

PD-ABE 472
78203

Scholarship & Training Project II

Project Paper

272-0109

Prepared by The Omani
American Joint Commission

Sultanate of Oman
June 1992

PP-ABE-472

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE

A A = Add
C = Change
D = Delete

Amendment Number

DOCUMENT CODE

3

COUNTRY/ENTITY

OMAN/OAJC

3. PROJECT NUMBER

272-0109

4. BUREAU/OFFICE

Near East

5. PROJECT TITLE (maximum 40 characters)

Scholarship and Training Project II

6. PROJECT ASSISTANCE COMPLETION DATE (FACD)

MM DD YY
01 9 3 0 9 9

7. ESTIMATED DATE OF OBLIGATION
(Under 'B' below, enter 1, 2, 3, or 4)

A. Initial FY 92

B. Quarter 4

C. Final FY 95

8. COSTS (\$000 OR EQUIVALENT \$1000)

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	10,000		10,000	30,000		30,000
(Grant)	(10,000)	()	(10,000)	(30,000)	()	(30,000)
(Loan)	()	()	()	()	()	()
Other						
U.S.						
Host Country						
Other Donor(s)						
TOTALS	10,000		10,000	30,000		30,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	601	631				10,000		30,000	
(2)	610	633							
(3)	660	634							
(4)	680								
TOTALS						10,000		30,000	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

700 720 730 740

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

The purpose of the project is to increase the number of Omanis who are capable of providing the necessary managerial, technical and teaching services and to improve the ability of present Omani Managers, technicians and teachers to provide those services.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY
0 9 9 5 1 2 9 7 0 9 9 9

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

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

17. APPROVED BY

Signature

Mark S. Matthews

Title

U.S. Representative

Date Signed

MM DD YY
0 7 2 5 9 2

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY
0 8 0 4 9 2

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I. PROJECT SUMMARY

A. GRANTEE

A project grant agreement will be signed with the Government of Oman by the Omani-American Joint Commission (OAJC). The Ministry of Civil Service (MCS) will be designated as the responsible Government of Oman agency for project implementation.

B. IMPLEMENTING AGENCIES

The MCS will have primary responsibility for insuring the compatibility of project implementation with Oman's long term economic development goals. The OAJC and the MCS will have overall responsibility for project supervision and will monitor project implementation. A U.S. contractor will manage U.S., third country and in-country training and meet the technical assistance requirements of the project components. OAJC will contract directly with an Omani contractor to provide English language and pre-academic training and with a U.S. contractor for evaluation activities.

C. TOTAL PROJECT COST

The total project cost is estimated to be \$48.2 million. A.I.D. will provide \$30.0 million from Economic Support Funds (ESF) through its representative to the OAJC, to be obligated and expended over a seven year period, FY 1992-1999. The Government of Oman contribution will be approximately \$18.2 million over the life-of-project (LOP).

D. PROJECT GOAL AND PURPOSE

The goal of the Scholarship and Training Project II (STP II) is to increase the capacity and promote the capability of the public sector workforce. The purpose is the Omanization of management and technical positions in the public service.

E. PROJECT RATIONALE AND RELATION TO OAJC STRATEGY

In order to achieve its goal of rapid economic and social development, beginning in 1970 the Government of Oman opened its doors to large numbers of expatriates at all levels, from skilled workers to technicians and managers. With a workforce that remains largely expatriate, the Government of Oman is acutely aware of the foreign exchange drain caused by expatriate labor. There is also an awareness of the vulnerability of the government system should it continue to rely on an expatriate workforce. Given these factors, Oman has made a policy decision to undertake the "Omanization" of the public sector as rapidly as possible, yet in a systematic, incremental process.

Omanization has been making steady progress. The need still stands, however, for increasing numbers of Omanis to be given higher education and specialized training to qualify for the technical, teaching and managerial positions still occupied by expatriates, particularly in the education and health fields where expatriates are predominant. What is needed are programs to educate and train the increasing number of graduates coming from Oman's secondary and post secondary institutions in skills and disciplines that will enable them to replace those skilled expatriates. Moreover, the pace of Omanization can be enhanced through the education and training of Omanis already working within the government in order to qualify them to replace experts and professionals.

Given the magnitude of this task, training at Oman's indigenous institutions will not be sufficient to provide the quantity and quality of high level managerial and technical training, as well as academic training, needed.

This project supports Strategic Objective I of the Approved Program Strategy for the Omani-American Joint Commission 1992-1997, "Increase the productivity, skills and prevalence of Omani workers in the labor force". It is designed to overcome manpower constraints within the ministries and training institutes of Civil Service, Education, and Health and in key executive positions in other government agencies.

F. SUMMARY PROJECT DESCRIPTION

This seven year project will provide funds for academic and short training in the United States, in-country training, and, to a limited extent, training at third country institutions. It will also provide English language training in Oman for long-term participants. Finally, short-term technical assistance will be provided both to assist various government departments and training institutions with their plans and operations and to design and conduct training programs.

U.S. training for Doctoral, Masters, Bachelors, and Associate of Arts degrees will be provided. In addition, Omanis will receive up to 351 person-months of short-term technical training in the U.S. Other Omanis will benefit from attending seminars, short courses and workshops conducted in Oman by trainers provided under the technical assistance portion of the project. In addition to long-term technical assistance, a total of 30 person-months of technical assistance, in the form of trainers, will be provided for in-country specialty training during the life of the project.

The project will provide assistance to the Education, Health and other Civil Service components of the government, and their related training institutes - teacher training, health sciences and public administration, respectively. (NOTE: FOR THE PURPOSES OF THIS PAPER UNLESS MINISTRY OF CIVIL SERVICE OR MCS IS SPECIFICALLY DESIGNATED, THE TERM CIVIL SERVICE INCLUDES OTHER GOVERNMENT OF OMAN UNITS AS WELL AS THE MINISTRY OF CIVIL SERVICE.) The project is designed to provide assistance to each of these according to the strategies outlined in the component descriptions and in response to the needs identified in each component's training request. The project supports the Fourth Five-Year Development Plan's emphasis on human resource development and Omanization, both in development of the specific components, and through the role health and education play in improving the welfare of the population as a whole.

In the case of Education and Health, these components represent the least Omanized of government ministries, and the areas of government service in which demand will grow the fastest. Moreover both these components represent a high proportion of the skilled labor force overall in government service, and within each component a high proportion of work force needs are for skilled personnel.

All government units have submitted training needs to the MCS. These needs form the basis for the Government of Oman Training Plan which corresponds with the Fourth Five-Year Development Plan. These needs have been incorporated in the project as the Civil Service Training Plan that describes the training assistance efforts to be made in all areas of the government except the Ministries of Education and Health.

G. PARTICIPANT SELECTION CRITERIA

Two levels of participant selection criteria have been established. The first level is designed to ensure that training activities are focused on achieving the project objectives of Omanization of the workforce and improving the efficiency of government service. Priority in project financing

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of training will be given to training for positions:

- (1) of trainers of trainers or other positions where the individual trained has significant potential to pass new skills on to other Omanis, thus having a multiplying effect;
- (2) connected with the improvement or expansion of systems to enhance efficiency, e.g. management information systems;
- (3) which are related to cross-cutting functions such as management, finance and personnel; and
- (4) which are high level, i.e. senior management or senior technical level positions.

A second level of selection criteria will be applied to the individuals proposed for training, and will emphasize a sound assessment of a candidate's qualifications related to U.S. academic admission standards and his/her aptitude, including English language capability and potential.

II. PROJECT RATIONALE AND DESCRIPTION

A. PROBLEM

During the last two decades Oman has experienced rapid economic growth and a huge increase in the size and complexity of its government structure beginning with the accession to power in 1970 of the present ruler, His Majesty Sultan Qaboos bin Said. Heavy investment in the production of oil has provided the means for development of a modern infrastructure and has led to the opening of Oman to modern technological change.

In 1970, living standards were low, the population was small and scattered, and modern infrastructure was virtually non-existent. Against this backdrop the new ruler began a program of rapid modernization. In 1970 modern education was rudimentary and there were few Omanis with the skills needed to staff the many new ministries and departments of government. Thus to accomplish the new Sultan's ambitious development plans the doors were opened to benefit from foreign labor and expertise. At the same time a priority was placed on the development of a modern educational structure to prepare the indigenous population for taking its place in a modern society, and to provide health services and encourage growth of the local population to fill the manpower needs.

The success of this strategy has resulted in a rapidly growing and increasingly better educated indigenous population, increasing demand for public services, particularly in health and education, and a growing demand for employment by young Omanis. However, the workforce today remains largely expatriate, particularly in health and education. Although the bulk of future employment opportunities will be in the private sector, the public sector plays a commanding role in the economy. The Government of Oman has already Omanized much of the public service in response to employment pressures. A lack of trained Omanis, however, has constrained the Omanization of many government positions requiring specialized and high level skills, and left the education and health sectors in largely expatriate hands.

B. PROJECT RATIONALE

Oman's development has been funded largely from oil revenue. However, the relatively modest size of the country's proven reserves provides an urgency to Oman's development plans not shared by its Gulf neighbors. The judicious use of oil income has allowed the creation of a sophisticated infrastructure in a relatively short time. The sharp decline in world oil prices in 1986 and the relatively short time period predicted for the exhaustion of this resource have raised concerns about the foreign exchange drain caused by expatriate labor. There is also an awareness of the vulnerability of the government system should the country continue to rely on a predominantly expatriate work force. Given these factors, Oman has made a policy decision to undertake the "Omanization" of the public sector as rapidly as possible.

A concerted effort at Omanization of the public service began in 1986 as government revenues were squeezed by dramatic oil price declines. Naturally, because of the minimal requirements, unskilled and semi-skilled positions were Omanized first. For Omanization to continue, however, increasing numbers of Omanis must be given higher education and specialized training to qualify them for the technical, teaching, and managerial positions still occupied by expatriates. As shown below, throughout government service expatriates dominate mid-level and senior technical and teaching positions. Expatriate employment is particularly prevalent in education and health where professional and technical labor constitutes the bulk of the work force.

Civil Service Employees - 1990 1

Group	% Omanis	Total	Non-Omani	Omani
Special Group	7%	716	663	53
Special Grade	100%	55	0	55
Group (I)	70%	2283	685	1598
Group (II)	54%	40921	18749	22172
Group (III)	83%	24145	3999	20146
Total		68120	24096	44024

Column One:

Special Group & Grade: Senior Advisors and Consultants
 Group I: Senior Technical & Management
 Group II: Supervisory, Technical, Administrative, & Clerical
 Group III: Labor

During the decade of the 80's the education system expanded and developed to the point where enrollment at the primary level is now estimated at 90 percent of eligible children, and growth at the intermediate and secondary levels is being pushed to keep pace with the demand this success at the primary level is creating. Additionally Sultan Qaboos University is graduating its third class of undergraduates this year. Had the country's educational system been neglected during this period there would be few if any directions such an Omanization initiative might take at this point.

The increasing number of secondary and university graduates represent a pool of trainable individuals, but the existence of such a pool does not, by itself, change the labor force equation in the public sector to any great extent. What will change it will be the country's ability to educate and train these graduates in skills and disciplines which they need, not simply to be employed by the government, but to effectively replace the highly skilled expatriates who now dominate the public ranks. Moreover the pace of Omanization can be enhanced through the education and training of Omanis already working within the government to allow them advancement into senior positions.

Much of this education and training is accomplished within Oman using the country's existing and developing institutions such as Sultan Qaboos University, the Intermediate Colleges for Teachers, the Health Training Institutes, and the Institute of Public Administration. Given the magnitude of the task, however, the indigenous institutions are neither large nor numerous enough, nor are their own staffs sufficiently trained to accomplish the task within any reasonable time frame. Moreover the faculty of these institutions are overwhelmingly expatriate. The profile of expatriates in the government shows large numbers in skilled technical and managerial positions as well as teaching and administrative positions. For some skills identified by the government as essential, particularly at the university graduate level, no in-country training exists.

There is, therefore, a clear rationale for providing high level managerial and technical training as well as high level academic training. The STP II project is designed to help the Government

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of Oman overcome these constraints within the ministries of Civil Service, Education, and Health as well as in key higher executive positions in other government agencies.

C. DETAILED PROJECT DESCRIPTION

1. GOAL AND PURPOSE

The goal of the project is to increase the capacity and promote the capability of the public sector workforce.

The purpose of the project is to increase the number of Omanis who are capable of providing the necessary managerial, technical, and teaching services and to improve the ability of present Omani managers, technicians, and teachers to provide those services. This purpose will support Strategic Objective I of the Approved Program Strategy for the Omani-American Joint Commission 1992 - 1997: "Increase the productivity, skills, and prevalence of Omani workers in the labor force". To achieve this purpose, the project will:

- strengthen in-country training capabilities in targeted areas;
- fund U.S. trainers who will provide such training in Oman; and
- fund U.S. management and technical training in the United States and to a limited extent in Third Countries.

2. DESCRIPTION

The project will use U.S. scholarships and training plus a limited amount of technical assistance to achieve its goal of increasing the number and competency of Omanis in key positions in the government. The MCS will be the primary implementing/coordinating ministry for the Government of Oman, in close cooperation with the Ministries of Education and Health.

Since the Ministries of Education and Health have key roles in the development of Oman and each has a high percentage of expatriates in its work force, those ministries have been identified as major recipients under this project. The scholarships, training and technical assistance made available to these two ministries will be mostly in technical disciplines and will prepare Omanis to fill positions which the government believes are crucial to the overall Omanization process.

Some of the project inputs planned in support of the Civil Service will be used to train individuals within the MCS. The bulk of these inputs will, however, be for training grants and scholarships to other ministries within the government. It is understood that some of these grants will relate to the technical responsibility of a particular ministry, but wherever possible grants should be in disciplines such as finance and management which support the smooth functioning of the civil service system across all lines of government.

As described in more detail in the Participant Selection Criteria, a guiding principle behind any ministry's request for project assistance must be the multiplier effect such assistance can be expected to have on the overall objective of Omanization. Thus, individuals with jobs involving the training of other trainers in a particular field or who can otherwise effect the skill levels of other Omanis in the government will receive particularly high priority in the selection process. A separate but important criterion will be the relationship a particular scholarship or training request will have on improving the functioning of the Civil Service system of Oman. Manpower

planning, personnel management and financial planning are examples of priority fields.

Even before the detailed planning of this project began, the Ministry of Civil Service had been working with other ministries and units of the Oman Government to ascertain their training needs. Of the many needs identified, those considered suitable for possible funding under this project have been included in Annex A. The needs for the Ministries of Education and Health are listed separately. Once the project becomes operational, each individual training need will be reexamined against the project criteria, the priority needs of the requesting entity and the availability of suitable candidates. Training plans will result from this reexamination and those training plans will provide the guidance for project training activities.

The nomination of individuals to receive scholarships and grants will be the responsibility of the ministry receiving the grant. It is understood that each nominee will meet the requirements of the Oman Scholarship Law, A.I.D. Handbook 10, and will meet the requirements described in Annex B - Participant Selection Guidelines. Whenever possible ministries will be expected to consider more than one candidate for any particular grant.

Providing the technical assistance requested by the participating ministries during the planning of this project will be the responsibility of the project contractor using short-term consultants, advisors and trainers. The type, timing and duration of such technical assistance will be determined through consultations among the project field team, the MCS, and the ministry requesting such assistance. Technical assistance specific to identified short-term training needs will be provided.

3. COMPONENTS

Project assistance is focused on three organizational components of the government - Civil Service, Education and Health. The project is designed to provide assistance to each of these according to the strategies outlined in the component descriptions and in response to the needs identified in each component's training request. Although project assistance strategies will differ among the three components, the project rationale ties the choice of these components together and provides a synergy to overall project assistance in support of the Oman Fourth Five-Year Development Plan. It supports the plan's specific emphasis on human resource development and Omanization, both in development of the components, and the role education and health plays in improving the welfare of the population as a whole.

In the case of Education and Health, these components represent the least Omanized of government ministries, and the areas of government service in which demand is expected to grow the fastest. Moreover both these components represent a high proportion of the skilled labor force overall in government service, and within each component a high proportion of work force needs are for skilled personnel.

All government units have submitted training needs to the MCS. These needs form the basis for the Government of Oman Training Plan, which in turn corresponds with the Fourth Five-Year Development Plan. These needs have been outlined in Annex A and form the basis for the Civil Service component of the Project's Annual Training Plan.

The Ministries of Education and Health have identified training needs that are dealt with separately and reflect these two components' importance to this project. During project implementation these two ministries will be expected to consult with and take guidance from the Ministry of Civil Service on any questions concerning the compliance of proposed training to project criteria.

a. **Civil Service Component**

Training and technical assistance under this component will include the following:

- scholarships and short-term technical training in cross cutting fields within the Civil Service such as finance, personnel, and management, and a limited amount of technical advice to improve manpower planning within the Civil Service;
- assistance with staff training and upgrading by a combination of scholarships and technical advice for the Institute of Public Administration; and
- scholarship assistance to prepare Omanis to assume teaching positions in the Public Authority for Vocational Training.

The objective of this component, aside from Omanization, is to strengthen the Civil Service by concentrating on upgrading the skills of Omanis in those functions that are common to all government entities, such as finance, planning, and administration and management. These are positions that affect the performance of a broad range of personnel within each entity and that have the potential for having high impact within the entities where the participants are assigned.

Since Omanization is an important part of the purpose of the project, exceptions to the idea of training individuals only in management skills will be made where training in a technical subject is needed by a person in a key position within a particular organizational unit or where Omanization of the position in question is particularly important for other reasons. It is planned that a fairly high percentage of those trained under the project will already be in service in the public sector when they are selected for training. Some of these in-service individuals will receive short-term technical training which will have immediate applicability to the jobs they are doing. Others will receive academic training which will either allow them to perform better at their old jobs or move up after training to positions of greater responsibility. Some receiving academic training will return to work in new government units with new functions designed to improve the overall efficiency and type of services provided by the government.

A reasonable amount of flexibility will be preserved in the Civil Service portion of the training plan to allow for change in light of emerging events and experience, subject always to the selection criteria of the project.

1. Long-Term Training

The long-term training needs in the Civil Service component reflect the fact that most governmental entities are constrained by an Omani workforce which often does not have the professional qualifications for the positions held. The focus of academic training will be primarily in skill areas that have broad applicability across the civil service. Training in finance and administration, and areas related to it, such as information management, offer opportunities that can have a broad impact on the functioning of the civil service. Specific training areas identified are manpower planning, human resource development, financial management, organizational development, and management information systems. Management training constitutes another area of focus, including finance, personnel, and information management, as well as more general management training for technical specialists that have moved into senior management positions. Teaching personnel, at the Institute of Public Administration (IPA), the Public Authority for Vocational Training (PAVT), and Sultan Qaboos University (SQU), constitute a third area of focus for academic studies. The IPA and the PAVT are covered in more detail in following sections. Sultan Qaboos University is establishing a College of Business and Economics in 1993. In keeping

with the theme of assisting with the development of indigenous training capacity, the project will assist with educating future Omani faculty of this college in business and economic subjects.

Although the level of academic programs to be funded will depend largely on the capabilities and needs of specific candidates proposed, some generalizations can be made about degree levels to be funded. Bachelor programs will likely focus on development of a cadre for general finance and administrative posts such as accounting, public administration, and computer science. Some master level programs in management will be offered for technical personnel moving into senior management positions. Advanced training in finance, administration, information management, and planning will be provided for senior people in those fields. Doctoral programs will focus on the provision of faculty for the College of Business and Economics at SQU and the Institute of Public Administration, emphasizing finance, marketing, economics, statistics, and organizational development.

2. Institute for Public Administration

The project will provide scholarships, training and technical assistance designed to increase the outreach and effectiveness of the government's Institute of Public Administration. In a sense IPA represents the embodiment of the project strategy for the Civil Service component; i.e. Omanization and the strengthening of the Civil Service. In fact, the Institute has a mandate to provide training for the whole civil service. Since its inception, however, it has tended to provide training and other services to a level of government personnel well below those in executive and other positions of influence. This situation can at least in part be traced to an under-prepared staff which lacks the training and experience to present the kind of high-level programs which will attract the decision makers of the Oman government.

Steps are being taken to remedy this situation. A new director has been appointed who has completed his Masters degree in economics at Johns Hopkins University. A new building to house the IPA has been approved which will offer more space and better facilities. A proposed law requiring government employees to take training courses in order to qualify for promotions will almost certainly increase the demand for IPA services.

The training requests from the IPA reflect not only the need for upgrading skills of the faculty, they confirm the need to broaden the capability and perspective of senior staff in key areas such as Organizational Development and Public Policy Analysis and Planning. A solid foundation in efficient office management will be achieved through various Masters degrees requested in fields such as accounting, personnel management, and data processing. Such training will provide the opportunity to strengthen the management of the IPA with a primary focus on middle management while including senior faculty as well. It is also indicative of the government's determination to prepare IPA to become a key instrument for implementing the government's programs for upgrading policy analysis, planning systems, and human resource development.

3. Public Authority for Vocational Training

A distinctive feature of the planned training of vocational teacher trainers to be provided under the Civil Service component will be its influence on the private sector. These individuals will be responsible for training teachers for the vocational schools who will in turn provide skill training for persons destined to work in the private sector. Scholarship and technical training is planned for the Oman Technical and Industrial College which is under the PAVT.

The long term-training envisioned for upgrading the quality of vocational-technical training in Oman reflects the changes which are anticipated in this field as a result of rapid technological development. This development will impact upon all industrial sectors and will have a profound effect on the skill composition of the labor force needed for sustaining economic growth. Most

of the recipients will be "trainers of trainers", that is they will be training teachers for Oman's vocational schools, who in turn will provide training for students in vocational and technically oriented fields of study.

4. Technical Assistance

Short-term consultants will be requested to assist the MCS in designing and conducting specialized short courses and in providing consultancies in manpower planning. The field team will have practical and academic experience in Human Resource Development and Training and hence will be able to support the MCS in its efforts to use the project as a vehicle for improving the quality of manpower planning.

b. **Ministry of Education Component**

As discussed in the Education Technical Analysis (Annex C), given the large number of expatriates in the education system and the need of the Government of Oman to improve the quality of the system, the Ministry of Education (MOE) has set two key objectives related to Omanization - improving the managerial and technical competence of the existing Omani education staff and increasing the numbers of qualified Omanis entering the teaching force by strengthening the staff and programs at the teacher training colleges. The project strategy, therefore, is to provide a program of training and technical assistance aimed at these two objectives.

1. Long-Term Training

The long-term training requests from the MOE include 19 fields of study and 155 candidates (see Annex A). More than 60 percent of the requested training grants are targeted for the faculty of the teachers colleges, highlighting the MOE's high priority accorded to the upgrading of the Omani teaching force. The second highest training priority is for the English Language Department of the MOE, reflecting the importance of English language studies in the Omani education system. The remainder are interspersed among the other departments in the MOE. About 80 percent of the MOE's request is designated for the Masters level. The remaining 20 percent for Doctorals will be targeted at key areas such as educational planning, administration, economics and statistics, and for selected staff at the colleges.

2. Short-Term Training

The emphasis in short-term training is to strengthen the management of the educational system through a focus on middle level managers (Directors, Deputy Directors and Section Heads) but including top management as well. More than half of all participants will receive training in school administration and supervision as well as other broad areas of educational management. Moreover the ministry is making a serious effort to ensure that impact in this area is spread evenly throughout the system. The majority of the participants will be coming from the MOE's Regional Offices. Additional requested short-term training falls into the needed skill categories of educational planning, educational technology, in-service teacher training, teacher education and examinations management.

