UNCLASSIFIED

DEPARTMENT OF STATE

AGENCY FOR INTERNATIONAL DEVELOPMENT

WASHINGTON, D.C. 20523

# PROJECT PAPER

# PAKISTAN - DEVELOPMENT SUPPORT TRAINING

# 391-0474

MARCH 1983

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

# PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete) — Amendment Number

2. COUNTRY/ENTITY: Pakistan

3. PROJECT NUMBER: 391-0474

4. BUREAU/OFFICE: Asia — 04

5. PROJECT TITLE (maximum 40 characters): Development Support Training

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 03 DD 31 YY 88

7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)
A. Initial FY 83 B. Quarter 2 C. Final FY 85

8. COSTS ($000 OR EQUIVALENT $1 = 12.65)

| A. FUNDING SOURCE | FIRST FY 83 B. FX | C. L/C | D. Total | LIFE OF PROJECT E. FX | F. L/C | G. Total |
|---|---|---|---|---|---|---|
| AID Appropriated Total | 3,900 | 100 | 4,000 | 9,900 | 100 | 10,000 |
| (Grant) ESF | ( 3,900 ) | ( 100 ) | ( 4,000 ) | ( 9,900 ) | ( 100 ) | ( 10,000 ) |
| (Loan) | ( - ) | ( - ) | ( - ) | ( - ) | ( - ) | ( - ) |
| Other U.S. 1. Mondale Rupee Grant | - | 880 | 880 | - | 5,217 | 5,217 |
| Other U.S. 2. | | | | | | |
| Host Country | - | 80 | 80 | - | 1,415 | 1,415 |
| Other Donor(s) | | | | | | |
| TOTALS | 3,900 | 1,060 | 4,960 | 9,900 | 6,732 | 16,632 |

9. SCHEDULE OF AID FUNDING ($000)

| A. APPROPRIATION | B. PRIMARY PURPOSE CODE | C. PRIMARY TECH. CODE 1. Grant | 2. Loan | D. OBLIGATIONS TO DATE 1. Grant | 2. Loan | E. AMOUNT APPROVED THIS ACTION 1. Grant | 2. Loan | F. LIFE OF PROJECT 1. Grant | 2. Loan |
|---|---|---|---|---|---|---|---|---|---|
| (1) ESF | 663 | 720 | - | - | - | 10,000 | - | 10,000 | - |
| (2) | | | | | | | | | |
| (3) | | | | | | | | | |
| (4) | | | | | | | | | |
| TOTALS | | | | - | - | 10,000 | - | 10,000 | - |

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each): 710 | 720 | 760

11. SECONDARY PURPOSE CODE: 669

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A. Code | TNG | | | | | | |
| B. Amount | 8,000 | | | | | | |

13. PROJECT PURPOSE (maximum 480 characters)

To upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs.

14. SCHEDULED EVALUATIONS
Interim MM 07 YY 85 | MM YY | Final MM 07 YY 87

15. SOURCE/ORIGIN OF GOODS AND SERVICES *Partic[illegible] Trai[illegible]
[X] 000 [ ] 941 [X] Local [X] Other (Specify) [illegible]

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

17. APPROVED BY
Signature: Donor M. Lion
Title: Director, USAID/Pakistan
Date Signed: MM 03 DD 15 YY 83

18. DATE DOCUMENT [illegible] IN AID/W, OR FOR [illegible] MENTS, DATE OF [illegible]
MM DD

AID 1330-4 (8-79)

# PROJECT AUTHORIZATION

PAKISTAN

Development Support Training
Project No. 391-0474

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Development Support Training Project for the Islamic Republic of Pakistan involving planned obligations of not to exceed U.S. Dollars Ten Million (U.S. $10,000,000) and Sixty-Six Million United States-owned Pakistani Rupees (Rs 66,000,000) in grant funds over a five (5) year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project.

2. The Project is designed to upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs. Activities to be financed under the project include: in-country management training; English language (ESL) training for academic purposes; strengthening of in-country management institutions; U.S. and third country short-term and long-term training; and placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

3. The Project Agreement(s) 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.

a. Source and Origin of Goods, Services and Shipping

Goods and services financed by A.I.D. under this Project shall have their source and origin in the Cooperating Country or in the United States except as A.I.D. may otherwise 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 and the Cooperating Country.

b. Geographic Code for Third Country Participant Training

Third Country participant training sponsored by A.I.D. under this project shall, except as A.I.D. may otherwise agree in writing, be only in the Limited Free World List, Geographic Code 901.

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c. Covenant as to Post Training Employment

The Grantee shall make all reasonable efforts to ensure that all participants trained in the U.S. or a third country under this Project will continue to work in Pakistan and to serve the GOP (if an employee of the Grantee) for the minimum periods established below:

| Level of Training | Minimum Period of Service |
|---|---|
| Ph.D. Degree | 5 years |
| Master's Degree | 3 years |
| Diploma/Certificate and/or or Short Courses | 3 years |

In the event a participant shall fail to serve the GOP for the established period, the Grantee shall require that the participant repay the full amount of the cost of the participant's training. The Grantee shall also require that all individuals receiving training abroad under the Project shall execute service bonds in accordance with the practices of the GOP.

d. Covenant as to the Training of Women

The Grantee shall establish annual targets for training women under this Project and, no later than December 31st of each year prior to the Project Assistance Completion Date, shall provide A.I.D. with a report setting forth the next year's target for training women under the Project and the progress achieved in meeting the target for the previous year.

4. The following waivers to A.I.D. regulations are hereby approved:

a. a waiver of the requirement for host country financing of international travel costs for participant training of one year or less in duration (See Annex F.1); and,

b. a source/origin and nationality waiver from A.I.D. Geographic Code 000 to A.I.D. Geographic Code 935 to permit the purchase of three right-hand drive vehicles and spare parts (See Annex F.2).

Approved: Donor M. Lion
Donor M. Lion
Director
USAID/Pakistan

Date: March 15, 1983

# DEVELOPMENT SUPPORT TRAINING PROJECT

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## LIST OF ABBREVIATIONS AND DEFINITIONS

| | |
|---|---|
| ADB | Asian Development Bank |
| AHE | Academy for Higher Education |
| AID/W | Agency for International Development/Washington |
| AIM | Asian Institute of Management (in Manila, Philippines) |
| AIT | Asian Institute of Technology (in Bangkok, Thailand) |
| ALIGU | American Language Institute, Georgetown University (in Washington, D.C.) |
| ASC | Administrative Staff College (in Lahore, Pakistan) |
| DA | Development Assistance |
| District | Pakistani Governmental Administrative Unit similar to a County in the U.S. |
| DG | Director General |
| DSTP | Development Support Training Project |
| EAD | Economic Affairs Division |
| EDI | Economic Development Institute (of the World Bank) |
| ESF | Economic Support Fund |
| ESL | English as a Second Language |
| GOP | Government of Pakistan |
| IBA | Institute of Business Administration (in Karachi, Pakistan) |
| IBRD | International Bank for Reconstruction and Development |
| IDA | International Development Association |
| IMF | International Monetary Fund |
| JS | Joint Secretary |

| | |
|---|---|
| L/T | Long-Term |
| NIML | National Institute of Modern Languages (in Islamabad, Pakistan) |
| NIPA | National Institute(s) of Public Administration (in Lahore, Karachi and Peshawar, Pakistan) |
| NWFP | Northwest Frontier Province |
| O&M | Organization and Methods Division of the Establishment Division |
| ODA | Overseas Development Authority |
| PACC | Pakistan-American Cultural Centers (in Peshawar, Quetta, Karachi, and Hyderabad, Pakistan) |
| PARD | Pakistan Academy for Rural Development (in Peshawar, Pakistan) |
| PFY | Pakistan Fiscal Year (1 July to 30 June) |
| P&D | Planning and Development Department(s) of Provincial Governments |
| PICIC | Pakistan Industrial Credit and Investment Corporation |
| PIDE | Pakistan Institute of Development Economics (in Islamabad, Pakistan) |
| PIM | Pakistan Institute of Management (in Karachi and Lahore, Pakistan) |
| PM | Person Months (of work) |
| PSA | Provincial Services Academy (in Peshawar, Pakistan) |
| PSC | Personal Services Contract |
| Rs | Rupees (the November 30, 1982 exchange rate of U.S. $1.00 = Rs 12.65 is used throughout this Project Paper) |
| S&T/IT | Science and Technology/International Training (AID/W) |
| SGA | Services and General Administration Department(s) of Provincial Governments |
| S/T | Short-Term |

| | |
|---|---|
| TA | Technical Assistance |
| Tehsil | Pakistani Governmental Administrative Unit One Level Lower than Districts |
| TOEFL | Test of English as a Foreign Language |
| UNDP | United Nations Development Program |
| USIS | United States Information Services |
| WAPDA | Water and Power Development Authority |

## 1. SUMMARY AND RECOMMENDATIONS

### A. Recommendations

#### 1. Funding

It is recommended that an ESF grant of $10.0 million and a Mondale Rupee Grant of Rs 66.0 million (or the equivalent of approximately $5.2 million)1/ under the provisions of Section 104 of PL 480, be authorized for the Development Support Training Project, which has a Project Assistance Completion Date (PACD) of March 31, 1988.

#### 2. Geographic Code

The project authorization should specify that, except as A.I.D. may otherwise agree in writing:

a. Goods and services financed by A.I.D. under this Project shall have their source and origin in countries included in A.I.D. Geographic Code 000 (United States) or Pakistan;

b. Participant training financed by A.I.D. under this Project shall be only in countries included in A.I.D. Geographic Code 901 (Limited Free World); and,

c. Ocean shipping for all commodities financed by A.I.D. under this Project shall be only on flag vessels of the United States or Pakistan.

#### 3. Waivers

It is recommended that:

a. a waiver of the requirement for host country financing of international travel costs for participant training of one year or less in duration be approved by the USAID/Pakistan Mission Director (See Annex F.1.); and,

b. a source/origin and nationality waiver from A.I.D. Geographic Code 000 (United States only) to Code 935 (Special Free World) be approved by the USAID/Pakistan Mission Director to permit the procurement of three right-hand drive vehicles and spare parts (See Annex F.2.).

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1/ At the exchange rate of U.S. $1.00 = Rs 12.65 as of November 30, 1982. This exchange rate is used throughout the Project Paper.

B. Summary Project Description

The Development Support Training Project is designed to upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development, and implementation of Pakistan's priority social and economic development programs. While the project will provide funds for both short-term and long-term training in a variety of subject areas, the main focus of the project is in-country training with an emphasis on management and administration. Within this overall approach, the project will have three major thrusts: (1) the careful tailoring of courses in management and administration to meet the needs of specific public sector agencies and departments; (2) the inclusion of private sector individuals in both in-country and overseas training opportunities; and, (3) emphasis on the relatively less developed provinces in Pakistan, namely, the Northwest Frontier Province (NWFP) and Baluchistan.

The project will consist of two complementary and interrelated components: (1) In-Country Training and Institutional Strengthening; and, (2) Overseas Training. Coordination and integration of all training activities will be facilitated by a U.S. institution which will be contracted to provide both long-term and short-term technical assistance; to procure training-related commodities; to identify and arrange for Pakistani participants to attend training programs in the U.S. and in third countries; to assist in the design, implementation, and evaluation of in-country training programs; and, to provide placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

The project will finance in-country training and short-term and long-term U.S. and third country training in areas important for Pakistan's overall economic development. It is anticipated that as many as 1,850 individuals will receive training under this project. Of this total, about 1,622 or approximately 88 percent will participate in in-country training programs in support of the project's focus on in-country training. An estimated 140 participants will receive training in the U.S. while another 88 are scheduled to attend training programs in third countries. In both cases, the majority of overseas training will be short-term. The projected 30 long-term fellowships for study in the U.S. and the 8 long-term fellowships for study in third countries will be utilized in selected cases where the objective and course content of the training programs are consistent with the overall objectives of this project. Examples of overseas training include technical training to prepare individuals for

participation in the implementation of A.I.D.-financed projects, prior to the initiation of those projects and training in areas important for Pakistan's overall economic development but for which no other appropriate A.I.D.-financed project exists.

Technical assistance will be provided to : (1) coordinate and implement project activities; (2) conduct training needs assessments; (3) identify agencies requiring as well as those conducting professional management courses; (4) design and develop professional courses in management and administration; (5) work with local consultants and staff from existing training institutions to present courses through existing training institutions; (6) develop intensive English as a Second Language (ESL) programs for those individuals requiring English language skills improvement training prior to their pursuing advanced training overseas; (7) provide placement and support services to participants sent to the U.S. and third countries under other A.I.D.-financed projects.(Components 6 and 7 are related to the significant amount of training contemplated under all A.I.D.-supported projects (estimated at about $100 million during the period FY 1982 - FY 1987).); and, (8) strengthen selected Pakistani institutions that are involved in training in the areas of management, planning, administration, and the teaching of ESL. There are several major Pakistani institutions engaged in professional management training programs, and it is expected that technical assistance will be provided to several of these, such as the Pakistan Academy for Rural Development (PARD), the National Institutes for Public Administration (NIPAs), the provincial small industries bodies, the Pakistan Industrial Credit and Investment Corporation (PICIC), the Institute for Business Administration (IBA), the Management Association of Pakistan (MAP) and the Pakistan Institute of Management (PIM). The project will also finance a limited amount of commodities in support of the in-country training programs and the long-term consultants.

C. Summary Findings

This project is ready for implementation and is considered socially, financially and economically sound and administratively and technically feasible.

D. Project Checklists and Mission Director's Certification

The project meets all applicable statutory criteria. Appropriate checklists are included in Annex B. A FAA 612(b) Certification, to permit the disbursement of dollars in lieu of U.S. owned rupees to finance local costs, has been signed by the USAID/Pakistan Mission Director and is included in Annex

E. APAC Concerns and Design Guidelines

The concerns and design guidelines raised in the PID Approval Cable (See Annex A.1) and where they are addressed in the Project Paper are as follows: (1) need for consolidation of training areas: Section II, Background; and, Section III, Project Description; (2) need for special provisions for

training women; Section III. E., Women in Development; and, Section VI., Conditions, Covenants and Negotiating Status; (3) need for waiver of host country financing of international travel : Annex F.1.; (4) a review of the record of returned participants : Section III., Project Description; and, Annex H.2.; and, (5) need for bonding mechanisms for returned participants: Section III.D., Nomination, Selection, and Return of Participants.

F. Contributors to the Project Paper

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| Mr. Zia Shafi Khan | - President, Pakistan Society for the Advancement of Training Karachi |

## II. BACKGROUND

### A. USG-GOP Negotiations

A U.S. Economic Assistance Negotiating Team led by the A.I.D. Administrator reached agreement with the Government of Pakistan in August 1981 on the size and general composition of a six-year program of economic cooperation beginning in FY 1982. The proposed $1.625 billion program complements an approximately equivalent package of military assistance by providing balance of payments support for the short to medium term and by financing a variety of economic development activities. The Development Support Training Project was identified during the negotiations as one of the components of the total assistance package.

### B. Country Setting

At the time of Partitition, Pakistan had only a few well-trained and experienced senior civil servants. Only about 100 members of the former Indian Civil Service and Indian Police Service elected to come to Pakistan in 1947. Recruitment of new personnel into the Civil Service followed the British tradition which favored young persons with an academic background in liberal arts and the humanities. Only a small percentage of the new recruits had a background in public administration, business administration, economics, or the hard sciences, and experience or training in development was virtually non-existent.

Since the 1950's, the government has taken steps to develop managerial competence in its personnel through training abroad and in Pakistan. In addition, a network of educational and training institutions in management and public administration has been developed in Pakistan. The mandates and operations of these institutions, however, have not been systematically related to relevant manpower needs in the management area.

Throughout the late 1950's and early 1960's, A.I.D. assisted the GOP to establish the National Institutes of Public Administration, the Pakistan Administrative Staff College, the Institute of Business Administration, and the Pakistan Academy for Rural Development. Based on the "Services Reorganization Committee Report" of June 1970, West Pakistan was divided into four provinces with separate administrative organizations. This division called for more and better training for administrators. A.I.D. provided general assistance in this field under the Government Administrative Staff Improvement (GASI) Project (391-0299) between FY 1969 and FY 1980. The GASI Project was designed to:

1. strengthen technical and management skills and decision-making capabilities of a select number of officials in central and provincial governments and in the agencies concerned with planning and implementing development programs; and,

2. improve existing public sector management institutions by providing training in the United States and establishing professional contacts abroad for faculty members of those institutions.

Under the GASI Project, 128 participants were trained between 1969 and 1980. While the GASI Project was successful in providing relevant and effective training, the total numbers trained were not large enough to meet Pakistan's needs in this area. Management improvement efforts in both the public and private sectors, particularly at the middle and lower management levels, are still badly needed. Unless improvements are made, development efforts in Pakistan will continue to be impeded.

C. Institutional Setting

Pakistan has developed a sophisticated public sector personnel system and a large number of training institutions. However, the lack of competitive compensation plans and the emergence of alternative opportunities outside the civil service system as well as outside Pakistan have weakened the ability of training institutions to retain trained and motivated staff and to attract high quality students.

The Establishment Division, a federal level institution in the President's Secretariat in Islamabad, is responsible for, along with other personnel-related matters, overseeing in-country, GOP-controlled training institutions. This Division coordinates all activities dealing with the administration of the GOP institutions as well as enrollment in those institutions. The Economic Affairs Division (EAD) in the Ministry of Finance, Planning, and Economic Affairs coordinates all U.S. and third country training for federal and provincial government personnel and also coordinates all in-country training funded by donors. As such, both of these federal level entities will be key organizations in the implementation of this project. At the provincial level, the Planning and Development (P&D) Departments are responsible for coordinating in-country, U.S., and third country training and work very closely with both EAD and the Establishment Division in carrying out their role in this area.

The Civil Service Academy (also known as the Pakistan Academy for Administrative Training) in Lahore provides

entry level pre-service training for new appointees to Federal Grade 17 posts.2/ The National Institutes for Public Administration in Lahore and Karachi provide in-service training for middle level personnel in Grade 18. The Administrative Staff College in Lahore provides in-service training for senior level personnel in Grades 19-20. A recent policy decision has made training at the Administrative Staff College mandatory for consideration for promotion to Grade 21. The National Defense College in Rawalpindi has emerged as another important training institute for top management in the public sector. Training there is required before any Joint Secretary may be considered for promotion to Secretary. Except for the Civil Service Academy, each of these institutions usually reserves a few positions for trainees from the private sector.

In addition to federal government employees, the above institutions also admit provincial level employees. The provincial level civil service has a sophisticated personnel system which parallels that of the federal government. The Provincial Services Academy in Peshawar is the most important training institution for provincial level employees. It is located in facilities adjacent to the Pakistan Academy for Rural Development (PARD). The latter institution is an important in-service training resource for field level and middle level personnel. PARD also conducts a number of courses for district, tehsil, and union council personnel.3/ Table 1 summarizes basic data on the major public sector management training institutes in Pakistan, and Annex H.4. provides more detailed information.

In addition to the above public sector training institutions, there are a number of quasi-public sector 4/ institutions which provide management training to both the public and private sectors. Three such institutions, which are located in Karachi, are the Institute of Business Administration, affiliated with the University of Karachi, the Pakistan Institute of Management (which also has facilities in Lahore), and the National Institute of Labor Administration Training.

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2/ The Pakistan Civil Service consists of 22 Grades. Grades 19-22 are the senior professional level grades.

3/ Tehsils and Union Councils are the governmental administrative levels below the District Councils.

4/ Whereas the "public sector" training institutions, in general, receive most if not all of their funding from the government and enrollment is predominantly from the public sector, "quasi-public sector" institutions receive only limited amounts of their funding from the government, and the training programs are designed for both private and public sector employees.

TABLE I

SUMMARY DATA ON KEY PUBLIC SECTOR MANAGEMENT TRAINING INSTITUTIONS IN PAKISTAN

| NAME OF INSTITUTION | CLIENTELE | TYPES OF COURSES |
|---|---|---|
| Civil Service Academy Lahore | New appointees to Federal Grade 17; District Management Group (DMG) and Tribal Areas Group (TAG). | Common Training Program (CTP) 20 weeks (W) Administration and modern management, structure and functioning of Government, economic and social planning and development, public administration. |
| National Institute of Public Administration (NIPA) Lahore | Middle Level Grade 18 and above (in-service training). | Administration and Development 16 W<br>Organization and Methods 3 W<br>Training of Trainers 2 W<br>Local Government and Rural Development 2 W<br>Quantitative Technical and Management 2 W |
| National Institute of Public Administration (NIPA) Karachi | Middle Level Grade 18 and above (in-service training). | Administration and Development 12 W<br>Planning and Development 4 W<br>Financial Administration 4 W<br>The above courses are conducted twice a year. |
| Administrative Staff College Lahore | Senior Level Officials of Grade 19 and above. | Management and Development (twice a year) 3 W<br>Investment Analysis, Decision-Making and Implementation 4 W<br>Management Systems and Methods 4 W<br>Training of Trainers 3 W<br>Public Enterprise 3 W |
| National Defense College Rawalpindi | Top military and civil officers (Joint Secretaries and Secretaries) | Administration and Management as well as typical military staff college courses. |
| Provincial Service Academy Peshawar | Extra Assistant Commissioners, Section Officers, Lawyer Magistrates, Assistant Commissioners, Probationary Officers. | 4 week job orientation course, general revenue, development, judicial administration, human relations, development economics, education and communication, public administration, and agricultural development. |
| Pakistan Academy for Rural Development (PARD) Peshawar | Mid-level officials from tehsils, districts and divisions. | 4 month pre-service training for provincial civil service cadres.<br>8 week course in development administration (includes sessions on rural sociology, development economics, agriculture economics, social sciences, research education and communication). |

Division, Ministry of Finance, Planning, and Economic Affairs; and a survey undertaken in 1982 by

The Institute of Business Administration's emphasis on merit and quality has enabled it to attract large numbers of highly motivated people and to generate a large demand for graduates of its B.B.A. (Hons.), M.B.A., and Ph.D. programs. The Institute's progressive remuneration policies have also permitted it to attract and retain a highly motivated and qualified staff.

The Pakistan Institute of Management (PIM) offers a wide range of short courses for middle to senior level managers in business, financial, production, marketing, and personnel management. In addition to activities in Karachi, PIM also holds regularly scheduled courses in Lahore. Although its programs are successful and well-received, PIM has been experiencing difficulty in filling 50 percent of its approved teaching staff positions.

The National Institute of Labor Administration Training is the oldest industrial relations institute in Pakistan. It trains labor and personnel officers in labor administration and industrial welfare and workers in labor-related subjects, provides personnel management advisory services, conducts research in labor legislation, and disseminates materials relating to labor subjects. The Institute's programs are designed to assist federal and provincial governments, businesses, and industries to increase their productivity and efficiency through the introduction of modern personnel management techniques and practices. Table 2 summarizes basic information on these three institutions.

In the past, the private sector generally has not accorded high priority to management training. It has been dominated by a number of family run businesses in which decisions are often not made in accordance with modern business criteria. This attitude is changing, however, and many businesses are beginning to actively seek qualified personnel with advanced training for their executive staffs. Graduates of business schools in Pakistan and abroad are the primary sources of new recruits. Many of the quasi-public sector training institutions mentioned above are used to provide refresher and skill-building training to employees. In addition, the trade associations and chambers of commerce and industries occasionally sponsor symposia on subjects of interest to the private sector.

Specialized and in-service business courses are also offered by many firms and institutions. In addition to the Institute of Business Administration, which has the most comprehensive and prestigious business administration program, other organizations offering programs are the: Management Association of Pakistan; Pakistan Institute

TABLE 2

SUMMARY DATA ON KEY QUASI-PUBLIC SECTOR MANAGEMENT TRAINING INSTITUTIONS IN PAKISTAN

| NAME OF INSTITUTION | CLIENTELE | TYPES OF COURSES |
|---|---|---|
| Institute of Business Administration (IBA) Karachi | Students with intermediate diploma, B.A. or M.A. degrees, evening classes for in-service students. | Accounting, finance, management, marketing, quantitative business analysis, and computer science (BBA, MBA, PhD). |
| Pakistan Institute of Management (PIM) Karachi | Senior, middle and junior level executives. | Short courses (1 to 3 weeks) in Management, Financial Management, Production, Marketing, and Industrial Projects. |
| National Institute of Labour Administration Training (NILAT) Karachi | Private, public and trade union organizations; labor/ personnel officers. | Diploma courses in labor administration and industrial welfare; workers' education; and special programs for improving labor management relations. |

Source: Survey undertaken in 1982 by USAID/Pakistan staff.

of Management; Institute of Cost and Management Accountants; Institute of Bankers; and, commerce colleges throughout Pakistan.

