impact evaluations of training on the development of the private sector in Tanzania. The Mission may want to provide limited support such as financial assistance, commodities procurement, and training to help the association function (this might be done through an NGO umbrella activity if one exists). The ATLAS Project offers grants to professional groups with significant numbers of returnees. These associations should be encouraged to apply for grants and could receive assistance in completing the application form from the in-country ATLAS/AAI representative.

USAID should only provide funding for services and activities if the association has well-defined goals and a membership willing to serve. Additional suggestions for using returnees groups are included in Annex VII.

ANNEX I

USAID/TANZANIA MEETINGS BY HRDA TEAM

Directors Office

Joel Schlesinger, Deputy Director

Participant Training Office

Z. Kristos Minja, Participant Training Specialist

Flora Majebelle, Participant Training Assistant

Magdalena Hiza, Participant Training Assistant

Janet Mwemezi, Secretary

Winnie Munisi, Participant Training Clerk

Program Office

Thomas Teng, Private Sector Advisor

Anne Fleuret, Impact Assessment Advisor

Health and Population Office

Dana Vogel, Health Population Development Officer

ANNEX II

SUMMARY OF SELECTED TRAINING INTERVENTIONS

<p>ATLAS PROJECT⁵ PACD: 09/30/05 USAID/T FUNDING: 2,700,000 Purpose: To strengthen leadership and technical abilities and enhance professional performance of individuals serving in African public and private sector entities: universities, research centers and other key development institutions.</p>	
<p>TRAINING COMPONENTS: long-term academic training: BA/BS, MA/MS, PHD TRAINING BENEFICIARIES: Tanzanians competitively selected for training in priority fields</p>	<p>TRAINING BUDGET: 2,700,000</p>

<p>HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (HRDA) PACD: 09/30/97 USAID/T: 12,000,000 Purpose: To stimulate, facilitate and support national and regional training programs that will provide qualified technical, scientific, and managerial personnel and policy planners to strengthen African development institutions, enhance the growth of the private sector, and increase the participation of women in development.</p>	
<p>TRAINING COMPONENTS: long-term academic training; short-term technical training; study tours and internships; in-country training TRAINING BENEFICIARIES: broad selection of public and private sector Tanzanians</p>	<p>TRAINING BUDGET 12,000,000</p>

<p>TANZANIA AIDS PROJECT⁶ PACD: 06/30/98 LOP FUNDING: 20,000,000 Purpose: to increase the practice of HIV prevention measures and to improve the socio-economic well-being of AIDS orphans.</p>	
<p>TRAINING COMPONENTS: in country training; short-term external training; seminars and workshops TRAINING BENEFICIARIES: NGO members and target beneficiaries; health workers and para-medical workers; target populations.</p>	<p>TRAINING BUDGET included under rubric of NGO Program Support: \$4,100,000</p>

⁵ Funding information for ATLAS and HRDA is based on projected mission transfers through FY94.

⁶ Information on the projects that follow is based primarily on project papers. There may be changes made in levels and types of training since the issuance of the project paper which are not reflected here.

USAID/TANZANIA

<p>FAMILY PLANNING SERVICES SUPPORT PROJECT PACD: 12/3/97 LCP FUNDING: 20,000,000 Purpose: to increase contraceptive acceptance and use.</p>	
<p>TRAINING COMPONENTS: in country training; short-term external training 65 person/months of short-term training in the U.S. or third countries: 10 p/m: logistics/MIS 25 p/m: Institutional Development 10 p/m: IEC 15 p/m: Training Providers 05 p/m: Private Sector</p> <p>660 person/months of in-country training: 5 p/m: Development of Service Standards and Protocols 5 p/m: Training Strategy Development 10 p/m: Training Zonal/Regional Managers 200 p/m: Preceptor Training 25 p/m: Training in Skills Development 30 p/m: Training for interns 50 p/m: VSC 100 p/m: DHS 25 p/m: Institutional Development 100 p/m: MIS 100 p/m: IEC</p>	<p>TRAINING BUDGET \$2,780,000</p>