3. Study Tours

In addition to the more formally structured short-term training proposed above, the MOE, as part of its drive to improve the quality of educational services, is planning to expose key senior

educators and administrators to both the administrative and technical components of quality education programs abroad. The project will contribute through selected study tours of U.S. educational institutions.

4. Technical Assistance

The MOE can benefit from short-term technical assistance through the project to perform two functions. The first is to assist various departments in the ministry with specific specialized functions, e.g. educational planning, special education, early childhood education, school libraries and technical education. The second is to conduct workshops to train specialists in fields such as examination management, content analysis, and educational objectives.

c. **Ministry of Health Component**

The project will provide training and technical assistance to the various units of the Ministry of Health (MOH) and to its Health Training Institutions. The latter includes the Institute of Health Sciences with its School of Nursing, Medical Laboratory Sciences, Radiography and Physiotherapy, the Institute of Public Health which trains Sanitarians, and the Oman Assistant Pharmacy Institute.

The objective of the health component is to develop Omani health workers to assume leadership of the nursing and para-medical (allied health) activities in the country, and to maintain and strengthen the competence of Omani health workers currently in the field. The project strategy for achieving this objective involves providing assistance under the following broad categories:

- training designed to identify and strengthen management and supervision of technical areas and administration;
- institutional development assistance to the health training institutes;
- assistance in establishing accreditation of health training programs and certification of health trainees by international bodies; and
- assistance in development and extension of organizational structures for health management continuing education (in-service training).

These categories translate into the following major needs for training and technical assistance.

1. Long-Term Training

a. Academic Programs for Health Institute Faculty.

At present the Health Training Institutes in Oman are staffed primarily by expatriates. There is an urgent need to develop Omani faculty for all the health fields at the M.A. level. While over 30 fields of study have been identified, the MOH has indicated its initial training priorities are in Hospital Management, Health Statistics, Human Resource Management, Pharmacology, Nutrition, and Epidemiology.

b. Training for Nurses.

Nursing is an important element in the ministry's Omanization plans, given the key role nurses play in health care delivery and public health education. Qualified senior nurses are needed to staff the current and planned nurse training institutes. Recent secondary school

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graduates as well as serving nurses will be sent for BSc level nursing courses abroad. Specialty nursing skills are required in the following priority areas: Accident and Emergency, Pediatric and Neonatal Care, Intensive Care, Renal Dialysis, Ophthalmology, Burns and Plastics, Operating Theaters, General Surgery and Neuro Surgery. Moreover a limited number of staff nurses will require educational opportunities to become supervisory nurses or nurse administrators.

c. Miscellaneous.

Besides nursing and academic programs for Health Institute faculty, six other areas of specialization have been identified for BSc level training and 20 specializations are included for Diploma level training. The latter are considered to be a first stage of post-secondary training and it is anticipated that some of these participants may continue for more advanced studies. With the MOH emphasis on the development of a strong Health Information System the project will offer Master's level training in Health Information Systems and a Diploma level program in Medical Records. Additionally limited project assistance will be available to support specialized training of physicians.

2. Short-Term Training

A precise program of short-term training will be determined in collaboration with the U.S. short-term consultants called for under the project. Areas that have been identified to date are:

- a. engineer training in medical equipment planning and management;
- b. support to the Ministry's health plan in preventive medicine, including such fields as epidemiology and nutrition; and
- c. strengthening hospital management and health center management, with the latter including refresher courses for nurses and midwives.

3. Study Tours

In order to be kept up to date with developments in all health fields, study tours to the U.S. will be arranged for selected senior staff.

4. Technical Assistance

Short-term consultancies are needed to provide technical assistance in the following general areas:

- a. to assess the current educational policies and strategies in MOH educational institutions and propose strategies and action plans for enhancing the quality and quantity of training in these institutions;
- b. to support the Directorate General of Education and Training in the fields of education management, curriculum development and accreditation;
- c. to develop a collaborative epidemiology course;
- d. to conceive, design and conduct management training programs/workshops/seminars for all levels of the health services;

- e. to assist in the development of Management Information Systems (MIS) in the Ministry; and
- f. to study the requirements of medical equipment in different types of institutions, and standardize it.

Specific technical assistance is needed to evaluate the curricula of the Health Training Institutes. Health curriculum specialists will be needed to review current programs and recommend changes in order to reach a goal of international accreditation and Board Certification of institute graduates by U.S. standards. This will extend opportunities for advanced study and degree work overseas.

Another area for concerted short-term assistance is with the Continuing Education Department of the Institute of Health Science. Consultants will be needed to:

- a. develop a plan for a national program of continuing education and hospital in-service education;
- b. recommend staffing;
- c. recommend teaching materials, short course design and appropriate education technologies; and
- d. develop methodologies to evaluate in-country training programs.

4. PROJECT OUTPUTS

The primary output of this project will be an increase in the number of trained Omanis throughout the structure of the government. A total of 236 Omanis will complete academic programs in the U.S., comprising 20 Doctoral, 138 Masters, 52 Bachelors and 26 Associate of Arts degrees. The main thrust of the project will aim at preparing Omanis to work efficiently in key positions in the government. Many of the participating ministries will have nominated individuals for academic scholarships or specialized training who were already in responsible positions, but who need additional training to perform more efficiently and to qualify for positions of higher authority.

The project will assist Oman in its overall Omanization effort by providing training in organizational units that have previously been staffed exclusively, or nearly so, by expatriates. This result will be particularly noticeable where the multiplier effect of Omanis training Omanis becomes a reality in targeted facilities such as the Teacher Training Institutes and specialized health institutes.

Training through the Civil Service component will lead to a better functioning of the civil service in such important areas as planning, management, and finance, and will affect most units of the government. The project's efforts in upgrading the Institute of Public Administration will provide one means whereby Oman is able to continue the process of training its own civil servants at critical levels.

In addition to the degrees listed above, short-term training grants totaling 351 person-months will be made available for Omanis in the public sector. Most will travel to the United States for highly specialized, mostly pre-packaged courses designed to increase their on-the-job effectiveness. Such training will cut across all areas, fields and disciplines identified as important to the achievement of the project's goal.

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Hundreds of Omanis will attend workshops, seminars and training courses conducted in Oman by specialists funded under the technical assistance portion of the project. A total of 30 person-months of short-term technical assistance are available during the life of the project for this and other consulting activities described below.

Planning, management, and subject-matter specialists will provide direct consulting advice in such fields as in-service training, system design, evaluation, manpower planning and personnel management. In a number of cases an advisor will have worked directly with a unit of government to design training strategies to help that unit take full advantage of the scholarships and training made available under this project.

5. PARTICIPANT SELECTION CRITERIA

The Oman Government's Five-Year Training Plan identifies the government's training needs. Selection for project financing from within these needs is based on the following criteria. A basic principle behind the criteria is to achieve a multiplier effect for project resources. It is expected that through judicious application of assistance the project will have a long-term impact that will extend well beyond the initial project outputs.

Two levels of participant selection criteria are established. The first level of criteria is designed to ensure that training activities are focused on achieving project objectives. The second level of criteria focuses on maximizing the effectiveness and success of individuals trained under the project.

Selection criteria at the first level will be applied as the first filter of eligibility to all nominations for training. These will be applied on the basis of the position which the nominee holds, or is proposed to hold, and establishes the relevance of the training to achieving project objectives. Priority in project financing of training will be given to:

- training trainers of trainers, or other positions where the individual trained has significant potential to pass new skills on to other Omanis - this is particularly important in assistance planned for specialized training institutes within the several ministries;
- training connected with the improvement or expansion of systems that will enhance the productivity of the Omani Civil Service, such as management information systems, personnel management systems, or the introduction of innovative capabilities or services not presently available;
- training which is related to cross-cutting functions within the Civil Service and which offers opportunities to improve the overall functioning of the Civil Service - training in management, finance, and administration are examples of skills this criterion would point toward;
- training which is key to the overall functioning of a government unit such as senior management, senior technical positions, planning functions, or personnel bottlenecks that restrict the functioning of a unit.

A second level of analysis of eligibility, once one of the above criteria is satisfied, will apply to the individual candidates. Considerations at this level are defined by the project's emphasis on U.S. training, a sound assessment of a candidate's qualifications, interest, and aptitude for the proposed training, and the requirements of the Omani Scholarship Law, A.I.D. Handbook 10, and

individual training program and institutional requirements.

The project's emphasis on U.S. training imposes its own set of standards, chiefly related to English language skills, but also related to common U.S. academic admission requirements. The project will establish a ladder of eligibility, essentially a series of increasingly demanding requirements that will define the level and type of project assistance to the candidate. In English language skills for instance, the first rung would define minimum eligibility for initial project assistance, probably for in-country English language training. As the candidate's competency increases, he or she would progress to higher levels of project assistance, ultimately leading to full qualification for entrance to an academic program. Thus the project will offer its assistance not only to those candidates who fully qualify for a scholarship or training program under the project, but to those who show promise of qualifying with some additional preparatory training. First priority, however, will be given to individuals who are "training ready". While the project makes provision for English training and pre-academic remedial training, a preference will be shown for nominated individuals with all the proper English and academic qualifications for entrance to a U.S. program.

D. RELATIONSHIP TO OTHER OAJC ACTIVITIES

Human capital development is one of the three key strategic objectives identified in the OAJC Strategy Paper. As such, human resource issues are a major consideration in the design of all OAJC projects. Most OAJC projects include a training component that addresses the particular technical needs of the project. For example, the Water Resources Development Project addresses the need for trained technical personnel in water and wastewater management, irrigation, and environmental management. The Fisheries Development and Management Project has a substantial training component in fisheries research and management. A limited training activity in the OAJC II Project addresses miscellaneous needs not supported under ongoing projects. The STP II Project will address the technical and managerial training needs in the education and health sectors and general support in improving the functioning of cross-cutting civil service functions. In the private sector, the OAJC is planning a project to assist in establishing a Business Training Institute that will be privately run and will train mid-level administrative and supervisory personnel in areas such as accounting, marketing, and information management. Moreover a scholarship fund is planned in conjunction with the Business Training Institute to train Omanis for senior management positions in the private sector.

E. OTHER DONOR ACTIVITIES

At the Ministry of Education, the British Government through the British Council has projects assisting with curriculum development, most notably in developing a unified curriculum for English language teaching and in training English language teaching staff in its use. The German Government has a substantial program of technical assistance in developing a revised and updated vocational training curriculum for the Public Authority for Vocational Training. The World Bank and the U.N. have cooperated with the Development Council in manpower planning with respect to formulation of the Fourth Five-Year Plan, the population census, and in continuing technical advisors at the Development Council Secretariat. Moreover, the World Bank has a multi-year technical assistance project with the Ministry of Civil Service in administrative reform and management analysis. The World Bank, ODA, British Council, and others have sponsored small groups or individual candidates on training programs. This proposed project does not conflict with ongoing or planned programs by other donors, and contributes to individual efforts in education and training through strengthening the ability of the government to relate training more effectively to work force needs.

F. PRIVATE SECTOR OMANIZATION

While Omanization of the public sector is a high priority of the government, the public sector cannot alone meet the employment needs of Oman's growing population, and future employment creation must come largely from the private sector. Moreover there is an awareness that relatively high public sector wage rates, greater security, and more attractive working conditions set standards that discourage Omanization of the private sector labor force. In recognition of these conditions the government has taken several steps to facilitate employment of Omanis in the private sector and to establish conditions conducive to retaining them there.

Private sector Omanization is a high priority of the Fourth Five-Year Development Plan. The plan seeks to facilitate diversification of the economy and creation of employment through industrial, fisheries, and agriculture development, and regionalization of development. Moreover it provides incentives to employment of Omanis through training and salary subsidies. A singular feature of the Plan's approach to facilitating employment opportunities for Omanis is the rationalization of education and training to private sector workforce needs. Particular efforts are being made to re-orient the vocational training system to be responsive to the private sector. Additionally the Plan makes provision for the establishment of a Business Training Institute to address the mid-level clerical and technical needs of the modern business sector, and the establishment of a College of Business and Economics at Sultan Qaboos University to train future Omani business leaders.

Particular efforts are being made by the government to improve the working conditions in the private sector to be more competitive with public sector employment, while holding the line on public sector wage increases to allow inflation to bring private sector wage rates in line with those in the public sector. A social security system has been put in place in the private sector and is now operational. Additionally minimum wage rates have been established. Through the Supreme Committee on Labor and Vocational Training other policy reforms are being studied to make private sector employment more attractive to Omanis.

III. COST ESTIMATE AND FINANCIAL PLAN

A. A.I.D. CONTRIBUTION

The Life-of-Project United States contribution will be 30 million U.S. dollars and will be financed by USAID through the OAJC. Funds will be obligated by project agreement between USAID and the Government of Oman. The initial U.S. contribution to be made in U.S. Fiscal Year 1992 will be 10 million dollars. It is anticipated that a second obligation of \$10 million will be made in FY94 and a third obligation of \$10 million in FY95. A summary of the major project cost items follow:

TABLE I

Budget Item	Contribution (\$000)	
	U.S.	Oman
Field Services	\$1,914	\$330
U.S. Based Services	\$1,776	\$560
Short-Term T.A.	\$945	
Scholarships	\$20,603	\$16,926
Short-Term Training	\$1,404	\$400
English Language	\$1,000	
Commodities	\$525	
Start-up, Evaluations, & Audits	\$576	
Contingency	\$1,257	
TOTAL	\$30,000	\$18,216

Project management services will be provided through USAID direct contracts, personal services contractors, local hire, and local contracts. Alternative scenarios, outlined in the Implementation Plan (Contractor Scope of Services) are being considered for provision of field management and implementation services.

A project expenditure plan detailing cash flow is found on page 16. Cost and expenditure figures have been determined using the Training Cost Analysis program provided by A.I.D.'s Office of International Training and are based on the default inflation rates and cost figures provided by OIT's reimbursable training office.

B. HOST COUNTRY CONTRIBUTION

The contribution of the Government of Oman for this project is estimated at the equivalent of 18.2 million dollars over the life of the project. This estimate includes salary and benefits of counterparts and training participants, in-kind contributions in the form of office space, office supplies and equipment, administrative support in the form of visas, road passes, and any other official approvals for technical assistance personnel, administrative support and use of facilities for in-country training, direct training costs borne by the Government of Oman as outlined

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below, and in-country per diem and travel costs associated with participation in training programs.

Counterpart and training participant salaries and benefits will be the responsibility of the ministry where the individual is employed and will be funded through that ministry's recurrent budget. Responsibility for arranging for the payment of direct training costs not permitted under USAID participant training regulations as illustrated below will lie with the Ministry of Civil Service.

Specifically the Government of Oman will pay, in accordance with the terms and conditions of the Oman Scholarship Law, international airfares, supplemental living, clothes, shipping, and any other allowances which are routinely granted to Omani students studying abroad and which are not fully covered under U.S. government training stipends, and travel and support of dependents who are allowed under Omani regulations to accompany a participant to his or her place of training. During in-country training the Government of Oman will be responsible for transport and per diem costs of participants.

Additionally the government will provide office space, furnishings, and administrative and logistic support in Oman for technical assistance personnel under the project, and will provide monitoring and support of overseas participants through the Cultural Attache.

C. TRAINING BUDGET

For the purpose of estimating scholarship and training costs, Table II illustrates unit costs and level of training. Costs factors include allowable tuition, maintenance, and supplementary costs including a pre-academic program. Please note that actual expenditure and budget figures are drawn from OIT's Training Cost Analysis program and account for inflation factors. The following figures therefore may differ from expenditure figures and should be considered indicative only.

TABLE II

TYPE OF TRAINING	QUANTITY	COST FACTORS (TCA)	TOTAL
English Language	250	\$4,000 per participant	\$1,000,000
Short-Term Technical	351	4,000 per month	\$1,404,000
A.A. Degree	26	\$62,170 per participant	\$1,616,420
Bachelors Degree	52	\$126,289 per participant	\$6,567,028
Masters Degree	138	\$71,783 per participant	\$9,906,054
Doctoral Degree	20	\$87,282 per participant	\$1,745,640
TOTAL			\$22,239,142

STP II Expenditure Plan

	TOTAL \$000		1993 \$000		1994 \$000		1995 \$000		1996 \$000		1997 \$000		1998 \$000		1999 \$000	
	U.S.	Oman	U.S.	Oman	U.S.	Oman	U.S.	Oman	U.S.	Oman	U.S.	Oman	U.S.	Oman	U.S.	Oman
TECHNICAL ASSISTANCE																
Field Team																
Project Management	1,404	330	312	68	312	68	312	68	312	68	156	68				
Local Hire	510		120		120		120		120		30					
U.S. Based Training Services																
Project Management	240		40		40		40		40		30		30		20	
Participant Placement & Support	1,536	560	153	60	292	100	367	120	292	100	277	80	85	60	70	40
Short-Term Technical Assistance	945				315		315		315							
TRAINING																
Scholarships	20,603	16,926	2,338	1,438	4,295	3,204	5,376	4,506	4,353	4,083	2,875	2,520	1,191	986	175	191
Short-Term Training	1,404	400			360	100	348	100	348	100	348	100				
Pre-Academic & English Language	1,000		200		300		300		200							
COMMODITIES	525		180		155		105		105							
START-UP, EVALUATIONS, and AUDITS	576		300				75				75				126	
CONTINGENCY	1,257															
TOTAL	30,000	18,216	3,623	1,562	6,189	3,470	7,358	4,792	6,085	4,349	3,791	2,766	1,306	1,046	391	231

IV. IMPLEMENTATION PLAN

A. PROJECT IMPLEMENTATION ENTITIES

Project implementation is the primary responsibility of three parties:

- the Ministry of Civil Service
- the Oman-American Joint Commission (OAJC)
- the Project Contractor

Smooth implementation of the activities envisioned in this project will require close coordination with the Ministries of Education and Health, being the primary recipients of project assistance, and the Scholarship Department of the Ministry of Education, being the coordinating body for scholarships in Oman.

An ad-hoc committee for the design of this project was established comprising representatives of the Ministries of Civil Service, Education, Health, the Scholarship Department of the Ministry of Education, and the Omani-American Joint Commission. It is anticipated that this committee will continue as the primary coordinating mechanism among cooperating parties. The following responsibilities towards project implementation for each of the participating parties were agreed upon.

The Ministry of Civil Service will be Responsible for:

- overall project coordination with government bodies receiving project assistance, as well as funding entities – the Development Council, the Ministry of Finance and Economy, and the Oman-American Joint Commission;
- the development, in conjunction with the other government units, and in collaboration with the project field team, of annual Government of Oman training plans. Every consideration should be given during the development of these plans to provide opportunities for scholarship and training for women;
- selection and nomination of Ministry of Civil Service candidates for training;
- ensuring Government of Oman contributions to direct training costs, such as augmented allowances and international air fares, are available to support project training activities;
- establishing a working procedure with the Ministry of Education Scholarship Department to obtain clearance under the Oman Scholarship Law for all candidates designated for academic degree training under the project;
- coordinating the provision of all short-term consultants and trainers scheduled under the project and arranging for appropriate entry visas; and
- providing office space, furnishings and logistic support for the long- and short-term contract advisors in Oman.

The OAJC will be responsible for:

- provision and management of U.S. funding under the project;
- provision of the necessary technical, management, and support services for timely and efficient implementation of project activities through contracts for services;
- arranging for appropriate visas for participants travelling to the U.S.; and
- scheduling and funding the required evaluations and a financial audit planned during the project.

The Ministry of Education will be responsible for:

- working with the Ministry of Civil Service and the project contractor to prepare annual Ministry of Education training plans;
- selecting candidates for the positions identified on the annual training plans for the Ministry of Education component;
- obtaining Government of Oman clearance for scholarship recipients; and
- coordinating with the Ministry of Civil Service and the project contractor all requests for technical assistance provided to the Ministry of Education under the project.

The Ministry of Health will be responsible for:

- working with the Ministry of Civil Service and the project contractor to prepare annual Ministry of Health training plans;
- selecting candidates for the positions identified on the annual training plans for the Ministry of Health component;
- obtaining Government of Oman clearance for scholarship recipients; and
- coordinating with the Ministry of Civil Service and the project contractor all requests for technical assistance provided to the Ministry of Health under the project.

The Ministry of Education Scholarship Department through the Oman Cultural Attache will be responsible for:

- administering allowances to participants, including those attributable to both USAID and the Government of Oman;
- advising and working with the contractor's U.S. office concerning participant placement, particularly in providing information about institutions where previous Omani students have been successful;
- carrying out any participant monitoring required by Omani regulations and procedures for Omanis studying in the U.S. or third countries; and
- placing and supporting project-financed third-country participants will be handled by the Oman Cultural Attache in those countries.

Contractor Scope of Services

Project management and implementation services are divided into two components - U.S. based services and the Oman based team. U.S. based services will be provided through a USAID direct contract. Field services will be provided either 1) through the same contractor providing U.S. based services, 2) a second USAID direct contract with an American supplier, or 3) directly through the OAJC using personal service contractors, local hire, and local contracting. A breakdown and costing of project management services according to two alternatives follow. Alternative I describes contracting all services through one or two institutional contractors. Alternative II describes contracting services through a combination of PSCs, local hire, and an institutional contractor.

Alternative I

	Per/Mths	Unit Cost	Multiplier	Total
Long-Term T.A.				
Project Manager	60	\$13,000	1.75	\$1,365,000
Short-Term T.A.	30	\$18,000	1.75	\$945,000
Local Hire				
Training Administrator	48	\$3,000	1.25	\$180,000
Translator	48	\$3,000	1.25	\$180,000
Clerk	48	\$1,500	1.25	\$90,000
Driver	48	\$1,000	1.25	\$60,000
Home Office				
Project Management	24	\$5,000	2	\$240,000
Placement/Monitoring/Support	192	\$4,000	2	\$1,536,000
Commodities	1	\$500,000	1.05	\$525,000
Total:				\$5,121,000

Alternative II

	Per/Mths	Unit Cost	Multiplier	Total
PSC Field Team				
Project Manager	60	\$13,000	1	\$780,000
Training Manager	48	\$13,000	1	\$624,000
Local Hire				
Training Administrator	48	\$3,000	1.25	\$180,000
Translator	48	\$3,000	1.25	\$180,000
Clerk	48	\$1,500	1.25	\$90,000
Driver	48	\$1,000	1.25	\$60,000
Contract U.S. Services				
Home Office				
Project Management	24	\$5,000	2	\$240,000
Placement/Monitoring/Support	192	\$4,000	2	\$1,536,000
Short-Term T.A.	30	\$18,000	1.75	\$945,000
Commodities	1	\$500,000	1.05	\$525,000
TOTAL:				\$5,160,000

The services to be provided to the project through either of these alternatives follow.

Oman Based Project Management and Implementation Services:

- overall project management responsibility;
- assisting with the preparation of annual training plans;
- preparing annual project workplans and semi-annual progress reports which:
 1. outline annual project activities for each of four project implementation years.
 2. assess progress, problems and issues, as well as make recommendations relating to the various training, technical assistance and other procurement activities of the project, and including updates of annual workplans.
- conducting assessments and evaluations of candidates proposed for training;
- arranging for all necessary English language training and other pre-departure activities;
- preparing and dispatching all documentation needed for the placement of candidates in the U.S. or third-country training institutions and keeping the Ministry of Civil Service and the sponsoring ministry advised of the progress of each placement;
- using a Participant Training Management System to maintain full and accurate records of all participants including those in process, in training and those that have returned to

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Oman and resumed their work;

- developing and conducting a comprehensive follow-on program for returned participants;
- implementing a project monitoring plan as illustratively described in this paper;
- developing in consultation with participating ministries and the OAJC, specific scopes of work for each short-term consultant;
- developing in consultation with participating ministries and the OAJC a commodities procurement list; and
- coordinating closely with the U.S. based contractor.