The Pakistan Industrial Credit and Investment Corporation (PICIC) and provincial small industries corporations provide limited advisory services to the private sector. PICIC's Special Projects Department provides a variety of management, marketing and other services to clients experiencing difficulties in repaying loans. The provincial small industries corporations provide a number of support services for businesses of less than $300,000. Those services include facilitating loans, providing advice on product design and marketing, and sponsoring vocational training programs. These corporations are interested in expanding the scope of services they can provide to their clientele, especially to include more sophisticated management training.

## D. Constraints and Lessons Learned

### 1. General

The inability of many developing countries to adequately identify, design, manage and implement development projects is a serious bottleneck to sustainable economic growth. GOP and donor experience with generalized public administration training over the years has yielded the following lessons:

a. Long-term academic training for large numbers of host country officials is no longer a viable or appropriate strategy for many types of training. Not only does such training have a high cost-benefit ratio, but highly trained participants frequently tend to leave the positions and institutions they were trained to serve. The loss of such individuals at key institutions is a significant cost to host countries and donors.

b. There are very few examples of success in creating self-sustaining mechanisms to assure a long-term capability to revitalize training institutions and replenish their staff from within host countries. Unfortunately, when donor support is withdrawn, the quality and utility of training usually diminishes, and systematic efforts to update courses and develop training materials falter.

c. Many courses offered in developed countries are inappropriate for participants from developing countries. In-country training can be tailored or modified to suit the specific needs of host countries, can reach more people, and is often more effective and less expensive than overseas training.

d. Due in part to the magnitude of training needs, training often is conducted in an ad hoc manner, influenced more by opportunities presented by donor financing than by informed judgements as to manpower training requirements and well-developed training plans. Although donor perceptions may often coincide with host country requirements, this practice is imperfect and inefficient for training the scarce human resources available in developing nations.

e. Courses which are targeted to specific subject areas of immediate operational significance tend to be the most useful. For example, a course in project design and appraisal which is developed for individuals who are currently or are soon to be assigned to design, review, approve and/or implement projects is likely to have more of an impact on job performance than is a generalized management course for the same clientele. Although there undoubtedly is a continuing role for general management courses for personnel as they are groomed for higher level positions, the need for training in specific management areas is particularly important for the large majority of middle level and field level staff.

f. The common practice of sending designated project managers away for training at the outset of a project means that new project activities often stagnate because inadequate managerial resources are available for implementation.

g. Since many third country training programs and all U.S. training programs require aptitude in English, many participants are refused admission to courses or are required to devote a considerable amount of time to the study of the English language at a significant cost. The language requirement also limits the numbers and sources of eligible participants. This problem is highly relevant in Pakistan where many otherwise technically qualified candidates are likely to know little if any English.

2. GOP Perceptions and Response

The GOP recognizes that the inability of line departments to adequately identify, design and implement projects represents a major constraint to implementing its Five-Year, Special, and Annual Development Plans. The absence of training plans has also been a constraint to adequately training personnel. Insufficient numbers of trained personnel have caused undue delays at a significant cost in completing sanctioned, financed activities and have inhibited the ability of the GOP to plan and implement many needed long-term development and investment programs.

The GOP is aware of the limitations of its training programs. In particular, there is concern about the quality of course offerings and the absence of permanent staff in many training institutions. As a result, the GOP has begun to pay more attention to management training needs and to consider ways of motivating staff to undertake training, providing incentives to training institutions, and delegating more operational responsibilities to provincial and local council levels. Ministries and provincial departments have been asked to assess their training priorities so that the government can define the most urgent areas of training. Advanced training at the Administrative Staff College and the National Defense College has been made a prerequisite for promotion to Grade 21 and from the Joint Secretary to Secretary level, respectively. Regular line officers may also be assigned to training institutions for two to three years to further improve the relevance and quality of course offerings.

3. Previous A.I.D.-Supported Projects

A comprehensive summary of the two and one-half decades of U.S. experience with public administration assistance to Pakistan is provided in an A.I.D.-funded study undertaken in 1980.5/ Some of the study's findings which are relevant to training are as follows:

a. Pakistan is characterized by a strong and highly centralized system of public administration;

b. To the extent a diversion of effort toward training is acceptable, short-term focused training programs are preferred;

c. Management training programs must be closely linked with operational needs. For Pakistan, U.S. management systems are often unrealistic and irrelevant alternatives;

d. The rewards and benefits of training must be perceived and demonstrated immediately for both training personnel and trainees; and,

e. Intensive technical assistance in the early stages of implementation of training programs is essential.

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5/ "A Review of United States Development Assistance to Pakistan, 1952-1980", Jeffelyn Johnson and Associates, Inc., 1981.

E. Other Donor Assistance

In Pakistan, professional training of officers in management and administration is a continuous and on-going process. It is the policy of the Government to train personnel in different disciplines within the country as well as abroad to enable them to discharge their responsibilities more effectively and to enhance their potential for effective discharge of future responsibilities. This policy is in line with the acutely felt need to assist personnel in the public sector to better administer and implement development projects and programs.

To this end, the Government of Pakistan is receiving limited assistance from several donors for overseas training of both public and private sector personnel in areas which are not adequately covered by the national institutions. UNDP and UN specialized agencies, the British Council, the Economic Development Institute (EDI) of the World Bank, and some bilateral donors are assisting the GOP in implementing its training policy. The UNDP, for instance, is financing a discrete training project (Development Studies), the objective of which is to enhance technical and administrative skills of public sector personnel responsible for development projects at federal and provincial levels and ultimately to improve planning, implementation and evaluation of development programs at all levels. Phase I of the UNDP Project has already been completed, and implementation of Phase II has been underway since 1979. The UNDP has so far contributed more than $2 million under this project. In addition, UNDP includes a training component in every technical assistance project.

Relative to in-country training, despite the fact that teaching and learning at national institutions have reached fairly high standards in many disciplines, there still remain areas where the latest techniques, methods, and research findings from abroad are not yet fully reflected in the training programs offered within the country. The following agencies are providing assistance to the GOP to strengthen national institutions and are also sponsoring in-country training programs:

1. The British Council sponsors language learning through English literature programs as an on-going cultural activity through its outreach programs in Islamabad, Lahore and Karachi;

2. The British Overseas Development Authority finances technical assistance from the Royal Institute of Public Administration to the Pakistan Administrative Staff College, Lahore;

3. UNDP is sponsoring one week management seminars for the staff of the GOP Organizations and Methods Division (O&M) of the Cabinet Secretariat; and,

4. The World Bank Economic Development Institute (EDI) brings in staff semi-annually to give courses in economic analysis, financial analysis and project design.

The proposed A.I.D. project will both complement and supplement the efforts of other donors in this area. The project will build on and expand the work currently underway to strengthen existing in-country management training and public administration institutes as well as institutions sponsoring English language training programs. In addition, rather than focusing on a few of the federal level agencies, the A.I.D. project will provide funds to train personnel from a variety of federal, provincial, and local level organizations as well as private sector entities involved in the planning, design, and implementation of development programs. Training programs under the A.I.D. project will be tailored to meet the immediate operational requirements of personnel with established positions, rather than to provide entry level personnel with a broad and general exposure to disciplines which may or may not be directly relevant to them in carrying out their future responsibilities. The use of the facilities of established institutions to conduct training programs (a unique feature of this project) is designed to both expose the faculty of these institutions to the latest teaching technologies and methodologies and to enable the institutes to meet their immediate operational needs to train personnel.

F. Relationship to A.I.D. Strategy and Other A.I.D. Projects

The Development Support Training Project was one of the activities included in the US-GOP economic assistance program negotiated in August 1981 and responds to the need, identified by both governments, to improve Pakistan's ability to identify, design, manage and implement development projects. Many of the twenty projects already identified under the $1.625 billion program will have significant institution-building and training components. However, the ability of implementing agencies to effectively utilize this development assistance will depend, in part, on their capability to develop, design, analyze, and implement projects. In addition, technical training must be carried out in order to assure that sufficient numbers of qualified counterpart personnel are available in time to initiate the various proposed sectoral programs and to update the expertise of policy and planning personnel who will be involved in reviewing and authorizing proposals for the GOP. Therefore, among other purposes, this

project will provide resources needed to lay the groundwork for timely and effective implementation of much of the program negotiated in August 1981.

The Development Support Training Project will directly support other A.I.D.-financed projects by: (1) providing management training and technical or sector-specific training for field and middle level officers responsible for the planning, design and implementation of development projects; (2) providing training opportunities for high level officials who make critical decisions regarding the authorization and funding of development projects. (For example, observational training opportunities may be provided for the staff of institutions such as PICIC and the small industries corporations to enable them to improve and expand the management services they provide for their clientele. Larger scale activities in this sector, however, could be financed under the proposed Private Sector Mobilization Project. Similarly, management training provided under this project to the staff of institutions such as the Pakistan Academy for Rural Development will allow this institution to support other A.I.D.-financed activities, in this case, in the agriculture and rural development sector); (3) providing placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects; (4) strengthening the existing in-country English language instruction program which could be drawn upon to maximize the benefit and impact of training supported under other projects; (5) strengthening existing management training institutions in order to ensure a long-term developmental impact of the project; and, (6) institutionalizing a system whereby management training is undertaken in response to identified needs and the nomination/selection process is streamlined.

G. Project Rationale

The ability to organize, direct and coordinate available resources to achieve program/project objectives is crucial to economic development. Although, in general, it is preferable to address management problems in the design and implementation of projects in specific development sectors such as agriculture, health, energy and water, it is also a fact that such highly focused projects cannot provide for all the important training needs which, if met, would pay significant dividends. In addition, appropriate sectoral projects are not always in place at the time training is most needed.

For these reasons, provision was made during the August 1981 negotiations to allocate funds under the renewed U.S. economic cooperation program with Pakistan to meet general training requirements. Given the prior experience

of the GOP, A.I.D., and other donors with relatively unstructured training programs and the critical need to bolster the effective use of resources, agreement was reached to emphasize management training needs under this project.

# III. DETAILED PROJECT DESCRIPTION

## A. Sector Goals and Project Purpose

### 1. Sector Goals

The broad sector goals to which this project contributes are to: (a) meet the economic and social needs of Pakistan's people through improved planning, administration, and implementation of development projects; and, (b) permit the more effective participation of the private sector in Pakistan's economy. Measures of progress toward goal achievement will be more effective implementation of development projects and improved management, administration, and planning in public and private sector organizations. Training will also be viewed by public and private sector decision-makers as a worthwhile and sound investment for meeting long-term requirements. In addition, there will be an increasing number of GOP participants accepted into U.S. and other foreign universities without additional intensive English language training necessary after studying the language in Pakistan, and participants sent to the U.S. and third countries under other A.I.D.-financed projects will receive placement and support services from the contractor under this project. Important assumptions are that: (a) current GOP policies and incentives to stimulate the public and private sectors will continue without interruption; and (b) GOP development policies and priorities will provide the necessary stability and continuity to allow development project activities to flow without interruption.

### 2. Project Purpose

The purpose of this project is to upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs. Measures of progress toward purpose achievement will be that: (a) trained Pakistani managers, administrators and planners are being effectively utilized; (b) approved training plans exist in each of the four provinces relative to provincial governments' training requirements in management, administration, and planning; (c) management training courses are regularly scheduled for personnel in each of the four provinces; (d) schedules of management training opportunities offered by the small industries bodies and other institutions serving the private sector are established; (e) there is improved English proficiency for participants and reduced time required to study English in overseas institutions; and, (f) adequate placement and support services are being provided to participants sent to the U.S. and third countries under other A.I.D.-financed projects.

Important assumptions are that: (a) GOP and private sector employees will be identified and released for in-country and overseas training; (b) courses established under this project will continue to be updated by GOP training institutions and will be attended by GOP employees and private individuals; (c) individuals who have been trained will return to appropriate jobs where they can utilize their acquired knowledge and skills; (d) senior levels of management will provide continuing support to those individuals who have been trained; and, (e) the GOP will continue to assign high priority to quality improvement of training institutions as evidenced by its providing sufficient budgetary and staff support to those training institutions.

B. Project Outputs

The project is expected to produce the following outputs:

1. Public and private sector managers trained in modern management and/or technical subjects. Training will have been provided to 1,850 Pakistanis: 1,622 within Pakistan; 88 in third countries; and, 140 in the United States;

2. Relevant courses and workshops which address Pakistani public and private management training needs are being conducted in host country institutions. There will have been at least 9 courses, 10 seminars and 7 workshops/conferences designed, developed and tested as well as 7 U.S. courses adapted and presented;

3. A cadre of approximately 50 to 75 Pakistan trainers and training institution administrators/managers, capable of designing, developing and conducting courses and workshops for the GOP and private sector enterprises will have been created;

4. Intensive English language training programs including up to 90 Pakistani ESL instructors and adequate materials and training aids will have been established at institutions in Islamabad, Peshawar and Quetta for Pakistani participants; and,

5. At least one institution providing training in management, planning and administration in each of the four provinces will have better staff and improved curricula.

6. Placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

The logical framework matrix, Annex I, summarizes the linkages between inputs, outputs, purpose, goal and verifiable indicators.

C. Project Components

The project will consist of two complementary and interrelated components: (1) In-Country Training and Institutional Strengthening; and, (2) Overseas Training. Coordination and integration of all training activities will be facilitated by a U.S. institution which will be contracted to provide both long-term and short-term technical assistance; to procure training-related commodities; to identify and arrange for Pakistani participants to attend training programs in the U.S. and in third countries including, as appropriate, providing placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects; and, to assist in the design, implementation, and evaluation of in-country training programs.

As shown in Table 3, it is anticipated that as many as 1,850 individuals will receive training under this project. Of this total, 1,622 or approximately 88 percent will participate in in-country training programs in support of the project's focus on in-country training. An estimated 140 participants will receive training in the U.S. while another 88 are scheduled to attend training programs in third countries. In both cases, the majority of overseas training will be short-term. The projected 30 long-term fellowships for study in the U.S. and 8 long-term fellowships for study in third countries will be utilized in selected cases where the objective and course content of the training program are consistent with the overall objectives of this project.

1. In-Country Training and Institutional Strengthening

a. Management Training

i. Courses

The in-country management training to be financed under this project will focus on particular sectors, organizations, and types of management problems. While most of the courses will be specially tailored to Pakistan, in some cases, existing U.S. short-term technical courses that are suitable may be adapted and conducted in Pakistan. Examples of such courses include the U.S. Department of Agriculture's "Management of Agricultural Research (TC 140-24)", and the University of Connecticut's "Project Management for Local Development." Based on discussions with GOP officials, the following is an illustrative list of the types of new in-country training programs which will be developed over the five-year life of this project:

(a) nine (9) courses of 3 to 6 weeks in duration dealing with specific management problems in different sectors for particular staff levels;

TABLE 3

PROPOSED NUMBER OF TRAINEES BY TYPE OF TRAINING

| Type of Training | FY 1983 | FY 1984 | FY 1985 | FY 1986 | FY 1987 | Total |
|---|---|---|---|---|---|---|
| A. U.S. | | | | | | |
| 1. Short-term | 5 | 30 | 35 | 35 | 5 | 110 |
| 2. Long-term | -0- | 15 | 15 | -0- | -0- | 30 |
| Sub-Total | 5 | 45 | 50 | 35 | 5 | 140 |
| B. Third Country | | | | | | |
| 1. Short-term | -0- | 20 | 30 | 25 | 5 | 80 |
| 2. Long-term | -0- | 4 | 4 | -0- | -0- | 8 |
| Sub-Total | -0- | 24 | 34 | 25 | 5 | 88 |
| C. In-Country | | | | | | |
| 1. One-Six Week Courses/ Seminars | -0- | 70 | 420 | 420 | 250 | 1,160 |
| 2. One-Week Conferences/ Workshops | -0- | 35 | 35 | 35 | 20 | 125 |
| 3. Four-Week Adapted U.S. Courses | 35 | 35 | 70 | 70 | 35 | 245 |
| 4. ESL for Trainers | -0- | 60 | 32 | -0- | -0- | 92 |
| Sub-Total | 35 | 200 | 557 | 525 | 305 | 1,622 |
| TOTAL | 40 | 269 | 641 | 585 | 315 | 1,850 |

(b) ten (10) seminars of 1 week in duration for senior managers, private sector businessmen, and instructors from Pakistani training institutions;

(c) seven (7) courses of 1 month in duration of U.S. technical and management programs adapted for Pakistan; and,

(d) seven (7) conferences and workshops of 1 week in duration for supervisors of Pakistani employees to be trained under the project as well as for professionals and former trainees from specific sectors.

While the specific topics to be covered will be identified during the implementation of the project, a number of high priority areas has been proposed for early attention, and these are shown in Table 4.

ii. Management Training Approach

The identification and scheduling of the courses will be a primary responsibility of a long-term expatriate management training advisor in collaboration with the Training Wing of the Establishment Division, EAD, other government ministries/departments, and various Pakistani training institutions. Courses will vary from about one to six weeks in duration with a one week interval between presentations to allow for the further tailoring of course content and format as necessary to meet federal, provincial, and private sector needs.

Instructors from existing institutions such as the NIPAs, PARD, and PIM will assist in curriculum design and development and in the collaborative presentation of the pilot cycle of each course or workshop. It is envisioned that after a series of courses has been given, these Pakistani instructors will return to their training institutions and assume full responsibility for revising and presenting all subsequent courses. These instructors will also have learned "by doing" how to identify, design, and conduct new courses. Evaluation of the in-country training courses is an indispensable and critical component of the project in order to not only ensure course relevance but also to serve as a valuable on-the-job training tool for those Pakistani instructors who will eventually assume full responsibility for the program.

Short-term U.S. and Pakistani technical advisors and Pakistani instructors from existing training institutions will work with relevant GOP project officers to: (a) identify specific training objectives to be covered in each course; (b) design a curriculum; (c) prepare case studies and Pakistan-specific training materials; and, (d) jointly conduct and evaluate the course. Pakistani trainees and instructors who demonstrate superior ability will be enrolled in short (3 to 5 months in duration) training programs in the U.S.

TABLE 4

ILLUSTRATIVE TYPES OF IN-COUNTRY TAILORED COURSES

| Type of Course | No. of Participants | Clientele | Duration | Proposed Schedule |
|---|---|---|---|---|
| 1. Project Planning and Design | 15-25 | P&D Department and Planning Cells | 2-3 weeks | Spring 1984 |
| 2. Project Implementation and Management | 15-25 | Department Management and Project Level Staff | 1-2 Weeks | Fall 1984 |
| 3. Training of Trainers | 10-15 | PARD, NIPA, PIM and other training staffs | 1-2 Weeks | Winter 1984 |
| 4. Project Planning and Design | 15-25 | District Level Officers and Council Staff | 2-3 Weeks | Spring 1985 |
| 5. Training Management | 10-15 | PARD, NIPA, PIM and other training administrators | 2 Weeks | Summer 1985 |
| 6. Recurrent Cost Problems | 15-25 | District Level Officers and Council Staff | 1 Week | Fall 1985 |
| 7. Financial Management | 15-25 | Department Management and Project Level Staff | 3 Weeks | Winter 1985 |
| 8. Project Impact Evaluation | 15-25 | Federal and P&D Department Staff | 1-2 Weeks | Winter 1985 |
| 9. Industrial Management | 15-20 | Industry Ministry, Parastatals and Private Sector | 2 Weeks | Spring 1986 |
| 10. Export Marketing Development | 15-20 | Industry Ministry, Parastatals and Private Sector | 3 Weeks | Summer 1986 |

so that they can serve as resource people and trainers of trainers for future courses in Pakistan. Long-term U.S. and Pakistani management training advisors, working in collaboration with appropriate counterparts, will assist in identifying, developing, and coordinating the implementation of such courses by providing an assessment of provincial training needs, local institutions and administrative systems, public and private sector individuals, and equipment and logistics support needs. Figure 1 illustrates how a newly designed tailored course might evolve through stages to the point where it is completely implemented by a Pakistani training institution. To be successful, such a process requires collaboration among the Pakistani organization requesting and receiving the training, the public and/or private sector trainees, the Pakistani instructors, and the U.S. and Pakistani technical advisors.

Once developed, these courses will be repeated from province to province, initially by U.S. short-term advisors and counterpart Pakistani instructors and then independently by Pakistani instructors in relevant training institutions. In this way, the number of courses given in a year will be multiplied several times over the actual number of new courses designed. Table 5 provides a summary of the total numbers of courses, seminars, adapted courses, and conference/workshops which are anticipated over the life of this project.

### iii. In-Country Management Training Sites

Much of the in-country management training will focus on provincial and local level project management especially in the relatively less developed provinces of NWFP and Baluchistan. Training institutions located in these provinces will be used where possible. In some cases, instructors from Pakistani institutions located in different parts of the country may be asked to conduct courses based at training facilities in other provinces. The Pakistan Academy for Rural Development (PARD) is a likely location for training in the NWFP since its approach is oriented to middle and field level training. It has adequate physical facilities for classes, guest instructors, and participants. This institution currently offers a variety of courses and has been identified for potential use by other donors and by A.I.D. under other projects. It is essential that sufficient administrative and instructional support be available for the implementation of specific project courses.

In Baluchistan, the University of Baluchistan and the Railway Academy are two possible locations for housing course instructors and trainees and, along with the Academy for Rural Development, for providing support staff and instructors. In addition, a NIPA is planned for Baluchistan, and, if the establishment of this new institution is initiated during the life of the project, project funds may be provided for faculty and curriculum development and commodities. As is the case

FIGURE 1

Illustrative Schema of In-Country Training Program Creation, Presentation and Repetition

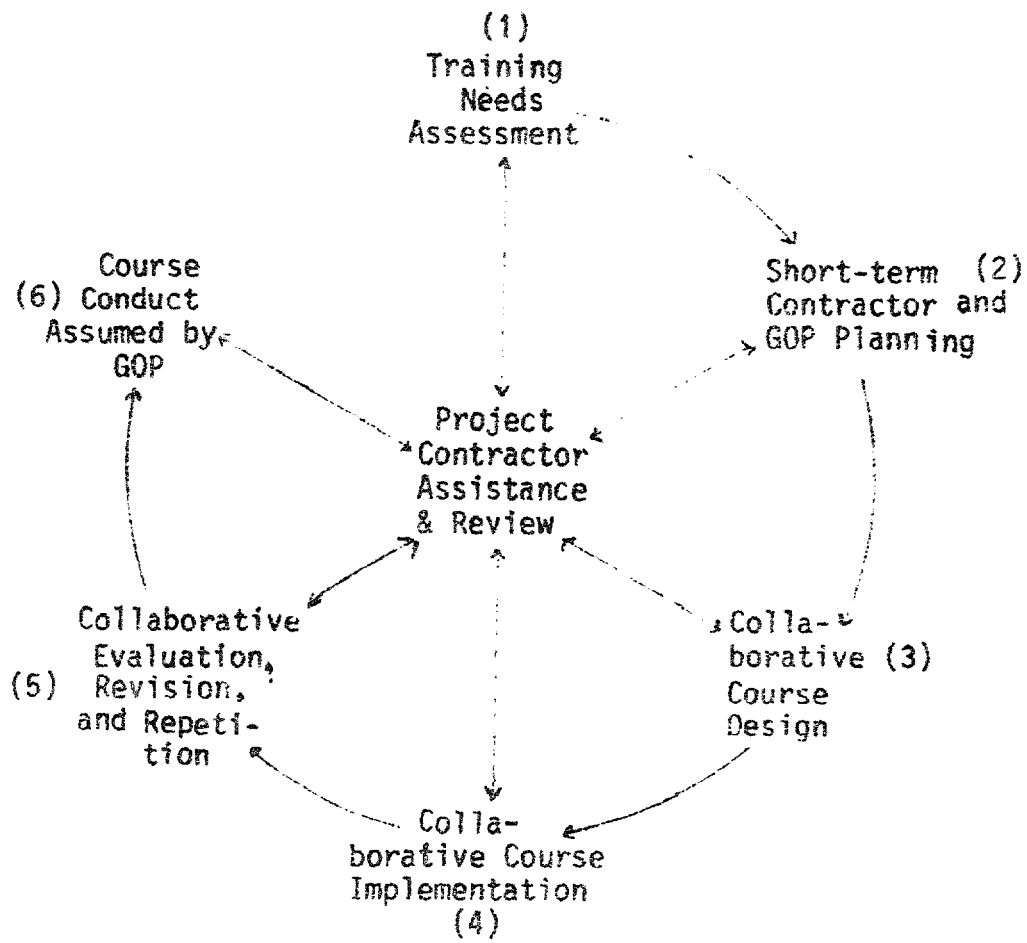


TABLE 5

ILLUSTRATIVE NUMBERS OF IN-COUNTRY TRAINING COURSES

| Type of Training Activity | FY1983 | FY1984 | FY1985 | FY1986 | FY1987 | Total |
|---|---|---|---|---|---|---|
| 1. COURSES (3-6 Weeks) | | | | | | |
| a. Number Developed | -0- | 1 | 3 | 3 | 2 | 9 |
| b. Number of Times Taught | -0- | 4 | 4 | 4 | 4 | 4 |
| Total (a. x b.) | -0- | 4 | 12 | 12 | 8 | 36 |
| 2. SEMINARS (1 Week) | | | | | | |
| a. Number Developed | -0- | -0- | 4 | 4 | 2 | 10 |
| b. Number of Times Taught | -0- | -0- | 4 | 4 | 4 | 4 |
| Total (a. x b.) | -0- | -0- | 16 | 16 | 8 | 40 |
| 3. ADAPTED COURSES (4 Weeks) | | | | | | |
| a. Number Modified | 1 | 1 | 2 | 2 | 1 | 7 |
| b. Number of Times Taught | 2 | 2 | 2 | 2 | 2 | 2 |
| Total (a. x b.) | 2 | 2 | 4 | 4 | 2 | 14 |
| 4. CONFERENCES/WORKSHOPS (1 Week) | -0- | 2 | 2 | 2 | 1 | 7 |
| 5. ESL (8 Weeks) | -0- | 4 | 2 | -0- | -0- | 6 |

for the NWFP, however, a full team of instructional staff and course administrators will be necessary to facilitate the implementation of the program in Baluchistan.