<p>FINANCE AND ENTERPRISE DEVELOPMENT PROJECT PACD: 9/30/97 FUNDING: \$10,000,000 Purpose: To foster income earning opportunities for the un- and under-employed by stimulating private enterprise growth.</p>	
<p>TRAINING COMPONENTS: short-term technical off-shore courses; in-country training; TRAINING BENEFICIARIES: Bank of Tanzania and other financial institutions; private business; public sector involved in policy reform</p>	<p>TRAINING BUDGET Bank of Tanzania: 2,070,000 Business Services Office: 1,062,000</p>

ANNEX III

SUGGESTIONS FOR A SERIES OF MISSION ORDERS ON TRAINING ISSUES

The Mission may want to issue a series of Mission Orders on Training Issues. The drafting of these orders is the responsibility of the Training Office. It is suggested that the first two orders described below be issued in the next three months. The others can be developed over the next six months to a year, but should be preceded by discussion and consensus building with other Mission offices.

The following Mission Orders would serve to clarify the training function in the Mission and delineate a clear policy of viewing training as a strategic intervention:

1. Delineate the roles and responsibilities of the Training Office

2. Describe Processing for Participant Training (based on the suggestions made in the May 1994 Mission-wide meeting chaired by the Deputy Director.)

include: required documentation, PIO/P drafting and issuance responsibilities, leadtimes, roles and responsibilities of various offices, budgeting, medical certification, visas, maintenance allowances, ticketing requirements.

3. Describe policies and regulations related to academic Training.

include: recruitment, selection, processing, roles and responsibilities of various offices and committees, special regulations such as dependent policies, extensions, orientations, and monitoring.

4. Describe policies and regulations related to technical training.

include: recruitment, selection, institutional strengthening, special allowances, third-country training, selecting appropriate courses, orientation.

5. Describe policies and regulations related to in-country training.

include: funding mechanisms, Mission policy on per diem payments, requirements for reporting on training completed, data collection, monitoring and evaluation

6. Describe policies and regulations related to training planning, monitoring, follow-on, and evaluation.

include: project training plans, Mission training plans, country training strategy, project design issues, budgeting, collection and treatment of baseline data on impact indicators, evaluation of training management, evaluation of training impact, staffing requirements.

ANNEX IV

SUGGESTIONS FOR RE-ALLOCATING THE WORKLOAD IN THE TRAINING OFFICE

The specific responsibilities of the Training Office staff should be reviewed and re-organized in order to ensure clearly defined areas of responsibility for each staff person. In most cases, the changes suggested below will not require immediate revisions in the position descriptions of the staff persons involved, but in six months to one year, each position should be reviewed to ensure that the position description accurately reflects the staff person's current mix of general duties and responsibilities.

Overall suggestions:

- Each staff person should work as independently of others as possible. This means that training specialists and assistants should initiate, draft and issue final copies of most memos, forms, documents, PIO/Ps, and letters related to their specific responsibilities. Each staff person has a computer and should issue final versions directly without relying on a clerk or secretary to type hand-written drafts.
- As soon as PTMS 6.3 is installed with network capabilities, specialists and assistants should issue PIO/Ps directly without the help of the PTMS clerk.
- Once PIO/Ps are issued, it will be the responsibility of one of the Training Clerks to ensure that additional PTMS data (such as employment history) is input, and to maintain and update the PTMS database.
- Training Clerks and Secretaries will be responsible for all filing, correspondence tracking, preparing typed forms (such as IAP-66a, 1034 or memos requesting travel arrangements), preparing merge letters and envelopes for mass mailings, meeting with participants to provide them with basic information, coordinating the flow of documents from the office to participants and to various offices, scheduling and supervising test sessions, scheduling appointments and interviews (for large groups of participants), preparing and sending out standard forms and materials on training, etc.