U.S. Based Services:

- placing participants in suitable academic and technical training institutions based on the "requested training" information forwarded from Oman. For such placements the contractor will give full consideration to the programs offered by Historically Black Colleges and Universities (HBCU) institutions;
- paying tuition and other training fees directly to the training institutions;
- determining the correct allowances for each participant according to A.I.D. Handbook 10 and passing those allowances to the participant through the Cultural Attache of the Embassy of Oman;
- complying with all USAID reporting requirements needed for the Participant Training Information System (PTIS) and the Health Accident Coverage (HAC);
- arranging for any needed extensions of participants' J-1 visas;
- monitoring participant progress through the regular collection of Academic Enrollment and Term Reports (AETR) and other means. This information will be shared with the Cultural Attache and the in-country project contract team, who will provide such reports to concerned Government of Oman entities and the OAJC;
- procuring commodities requested by OAJC and participating ministries; and
- recruiting short-term consultants based on OAJC, Ministry of Civil Service, and cooperating ministry requirements.

B. PROJECT IMPLEMENTATION SCHEDULE

Project implementation will be based on annual workplans formulated by the project field team in conjunction with the Ministry of Civil Service and approved by the OAJC. The annual workplan will identify the levels and types of academic programs to be initiated and continued, academic preparatory programs to be conducted, short-term technical training to be programmed, technical assistance to be provided, commodities to be purchased, and staffing levels of the field team.

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Project implementation of the training components are based on the formulation of a government wide training plan which corresponds with Oman's Fourth Five-Year Development Plan. This training plan is in the final stages of preparation and will be completed by the start of the project. The project's annual workplans will be based upon annual project training plans drawn from this government-wide, long-term training plan.

Project implementation will begin with the signing of the project agreement, followed by preparation of the first annual workplan. With the signing of the project agreement, a personal services contractor will be hired for six months by the OAJC to assist the Ministry of Civil Service in preparation of the first annual workplan, identification of initial candidates for training, and initiation of in-country testing, evaluation, and English language training for candidates. Simultaneously the OAJC will initiate the process to recruit a U.S. contractor for project management and implementation services.

Contracting for institutional services will be initiated with the signing of the project agreement. Alternative scenarios for providing project management and implementation services are being considered using a mix of USAID direct contract services, U.S. personal services contractors, local hire, and local contract services. Project management services are grouped into two components - Field Team and U.S. based services. The field team constitutes the key to successful and smooth implementation of the project. Decisions regarding the makeup of the team, and the method of contracting will be made during the start-up period and will entail close consultation with the implementing agency, the Ministry of Civil Service.

The attached implementation plan outlines in detail the timing of major events in the project. The project life extends until 1999 to accommodate the full length of academic programs. The field technical assistance component of the project, scheduled to be fully mobilized by the 2nd quarter of 1993, will extend for five years. The U.S. based services will continue throughout the life of project to support the academic participants remaining abroad during the latter half of the project. The project envisions phased departures of academic participants over four years and the programming of short-term technical training during each annual workplan cycle.

C. PROCUREMENT PLAN

Project Start-up

A personal services contractor will be hired to conduct initial project start-up activities while full project management services are being procured. Services for assessment and evaluation of candidates and English language training will be procured locally to expedite preparation of initial candidates for training.

Project Management Services

Provision of project management services are grouped into two components described previously - U.S. based services and field services. The services to be provided under each component will be solicited separately. U.S. based services will be provided through a USAID direct contract. Field services will be provided either in conjunction with the U.S. based services contract, or separate USAID direct contract, or through personal services contractors, local hire staff, and local contracting.

A request for proposal of services for both components will be issued shortly after project agreement signature. Bids for provision of services under each component will be considered separately and independently, as well as concurrently. At a minimum U.S. based services will be

awarded to a U.S. contractor. Decisions on the award of a contract for field services will be made in conjunction with the Ministry of Civil Service and will be based on cost efficiency, quality and timeliness of offered services, and the effectiveness of alternative management modes.

Commodities

The limited amount of commodities to be purchased under the project (i.e. computers, office equipment, etc.) will be the responsibility of the field team and will be provided through the institutional contract. If the field team is staffed through PSCs the commodities will be provided either through the U.S. based contractor or locally.

Evaluations and Audits

Evaluations and audits will be provided through indefinite quantity contracts available for those purposes. The OAJC, in conjunction with the Ministry of Civil Service, will request these services using project funds set aside for this purpose.

Other

All training will be procured through a non-funded PIO/P. Local training and other services will be procured through appropriate and competitive mechanisms, either through an institutional contractor or the OAJC.

Due consideration will be given to the procurement of U.S. commodities and services wherever feasible. Moreover, Gray Amendment firms will be used for the evaluations planned for this project and participants placed where appropriate in HBCUs.

V. MONITORING AND EVALUATION PLAN

A. MONITORING

The project field staff will have primary responsibility for collecting information on the project's progress and maintaining fiscal accountability for all project activities. Care will be taken to continually measure purpose achievements over time as well as monitor the outputs.

USAID has developed a computerized management information system (PTMS) which provides a participant training data base (including age, sex, academic background, prior work experience) and tracks the beneficiaries of the project. Its features include both routine descriptive training information from participant processing documents and institutional codes for fields of study and training sites. The PTMS will be used to provide up-to-date, ongoing information on the status of training activities.

The project field staff will be responsible for the administration of questionnaires to trainees immediately prior to their departure from the U.S. and within six months of their return to Oman. These questionnaires will assess trainee satisfaction with the U.S. training experience.

In addition to these questionnaires, project monitoring will also take the form of debriefings and in-depth interviews with selected returned participants. Further, the field staff will undertake "case studies" of selected returned participants and their institutions to determine how the training opportunity has assisted the returnee in his or her career and how it has improved and strengthened the institution.

The information gathered through the debriefings, interviews and "case studies" will be used by the Mission to assist the contractor in refining participant training activities and in suggesting ways returned participants can utilize their new skills to the benefit of their institutions. This information, coupled with the PTMS, will feed into the project's annual progress report and the development of subsequent annual training plans.

Interim evaluations by the OAJC will provide independent assessment of the results of the project monitoring plan and, in turn, may lead to revisions both to annual training plans and potentially to the overall direction and emphasis of the project.

B. EVALUATION

The project will be evaluated by three separate evaluations:

- 1) a process evaluation after two years;
- 2) an interim evaluation after four years which combines both process and initial impact methodologies; and
- 3) a final life-of-project impact evaluation at year seven following return of all participants.

1. First "Process" Evaluation

This evaluation will examine the project's mobilization efficiency and identify and address issues related to project implementation. It will also begin to examine some basic project output issues.

Issues to be examined might include:

- whether appropriate technical assistance has been made available, i.e., are the field team and U.S. based contractor correctly staffed in terms of numbers and skills, and does the contract scope of work remain accurate as a statement of the work to be performed;
- whether the PTMS system is operational;
- whether adequate contractor workplans have been developed and are being followed within the timeframe in which they were programmed;
- whether the Government of Oman is providing its agreed upon share of project costs in a timely manner;
- whether the Government of Oman is developing adequate and timely Training Plans;
- whether the following training processes are adequate:
 - (a) recruitment, selection and screening procedures
 - (b) development and specification of individualized training plans
 - (c) English language training both in Oman and in the U.S.
 - (d) pre-departure orientation
 - (e) initial short-term training programs
- whether the Ministries of Civil Service, Health and Education are collaborating effectively in project areas requiring coordinated communication and decision making;
- whether adequate linkages have been established among the Government of Oman, the OAJC, the field staff, and the U.S. based contractor; and
- whether the Government of Oman is making existing and newly recruited Omani candidates available for training.

For all of the above issues the evaluation is expected to provide recommendations on how any problems, constraints or obstacles might be overcome and to determine whether any revisions in project management are required.

2. Interim "Mid Term" Evaluation

This evaluation will take place at the end of project year four. At this time three years of short-term training should have been completed and three of the four waves of long-term participants to the U.S. should have departed for training. Also, many of the first wave and some of the second wave participants will have completed their programs and returned to Oman. This evaluation will concentrate on project output and will begin to examine end-of-project impact issues while continuing to review overall project management.

Issues to be examined might include:

- whether all of the issues examined in the first evaluation have been adequately addressed and, particularly, whether the management and relationship issues that surfaced during the first evaluation have been adequately addressed;
- whether any new implementation problems have developed and the extent to which they are being addressed;

Scholarship & Training Project II

- whether the participating Ministries have adequate systems in place to handle the administrative and financial aspects of the project;
- whether the basic project documents and, specifically, the project paper, logical framework, grant agreement, and implementation letters, remain accurate descriptions of the project or need revision;
- whether progress in achieving life-of-project output is on target (see Logical Framework for outputs);
- whether the overall project monitoring system and, particularly, the questionnaires, interviews, and "case studies", are sufficient to insure that adequate information will be available for the final evaluation of the impact training;
- to what extent returnees are utilizing their training;
- to what extent returnees are advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.); and
- to what extent short-term training programs have improved participants' effectiveness and, for the purpose of possible future training projects, which types of programs have been most effective.

3. Final "Impact" Evaluation

This evaluation will concentrate on the effectiveness of individual training programs and on technical assistance, both to the career enhancement and development of the individuals trained and to the strengthening of the institutions in which they serve. The ultimate question to be addressed is to what extent the project's purpose has been achieved.

Issues to be examined might include:

- to what extent returnees are utilizing their training;
- to what extent returnees are advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.);
- to what extent short-term training programs have improved participants' effectiveness and, for the purpose of possible future training projects, which types of programs have been most effective; and
- what has been the impact of all aspects of project technical assistance (training, consultancies, commodities) on the institutions receiving major attention in this project in terms of reoriented programs, revised curricula, changes in staff composition, intake levels of students and placement of graduates.

VI. ANNEXES

ANNEX A. TRAINING NEEDS SUMMARY

The following outlines and tables represent training needs identified for potential funding by this project under the three components of Civil Service, Education and Health. The tables summarize type, level and subject matter of training requested. All of the training shown was requested under the Oman Fourth Five-Year Plan, fits within each ministry's own manpower requirements, and conforms to the overall project objectives of Omanization of the workforce and improving the efficiency of government service. Eligibility for project financing, however, is subject to review against selection criteria. None of the tables represent more than a portion of the training from the plan for any particular ministry or organizational unit.

The Civil Service outline identifies training specified by the Ministry of Civil Service and other government units. This component is intended to address improving the government-wide functioning of the Civil Service while contributing to Omanization.

The tables from the Ministries of Education and Health represent training needs just for those organizations. As can be seen, the requests are weighted toward higher academic degrees and the training of trainers to staff the institutes operated by those ministries. Many levels and types of training have also been suggested for individuals who are either now staffing or will staff the higher levels of those ministries.

In their present form, these outlines and tables do not constitute training plans. There is both more training in them than the project can fund and requests that do not fit the specified criteria for training selection. Also, qualified candidates may not exist at this time for some of the most technical and highly specialized degrees.

Once the project becomes operable, it will be the responsibility of the Ministry of Civil Service working with the contract project manager and designated representatives of the concerned ministries, to prepare annual training plans for the three components. These plans will be drawn from the requests and will take into consideration the project criteria, the priority needs of each component, the length of any planned training (the longest training should be programmed first wherever possible) and the availability of qualified candidates who are "training ready" to fill each chosen position. These latter candidates can also be programmed for one of the early groups to be sent for training.

1A. CIVIL SERVICE: LONG-TERM TRAINING NEEDS

The following long-term training needs for the Civil Service component have been selected from the overall Government of Oman Five-Year Training Plan and approved by the Development Council and the Ministry of Civil Service. Training needs are identified by individual government organizations.

Development Council

3 MAs in Public Administration or MBAs for officials who will specialize in:

Development Administration
Systems Analysis
Data Processing/Management Information Systems

3 MAs in Statistics

The Diwan – the secretariat to the Royal Court, a body that reviews in parallel fashion the programs and proposed decisions of other Government agencies and initiates actions on behalf of the Sultan

1 MA in each of the following:

Organization Management
Architecture
Transport Management
Accountancy
Auditing
Communication Engineering
Business Administration
Structural Engineering
Health Care Services Administration
Mechanical Engineering
Computer Science/Data Processing
Electrical Engineering
Management Information Systems/Data Management
Quantity Surveying

Ministry of Agriculture and Fisheries

3 MAs in Agriculture for officials who will specialize in:

Agricultural Extension
Veterinary Science
Crop Protection

3 MAs in Rural Development

3 MAs in Hydrological Engineering

Ministry of Civil Service

4 MAs in Public Administration or MBAs for officials who will specialize in:

Manpower Planning
Human Resources Development
Training Systems
Management Information Systems

3 MAs in Organization and Methods

3 MAs in Development Administration

3 MAs in Personnel Management

4 BScs in Computer Science/Data Processing

4 BAs in Statistics

10 internships with U.S. Civil Service Commission

Ministry of Commerce and Industry

3 MAs in Applied Statistics

3 MBAs in Management Information Systems

3 MAs in Food Microbiology

3 MAs in Marketing

3 MAs in Insurance

Ministry of Electricity and Water

3 MAs in Electrical Engineering

3 MAs in Water Engineering

3 MAs in Control Systems

Ministry of Information

3 MAs in Transmission Engineering

Ministry of Water Resources

3 MAs in each of the following:

Analytical Chemistry
Development Administration
Computer Science
Economic Geography/Planning
Geo-Chemistry
Environmental Sciences
Geo-Physics

Public Administration
Hydrology
Water Resources Management
Geology
Surveying

3 AAs in each of the following:

Development Administration
Geographical Information Systems

5 AAs in each of the following:

Accounting
Computer Programming
Information Sciences

Planning Committee for Development and Environment

4 MAs for officials who will specialize in:

Computer Science/Data Processing
Rural Planning
Urban Planning
Information Systems

Public Authority for Marketing Agricultural Produce

3 MAs in each of the following:

Marketing
Accounting
Computer Science
Statistics
Project Management

Sultan Qaboos University

Business School

3 PhDs in each of the following:

Accounting
Computer Science
Management Sciences and Business School
Pedagogy (case methodology)
Marketing
Strategic Planning
Economic Development
Econometrics

3 MBAs in Management Information Systems

3 MAs in Personnel Management

Administration

3 MAs or AAs, or, if necessary, specially tailored training/diploma programs in each of the following:

Administrative Development
Admission and Registration Systems
Human Resources Development
Management Information Systems
University Administration

Public Authority for Vocational Training

- 3 PhDs in Manpower Planning
- 3 PhDs in Human Resources Development
- 3 PhDs in Education Techniques (methodology)
- 6 MAs in Education for persons who will work in establishing business training institutes (for secretaries, etc.)
- 4 MAs in Management of Educational Institutions
- 3 MAs in Guidance Counselling
- 3 MAs in Library Science
- 4 BScs in Business Administration
- 4 BScs in Civil Engineering for persons who will supervise construction skill training
- 1 BSc in Electrical Engineering
- 2 BScs in Laboratory Techniques
- 1 BSc in Mechanical Engineering
- 60 AAs for vocational teachers of:
 - Auto-mechanics
 - Construction
 - Electrical Engineering (technician level)
 - Mechanical Engineering (technician level)

Manpower Planning

Master's degree training will be provided for the director of the MCS Manpower Planning Unit. The Masters degree training for the director of the MCS manpower planning unit will begin approximately one year after his appointment to that post.

Institute for Public Administration

1 PhD in each of the following:

Accounting
Business Administration with emphasis on preparation of case studies
Economics
Finance
Computer Science/Data Processing
Organizational Development
Public Administration with emphasis on Personnel Management
Public Policy
Statistics

3 MAs in each of the following:

Accounting
Computer Science/Data Processing
Library Science
Marketing
Organizational Psychology
Personnel Management
Project and Program Evaluation
Public Administration/General
Public Administration/Local Government

8 MAs in Teaching English as a Second Language

BScs in each of the following, as indicated:

Accounting (4)
Business Administration (3)
Computer Science/Data Processing (3)
Economics (2)
Financial Management and Analysis (3)
Public Administration (2)
Statistics (4)

4 AAs in each of the following:

Training of Clerical Personnel
Audiovisual Technology

1B. CIVIL SERVICE: SHORT-TERM TRAINING NEEDS

Identified short-term training topics follow. Training under this category will average 3 months.

Accounting
Auditing
Administrative Leadership
Computer Use/Data Processing Survey
Conflict Management
Contract Negotiation and Contracting

Data Base Management
Environmental Protection
Development Administration
Feasibility Studies
Financial Analysis
Finance and Budgeting
Human Resources Development
Information Systems
Job Evaluation
Leadership
Management by Objectives
Organization and Management of Maintenance Services
Organizational Development
Personnel Management
Presentation Skills
Project Evaluation
Project Management
Report Writing
Sectoral and Regional Planning
Strategic Planning
Systems Analysis
Manpower Planning
Policy Analysis
Policy Evaluation

Wherever 15 or more persons are taking the same course, short-term training may be conducted in Muscat, with the project providing technical assistance in the form of experienced U.S. trainers.

Additional short-term training has been requested for specific organizations and/or numbers of individuals, as indicated below.

Training for 2 officials in each of the following:

Demography
Economic Planning
Fiscal Policy

Training for 5 officials in Environmental Protection

In addition to participating in the short-term training described above, individual officials of the Diwan have requested training in the U.S. for periods averaging six weeks in the following fields:

Information Systems Project Management
Arabic/English translation
Contracting For Information Technology
Information Technology Management
Computer Networking

Scholarship & Training Project II

Some of the short-term training will take the form of internships in U.S. organizations, and long-term training will in many cases be interspersed with or followed by internships. In this connection cooperative education, combining academic studies with work experience in organizations engaged in the type of activity for which the trainee is studying, will be favored. Approximately 20 internships averaging 3 months each are anticipated, although the final number may vary on the basis of the needs of the government and the background of individual participants.

Manpower Planning

Short-term training in the United States of approximately three months duration will be provided for two manpower planning officers from the MCS and one manpower planning officer from each of up to 18 other Government entities. The short-term training will be phased over a 4-year period.

Institute for Public Administration

Short-term training for Institute personnel, adding up to approximately 10 person-years, will target subject matter areas such as:

- Accounting and Budgeting
- Computer Use and Support
- Decision Making and Problem Solving Methodology
- Job Classification
- Library Science
- Information Systems
- Research and Evaluation
- Training Organization Management
- Training Methodology
- Audiovisual Aids

2A. EDUCATION

The following tables summarize long-term, short-term and in-country training needs identified by the Ministry of Education.

Table A-1
LONG-TERM TRAINING NEEDS OF MOE

FIELD OF STUDY	TEACHERS COLLEGES		RESEARCH DEPT.		CURRICULUM DEPT.		TEACHER ED. DEPT.		TEACHING ENGLISH DEPT.		TOTAL		SUM
	AC	USA	AC	USA	AC	USA	AC	USA	AC	USA	AC	USA	
Teaching English										22		22	22
Social Studies	4										4		4
Arabic Language	4										4		4
English Language		11										11	11
Mathematics		11										11	11
Computers		9										9	9
Sciences		18										18	18
Home Economics		2										2	2
Foundations of Ed.	3	2									3	2	5
Psychology	2	7		2							2	9	11
Curriculum Dev. and Teaching Methods	5	15	1		2	12		1			8	28	36
Measurements & Evaluation				2				2				4	4
Ed. Economics				3				1				4	4
Ed. Statistics				3								3	3
Ed. Technology				3				1				4	4
Administration			1										1
Teacher Ed.				1			1	2			1	3	4
Ed. Information				1								1	1
Ed. Planning								1					1
TOTAL	18	75	2	15	2	12	1	8		22	23	132	155
	93		17		14		9		22		155		

Table A-2
SHORT-TERM TRAINING NEEDS OF MOE

AREA	MOE (Headquarters)		Regional Offices		Total	Duration
	No.	Candidates	No.	Candidates		
Special Education	2	Section Heads	6	School Staff	8	10 - 12 weeks
Computers	5	Specialists	10	Specialists	15	10 - 12 weeks
Science Laboratories	2	Specialists	10	Specialists	12	10 - 12 weeks
Libraries	3	Librarians	13	Librarians	16	10 - 12 weeks
Counselling	2	Section Heads			2	10 - 12 weeks
Financial Management	5	Section Heads	10	Section Heads	15	10 - 12 weeks
Management	2	Section Heads	10	Section Heads	15	10 - 12 weeks
Human Resources Management	2	Section Heads			2	10 - 12 weeks

Table A-3
IN-COUNTRY TRAINING NEEDS OF MOE

Area of Training	Department	Function	Durati on
Examination Writing	Examinations	Training Supervisors and Teachers in writing and grading procedures	4 Weeks
Examination Management	Examinations	Training specialists and chairpersons in examination management techniques	4 Weeks
Science Laboratory Techniques	Curriculum	Specialist training in science lab techniques	4 Weeks
Educational Research	Educational Research	Training in research techniques	4 Weeks
Content Analysis	General Education	Training of specialists, supervisors, and teachers in content analysis techniques	4 Weeks
Educational Objectives	General Education	Training in formulating educational objectives in different subjects	4 Weeks
Computers	Computer	Various computer techniques courses	4-6 Weeks
Personnel Management	Management	Personnel Management	4 Weeks

3A. HEALTH: LONG-TERM TRAINING NEEDS

The following table and outline summarize long- and short-term training needs identified by the Ministry of Health.

TABLE A-4
LONG-TERM TRAINING NEEDS OF MOH 1992-1996

EDUCATIONAL QUALIFICATION SOUGHT	DURATION OF COURSE (MONTHS)	NO. OF FELLOWSHIP	NO. OF MAN-MONTHS
1. Ph.D. Level			
Dr.P.H/Ph.D. (Public Health)	48	2	96
Ph.D. (Health Planning Management)	48	1	48
Ph.D. (Entomology)	48	1	48
2. American Board (5yrs)			
Pediatrics	12	2	24
Obstetrics & Gynecology	12	2	24
ENT	12	1	12
Psychiatry	12	1	12
Surgery	12	1	12
Pathology	12	1	12
Neur. Surgery	12	1	12
3. Masters Level			
MBA (Hospital Management)	24	4	96
MSc (Health Statistics)	24	10	240
MBA/MSc (Human Resources Management)	24	2	48
MSc (Pharmacology)	24	2	48
MSc (Nutrition)	24	1	24
MSc (Epidemiology)	24	3	72
MSc (Entomology)	24	1	24
MSc (Tropical Diseases)	12	6	72
MSc (Dermatology)	24	5	120
MSc (Ophthalmology)	24	6	144
MSc (Pediatrics)	24	4	96
MSc (Psychiatry)	24	10	240
MSc (Dentistry)	24	10	240
MSc (Health Education)	24	1	24
MSc (Occupational Health)	24	1	24
HSc (Medicine)	24	5	120
MSc (Orthopedics)	24	5	120
MSc (Pediatric Surgery)	24	5	120
MSc (General Surgery)	24	5	120
MSc (Obstetrics & Gynecology)	24	5	120
MSc (ENT)	24	5	120
MSc (Hematology)	24	8	192
MSc (Bacteriology)	24	1	24
MSc (Virology)	24	1	24
MSc (Chemical Pathology)	24	1	24
MSc (Histopathology)	24	1	24
MSc (Microbiology)	24	2	48
M.P.H.	24	5	120
M.H.A.	24	5	120
MBA/MS (MIS)	24	1	24
MSc/MA (Health Economics)	24	1	24
MSc (Medical Lab)	24	4	96

4. Bachelors Level			
BSc (Nursing/Midwifery)	60	60	3600
BSc (Sanitarian)	48	9	432
BSc (Physiotherapy)	48	9	432
BSc (Radiography)	48	14	672
BSc (Med. Lab. Science)	48	2	96
BSc (Health Education)	48	4	192
BSc (Epidemiology)	48	2	96
5. Diploma Level			
Occupational Health	12	2	24
Pediatrics Surgery	12	3	36
Psychiatry	12	8	96
Cardiology	12	3	36
Ophthalmology	12	12	144
Endocrinology	12	2	24
Oncology	12	1	12
Obstetrics & Gynecology	12	20	240
Blood Bank	12	1	12
Entomologist	12	1	12
Hematologist	12	8	96
Bacteriologist	12	5	60
Virologist	12	1	12
Chemical Pathologist	12	1	12
Histopathologist	12	1	12
Microbiologist	12	3	36
Entomology	12	1	12
R.R.T. Course	24	8	192
Medical Records	36	10	360
Maintenance of Medical Equip.	12	3	36
TOTAL			10236

3B. HEALTH: SHORT-TERM TRAINING NEEDS

Requirements for short-term training in the U.S. will be determined by short-term U.S. consultants in collaboration with their Omani counterparts. The following lists in-country short-term training needs.