The project will also support the efforts of the provincial small industries bodies or similar agencies such as PICIC to develop a system for providing management, administrative and entrepreneurial training to owners, lower-level managers or plant supervisors of small and medium industries. For example, the Sind Small Industries Corporation has 70 training centers throughout the province, and technical assistance may be provided to develop short courses tailored to the specific management needs of small industry. The Management Association of Pakistan may receive project assistance in the form of short-term advisory services, guest speakers, and publications. This association has 130 institutional memberships and 130 corporate members. The Pakistan Institute of Management is another organization which has excellent facilities for course presentation. Training assistance to the private sector will focus on industrial management, in-plant supervisory management, employee training needs assessment and specialized areas such as export promotion, financial accounting and employee counseling.

b. <u>English Language Training</u>

Although English is officially regarded in Pakistan as a language of knowledge, technology and international communications and is taught in grades six to ten, English language speakers and high proficiency are diminishing. Under this project, where most in-country courses and all overseas training will be conducted in English, it is critically important that participants be adequately versed in the English language before undertaking training. In particular, candidates for overseas training will be required to pass the standard language tests, TOEFL or ALIGU, and otherwise qualified candidates should not be rejected on the basis of inadequate English proficiency.

Accordingly, this project will build on and strengthen already existing language instruction centers. Currently, there are three major English language programs: (i) the British Council teaches English in selected cities as part of the U.K. cultural exchange program; (ii) there are approximately 20,000 students in Pakistan-American Cultural Centers (PACCs); and (iii) the National Institute of Modern Languages (NIML) has a limited English program in Islamabad. Project funds will be used to provide technical assistance in curriculum design and English instruction and limited commodity support for ESL for academic purposes programs.

An intensive English program will be developed at three locations for Pakistanis who plan to pursue training and advanced

academic courses in the U.S. and other English speaking countries: (i) a pilot program at a central location, such as the NIML in Islamabad; and, (ii) at two regional centers, such as the PACCs in Quetta and Peshawar, the capitals of Baluchistan and NWFP, respectively. Technical assistance will be provided in needs assessment, curriculum design and faculty supervision by an expatriate ESL short-term advisor. This advisor will initially prepare a revised curriculum suited to student needs at several proficiency levels and a methodology and curricula for the Pakistani language instructors. The latter is likely to cover revised pedagogy for language instruction or merely a "brush-up" of traditional methodologies.

Long-term resident technical assistance will ensure the application of the new methodology and design. An MA level ESL instructor will teach revised courses for eighteen months to trainees and participant candidates and ESL to instructors, first in Islamabad and then in both provinces to the instructors only. By the end of the resident instructor's first year, project-financed equipment for the central pilot program and the two regional centers will have arrived. The advisor's responsibility will include assisting the staffs in each center to properly install, utilize and maintain the new equipment.

The ESL advisors will design intensive English language courses for individuals preparing to pursue overseas training in English-speaking countries. First priority will be given to nominees for proposed A.I.D.-supported programs. Course content and length will vary depending on the level and ability of the trainees enrolled. The first course developed might be English for Academic Purposes (EAP) for participants bound for overseas training. This intensive English program (25 hours per week over six to twelve weeks) might be coupled with an intermediate (twelve weeks) course and one advanced (six weeks) course. Subsequent courses could be targeted toward particular development sectors or particular regions of Pakistan.

As a result of the in-country training of ESL teachers, the quality and quantity of English training in the three centers should improve quickly. Short courses given in the NIML (or the Academy for Higher Education) by the ESL specialists could provide up to twenty instructors per class with both intensive (one week) refresher courses and more substantive (four to six week) upgrading programs. In addition to in-country training of language instructors by the ESL specialists, some out-of-country advanced ESL training will be sponsored at the Regional English Language Center in Singapore and possibly in the United States.

c. Institutional Strengthening

As mentioned previously, Pakistani instructors from existing training institutions will be heavily involved in the design, development, implementation, and evaluation

of the in-country training programs. Over time, this method of training trainers (and the fact that training will be conducted at existing institutions) is intended to strengthen the capability of staff at existing local institutions. This effort will be supported by the institutional strengthening work of U.S. long-term and short-term advisors who will work closely with the Training Wing of the Establishment Division and the Management Association of Pakistan to evaluate principal public sector and key private sector training institutions and to develop and implement programs to strengthen a select number of these institutions. Assistance will be provided to these instutitions in the form of in-country and short-term overseas training, limited commodities, and technical advisors.

2. Overseas Training

An important component of this project will be support for overseas training in four general categories: (a) project management, planning, design, implementation, evaluation, and coordination; (b) training in support of proposed priority development projects being considered for A.I.D. support; (c) selected ad hoc technical training in priority development areas jointly determined by A.I.D. and the GOP; and, (d) placement and support of participants sent to the U.S. and third countries under other A.I.D.-financed projects. Overseas training programs will be either short-term (less than 12 months) or long-term (one year or longer) in third countries or in the United States.

a. Third Country Training

The training of Pakistanis in third countries is highly desirable. Such training has the multiple advantages of being more accessible, less expensive than training in the United States and potentially more relevant. There are many training institutions and training courses in Asia which are relevant to Pakistan. The Asian Institute of Management in Manila has a graduate school of business management and also offers short-term training in this area; the Asian Centre for Population and Community Development and the Asian Institute of Technology in Bangkok offer several excellent short courses; and, short-term management courses are available at a wide range of institutions and firms in Singapore. The Technical Cooperation Bureau of the Government of Korea is also available to assist with the programing of trainees from overseas, particularly for persons from the private sector.

In addition to the availability of reputable institutions and established training programs in Asia, third country training offers significant flexibility in obtaining highly appropriate and tailored management programs for public and private sector personnel. The USAID Missions in the Philippines and Indonesia have experienced Training Offices that are available to help develop and backstop training and

observation programs. For example, in Thailand, the Department of Technical and Economic Cooperation (DTEC) works in conjunction with the USAID to arrange training programs for foreign officials.

While third country training programs sponsored under this project will normally be between one and three months in duration, it is planned that a few selected degree programs will be provided to senior and mid-level managers and administrators to increase their professional skills and their awareness of supervisory techniques.

b. United States Training

While the training of Pakistanis in the United States will be an integral part of this project, preference will be given to short-term over long-term or degree training. Many institutions in the U.S. offer short (six weeks to five months) courses for foreign, mid-career management professionals from the public and private sectors and, with careful selection, these programs can be of benefit to Pakistan. Examples of such programs are those offered by the University of Pittsburg's Graduate School of Public and International Affairs and the Advanced Management School at Harvard University. Some U.S. training institutes provide the opportunity for a country to fully book a course which can be tailored to that country's specific requirements.

Degree programs may also be sponsored for selected key Pakistani public and private sector managers. There is no limit to the availability of such programs in the U.S., and the U.S. institution contracted under the project will assist in identifying those study programs that are most appropriate and in placing and supporting participants. Since nearly all U.S. universities with graduate schools of management require applicants to pass the Graduate Management Admission Test, success in this examination will be a major selection criterion.

c. Ad Hoc Training

The project will also finance U.S. and third country training that benefits overall development objectives and is not covered by other A.I.D.-funded projects. This category of training will enable the Mission to prepare for future Mission-funded projects by providing training in advance of project implementation for relevant Pakistani personnel. For example, the U.S. Bureau of Labor Statistics offers a number of applicable courses.

## D. Nomination, Selection and Return of Participants

### 1. Nomination

Nomination of candidates for training under this project may originate from several sources such as the provincial planning and nation-building departments, federal ministries and various private sector organizations. During project design, the following categories of personnel were identified as those most likely to benefit from the training to be financed under this project.

a. Local district and union council staff who, because of their increasing role in local decision-making, tend to be involved directly in all aspects of relatively small development projects;

b. Provincial and federal level executing agency officers of such nation-building departments as Education, Communications and Works, Agriculture, Irrigation, and Local Government and Rural Development;

c. Officers in the Provincial Civil Service and Civil Service of Pakistan who review and sanction development projects;

d. Staff of the various regional development authorities, small industries corporations, and semi-autonomous agencies that encourage small private sector projects;

e. Individuals from small to medium size businesses that have limited access to training opportunities; and,

f. Staff working with trade corporations, chambers of commerce or training institutions in the private sector.

The foregoing is illustrative rather than a complete list of potential candidates or agencies. During project implementation, other categories of personnel in a number of government and private sector institutions may be identified. In all cases, as many women as possible will be included, and special attention will be given to identifying candidates from Baluchistan, NWFP and the Sind.

### 2. Selection Process

Nominations for overseas training from ministries, divisions, and provincial governments are coordinated and approved by EAD in consultation with the Establishment Division and the Cabinet Division, whichever is appropriate

in a particular case. Nominees from the private sector and those from universities proposed by ministries and divisions are approved by EAD.

Nominees from the four provinces are selected primarily by the provincial Planning and Development Departments in consultation with the heads of concerned departments, and their papers are forwarded to EAD for approval and processing. The selection procedure used to be lengthy and sometimes delayed the processing of applications. In the past few years, however, the selection process, particularly for provincial nominees, has been simplified and made more efficient.

3. Bonding and Return

The standard bonding documentation required by the GOP for out-of-country training stipulates that when the participant completes training, he will return to Pakistan and serve the Government of Pakistan for the minimum established periods shown below:

| Level of Training | Minimum Service Period |
|---|---|
| Ph. D. Degree | 5 years |
| Master's Degree | 3 years |
| Diploma/Certificate and/or Short Courses | 3 years |

If a participant fails to serve the GOP for the established period, the participant is required to repay the full amount of the cost of his/her training. All individuals receiving training abroad under this project will be required to execute a service bond in accordance with the current practices of the GOP. In USAID/Pakistan's experience, the participant return rate in Pakistan has been very high. Of over 3,300 participants, sponsored by A.I.D. during the period 1951-1982, the return rate was 99 percent (See Annex H.2).

There are currently no bonding arrangements for non-government staff working with trade corporations, businesses, chambers of commerce or training institutions in the private sector. Nevertheless, all private sector employees who receive training abroad under this project will be required to execute written agreements with their employers, which will be filed with EAD.

E. Training of Women

This project is designed to encourage at least a minimal level of training for women, whether for co-educational courses or for all-female classes and will finance courses to improve the skills of female personnel, especially in areas where there are heavy concentrations of female staff. (Part V. C., Social Soundness Analysis, more fully addresses the subject of women in Pakistan.) To ensure participation by women in project-supported courses, the Project Agreement will include a covenant in which the GOP agrees to establish annual training targets for women and to report on progress in meeting those targets.

# IV. IMPLEMENTATION PLAN

## A. Implementation Schedule

Project activities are scheduled to take place over a period of approximately five years up to March 31, 1988. A proposed implementation schedule is provided in Table 6. An illustrative implementation plan is summarized in narrative form on the following pages and covers the technical assistance, training, commodity procurement and evaluation activities of the project. The three resident long-term U.S. advisors and two Pakistani long-term consultants are expected to begin work in FY 1984. Short-term technical assistance is programmed to occur throughout the life of the project. The majority of the equipment needed for both the management and ESL training programs will be procured in the first year of the project and thereafter as needed. Short-term participant training will begin late in FY 1983 and long-term training in FY 1984. USAID and the Economic Affairs Division (EAD) currently have requests for training that might be financed under this project. Implementation, therefore, can begin prior to the arrival of the long-term advisors. Most of the in-country training courses will be given in project years two through four. The ESL program is scheduled such that the long-term U.S. ESL trainer can begin to teach immediately after the short-term ESL curriculum specialist has developed the outlines of the program. Two evaluations are planned -- one in 1985 and one in 1987.

### ILLUSTRATIVE IMPLEMENTATION PLAN

1983

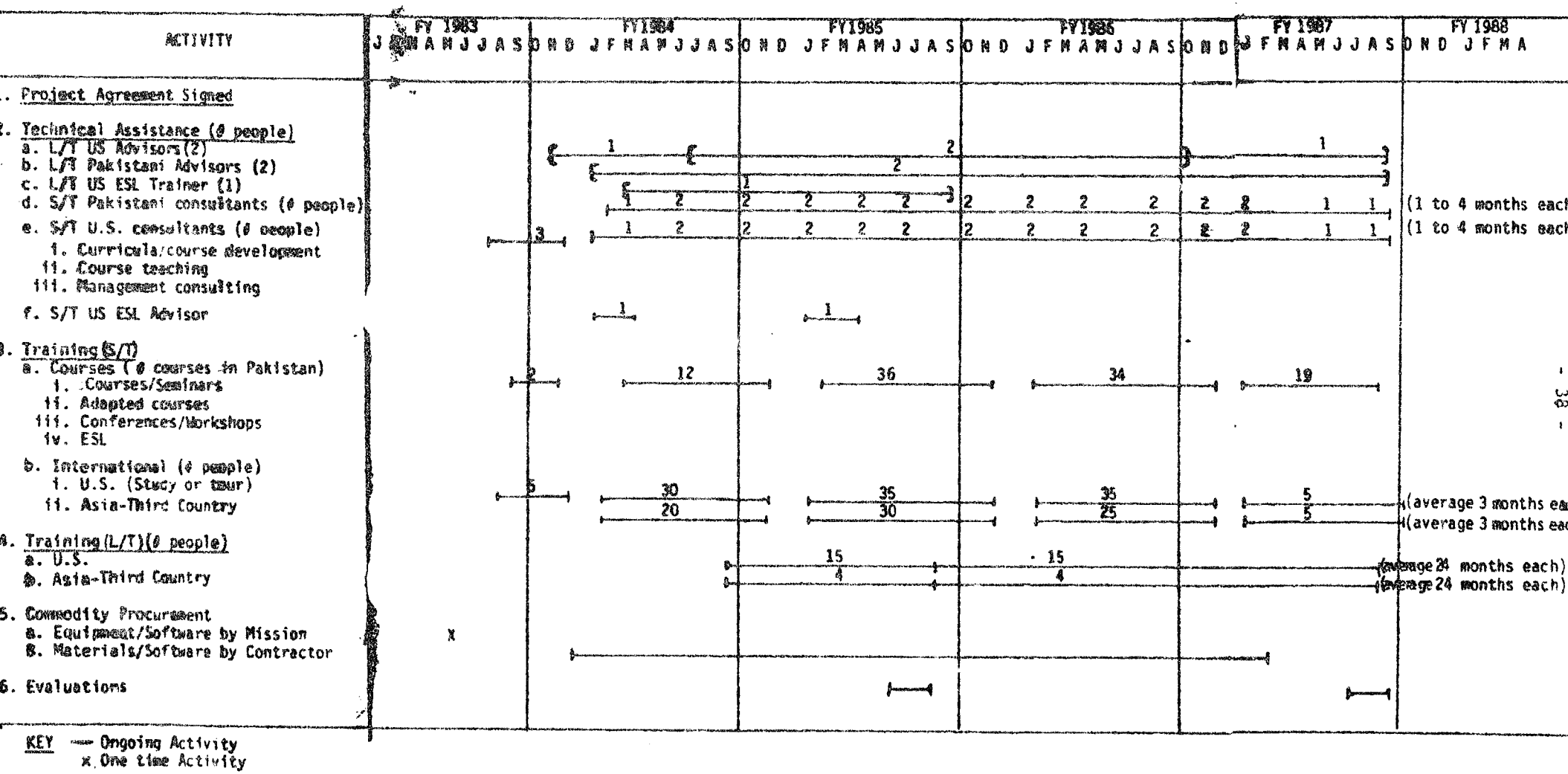
March
- Project Paper is authorized by USAID/Pakistan Mission Director.
- Project Agreement is signed.
- PIO/T and Request for Proposals (RFP) for major technical assistance contract are finalized.

April
- Commerce Business Daily (CBD) notice is published and RFP is issued.
- Project vehicles and household/office furnishings and supplies for long-term advisors are ordered by A.I.D.

May
- USIS assists in drafting ESL equipment list for procurement by A.I.D.
- Group 1 participants for one or more short courses in the U.S. are nominated and selected.

TABLE 6

PROPOSED IMPLEMENTATION SCHEDULE




KEY — Ongoing Activity
x One time Activity

June
- ESL equipment and other training equipment are ordered by A.I.D.
- A.I.D. responds to GOP ministry request for first series (Series A) of in-country short courses and arranges for a pre-designed course to be given by short-term TA.
- Proposals in response to RFP are evaluated and negotiations begin.

August
- Ministries and private sector organizations select 15 participants and process nominations through EAD.
- Technical assistance contract is signed between A.I.D. and U.S. institution.

September
- Group 1 short courses in the U.S., either on an individual or group basis, are arranged by A.I.D. Participants begin departure.
- Arrangements are made with EAD to prepare for arrival of long-term advisors.

October
- Series A short course is given.
- Project vehicles and household/office furnishings and equipment arrive in-country.
- Long-term management training advisor arrives.

December
- Long-term management training advisor meets with priority sector government offices and takes field trips.
- Short-term TA is identified and requested to develop and present next series of in-country courses (Series B) and make institutional assessments.
- Long-term management training advisor begins process of recruitment of 2 Pakistani long-term consultants.

<u>1984</u>

January
- Short-term ESL advisor arrives to work on course curricula and design.
- Long-term management training advisor hires two L/T Pakistani advisors.
- Short-term TA arrives to work with major training institutions to revise and plan for training needs and prepares reports for future use.
- Short-term TA arrives to adapt/design second series of courses (Series B).

February - A.I.D.-procured ESL and training equipment arrive in-country.
- Group 2 participants for long-term training in the U.S. beginning in August 1984 are nominated and selected.
- Pakistani consultant staff accompany long-term advisor on focused field trips (NWFP and Baluchistan).

March - ESL long-term advisor arrives to review course curricula and begin teaching.
- Series B courses are given.

April - ESL short-term consultant leaves.
- First tranche of training equipment to be procured by contract institution is ordered.
- Group 3 participants are selected for short courses/study tou in U.S. and/or third countries.

May - Group 2 participants requiring language training for long-term training beginning in August 1984 begin a 12-week intensive ESL training program in existing language institutes.

July - ESL long-term advisor travels to NWFP to give 12-week course for ESL trainers.
- Group 3 participants begin departures for courses/study tours in U.S. and/or third countries.
- Long-term management training institution advisor arrives.
- Long-term management training institution advisor visits local training institutions and makes field trips (NWFP and Baluchistan).
- Long-term management training advisor and institutional advisor review goals and present EAD and A.I.D. with plans for next twelve months for priority sectors and for major institutions.
- Short-term TA is identified by home institutions to give next series of in-country courses (Series C) in Fall 1984.

August - Group 2 participants leave for long-term training in the U.S.
- Long-term advisors continue to work with Pakistani staff and make field trips and shape plans with officials and with institutions (NWFP and Baluchistan).
- Short-term local TA is contracted to help with institution management.

September- Short-term local TA is contracted to prepare next series of courses (Series D) that was agreed to in goal plan (e.g., a one week conference for training institutions).
- First project evaluation is conducted.
- Short-term TA arrives to begin work on Series C courses.

October - Group 4 participants for short courses in the U.S. and/or third countries are nominated by EAD and private sector organizations (e.g., training in business organization or financial management).
- Series C courses are given.

November - ESL long-term advisor travels to Baluchistan to give 12-week course for ESL trainers.
- Short-term TA for specific priority courses in Spring 1985 is identified and arrives.
- Short-term TA for specific in-country priority courses (Series D) and institution needs in Spring 1985 arrives.

December - First tranche of contractor-procured equipment arrives in-country.

1985

January - Group 4 participants begin departures for short courses in the U.S. and/or third countries.
- Series D courses are given (e.g., a one week conference for training institutions).

February - Group 5 participants are nominated and selected for long-term training in the U.S. and/or third countries.

May - Group 5 participants requiring language training for long-term training begin intensive 12-week language training.
- Group 6 participants for short courses in the U.S. and/or third countries are nominated.

July - Long-term institutional advisor presents further institution plans to EAD and A.I.D. Agreement on major needs and institutions is reached.

August - Group 5 participants depart for the U.S. and/or third countries for long-term training.
- Group 6 participants depart for the U.S. and/or third countries for short-term training.
- ESL long-term advisor leaves. Those trained by him continue to teach.

1986-87

- TA continues.
- Selection, development, presentation and modification of priority in-country courses continues.
- Institution plans and design assistance continue.
- Selection and placement of participants for short-term courses in the U.S. and third countries continue.
- Long-term management training institution advisor departs Pakistan in October 1986.
- Final project evaluation is conducted in July 1987.
- Long-term U.S. management training advisor and two Pakistani long-term advisors complete their work in September 1987.

1988

March - Project Activity Completion Date (PACD).

B. Administrative and Monitoring Arrangements

1. Government of Pakistan

The Economic Affairs Division (EAD) will be the lead coordinating agency within the GOP and will coordinate with other GOP units responsible for planning, managing, and implementing social and economic development programs. It and USAID have collaborated in the training area for some thirty years. EAD normally processes all candidates for donor-financed overseas training from all agencies and receives annual training plans from all ministries and provincial governments. Its present role also includes helping to secure nominations and financing for training, obtaining required approvals, working with donor representatives, and providing pre-departure assistance to candidates (medical, passport, travel, briefing and some evaluation).

In addition, the Establishment Division's Training Wing will be a major GOP agency working with EAD in the implementation of this project. The Training Wing will be involved because it has authority over the major training institutions such as NIPA, PARD and the Civil Service Academy. It also periodically surveys each Federal agency to determine its in-country and overseas training needs. It will work closely with the federal and provincial departments to expedite the processing of candidates to attend in-country training sessions.

As the principal coordinating agency for this project, most training support will be provided by EAD. As well as coordinating overseas training, it will also make arrangements for all initial contacts between the project-financed long-term advisors and GOP agencies at all levels. Specifically, EAD will:

a. prepare draft PIO/P and bio-data with the assistance of USAID/Pakistan;

b. continue to handle transcripts and other documents; and,

c. be a major contact for participants while in training.

The Training Wing of the Establishment Division will work with EAD in the following areas:

a. assist to select the types of long-term and short-term training relevant to agency needs;

b. arrange for initial contacts between USAID, the long-term advisors, and the training institutions;

c. elicit nominations and process candidates for in-country training; and,

d. support EAD in other institution-related matters.

EAD is fully capable of implementing this project and performing these administrative activities in conjunction with the Training Wing.

2. A.I.D.

The Training Office in USAID will assume overall management and coordinating responsibility within the Mission to monitor, oversee and provide minimum logistical support for this project. Until a contract institution is selected, the Training Office will process all nominations for training in the U.S. and third countries. After signing the Project Agreement, the Training Office also will arrange for any necessary short-term U.S. technical assistance in FY 1983 and any initial implementation activities.

The Training Office in the Mission is normally responsible for the coordination of all training components in various Mission projects, and, on a daily basis, advises Mission Offices on the types of training that might be appropriate;

monitors training programs to avoid duplication in training efforts; channels information on relevant training opportunities in the U.S. to the Mission Offices; and, processes all of the participants being trained under the various projects. Under this project, the mandate of the Training Office will expand to include the role of coordinator and facilitator between the long and short-term advisors on the one hand and other Mission Offices utilizing this project's training and support services on the other hand. The Training Office will serve as the main A.I.D. contact for the advisors, and all Mission sectoral divisions' requests for training under this project will be routed through the Training Office. Once the contract staff arrive, the Training Office will assist the advisors to prepare preliminary documents and to finalize the processing of candidates in the management and administration training elements of the project. The ongoing liaison responsibilities of the Training Office will be extremely important. The Mission will also continue to provide logistical support (telex facilities and the like) for the contractor. To help meet these extra workload requirements, i.e., those of this project as well as those associated with the Mission's other projects, one U.S. direct hire employee and two Pakistani professionals have been added to the Training Office staff. In addition, AID/W S&T/IT will continue to provide the USAID Mission with information on training opportunities and backstopping. This information will be made available to the contractor where relevant to the project.