In order to make the lines of responsibility in the Training Office clear, the following staffing pattern is suggested:

Participant Training Specialist (Training Officer)

- overall management of Training Office
- responsible for developing Mission Orders, providing training planning documents
- develop systems for tracking in-country training
- responsible for management evaluations, training evaluations and impact evaluations for all training components

Participant Training Assistant (with most experience in programming and monitoring long-term training)

- ATLAS Project
- FED Project
- other bilateral and central projects

Participant Training Assistant

- HRDA Project external training

Participant Training Assistant (suggested new position, to be funded out of HRDA within next six months)

- in-country training
- evaluation, follow-on
- pre-departure orientations

3 Training Clerks (two currently, hire one additional using HRDA funds within next three months)

clerks/secretaries will have complementary responsibilities. For example, one will be responsible for all incoming and outgoing chronological and subject files, another for updating and maintaining PTMS, another for organizing and maintaining information on short courses.

REPORTING MECHANISM FOR IN-COUNTRY TRAINING

The Mission can establish a reporting mechanism for in-country training. This information could be collected from projects twice a year in written report form and then entered into PTMS. A sample reporting form is included.

SAMPLE TABLE FOR COLLECTION OF INFORMATION ON IN-COUNTRY TRAINING

PROJECT NAME: SLUSH
 PROJECT NO: 698-0564
 PROJECT MANAGER/CONTRACTOR: THE CLINTON GROUP
 PERIOD OF REPORT: FY 94 Q1 AND Q2

NAME OF COURSE/ TRAINING PROGRAM	LOCATION, DATES OF PROGRAM	COURSE HOURS	NO. OF TRAINEES (TOTAL, MALE, FEMALE)	TYPE OF TRNG (SEE CODES)	TRAINER INFO (SEE CODES)	DIRECT COST (US DOLLAR AMOUNT, RELEVANT FUNDING DOCUMENT NUMBER)
A NATIONAL HEALTH PLAN STRATEGY	ARUSHA MAY 27-31, 1994	24	75 M= 1 F= 74	2	2	50,678 PIO/T 698-0564.00-2-92933

<p>CODES FOR TRAINING TYPE</p> <p>1 = REFRESHER COURSE 2 = DELIVERY OF NEW KNOWLEDGE/SKILLS 3 = PLANNING/STRATEGY DISCUSSION GROUP 4 = OTHER _____</p>	<p>CODES FOR TRAINING PROVIDERS:</p> <p>1 = PROJECT-FUNDED RESIDENT TECHNICAL ASSISTANTS 2 = PROJECT-FUNDED NON-RESIDENT TECHNICAL ASSISTANTS (OUTSIDE CONTRACTOR) 3 = PROJECT-FUNDED LOCAL TRAINING INSTITUTIONS 4 = PROJECT-FUNDED LOCAL CONSULTANTS OR INDIVIDUALS 5 = OTHER _____</p>	<p>LOCATION OF TRAINEE RECORDS</p> <p>Detailed trainee information, including names, address, and place of work as well as records on funds used are kept:</p> <p>___ in Contractor files ___ in Project Office ___ other _____</p>
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ANNEX VI

RECOMMENDATIONS FOR ACHIEVING HIGH-IMPACT TRAINING⁷

General Recommendations:

- * Re-invest in returned participants
- * Target key institutions for additional training
- * Create a vibrant network among returned participants
- * Arrange for focussed management training for public sector cadres at selected institutions.

Private Sector:

- * Aim training to address specific sector needs.
- * Support the expansion and development of NGOs
- * Improve the quality of training provided by local providers
- * Create informal private-sector coordinating groups in several regions
- * Propose focussed, business-oriented, short-term courses

Women:

- * Increase opportunities for women in all USAID training activities
- * Include women on advisory committees formed to guide private-sector training
- * Take advantage of the technical advice available from regional AFWID Advisors in the design and implementation of suitable training activities.

Management:

- * Initiate a comprehensive, baseline data collection system
- * Devote resources to organize and marshal the returned participant network
- * Integrate targeted needs assessments into recruitment and selection of all training candidates.
- * Clarify roles and responsibilities of Mission staff in order to streamline the training process.
- * Define impact indicators. These can guide the selection of candidates as well as demonstrate return on Mission investment in training activities.

⁷ These recommendations, deemed applicable to USAID/Tanzania, are taken from the USAID/Cameroon Training Impact Evaluation, conducted by AMEX International, Inc. for USAID/Cameroon in November 1993.