Preventive Medicine Health Plan

<u>Program</u>	<u>Training</u>
Nutrition	8 Doctors in Nutrition 10 day short course 1 Regional Hospital
ARI Control	80 Doctors/Dentists in School Health 10 day short course
Epid. Surveillance	20 Regional Staff Doctors and Sanitarians in Epidemiology 20 day short course
Mental Health	30 Nurses in Psychiatric Nursing 20 day short course
Oral Health	16 Nurses in Dental Surgery Assistance 20 day short course

Hospital Management/Health Center Management

1. Hospital Management Training Course (20 days) for 20 administrators
2. Training Course in Management of Health Programs (10 days) for 20 program administrators
3. Training Course in Survey Methodology & Research skills (10 days) for 20 Directors/Heads of Sections
4. Course on Nursing Administration (20 days) for 30 Administrative Nurses/Supervisory Nurses
5. Refresher Courses for Staff Nurses (20 days) for 160 Nurses in 8 batches of 20
 - General Nursing
 - MCH & Midwifery
 - O.T. & ICU/Other Specialties
 - Health Care Activities
6. Refresher Courses for Assistant Nurses (20 days) for 200 Nurses in 10 batches of 20
 - General Nursing
 - MCH & Midwifery
 - Health Care Activities
7. Refresher Course for Med/Health Assistants, one for a batch of about 20 (20 days)
8. Refresher Courses for Sanitarians, 3 batches of 20 each (9 days)
9. Refresher Course for Radiographers/X-Ray Technicians, 1 batch of 20 (10 days)
10. Refresher Courses for Lab Technicians, 5 batches of 20 (20 days)
11. Refresher Course for Assistant Pharmacists, 1 batch of 20 (9 days)

ANNEX B. U.S. PARTICIPANT SELECTION GUIDELINES

1. GRADUATE LEVEL ACADEMIC TRAINING

Candidates will be nominated to fill specific training scholarships identified in the training plan of the project. Nominations will be expected to match both the level and subject matter specified in the training plan and nominees must meet the qualifications described below. Candidates must be able to pass a health examination and be either a current employee of the Government of Oman or receive an undertaking by the government that they will be given employment commensurate with their training upon completion of that training.

All participants nominated for Graduate level training in the United States under this project must be Omani citizens and possess an undergraduate degree from an accredited undergraduate university. In those cases where a candidate holds a degree from an institution not accredited by any U.S. accrediting body, then that institution must be recognized by American graduate universities as providing undergraduate training of a type and level sufficient for the graduate university to accept that individual as a full-fledged degree candidate. An acceptable alternative will be the provisional acceptance of an individual based on the assumption that he or she will undertake project-supported qualifying academic work at the undergraduate level. The undergraduate degree of the candidate must either be in the subject for which the candidate is nominated or be in a related subject field acceptable to the graduate university as a basis for granting the requested higher degree.

2. UNDERGRADUATE LEVEL ACADEMIC TRAINING

All undergraduate training authorized under this project must be in fields of study specified in the project training plan. Candidates need not work for the Government of Oman at the time of selection, but the government will agree to employ them upon the completion of their training in positions identified in the training plan as relevant to the goals of this project.

Candidates must pass a medical examination and must have earned a secondary school leaving certificate or its equivalent. Given the relative newness of the Oman secondary system, accredited undergraduate colleges in the U.S. may not be familiar with either the Oman School Leaving Certificate or the Oman system of grading and marking. Placement will, therefore, be on a highly individual basis and no candidate will be given a call forward until he or she receives at least a provisional academic acceptance from an accredited college or university.

3. TECHNICAL TRAINING

Technical training grants under this project will be authorized to fulfill training needs specified in the project training plan and will not, by definition, lead to an academic degree. Candidates for technical training under this project must be employees of the Government of Oman and must otherwise meet that government's requirements for short-term, in-service, out-of-country training.

Candidates must be accepted by the training institution for the program for which they are nominated prior to call-forward and will be expected to return to work in their sponsoring ministry immediately upon completion of their training period. For purposes of allowances and other programming considerations, technical training will be according to the definitions of the four categories of technical training contained in Chapter 11, Section B-4 of A.I.D. Handbook 10.

Candidates must pass a physical examination and meet the English requirements for technical participants described in Chapter 10, Section 10 of Handbook 10.

4. ENGLISH LANGUAGE TRAINING

Each candidate for academic or technical training in the U.S. will be tested for English language proficiency prior to or just after he or she is officially nominated. Candidates will be required to meet or surpass the minimum scores for either the TOEFL or ALIGU test as stated in Chapter 12 of A.I.D. Handbook 10. In cases where the English test score required by the graduate institution exceeds the minimum level set by A.I.D., then the candidate will be expected to meet that higher score.

Candidates with a TOEFL score above 450 but less than 550 or, if higher, the score required by the institution to which they have received provisional acceptance, will be considered eligible for full-time English language and, if required, pre-academic training in the U.S. Candidates with a TOEFL score between 350 and 450 will be eligible for full-time English language training in Oman paid for by the project. Any potential candidate with a TOEFL test score below 350 will not be considered an active candidate until such time as he or she is able to achieve this minimum score through self-financed study or other means.

5. GENERAL

In choosing candidates, the responsible ministries should consider all aspects of a candidate's suitability for the training for which he or she is nominated. The Committee is urged to select individuals with the best academic achievement records, the highest English proficiency and the best employment records. The subjective characteristics of motivation and the desire to achieve should also be considered important criteria by those doing the selection. All training conducted in this project will be subject to the regulations set forth in the Oman Scholarship Law and A.I.D. Handbook 10.

ANNEX C. PROJECT ANALYSES

1. TECHNICAL ANALYSES

A. CIVIL SERVICE

Background

Over the last twenty years, the Sultanate of Oman succeeded in fostering economic growth and transforming the country's socio-economic structure. Political stability and judicious use of oil revenues were instrumental in achieving high growth and structural changes. This rapid rate of development necessarily involved the importation of foreign technology, systems, management, and skills which the country adopted rather than adapted. In 1988 the Ministry of Civil Service (MCS) was established to deal with training, systems reform, and management development in the public service, as well as to improve the standard personnel functions of recruitment, evaluation, promotion, and retirement. With the Fourth Five-Year Plan beginning in 1991, government policy is aimed at reversing the trends of the past two decades through Omanization of the public sector. The MCS currently faces the problem of accelerating the pace of Omanization without sacrificing the quality of services.

Ministry of Civil Service

The civil service of Oman has grown from 3,000 in 1970 to 72,493 employees in 1992, not counting 14,000 employed by public authorities and the Diwan of the Royal Court, who are not in the civil service. The public sector sets the pace for Omani employment expectations as remuneration and working conditions are the most generous in Oman. Yet increasing numbers of Omanis with secondary and university degrees are not finding jobs in public agencies. As growth of government slows, public sector employment opportunities diminish, and future opportunities are constrained by the need for skilled Omani candidates to replace the remaining expatriates. The MCS thus faces the major task of developing sound personnel practices in the government, while systematically replacing non-Omanis in the civil service.

As a result of rapid Omanization of the public sector during the Third Five-Year Plan, and the advancement of career civil servants who had entered government at a time when trained personnel were scarce, senior management is currently struggling to keep up with the increasing complexity of public administration tasks. It is generally recognized that effective management is a key constraint to increasing the efficiency of the public sector, and that the MCS itself should be strengthened as a first step to improving the efficiency of the civil service as a whole.

In addition to the major objectives of Omanization of the public sector and improving public sector efficiency, broad issues related to long term administrative reform policies, human resources development, and research and training in public administration are currently being examined at MCS. In some areas the discussion has advanced beyond the conceptual stage towards strategic planning efforts, and current research efforts include for instance the re-organization of the MCS, and an evaluation of research and training in public administration.

The major questions presently facing the MCS, however, concern not so much what needs to be done as how to do it with limited staff resources, particularly when available staff is heavily engaged with routine administrative procedures. Although the staff of MCS has grown from 195 employees in 1990 to 214 in 1991 (of which 201 are Omanis) the MCS's Directorate General for Civil Servants is an organizational unit which is heavily burdened by reviewing several hundred personnel actions per day. The MCS's Directorate General of Pensions is also understaffed, and only recently could speed up services such as pension payments. The MCS is seriously interested in exploring ways and means to work more efficiently. And it should not be overlooked that its work is extremely important in light of the emphasis given to Omanization of employees in the

Government sector.

Another MCS unit, the Directorate General for Administrative Development, which includes Departments for Recruitment, Training, Job Classification, and Budget Planning, has been engaged in the planning process for Omanizing the public sector for many years, and has just recently moved into the implementation stage. Understaffed and constrained by a workforce which does not have the professional qualifications needed to perform this formidable task, the Directorate General nevertheless succeeded in training a great number of Omani secondary school graduates and thus was able to accelerate Omanization to its current 66 percent. According to the Minister of Civil Service, Omanization of employees in the Government is progressing on schedule and will reach 72 percent by the end of the Fourth Five-Year Plan in December 1995. The total number of civil servants at present is 72,493. To reach the objective of 72 percent Omanization by the end of the Fourth Plan would certainly constitute a major achievement, especially considering the fact that in 1989 when the Plan was being prepared the percentage was only 63.8 percent. MCS envisages Omanizing more than 3,200 public sector jobs at a total cost of R0 10 million during the Plan period.

It is too often thought that training for skill competency has no place in the employment the civil service offers. However, there is an extensive area in which vocational and technical training applies equally to the public and private sectors. Such, for instance, would be the position of X-ray technician or CAT scan operator in a government hospital, or that of instructor of computer services and maintenance in a government vocational school, as well as a host of other maintenance and repair positions in public institutions. These same positions have their private sector counterparts. In the performance of municipal functions, technical positions abound. MCS has recognized this important Omanization potential and has already selected 40 secondary school graduates to be trained as executive and medical secretaries. Other training tasks presently undertaken by MCS include the proposal to send 20 Omanis to be trained and qualified as veterinary doctors and another 20 as assistant veterinarians to Cairo University, as well as monitoring the progress made by 20 former secondary school graduates, who at present are enrolled in a four year Bachelor's degree program in accounting at the Sadat Academy in Egypt. Accordingly, the workload is so heavy in the various departments supporting these Omanization activities that it would take at least 50 to 70 additional staff members, with some specializing in manpower planning, human resource development, training and management information systems, as well as in computer science, data processing, and statistics, to handle this heavy load of responsibilities adequately.

The Institute of Public Administration

The IPA employs a staff of 92, consisting of 79 Omanis, of which 14 are female. Although the original mission statement for IPA included economic and social research for long-term manpower projections, advisement to government pertaining to policy planning and analysis, and providing management training for top Government civil servants in critical areas of need, most of the training currently offered at the Institute is clerical, focusing mainly on basic office skills. Also offered are relatively short-term courses for lower level public employees such as English language training and training librarians for the school system.

There are a number of reasons (some of which have been described in the "Training"-section of this paper) for the relatively low status of the Institute's activities, including: a tendency to be primarily theoretical in the more influential areas of management; a tendency to offer the training of which it is most capable rather than identifying the most important training needs and acquiring the capability of meeting them; the limited education (mostly Bachelors) and professional experience of the staff; and what might be described as a prolonged period of interim leadership.

To overcome these deficiencies the Government has appointed a new director for the Institute. Prior to his appointment, the Director who is currently completing a Masters degree in Economics at the School for International Studies of Johns Hopkins University, has held government posts as Deputy Director of Petroleum Products Marketing, Deputy Director of the Directorate General of Commercial Relations in the Ministry of Commerce and Industry, and Office Director for the Minister of Commerce and Industry. The Director thus seems to have the academic and high level professional experience that will make it possible for him to take a broad, development related view of the priority training needs of the government service, and make him an effective leader for implementing MCS programs for upgrading management systems and human resources.

While most of the clerical training currently offered at IPA is part of staff development at the lower level of the civil service, the pressing need for advanced training programs at the middle as well as upper management levels has been recognized. According to the Minister of Civil Service, a comprehensive training program could become a salient feature of the new Civil Service Law which stipulates that for promotion every Government employee must attend and pass at least one training course in his/her present grade. However, as in the MCS, it is the lack of highly trained and experienced senior Omani staff, which causes considerable problems for the IPA at the moment. This problem will be corrected in time, as STP II will provide graduate and undergraduate training for the Institute's Omani faculty members, short-term training for all staff members, and technical assistance in critical areas. Still, the immediate need for enhanced management training is acute, and the problem is exacerbated by the fact that Sultan Qaboos University offers no courses at present in management and administration.

Recognizing the importance of advanced training for high level Omanis in the public service, the Government has approved the allocation of RO 1 million in the Fourth Five Year Plan for expanding the facilities of the Institute. Referring to the new expansion plans for IPA the Minister of Civil Service emphasized the new leadership role which IPA will have to assume and declared that IPA will soon have an enhanced capacity and capability and could become a key instrument for implementing the government's programs for upgrading management systems and human resources.

Vocational Training

The vocational training sector of Oman's education system consists of nine Vocational Training Institutes (VTI), three Secondary Technical Schools (STS), the Oman Technical and Industrial College (OTIC), and the Omani Institute of Bankers (OIB). The VTIs and the STSs offer three-year full-time programs of instruction for preparatory school leavers, intended to prepare students to enter technical and commercial employment. VTIs also provide shorter part-time courses of skill upgrading for persons already employed. OTIC and OIB provide two-year full-time programs for secondary school leavers to prepare students to enter employment in technical fields and banking. Currently a standard range of technical and commercial programs are offered for between 3,000 and 3,500 students. This compares with some 18,000 students attending General Secondary Schools.

Only a small percentage (less than 8 percent) of the teaching staff are Omani. The expatriates are drawn from a number of countries, by far the largest proportion coming from Egypt. The very small number of Omani teachers (34 out of a total of 445), particularly in technical and commercial subjects where practical skills and employment experience are of critical importance, reflects the development of the training system within the Sultanate in which the VTI system has been the only real source of recruitment. The provision of technical and support staff is less than satisfactory as many of them, including those holding senior positions, have had only a minimum of formal education. Library staffing is a particular example of this problem and seriously inhibits utilization and development of this institute.

Most of the institutions have potential for increased enrollments, as the total capacity currently

Scholarship & Training Project II

is about 7,000 compared with the existing full-time enrollment of approximately 3,500 students. The budget for 1991 of the Directorate of Vocational Training was RO 7.0 million, or approximately 15 percent of the total budget of the Ministry of Labor and Vocational Training. Projections prepared by the Ministry show that the development of the Omani economy requires an increase of over 30 percent in the labor force by the year 2000. It is estimated that if the increased labor force for the next century is to be entirely Omani, the number of personnel at the technician level must increase by a factor of 4, those at the skilled level by a factor of 5, and the number of semi-skilled Omani employees needs to increase approximately 10 times.

The STP II project will provide short- and long-term training grants for upgrading the quality of vocational and technical training in Oman. Most of the recipients will be trainers of trainers, as they will be training teachers for the country's vocational schools who in turn will provide training for students in vocational and technically oriented fields of study compatible with public and private labor market requirements.

STP II: Strengthening and Expanding the Roles of MCS and IPA

The changing nature of the tasks confronting the Government of Oman has important implications for the Ministry of Civil Service as well as for the Institute of Public Administration. Both must play a leading role in the country's search for greater efficiency, economic diversity, and higher productivity, and both must be concerned with change. The new role of MCS has to focus on helping other agencies of Government engaged in development tasks, such as the Development Council, and especially the Ministries of Education and Health, to equip themselves with the analytical and management systems needed to accomplish their missions, while the IPA at the same time needs to provide quality training programs for upgrading their personnel. Already serious shortcomings of management methodologies used by various ministries have been diagnosed, and a team of World Bank consultants is expected to begin a two-year comprehensive study in September to reorganize the MCS to make it more effective and to initiate the analytical and coordinating functions in the Ministry to play a leadership role and to become an instrument for upgrading the quality of human resources and management systems.

STP II will support both the Ministry's and IPA's efforts to develop their own senior staff capacities by providing graduate training for those Omanis who have high academic potential. In order to lessen the dependency of the public sector upon external consultants, the project will also offer additional assistance through undergraduate and short-term training for all staff members, and technical assistance in critical areas. By freeing staff for training and for participating in innovative developmental activities, MCS will eventually be in a position to form strong cooperative relationships with other governmental entities, providing them with analytical and management methods, and technical assistance they need to do their jobs.

Government is determined to prepare the IPA to become a key instrument - or training arm - for implementing programs for upgrading policy analysis and planning systems and human resources. Findings of a recent thorough review of the Institute's organization, structure, and faculty confirm that IPA programs have in the past focused mainly on clerical skills, and that this situation can at least in part be traced to an under-prepared staff which lacks the training and experience to present the kind of high-level programs which will attract the more influential clients, e.g. the decision makers of the Oman Government. By providing scholarships for Doctoral and Masters degree training in areas such as Public Policy, Organizational Development, and Computer Science/Data Processing, among others, as well as short-term and technical training, the STP II will support the upgrading of experienced Omanis at IPA. Investment in broadening the capability and perspective of senior staff who have already reached executive levels may result in a greater return than any other, as their long term training programs will equip them for future leadership positions.

B. EDUCATION ANALYSIS

Ministry of Education

With the accession of Sultan Qaboos bin Said to power in 1970, the Government of Oman began in earnest to rapidly develop education infrastructure to meet the demand for education and to address the education needs of a growing population. While establishing basic primary education, the Government of Oman looked to the creating of a foundation for a full 12 year public education system.

Omanization

One of the principal human resource development goals of the Fourth Five-Year Plan is the rationalization of the education and training system in relation to the manpower needs of the Sultanate's developing economy.

The emerging profile of school leavers will dictate the priorities of Omanization. For the medium term there will be a leveling at either end of the education spectrum. Input to the education system at the primary level should grow at a fairly consistent rate of 3 percent, while University education is planned to grow only modestly, particularly in relation to the dramatic increase in secondary school leavers over the Plan period. The largest growth in entrants to the labor force will be among secondary school graduates. Based on 1989 rates of advancement, school leavers entering the labor force at the primary level will increase only 30 percent, the increase in school leavers at the secondary level, will likely increase 175 percent or more.

Targets set in the Fourth Five-Year Plan are indicative of this trend. The increase across all skill levels is expected to be fairly consistent over the plan period. Although the largest absolute numbers of Omanis to be absorbed into the labor force are in the un-skilled and semi-skilled categories, the targeted increase in Omanization is greatest in the skilled labor category. The implications for the training and education establishment are most significant therefore, at the level of secondary and post secondary education.

Educational System

The development of the educational system reflects the demographic imperatives in Oman and the priority given to Omanization. During the past decade an intensive effort has been made to establish universal primary education. Today over 90 percent of school-age children attend primary school. The demand for primary education over the past decade has grown three times as fast as preparatory education and seven times faster than secondary education. In order to satisfy this demand the Government of Oman has been forced to import large numbers of expatriates covering all levels of the school system.

As a result of the increasingly large numbers completing primary education, over the coming Plan period demand for additional educational facilities will be substantial, but most critical at the secondary level where as many as 1,000 additional classrooms could be required to meet the needs of incoming students.

Besides construction requirements, the demand for more teachers will be equally heavy. Thus, the Ministry of Education is expanding teacher training facilities to likely double the output of primary teachers by 1995, by which time 100 percent of teachers at this level will be Omanis. However, it is projected that by 1995 only 9 percent of the teachers at the intermediate and secondary level will be Omanis.

The priorities in education and training in Oman are dictated by the pressures being faced by the public education system to accommodate the growing number of young educated Omanis into the workforce of a modern economy. Because of the growing population, education of the young and provision of employment for school leavers are compelling contemporary issues in Oman. The quality of education is going to have profound effects on the development of the economy as the labor force becomes increasingly Omani.

A major educational objective of the Fourth Plan is improving the quality of the whole educational system with special attention given to improving the quality of teachers, curriculum, instructional materials and teaching methods. A second objective is to improve programs in the regions and particularly in the rural areas in order to improve the attendance of female students and make education generally more available to rural populations.

Thus in order to make the educational system responsive to the economic and social development plans for the country and to keep up with the rapid quantitative expansion of the system, there is an urgent need to:

- (1) Omanize the school leadership and teaching force of the Ministry of Education.
- (2) Concentrate on improving the overall quality of the system at all levels and across all fields and especially on both in-service and pre-service training of teachers.
- (3) Strengthen education in the regions.

Teacher Training Institutes.

Teacher training is conducted in Oman through several government institutes connected with the Ministry of Education and Sultan Qaboos University. Primary school teachers are trained at 5 Intermediate Colleges for Teachers, located in each of the educational districts. The Ministry of Education also runs a post graduate certificate program to qualify liberal arts and science graduates in education. Sultan Qaboos University offers a bachelors degree in education which qualifies students to teach at the secondary level following a brief apprenticeship at the preparatory level.

As in most educational institutions in Oman, the faculty of the Intermediate Colleges for Teachers (ICTs), the Institute of Educational Certification, and Sultan Qaboos University, are largely expatriate. Due to the efforts of these institutions however, the profile of teaching staff in general education is changing rapidly. Staffing figures for 1990-91 show that the 388 primary schools in Oman are staffed by 9,160 teachers of which 3,600 or 42.5 percent are Omanis who were either trained or re-trained in the ICTs. The remainder of the teachers in the primary schools are expatriates who received their training outside Oman and who may not receive in-service or upgrading training in the ICTs.

The ICTs have pursued two track training since their inception, a pre-service and in-service program. Pre-service teacher candidates are drawn from the ranks of secondary school leavers. The ICTs add two years of training to this basic education. These two years are broken up into four semesters during one of which the students are given courses in subjects such as math and science to augment what they learned in secondary school. Another semester is devoted to theory and methodology, one to religion and a fourth to English.

An in-service program has been ongoing to upgrade under-qualified existing primary school teaching staff. The goal, which is nearly achieved, is the minimum qualification of an ICT

diploma for all primary school teaching staff. In-service training is conducted through a combination of classroom study at the ICTs during vacations and short sabbaticals, and self-study during the school year. The program leads to a teaching diploma from the ICT.

TABLE B-1
FACULTY OF THE INTERMEDIATE COLLEGES FOR TEACHERS ²

Teaching Specialty	Omani		Expatriate		Total
	Male	Female	Male	Female	
Arabic Language			14	4	18
Islamic Education			11	5	16
English Language		4	17	7	28
Sciences			15	11	26
Mathematics			14	5	19
Social Sciences			15	7	22
Teaching Methodology		1	46	21	68
Technical Education			7	6	13
Physical Education			7	6	13
Home Economics				6	6
Means Specialist			1		1
Industrial Arts			15	1	16
TOTAL	0	5	162	79	246

Teacher training for primary schools has been so successful in quantitative terms that primary school teaching staff will be nearly fully Omanized by the end of the present Five-Year Plan. The Plan calls for 49 new and 46 replacement schools for a total of 95 primary schools to be built by the end of 1995. With these increases the system is projected to need a total of 11,700 primary teachers by the 1995-96 school year. At their current or slightly higher rate of training teachers, the ICTs will have trained very close to 100 percent of that number by the end of 1996 at the latest and will have trained a surplus estimated at fifty percent by the end of the century.