3. Contractor Personnel

The long-term advisors will be based in Islamabad. The management training advisor will serve as team leader and, in this capacity, will be responsible for overall coordination with EAD and the Establishment Division to plan, design and oversee all aspects of the project. His scope of work will include the following activities:

a. Make suggestions for courses and technical assistance and process necessary documents such as PIO/Ps with the Training Office's assistance;

b. Recommend specific courses and obtain appropriate concurrence from EAD and/or the Establishment Division. Develop an evaluation plan for courses and make all logistics arrangements for the courses including facility and staff arrangements and the payment of bills;

c. Supervise long-term Pakistani specialists, the long-term ESL advisor, the long-term management training institution advisor, and all short-term consultants.

d. Work with his home institution which will arrange for all technical assistance and commodities, provide appropriate and relevant information on training, and process and provide all travel, briefing and other arrangements for consultants.

e. Arrange for necessary office space and logistics support for the Pakistani specialists.

f. In close coordination with EAD, meet with the private sector to identify course needs and arrange participant training that might be designed for the private sector.

The long-term management training institution advisor will provide support to the team leader in carrying out all his duties and specifically those tasks that relate to training institutions and to the private sector course development. As the project progresses, this advisor will perform the following administrative functions:

a. Through EAD and the Establishment Division, as the case may be, coordinate with the training institutions in both the public and private sectors, and make course and staff suggestions to the project staff and to the institutions; and,

b. Work with the two Pakistani long-term advisors on all activities related to local training institutions and the private sector.

The two Pakistani long-term advisors will coordinate and provide support for all activities in the provinces. Their responsibilities will vary from logistical details to major tasks such as making all arrangements for courses to be given or drafting requests for various ministries. They will work with provincial Chief Secretaries and Additional Chief Secretaries and will assist to implement the project in the provinces by processing data; preparing and expediting nominations and course arrangements; making all arrangements for interviews and other data-gathering activities; analyzing data; and, making recommendations and suggestions to the contract team leader on matters relating to the provinces for which they will assume responsibility.

In addition to providing training services in management, planning, and administration, the contractor may be requested to make other short and long-term participant placements in the U.S. and other countries, and to provide all necessary maintenance and support to those participants.

C. Procurement Plan

1. Technical Assistance

Because of the wide range of training needs across sectors and the varying training approaches that will be followed under the project, a substantial amount of technical assistance will be required in training needs assessment, curriculum review and development, course and institutional design and materials development, and the initial presentation of courses. With the possible exception of a limited amount of short-term technical assistance in FY 1983 (for any courses given in-country prior to the execution of the long-term institutional contract), all long-term and short-term technical assistance under this project will be provided by one private firm or university, selected in accordance with A.I.D. competitive procurement procedures, under a direct A.I.D. contract.

In addition to procuring a limited amount of project commodities (see Section C.2.) and providing support and advisory services related to the identification of and placement of Pakistani participants in appropriate overseas training programs, the contract institution will be expected to provide, either from its own staff or through sub-contracts, the following long-term and short-term personnel to assist the GOP and USAID/Pakistan implement the project:

a. Long-Term Advisors:

i. U.S. Management Training Advisor (also Team Leader) for 46 person-months

ii. U.S. Management Training Institution Advisor for 28 person-months

iii. U.S. ESL Trainer for 18 person-months

iv. Pakistani Training Advisor (NWFP and Punjab) for 44 person-months

v. Pakistani Training Advisor (Baluchistan and Sind) for 44 person-months

b. Short-Term Consultants

i. ESL Curriculum Specialist for 6 person-months

ii. Up to a total of 150 person-months of short-term U.S. and Pakistan specialists in such areas as training of trainers, management training, supervisory skills training,

curriculum development, materials development, and instructional systems design. (If an average of 3 months per consultancy is assumed, some 50 short-term consultants might provide assistance over the life of the project).

The U.S. private firm or university will provide backup support for the project in identifying, hiring and logistically supporting teams of short-term specialists; by retaining the services of U.S. training institutions whose existing courses can be adapted and presented in Pakistan; and, by selecting, purchasing and shipping training packages (hardware/software), training delivery equipment, training materials, and publications. This U.S. institution will also develop and advise the resident team leader of appropriate short-term courses and academic programs in management at U.S. and other overseas institutions and provide placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

The management training advisor will work closely with EAD, the Training Wing of the Establishment Division, ministries and provincial departments and offices, and private sector organizations to identify public and private sector training needs and the nature of the technical assistance required to design and conduct appropriate courses, workshops, conferences, and seminars to meet these needs. As the technical assistance team leader, this advisor will assume overall responsibility for the design, development, implementation, and evaluation of all training activities conducted under this project. This long-term advisor will also coordinate overseas training in third countries and the U.S., in cooperation with EAD and the USAID/Pakistan Training Office.

The management training institution specialist will work closely with the Training Wing in the Establishment Division and the Management Association of Pakistan to evaluate principal public and selected private sector training institutions and define and implement programs to strengthen these institutions.

The long-term resident U.S. MA level ESL instructor will teach courses for eighteen months to trainees and participant candidates and ESL instructors, first in Islamabad and then in both the NWFP and Baluchistan. The advisor's responsibility will also include assisting the staffs in each province to properly install, utilize and maintain the new teaching equipment which will be procured under the project for the ESL program. The long-term advisor will be preceded by a short-term ESL specialist who will provide assistance in needs assessment, curriculum design, and faculty supervision. This short-term advisor will initially prepare a curriculum suited to student

needs at several proficiency levels and a methodology and curricula for the Pakistani language instructors. The long-term advisor will ensure the application of the new methodology and design.

The contract institution will hire two long-term Pakistani professional management training advisors with practical training experience (especially in training of trainers), and expertise in curriculum and materials development, for approximately 44 months each to develop, coordinate and provide logistical support for management training programs and institutional strengthening activities in the provinces. Both advisors will be stationed in Islamabad, but one will work primarily on NWFP and Punjab programs and the other will work primarily on Baluchistan and Sind programs. In addition to scheduling and planning courses, these advisors will be responsible for the continuous monitoring and evaluation of the training and institutional strengthening activities in their respective provinces under the project.

A total of 150 person-months (approximately 80 months of U.S. advisors and approximately 70 months of Pakistani consultants and/or trainers) will be provided to design and implement in-country courses identified by the long-term advisors and to provide support to training institutions. (For example, should it be found that the NWFP has a dearth of personnel versed in project financial practices, a specially tailored course would be developed and conducted in Pakistan utilizing in-country facilities such as the Institute of Cost and Management Accountants.) There may also be a need for some short-term advisors to help the GOP to resolve specific operational bottlenecks.

The management training advisor/team leader will be a permanent and direct employee of the U.S. contract institution. The long-term U.S. management training institution advisor may be sub-contracted by the U.S. institution as will be the case for the long-term Pakistani management trainers. Requests for short-term U.S. technical advisors, which will be communicated through EAD, will be met by the contract institution which will identify, hire and logistically support all short-term consultants. Instructors and other professionals from participating Pakistani training institutions will be seconded or hired by the U.S. contract institution to work with U.S. advisors to design and conduct courses.

Table 7 provides a summary of the proposed technical assistance plan. In addition to the above personnel, funds will be provided to enable the contract institution to hire one Pakistani administrative assistant, three local drivers, and up to five local secretaries.

TABLE 7

PROPOSED TECHNICAL ASSISTANCE PLAN

(in person-months and number of consultants)

| | FY 1983 | | FY 1984 | | FY 1985 | | FY 1986 | | FY 1987 | | ALL YEARS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PM | No. of Consul-tants | PM | No.of Consul-tants | PM | No.of Consul-tants | PM | No.of Consul-tants | PM | No.of Consul-tants | PM | No.of Consul-tants |
| A. Short-Term | | | | | | | | | | | | |
| 1.PSC | 8 | 3 | - | - | - | - | - | - | - | - | 8 | 3 |
| 2.U.S. Contract Institution: | | | | | | | | | | | | |
| a.U.S.Consultants | - | - | 24 | 7 | 22 | 8 | 20 | 6 | 12 | 4 | 78 | 25 |
| b.Pakistani Consultants | - | - | 8 | 3 | 20 | 7 | 22 | 7 | 20 | 6 | 70 | 23 |
| Total | 8 | 3 | 32 | 10 | 42 | 15 | 42 | 13 | 32 | 10 | 156 | 51 |
| B. Long-Term (All from U.S.Contract Institution) | | | | | | | | | | | | |
| 1.Management Training Advisor | - | - | 12 | 1 | 12 | 1 | 12 | 1 | 10 | 1 | 46 | 1 |
| 2.Management Training Institutional Advisor | - | - | 3 | 1 | 12 | 1 | 12 | 1 | 1 | 1 | 28 | 1 |
| 3.ESL Training Advisor | - | - | 6 | 1 | 12 | 1 | - | - | - | - | 18 | 1 |
| 4.Pakistani Training Specialists(2) | - | - | 18 | 2 | 24 | 2 | 24 | 2 | 22 | 2 | 88 | 2 |
| Total | - | - | 39 | 5 | 60 | 5 | 48 | 4 | 33 | 4 | 180 | 5 |

2. Commodities

The commodities to be procured under this project fall into four major categories : (a) project vehicles; (b) household and office furniture, equipment, and supplies for the long-term U.S. advisors; (c) equipment for the ESL training program component; and, (d) audio-visual equipment, curriculum materials, and consumables for in-country management courses. The three project vehicles (see Annex F.2.) and household furniture and equipment for the three long-term U.S. advisors as well as office furniture and equipment for all five long-term advisors and their administrative support staff will be procured directly by USAID/Pakistan as soon as possible after the Project Agreement is signed. The major equipment for the ESL training component (cassette duplicators, portable cassette players, overhead projectors, and the like) will be procured by the Mission with the assistance of SER/COM, AID/Washington. The U.S. Information Service (USIS) in Islamabad will assist the Mission to prepare the list of equipment to be procured, based on its expertise and knowledge of basic language laboratory equipment. The U.S. contractor will be responsible for procuring the remaining training supplies for the ESL component (resource books and other consumable materials) as well as all the training equipment and materials for the in-country management training and institutional strengthening component (such as overhead projectors, screens, resource materials, and other audio-visual and curricula materials). (See Annex H.1.)

With the exception of the project vehicles, which will be procured from Japan and for which a source/origin/nationality waiver request has been prepared (See Annex F.2), all commodities to be procured under this project will have their source and origin in either the U.S. or Pakistan.

D. Evaluation Plan

In addition to two formal project evaluations, monitoring and data collection activities are planned to occur throughout the life of the project to generate information as to the progress of the project as well as to provide baseline and impact data to be examined during the formal evaluations.

1. Monitoring Activity

This will be an on-going process carried out by both A.I.D. and GOP project managers as well as the long-term U.S. management training advisor/team leader to provide information on how the project is progressing in terms of the timely identification and processing of candidates for training, levels and types of training required, optimum duration and

content of training courses, and the mix of GOP and private sector training candidates. This information will be available on a continuous basis as candidates and training courses are identified.

2. Data Collection Activity

This activity, which will be conducted in two phases, will also be undertaken by A.I.D. project staff in collaboration with GOP project staff and the resident staff of the U.S. contract institution. Phase one data will include, by illustration, the numbers of academic and non-academic personnel trained, male/female ratios, training course content and duration for in-country, third country, and U.S. training programs, needs assessment of selected in-country management training institutions, GOP/private sector/university ratios, and sectoral representation of trainees. The second phase will deal with post-training follow-up and will include, by illustration, such data as the trainees' perception of training course content and applicability, levels of accomplishment during training, appropriateness of post-training assignment, levels of employee retention and advancement,and the extent of application of skills and knowledge gained in the performance of the trainee's job.

3. Evaluation

Formal evaluations will focus on key elements of the project, including, but not limited, to :

a. the quality of technical assistance;

b. the quality and relevance to project objectives of courses and training curricula designed and developed under the project;

c. the quality of placement and support services provided to participants sent to the U.S. and third countries under other A.I.D.-financed projects;

d. the extent of retention and utilization of acquired skills and knowledge by trained personnel;

e. the level of response to the training opportunities in the public and private sectors;

f. the quality and impact of training on the planning, management, implementation and evaluation functions of GOP departments/ministries and private sector organizations; and,

g. the appropriateness and effectiveness of the project design.

An in-depth mid-project evaluation in FY 1985 (tentatively scheduled for July) will include expertise from AID/W and outside contractors. It will measure progress towards achievement of project purpose and goals. The validity of the project's design will be tested based on implementation experience, data collection activities, and monitoring information. If needed, changes in the implementation strategy and/or the project's design will be undertaken.

A terminal evaluation in FY 1987 (tentatively scheduled for July) will also include expertise from AID/W and outside contractors. The terminal evaluation will measure the extent to which the project's purpose and goals have been achieved using planned targets, materials developed during data collection activities, and monitoring information, as points of reference.

## V. PROJECT ANALYSES

### A. Technical Analysis

The design of the Development Support Training Project is based upon proven concepts and procedures of providing training for individuals from developing countries. Training provided in the U.S., host countries, and other countries where relevant training is available, has a long track record of success with both A.I.D. and other donors. The widespread use of training in donors' development programs during the post World War II period has created a broad base of knowledge about how to most effectively develop and implement training programs. A.I.D. has learned what types of training and programs are most effective and has also identified many of the problem areas and pitfalls to be avoided in training programs.

A.I.D. has had a great deal of experience with training in Pakistan. Since 1951, USAID/Pakistan has funded training outside of Pakistan for Pakistanis from all levels of government, universities and the private sector. Many of these individuals are currently in senior positions in their fields. In-country training has also been a major part of the Mission's programs over the years, and considerable numbers of people have been trained under A.I.D. projects. A major assessment of A.I.D.'s programs in Pakistan ("A Review of United States Development Assistance to Pakistan, 1952-1980") concluded that the training programs developed by USAID/Pakistan have been quality programs with considerable impact on the development of the country. The success of A.I.D. and the GOP working together to provide these quality programs for Pakistan has been based on a number of factors.

The widespread use of English in Pakistan was a significant asset, allowing a large number of U.S. technicians to effectively participate in presenting in-country training programs and enabling large numbers of Pakistanis to attend English medium training programs in the U.S. and in other Asian countries. However, language problems for Pakistanis, while mitigated by the widespread use of English in Pakistan, are still of sufficient importance to warrant specific emphasis in this project.

Pakistan has an extensive network of both public and private educational institutions that have been used in the past in training programs. While many of these institutions need to be strengthened, as indicated in Section II and Annex H.4., the existing educational framework for providing in-country training is considerably stronger than that in many other countries in which A.I.D. conducts training.

Another factor which contributed to A.I.D.'s successful programs in the past, is that the GOP has been very supportive of A.I.D.'s programs, both in terms of policy and institutional support. The GOP has recognized the need for training programs and has encouraged and promoted training both in Pakistan and the U.S. Indeed, due to the high quality of U.S. training programs and the use of English as a teaching medium, the majority of overseas training funded by other (i.e., non-U.S.G) donors has been in the United States. GOP institutional support for donor assistance, including A.I.D., is primarily through the Economic Affairs Division of the Ministry of Finance, Planning and Economic Affairs, an organization which has the technical know-how and competence to support this project.

Based on the foregoing, the Mission is confident that this project will be well received and effectively implemented. Nonetheless, one potential implementation problem, which the PP has taken into account, is the feasibility of more closely "tailoring" courses in the U.S. and Pakistan to meet the specific management, administrative, or other planning needs of individual Pakistanis, as contrasted with simply enrolling Pakistanis in U.S. university courses which appear to be relevant to GOP needs. This project will seek to more closely align Pakistani training needs with appropriate types of training. This close alignment of courses with needs can only be done through a "hands-on" approach to the placement of people and the "tailoring" of courses and curricula to provide training specific to the operational needs of the organizations involved and the individuals requiring the training. This hands-on approach and tailoring of training is feasible because of the technical assistance which will be provided under the project. The inclusion of technical assistance in this project to focus on providing Pakistan-specific training in management, administration, planning, and related areas and to place and support participants sent to the U.S. and third countries under other A.I.D.-financed projects will provide more effective and relevant training than would otherwise be possible.

In summary, the technologies to be employed under this project are either already in use or are those which have been proven to be effective in other countries, are readily transferable and adaptable to the conditions in Pakistan, and, with the technical assistance which will be provided, can be readily adopted by Pakistani personnel. Language problems, though not to be underrated, are less serious than in most countries, and will be effectively addressed through the English language training component. Appropriate training institutions are available in the U.S., Pakistan, and other countries. This project is therefore judged to be technically feasible and sound.

B. Administrative Analysis

1. Introduction

The particular foci of this project, namely, the careful "tailoring" of managerial and administrative courses to meet GOP needs, the inclusion of the private sector, the support of participants under other A.I.D.-financed projects, and the emphasis on relatively less developed areas of Pakistan -- differentiate this project from the typical "umbrella" training project. These foci, however, also make it extremely important to carefully consider the administrative aspects of the project. The particular mix of technical assistance and training in this project with emphasis on Pakistan-specific courses, will require a great deal of collaboration and cooperation among A.I.D., the GOP, the technical assistance contractor, local and overseas training institutions, and recipient Pakistani organizations.

Priorities will be established to assure that maximum impact is attained. One criterion for priority selection will be based on the identification of those sectors and departments that are the most deficient in project design and management capacity and which are to be major implementing entities of activities proposed for A.I.D. support. Other criteria will relate to the receptivity and desire of various organizations for training, the geographic location of the organizations or individuals, the organizational level of the entities, the potential for involving women in the proposed training programs, and the potential of the specific training activity to significantly impact on improving management, administration, planning or implementation.

2. Government Agencies

At the federal level, the Economic Affairs Division (EAD) in the Ministry of Finance, Planning Affairs, administers and coordinates with other GOP units the planning, management and implementation of economic development assistance. Its influence extends to the provincial level where the Planning and Development and Services and General Administration Departments are responsible for provincial activities and civil service cadres. EAD also is responsible for training programs, and during the past thirty years of association with A.I.D. has proven to be very capable in managing and directing training programs. It has in place a system that can be used to establish training priorities and needs at the federal and provincial levels for in-country training and for overseas training. This existing system will enable each federal ministry and the provincial governments to work with the technical advisors to survey training needs

which would then form the basis for establishing an overall management training strategy as well as for identifying specific course needs.

Federal coordination with the provinces is accomplished through the provincial Planning and Development (P&D) Departments and the Services and General Administration Departments. The Services and General Administration Departments coordinate in-country training with each provincial line department, while P&D coordinates the nomination of provincial level officials for overseas training. Such nominations are in turn processed at the federal level by EAD which, therefore, is well placed to coordinate this project. It has a proven track record of experience and performance.

All training institutions which conduct management training for individuals under the purview of this project are accessible through EAD and the Establishment Division. Entry level training is provided by the Civil Service Academy in Lahore. Lower and mid-management training, primarily aimed at rural administration, is conducted at the Pakistan Academy for Rural Development (PARD). General management training and specific management skills courses for mid-management officials are offered at the National Institutes of Public Administration (NIPA) in Lahore and Karachi.

Senior level management training is conducted at the Administrative Staff College and the National Defense College. While the primary clientele comes from the federal civil service, provincial level officers and private sector people also attend many of the courses. Each of these institutions can be used as a physical site and professional resource for courses funded and arranged through this project.

The federal and provincial governments are expected to make trainees available to participate in courses under this project without serious difficulties. A recently implemented policy now links attendance at the Administrative Staff College to promotion from grade 20 to 21 and attendance at the National Defense College to promotion from Joint Secretary to Secretary. A similar linkage between participation in management training and promotion is currently being considered under which participation at NIPA mid-level management training will be required for promotion from grade 19 to 20. Lower level training is also expected to receive full government support.

Despite continued GOP emphasis and financial commitment to training, a number of issues hamper the effectiveness of such efforts. Many GOP employees who were sent to the U.S. for advanced degrees in public administration and

related disciplines in the 1960's have left their positions and have moved either to other government departments, the private sector, or have found employment in other countries. A contributing factor to this phenomenon is the relatively low salary structure at these institutions when compared to salaries these individuals could command elsewhere. Thus, staff morale is frequently low, and the motivation to excel understandably tends to dissipate over time. The GOP is attempting to deal with this problem, within the constraints of the personnel system, but unless significant improvements in salary and other financial incentives are instituted, this problem will not be fully resolved.

A second problem area is that most departments and administrators are not training-oriented. Attendance at in-country training courses has not been viewed as an opportunity to prepare for increased responsibilities and as a stepping stone for promotion to a higher grade since in-country training has not to date facilitated career advancement. Many officers therefore are reluctant to participate in training programs.

This project will help to address this negative attitude by strengthening the quality and capacity of training institutions in Pakistan and improving their reputations and hence their attractiveness. The GOP also is increasing the incentive for training by relating it to promotion to certain levels.

It is not expected that there will be a serious problem in terms of the GOP releasing personnel for training under this project. The overall number of people to be trained does not represent a significant increase over current training levels funded by donors and therefore will not constitute a drain on GOP manpower resources. (In 1981, for example, other donors funded approximately 650 participants for training outside of Pakistan; under this project, an average of 20 to 30 participants outside of Pakistan will be supported each year.) In some of the smaller organizations for which this project will provide training, e.g., provincial Planning and Development Departments, there could be some difficulties when an in-country course is taught to a large number of people from the organization. This potential problem will be avoided by the selective involvement of personnel and the timing of courses to permit required government work to continue without office shutdowns. Providing local courses in each of the provinces also will facilitate the achievement of this objective.

It should also be noted that the very nature of this project--training in administration, planning and management -- is intended over the life of the project to improve the absorptive capacity in the organizations receiving training. Other A.I.D.-funded projects dealing with GOP organizations that also receive training under this project will also benefit from an increased absorptive capacity in the organizations with which they deal.

3. Training Institutions

a. Pakistani Training Institutions

Training has continued to be a priority of the GOP, as is reflected by the proliferation of training institutions within various ministries and departments The continuing GOP concern for staff development was underscored in the decision to open a third NIPA in the NWFP starting in April 1982. A fourth NIPA in Baluchistan is planned in the near future. Despite GOP commitment, however, various GOP and public sector training programs are hampered by institutional weaknesses. Inadequately trained instructors, difficulties in attracting and retaining sufficient numbers of professional and well-qualified staff, weak curricula, and inadequate or outdated teaching materials are some of the major problems which the institutions face. Various mechanisms, such as assigning regular civil service officers with appropriate backgrounds to these institutions, rather than making random faculty assignments, are being explored to strengthen the resource base needed to deliver high quality management training.

This project will address many of the weaknesses of selected training institutions in Pakistan through technical assistance and limited amounts of commodities (books, journals, training aids, and the like). The technical assistance is not aimed at fundamental institutional-strengthening efforts (though there will undoubtedly be long-term benefits which will be generated from the project). Instead, the technical assistance, as indicated previously, will focus on assisting the institutions to present operationally useful courses, revise training curricula to be used for courses, identify trainees to be funded under this project, and upgrade the training of a limited number of instructional staff, such as those at PARD, who will be providing some of the training under this project. Discussions with and assessments of a wide variety of educational institutions in Pakistan, both in the public and private sector, indicate that there is a considerable

number of institutions that already possess the capability to collaborate in presenting the courses to be funded under this project, and they will be able to benefit substantially from this project.

Technical assistance will also be provided to improve the ESL capabilities of some of the institutions now providing English language training and to establishing an intensive ESL program. USAID/Pakistan has had only limited experience with these institutions, but the most recent experience, with the National Institute of Modern Languages, was very positive and provided evidence of its ability to successfully work with this project.

b. Third Country Training Institutions

A.I.D. has had considerable experience with third country training, including several of the schools that will provide training for participants under this project and which use English as a teaching medium. The Asian Institute of Technology in Bangkok and the Asian Institute of Management in Manila, for example, were established with A.I.D. assistance and have effectively provided training to numerous A.I.D.-funded participants. The mechanisms for sending Pakistani participants are already established in many of these institutions, and no serious problems are expected in this regard. One minor administrative problem related to short-term training in third countries is the necessary provision of health insurance for participants. The Mission is currently exploring options for such insurance and will establish the necessary coverage before sending out any participants.

c. U.S. Training Institutions

Many appropriate and established institutions are available in the U.S. for management, administration, planning, and related training for Pakistani participants. However, under the project, courses for both short-term and long-term training will be carefully selected. A number of institutions (e.g., the U.S. Department of Agriculture, Harvard University, the University of Pittsburgh, and the University of Connecticut) already have courses that are highly tailored to the needs of students from the developing world; other institutions have courses that may be further tailored for Pakistani participants or designed solely for a group of Pakistanis.