These numbers suggest certain strategies which need to be adopted by the Ministry with regard to the ICTs over the next four or five years. Most obvious is the fact that output of new teachers will have to be scaled back to match long-term demand. Even taking population growth and attrition of teachers into consideration, present capacity clearly exceeds long-term demand. The question of what to do with present capacity is only now beginning to be addressed.

Among the priority training needs of the Ministry of Education is assistance toward the upgrading

² The Statistical Yearbook of Education, 1990-1991, Ministry of Education, Sultanate of Oman

and Omanization of the faculty of the ICTs. Project consideration of assistance in this regard must take into account the long-term demand for new teachers, and the Ministry's evolving plans for existing ICTs.

TABLE B-2
TEACHING STAFF - GENERAL EDUCATION 3

Teaching Level	Omani		Expatriate		Total
	Male	Female	Male	Female	
Primary	2080	1771	2936	2461	9248
Preparatory	168	221	2327	1508	4224
Secondary	58	63	764	764	1649
Total	2306	2055	6027	4733	15121

One of the proven techniques for improving the quality of teaching in a training institution is to give the present staff in-service training in areas of identified weakness. Unfortunately, the teaching staff of the ICTs are, almost without exception, expatriates who are not eligible for training under this project. The key to any future upgrading of ICT teaching staff would seem to lie in first getting Omanis into these positions, but in doing so care must be taken to see that Omanis are trained in both the proper subjects and the needed numbers to fit the future and not the present needs of the ICTs.

The Ministry of Education requires teachers in these institutes to have a Masters Degree in the various subjects offered by the institutes and up to now there has been few available Omanis with these qualifications. The Ministry now plans to use some of the training grants under this project to train a first group of Omanis to teach in the ICTs. The candidates will be graduates of Sultan Qaboos University School of Education who would normally enter teaching at the secondary or intermediate level. While their degrees would ostensibly qualify them to enter directly into Masters in Education programs in U.S. colleges, they will likely require up to a year of pre-academic work as well as additional English before gaining acceptance to a degree program. Assuming candidates are available and that they can be qualified into acceptable degree programs, the biggest question remaining is the fields of study they should be enrolled in and the target numbers which should be used in each field. At this point the primary school curriculum and the facilities of the primary schools themselves enter into the picture. The institutes prepare teachers for strict adherence to the primary curriculum. In this connection the World Bank has recommended that the educational process should be re-evaluated to identify deficiencies in methodology, teacher practices and curricula and that a rational action program for teacher upgrading should subsequently be formulated and implemented over the years of the Fourth Five Year Plan. Presumably this will entail the development of a program of in-service teacher training in which the ICTs are likely to have a major role to play in subject matter teaching and methodology even though the crucial role of curriculum revision will be done elsewhere in the Ministry.

Given the above, the training through the Masters level for trainers in key subject matter fields such as Math, Science and English plus several teaching methods specialists who will return to

3 Statistical Yearbook for Education, 1990-1992, Ministry of Education, Sultanate of Oman

Oman to staff no more than two ICTs is a reasonable input from this project.

C. HEALTH ANALYSIS

There are two interrelated aspects to the determination of manpower needs in the health sector. One is the number of health professionals needed to service the population, based on recognized standards and then taking into account current stock and population growth estimates. The other is the extent to which the health professionals are Omanis rather than expatriates. The latter consideration is not only a matter of national pride and public policy, but also is based on the costs associated with maintaining expatriate staff and, most important, on the greater effectiveness of Omani health workers in dealing with the Omani population, particularly in the rural areas.

Status of Health Manpower

For the health services to remain constant in quantity the population growth of nearly 4.0 percent per year must either be slowed, the numbers of Omanis trained in the health professions increased, or the numbers of expatriate professionals increased. The Faculty of Medicine in the Sultan Qaboos University started functioning in 1986. It is currently training medical students to become the next generation of Omani doctors. The first class will graduate from the University in 1993, and it is estimated that the graduating class will stabilize at approximately 80 per year. With a constant population growth of 3.8 percent per year, this will still fall short of the needs of the Sultanate. Table B-3 illustrates the problem.

**TABLE B-3
NEEDED PHYSICIANS AT GROWTH OF
3.8 PERCENT FOR CONSTANT RATIO**

	1991	1995	2000	2005
Est. Pop (mil)	1.31	1.52	1.83	2.21
MD Growth	158	183	221	266
Graduates	80	80	80	80
Expats Needed	78	103	141	186

Although the Sultanate is actively pursuing increasing the supply of health manpower, it will be decades before a fully Omanized and currently educated force is available. It is important in the meantime to assure and preserve the quality of service being delivered. Massive importation of inadequately trained personnel will decrease quality and poor national training programs will defeat their purpose.

The national goal is to have 1.5 or 2 nurses per hospital bed. Hospital beds are used as the index rather than population, since policy makers can understand the need for nurses related to beds, where the concept of community nurses has not yet been accepted. There are 3,415 Ministry of Health operated hospital beds and 727 beds in non-Ministry hospitals, a total of 4,142 beds. There are 4,158 nurses in Oman. The following figures give some idea of the magnitude of the problem.

TABLE B-4
NURSING NEEDS

	1985	1990	1995	2000
Beds	3210	4158	5307	6773
Nurses	2420	4266	4266	4266
Nurses Needed	4815	6237	9676	12349
Omani Nurses		80	930	1930
Deficit	2395	1892	4480	6153

Current Omanization Level

As of April, 1992 the MOH had a total staff of 12,817 of which 6,402 (or about 50%) were Omanis. In key professional categories, such as doctors and nurses discussed above, the percentage of Omanis is meager (9% for doctors and 11% for nurses). These two categories constitute 56% of the total professional/para-professional health manpower.

Omani's health manpower production institutions are over-reliant on expatriate tutors. With only one out of every ten tutors being Omanis, there is great need for faculty development in Oman.

Omanization and Long-Term Human Resource Development

Health manpower development is a long-term process, depending upon the existence of a stratum of basically qualified young nationals. The Government's policy is to progressively replace the expatriate health workers with qualified nationals for socioeconomic development of the country. In the health sector, this is still decades away and Oman will be dependent on expatriate health workers for many years to come. This is well illustrated in the case of nurses described above.

However, the Government is moving in that direction, particularly recognizing the large numbers of young women graduating from secondary schools. The recent opening of five schools of nursing is an example of both meeting the needs of the health services and offering opportunity for young women.

The Sultanate has taken other steps to begin to alleviate the shortage of health personnel in a variety of fields.

- A new diploma course for assistant pharmacists has been started, but the first graduates are three years away.
- A new diploma course for public health inspectors has been started, but the first graduates are three years away.
- A program for laboratory technicians exists at the School of Medical Laboratory Science. However, because this course does not yet meet international standards,

when technicians graduate they go to a hospital laboratory where they are supervised by expatriates (Indian) with lesser training but greater experience.

MOH Strategies, Policies and Plans

The Ministry of Health has evolved, over the years careful HRD strategies consistent with the development plan and health plan, and country-wide HRD strategies of the Sultanate. Some of these broad strategies may be listed as follows:

- Omanization
- Health Manpower Production Capacity Expansion and Quality Improvement
- Emphasis on Human Resource Planning
- Strengthening Managerial Performance Through (Regional) Decentralization
- Development of Computer-Based Information Systems
- Emphasis on Continuing Education
- Health System Research

MOH is attempting to explore avenues for greater Omanization in its various Directorate Generals, Directorates and Sections. This is being attempted through studying the current and future growth potentials of Omani employees, assessing the performance of expatriates and their willingness to share their expertise with Omani colleagues etc. Based on this a well-thought out Omanization Strategy is being evolved.

MOH lays great stress on human resources planning. As a sequel to the health planning effort undertaken for the Fourth Five-Year Development Plan (1991-95), the Ministry collaborated with WHO and produced a document entitled "Health Manpower Development Plan for the Sultanate of Oman 1991-95". At the specific instance of H.E. the Minister, the document emphasized quantitative aspects of manpower planning (manpower situation analysis, planning model, identification of present and projected quantitative mis-matches, projected Omanization levels, recommendations for intake increases, etc.). However, areas for qualitative improvement in the health manpower system were also highlighted. An updating of the projection exercise was undertaken in December 1991, as part of the activities of a Task Force on Manpower Planning.

MOH desires to strengthen managerial competence at regional level through adopting a decentralization strategy. Recently, as part of this strategy a Top Management Program on "Human Resource Planning" was undertaken. This program brought together the regional DGs and most of the relevant central DGs, and exposed them to the concept, principles and techniques of human resource planning and management.

The level of computerization is quite high in MOH and in some of its key institutions such as the Royal Hospital. A centralized health information system is maintained at MOH-HQ level using PCs and standard software. Attempts are underway to develop similar systems at regional level and to network these to achieve an on-line Statistical system. Multiple data systems (manual and computerized) already exist to form a personnel information system. Attempts are now being made to develop an integrated Health Manpower Information System as part of the Unified on-line civil services personnel information system of the Sultanate. However, the scope of developing a MIS is yet to be fully explored.

Training of Omanis, and to a limited extent of the expatriate staff is given due importance by

MOH. It cannot be said, however, that a sound continuing education system exists. In-service training for hospital doctors is a fairly regular feature of the Royal Hospital, but such activities are not wide-spread in the Sultanate. Many of the categories lack such training opportunities. Training activities need to be put on a sounder footing using the systems approach.

Health Systems Research enjoys a Strategic importance in MOH. But, adequate research effort is yet to be organized. MOH has organized a cell for it and inducted highly qualified Omanis into it. This group is expected to undertake manpower development research as part of its research program.

Organizational Arrangements for Manpower Planning

The Ministry of Health appointed an Omani doctor as the Head of Manpower Planning Section of the Directorate General of Planning. In October 1991 an expatriate Advisor on Manpower Planning was appointed. This Manpower Planning Team has succeeded in undertaking several manpower planning and related efforts in the short tenure of its existence. A work plan for manpower planning activities has already been prepared and submitted for approval.

Studies Completed and in Progress

A case study of human resource policy in the Sultanate was undertaken in February 1991. This study identified major policy-related human resource development issues, prioritized these, and undertook an analysis of policy development.

The Manpower Planning Team has also initiated a series of studies on "Human Resource Potentials of Diwan Aam Employees". Studies have already been undertaken so far in the Directorate General of Finance and the Directorate General of Administration (Personnel). The methodology included analysis of information extracted from personnel files, and interviews using a semi-structured questionnaire. The studies yielded valuable information for policy level system wide actions as well as individual-level recommendations for realizing the full potentials of Omani employees. Action has already been initiated by MOH to implement most of the recommendation of the studies. Similar studies are proposed to be undertaken in the other Directorate Generals of MOH-HQ.

Prospects for Omanization

Based on current MOH initiatives and the present plans for expansion of health system infrastructure, the Omanization level is likely to rise as follows:

TABLE B-5
MINISTRY OF HEALTH PROJECTED OMANIZATION, 1991 TO 1996

CATEGORY	% OMANI	
	1991 (31/10/91)	1996 (01/01/96)
Medical Doctor	7.2	14.8
Dentist	20.4	28.6
Pharmacist	17.1	22.0
Nurse	11.3	17.7
Physiotherapist	15.0	96.2
Sanitarian	33.1	81.9
Radiographer	12.7	39.0
Lab. Technician	21.5	32.6
Assistant Pharmacist	9.5	30.2

It is obvious from the above that though there is hope of substantial improvement in Omanization in some categories, in the two key categories of doctors and nurses complete Omanization will not be realized for a long time to come. Thus, overseas training for faculty preparation and to upgrade other MOH staff will have to be supplemented by measures to provide local in-service training.

Oman's Health Training Institutions

Oman's Health Training Institutions are comprised of the Institute of Health Sciences, the Institute of Public Health, the Institute of Assistant Pharmacists and five Regional Nursing Institutions. A brief discussion of these institutions follows. For a more detailed description of objectives, curriculum, etc., the reader is referred to Attachment B-1 to this analysis which is a bibliography of reports related to both the Ministry of Health and to each of the Ministry's health training institutions. These reports are all available at the Omani-American Joint Commission.

1. Institute of Health Sciences

The IHS had a total enrollment in 1991 of 431 students broken down into 256 in General Nursing, 60 in Medical Laboratory Technology, 48 in Radiography and 40 in Physiotherapy.

a. Radiography Training Department

The program length is three years preceded by one semester of English, Arabic and Social Studies and including Health Studies and Introduction to Radiography. Basic Science courses are offered at cooperative institutions. A complete syllabus is offered for a Diploma. The diagnostic radiography program currently includes a single radiography teaching laboratory and clinical hospital rotations. The Department is capable of handling a student intake of 85 per year. The Department plans to eventually upgrade its program to the BSc level.

b. Physiotherapy Department

A complete syllabus is offered for a Diploma in Physiotherapy. The three and a half year program has a single teaching laboratory and additional clinical facilities. Course intake is 12 per year. The Department plans to eventually upgrade its program to BSc level.

c. Medical Laboratory Science Department

The program length is three and a half years. The Department feels that the current program needs a major revision both in content and teaching methods and is initiating this process. Current laboratories are adequate but need enlargement as enrollment increases. Hospital laboratories for clinical experience are available. Staff upgrading is needed.

d. Nursing Department

This is a three year diploma program which integrates one-third theoretical course work with two-thirds clinical experience. A problem oriented approach to learning is utilized based on a set of learning objectives and assessed on a continuous basis.

2. Regional Nursing Institutes

There are five newly created regional nursing institutes with a total enrollment of 141 students all in their first year. With the Nursing Department of IHS as their model, these programs also fully integrate theory and practice. As students move into their second and third years and new students enroll in the first year, these institutes will need additional faculty, clinical teachers and library holdings.

3. Institute of Public Health

The program of the Institute of Public Health is in its first year and has an intake of 35 students preparing for positions as sanitary inspectors (sanitarians). The Institute is in the process of planning a generic program with two academic tracks -environmental health technologists and industrial hygienists.

4. Assistant Pharmacy Institute

The program of the Assistant Pharmacy Institute is also in its first year and has an intake of 35 students. The program is of three years duration with its first class due to graduate in 1993-94. It offers training leading to the Diploma of Health Sciences:Pharmacy. The major objective of the program is to prepare assistant pharmacists to meet the needs of the national health service.

5. Continuing Education Department

This Department currently provides in-service training for sanitarians, occupational health and safety workers and nurses. However, current staffing is only one person and a plan needs to be developed for additional staff and provision of supervision to regional programs.

6. Overview of Health Training Institutions

The facilities and equipment of the Institute of Health Sciences are considered adequate for its current program. The nursing program is shortly moving to a new building and its current space

will be used to add facilities, especially laboratories, for the other IHS programs in physiotherapy, medical laboratory science and diagnostic radiography.

Oman's health training institutions are over-reliant on expatriate instructors. As indicated earlier, only one out of every ten tutors are Omanis. Most of the expatriates in the institutions only hold a BSc degree. Although this could be considered a constraint in terms of the quality of instruction being offered, it is also an opportunity in that it will be less difficult to replace them with Omanis who graduate from secondary schools and then are sent to the United States for Bachelor's degrees, since the Omanis will not be replacing persons with higher qualifications.

With regard to the curriculum it should be noted that, while each health training institute has its own specialized training program, there is some duplication among the programs at the level of core courses in the basic sciences and dependence on outside cooperative institutions. Consultants reviewing the current programs may be able to suggest ways to develop economies of scale through the design of a common core basic science curriculum.

MINISTRY OF HEALTH

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2. ECONOMIC ANALYSIS

Human capital formation through education and training is vital to long term economic development prospects and it is expected that the STP II will:

- increase Omanization of teaching and training staff at government training institutes and in selected management and technical positions;
- enhance quality and quantity of training at selected government training institutes; and
- improve the efficiency of the public sector through in-service management and technical training for middle and senior managers.

As the long term goal of the STP II is to establish an efficient and high quality Omani human resource base for sustainable development and economic growth, it is expected that scholarship and training related outputs will have a profound effect upon the quality of education and training at all levels and, consequently, will determine how well schools prepare Omanis to participate in and promote Oman's economic development.

Economic and financial analyses of a social product that emphasizes educational process as well as institutional developments are not easy tasks. Many of the expected economic benefits are difficult to quantify. However, since the project's primary goal is to improve the skills of Oman's human resources, the major (short- and long-term) benefits are an improved internal efficiency (measured in cost-effectiveness terms), and an increase in external productivity, as the institutional capacity of Omani public and private organizations will be enhanced to plan and implement future development programs in sectors of high priority to the Government of Oman.

Based on the Fourth Five-Year Development Plan of Oman for the period 1991 to 1995, the domestic economy as measured by gross domestic product (GDP) at current prices, is expected to grow at an annual rate of 6.3 percent. Compared to the Third Five-Year Plan period the new plan envisages significant improvement in economic conditions.

From provisional estimates of GDP (at current prices) of RO 3,792 million in 1991, it is projected to reach RO 4,022 million in 1992 and RO 4,777 million by 1995. For the current five-year plan period GDP at current prices is expected to total RO 21,361 million which would represent an increase of RO 5,879 million, or 38 percent, over the Third-Year Plan estimate of RO 15,482 million.

For purposes of analysis, Oman's economy is broadly divided into petroleum and non-petroleum sectors. The non-petroleum sector is further divided into primary, industry, and services sub-sectors. To a very large extent, economic performance is determined by the developments in the crude oil sector. Oil revenues (net of allocation to the State General Reserve Fund and the Contingency Fund), are expected to grow at an annual growth rate of 4.7 percent. From RO 1,218 million (in 1991) oil revenues are expected to reach RO 1,272 million in 1992 and RO 1,429 million by 1995.

The economic development policy of the Sultanate, however, recognizes the fact that oil reserves are exhaustible resources and stresses the need for diversification of the economy as a major task during the Fourth Five-Year Plan and beyond. Four main types of diversification are considered necessary: (a) greater emphasis on other sectors than the oil sector which presently constitutes the spine of Oman's economy; (b) increasing the range of outputs within the non-petroleum sector; (c) increasing non-oil exports; and (d) transfer of certain activities and responsibilities from Government to the private sector.

To strengthen the Omani economy and secure its future progress, an emergency fund (Contingency Fund) has been established which will be used to cope with any fiscal imbalance

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caused by changes in international or domestic factors. Another noteworthy economic feature of the Fourth Five-Year Plan is the increased allocation to the State General Reserve Fund back to 15 percent of net oil revenues (funding was reduced in 1986 to 5 percent due to the sharp decline in oil prices). This fund was established in 1980 to create a reserve for future generations and serve also as a reserve from which the government can draw on or serve as guarantee for government borrowing when needed to finance fiscal deficits.

The non-petroleum sectors are projected to grow by 7.3 percent in 1992 compared to 5.2 percent in 1991. It is the production sectors, however, that are expected to experience rapid growth. An annual growth rate 11.1 percent is foreseen by the Development Council in this group. With the exception of the construction sector, all other sectors are envisaged to continue to grow at the same pace as that experienced in the Third Five-Year Plan.

Even with this impressive performance, the macroeconomic and budget plans (see Section 3, Financial Analysis) for the Fourth Five-Year Plan recognize the need for maintaining a policy of fiscal constraints. Even the success of the last five-year plan has failed to alleviate the aggregate manpower and employment problems of the economy.

A. EDUCATION FOR ECONOMIC GROWTH AND DEVELOPMENT: SCHOLARSHIPS AND TRAINING

Background

The Sultanate of Oman is faced with two major development challenges during this decade and well into the 21st century. One problem area is related to the fact that Oman over the past years has relied on an expatriate labor force that has grown both in real terms and in proportion to the overall labor force. Given this level of expatriate presence, the government considers Omanization a national imperative for political, social, and economic reasons.

The other, and closely related problem, is the need for improved efficiency in the public sector (internal efficiency), while at the same time increasing the manpower planning capability of government.

Economic Benefits of STP II

1. Improved Internal Efficiency of the Public Sector

The relatively straight forward economic rationale for STP II should be apparent. Given the nature of its components (short- and long-term academic scholarships, technical training, and technical assistance) there are several ways of estimating potential efficiency improvements.

As the long-term economic goal of the project is to establish an efficient and high quality Omanized human resource base for sustainable development and growth in the public sector, the expected outcomes will be:

- high quality and appropriately trained Omanis will fill important managerial, technical, and teaching positions;
- the Ministry of Civil Service will improve its manpower planning capabilities and plans to integrate them into a national system by 1995; and

- various government training institutions, notably in education, health, and public administration, will expand their capabilities and improve their services.

This is not a complete list of STP II-efficiency targets, but even a cursory look indicates the extensive capacity and the variety of possibilities for improving internal efficiency. Since efficiency is definable only in terms of both inputs and outputs, some question might be raised as to the propriety of using the above listed processes as indicators of effectiveness. Indeed, economic analysis of a social product that emphasizes educational process as well as institutional developments, is not an easy task, as the future impact of the project at the macroeconomic level can only be inferred.

2. Improved External Productivity: Rates-of-Return to Investment

The primary beneficiaries of STP II will be the recipients of scholarships, as their short- and long-term training will have a direct impact upon their lifetime earnings stream. The estimation of lifetime earnings, however, is fraught with difficulties, as wage distortions and externalities are two types of bias which may taint estimates of future earnings of Omanis returning to their place of employment in the Civil Service. In addition, it is widely recognized that the private and social benefits of education and training extend beyond incremental lifetime earnings, and the presence of nonmonetary private as well as social benefits expected to accrue from STP II would suggest that estimates of increased lifetime earnings represent an understatement of the value of education and training offered by STP II.

The institutional framework within which STP II takes place will be directly impacted by the project. By providing skills in administrative and managerial functions (such as planning, finance, etc.) the performance of a broad range of personnel within each entity of the public sector will be positively affected. By concentrating, to the extent possible, on those functions that are most common and at the same time have the broadest influence on the way the government does business, the various institutions and ministries, notably education and health, will benefit directly from a general improvement in staff capabilities leading, in turn, to increased internal efficiency and higher productivity. In addition, the improved operations of an agency will have a varied influence, known as the "multiplier effect", on other entities of the public sector depending on its role. For example, providing scholarships and various training opportunities to Civil Service employees of the Directorate General of Educational Development, should have direct results on the professional ability of the personnel to better plan school curricula, evaluate weaknesses in the education system, determine how many teachers are needed for which level of education, etc. Such changes will in the long term affect the entire educational system and, thus, all students.

Additional major benefits of the project will accrue from preparing Omanis to perform more effectively in key positions which would otherwise require a trained expatriate. Assisting Omanis to capably conduct their own affairs will raise the self-esteem not only of those so trained, but of the national population as they see more Omanis replacing foreigners.

Although the Civil Service has a high proportion of non-Omani employees (35.4 percent in 1990), the eventual reduction of the numbers of expatriates will consequently generate additional direct financial benefits. Currently the major drain on the positive trade balance for Oman is private transfers, mainly remittances from non-Omanis. Reductions in salaries paid to expatriates by replacing them with Omanis trained through STP II, will ultimately result in a stronger current account balance for Oman.

The economic benefits accruing from increased internal efficiency and higher productivity mentioned above, as well as the project's long-term social benefits cannot be exactly quantified.

They can be estimated, however, and while these calculations suffer from data constraints, they do help in reaching certain conclusions about the average private and social rates of return on education and training through STP II. Implications are drawn from various macro-analyses of

increased economic efficiency through education and training, which compared the stream of real benefits (to individuals and to society) with the costs associated with producing the benefits. Calculations by Psacharopoulos (1973), e.g., show that the average social rate of return to investment in post-secondary and graduate education in southeast Asian countries, including South Korea, is 14.9 percent. Other studies (World Bank, 1988) in Ghana, Kenya, Zimbabwe, and Sierra Leone, to name just a few, show rates of return ranging from a low of 8.8 percent to a high of 17.0 percent. Major implications of these studies are that the rate of return to investments in higher education is likely to be increased to the extent that training concentrates on technically based skills, science, mathematics, and programs to train trainers of teachers and managers, than for higher education fields across the board. The apparent shortage of Omanis trained in these fields supports this conclusion, and the design of STP II is consistent with these findings as most of the project's long-term training is expected to be in the technical, health, education, and management areas. In addition, this analysis implies that returns to investment in STP II-training will increase to the extent the training is optimal in terms of addressing the:

- specific training need; and
- is accomplished in the shortest possible time.

3. Summary

Although the immediate as well as long-term cumulative outputs and benefits from the project's training and technical assistance activities are too diverse and too intermixed to allow a high degree of quantitative precision, cost and benefit (rate-of-return to investment) calculations resulted in the following findings:

- based on outcome measures such as reduction of expatriate employment in the public sector, increased life-time earnings of trained Omanis, and increased efficiency and higher productivity in the Civil Service and the health and education sectors, the project's components follow the least costly alternatives for achieving their objectives in terms of the project's long term viability;
- all project components follow the least cost approach in terms of the Government's ability to guarantee the project's long-term sustainability; and
- when catalytic effects of the project's "multiplier criterion" on the more effective use of human resources in the Civil Service, as well as in health and education, are considered, additional economic external benefits flowing from the project can be demonstrated.

3. FINANCIAL ANALYSIS

A. BACKGROUND

The size and importance of the Government budget in Oman's economy implies that decisions about overall revenue, expenditures, and sectoral allocations must be based on macroeconomic considerations far beyond the mere balancing of the budget. Civil ministries (including education) constitute the second largest single expenditure category in the 1992 government budget and they will be given high priority throughout the Fourth Five-Year Development Plan period.

With the oil sectors (crude oil and natural gas) contributing almost 44 percent to the total GDP, crude oil alone accounts for more than 40 percent (see TABLE B-8). Two other sets of data also dramatically illustrate Oman's dependence on crude oil: it has come to account for over 90 percent of total exports in 1990/1991, and for more than 77 percent of Government revenues. The effects of the oil boom have been transmitted to the rest of the economy in a variety of ways, mainly through Government development expenditures and net lending, but also through generating sufficient levels of foreign exchange to finance a greatly expanded level of imports, and allowing a liberal and stable foreign exchange regime.

B. FINANCIAL REVIEW: GOVERNMENT FISCAL CAPACITY TO SUPPORT THE PUBLIC SECTOR

Oman's strong economic performance is reflected not only in the surplus of Government budget which has exceeded 8 percent of GDP in recent years, but also by having foreign exchange reserves larger than GDP and an increasing domestic liquidity. This in turn, has allowed substantial increases in the Government development program and Government recurrent expenditures. Consequently, the original scope of former five-year plans have been expanded and new projects were added to the Fourth Five-Year Plan. In allowing recurrent and development expenditures to rise above former targets, the Government committed additional resources that will be devoted to economic development during the plan-period. In order to avoid the "development/recurrent trap" the Development Council already has agreed upon a set of budgetary policies which call for setting development expenditure at such a level that the recurrent expenditure arising from development spending will fit within recurrent budget constraints over the long term.

Budget forecasts prepared by the Ministry of Finance and Economy for the Fourth Five-Year Plan estimate that during the plan period recurrent expenditures will increase to approximately 20 percent per annum and taper off to about 8 percent in 1995. Additional long-term projections made by the Ministry indicate that development spending will increase moderately and level off to about 6 to 7 percent per annum toward the end of the Fourth Plan. These growth rates have been calculated in part on the assumption that Government takes full advantage of the opportunities to accelerate the pace of development in the public and private sectors through appropriate policy actions, including substantial efforts directed toward human resources development. Perhaps one of the most important central policies to support this overall focus is the one that emphasizes that the base for future growth in incomes and employment is an improved productivity of the labor force. But as expatriates dominate in the labor market (e.g., in 1990 total Civil Service employment included 24,086 Non-Omanis, or 35.3 percent, (see TABLE B-9), one of the most important efforts to improve productivity rests on preparing Omanis to replace expatriates in both the public and private sectors of the economy.

The need for Omanization is addressed by the strategic planning components of the Fourth Plan. Large public investments are planned in basic, higher, and technical education in general, and in specific private sector training institutes (e.g. Sultan Qaboos University and the Business Institute). In addition, a special fund of RO 40 million is being reserved for short-term training of Omanis

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to assume positions now filled by expatriates. Of this fund, RO 10 million have been "earmarked" for public sector Omanization and will be utilized immediately by the Ministry of Civil Service to provide scholarships and thus upgrade the professional qualifications of some 3,200 Omanis (except those employed by the Ministries of Health and Education) for skilled public sector positions.

Later this year the Development Council will make available a complete list of all approved public sector development projects, listing also those which have been submitted recently for funding considerations. According to information received from the Service Planning Directorate of the Development Council, 228 scholarships for training in the field of education have been requested by the Ministry of Education. Of these, 150 scholarships are intended for future faculty of the Teachers' Training Colleges, and 78 scholarships are for technical units within the Ministry. The cost of the proposed scholarship project was estimated to be RO 7 million. This proposal was a new request and as such it was not yet approved by the Development Council.

C. BUDGETARY SUPPORT FOR STP II

The Government of the Sultanate of Oman's contributions to STP II can be grouped into two broad categories. The first involves net increases to the government's recurrent budget. It consists of:

1. travel costs for undergraduates, graduates and short-term trainees studying outside the country;
2. the salaries of new employees to be hired; and
3. student allowances and benefits paid by the Government which are not included in USAID reimbursements.

The second category of Oman's cost contributions relates to existing budgetary commitments and includes:

1. salaries of personnel in the Ministry of Civil Service and other governmental entities who will work with the technical assistance team; and
2. salaries paid to the long- and short-term trainees while they are in training.

The various costs grouped together in category one (travel, allowances, etc.) constitute recurrent expenditures and are a major cost of government administration and services of both economic and social infrastructure. Throughout the plan periods, the education sector has been given high priority in the allocation of both development and recurrent expenditures. In order to compare this commitment to other countries, 1988 World Bank comparative data cite that Oman had one of the highest percentages of government budgets devoted to education among the world's industrialized countries. Among the largest investment projects in the Fourth Five-Year Plan education and human resource development (the Social Service sector) account for 25.6 percent.

As the government training institutes in health, education, and public administration are key components of the Government's Omanization plans, a significant portion of the scholarships will be allocated to training health, education, and management trainers. With more than RO 10 million investment in Public Sector Omanization contained in the Fourth Plan, the Government should be in the position to make firm commitments on matching funding of training, as well as recurrent cost support to the Ministries and other government training institutions during the STP II period.

TABLE B-6

ESTIMATED GOVERNMENT REVENUE DURING THE FOURTH FIVE-YEAR PLAN
1991 - 1995 (MILLION RO)

	1991	1992	1993	1994	1995
Net Oil Revenue	1,218	1,272	1,303	1,364	1,429
Total Revenue (x)	1,577	1,649	1,698	1,780	1,867

(x) = Includes natural gas revenue, other recurrent revenue, capital receipts, and capital recovery.

Source: Sultanate of Oman, Development Council, Technical Secretariat,

Main Indicators of the Fourth Five-Year Plan (1991 - 1995)
January 1991, Muscat, Oman

TABLE B-7

CURRENT EXPENDITURE AND DEVELOPMENT BUDGET ALLOCATIONS
(MILLION RO)

	1990			1991			1992		
	A	B	C	A	B	C	A	B	C
Current and capital expenditure						(x)			(x)
Ministry of Education and Youth	108.8	1.4	110.2	123.1	1.5	124.6	126.2	1.7	127.9
Total Education Sector	150.2	2.3	152.5	172.0	3.5	175.5	174.7	3.2	177.9
Development Budget Allocations	D	E	F	D	E	F	D	E	F
Ministry of Education	14.2	1.4	15.6	8.4	15.8	24.2	10.7	25.6	36.3
Total Education Sector	33.9	8.9	42.8	30.6	24.0	54.6	N.A	N.A	N.A

- x - Estimates
A - Current expenditure
B - Capital expenditure : costs of projects, including equipment
C - Total expenditure
D - Balance cost of ongoing projects
E - Cost of new projects
F - Total allocation

Source: Sultanate of Oman, Ministry of Finance and Economy, Directorate General for Budget and Accounts, The State's General Budget for 1989, 1990, 1991. Muscat, Oman.

TABLE B-8

MAJOR ECONOMIC INDICATORS:
FOR THE YEARS 1980, 1985, 1990 AND 1995

ITEMS	1980	1985	1990	1995
1. Gross Domestic Product at current producers' market price (RO Million)	<u>2,064</u>	<u>3,454</u>	<u>3,522</u>	<u>4,777</u>
Of which:				
Oil Sectors	62%	48%	44%	42%
Non-oil Production Sectors	10%	13%	13%	16%
Government Services	9%	14%	18%	15%
Other Services	19%	25%	25%	27%
2. Per Capita Share of GDP (RO/Year)	1,876	2,644	2,348	2,685
3. Expenditure on GDP (RO Million)				
Consumption:	<u>1,076</u>	<u>2,064</u>	<u>2,384</u>	<u>3,218</u>
Public	499	938	1,005	1,193
Private	577	1,126	1,379	2,025
Capital Formation:	<u>466</u>	<u>953</u>	<u>528</u>	<u>981</u>
Public	306	702	353	646
Private	160	251	175	335
Surplus arising out of export of goods and non-factor services	<u>616</u>	<u>555</u>	<u>714</u>	<u>686</u>
4. Net Balance of Current Account (RO Million)	293	38	151	92
5. Domestic Savings	988	1,390	1,138	1,559
6. National Savings	776	990	679	1,073

TABLE B-9

CIVIL SERVICE EMPLOYMENT BY NATIONALITY AND SEX
1985 AND 1990

	MALE		FEMALE		TOTAL	
	NO	%	NO	%	NO	%
Omanis 1985	36,192	54.3	3,000	4.5	39,192	58.8
Omanis 1990	38,099	55.9	5,925	8.7	44,024	64.6
Non-Omanis 1985	21,615	32.4	5,841	8.8	27,456	41.2
Non-Omanis 1990	15,436	22.6	8,660	12.7	24,086	35.3
TOTAL 1985	57,807	86.7	8,841	13.3	66,649	100.0
TOTAL 1990	53,535	78.6	14,585	21.4	68,120	100.0

Source: Sultanate of Oman, Statistical Yearbooks 1985 and 1990.

TABLE B-10

**DEVELOPMENT EXPENDITURE OF
MINISTRY OF EDUCATION AND YOUTH
1988 - 1989**

Million Omani Rials	1988	1989
Education & Youth	11.9	6.5
Other Ministries	198.7	175.7
TOTAL	210.6	182.2
Percentage Distributions		
Education & Youth	5.7	3.6
Other Ministries	94.3	96.4
TOTAL	100.0	100.0

Source: Oman Statistical Year Book 1989

Source: Oman Statistical Yearbook 1990

TABLE B-11

RECURRENT EXPENDITURE OF
MINISTRY OF EDUCATION AND YOUTH
1988 - 1989

Million Omani Rials	1988			1989		
	Wages	Other	Total	Wages	Other	Total
Education & Youth	76.6	28.0	104.6	82.7	25.1	107.8
Other Ministries	168.4	507.0	675.4	247.9	235.1	483.0
TOTAL	290.0	245.0	535.0	330.6	260.2	590.8
Percentage Distributions						
Education & Youth	73.2	26.8	100.0	76.7	23.3	100.0
Other Ministries	24.9	75.1	100.0	51.3	48.7	100.0
TOTAL	54.2	45.8	100.0	56.0	44.0	100.0
Education & Youth	26.4	11.4	19.6	25.0	9.6	18.2
Other Ministries	58.1	206.9	126.2	75.0	90.4	81.8
TOTAL	84.5	218.4	145.8	100.0	100.0	100.0

Source: Statistical Year Book 1989

TABLE B-12
CIVIL SERVICE EMPLOYEES (OMANI/NON-OMANI)
BY GROUP & GRADE
1990

Groups / Grades	1990			
	Omanis	Total	Non-Omani Total	Omani Total
Special Group	7.4	716	663	53
Special Grade	100.0	55		55
Groups	65.2	67349	23433	43916
I	70.0	2283	685	1598
II	54.2	40921	18749	22172
III	83.4	24145	3999	20146
TOTAL	64.6	68120	24086	44024
%		100.0	35.4	64.6

Source: Statistical Yearbook 1990

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4. SOCIAL SOUNDNESS ANALYSIS

A. SOCIO CULTURAL CONTEXT

There appear to be no major barriers impeding access to education in Oman. The nearly universal enrollment in primary school is testament to the value placed on education. Moreover the variety of educational programs found in Oman, including continuing and adult education, indicate an appreciation for the role education plays in preparing people for the changes around them, both in the workplace and out of it. Most government agencies have training departments, and many have established in-service and pre-service training institutes, and more are planned (e.g., Fisheries Training Institute).

High value is placed on English language skills both within the education system and out of it. English language training begins in the fourth grade, and continues through secondary school. With the exception of the Colleges of Education and Law, English language is the medium of instruction at Sultan Qaboos University, and an English Language Center continues English language strengthening throughout the student's academic program. English language constitutes one third of training conducted at private training institutes, an indication of its importance in the workplace.

Importantly for this project, there is a high value placed on U.S. education and training. This is evidenced through Ministry of Education policy which places the highest quality scholarship recipients in U.S. academic institutions. Several American universities have institutional agreements with Sultan Qaboos University in health and engineering, and M.I.T. and Georgetown are represented on the Foundation Committee for the College of Business and Economics.

Equal access is granted to education in Oman. Nearly half the enrollment, from primary to university level, is female. There is a strong preference for gender segregated schools, especially at the preparatory and secondary level. The government takes care to site government training institutes, most notably teacher and health technician training centers, near to the proposed workplaces to facilitate female participation by allowing them to live at home while studying. Although female representation in the public sector labor force is low, eligibility for academic and training programs will not be biased by lack of educational opportunities.

B. BENEFICIARIES

The primary beneficiaries of the project will be the recipients of scholarships, the participants to technical training, study tours, and conferences, and the counterparts to the technical assistance team at the Ministry of Civil Service and cooperating ministries. Additionally government training institutes assisted through technical assistance, training of trainers, and twinning arrangements will benefit substantially.

Secondarily, government efficiency will be enhanced through the training of key managerial and technical personnel. Benefits will accrue to the overall economy through reducing dependence on expatriate labor, thus reducing remittances, lowering the cost of labor, and establishing an indigenous technology base. Moreover support of the development of private training institutes through delivery of training programs provides an indigenous base for ongoing technology transfer.

C. PARTICIPATION

Participation in the project accrues direct and tangible benefits to the participants through enhanced employment opportunities and earning power. Institutional participants will realize

additional resources to achieve their manpower development plans and will likely accrue enhanced status and credibility through linkages with American education and training institutions. Female participation in overseas training is likely to be somewhat constrained by family obligations and cultural mores that discourage women from traveling alone. The project can mitigate these constraints through careful placement of female candidates that emphasizes proximity to relatives in the country of training, care in planning appropriate living arrangements, programming training of women in groups, and generally insuring sensitivity to cultural norms in dealing with women participants.

Primary institutional participants in the project are the Ministry of Civil Service as the implementing agency, and the Ministries of Health and Education, as the primary beneficiaries. Other government bodies will participate through scholarships and involvement in training programs. Key participants will be the government institutes in Health, Education, and Public Administration, not only as recipients of project assistance, but possibly as venues for project training programs.

D. SOCIO-CULTURAL FEASIBILITY

The primary socio-cultural issue requiring further attention is participation, particularly for women, and particularly in overseas training. The high value placed on education results in pressure for success in educational endeavors. Significant attention will be placed on careful assessment and evaluation of training candidates, placement in programs suitable to the candidate's capabilities, and adequate attention devoted to pre-academic training and participant support during training.

The Omanis demonstrate a high degree of respect for authority and a strong belief in the efficacy, and fairness, of systems. This bodes well for the efforts at establishing systems to assess candidate suitability for training that is likely to have direct impact on individual career aspirations. Tribal and family affiliations still have an influence on recruitment and advancement, however. Nonetheless there are no overriding socio-cultural issues that limit or constrain achievement of the objectives of the project through the means proposed.

E. IMPACT

Project impact is on several levels: on the individual level of participants in training and counterparts to technical assistance; on an institutional level of cooperating government agencies; and on the macroeconomic level of the impact of Omanization on the economy.

Gender issues: Although access to education is universal, and statistics suggest the social barriers to education of women are minimal, women continue to play a small role in the modern workplace. Women in professional or managerial areas outperform men in advanced training and early career periods but participate little at senior levels because of real and perceived issues related to their role in the family. Women's involvement in government tends to be in vocations traditionally accepted for females - teaching and health. Project priorities target areas of employment traditionally acceptable for women.

Increased efficiency in government: The project proposes to improve efficiency through targeting key positions in the government and improving the basic civil service functions such as administration, finance, and personnel. Much of the impact will be long term and can only be inferred. Nonetheless the establishment and functioning of systems such as recruitment procedures, performance evaluation procedures, and manpower planning, will be monitored to assess project impact.

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 STPLI

PROJECT NUMBER
 010-

TOTAL PROJECT
 2.0 YEARS

PROJECT WRITER
 HARE

PARTICIPANT MONTHS PROJECTED (THIS YEAR) 6800
 DATE BUDGET PREPARED 06/08/1993

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	632	\$11,702,869.2			\$ 11,702,869.2
1. Tuition/Fees	1252	\$6,809,758.9			\$ 6,809,758.9
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)	216	\$4,893,110.2			\$ 4,893,110.2
B. ALLOWANCES	932	\$7,759,072.0			\$ 7,759,072.0
1. Maintenance Advance	236	\$ 499,253.7			\$ 499,253.7
2. Living/Maintenance	932	\$5,845,205.7			\$ 5,845,205.7
3. Per Diem	932	\$ 631,323.4			\$ 631,323.4
4. Books & Equipment	832	\$ 463,628.1			\$ 463,628.1
5. Book Shipment	236	\$ 33,332.8			\$ 33,332.8
6. Typing (papers) - Academic Only	512	\$ 129,778.0			\$ 129,778.0
7. Thesis - Academic Only	133	\$ 48,969.2			\$ 48,969.2
8. Doctoral Dissertation - Academic	20	\$ 71,595.3			\$ 71,595.3
9. Professional Membership	210	\$ 45,385.4			\$ 45,385.4
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER	COMMENTS
010-	

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	472	\$ 214,513.8			\$ 214,513.8
1. International					
2. Local	472	\$ 214,513.8			\$ 214,513.8
3. Other (Mission Option)					
D. Insurances	832	\$ 592,670.1			\$ 592,670.1
1. HAC for U.S.	832	\$ 492,372.3			\$ 492,372.3
2. Required by Institution	596	\$ 100,297.7			\$ 100,297.7
3. Other (Mission Option)					
E. Supplemental Activities	366	\$ 323,369.6			\$ 323,369.6
1. ELT, In-Country					
2. ELT, U.S.	26	\$ 27,965.1			\$ 27,965.1
3. Academic Up-Grade					
4. Reception Services	30	\$ 1,591.2			\$ 1,591.2
5. WIC Orientation	216	\$ 123,276.0			\$ 123,276.0
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative	52	\$ 28,524.4			\$ 28,524.4
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER	COMMENTS
010-	

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	345	\$ 142,032.7			\$ 142,032.7
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 20,602,514.2

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

Scholarship and Training Project II Logical Framework

STP II - Annex E

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions																																	
<p>GOAL: To increase the capacity and promote the capability of the public sector work force</p>	<p>Higher proportion of qualified Omanis in the public service.</p>	<p>Development Council Yearly Statistical Report Government of Oman Fifth Five Year Plan</p>	<p>Oil prices, and hence government revenues, remain stable. Government of Oman continues to emphasize Omanization of the labor force.</p>																																	
<p>PURPOSE: Omanization of management and technical positions in the public service.</p>	<p>Improved quality and increased participation of Omanis in managerial and technical positions in the public service. Improved quality and capacity of in-country training facilities.</p>	<p>Mid-project and final evaluation Ministry of Health, Education, and Civil Service reports Graduate records & trainee reports Ministry Training Plans Development Council Statistical Yearbook</p>	<p>Public Service continues to attract and retain high quality Omani candidates Government of Oman will recruit and promote Omanis to managerial and technical positions held by expatriates.</p>																																	
<p>OUTPUTS:</p> <p>Increase in number of Omanis in managerial, technical, and teaching positions in the government.</p> <p>Improved capabilities of Omani managers in the public service.</p> <p>Increased Omanization of the faculty of post-secondary government training institutes and improved quality of training.</p>	<p>Placement of project training participants in managerial and technical positions in the government. Placement of project training participants in teaching positions at government training institutes. International recognition of the quality of training at selected government training institutes. Functioning manpower planning unit within the Ministry of Civil Service. Functioning MIS at the MOCS</p>	<p>Technical Assistance Reports Contractor Work Plan Periodic Project Evaluation Copies of standards, curricula, and other materials developed. Trainee reports and evaluations</p>	<p>Government of Oman demonstrates a commitment to project through making existing and newly recruited Omani candidates available for training. Omani private training institutions have the capacity to deliver quality training in areas required by the project. Participating ministries are committed to improving the quality of training at participating government training institutes.</p>																																	
<p>INPUTS:</p> <p>Scholarships 78 Undergraduate 158 Graduate English Language Short Term Technical Training 351 man/months Technical Assistance Long Term T.A. Short Term T.A. Commodities Evaluations, Start-up, & Contingency Contingency</p> <p style="text-align: right;">Total:</p>	<p style="text-align: center;">MAGNITUDE OF INPUTS: (\$ 000s)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">QAIC</th> <th style="width: 35%; text-align: center;">Oman</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">8,183</td> <td style="text-align: center;">6,770</td> </tr> <tr> <td></td> <td style="text-align: center;">12,402</td> <td style="text-align: center;">10,158</td> </tr> <tr> <td></td> <td style="text-align: center;">1,000</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">1,404</td> <td style="text-align: center;">400</td> </tr> <tr> <td></td> <td style="text-align: center;">3,690</td> <td style="text-align: center;">890</td> </tr> <tr> <td></td> <td style="text-align: center;">945</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">525</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">576</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">1,275</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">30,000</td> <td style="text-align: center;">18,216</td> </tr> </tbody> </table>		QAIC	Oman		8,183	6,770		12,402	10,158		1,000			1,404	400		3,690	890		945			525			576			1,275			30,000	18,216	<p>USAID Financial Reports PIO/Ps Contractor Financial Reports Work Plans</p>	<p>Appropriate technical assistance available Cost sharing funds are available in participating ministries' staff training and training institute budgets. Inputs can be provided in a timely manner.</p>
	QAIC	Oman																																		
	8,183	6,770																																		
	12,402	10,158																																		
	1,000																																			
	1,404	400																																		
	3,690	890																																		
	945																																			
	525																																			
	576																																			
	1,275																																			
	30,000	18,216																																		

5C(1) - COUNTRY CHECKLIST

Listed below are statutory criteria applicable to the eligibility of countries to receive the following categories of assistance: (A) both Development Assistance and Economic Support Funds; (B) Development Assistance funds only; or (C) Economic Support Funds only.