The careful matching of U.S. institutions and Pakistani needs will be facilitated by the U.S. contract institution. Proper selection of the U.S. contractor will be absolutely essential to assure that the institution has the administrative and technical competence to handle this important

aspect of the project. A.I.D.'s experience in the past with U.S. contractors who have performed similar types of training activities and discussions with public administration consultants and S&T/IT employees, provide ample evidence that U.S. contractors with this type of capability are available.

In summary, this project will be implemented by existing government agencies following established procedures. A sufficient number of qualified staff is available in each implementing agency, and they will be strengthened by the technical assistance and training provided under the project. In addition, the proposed roles and responsibilities of the U.S. contract institution under the project will facilitate the coordination and administration of all training activities under the project. The project is therefore judged to be administratively feasible and sound.

C. Social Soundness Analysis

1. Socio-Cultural Feasibility

The socio-cultural feasibility of a project addresses the question as to whether the project is compatible with the socio-cultural environment into which it is introduced. In the case of the Development Support Training Project, it is clear that: (a) the project fits well into existing modes of operation, institutions, and values; (b) there are important precedents for project activities within the cultural and administrative traditions of the entities affected; (c) no disruption of the socio-cultural environment may be expected to result from project activities; and, (d) the activities of the project are consistent with the goals of the individuals concerned and the institutions in which they are employed.

Administrative patterns in Pakistan derive from institutions developed by the Mughal emperors. British colonial rule tended, in the main, to perpetuate these patterns from which were inherited a strong tradition of civil administration and a small trained cadre of senior civil servants. These men, trained as administrative generalists, provided a stable core for both federal and provincial Governments.

The orientation of administrative activities, especially in rural areas, was, until 1945, that of "caretaker", with preservation of law and order and the collection of land revenues as major functions. After 1945, with the shift to development-oriented activities in the country, district administrators acquired the new duty of implementing development programs in addition to the functions that they

traditionally exercised. The key functional units of administration in Pakistan are its 64 districts. As the rate of investment in development grows, the more strain there will be upon existing manpower and organizations at all levels of administration. In the decades since Independence, the increasing functions of government in development-related activities have required increasing numbers of competent staff, and the specialization demanded by technically complex projects has required the hiring of persons skilled in particular professions who can complement the traditional administrative generalists.

2. The Current Situation

The Government of Pakistan is addressing a variety of development constraints in the economy. For example, intensive efforts are underway to develop more rational and effective development planning procedures, with significant personnel and institutional changes and preparation of completely revised development plans. Greater emphasis is being placed on provincial needs, rural development, and social services, and less on large infrastructure, long gestation projects. Under the new $1.625 billion U.S. assistance package, USAID/Pakistan will be assisting the GOP in several sectors, including agriculture, rural development, health, energy and population planning, in a manner designed to produce synergistic effects leading to more rapid and effective development over the next few years. Within this complex of activities, the Development Support Training Project is intended to play an important role in providing vitally needed managerial expertise and a limited number of technical personnel for implementing development activities, in both the public and private sectors and in placing and supporting participants financed under all the projects in the package.

As projects are implemented in increasing numbers within each province, professionals from these areas will require development-related skills; and, in a society where the seclusion of women is common, and women are needed to manage and implement programs oriented toward the improvement of women's status, more women must be trained for leadership roles within the bureaucracy and in the private sector.

4. Cultural Obstacles

In previous years, few if any cultural obstacles have been experienced in implementing training projects in Pakistan. Within organizations participating in this project, there is, perhaps, some potential for rivalry over selection of candidates. Since selection criteria are defined by upper levels of bureaucratic hierarchies,

however, there would seem to be little chance for such rivalries to disrupt or adversely affect the functioning of those organizations or this project.

5. Multiplier Effects of the Project

Most of the former participants under A.I.D.-financed projects have returned to their parent organizations, either to the same or to more responsible assignments. The effects of their enhanced capabilities, while not quantitatively measurable, have been reported from several sources. Improved courses at GOP training institutions, such as the National Institute of Public Administration, Pakistan Administrative Staff College, and the Pakistan Academy for Rural Development are the direct result of the application of ideas and techniques developed by staff members who received overseas training in public administration under the A.I.D.-financed Government Administrative Staff Improvement (GASI) Project and earlier projects. The creation of an Education Research Cell in the Bureau of Education Planning in the Federal Ministry of Education stemmed from the innovative activities of several U.S.-trained Pakistani educators. In addition, numerous returnees from American University (Beirut) training programs have significantly enhanced the performance of their parent organizations in a variety of fields.

In a project of this type, significant spread effects are likely to be seen in a variety of institutions involved with A.I.D.-funded development projects, as well as those development activities funded by other donors and the GOP. By extrapolation, successful improvement of development processes will have important second and third order consequences for the society as a whole.

6. Women in Development

In recent discussions with A.I.D. and other donors, the GOP has indicated its awareness of the importance of reaching rural women in connection with population planning, health, and other development activities. Nevertheless, important obstacles exist which impede the full involvement of women in Pakistan's economic and social development.

For the most part, women play a limited role in government service. At the beginning of 1976, there was a total of 295,700 persons employed in various government departments of which only 35,400 were females. In the Agriculture Division within the Ministry of Food, Agriculture and Cooperatives, there were only 12 females out of 15,328 employees. Six federal ministries did not employ any

women at all. Health and Education Ministries accounted for the largest number of women. In the Health Ministry, out of a total of 12,306 persons, 2,494 were females; only 4 women, however, were in grade 19 as compared to 61 men, while at the lower grade 16, 149 officers were women and 49 were men. Similarly in the Education Ministry, out of a total of 131,594 persons, 32,439 were females; in the higher decision-making positions of grade 19 and above, there were 22 females and 76 males. Table 8 shows that in PFY 1977/78, women represented about 7 percent of the labor force, and by PFY 1982/83, the Ministry of Labor projects 9 percent, due largely to increased enrollments in medical and health-related fields, domains more socially acceptable for female workers.

TABLE 8

COMPOSITION OF THE PAKISTANI LABOR FORCE, PFY 1977/78 AND PFY 1982/83

| | PFY 1977/78 | | | PFY 1982/83 | | |
|---|---|---|---|---|---|---|
| | Rural | Urban | Total | Rural | Urban | Total |
| Male | 15.42 | 5.09 | 20.51 | 17.36 | 6.38 | 23.74 |
| Female | 1.44 | 0.27 | 1.71 | 1.81 | 0.51 | 2.32 |
| TOTAL | 16.86 | 5.36 | 22.22 | 19.17 | 6.89 | 26.06 |

Source: GOP Ministry of Labor.

During implementation of the Development Support Training Project, the nomination of women candidates for training will be encouraged, especially in relation to projects in the health, primary education, and population service sectors. The Project Agreement will have a covenant requiring that the Government of Pakistan establish targets for training women under this project.

7. Benefit Incidence

Primary beneficiaries of the Development Support Training Project will be the organizations at federal and provincial levels charged with planning, management and administration of development activities in Pakistan,

government enterprises and private sector organizations involved in manufacturing, exporting and importing, and other private sector firms receiving training. Unlike many low income countries, Pakistan has a long history of administrative development and a nucleus of highly trained and experienced officials. Much of this training, however, has often had a "Law and Order" focus, with little fucus on development needs. Given the magnitude of the problems to be tackled and the urgent need for the rapid development of managerial and technical capabilities, this nucleus needs reinforcement. This will be provided by additional staff training, both long and short-term, in-country and abroad. For example, assessments of the population program in Pakistan note that many of the difficulties experienced so far may be traced to inadequate management skills. Primary education, which has had a poor record in Pakistan, is in dire need of better trained and motivated educational administrators.

A second set of beneficiaries of this project will be the individual trainees themselves. As a result of their training, they should be in a position to perform better in their work; to bring to their jobs knowledge of innovations which may result in more effective achievement; and this, in turn, should result in increased employee satisfaction with work as well as enhanced career development. The large mass of people who benefit from development programs and their improved implementation, are indirect beneficiaries of this project.

D. Economic Analysis

The Development Support Training Project will finance services, training, and commodities totalling $10.0 million and Rs 83.9 million over the life of the project. This amounts to approximately $8,990 per trainee. For several reasons, however, these figures do not lend themselves to typical cost per trainee comparisons. Firstly, the project mix of trainees is very flexible and the exact numbers of trainees as well as the length of the courses are not now known. Secondly, a considerable portion of the technical assistance will have a much broader base of application than merely the individual trainees being funded directly under this project. The following paragraphs outline three other relevant approaches to analyze the project's economic effects

In cost-effectiveness terms, the project compares favorably with other approaches to training. It is designed to rely heavily on in-country and short-term training, which are types of training that are much lower

in cost than other methods (e.g., long-term overseas training). In cases where foreign expertise is needed for short-term training, in-country activities will be employed to the fullest extent. Not only can in-country design provide better value, but visiting staff will help to upgrade the faculty of host institutions, as Pakistani staff will be exposed to and participate in developing new curricula and new approaches. As Pakistani staff and curricula are improved, future benefits will also be derived from the project.

The benefits to Pakistan from this project will accrue to the entire public sector, including A.I.D. and other donor projects as well as the total GOP development effort. Finally, another factor which cannot be quantified are the benefits to the economy resulting from training provided to people in the private sector. All factors considered, it appears that if a benefit-cost ratio could be calculated, the ratio would be high.

Another aspect of the economic benefits of the project relates to the employment longevity and civil service capability of the individual GOP participants. Current salary benefits for qualified employees are low, and this project can provide additional benefits, job satisfaction and motivation to those trained. Practical measures will insure that project beneficiaries serve the GOP for up to three years after even short-term training. During this three-year period, even if staff rotate to other ministries or provinces, the GOP is assured of their service, and this training will have made them more valuable employees, thus yielding economic benefits. Of the Pakistanis who have been trained under A.I.D.-sponsored training programs, statistics show that 60 percent have been promoted. Training also appears to be associated with a reduction in staff turnover.

E. Financial Analysis

As shown in Table 9, this project consists of an ESF grant of $10.0 million, a Mondale Rupee grant of Rs 66.0 million (or the equivalent of approximately $5.2 million), and a GOP contribution of Rs 17.9 million (or the equivalent of approximately $1.4 million) for a total of approximately $16.6 million. The A.I.D. ESF and the Mondale rupee grants constitute about 91 percent of total project costs. In addition, the private sector will cover the salaries and, where appropriate, the international travel costs of private sector participants, but an estimate of the private sector's contribution has not been included in the budget tables nor in this financial analysis.

TABLE 9

SUMMARY OF PROJECT COSTS
BY FISCAL YEAR AND SOURCE OF FUNDING a/

| Source of Funding | Fiscal Year | | | | | |
|---|---|---|---|---|---|---|
| | 1983 | 1984 | 1985 | 1986 | 1987 | Total |
| A.I.D. Dollar Grant | 4,000 | 3,000 | 3,000 | -0- | -0- | 10,000 |
| Mondale Rupees b/ | 880 | 885 | 1,806 | 1,014 | 632 | 5,217 |
| GOP b/ | 80 | 230 | 390 | 390 | 325 | 1,415 |
| TOTAL | 4,960 | 4,115 | 5,196 | 1,404 | 957 | 16,632 |

a/ Project costs are defined as anticipated earmarkings of funding through, e.g., PIOs, contracts, purchase orders, or PILs. The contribution of the private sector, which will consist of the salaries and, where appropriate, the international travel costs of private sector participants, is not inflected in this table.

b/ Expressed as dollar equivalents at the exchange rate of U.S. $1.00 = Rs 12.65 as of November 30, 1982.

The A.I.D. dollar grant will be incrementally funded. Dollar grant obligations are tentatively scheduled as follows: $4.0 million in FY 1983; $3.0 million in FY 1984; and, $3.0 million in FY 1985. As shown in Table 10, the A.I.D. dollar grant will be used primarily to finance foreign exchange costs associated with technical assistance, training, commodities, and evaluation. The allocation of the A.I.D. dollar grant by expense categories is as follows: training = 48 percent; technical assistance = 39 percent; commodities = 2 percent; evaluation = 2 percent; and, contingency = 9 percent.

The Mondale rupee grant will be used exclusively to finance the local costs associated with training (55 percent); technical assistance (33 percent); the maintenance and operation of project vehicles and the procurement of local training materials (7 percent) ; and,evaluation (0.5 percent), with 4.5 percent of the funds set aside for contingency. A.I.D. will also finance with Mondale rupees the international travel costs of participant training up to and including one year in duration. (See Annex F.1.which contains the Mission Director's waiver of the requirement for the host country to cover these costs.)

The GOP (and the private sector) will fund international travel costs for training of more than one year in duration. In addition, the GOP will cover the costs of the salaries of training staff and trainees and the operating expenses of existing participating training institutes, including land and rent.

In the budget tables, project costs are defined as anticipated sub-obligations or earmarkings of funding through, for example, PIOs, contracts, purchase orders or PILs. Inflation has been calculated on the basis of 10 percent for U.S. salaries and commodities, 15 percent for other foreign exchange costs and 20 percent for local costs, all compounded annually. Contingency factors of approximately 10 percent and 5 percent were applied to all dollar costs and Mondale rupee funded costs, respectively. Supporting financial tables are included in Annex H.3.

## F. Environmental Analysis

In accordance with State 293922 (Annex A.1.), given the nature of this project, neither an Initial Environmental Examination (IEE) nor an Environmental Analysis (EA) is necessary.

TABLE 10

SUMMARY OF PROJECT COSTS BY EXPENSE CATEGORY, SOURCE OF FUNDING, AND FOREIGN EXCHANGE (FX) AND LOCAL COSTS (LC)

(In $ 000)

| Expense Category a/ | Life of Project Funding | | | | |
|---|---|---|---|---|---|
| | A.I.D. Grant | | Mondale b/ Rupees (LC) | GOP c/ | Total |
| | FX | LC | | | |
| **Technical Assistance** | | | | | |
| a. Short-Term | 1,448 | -0- | 574 | -0- | 2,022 |
| b. Long-Term | 2,486 | -0- | 1,143 | -0- | 3,629 |
| SUB-TOTAL | 3,934 | -0- | 1,717 | -0- | 5,651 |
| **Training** | | | | | |
| a. U.S. | | | | | |
| i. Short-Term | 2,076 | -0- | 385 | -0- | 2,461 |
| ii. Long-Term | 1,732 | -0- | -0- | 102 | 1,834 |
| b. Third Country | | | | | |
| i. Short-Term | 696 | -0- | 149 | -0- | 845 |
| ii. Long-Term | 328 | -0- | -0- | 27 | 355 |
| c. In-Country | -0- | 100 | 2,334 | -0- | 2,434 |
| SUB-TOTAL | 4,832 | 100 | 2,868 | 129 | 7,929 |
| **Commodities** | | | | | |
| a. Vehicles | 51 | -0- | 194 | -0- | 245 |
| b. Educational Materials | 109 | -0- | 165 | -0- | 274 |
| SUB-TOTAL | 160 | -0- | 359 | -0- | 519 |
| **Other Costs** | | | | | |
| a. Evaluation | 103 | -0- | 30 | -0- | 133 |
| b. Salaries, Rent, Land | -0- | -0- | -0- | 1,286 | 1,286 |
| SUB-TOTAL | 103 | -0- | 30 | 1,286 | 1,419 |
| TOTAL | 9,029 | 100 | 4,974 | 1,415 | 15,518 |
| Contingency c/ | 871 | -0- | 243 | -0- | 1,114 |
| GRAND TOTAL | 9,900 | 100 | 5,217 | 1,415 | 16,632 |

Inflation: 10% for U.S. salaries; 15% all other FX costs; 20% LC, compounded annually.

Expressed as dollar equivalents at the exchange rate of U.S. $1.00=Rs 12.65 as of November 30, 1982.

Contingency: approximately 10 percent for A.I.D. dollar grant and 5 percent for Mondale rupee component.

G. Narcotics Impact Statement

The Development Support Training Project does not lend itself to specific policies or actions relative to narcotics suppression. Accordingly, no poppy clause will be included in the Project Agreement for this project.

## VI. CONDITIONS, COVENANTS, AND NEGOTIATING STATUS

### A. Conditions Precedent to First Disbursement

Prior to the first disbursement under this Project or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee shall, except as the parties may otherwise agree in writing, furnish or have furnished to A.I.D. in form and substance satisfactory to A.I.D. within sixty (60) days after the signing of the Project Agreement:

1. an opinion of Counsel acceptable to A.I.D. that the Project Agreement has been duly authorized and/or ratified by, and executed on behalf of, the Grantee and it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms; and,

2. a statement setting forth the names and titles of persons holding or acting in the Office of the Grantee and representing that the named person or persons have the authority to act as the representative or representatives of the Grantee, together with a specimen signature of each such person certified as to its authenticity.

### B. Covenants

In addition to the standard covenant on evaluation, the following covenants will be made a part of the Project Agreement:

1. The Grantee shall make all reasonable efforts to ensure that all participants trained in the U.S. or a third country under this Project will continue to work in Pakistan and to serve the GOP (if an employee of the Grantee) for the minimum periods established below:

| Level of Training | Minimum Period of Service |
|---|---|
| Ph.D. Degree | 5 years |
| Master's Degree | 3 years |
| Diploma/Certificate and/or Short Courses | 3 years |

In the event that a participant shall fail to serve the GOP for the established period, the Grantee shall require that the participant repay the full amount of the cost of the participant's training. The Grantee shall also require that all individuals receiving training abroad under the Project shall execute service bonds in accordance with the current practices of the GOP.

2. The Grantee shall establish annual targets for training women under this Project and, no later than December 31st of each year prior to the Project Assistance Completion Date, shall provide A.I.D. with a report setting forth the next year's target for training women under the Project and the progress achieved in meeting the target for the previous year.

C. Negotiating Status

The above Conditions Precedent and Covenants have been discussed with and agreed to by the Government of Pakistan. During Project Agreement negotiations, USAID/ Pakistan will incorporate into the Agreement appropriate language to cover these terms and conditions.

P 0408182 NOV 81
FM SECSTATE WASHDC
TO AMEMBASSY ISLAMABAD PRIORITY 3661
BT
UNCLAS STATE 293892

AIDAC

E.O. 12065: N/A

TAGS:
SUBJECT: DEVELOPMENT SUPPORT TRAINING (391-0474): APAC

1. APAC REVIEWED AND APPROVED PID FOR THIS PROJECT ON 15 OCTOBER 1981. FOLLOWING ARE ITEMS WHICH SHOULD BE TAKEN INTO CONSIDERATION DURING PROJECT DESIGN.

2. THE PID PRESENTED A WIDE VARIETY OF POTENTIAL TRAINING AREAS. SINCE CONSIDERABLE STAFF TIME IS INVOLVED IN SELECTION, PROCESSING AND MONITORING OF PARTICIPANTS, PROJECT DESIGN SHOULD EXPLORE TRADE-OFFS BETWEEN WIDER SCOPE OF ELIGIBLE AREAS FOR TRAINING AND MANPOWER CONSTRAINTS ON MISSION TO IMPLEMENT PROJECT.

3. MISSION SHOULD INFORMALLY DETERMINE WITH GOP ANNUAL TARGETS FOR TRAINING WOMEN.

4. IF NECESSARY, PP SHOULD INCLUDE A WAIVER OF RE-QUIREMENT FOR HOST COUNTRY FINANCING OF INTERNATIONAL TRAVEL. PP SHOULD INCLUDE DESCRIPTION OF RUPEE ACCOUNTS AVAILABLE FOR MISSION USE AND RATIONALE OF WHY NOT OR TO WHAT EXTENT THEY COULD BE USED TO HELP DEFRAY U.S. DOLLAR FUNDED TRAVEL COSTS.

5. MISSION SHOULD EXPLORE FEASIBILITY OF PROJECT FINANCING TRAINEES FOR PRIVATE SECTOR AND ALSO CONTRIBUTION FROM PRIVATE SECTOR TO DEFRAY COSTS.

6. FINALLY, PP SHOULD INCLUDE SECTION ON NUMBERS AND PERCENTAGES OF FORMER PARTICIPANTS WHO HAVE RETURNED TO PAKISTAN. IT SHOULD DISCUSS ADDITIONAL MECHANISMS THAT MAY BE NECESSARY TO INSURE THE RETURN TO PAKISTAN AFTER COMPLETION OF TRAINING FOR THE PRESCRIBED TIME PERIOD. HAIG
BT
#3892

STATE 293922

P 0408252 NOV 81
FM SECSTATE WASHDC
TO AMEMBASSY ISLAMABAD PRIORITY 3665
BT
UNCLAS STATE 293922

AIDAC

E.O. 12065N/A

TAGS.
SUBJ: FY-1982 ESF ECONOMIC ASSISTANCE PROGRAM FOR PAKISTAN - APAC MEETING

1. THE FY 1982 ESF PROGRAM FOR PAKISTAN WAS REVIEWED AND APPROVED DURING THE OCTOBER 15 APAC MEETING CHAIRED BY AA/ASIA. SUBMISSION IS CONSIDERED FULLY IN ACCORD-WITH PROGRAM WHICH WAS NEGOTIATED IN AUGUST 1981 BY THE U.S. ECONOMIC ASSISTANCE TEAM HEADED BY THEAID ADMINISTRATOR. PROGRAM FULFILLS POLICY NEEDS OF BOTH THE U.S. AND PAKISTANI GOVERNMENTS.

2. APAC RECOGNIZED DEGREE OF EXTRAORDINARY EFFORT REQUIRED ON THE PART OF THE USAID MISSION TO COMPLETE AND SUBMIT THE NECESSARY DOCUMENTATION ON SUCH SHORT NOTICE. THE MISSION IS TO BE COMMENDED FOR A JOB WELL DONE.

3. A NUMBER OF GENERAL CONCERNS WERE RAISED BY APAC WHICH NEED TO BE HIGHLIGHTED:

(A) STAFFING: IN ADDITION TO THE TEN ACTIVITIES IN FY 1982, FOUR NEW PROJECTS ARE PLANNED IN FY 1983 AND FOUR MORE IN FY 1984. MISSION WILL ALSO BE REQUIRED TO

SUBMIT A COUNTRY DEVELOPMENT STRATEGY STATEMENT IN JANUARY 1983. IN VIEW OF THIS WORKLOAD, CURRENT MISSION STAFFING OF 16 USDH AND 37 FSN WAS CONSIDERED INSUFFICIENT. APAC CONCURRED IN REQUESTED IMMEDIATE INCREASE OF NINE USDH AND 13 FSN POSITIONS, WHICH WOULD BRING THE NEW STAFF TOTALS TO 25 AND 50 RESPECTIVELY DURING FY 1982. ASIA BUREAU IS REQUESTING THESE ADDITIONAL CEILINGS OF THE AID/W CONTROLLER, AND HOPES TO BE ABLE TO ALLOCATE SOME TO THE MISSION SHORTLY. IT WOULD BE-HELPFUL IN TERMS OF OVERALL TIMING IF EMBASSY COULD SEND IN APPROPRIATE MODE CABLE, APPROVING NEW LEVELS.

(B) NARCOTICS: ALL PROJECTS SHOULD BE EXAMINED FOR OPPORTUNITY TO POSITIVELY AFFECT NARCOTICS PROBLEM GIVEN RECENT CONGRESSIONAL CONCERNS AND AGENCY COMMITMENT TO NARCOTICS EFFORT. AT A MINIMUM, PROJECTS SHOULD NOT BE SUSCEPTIBLE TO BEING USED TO ASSIST IN OPIUM PRODUCTION. WHENEVER POSSIBLE, PROJECTS SHOULD

IDENTIFY ANTI-POPPY ASPECTS OF THE ACTIVITY TO BE UNDERTAKEN AND, IF CONSIDERED ADVISABLE, SHOULD UTILIZE AN APPROPRIATE QTE POPPY CLAUSE UNQTE IN PROJECT AGREEMENT.

(C) NEW POLICY EMPHASES: ALL PROJECTS SHOULD BE EXAMINED IN LIGHT OF NEW AID POLICY EMPHASES ON INSTITUTIONAL DEVELOPMENT, PRIVATE SECTOR INVOLVEMENT, TECHNOLOGY TRANSFER, HUMAN RESOURCES DEVELOPMENT AND HOST GOVERNMENT POLICY CHANGE RECEPTIVITY. COMPONENTS RELATING TO THESE EMPHASES SHOULD BE SPECIFICALLY IDENTIFIED IN EACH PROJECT PAPER.