A. COUNTRY ELIGIBILITY CRITERIA APPLICABLE TO BOTH DEVELOPMENT ASSISTANCE AND ECONOMIC SUPPORT FUND ASSISTANCE

1. Narcotics

- a. Negative certification (FY 1991 Appropriations Act Sec. 559(b)): **No**
Has the President certified to the Congress that the government of the recipient country is failing to take adequate measures to prevent narcotic drugs or other controlled substances which are cultivated, produced or processed illicitly, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to United States Government personnel or their dependents or from entering the United States unlawfully?
- b. Positive certification (FAA Sec. 481(h)). **Not a drug producing country**
(This provision applies to assistance of any kind provided by grant, sale, loan, lease, credit, guaranty, or insurance, except assistance from the Child Survival Fund or relating to international narcotics control, disaster and refugee relief, narcotics education and awareness, or the provision of food or medicine.) If the recipient is a "major illicit drug producing country" (defined as a country producing during a fiscal year at least five metric tons of opium or 500 metric tons of coca or marijuana) or a "major drug-transit country" (defined as a country that is a significant direct source of illicit drugs significantly affecting the United States, through which such drugs are transported, or through which significant sums of drug-related profits are laundered with the knowledge or

complicity of the government):

(1) does the country have in place a bilateral narcotics agreement with the United States, or a multilateral narcotics agreement? N/A

(2) has the President in the March 1 International Narcotics Control Strategy Report (INSCR) determined and certified to the Congress (without Congressional enactment, within 45 days of continuous session, of a resolution disapproving such a certification), or has the President determined and certified to the Congress on any other date (with enactment by Congress of a resolution approving such certification), that (a) during the previous year the country has cooperated fully with the United States or taken adequate steps on its own to satisfy the goals agreed to in a bilateral narcotics agreement with the United States or in a multilateral agreement, to prevent illicit drugs produced or processed in or transported through such country from being transported into the United States, to prevent and punish drug profit laundering in the country, and to prevent and punish bribery and other forms of public corruption which facilitate production or shipment of illicit drugs or discourage prosecution of such acts, or that (b) the vital national interests of the United States require the provision of such assistance? N/A

c. Government Policy (1986 Anti-Drug Abuse Act of 1986 Sec. 2013(b)). N/A
(This section applies to the same categories of assistance subject to the restrictions in FAA Sec. 481(h), above.) If recipient country is a "major illicit drug producing country" or "major drug-transit country" (as defined for the purpose of FAA Sec 481(h)), has the President submitted a report to Congress listing such country as one: (a) which, as a matter of government policy, encourages or facilitates the production or distribution of illicit drugs; (b)

in which any senior official of the government engages in, encourages, or facilitates the production or distribution of illegal drugs; (c) in which any member of a U.S. Government agency has suffered or been threatened with violence inflicted by or with the complicity of any government officer; or (d) which fails to provide reasonable cooperation to lawful activities of U.S. drug enforcement agents, unless the President has provided the required certification to Congress pertaining to U.S. national interests and the drug control and criminal prosecution efforts of that country?

2. Indebtedness to U.S. citizens (FAA Sec. 620(c): If assistance is to a government, is the government indebted to any U.S. citizen for goods or services furnished or ordered where: (a) such citizen has exhausted available legal remedies, (b) the debt is not denied or contested by such government, or (c) the indebtedness arises under an unconditional guaranty of payment given by such government or controlled entity? **No**

3. Seizure of U.S. Property (FAA Sec. 620(e)(1)): If assistance is to a government, has it (including any government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? **No**

4. Communist countries (FAA Secs. 620(a), 620(f), 620D; FY 1991 Appropriations Act Secs. 512, 545): Is recipient country a Communist country? If so, has the President: (a) determined that assistance to the country is vital to the security of the United States, that the recipient country is not controlled by the international Communist conspiracy, and that such assistance will further promote the independence of the recipient country from international communism, or (b) removed a country from applicable restrictions on assistance to communist countries upon a determination **Not a communist country**

and report to Congress that such action is important to the national interest of the United States? Will assistance be provided either directly or indirectly to Angola, Cambodia, Cuba, Iraq, Libya, Vietnam, Iran or Syria? Will assistance be provided to Afghanistan without a certification, or will assistance be provided inside Afghanistan through the Soviet-controlled government of Afghanistan?

5. Mob Action (FAA Sec. 620(j)): **No**
Has the country permitted, or failed to take adequate measures to prevent, damage or destruction by mob action of U.S. property?
6. OPIC Investment Guaranty (FAA Sec. 620(l)): **No**
Has the country failed to enter into an investment guaranty agreement with OPIC?
7. Seizure of U.S. Fishing Vessels (FAA Sec. 620(o); Fishermen's Protective Act of 1967 (as amended) Sec. 5): (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing vessel because of fishing activities in international waters? (b) If so, has any deduction required by the Fishermen's Protective Act been made? **No**
8. Loan Default (FAA Sec. 620(q); FY 1991 Appropriations Act Sec. 518 (Brooke Amendment)): (a) Has the government of the recipient country been in default for more than six months on interest or principal of any loan to the country under the FAA? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the FY 1990 Appropriations Act appropriates funds? **No**
9. Military Equipment (FAA Sec. 620(s)): If contemplated assistance is development loan or to come from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget and amount of the country's foreign exchange or other resources **Yes, taken into account by the Administrator at the time of the approval of Agency OYB**

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spent on military equipment?
(Reference may be made to the annual
"Taking Into Consideration" memo:
"Yes, taken into account by the
Administrator at time of approval of
Agency OYB." This approval by the
Administrator of the Operational Year
Budget can be the basis for an
affirmative answer during the fiscal
year unless significant changes in
circumstances occur.)

10. Diplomatic Relations with U.S.
(FAA Sec. 620(t)): Has the country
severed diplomatic relations with the
United States? If so, have relations
been resumed and have new bilateral
assistance agreements been negotiated
and entered into since such resumption?

No

11. U.N. Obligations (FAA Sec.
620(u)): What is the payment status of
the country's U.N. obligations?
If the country is in arrears, were such
arrearages taken into account by the
A.I.D. Administrator in determining the
current A.I.D. Operational Year Budget?
(Reference may be made to the "Taking
into Consideration" memo.)

As of July 31, 1991, Oman
had no significant arrears

12. International Terrorism

a. Sanctuary and support (FY 1991
Appropriations Act Sec. 556;
FAA Sec. 620A): Has the country been
determined by the President to:
(a) grant sanctuary from prosecution
to any individual or group which has
committed an act of international
terrorism, or (b) otherwise support
international terrorism, unless the
President has waived this restriction
on grounds of national security or
for humanitarian reasons?

No

b. Airport Security (ISDCA of 1985
Sec. 552(b)). Has the Secretary of
State determined that the country is
a high terrorist threat country
after the Secretary of Transportation
has determined, pursuant to section
1115(e)(2) of the Federal Aviation
Act of 1958, that an airport in the
country does not maintain and
administer effective security

No

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measures?

13. Discrimination (FAA Sec. 666(b)): Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA?

No

14. Nuclear Technology (FAA Secs. 669, 670): Has the country, after August 3, 1977, delivered to any other country or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards, and without special certification by the President? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device? If the country is a non-nuclear weapon state, has it, on or after August 8, 1985, exported (or attempted to export) illegally from the United States any material, equipment, or technology which would contribute significantly to the ability of a country to manufacture a nuclear explosive device? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.)

No

15. Algiers Meeting (ISDCA of 1981, Sec. 720): Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Assembly of the U.N. on Sept. 25 and 28, 1981, and did it fail to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the "Taking into Consideration" memo.)

Oman was present at the meeting and failed to disassociate itself from the communique. This factor was taken into account in the FY 92 taking into consideration memo.

16. Military Coup (FY 1991 Appropriations Act Sec. 513):

No

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Has the duly elected Head of Government of the country been deposed by military coup or decree? If assistance has been terminated, has the President notified Congress that a democratically elected government has taken office prior to the resumption of assistance?

17. Refugee Cooperation (FY 1991 Appropriations Act Sec. 539): Does the recipient country fully cooperate with the international refugee assistance organizations, the United States, and other governments in facilitating lasting solutions to refugee situations, including resettlement without respect to race, sex, religion, or national origin?

Yes

18. Exploitation of Children (FY 1991 Appropriations Act Sec. 599D, amending FAA Sec. 116): Does the recipient government fail to take appropriate and adequate measures, within its means, to protect children from exploitation, abuse or forced conscription into military or paramilitary services?

No

B. COUNTRY ELIGIBILITY CRITERIA APPLICABLE ONLY TO DEVELOPMENT ASSISTANCE ("DA")

1. Human Rights Violations (FAA Sec. 116): Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy?

N/A (to this ESF project)

2. Abortions (FY 1991 Appropriations Act Sec. 535): Has the President certified that use of DA funds by this country would violate any of the prohibitions against use of funds to pay for the performance of abortions

N/A

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as a method of family planning, to motivate or coerce any person to practice abortions, to pay for the performance of involuntary sterilization as a method of family planning, to coerce or provide any financial incentive to any person to undergo sterilizations, to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

C. COUNTRY ELIGIBILITY CRITERIA APPLICABLE ONLY TO ECONOMIC SUPPORT FUNDS ("ESF")

Human Rights Violations (FAA Sec. 502B):
Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the President found that the country made such significant improvement in its human rights record that furnishing such assistance is in the U.S. national interest?

No such determination

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5C(2) - ASSISTANCE CHECKLIST

Listed below are statutory criteria applicable to the assistance resources themselves, rather than to the eligibility of a country to receive assistance. This section is divided into three parts. Part A includes criteria applicable to both Development Assistance and Economic Support Fund resources. Part B includes criteria applicable only to Development Assistance resources. Part C includes criteria applicable only to Economic Support Funds.

CROSS REFERENCE: IS COUNTRY CHECKLIST UP TO DATE?

A. CRITERIA APPLICABLE TO BOTH DEVELOPMENT ASSISTANCE AND ECONOMIC SUPPORT FUNDS

1. Host Country Development Efforts (FAA Sec. 601(a)): Information and conclusions on whether assistance will encourage efforts of the country to:
(a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture, and commerce; and (f) strengthen free labor unions.

1(a) Yes, to the extent that U.S., Oman and third country training in education, health, and public administration increase such flow.
(b) Yes, project will encourage private sector participation in the economic development of Oman by training of teachers for vocational schools who in turn provide skill training for persons destined to work in private sector.
(d) Yes, to the extent that the project supports Oman's plan for private sector Omanization (see (b)).
(e) Yes. Project will improve technical and management efficiency of Oman Civil Service (Education and Health) through extensive training.
(c) and (f) No.
(2) Assistance will be used to finance services of a U.S. consultancy and fund scholarships and training in the U.S.
2. U.S. Private Trade and Investment (FAA Sec. 601(b)): Information and conclusions on how assistance will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
3. Congressional Notification
 - a. General requirement (FY 1991)
Not as of July 19, 1992.

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Appropriations Act Secs. 523 and 591; FAA Sec. 634A): If money is to be obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified (unless the notification requirement has been waived because of substantial risk to human health or welfare)?

No obligation will be made before notification requirement has been fulfilled.

b. Notice of new account obligation (FY 1991 Appropriations Act Sec. 514): If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees and has such obligation been subject to regular notification procedures?

N/A

c. Cash transfers and nonproject sector assistance (FY 1991 Appropriations Act Sec. 575(b)(3)): If funds are to be made available in the form of cash transfer or nonproject sector assistance, has the Congressional notice included a detailed description of how the funds will be used, with a discussion of U.S. interests to be served and a description of any economic policy reforms to be promoted?

N/A

4. Engineering and Financial Plans (FAA Sec. 611(a)): Prior to an obligation in excess of \$500,000, will there be:
(a) engineering, financial or other plans necessary to carry out the assistance; and
(b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) N/A (the project does not require substantive technical or financial planning)
(b) Yes

5. Legislative Action (FAA Sec. 611(a)(2)): If legislative action is required within recipient country with respect to an obligation in excess of \$500,000, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

N/A (none required)

6. Water Resources (FAA Sec. 611(b); FY 1991 Appropriations Act Sec. 501): If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the

Yes

principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.)

7. Cash Transfer and Sector Assistance (FY 1991 Appropriations Act Sec. 575(b)): **N/A**
Will cash transfer or nonproject sector assistance be maintained in a separate account and not commingled with other funds (unless such requirements are waived by Congressional notice for nonproject sector assistance)?
8. Capital Assistance (FAA Sec. 611(e)): **Yes**
If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively?
9. Multiple Country Objectives (FAA Sec. 601(a)): **See A 1**
Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
10. U.S. Private Trade (FAA Sec. 601(b)): **See A 2**
Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
11. Local Currencies
- a. Recipient Contributions (FAA Secs. 612(b), 636(h)): **A.I.D. funds will be used to finance services of U.S. consultants, scholarships and training. Sultanate of Oman funds will parallel finance other elements of the project.**
Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

b. U.S.-Owned Currency (FAA Sec. 612(d)): **No**
Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

c. Separate Account (FY 1991 Appropriations Act Sec. 575). If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies: **N/A**

(1) Has A.I.D. (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A.I.D. and that government to monitor and account for deposits into and disbursements from the separate account?

(2) Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government?

(3) Has A.I.D. taken all appropriate steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes?

(4) If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government?

12. Trade Restrictions

a. Surplus Commodities (FY 1991 Appropriations Act Sec. 521(a)): If assistance is for the production of any **N/A**

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commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

b. Textiles (Lautenberg Amendment) N/A
(FY 1991 Appropriations Act Sec.

521(c)): Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?

13. Tropical Forests (FY 1991 N/A
Appropriations Act Sec. 533(c)(3)): Will funds be used for any program, project or activity which would (a) result in any significant loss of tropical forests, or (b) involve industrial timber extraction in primary tropical forest areas?

14. PVO Assistance

a. Auditing and registration (FY 1991 N/A
Appropriations Act Sec. 537): If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.?

b. Funding sources (FY 1991 Appropriations N/A
Act, Title II, under heading "Private and Voluntary Organizations"): If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other

than the United States Government?

15. Project Agreement Documentation (State Authorization Sec. 139 (as interpreted by conference report)): Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision).

Yes, to be done after signing of project agreement

16. Metric System (Omnibus Trade and Competitiveness Act of 1988 Sec. 5164, as interpreted by conference report, amending Metric Conversion Act of 1975 Sec. 2, and as implemented through A.I.D. policy): Does the assistance activity use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate? Will A.I.D. specifications use metric units of measure from the earliest programmatic stages, and from the earliest documentation of the assistance processes (for example, project papers) involving quantifiable measurements (length, area, volume, capacity, mass and weight), through the implementation stage?

Yes (to all questions)

17. Women in Development (FY 1991 Appropriations Act, Title II, under heading "Women in Development"): Will assistance be designed so that the percentage of women participants will be demonstrably increased?

Project is a training project and will promote training of women in education and health.

18. Regional and Multilateral

No

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Assistance (FAA Sec. 209): Is assistance more efficiently and effectively provided through regional or multilateral organizations? If so, why is assistance not so provided? Information and conclusions on whether assistance will encourage developing countries to cooperate in regional development programs.

19. Abortions (FY 1991 Appropriations Act, Title II, under heading "Population, DA," and Sec. 525):

a. Will assistance be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization? **No**

b. Will any funds be used to lobby for abortion? **No**

20. Cooperatives (FAA Sec. 111): Will assistance help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life? **No**

21. U.S.-Owned Foreign Currencies

a. Use of currencies (FAA Secs. 612(b), 636(h); FY 1991 Appropriations Act Secs. 507, 509): Describe steps taken to assure that, to the maximum extent possible, foreign currencies owned by the U.S. are utilized in lieu of dollars to meet the cost of contractual and other services. **See A 11 a**

b. Release of currencies (FAA Sec. 612(d)): Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? **No**

22. Procurement

a. Small business (FAA Sec. 602(a)): Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? **Yes**

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- b. U.S. procurement (FAA Sec. 604(a)): Will all procurement be from the U.S. except as otherwise determined by the President or determined under delegation from him? **Yes, to the maximum extent possible.**
- c. Marine insurance (FAA Sec. 604(d)): If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? **N/A**
- d. Non-U.S. agricultural procurement (FAA Sec. 604(e)): If non-U.S. procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.) **N/A**
- e. Construction or engineering services (FAA Sec. 604(g)): Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries.) **N/A**
- f. Cargo preference shipping (FAA Sec. 603)): Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates? **No**
- g. Technical assistance (FAA Sec. 621(a)): If technical assistance is **Yes**

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financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? Will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

h. U.S. air carriers (International Air Transportation Fair Competitive Practices Act, 1974): If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available? **Yes**

i. Termination for convenience of U.S. Government (FY 1991 Appropriations Act Sec. 504): If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States? **Yes**

j. Consulting services (FY 1991 Appropriations Act Sec. 524): If assistance is for consulting service through procurement contract pursuant to 5 U.S.C. 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)? **Yes**

k. Metric conversion (Omnibus Trade and Competitiveness Act of 1988, as interpreted by conference report, amending Metric Conversion Act of 1975 Sec. 2, and as implemented through A.I.D. policy): Does the assistance program use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate? Will A.I.D. specifications use metric units of measure from the earliest **N/A**

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programmatic stages, and from the earliest documentation of the assistance processes (for example, project papers) involving quantifiable measurements (length, area, volume, capacity, mass and weight), through the implementation stage?

1. Competitive Selection Procedures (FAA Sec. 601(e)): Will the assistance utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? **N/A**

23. Construction

a. Capital project (FAA Sec. 601(d)): If capital (e.g., construction) project, will U.S. engineering and professional services be used? **N/A**

b. Construction contract (FAA Sec. 611(c)): If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? **N/A**

c. Large projects. Congressional approval (FAA Sec. 620(k)): If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the Congressional Presentation), or does assistance have the express approval of Congress? **N/A**

24. U.S. Audit Rights (FAA Sec. 301(d)): If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? **N/A**

25. Communist Assistance (FAA Sec. 620(h)). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries? **Yes**

26. Narcotics

- a. Cash reimbursements (FAA Sec. 483): Will arrangements preclude use of financing to make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated? **Yes**

- b. Assistance to narcotics traffickers (FAA Sec. 487): Will arrangements take "all reasonable steps" to preclude use of financing to or through individuals or entities which we know or have reason to believe have either: (1) been convicted of a violation of any law or regulation of the United States or a foreign country relating to narcotics (or other controlled substances); or (2) been an illicit trafficker in, or otherwise involved in the illicit trafficking of, any such controlled substance? **Yes**

- 27. Expropriation and Land Reform (FAA Sec. 620(g)): Will assistance preclude use of financing to compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? **Yes**

- 28. Police and Prisons (FAA Sec. 660): Will assistance preclude use of financing to provide training, advice, or any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? **Yes**

- 29. CIA Activities (FAA Sec. 662): Will assistance preclude use of financing for CIA activities? **Yes**

- 30. Motor Vehicles (FAA Sec. 636(i)): Will assistance preclude use of financing for purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? **Yes**

- 31. Military Personnel (FY 1991 Appropriations Act Sec. 503): Will assistance preclude use of financing to pay pensions, annuities, retirement pay, or adjusted service compensation for prior or current military personnel? **Yes**

- 32. Payment of U.N. Assessments (FY 1991 Appropriations Act Sec. 505): Will assistance preclude use of financing to pay U.N. **Yes**

assessments, arrearages or dues?

33. Multilateral Organization Lending (FY 1991 Appropriations Act Sec. 506): Will assistance preclude use of financing to carry out provisions of FAA section 209(d) (transfer of FAA funds to multilateral organizations for lending)? **Yes**
34. Export of Nuclear Resources (FY 1991 Appropriations Act Sec. 510): Will assistance preclude use of financing to finance the export of nuclear equipment, fuel, or technology? **Yes**
35. Repression of Population (FY 1991 Appropriations Act Sec. 511): Will assistance preclude use of financing for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? **Yes**
36. Publicity or Propoganda (FY 1991 Appropriations Act Sec. 516): Will assistance be used for publicity or propoganda purposes designed to support or defeat legislation pending before Congress, to influence in any way the outcome of a political election in the United States, or for any publicity or propoganda purposes not authorized by Congress? **No**
37. Marine Insurance (FY 1991 Appropriations Act Sec. 563): Will any A.I.D. contract and solicitation, and subcontract entered into under such contract, include a clause requiring that U.S. marine insurance companies have a fair opportunity to bid for marine insurance when such insurance is necessary or appropriate? **Yes**
38. Exchange for Prohibited Act (FY 1991 Appropriations Act Sec. 569): Will any assistance be provided to any foreign government (including any instrumentality or agency thereof), foreign person, or United States person in exchange for that foreign government or person undertaking any action which is, if carried out by the United States Government, a United States official or employee, expressly prohibited by a **No**

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provision of United States law?

B. CRITERIA APPLICABLE TO DEVELOPMENT ASSISTANCE ONLY

1. Agricultural Exports (Bumpers Amendment) (FY 1991 Appropriations Act Sec. 521(b), as interpreted by conference report for original enactment): If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities: (1) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (2) in support of research that is intended primarily to benefit U.S. producers? N/A

2. Tied Aid Credits (FY 1991 Appropriations Act, Title II, under heading "Economic Support Fund"): Will DA funds be used for tied aid credits? N/A

3. Appropriate Technology (FAA Sec. 107): Is special emphasis placed on use of appropriate technology (defined as relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? N/A

4. Indigenous Needs and Resources (FAA Sec. 281(b)): Describe extent to which the activity recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation N/A

in governmental and political processes essential to self-government.

5. Economic Development (FAA Sec. 101(a)): Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

N/A

6. Special Development Emphases (FAA Secs. 102(b), 113, 281(a)): Describe extent to which activity will: (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

N/A

7. Recipient Country Contribution (FAA Secs. 110, 124(d)): Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?

N/A

8. Benefit to Poor Majority (FAA Sec. 128(b)): If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been

N/A

designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

9. Abortions (FAA Sec. 104(f); FY 1991 Appropriations Act, Title II, under heading "Population, DA," and Sec. 535):

N/A

- a. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?
- b. Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?
- c. Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization?
- d. Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services?
- e. In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning?
- f. Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?
- g. Are any of the funds to

be made available to any organization if the President certifies that the use of these funds by such organization would violate any of the above provisions related to abortions and involuntary sterilization?

10. Contract Awards (FAA Sec. 601(e)): Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

N/A

11. Disadvantaged Enterprises (FY 1991 Appropriations Act Sec. 567): What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

N/A

12. Biological Diversity (FAA Sec. 119(g): Will the assistance: (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?

N/A

13. Tropical Forests (FAA Sec. 118; FY 1991 Appropriations Act Sec.

N/A

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533(c)-(e) & (g):

a. A.I.D. Regulation 16: Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16?

N/A

b. Conservation: Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible:

- (1) stress the importance of conserving and sustainably managing forest resources;
- (2) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas;
- (3) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management;
- (4) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices;
- (5) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded;
- (6) conserve forested watersheds and rehabilitate those which have been deforested;
- (7) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing;
- (8) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation;
- (9) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment

N/A

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of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (10) seek to increase the awareness of U.S. Government agencies and other donors of the immediate and long-term value of tropical forests; (11) utilize the resources and abilities of all relevant U.S. government agencies; (12) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land; and (13) take full account of the environmental impacts of the proposed activities on biological diversity?

c. Forest degradation: Will assistance be used for: (1) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; (2) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas; (3) activities which would result in the conversion of forest lands to the rearing of livestock; (4) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undergraded forest lands; (5) the colonization of forest lands; or (6) the construction of dams or other water control structures which flood relatively undergraded forest lands, unless with respect

N/A

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to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

d. Sustainable forestry: If assistance relates to tropical forests, will project assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry?

N/A

e. Environmental impact statements: Will funds be made available in accordance with provisions of FAA Section 117(c) and applicable A.I.D. regulations requiring an environmental impact statement for activities significantly affecting the environment?

N/A

14. Energy (FY 1991 Appropriations Act Sec. 533(c)): If assistance relates to energy, will such assistance focus on: (a) end-use energy efficiency, least-cost energy planning, and renewable energy resources, and (b) the key countries where assistance would have the greatest impact on reducing emissions from greenhouse gases?

N/A

15. Sub-Saharan Africa Assistance (FY 1991 Appropriations Act Sec. 562, adding a new FAA chapter 10 (FAA Sec. 496)): If assistance will come from the Sub-Saharan Africa DA account, is it: (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) to be used to promote sustained economic growth,

N/A

encourage private sector development, promote individual initiatives, and help to reduce the role of central governments in areas more appropriate for the private sector; (c) to be provided in a manner that takes into account, during the planning process, the local-level perspectives of the rural and urban poor, including women, through close consultation with African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) to be implemented in a manner that requires local people, including women, to be closely consulted and involved, if the assistance has a local focus; (e) being used primarily to promote reform of critical sectoral economic policies, or to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities; and (f) to be provided in a manner that, if policy reforms are to be effected, contains provisions to protect vulnerable groups and the environment from possible negative consequences of the reforms?

16. Debt-for-Nature Exchange (FAA Sec. 463): If project will finance a debt-for-nature exchange, describe how the exchange will support protection of: (a) the world's oceans and atmosphere, (b) animal and plant species, and (c) parks and reserves; or describe how the exchange will promote: (d) natural resource management, (e) local conservation programs, (f) conservation training programs, (g) public commitment to conservation, (h) land and ecosystem management, and (i) regenerative approaches in

N/A

farming, forestry, fishing, and watershed management.

17. Deobligation/Reobligation (FY 1991 Appropriations Act Sec. 515): If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same region as originally obligated, and have the House and Senate Appropriations Committees been properly notified? N/A
18. Loans
- a. Repayment capacity (FAA Sec. 122(b)): Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest. N/A
- b. Long-range plans (FAA Sec. 122(b)): Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities? N/A
- c. Interest rate (FAA Sec. 122(b)): If development loan is repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter? N/A
- d. Exports to United States (FAA Sec. 620(d)): If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest? N/A
19. Development Objectives (FAA Secs. 102(a), 111, 113, 281(a)): Extent to which activity will: N/A

(1) effectively involve the poor in development, by expanding access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (2) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (3) support the self-help efforts of developing countries; (4) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (5) utilize and encourage regional cooperation by developing countries?

20. Agriculture, Rural Development and Nutrition and Agricultural Research (FAA Secs. 103 and 103A):

N/A

a. Rural poor and small farmers: If assistance is being made available for agriculture, rural development or nutrition, describe extent to which activity is specifically designed to increase productivity and income of rural poor; or if assistance is being made available for agricultural research, has account been taken of the needs of small farmers, and extensive use of field testing to adapt basic research to local conditions shall be made.

b. Nutrition: Describe extent to which assistance is used in coordination with efforts carried out under FAA

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Section 104 (Population and Health) to help improve nutrition of the people of developing countries through encouragement of increased production of crops with greater nutritional value; improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs; and the undertaking of pilot or demonstration programs explicitly addressing the problem of malnutrition of poor and vulnerable people.

c. Food security: Describe extent to which activity increases national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution.

21. Population and Health (FAA Secs. 104(b) and (c)): If assistance is being made available for population or health activities, describe extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems, and other modes of community outreach.

N/A

22. Education and Human Resources Development (FAA Sec. 105): If assistance is being made available for education, public administration, or human resource

N/A

development, describe (a) extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, and strengthens management capability of institutions enabling the poor to participate in development; and (b) extent to which assistance provides advanced education and training of people of developing countries in such disciplines as are required for planning and implementation of public and private development activities.

23. Energy, Private Voluntary Organizations, and Selected Development Activities (FAA Sec. 106): If assistance is being made available for energy, private voluntary organizations, and selected development problems, describe extent to which activity is:

N/A

a. concerned with data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production; and facilitative of research on and development and use of small-scale, decentralized, renewable energy sources for rural areas, emphasizing development of energy resources which are environmentally acceptable and require minimum capital investment;

b. concerned with technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

c. research into, and evaluation of, economic development processes and techniques;

d. reconstruction after natural or manmade disaster and programs of disaster preparedness;

e. for special development problems, and to enable proper utilization of infrastructure and related projects funded with earlier U.S. assistance;

f. for urban development, especially small, labor-intensive enterprises, marketing systems for small producers, and financial or other institutions to help urban poor participate in economic and social development.

C. CRITERIA APPLICABLE TO ECONOMIC SUPPORT FUNDS ONLY

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1. <u>Economic and Political Stability</u> (FAA Sec. 531(a)): Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? | Yes (to both questions) |
| 2. <u>Military Purposes</u> (FAA Sec. 531(e)): Will this assistance be used for military or paramilitary purposes? | No |
| 3. <u>Commodity Grants/Separate Accounts</u> (FAA Sec. 609): If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? (For FY 1991, this provision is superseded by the separate account requirements of FY 1991 Appropriations Act Sec. 575(a), see Sec. 575(a)(5).) | N/A |
| 4. <u>Generation and Use of Local Currencies</u> (FAA Sec. 531(d)): Will ESF funds made available for | N/A |

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commodity import programs or other program assistance be used to generate local currencies? If so, will at least 50 percent of such local currencies be available to support activities consistent with the objectives of FAA sections 103 through 106? (For FY 1991, this provision is superseded by the separate account requirements of FY 1991 Appropriations Act Sec. 575(a), see Sec. 575(a)(5).)

5. Cash Transfer Requirements
(FY 1991 Appropriations Act, Title II, under heading "Economic Support Fund," and Sec. 575(b)).
If assistance is in the form of a cash transfer:

N/A

a. Separate account: Are all such cash payments to be maintained by the country in a separate account and not to be commingled with any other funds?

b. Local currencies: Will all local currencies that may be generated with funds provided as a cash transfer to such a country also be deposited in a special account, and has A.I.D. entered into an agreement with that government setting forth the amount of the local currencies to be generated, the terms and conditions under which they are to be used, and the responsibilities of A.I.D. and that government to monitor and account for deposits and disbursements?

c. U.S. Government use of local currencies: Will all such local currencies also be used in accordance with FAA Section 609, which requires such local currencies to be made available to the U.S. government as the U.S. determines necessary for the requirements of the U.S. Government, and which requires the remainder to be used for programs agreed to by the U.S. Government to carry out the purposes for which new funds authorized by the FAA would themselves be available?

d. Congressional notice: Has Congress received prior notification providing

N/A (see C 1 A 3)

in detail how the funds will be used, including the U.S. interests that will be served by the assistance, and, as appropriate, the economic policy reforms that will be promoted by the cash transfer assistance?

DRAFTER:GC/LP:EHonnold:5/17/91 (reformatted RJA:JPower)

SULTANATE OF OMAN

Development Council

Office of the Secretary General

Muscat

Fax No : 696285

DATE: 7/7/1992

To :

MR. Mark Mathews

U.S. Representative, OATC

From:

Subject :

الموضوع :
1- Formal Approval by the Development Council on the Training Project
2- Water waste Project

No. of Pages:

3

عدد الصفحات :

(including this page)

الرجاء الاتصال بنا على هاتف رقم ٦٩٨٨٣٠ في حالة وصول الرسالة غير واضحة
IF THE MESSAGE IS NOT CLEAR PLEASE RING US ON TELEPHONE NO. 698830

١٨٩٢م

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SULTANATE OF OMAN
Development Council
Office of the Secretary General
Muscat



سلطنة عمان
مجلس التنمية
مكتب الأمين العام
مسقط

الرقم : م.أ.ع. ٦٣٩/٢/١/٣
التاريخ : ٦/١/١٤١٣هـ
الموافق : ٦/٧/١٩٩٢م

... المحترم

سمو السيد / هيثم بن طارق آل سعيد
وكيل وزارة الخارجية للشؤون السياسية
رئيس الجانب العماني للجنة العمانية الامريكية المشتركة

تحية طيبة وبعد،

الحاقاً لخطابنا رقم م.أ.ع. ٢٠/٣/١/٥٦٤ و ٤٦٤/١/١ بتاريخ ١١/٨/١٤١٢هـ الموافق ١٠/٥/١٩٩٢م حول الاجتماع الذي عقد بتاريخ ٦/٥/١٩٩٢م في مكتب معالي وزير الخدمة المدنية بخصوص مشروع توفير التدريب والدعم لتعيين الوظائف .

أود افاذتكم ان مجلس التنمية قد وافق على اعتماد مشروع جديد في موازنة وزارة الخدمة المدنية بمبلغ (١٠) ملايين ريال عماني - ما يعادل نحو (٢٦) مليون دولار أمريكي لتنفيذ الخطة الوطنية لتدريب موظفي الخدمة المدنية بما فيها موظفي وزارتي الصحة والتربية والتعليم .

كما وافق المجلس على تمويل المشروع من خلال المعونة الامريكية على النحو التالي :-

- ١٠ مليون دولار يتم تخصيصها من المعونة المخصصة لعامي ١٩٩١ و ١٩٩٢ .
- ١٦ مليون دولار يتم تخصيصها من المعونة المخصصة للسنوات (١٩٩٢ و ١٩٩٤) .

SULTANATE OF OMAN
Development Council
Office of the Secretary General
Muscat



سلطنة عمان
مجلس التنمية
مكتب الأمين العام
مسقط

- ٢ -

لذا - يرجى ابلاغ ادارة اللجنة باتخاذ الاجراءات اللازمة لامتداد
المشروع والبدء في تنفيذه بالتنسيق مع وزارة الخدمة المدنية .

محمد بن موسى اليوسف
أمين عام مجلس التنمية

وتفضلوا بقبول فائق الاحترام ...

نسخة مع التحية الي :-

.. الموقر

- معالي / قيس بن عبدالمنعم الزواوي
نائب رئيس الوزراء
للشؤون المالية والاقتصادية

.. الموقر

- معالي / أحمد بن عبدالنبي مكي
وزير الخدمة المدنية

٨١٩(ع)

T R A N S L A T I O N

DEVELOPMENT COUNCIL

OFFICE OF THE SECRETARY GENERAL

No. M.A.A'/ 3 / 1 / B / 639
Date 6 July 1992

His Highness Sayyid, Haithum bin Tareq al Said
Undersecretary for Political Affairs
Ministry of Foreign Affairs
Omani Co-Chairman OAJC

After compliments,

Pursuant to our letter No. M.A.A'./ 3/20/O/ 1/464 dated 10 / 5 / 1992 regarding the meeting which was held at the Office of His Excellency the Minister of Civil Service on May 6, 1992 concerning the project of affording training and support for the Omanization of jobs.

We would like to inform you that the Development Council has approved a new project in the budget of the Ministry of Civil Service with a cost of R.O. 10 million (approximately \$ 26 million) to be utilized in implementing the national plan for training the civil service employees including those of the Ministry of Health and the Ministry of Education.

The Development Council also agreed that the project will be financed from the assistance to be extended by the U.S. through the OAJC in the following way :

\$ 10 millions to be allocated from the appropriations of 1991 and 1992.
\$ 16 millions to be allocated from the appropriations of 1993 and 1994.

Please notify the management of the OAJC to take the appropriate procedures for endorsing the project and to begin the implementation of the project in coordination with the Ministry of Civil Service.

With our best respect,

Mohammed bin Musa al-Yousif
Secretary General of Development Council

cc :

- H. E., Qais bin Abdul-Muneim al-Zawawy
Deputy Prime Minister for Fin. & Eco. Affairs

- H. E., Ahmed bin Abdul -Naby Mecky
Minister of Civil Service

ACTIC: ...
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PP ...
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FM SECSTATE WASHDC
TO AMEMBASSY MUSCAT
BT
UNCLAS STATE 112625

Date Rec'd. 4/12/92
ACTION ASM/KNR
INFO
Date 4/14/92
Priority 8344
Action Taken
Date 25/4/92

511

11-APR-92
TCR: 22:44
CHRG: JC
DIST: JC

AIDAC FOR AID REP. MATTHEWS FROM AA/NW, BROWN

E.C. 12354: N/A
TAGS:
SUBJECT: OMAN: OMANIZATION SUPPORT AND TRAINING PROJECT
(272-0100) - P/F REVIEW

1. SUMMARY: I HEREBY APPROVE THE OMANIZATION SUPPORT AND TRAINING PROJECT PID AND AUTHORIZE CAJC TO PROCEED WITH THE PROJECT PAPER. NE PROJECT REVIEW COMMITTEE MET AND REVIEWED THE P/F ON MARCH 25, 1992. A.I.D. REPRESENTATIVE MARK MATTHEWS AND HUMAN RESOURCES DEVELOPMENT ADVISOR MARK PIERRETTI PRESENTED THE PID TO THE PRO ON BEHALF OF THE OMANI-AMERICAN JOINT COMMISSION (CAJC). THE MEETING WAS OPENED WITH A DETAILED PRESENTATION OF THE PROPOSED PROJECT BY THE CAJC REPRESENTATIVES. AFTER CLARIFYING ISSUES/COMMENTS PUT FORTH BY NE BUREAU REPRESENTATIVES, THE P/F WAS FURTHER REVIEWED IN A MEETING ATTENDED BY NE/IR, NE/DP AND CAJC REPRESENTATIVES. A.I.D. REP. IS DELEGATED THE AUTHORITY TO APPROVE P/F AND PROJECT AUTHORIZATION. HOWEVER, PRIOR TO P/F APPROVAL AND PROJECT AUTHORIZATION, THE MISSION SHOULD OBTAIN NE BUREAU THE PROJECT'S IMPLEMENTATION PLAN AND COST ESTIMATES FOR REVIEW. THE NE BUREAU REQUESTS THAT THE MISSION ADDRESS FOLLOWING ISSUES IN THE PROJECT PAPER. END SUMMARY.

2. THE NE BUREAU BELIEVES THAT BOTH THE PRIVATE AND PUBLIC SECTOR HAVE COMPLEMENTARY ROLES TO PLAY IF OMANIZATION IS TO SUCCEED. COORDINATED ACTIONS MUST BE TAKEN BY BOTH SECTORS (INDIVIDUALLY AND JOINTLY) TO ENSURE RECRUITMENT AND RETENTION OF OMANI EMPLOYEES. THEREFORE, THE PROJECT PAPER SHOULD ELABORATE ON THE CONCERTED EFFORTS OF BOTH SECTORS AND THE SORT OF POLICY CHANGES EXPECTED FROM THE GOVOMAN TO FACILITATE OMANIZATION IN THE PRIVATE SECTOR, I.E., SCHOLARSHIPS ALLOCATION AND OTHER INCENTIVES.

3. GOAL AND PURPOSE NEED TO BE RESTATED. THE PURPOSE STATEMENT IS THE SAME AS THE FIRST TWO OUTPUTS. A POSSIBLE ALTERNATIVE MIGHT BE THE FOLLOWINGS: GOAL- QUOTE INCREASE OMANIS' PARTICIPATION IN ALL SECTORS OF THE ECONOMY END QUOTE. PURPOSE- QUOTE INCREASE SKILLS AND PREVALENCE OF OMANI WORKERS IN THE PUBLIC SECTOR WORKFORCE END QUOTE. CAJC MAY HAVE OTHER PREFERRED ALTERNATIVES.

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4. THE PP DESIGN SHOULD DESCRIBE MECHANISMS TO ADDRESS THE COORDINATION ISSUE IN IMPLEMENTATION. THE ROLES AND RESPONSIBILITIES OF THE CONTRACTOR(S), GOVOMAN, AND THE CAJC SHOULD BE FULLY DELINEATED TO AVOID MISCONCEPTIONS AS TO SPECIFIC INDIVIDUAL RESPONSIBILITIES. IN ADDITION, THE CAJC MIGHT WISH TO CONSIDER TWO TA CONTRACTORS TO HANDLE DIFFERENT ASPECTS OF THE PROJECT AND TO MAINTAIN CHECKS AND BALANCES WITHIN THE PROJECT. PLACING THE LT PARTICIPANTS FOR THE LAST TRANCHE SHOULD BE DONE 4 YEARS PRIOR TO FACT.

TRAINING AT THE PH.D. LEVEL SHOULD BE DISCUSSED IN DETAIL TO ILLUSTRATE WHAT KIND OF SKILLS ARE NEEDED FOR PARTICULAR JOBS WITHIN THE CIVIL SERVICE. WE SUSPECT THAT THIS HIGH LEVEL OF TRAINING WILL BE USED FOR RESEARCH AND TOP POLICY ANALYSTS. THE COST OF IN-COUNTRY TRAINING SHOULD BE BORNE BY THE GOVOMAN CONTRIBUTION. TRANSITION OF THE RETURNEES INTO THE LABOR MARKET SHOULD BE HANDLED BY A MEMBER OF THE TA.

5. THE PP DESIGN SHOULD TAKE INTO CONSIDERATION THE OUTCOME OF THE EARLIER PROJECT AND CONSIDER THE LESSONS LEARNED.

6. THE SCW FOR THE TA TEAM SHOULD STIPULATE THAT A FULL TRAINING NEEDS ASSESSMENT FOR THE INSTITUTIONS INVOLVED SHOULD BE UNDERTAKEN AS EARLY AS POSSIBLE. THIS ASSESSMENT WOULD ESTABLISH TRAINING PRIORITIES, STAFF QUALIFICATIONS, LINK TRAINING TO SPECIFIC ORGANIZATIONAL OBJECTIVES AND ESTABLISH A REASONABLY FIRM COST ESTIMATE OF EACH ACTIVITY UNDER THE PROJECT. THE AUTHORIZATION

SHOULD INCLUDE A CONDITION THAT BEFORE OBLIGATING FUNDS EACH YEAR THE A.I.D. REPRESENTATIVE WILL REVIEW AND APPROVE TRAINING PLANS TO SATISFY REQUIREMENTS OF SECTION 611(A). PRIOR TO OBLIGATION, THE MISSION SHOULD ESTABLISH A REASONABLY FIRM COST ESTIMATE FOR EACH ACTIVITY UNDER THE PROJECT. THE GOVOMAN AND THE CAJC SHOULD WORK TOGETHER TO DEVELOP TRAINING PLANS FOR THE SECOND YEAR, AND EVERY YEAR THEREAFTER.

7. A CV IS REQUIRED FOR SUBMISSION TO CONGRESS. IF INSURET, NE/DE WILL PREPARE THE CV WHEN THE PP DESIGN IS IN FINAL STAGE OF COMPLETION.

8. NE/DE UNDERSTANDS THAT A CONTRACTOR HAS BEEN LINED UP FOR THE PP DESIGN. HOWEVER, PLEASE ADVISE IF THE BUREAU CAN BE OF ASSISTANCE. FAWER

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... THE DESIRABILITY OF HAVING TWO CONTRACTORS TO
PROVIDE CHECKS AND BALANCES, THIS RECOMMENDATION WAS MADE
IN THE CONTEXT OF A PROJECT WHICH WAS EXPECTED TO INCLUDE
A MANPOWER PLANNING UNIT IN THE MINISTRY OF CIVIL SERVICE.
AS THIS ELEMENT IS NO LONGER IN THE PROJECT, WE DO NOT SEE
SAME NEED FOR CHECKS AND BALANCES, AND BELIEVE MISSION MAY
WANT TO GO WITH ONE CONTRACTOR FOR ADMINISTRATIVE
SIMPLICITY. HOWEVER, MISSION IS IN BEST POSITION TO MAKE
THIS JUDGMENT.

5. APPRECIATE MISSION PROVISION OF THIS INFORMATION.

BAKER
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UNCLASSIFIED STATE 211347

PROJECT AUTHORIZATION

Name of Country: Sultanate of Oman
Name of Project: Scholarship and Training Project II
Number of Project: 272-0109

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Scholarship and Training Project II for the Sultanate of Oman (the "Cooperating Country"), involving planned obligation of not to exceed \$30,000,000 in Grant funds over a four-year period from date of authorization subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help financing of foreign exchange and local currency costs for the project. The planned life of the Project shall be through September 30, 1999.

2. The Project consists of the provision of assistance to support the Government of Oman's efforts to increase the number of Omanis who are capable of providing the necessary technical and managerial services for an efficient public sector and to improve the ability of the present Omani technicians and managers to perform those services provided by the public sector workforce.

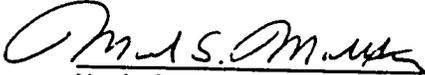
3. The Project Agreement which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with A.I.D. Regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

4. a. Source and Origin of Commodities. Nationality of Services. Commodities financed by A.I.D. under the Project shall have their origin in the United States or in the Cooperating Country, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the United States or the Cooperating Country as their place of nationality, except as A.I.D. may agree in writing. Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing be financed only on flag vessels of the United States.

b. Training. In order to achieve the training/education outputs of the Project, third countries (other than the U.S. and Oman) will be included as possible venues for Project training/education programs as some programs to be undertaken outside of Oman will be for non-English speaking participants, and therefore must be conducted in Arabic-speaking countries. All third country training must be conducted in A.I.D. Geographic Code 941 countries in accordance with A.I.D. Handbook 10, Chapter 8 (Section 8A ("Policy")) unless a waiver is obtained in accordance with that chapter (Section 8D71 ("Waivers for Training in a Non-Approved Third Country")).

c. Condition Precedent. No disbursement of obligated funds shall be made under the Project Agreement, other than first disbursement(s) for the start-up period of the Project, unless such disbursement is being made pursuant to an annual Project workplan reviewed and approved by A.I.D.

July 25, 1992



Mark S. Matthews
A.I.D. Representative in Oman

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ATTACHMENT 3A

RELEVANT AID GEOGRAPHIC CODES

000 UNITED STATES

899 FREE WORLD

Any area or country in the Free World* excluding the cooperating country itself.

935 SPECIAL FREE WORLD

Any area or country in the Free World* including the cooperating country itself.

941 SELECTED FREE WORLD

Any independent country in the Free World*, excluding the cooperating country itself and the following:

Europe

Albania	Lithuania
Andorra	Luxembourg
Armenia	Malta
Austria	Moldova
Azerbaijan	Monaco
Belgium	Netherlands
Bulgaria	Norway
Byelarus	Poland
Czechoslovakia	Portugal
Denmark	Romania
Estonia	Russia
Finland	San Marino
France	Spain
Georgia	Sweden
Germany	Switzerland
Hungary	Ukraine
Ireland	United Kingdom
Italy	Vatican City
Latvia	Yugoslavia
Liechtenstein	

Other

Angola	Kyrgyzstan
Australia	Mongolia
Bahamas	New Zealand
Bahrain	Qatar
Canada	Saudi Arabia
Cyprus	Singapore
Gabon	South Africa
Greece	Taiwan
Hong Kong	Tajikistan
Iceland	Turkmenistan
Japan	United Arab Emirates
Kazakhstan	Uzbekistan
Kuwait	

* "Free World" excludes the following areas or countries:

Afghanistan, Cambodia, Cuba, Iran, Iraq, Laos, Libya, North Korea, People's Republic of China, Syria, and Viet Nam.

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