(D) HOST COUNTRY CONTRIBUTION: IN CASES WHERE PROJECTS COMBINE ESF AND DA FUNDS, 25 PERCENTUM HOST COUNTRY CONTRIBUTION MAY REPEAT MAY HAVE TO BE MET FOR THE ENTIRE PROJECT. USAID SHOULD, AT THIS TIME, IDENTIFY AND QUANTIFY AS POSSIBLE ANTICIPATED HOST COUNTRY EXPENDITURES RELATED TO EACH PROJECT OR AMENDMENT TO PROJECT. IF 25 PERCENTUM HOST COUNTRY CONTRIBUTION FOR EACH PROJECT IS NOT ATTAINABLE, PLEASE ADVISE GC/ASIA AS TO (1) PROJECT NAME, (2) AMOUNT OF SHORTFALL AND (3) REASON. IN IDENTIFYING AND QUANTIFYING ANTICIPATED HOST COUNTRY CONTRIBUTIONS, KEEP IN MIND THAT CONTRIBUTION MAY BE QTE IN KIND UNQTE AND GUIDANCE FOUND IN HANDBOOK 3-APPENDIX 3D.

(E) PROGRAMMING OF COUNTERPART: WHERE ESF GRANT REPEAT GRANT FUNDS ARE USED TO FINANCE COMMODITIES AND LOCAL CURRENCY GENERATIONS RESULT, SECTION 609 OF THE FAA REQUIRES AID TO APPROVE THE HOST COUNTRY PROGRAMMING OF SUCH GENERATIONS. UNDER SECTION 609 SUCH COUNTERPART CAN BE USED FOR EITHER USG ADMINISTRATIVE REQUIREMENTS OR ANY OTHER PURPOSE JUSTIFIABLE UNDER FAA.

(F) SOURCE/ORIGIN: AUTHORIZED SOURCE/ORIGIN IS U.S. PLUS HOST COUNTRY FOR ESF FUNDED GRANT REPEAT GRANT ACTIVITIES. ANY PROCUREMENT FROM CODE 941 COUNTRIES WOULD HAVE TO BE JUSTIFIED THROUGH WAIVER PROCESS.

(G) ENVIRONMENT: PROJECTS 391-0468; 0469; 0470; 0474; AND 0475 DO NOT REQUIRE IEE'S OR EA'S. PROJECT 0413 HAS PREVIOUSLY BEEN GIVEN A NEGATIVE DETERMINATION WHICH REMAINS VALID. FOR MALARIA AND RURAL ELECTRIFICATION, EXISTING EA'S SHOULD BE EXAMINED FOR ANY NEW ISSUES. NEW IEE'S ARE REQUIRED FOR 391-0467 (IRRIGATION SYSTEM REHABILITATION) AND 391-0471 (TRIBAL AREA DEVELOPMENT). A MEMO WITH ADDITIONAL GUIDELINES HAS BEEN FORWARDED VIA DOUCE BY BUREAU ENVIRONMENTAL OFFICER TO MISSION.

(H) PROCUREMENT: A SPECIFIC PROCUREMENT PLAN, WITH STAFFING/TDY REQUIREMENTS, SHOULD BE DEVELOPED FOR EACH PROJECT.

UNCLAS STATE 293922

4. SPECIFIC COMMENTS ON PIDS FOR ACTIVITIES TO BE INITIATED IN FY 1982 ALONG WITH GUIDANCE FOR THE DEVELOPMENT OF PP'S FOLLOW BY SEPTELS. HAIG
PT
#3922

UNCLAS STATE 293922 2/2

ANNEX A

P 1423Z42 DEC 81 STATE 330380
FM SECSTATE WASHDC
TO AMEMBASSY ISLAMABAD PRIORITY 4630
BT
UNCLAS STATE 330380

AIDAC

E.O. 12065: N/A

TAGS:
SUBJECT:PROJECT AUTHORIZATIONS

REF: ISLAMABAD 15484

1. CONCUR MISSION REQUESTS FOR DELEGATION OF AUTHORITY TO APPROVE AUTHORIZATIONS FOR:

(A) DEVELOPMENT SUPPORT TRAINING (391-0474)
(B) PROJECT DESIGN FUND (391-0470)

2. REQUESTS FOR SIMILAR DELEGATION AGRICULTURAL RESEARCH AND ON-FARM WATER PROJECTS BEING REVIEWED AND MISSION WILL BE ADVISED BY SEPTELS. HAIG
BT
#0380

UNCLASSIFIED STATE 330380

# PROJECT CHECKLIST

| | |
|---|---|
| CROSS-REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? | Yes |
| HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS CHECKLIST? | Yes |

## A. GENERAL CRITERIA FOR PROJECT

1. Continuing Resolution Unnumbered; FAA Secs. 634A; 653(b)

| | |
|---|---|
| (a) Describe how authorizing and appropriations Committees of Senate and House have been or will be notified concerning the project; | (a) Congressional Notification and special committee hearings. |
| (b) Is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that amount)? | (b) Yes, assistance is within the 1982 operations year budget. |

2. FAA Sec. 611 (a) (1)

| | |
|---|---|
| Prior to obligation in excess of $100,000, will there be (a) engineering, financial, and other plans necessary to to carry out the assistance and (b) a reasonably firm estimate of the cost to U.S. of the assistance? | Yes |

3. FAA Sec. 611 (a) (2)

| | |
|---|---|
| If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance? | No further legislative action is required. |

4. FAA Sec. 611 (b); Continuing Resolution Sec. 501

| | |
|---|---|
| If for water or water-related land resource construction, has project met the standards and criteria as set | Not Applicable (N.A.) |

| | |
|---|---|
| forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973? | |
| 5. FAA Sec. 611(e) | |
| If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed $1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? | N. A. |
| 6. FAA Sec. 209 | |
| Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. | No |
| 7. FAA Sec. 601 (a) | |
| Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and completion; and (c) encourage development and use of cooperatives, and credit unions, and savingsand loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. | a) No;<br>b) Yes, by training businessmen in Pakistan, it should foster private initiative;<br>c) No;<br>d) No;<br>e) Yes, provision of training should improve efficiency in all those sectors; and<br>f) No |

8. FAA Sec. 601 (b)

Information and conclusion 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).

Goods and services procured under this project will have their source and origin in the United States. Improvements in Pakistan's private sector could expand or increase opportunities for US/Pakistani private sector cooperation.

9. FAA Sec. 612 (b), 636 (h); Continuing Resolution Sec. 508

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.

There will be a Mondale rupee component of 66 million rupees in this project. In addition, the GOP will contribute the equivalent of $1,415,000 over the 5 year life of the project to cover some of the local costs of the project.

10. 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?

Yes, the U.S. Government owns excess Pakistan rupees which are jointly programed by A.I.D. and the GOP to support mutually agreed upon development activities.

See Number 9 above.

11. FAA Sec. 601 (e)

| | |
|---|---|
| Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? | Yes |

12. Continuing Resolution Sec. 522

| | |
|---|---|
| If assistance is for the production of any 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. procedures of the same, similar or competing commodity? | N.A. |

13. FAA Sec. 525

| | |
|---|---|
| Will the funds for this project be used to lobby for abortion? | No. |

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria — This is an ESF Project.

a. FAA Sec. 102 (b), 111, 113, 281 (a)

| | |
|---|---|
| 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, 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; (b) help develop cooperatives, especially by technical | N.A. |

assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage domestic 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.

b. FAA Sec. 103, 103A, 104, 105 106, 107

Is assistance being made available: (including only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.) N.A.

(1) (103) for agriculture, rural development or nutrition; if so (a) extent to which activity is specifically designed to increase productivity and income of rural poor; 103A if for agricultural research, full account shall be taken of the needs of small farmers, and extensive use of field testing to adapt basic research to local conditions shall be made; (b) extent to which assistance is used in coordination with programs carried out under Sec. 104 to help improve nutrition of the people of developing countries through encouragement of increased production of crops with greater nutritional value, improvement N.A.

| | |
|---|---|
| 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 of programs explicitly addressing the problem of malnutrition of poor and vulnerable people; and (c) 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. | N.A. |
| (2) (104) for population planning under sec. 104 (b) or health under 104 (c); if so, (i) 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 research. | i. N.A. |

| | | |
|---|---|---|
| (4) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens non-formal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development; and (ii) extent to which assistance provides advanced education and training of people in developing countries in such disciplines as are required for planning and implementation of public and private development activities. | ii. | N.A. |
| (5) (106; ISDCA of 1980, Sec. 304) for energy, private voluntary organizations, and selected development activities; if so, extent to which activity is: (i) (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; (b) facilitative of geological and geophysical survey work to locate potential oil, natural gas, and coal reserves and to encourage exploration for potential oil, natural gas, and coal reserves; and (c) a cooperative program in energy production and conservation through research and development and use of small scale, decentralized, renewable energy sources for rural areas; | | N.A. |

| | |
|---|---|
| (ii) technical cooperation and development, especially with U.S. private and voluntary or regional and international development, organizations; (iii) research into, and evaluation of, economic development process and techniques; (iv) reconstruction after natural or manmade disaster; (v) for special development problems, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance; (vi) for programs of urban development, especially small labor intensive enterprises marketing systems, and financial or other institutions to help urban poor participatate in economic and social development. | N.A. |
| (107) is appropriate effort placed on use of appropriate technology? (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. |
| FAA Sec. 110 (a) | |
| Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least developed" country)? | N.A. |

e. FAA Sec. 110 (b)

Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? N.A.

f. FAA Sec. 281 (b)

Describe extent to which program 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 civil education and training in skills required for effective participation in governmental processes essential to self-government. N.A.

g. FAA Sec. 122 (b)

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.

2. Development Assistance Project Criteria (Loans Only)

a. 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. 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% of the enterprise's annual production during the life of the loan?

N.A.

3. Project Criteria Solely for Economic Support Fund

a. FAA Sec. 531 (a)

Will this assistance promote economic or political stability? To the extent possible, does it reflect the policy directions of FAA Section 102?

Yes, Project will improve GOP's capability to design and implement its development programs as well as development projects financed by A.I.D. and other donors. The successful execution of the GOP's development program should result in increased economic and political stability.

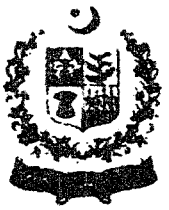
b. FAA Sec. 531 (c)

Will assistance under this chapter be used for military, or paramilitary activities?

No

بسم الله الرحمن الرحيم





Government of Pakistan's Request for Dollar and Mondale Rupee Assistance

No. 8(38)TA.III/82
Government of Pakistan
MINISTRY OF FINANCE AND
ECONOMIC AFFAIRS
(ECONOMIC AFFAIRS DIVISION)

Islamabad the, 15th March, 1983

Telegram : ECONOMIC
Telex : ECDIV No : 05-634
SECRETARY
Phone : 20629

Dear Mr. Lion,

As part of our two Government's agreement on a six-year $ 1.625 billion economic assistance program, the Government of Pakistan formally requests from USAID/Pakistan ten million dollars ($ 10,000,000) and sixty-six million rupees (Rs 66,000,000) of Mondale rupees in United States assistance to fund a Development Support Training Project.

The Development Support Training Project is designed to upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs.

Subject to the availability of funds, approximately $ 10 million in ESF grant funds will be provided over a five year period. The project will also have a Mondale rupee component to help finance the local costs of technical and related assistance required to conduct training courses and workshops within Pakistan, and to strengthen selected training institutions within Pakistan. The following types of activities will be funded under this project:

(a) Technical assistance to identify, develop, and conduct courses on management, planning, and administration for public and private sector personnel within Pakistan;

(b) Training for selected public and private sector personnel in Pakistan, the U.S. or third countries;

.....2/-

(c) English as a Second Language (ESL) trainers and related technical assistance to develop foreign language training programs;

(d) Instructional equipment and curricula materials for the training programs in Pakistan

(e) Technical assistance to help strengthen selected Pakistani institutions providing training in management, planning and administration; and,

(f) Assistance in placing and supporting participants sent to the U.S. and third countries under other A.I.D. financed projects.

The Government of Pakistan assures the United States Government of its full cooperation in carrying out the Development Support Training Project. The manpower, financial, and other inputs required of us will be provided in an expeditious manner.

We look forward to a continued, combined effort by both our governments to yield a productive and beneficial program for the people of Pakistan.

Best Available Copy

Yours sincerely,

(EJAZ AHMAD NAIK)

Dr. Donor M. Lion,
Director
USAID Mission
ISLAMABAD

ORIGINAL
CONFIDENTIAL #1423/01 024 **
OO HHHUU ZZH
O 0407472 JAN 83
FM AMEMBASSY ISLAMABAD
TO SECSTATE WASHDC 0766
BT
UNCLAS ISLAMABAD 01423

AIDAC

FOR ASIA/PD, VAN RAALTE AND ASIA/PNS, BAUM

E.O. 12356 N/A
SUBJECT: DRAFT CONGRESSIONAL NOTIFICATION FOR DEVELOPMENT SUPPORT TRAINING PROJECT, 391-0474

1. IN ORDER TO PERMIT TIMELY AUTHORIZATION AND OBLIGATION OF FUNDS FOR THE DEVELOPMENT SUPPORT TRAINING PROJECT, 391-0474, MISSION REQUESTS PROMPT PROCESSING OF CONGRESSIONAL NOTIFICATION. THE PROJECT PAPER IS IN THE FINAL REVIEW STAGE. THE MISSION ANTICIPATES AUTHORIZING THE PROJECT WITHIN THE NEXT THREE WEEKS. BELOW IS DRAFT LANGUAGE FOR THE ACTIVITY DATA SHEET.

2. ACTIVITY DATA SHEET FOR C.N.

A. HEADING

1. PROGRAM: PAKISTAN

2. PROJECT TITLE: DEVELOPMENT SUPPORT TRAINING

3. PROJECT NUMBER: 391-0474

4. TERMS: GRANT

5. STATUS: NEW

6. FUNDING SOURCE: ESF

7. PRIOR REFERENCE: NONE

8. PROPOSED OBLIGATIONS (DOLS. THOUSANDS)

A. FY 1983: 4,000

B. LIFE OF PROJECT: 10,000

9. INITIAL OBLIGATION: FY 1983

10. ESTIMATED FINAL OBLIGATION: FY 1985

11. ESTIMATED COMPLETION DATE: FY 1988

B. PURPOSE: TO UPGRADE THE MANAGERIAL AND TECHNICAL EXPERTISE OF PAKISTANIS IN THE PUBLIC AND PRIVATE SECTORS WHO ARE INVOLVED IN THE PLANNING, DEVELOPMENT AND



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IMPLEMENTATION OF PAKISTAN'S PRIORITY SOCIAL AND ECONOMIC DEVELOPMENT PROGRAMS.

C. BACKGROUND: THE ABILITY OF PAKISTAN TO EFFECTIVELY UTILIZE U.S. AND OTHER DONOR ASSISTANCE DEPENDS ON ITS CAPACITY AND CAPABILITY TO DESIGN, ANALYZE, DEVELOP, AND IMPLEMENT PROJECTS. THAT CAPACITY IS PRESENTLY VARIABLE AND NEEDS TO BE IMPROVED. PAKISTAN'S HUMAN RESOURCE BASE IS NOT ADEQUATE TO ALWAYS PROVIDE SUFFICIENT QUALITY PROJECT MANAGEMENT PERSONNEL WHEN NEW ACTIVITIES ARE INITIATED. THE NEED FOR GREATER ENGLISH LANGUAGE TRAINING TO TAKE ADVANTAGE OF ADVANCED TRAINING IS ANOTHER PROBLEM WHICH HAS EMERGED AS NATIVE ENGLISH LANGUAGE TEACHERS RETIRE AND AS GREATER EMPHASIS IS PLACED UPON TEACHING URDU TO CONSOLIDATE PAKISTAN'S NATIONAL IDENTITY. A.I.D. AND THE GOVERNMENT OF PAKISTAN (GOP) WERE SENSITIVE TO THESE CONCERNS WHEN THE RENEWED U.S.-PAKISTANI ECONOMIC ASSISTANCE RELATIONSHIP WAS DISCUSSED IN 1981. AGREEMENT WAS REACHED TO EARMARK FUNDS UNDER THE OVERALL PROGRAM TO ASSIST IN STRENGTHENING PROJECT DEVELOPMENT, ANALYSIS AND MANAGEMENT CAPABILITIES IN THE PUBLIC AND PRIVATE SECTORS, TO PERMIT TRAINING FOR COUNTERPART PERSONNEL FOR PROPOSED ACTIVITIES AND TO SUPPORT THE EFFORTS OF OTHER A.I.D. SUPPORTED DEVELOPMENT PROJECTS.

D. PROJECT DESCRIPTION: THE PROJECT WILL FINANCE IN-COUNTRY, THIRD COUNTRY AND U.S. TRAINING FOR PUBLIC AND PRIVATE SECTOR MEN AND WOMEN INVOLVED IN MANAGING ACTIVITIES WHICH HAVE A DEVELOPMENT IMPACT. IT WILL FINANCE TECHNICAL ASSISTANCE REQUIRED TO IDENTIFY TRAINING NEEDS, TO ARRANGE AND CONDUCT TRAINING PROGRAMS AND TO STRENGTHEN THE ABILITY OF EXISTING INSTITUTIONS AND STAFF TO MEET THOSE NEEDS AND IMPLEMENT PROGRAMS IN THE FUTURE. THE PROJECT WILL ALSO STRENGTHEN ENGLISH LANGUAGE TRAINING PROGRAMS WHICH CAN BE DRAWN UPON TO PREPARE PAKISTANIS FOR TRAINING IN INSTITUTIONS TEACHING IN ENGLISH. COMMODITY SUPPORT FOR THE PROJECT, SUCH AS BOOKS, PERIODICALS, AUDIO-VISUAL EQUIPMENT AND TRANSPORTATION, WILL ALSO BE FINANCED.

E. RELATIONSHIP OF PROJECT TO A.I.D. COUNTRY STRATEGY: INSTITUTION BUILDING AND HUMAN RESOURCE DEVELOPMENT ARE ESSENTIAL ELEMENTSOF A.I.D.'S ASSISTANCE TO PAKISTAN. THE ABILITY OF PAKISTAN TO EFFECTIVELY UTILIZE ASSISTANCE WILL DEPEND ON THE ABILITY OF PUBLIC AND PRIVATE SECTOR



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DECISION-MAKERS TO PLAN, ANALYZE AND MANAGE ACTIVITIES. THIS PROJECT PROVIDES THE RESOURCES NEEDED TO STRENGTHEN THEIR CAPACITY. IT WILL ALSO PERMIT THE TRAINING OF PERSONNEL SO MANAGERS ARE AVAILABLE WHEN PROJECTS START AND PROVIDE AN IMPORTANT RESOURCE FOR THE INTENSIVE TRAINING OF PAKISTANIS IN ENGLISH BEFORE THEY ARE SENT OVERSEAS FOR SPECIALIZED TRAINING.

F. BENEFICIARIES: THE DIRECT BENEFICIARIES OF THE PROJECT WILL BE PUBLIC AND PRIVATE SECTOR MANAGERS TRAINED UNDER THE PROJECT AND EXISTING PAKISTANI TRAINING INSTITUTION STAFFS WHO HAVE THEIR PROGRAMS, SKILLS AND COURSE OFFERINGS UPDATED. THE POPULATION AT LARGE WILL ALSO BENEFIT FROM MORE PERTINENT PROJECTS WHICH ARE MORE EFFECTIVELY DEVELOPED AND IMPLEMENTED BY THE MEN AND WOMEN TRAINED UNDER THE PROJECT.

G. HOST COUNTRY AND OTHER DONORS: THE GOP AND PRIVATE SECTOR ORGANIZATIONS WILL FINANCE THE SALARY OF EMPLOYEES TRAINED UNDER THE PROJECT AS WELL AS THE INTERNATIONAL TRAVEL COSTS FOR THOSE SENT FOR LONG-TERM OVERSEAS TRAINING. THEY WILL ALSO PROVIDE FACILITIES FOR TRAINING PROGRAMS. THERE ARE NO OTHER DISCRETE PROJECTS FUNDED BY OTHER DONORS WHICH PROVIDE FOR TRAINING IN PROFESSIONAL DEVELOPMENT PLANNING, ANALYSIS, MANAGEMENT AND ADMINISTRATION.

H. MAJOR OUTPUTS

| | |
|---|---|
| INDIVIDUALS TRAINED IN PAKISTAN | 1,622 |
| INDIVIDUALS TRAINED IN THIRD COUNTRIES | 88 |
| INDIVIDUALS TRAINED IN U.S. | 140 |
| INTENSIVE ENGLISH LANGUAGE PROGRAMS | 3 |
| STRENGTHENED TRAINING INSTITUTIONS | 4 |

I. MAJOR INPUTS

| | |
|---|---|
| (1) U.S. TECHNICAL ASSISTANCE (SHORT-TERM AND LONG TERM) | 4,240 |
| (2) TRAINING (IN-COUNTRY, THIRD COUNTRY, AND U.S.) | 5,460 |
| (3) COMMODITIES (INSTRUCTIONAL MATERIALS AND VEHICLES) | 180 |
| (4) OTHER COSTS (EVALUATIONS) | 120 |
| TOTAL | 10,000 |

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J. PRINCIPAL CONTRACTORS OR AGENCIES: U.S. CONTRACTORS WILL BE SELECTED IN ACCORDANCE WITH A.I.D. COMPETITIVE PROCUREMENT PROCEDURES.

PLEASE ADVISE WHEN C.N. IS FORWARDED AND WHEN 15-DAY

TING PERIOD WILL EXPIRE.

MISSION WILL REQUEST AN ALLOCATION OF 66 MILLION
DARE RUPEES BY SEPTEI. SPIERS

23

UNCLAS ISLAMABAD 01423

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R 261127Z JAN 83
FM AMEMBASSY ISLAMABAD
TO SECSTATE WASHDC 0856
BT
UNCLAS ISLAMABAD 01634

AIDAC

FOR VAN RAALTE, ASIA/PD AND FISCHER, ASIA/PNS

E.O. 12356 N/A
SUBJECT: REQUEST FOR MONDALE RUPEE GRANT FOR DEVELOPMENT
- SUPPORT TRAINING PROJECT, 391-0474

REFERENCE: (A) ISLAMABAD 01423 (B) 82 ISLAMABAD 19202

1. THIS IS TO REQUEST AND RECOMMEND APPROVAL AND PROCESSING OF A RS 66,000,000 MONDALE RUPEE GRANT (APPROXIMATELY DOLS 5.22 MILLION AT THE EXCHANGE RATE OF DOLS 1.00 EQUALS RS 12.65 AS OF NOVEMBER 30, 1982) FOR THE DEVELOPMENT SUPPORT TRAINING PROJECT, 391-0474, UNDER THE PROVISIONS OF SECTION 104 OF THE AGRICULTURAL TRADE DEVELOPMENT AND ASSISTANCE ACT OF 1954, AS AMENDED. THE PROJECT PAPER IS IN THE FINAL REVIEW STATE AND MISSION ANTICIPATES AUTHORIZING THE PROJECT IN EARLY FEBRUARY. REF(A) TRANSMITTED DRAFT LANGUAGE FOR CONGRESSIONAL NOTIFICATION.

2. THE PURPOSE OF THE DEVELOPMENT SUPPORT TRAINING PROJECT IS TO UPGRADE THE MANAGERIAL AND TECHNICAL EXPERTISE OF PAKISTANIS IN THE PUBLIC AND PRIVATE SECTORS WHO ARE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF PAKISTAN'S PRIORITY SOCIAL AND ECONOMIC DEVELOPMENT PROGRAMS. ADDITIONAL INFORMATION, INCLUDING BACKGROUND, PROJECT DESCRIPTION, OUTPUTS AND INPUTS, WAS PROVIDED IN REF(A).

3. THE SUBJECT REQUEST OF RS 66 MILLION WILL FINANCE THE LOCAL COSTS ASSOCIATED WITH: LONG-TERM AND SHORT-TERM TECHNICAL ASSISTANCE; IN-COUNTRY TRAINING, INTERNATIONAL TRAVEL FOR PARTICIPANT TRAINING OF ONE YEAR OR LESS IN DURATION; AND LOCALLY PROCURED TECHNICAL ASSISTANCE, MATERIALS, EQUIPMENT, AND SPARE PARTS. A LIFE OF PROJECT SUMMARY OF COSTS BY EXPENSE CATEGORY IS SHOWN BELOW:

| EXPENSE CATEGORY | RUPEES (THOUSANDS) |
|---|---|
| A. TECHNICAL ASSISTANCE | |
| - (1) SHORT-TERM | 7,262 |
| - (2) LONG-TERM | 16,972 |
| - SUB-TOTAL | 24,234 |



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| | |
|---|---|
| B. TRAINING | |
| - (1) IN-COUNTRY | 29,528 |
| - (2) THIRD COUNTRY | 1,886 |
| - (3) U.S. | 4,867 |
| - SUB-TOTAL | 36,281 |
| C. COMMODITIES | 4,544 |
| D. OTHER COSTS (INCLUDING CONTINGENCY) | 941 |
| TOTAL | RS 66,000 |

4. OF THE TOTAL AMOUNT OF RS 66 MILLION, MISSION REQUESTS ALLOTMENT OF RS 20 MILLION IN FY 1983, WITH THE REMAINING RS 46 MILLION TO BE ALLOTTED IN FY 1984 AND FY 1985, SUBJECT, OF COURSE, TO THE AVAILABILITY OF RUPEE FUNDING.

5. PLEASE KEEP MISSION ADVISED OF STATUS OF PROCESSING OF THIS MONDALE RUPEE REQUEST. SPIERS
BT
#1634

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO PAKISTAN

Cable : USAIDPAK

HEADQUARTERS OFFICE
ISLAMABAD

THE DIRECTOR

## USAID/PAKISTAN MISSION DIRECTOR'S WAIVER FOR A.I.D. PAYMENT OF INTERNATIONAL PARTICIPANT TRAVEL COSTS

A.I.D. Handbook 10, Chapter 15B1, provides that the cost of international travel, including incidental costs en route as well as the cost of travel between the participant's city and the points of departure and return in the participant's home country, shall be paid by the host government or other sponsor unless, in the case of Mission-funded programs, the Mission Director has justified and authorized full or partial waivers and has so notified S&T/IT.

Training and institution-building are important components of the $1.625 billion economic assistance program negotiated between the Governments of the U.S. and Pakistan. USAID/Pakistan's experience, however, has been that the Government of Pakistan (GOP), due to serious foreign exchange and budgetary constraints, has been historically unable to fund international travel costs for short-term training programs. The consequence has been that Pakistani participants have, on numerous occasions, been denied worthwhile and much needed training, inhibiting the achievement of project targets.

I have carefully reviewed the advisability of requiring full GOP funding for travel costs for participant training of one year or less and the alternative of funding such travel with grant and loan funds provided through USAID/Pakistan to the GOP. Recognizing the objectives of many of our projects and the fact that project success will be enhanced by encouraging opportunities for short-term training, I have determined that it would be prejudicial to U.S. interests to require that the GOP pay the entire international participant travel costs for training programs of one year or less.

Therefore, on all Mission-funded training programs up to and including one year, USAID/Pakistan shall be responsible for the entire cost of the round-trip economy class air ticket and other necessary incidental costs en route. Where a PIO/P has been originally written for a program of one year or less, but, after the participant has initiated his or her program, the program is extended so that it exceeds one year in total, USAID/Pakistan shall also fund the round-trip ticket. The justification for funding programs that are extended is to minimize administrative problems which are otherwise likely to occur.

On the basis of the above justification and pursuant to Handbook 10, Chapter 15B1a, I, Donor M. Lion, principal officer of the Agency for International Development in Pakistan, do hereby waive the requirement that the host government fully fund international travel for training courses of one year or less and authorize payment with USAID/Pakistan loan and grant funds for travel costs as specified above.

Donor M. Lion

Donor M. Lion
Director
USAID/Pakistan

March 17, 1982

Date

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TO: Mr. Donor M. Lion, Director

FROM: Linda N. Lion, Chief/PDM

SUBJECT: Vehicle Source/Origin and Nationality Waiver for Development Support Training Project, 391-0474

## I. ACTION REQUESTED

To obtain a source/origin and nationality waiver from A.I.D. Geographic Code 000 (U.S. only) to A.I.D. Geographic Code 935 (Special Free World) to permit the purchase of 3 right-hand drive Land Cruiser Station Wagons for the subject project.

## II. BACKGROUND

| | |
|---|---|
| A. Cooperating Country | : Pakistan |
| B. Geographic Code | : 000 and Pakistan (and 901 for participant training) |
| C. Name of Commodity Importer | : USAID/Pakistan on behalf of the Ministry of Finance, Planning, and Economic Affairs |
| D. Description of Commodity Sought | : 3 right-hand drive Land Cruiser Station Wagons, 4 cylinde diesel engines, 4 wheel drive, with air-conditioning |
| E. Manufacturer of Commodity Sought | : Most probably Toyota |
| F. Approximate Value of Commodity Sought | : $39,000 at $13,000 each |
| G. Nature of Funding | : Economic Support Fund Grant |
| H. Procurement Origin | : Most probably Japan |
| I. Procurement Source | : Most probably Japan |

## III. DISCUSSION AND JUSTIFICATION

One of the principal activities under the Development Support Training Project is the design, implementation and evaluation of in-country training programs in all four provinces in Pakistan and the strengthening of selected

Pakistani training institutes throughout the country. To this end, project funds will be used to contract with a U.S. institution to provide three long-term U.S. advisors and two Pakistani long-term consultants as well as numerous U.S. and Pakistani short-term advisors to work closely with provincial and federal government officials and private sector, university and local training institution officials to implement project activities. The five long-term advisors will be based in Islamabad, but the nature of their work will require that they travel extensively throughout Pakistan. The vehicles requested must be large enough to carry at least six individuals as well as audio-visual equipment and luggage for overnight stays. They must also have right-hand drive capability in order to facilitate maximum visibility in passing situations on the road where traffic moves on the left in Pakistan. Four wheel drive is deemed essential for those situations where travel to rural areas is necessary on unpaved roads in difficult terrain. Air-conditioning is requested for the vehicles as travel will be undertaken frequently and extensively in locations where the temperatures exceed 110° Fahrenheit. A.I.D. Handbook 1B, Chapter 4C2a5(b) states that passenger cars may include air-conditioning if the Mission Director determines that it is justified. Factors which should be considered in making a determination for air-conditioning include the climate in which the vehicle will operate.

Land Cruiser Station Wagons are large enough to seat at least six passengers comfortably for long distance driving and have sufficient cargo space to transport luggage and project equipment. The U.S. does not manufacture a vehicle that meets the required specifications. The American Motors Corporation (AMC) makes a station wagon (CJ-8) that was considered as an option but is not, in USAID's view, a comparable vehicle. The CJ-8 is primarily a utility vehicle which has a maximum seating capacity for only five passengers and does not, in the Mission's judgement, provide passenger comfort for long distance driving.

Section 636(i) of the Foreign Assistance Act of 1961, as amended, requires A.I.D. to procure U.S. manufactured vehicles but allows for special circumstances that may justify waiving this requirement. A.I.D. Handbook 1, Supplement B, Chapter 4C2d(i)(a) sets forth special circumstances under which a waiver may be justified. The circumstances which pertain to this waiver request are the inability of U.S. manufacturers to provide a particular type of needed vehicle.

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A.I.D. policy considers that Sections 601 and 602 of the Foreign Assistance Act of 1961 mandate the consideration of the nationality of suppliers as well as the source and origin of the goods. Therefore, approval of this waiver authorizes the procurement from a supplier of commodities whose nationality is of a Code 935 country as specified in paragraph 5C4 of Handbook 1B.

IV. AUTHORITY

In accordance with A.I.D. Handbook 5, Redelegation of Authority No. 40.10., as amended by State 106150 dated 4/21/82, Mission Directors have the authority to waive source and origin requirements for the procurement of motor vehicles not to exceed $50,000 for any one transaction (exclusive of transportation costs).

V. RECOMMENDATION

That you approve a source/origin and nationality waiver from A.I.D. Geographic Code 000 (U.S. only) to A.I.D. Geographic Code 935 to permit the purchase of three (3) Land Cruiser Station Wagons for the Development Support Training Project. In approving this waiver, you are also certifying that exclusion of procurement of these project vehicles and the nationality of the supplier from Free World Countries other than the Cooperating Country and countries included in A.I.D. Geographic Code 941 would seriously impede the attainment of U.S. foreign policy objectives and the objectives of the foreign assistance program.

APPROVED [signature]

DISAPPROVED _____

DATE March 15, 1983

# DRAFT PROJECT DESCRIPTION FOR INCLUSION IN PROJECT GRANT AGREEMENT

## A. Sector Goal and Project Purpose

The broad sector goals to which this project contributes are to: (1) meet the economic and social needs of Pakistan's people through improved planning, administration, and implementation of development projects; and, (2) permit the more effective participation of the private sector in Pakistan's economy. The purpose of this project is to upgrade the managerial and technical expertise of Pakistanis in the public and private sector who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs, and to support participant training being assisted by other A.I.D. financed projects.

## B. Project Outputs

The project is expected to produce the following outputs:

1. Public and private sector managers trained in modern management and/or technical subjects. Training will have been provided to an estimated 1,850 Pakistanis, consisting of approximately 1,622 within Pakistan; 88 in third countries; and, 140 in the United States;

2. Relevant courses and workshops which address Pakistani public and private management training needs are being conducted in host country institutions. There will have been an estimated 9 courses, 10 seminars and 7 workshops/conferences designed, developed and tested as well as 7 U.S. courses adapted and presented;

3. A cadre of approximately 50 to 75 Pakistan trainers and training institution administrators/managers, capable of designing, developing and conducting courses and workshops for the Government of Pakistan and private sector enterprises will have been created;

4. Intensive English language training programs including up to 90 Pakistani English as a Second Language (ESL) instructors and adequate materials and training aids will have been established at institutions in Islamabad, Peshawar and Quetta for Pakistani participants;

5. At least one institution providing training in management, planning and administration in each of the four provinces will have better staff and improved curricula; and,

6. Placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

C. Project Components

While the Development Support Training Project will provide funds for both short-term and long-term training in a variety of subject areas, the main focus of the project is in-country training with an emphasis on management and administration. Within this overall approach, the project will have three major thrusts: (1) the careful tailoring of courses in management and administration to meet the needs of specific public sector agencies and departments; (2) the inclusion of the private sector in both in-country and overseas training opportunities; and, (3) special attention to identifying women and candidates from the Northwest Frontier Province (NWFP), Baluchistan and Sind.

The project will consist of two complementary and interrelated components: (1) In-Country Training and Institutional Strengthening; and, (2) Overseas Training. Coordination and integration of all training activities will be facilitated by a U.S. institution which will be contracted to provide both long-term and short-term technical assistance; to procure training-related commodities, to identify and arrange for Pakistani participants to attend training programs in the U.S. and in third countries; to assist in the design, implementation, and evaluation of in-country training programs; and to provide placement and support services for participants sent to the U.S. and third countries under other A.I.D.-financed projects.

The project will finance in-country training and short-term and long-term U.S. and third country training in areas important for Pakistan's overall economic development. It is anticipated that as many as 1,850 individuals will receive training under this project. Of this total, about 1,622 or approximately 88 percent will participate in in-country training programs in support of the project's focus on in-country training. An estimated 140 participants will receive training in the U.S. while another 88 are scheduled to attend training programs in third countries. In both cases, the majority of overseas training will be short-term. The projected 30 long-term fellowships for study in the U.S. and the 8 long-term fellowships for study in third countries will be utilized in selected cases where the objective and course content of the training programs are consistent with the overall objectives of this project. Examples of overseas training include technical training to prepare individuals for participation in the implementation of A.I.D.-financed projects, prior to the initiation of those projects, and training in areas important for Pakistan's overall economic development but for which no other appropriate A.I.D.-financed project exists.

Technical assistance will be provided to: (1) coordinate and implement project activities; (2) conduct training needs assessments; (3) identify agencies requiring as well as those conducting professional management courses; (4) design and develop professional courses in management and administration; (5) work with local consultants and staff from existing training institutions to present courses through existing training



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institutions; (6) develop intensive English as a Second Language (ESL) programs for those individuals requiring English language skills improvement training prior to their pursuing advanced training overseas; (7) provide placement and support services to participants sent to the U.S. and third countries under other A.I.D.-financed projects; and, (8) strengthen selected Pakistani institutions that are involved in training in the areas of management, planning, administration, and the teaching of ESL. A.I.D. project funds will also finance a limited amount of in-country training commodities in support of the in-country training programs and the long-term consultants.

The GOP (and the private sector for private sector participants) will fund international travel costs for training of more than one year in duration. In addition, the GOP will cover the costs of the salaries and benefits of local public sector training staff and public sector trainees and the operating expenses of local government-owned and/or operated participating training institutes, including land and rent.

D. Bonding and Return

All participants from government agencies who are trained under this project in the U.S. or third countries will execute standard bonding documents. The bond will stipulate that the participant will remain in Pakistan and work for the government for a minimum period of three years (five years for any participants targeted for a Ph.D. degree), or repay the full amount of the cost of training. The required repayment amount will be amortized on a scale, depending on the years of service completed after training. Non-government participants working with trade corporations, chambers of commerce, training institutions, and the like will file with the Economic Affairs Division in the Ministry of Finance, Planning, and Economic Affairs a written agreement between the employing organization and the employee which parallels the bond for public sector employees and requires that the employee return to Pakistan and work for the organization for an established period of time.

E. Implementation Plan

1. Illustrative Implementation Schedule

Project activities are scheduled to take place over a period of approximately five years up to March 31, 1988. The three resident long-term U.S. advisors and two Pakistani long-term consultants are expected to begin work in U.S. FY 1984. Short-term technical assistance is programed to occur throughout the life of the project. The majority of the equipment needed for both the management and ESL training programs will be procured in the first year of the project and thereafter as needed. Short-term participant training will begin late in U.S. FY 1983 and long-term training in U.S. FY 1984. USAID and the Economic Affairs Division (EAD) currently have requests for training that might be financed under this project. Implementation, therefore, can begin prior to the arrival of the long-term advisors. Most of the in-country training courses will be given in project years two through four. The ESL program is scheduled

such that the long-term U.S. ESL trainer can begin to teach immediately after the short-term ESL curriculum specialist has developed the outlines of the program. Two formal project evaluations are planned -- one in 1985 and one in 1987.

2. Government of Pakistan Responsibilities

The Economic Affairs Division (EAD) will be the lead coordinating agency within the GOP and will coordinate with other GOP units responsible for planning, managing, and implementing social and economic development programs. In addition, the Establishment Division's Training Wing will be a major GOP agency working with EAD in the implementation of this project. As the principal coordinating agency for this project, most training support will be provided by EAD. As well as coordinating overseas training, it will work closely with the federal and provincial departments to expedite the processing of candidates to attend in-country training sessions. It will also make arrangements for all initial contacts between the project-financed long-term advisors and GOP agencies at all levels. Specifically, EAD will:

a. prepare draft PIO/P and bio-data with the assistance of USAID/Pakistan;

b. continue to handle transcripts and other documents; and,

c. be a major contact for participants while in training.

The Training Wing of the Establishment Division will work with EAD in the following areas:

a. assist to select the types of long-term and short-term training relevant to agency needs;

b. arrange for initial contacts between USAID, the long-term advisors, and the training institutions;

c. elicit nominations and process candidates for in-country training; and,

d. support EAD in other institution-related matters.

3. A.I.D. Responsibilities

A.I.D. will be responsible for:

a. contracting with all technical consultants;

b. purchasing directly all vehicles, equipment for the ESL training program and other training materials, and all household and office furnishings, equipment, and supplies for the long-term consultants;

c. working with the staff of the U.S. contract institution to arrange for all participant (overseas) training in the U.S. and third countries;

d. providing logistical and administrative support services to the in-country staff of the U.S. contract institution;

e. arranging for and providing sufficient staff to participate in the scheduled formal project evaluations; and,

f. providing sufficient staff to work closely with GOP, provincial government, and private sector agencies to implement this project.

The USAID/Pakistan Training Office will assume overall management and coordinating responsibility within the Mission to monitor, oversee and provide minimum logistical support for this project. Until a U.S. institution is contracted, the Training Office will process all nominations for training in the U.S. and third countries and will arrange for any necessary short-term U.S. technical assistance in U.S. FY 1983 and any initial implementation activities.

The Training Office in the Mission is normally responsible for the coordination of all training components in various Mission projects, and, on a daily basis, advises Mission Offices on the types of training that might be appropriate, monitors training programs to avoid duplication in training efforts, channels information on relevant training opportunities in the U.S. to the Mission Offices, and processes all of the participants being trained under the various projects. Under the Development Support Training Project, the mandate of the Training Office will expand to include the role of coordinator and facilitator between the long and short-term advisors on the one hand and other Mission Offices utilizing this project's training and support services on the other hand. The Training Office will serve as the main A.I.D. contact for the advisors, and all Mission sectoral divisions' requests for training under this project will be routed through the Training Office. Once the contract staff arrive, the Training Office will assist the advisors to prepare preliminary documents and to finalize the processing of candidates in the management and administration training elements of the project. The ongoing liaison responsibilities of the Training Office will be extremely important. The Mission will also continue to provide logistical support (telex facilities and the like) for the contractor. In addition, AID/Washington S&T/IT will continue to provide the USAID Mission with information on training opportunities and backstopping. This information will be made available to the contractor where relevant to the project.

4. Contractor Personnel

In addition to up to 150 person-months of short-term U.S. and Pakistani consultants, the U.S. contract institution will provide up to three U.S. long-term advisors (a management training advisor, a management training institution advisor, and an ESL training specialist). The management training advisor will serve as team leader and, in this capacity, will be responsible for overall coordination with

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EAD and the Establishment Division, to plan, design and oversee all aspects of the project. His scope of work will include the following activities:

a. Make suggestions for courses and technical assistance and process necessary documents such as PIO/Ps with the Training Office's assistance.

b. Recommend specific courses and obtain appropriate concurrence from EAD and/or the Establishment Division. Develop an evaluation plan for courses and make all logistics arrangements for the courses including facility and staff arrangements and the payment of bills.

c. Supervise long-term Pakistani specialists, the long-term ESL advisor, the long-term management training institution advisor, and all short-term consultants.

d. Work with his home institution which will arrange for all technical assistance and commodities, provide appropriate and relevant information on training, and process and provide all travel, briefing and other arrangements for consultants.

e. Arrange for necessary office space and logistics support for the Pakistani specialists.

f. In close coordination with EAD, meet with the private sector to identify course needs and arrange participant training that might be designed for the private sector.

The long-term management training institution advisor will provide support to the team leader in carrying out all his duties and specifically those tasks that relate to training institutions and to the private sector course development. As the project progresses, this advisor will perform the following functions:

a. Through EAD and the Establishment Division, as the case may be, coordinate with the training institutions in both the public and private sectors, and make course and staff suggestions to the project staff and to the institutions; and,

b. Work with the two Pakistani long-term advisors on all activities related to local training institutions and the private sector.

Two Pakistani long-term advisors, one for the Sind and Baluchistan and the other for the Punjab and the NWFP, will be hired by the U.S. contract institution to coordinate and provide support for all activities in the provinces. Their responsibilities will vary from logistical details to major tasks such as making all arrangements for courses to be given or drafting requests for various ministries. They will work with provincial Chief Secretaries and Additional Chief Secretaries and will assist to implement the project in the provinces by processing data, preparing and expediting nominations and course arrangements, making all arrangements for interviews and other data-gathering activities, analyzing

data, and making recommendations and suggestions to the contract team leader on matters relating to the provinces for which they will assume responsibility.

In addition to providing training services in management, planning, and administration, the contractor may be requested to make other short and long-term participant placements in the U.S. and other countries, and to supply all necessary maintenance and support to those participants.

ILLUSTRATIVE

## SUMMARY OF PROJECT COSTS BY EXPENSE CATEGORY AND SOURCE OF FUNDING

(in 000s)

| Expense Category | FY 1983 | | | Life of Project 1/ | | |
|---|---|---|---|---|---|---|
| | A.I.D. | | GOP | A.I.D. | | GO |
| | Dollar Grant (in $) | Mondale Rupees (in Rs) | (in Rs) | Dollar Grant (in $) | Mondale Rupees (in Rs) | (in Rs) |
| Technical Assistance | 1,894 | - | - | 3,934 | 21,722 | - |
| Training | 1,651 | - | 741 | 4,832 | 36,281 | 1,6 |
| Commodities | 67 | - | - | 160 | 4,544 | - |
| Other Costs | 100 | - | 271 | 203 | 373 | 16,2 |
| TOTAL | 3,712 | - | 1,012 | 9,129 | 62,920 | 17,90 |
| Contingency | 288 | - | - | 871 | 3,080 | - |
| GRAND TOTAL | 4,000 | - | 1,012 | 10,000 | 66,000 | 17,9 |

1/ Subject to the availability of funds to A.I.D. for this purpose, and to the mutual agreement of the parties to proceed at the time of each subsequent increment.

10

ANNEX H.1

## ILLUSTRATIVE LIST OF COMMODITIES

| Project Activity | Type of Commodity/Equipment | Estimated Quantity |
|---|---|---|
| Management Training | Overhead Projectors | 6 |
| | Film Screens | 6 |
| | Other Projectors, AV | To be determined |
| | Curricula Materials | To be determined |
| | Resource Materials/ Periodicals | To be determined |
| | Other Consumable Teaching Materials | To be determined |
| | Carryall or Van-Type Vehicles | 3 |
| ESL Training | Overhead Projectors | 6 |
| | Film Screens | 6 |
| | Cassette Duplicators | 3 |
| | Cassettes | 1200 |
| | Portable Cassette Recorders | 90 |
| | Resource Books | To be determined |
| | Other Resource Materials | To be determined |
| | Consumable Teaching Materials | To be determined |

## DATA ON GOP PARTICIPANTS TRAINED BY USAID PAKISTAN[a/]

(March 1951 - September 1982)

| Fields of Study | U.S. and Third Countries (excluding AUB) | American University of Beirut (AUB)[b/] | TOTAL |
|---|---|---|---|
| Agriculture | 727 | 353 | 1,080 |
| Public Administration | 436 | 97 | 533 |
| Family Planning and Health | 316 | 162 | 478 |
| Education | 330 | 266 | 596 |
| Engineering/Industry and Mining | 102 | 22 | 124 |
| Transportation | 164 | 2 | 166 |
| Labor | 127 | - | 127 |
| Community Development | 83 | - | 83 |
| Miscellaneous | 141 | - | 141 |
| TOTAL PARTICIPANTS SENT | 2,426 | 902 | 3,328[c/] |
| RETURNED | | | 3,281 |
| DID NOT RETURN | | | 14[d/] |
| IN TRAINING | | | 33 |
| TOTAL | | | 3,328 |

a/ Excludes participants from the former East Pakistan (now Bangladesh).

b/ No participant sent to AUB after 1975.

c/ Of this total, 241 (8%) were women, in the fields of education, family planning, health and public administration.

d/ Less than 1/2 of 1 percent of total participants.

## SUMMARY OF A.I.D. DOLLAR GRANT AND MONDALE RUPEE FUNDING BY EXPENSE CATEGORY AND FISCAL YEAR

(in $ and Rs)

| Expense Category | 1983 | | 1984 | | 1985 | | 1986 | | 1987 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| 1. Technical Assistance | | | | | | | | | | | | |
| a. Short-Term | 97,600 | 397,200 | 288,000 | 1,160,700 | 1,062,000 | 5,703,900 | - | - | - | - | 1,447,600 | 7,261,800 |
| b. Long-Term | 1,796,022 | 8,047,742 | - | 1,296,000 | 690,076 | 3,250,483 | - | 1,866,240 | - | - | 2,486,098 | 14,460,465 |
| Sub-Total | 1,893,622 | 8,444,942 | 288,000 | 2,456,700 | 1,752,076 | 8,954,383 | - | 1,866,240 | - | - | 3,933,698 | 21,722,265 |
| 2. Training | | | | | | | | | | | | |
| a. U.S. | | | | | | | | | | | | |
| i. Short-Term | 565,016 | 1,324,906 | 961,656 | 2,254,579 | 549,228 | 1,287,915 | - | - | - | - | 2,075,900 | 4,867,400 |
| ii. Long-Term | 805,500 | - | 927,000 | - | - | - | - | - | - | - | 1,732,500 | - |
| b. Third Country | | | | | | | | | | | | |
| i. Short-Term | 128,000 | 374,000 | 222,000 | 675,000 | 346,500 | 836,500 | - | - | - | - | 696,500 | 1,885,500 |
| ii. Long-Term | 152,400 | - | 175,200 | - | - | - | - | - | - | - | 327,600 | - |
| c. In-Country | - | 464,800 | - | 4,401,200 | - | 9,364,000 | - | 9,034,300 | - | 6,263,500 | - | 29,527,800 |
| Sub-Total | 1,650,916 | 2,163,706 | 2,285,856 | 7,330,779 | 895,728 | 11,488,415 | - | 9,034,300 | - | 6,263,500 | 4,832,500 | 36,280,700 |
| 3. Commodities | | | | | | | | | | | | |
| a. Vehicles | 51,200 | - | - | 382,200 | - | 570,300 | - | 684,300 | - | 821,200 | 51,200 | 2,458,000 |
| b. Other | 16,000 | - | 92,700 | 374,500 | - | 535,000 | - | 642,000 | - | 535,000 | 108,700 | 2,086,500 |
| Sub-Total | 67,200 | - | 92,700 | 756,700 | - | 1,105,300 | - | 1,326,300 | - | 1,356,200 | 159,900 | 4,544,500 |
| 4. Evaluation | - | - | 42,000 | 136,800 | 61,000 | 236,200 | - | - | - | - | 103,000 | 373,000 |
| Sub-Total | - | - | 42,000 | 136,800 | 61,000 | 236,200 | - | - | - | - | 103,000 | 373,000 |
| TOTAL | 3,611,738 | 10,608,648 | 2,708,556 | 10,680,979 | 2,708,804 | 21,784,298 | - | 12,226,840 | - | 7,619,700 | 9,029,098 | 62,920,465 |
| Contingency a/ | 388,262 | 519,352 | 291,444 | 523,021 | 291,196 | 1,065,702 | - | 598,160 | - | 373,300 | 970,902 | 3,079,535 |
| GRAND TOTAL | 4,000,000 | 11,128,000 | 3,000,000 | 11,204,000 | 3,000,000 | 22,850,000 | - | 12,825,000 | - | 7,993,000 | 10,000,000 | 66,000,000 |
| Dollar Equivalent b/ | - | 880,000 | - | 885,000 | - | 1,806,000 | - | 1,014,000 | - | 632,000 | - | 5,217,000 |

a/ Contingency: approximately 11% for A.I.D. dollar grant and 5% for Mondale rupee component.

b/ Expressed as dollar equivalents at the exchange rate of U.S. $1.00 = Rs 12.65 as of November 30, 1982. (rounded off)

## SUMMARY OF A.I.D. DOLLAR GRANT AND MCNDALE RUPEE FUNDING FOR SHORT-TERM TECHNICAL ASSISTANCE

(In $ and Rs)

| Source of Technical Assistance | FY 1983 | | FY 1984 | | FY 1985 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| A. PSC | 97,600 | 397,200 | - | - | - | - | 97,600 | 397,200 |
| B. U.S. Consultants hired by U.S. Contract Institution | - | - | 288,000 | 1,045,500 | 1,062,000 | 4,404,500 | 1,350,000 | 5,450,000 |
| C. Pakistani Consultants hired by U.S. Contract Institution | - | - | - | 115,200 | - | 1,299,400 | - | 1,414,600 |
| TOTAL | 97,600 | 397,200 | 288,000 | 1,160,700 | 1,062,000 | 5,703,900 | 1,447,600 | 7,261,800 |

## SUMMARY OF A.I.D. DOLLAR AND MONDALE RUPEE FUNDING FOR LONG-TERM TECHNICAL ASSISTANCE

(In $ and Rs)

| | FY 1983 | | FY 1984 | | FY 1985 | | FY 1986 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| **A. Personnel** | | | | | | | | | | |
| 1. L/T U.S. Advisor (11/83 - 9/87) | 607,155 | 2,550,871 | - | - | 690,076 | 1,695,283 | - | - | 1,297,231 | 4,246,154 |
| 2. L/T U.S. Advisor (7/84 - 10/86) | 717,696 | 2,530,353 | - | - | - | - | - | - | 717,696 | 2,530,353 |
| 3. L/T ESL Advisor (3/84 - 8/85) | 464,221 | 1,720,718 | - | - | - | - | - | - | 464,221 | 1,720,718 |
| 4. L/T Pakistani Advisor(2) (1/84 - 9/87) | - | 360,000 | - | 432,000 | - | 518,400 | - | 622,080 | - | 1,932,480 |
| 5. Pakistani Admin. Asst. (1/84 - 9/87) | - | 120,000 | - | 144,000 | - | 172,800 | - | 207,360 | - | 644,160 |
| 6. Secretaries (5) (11/83 - 9/87) | - | 240,000 | - | 288,000 | - | 345,600 | - | 414,720 | - | 1,288,320 |
| Sub-Total | 1,789,072 | 7,521,942 | - | 864,000 | 690,076 | 2,732,083 | - | 1,244,160 | 2,479,148 | 12,362,185 |
| **B. Office Related Expenses** | | | | | | | | | | |
| 1. Furniture & Equipment | 6,950 | 115,800 | - | - | - | - | - | - | 6,950 | 115,800 |
| 2. Miscellaneous Supplies | - | 50,000 | - | - | - | - | - | - | - | 50,000 |
| 3. Office Maintenance | - | 360,000 | - | 432,000 | - | 518,400 | - | 622,080 | - | 1,932,480 |
| Sub-Total | 6,950 | 525,800 | - | 432,000 | - | 518,400 | - | 622,080 | 6,950 | 2,098,280 |
| TOTAL | 1,796,022 | 8,047,742 | - | 1,296,000 | 690,076 | 3,250,483 | - | 1,866,240 | 2,486,098 | 14,460,465 |

## SUMMARY OF A.I.D. DOLLAR GRANT AND MONDALE RUPEE FUNDING FOR [a/] SHORT-TERM TRAINING - U.S. AND THIRD COUNTRY

(In $ and Rs)

| | FY 1983 | | FY 1984 | | FY 1985 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| A. Estimated Cost | | | | | | | | |
| 1. U.S. Training | 565,016 | 1,324,906 | 961,656 | 2,254,579 | 549,228 | 1,287,915 | 2,075,900 | 4,867,400 |
| 2. Third Country Training | 128,000 | 374,000 | 222,000 | 675,000 | 346,500 | 836,500 | 696,500 | 1,885,500 |
| Total | 693,016 | 1,698,906 | 1,183,656 | 2,929,579 | 895,728 | 2,124,415 | 2,772,400 | 6,752,900 |
| B. No. of Participants | | | | | | | | |
| 1. U.S. Training | 35 | | 50 | | 25 | | 110 | |
| 2. Third Country Training | 20 | | 30 | | 30 | | 80 | |
| Total | 55 | | 80 | | 55 | | 190 | |

a/ Projections are based on an average of three months training.

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## SUMMARY OF A.I.D. DOLLAR GRANT AND MONDALE RUPEE FUNDING FOR LONG-TERM TRAINING -- U.S. AND THIRD COUNTRY a/

(In $ and Rs)

| | FY 1983 | | FY 1984 | | Total | |
|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs |
| A. Estimated Cost b/ | | | | | | |
| 1. U.S. Training | 805,500 | - | 927,000 | - | 1,732,500 | - |
| 2. Third Country Training | 152,400 | - | 175,200 | - | 327,600 | - |
| TOTAL | 957,900 | - | 1,102,200 | - | 2,060,100 | - |
| B. No. of Participants | | | | | | |
| 1. U.S. Training | 15 | | 15 | | 30 | |
| 2. Third Country Training | 4 | | 4 | | 8 | |
| TOTAL | 19 | | 19 | | 38 | |

a/ Projections are based on an average of 18 months training. Since all training in this table is over one year, the GOP will pay international travel costs and there will be no rupee costs borne by A.I.D.

b/ Long-term participants are forward-funded by one fiscal year.

## SUMMARY OF A.I.D. DOLLAR GRANT AND MONDALE RUPEE FUNDING FOR IN-COUNTRY TRAINING

(In $ and Rs)

| | FY 1983 | | FY 1984 | | FY 1985 | | FY 1986 | | FY 1987 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| **Estimated Cost** | | | | | | | | | | | | |
| 1. One to six Week Courses/ Seminars | - | - | - | 836,400 | - | 6,022,800 | - | 7,227,400 | - | 5,162,200 | - | 19,248,800 |
| 2. One Week Conferences/ Workshops | - | - | - | 139,400 | - | 167,300 | - | 200,800 | - | 137,700 | - | 645,200 |
| 3. Four Week Adapted U.S. Courses | - | 464,800 | - | 557,600 | - | 1,338,400 | - | 1,606,100 | - | 963,600 | - | 4,930,500 |
| 4. ESL for Trainers | - | - | - | 2,867,800 | - | 1,835,500 | - | - | - | - | - | 4,703,300 |
| Total | - | 464,800 | - | 4,401,200 | - | 9,364,000 | - | 9,034,300 | - | 6,263,500 | - | 29,527,800 |
| **No. of Courses(Participants)** | | | | | | | | | | | | |
| 1. One to Six Week Courses/ Seminars | | - | 4 | (70) | 28 | (420) | 28 | (420) | 16 | (250) | 76 | (1,160) |
| 2. One-Week Conferences/ Workshops | | - | 2 | (35) | 2 | (35) | 2 | (35) | 1 | (20) | 7 | (125) |
| 3. Four-Week Adapted U.S. Courses | 2 | (35) | 2 | (35) | 4 | (70) | 4 | (70) | 2 | (35) | 14 | (245) |
| 4. ESL for Trainers | | - | 4 | (60) | 2 | (32) | | | | - | 6 | (92) |
| Total | 2 | (35) | 12 | (200) | 36 | (557) | 34 | (525) | 19 | (305) | 103 | (1,622) |

## SUMMARY OF A.I.D. DOLLAR GRANT AND MONDALE RUPEE FUNDING FOR COMMODITIES
(In $ and Rs)

| | FY 1983 | | FY 1984 | | FY 1985 | | FY 1986 | | FY 1987 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs | $ | Rs |
| **A. Vehicles** | | | | | | | | | | | | |
| 1. Land Cruiser Station Wagons (3) | 45,000 | - | - | - | - | - | - | - | - | - | 45,000 | - |
| 2. Spare Parts | 6,200 | - | - | 28,800 | - | - | - | - | - | - | 6,200 | 28,800 |
| 3. Inland Transportation | - | - | - | 13,000 | - | - | - | - | - | - | - | 13,000 |
| 4. Drivers (3) | - | - | - | 60,500 | - | 103,700 | - | 124,400 | - | 149,300 | - | 437,900 |
| 5. Fuel | - | - | - | 226,800 | - | 388,800 | - | 466,600 | - | 559,900 | - | 1,642,100 |
| 6. Maintenance | - | - | - | 27,200 | - | 46,700 | - | 56,000 | - | 67,200 | - | 197,100 |
| 7. Registration/Insurance | - | - | - | 25,900 | - | 31,100 | - | 37,300 | - | 44,800 | - | 139,100 |
| Total Vehicles | 51,200 | - | - | 382,200 | - | 570,300 | - | 684,300 | - | 821,200 | 51,200 | 2,458,000 |
| **B. Educational Equipment** | | | | | | | | | | | | |
| 1. 12 Overhead Projectors | 2,600 | - | 1,600 | - | - | - | - | - | - | - | 4,200 | - |
| 2. 12 Screens | 2,200 | - | 2,000 | - | - | - | - | - | - | - | 4,200 | - |
| 3. 3 Cassette Duplicators | 1,200 | - | - | - | - | - | - | - | - | - | 1,200 | - |
| 4. Audio-visual Software | 10,000 | - | 10,000 | - | - | - | - | - | - | - | 20,000 | - |
| 5. Resource Books | - | - | 55,000 | - | - | - | - | - | - | - | 55,000 | - |
| 6. Consumables | - | - | 12,000 | 350,000 | - | 500,000 | - | 600,000 | - | 500,000 | 12,000 | 1,950,000 |
| 7. Other Curricula | - | - | 6,000 | - | - | - | - | - | - | - | 6,000 | - |
| | 16,000 | - | 86,600 | 350,000 | - | 500,000 | - | 600,000 | - | 500,000 | 102,600 | 1,950,000 |
| 8. Overhead on Contractor Purchases | - | - | 6,100 | 24,500 | - | 35,000 | - | 42,000 | - | 35,000 | 6,100 | 136,500 |
| Total Educational Equipment | 16,000 | - | 92,700 | 374,500 | - | 535,000 | - | 642,000 | - | 535,000 | 108,700 | 2,086,500 |
| GRAND TOTAL | 67,200 | - | 92,700 | 756,700 | - | 1,105,300 | - | 1,326,300 | - | 1,356,200 | 159,900 | 4,544,500 |

# OVERVIEW OF MANAGEMENT TRAINING INSTITUTES IN PAKISTAN 1/

## 1. PAKISTAN INSTITUTE OF MANAGEMENT (PIM) (KARACHI)

### a. Background

The Pakistan Institute of Management (PIM) was established in 1972 to promote management development within industrial and commercial organizations in Pakistan. It is organizationally situated within the Ministry of Production and operates under an autonomous Board of Governors appointed by the Federal Government. Early in its history, PIM received technical assistance from the Ford Foundation and additional assistance from ILO, UNIDO, the Colombo Plan, Asian Development Bank and EDI/World Bank.

### b. Course Offerings

PIM offers a variety of one-week courses in general management (leadership effectiveness, conflict management and communication skills), financial management (financial management in public sector enterprise, managerial accountancy), production management (managerial economics, PERT/CPM, quantitative management techniques, quality control), marketing (sales training, advertising), personnel management (wage and salary administration, labor-management relations, collective bargaining) and other seminars. Three to six week courses are also offered. All courses, with the exception of first line supervision courses, are conducted in English. Most courses are held in Karachi and Lahore and occasionally in Peshawar, Quetta and Hyderabad. PIM has also designed and conducted tailored training programs for specific organizations. In July 1982, it will begin a new effort to institutionalize training capability in eight corporations under the Ministry of Production.

### c. Clientele

Until 1973, approximately 80 percent of the participants came from the private sector. A shift has since occurred towards greater public sector participation, with about 60 percent of students holding public sector positions (mostly in public enterprises and 40 percent from the private sector. Annual total enrollment for all courses is 1,500 to 2,000, with only a few women enrolled. Classes range from 15 to 25 with participants coming from middle and upper levels of management.

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1/ Extracted from a February 1982 USAID/Pakistan commissioned Management Training Report. The entire report is available at USAID/Pakistan and AID/W, ASIA/TR.

d. Faculty

Currently, there are ten full-time faculty members and thirteen vacancies. Several of those who received overseas training have left. Senior faculty receive 6,000 to 7,000 rupees (including salary, rent and transportation allowance) per month. Although this is based on a public sector corporation salary scale which is higher than the line ministry salary structure, this is still not enough to attract and retain quality faculty. These individuals can find better paying jobs in the private sector overseas. PIM supplements its faculty with adjunct instructors, who receive around 5,000 rupees to conduct a one-week course. There are no women on the faculty.

e. Teaching Methodology

PIM uses case study materials and in-class exercises and relies less on lectures than do most other institutions.

f. Facilities

The main facility in Karachi has a seminar hall, a room for showing films, three large classrooms, three small rooms for group sessions, and a library. It can accommodate up to thirty participants in fifteen double-occupancy rooms for residential courses and has cafeteria facilities. Faculty share offices in the classroom building, and there is a support staff to prepare training aids, handouts for courses, and other materials. Overall, the facilities are quite adequate. A second facility is to be opened at Lahore.

g. Funding

Approximately 20 percent of the budget comes directly from the Ministry of Production. Another 20 percent comes through advance fee contributions made by public corporations, for which one participant can attend free for every 1,000 rupee advance. Last year, the total expenditure of PIM came to $310,000, of which $180,000 was generated through direct course charges, $60,000 as course advance money, and $70,000 from the Ministry of Production. Tuition fees for one-week course is about 1,200 rupees.

2. NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION (NIPA) (LAHORE)

a. Background

NIPA Lahore was established in 1961 to provide training for mid-level (Grade 16-19) civil servants. However, its programs have concentrated on the higher grades. Its stated objectives are: to provide training in public administration to selected government officers; to conduct research in public administration; to provide consultancy services to the government; to develop and publish teaching and reference material

drawn from Pakistan's experience in public administration; and, to stimulate a professional approach towards public administration through publication of a journal and in other ways. In the 1960s, A.I.D. provided considerable institution-building support to NIPA, including resident U.S. advisors and sponsorship of several participants for graduate level training in the U.S.

b. Course Offerings

The major course offered at NIPA is the sixteen week Advanced Course in Administration and Development which is conducted twice a year. This course includes the following: ecology of Pakistan, public administration and management, management analysis and administrative research, personnel administration, economy planning and development, financial management, local government and rural development, administrative law and public interests, and Islamic studies. Other shorter several week courses are offered by NIPA in: organization and methods; seminar and training needs; quantitative techniques and management; and, training of trainers. Occasionally, courses are offered off-campus.

c. Clientele

The sixteen week course is designed for mid-career civil servants who are in grades 18 and 19. A policy is about to be implemented that will "require" this course prior to promotion to Grade 19. For other special courses, grade 16-19 Federal and provincial civil servants are the main audience. The grade 19 personnel are usually technical department civil servants (e.g., agriculture and engineering) who are to be exposed to management areas. Enrollment ranges from 20 to 25 per class.

d. Teaching Methodology

Guest speakers are used extensively in courses, and faculty spend considerable time in a lecture/discussion format. Case studies are sometimes used in classes, but assistance is required to develop more relevant, updated cases.

e. Facilities

The campus includes seven classrooms, library, auditorium, cafeteria, facility room, office space, hostel for forty students, and four residential rooms for guest speakers.

f. Faculty

Currently, the teaching faculty consists of three senior instructors, five instructors, five research associates and four research officers. One of the younger faculty members has recently returned from a one year course in Britain on teaching of public administration. He will be offering a course in training of trainers and a seminar in training needs.

g. Funding

Funds are provided by all four provinces with the following distribution: Punjab, 50 percent; NWFP, 20 percent; Sind, 20 percent; and Baluchistan, 10 percent.

3. NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION (NIPA) (KARACHI)

a. Background

Like NIPA Lahore, NIPA Karachi began in the 1960s and received considerable institution-building assistance from A.I.D.

b. Course Offerings

Three basic courses are offered: a twelve-week course in administration and development (once a year); a four-week course in planning and development; and a four-week course in financial management. Due to the difficulty in attracting quality participants for the longer course, NIPA now offers this course only once a year. NIPA is now focusing on more short-term courses such as a special one-week course for the Bureau of Supply and Prices. NIPA Karachi intends to continue to shift away from general management courses to specialized short courses. It has started charging for such courses with fees ranging from Rs.500 to 1,200 per participant.

c. Clientele

Same as NIPA Lahore.

d. Faculty

Currently, there is a teaching faculty of six, one of whom is currently on long-term overseas training, and four vacancies. NIPA has been unable to attract quality candidates to fill the vacancies.

e. Teaching Methodology

There appears to be considerable reliance on guest speakers and lectures. This was the case with the special course for the Bureau of Supply and Prices, where the one-week program was offered four times for a total of 90 participants, and much of the class time involved discussion of Bureau policies and procedures. The four-week planning and development course includes a one-week field case study, where small groups analyze a government project in the Karachi area.

f. Funding

The Federal government provides core funds. However, NIPA is beginning to charge special fees for short courses (from Rs 500 to Rs 1200 per participant depending on course length) which provides additional funds.

## 4. ADMINISTRATIVE STAFF COLLEGE (ASC) (LAHORE)

### a. Background

The Administrative Staff College (ASC) was established in 1960 as an in-service training institution for senior executives of the Federal government, public employees, and the private sector who are about to assume high level positions involved in policy formulation and decision-making. Initially, the ASC received institution-building assistance from the British, A.I.D. and the Ford Foundation. Many of the faculty who were trained overseas in the 1960s are no longer with ASC.

### b. Course Offerings

The major course for senior officials (Advanced Course in Management and Development) lasts three months and covers issues in management, economic development, and policy analysis. The course is offered twice a year and is a prerequisite for promotion. Other courses include: regional cooperation for development (five weeks); a China course (five weeks); management systems and methods ( a four-week course presented by the Royal Institute of Public Administration); a World Bank course on investment analysis, decision-making, and implementation; a course in training of trainers (three weeks); and a three-week course on public enterprise. For some of these courses, the college simply acts as the host with key instructors brought in by various donors. These courses are offered from September through April.

### c. Clientele

This facility is for high level officials in government and public enterprises, with a few private sector executives occasionally participating. Classes normally have 20 to 25 participants.

### d. Faculty

There are five teaching faculty members, three staff members in the course studies development section, and six research associates. A majority of the teaching staff and course studies staff have an advanced degree from the U.S. or U.K.

### e. Teaching Methodology

The regular three-month seminar involves numerous guest lectures and field research studies, a written research assignment, and management exercises (e.g., managerial grid). The written research assignment is evaluated by staff with reports on the quality of participants sent back to the employing organizations.

Best Available Document

f. Facilities

ASC's large campus is situated in the city. It has three classrooms, a library, hostel and cafeteria, and several syndicate meeting rooms. Residential facilities hold up to forty participants.

g. Funding

ASC is fully financed by the Federal government. The fee for the three-month course is Rs 10,830. The fee structure for other courses varies.

## 5. PAKISTAN ACADEMY FOR RURAL DEVELOPMENT (PARD), PESHAWAR

### a. Background

The Pakistan Academy for Rural Development was started in 1959 with the support of the Ford Foundation and became fully operational in 1962. It is under the administrative control of the Establishment Division, GOP, and is guided by a Board of Governors which includes representatives of the Federal and four provincial governments. The purpose of PARD is to improve the administration of rural development throughout Pakistan. This is accomplished through in-service training for the administrators of rural development programs, applied field research, and pilot projects focused on new techniques of rural development. IN addition to these activities, a Provincial Service Academy, (established in 1968), is located on the campus of PARD and provides pre-service training to probationary officers of the provincial civil services. The new Frontier National Institute of Public Administration will initially also be housed on PARD's campus and will offer its first course in personnel management in April 1982.

Over the past several years, A.I.D. has made some contributions to PARD through the funding of a few participants and by some short-term technical assistance.

### b. Course Offerings

PARD offers a regular eight-week rural development administration course for Tehsil level officials and a separate one-week course for district and division level officers, both given twice a year. In addition, special short courses are held throughout the year, some of which are conducted off-campus in decentralized locations. Typical areas covered in the courses include: public administration, social psychology, rural sociology and applied anthropology, development economics agricultural economics and extension, education and communication, and social research. The faculty attempts to update and modify courses based on feedback from participants through follow-up contacts.

### c. Clientele

Participants come mainly from nation-building departments at the provincial, district, and tehsil levels. Recently, PARD started to provide training for local level council members. Typically, each course was 20 to 25 participants, most of whom have university-level educations. Few women attend these courses.

### d. Faculty

Currently, PARD has seven teaching faculty members and two vacancies at that level, and six research associates, with one vacancy. One of the instructors is a woman.

e. Teaching Methodology

The program at PARD calls for the use of a variety of teaching approaches, including case studies and field exercises. In the eight-week course, for example, one week is spent in a village to prepare an area development plan. Overall, however, a considerable amount of class time on campus is in the form of lectures. PARD staff recognize the need to considerably strengthen curriculum design and instructional technology through e.g. the development of new case studies.

f. Facilities

PARD's physical facilities are quite adequate. PARD can house 120 to 160 students and has a guest house with fourteen rooms. There are three classrooms, a library cafetaria and auditorium. The library currently receives ten foreign journals (they used to receive forty), and could benefit from additional books and journal subscriptions.

g. Funding

Sixty percent of PARD's budget comes from the federal government, eighteen percent from Punjab, ten percent from NWFP, eight percent from Sind and four percent from Baluchistan.

6. MANAGEMENT ASSOCIATION OF PAKISTAN (MAP), KARACHI

a. Background

The Management Association of Pakistan (MAP) was founded in 1964 by a small group of managers and executives concerned with increasing managerial talent. The primary interest of the Association is to stimulate interest in and disseminate knowledge of modern management practices and techniques. It is a non-profit, professional body. There are three catagories of members: organizations with one hundred or fewer employees (annual dues = Rs 1,200); individual corporate members consisting of key senior executives or faculty members from universities (annual dues = Rs 100); and, Associate Members consisting of individuals who do not qualify as corporate members (annual dues = Rs 25). Members are entitled to all services of the Association, including training programs, use of library books, a readers service, and publications. While some training programs are free to members, others require small fees.

b. Course Offerings

MAP organizes lectures, short courses, half-day seminars, and panel discussions. Occasionally, longer seminars are also offered. Topics for half-day courses include: the economy; Islam and economics;

management improvement in Pakistan; and administration of income tax. Two and three day courses involve such topics as motivation and effective communication. MAP holds approximately two half-day seminars per month. Attendance averages about 30 persons per session.

c. Clientele

The clientele for courses is drawn predominantly from private sector firms and some state enterprises. At present, there are 30 institutional members and over 130 corporate members.

d. Faculty

MAP has no permanent faculty and relies on guest speakers or individual trainers to conduct specific seminars or courses.

e. Teaching Methodology

Lecture/discussion is the typical format for short half-day seminars. For longer seminars, there is a mixture of lecture, group discussion, and case analysis.

f. Facilities

MAP has a small office and library in a residential building which houses an executive director, one public relations officer, one typist, and a secretary.

g. Funding

Membership fees are mentioned above. Fees for specific seminars and courses vary according to length. A half-day course costs Rs 250 including lunch. A three to four-day seminar costs Rs 2,000 to 2,500 including course materials and lunch.

7. INSTITUTE OF BUSINESS ADMINISTRATION (IBA), KARACHI

a. Background

The Institution of Business Administration of the University of Karachi was established in 1955 in collaboration with the Wharton School, University of Pennsylvania and later with the University of Southern California. A.I.D. provided to IBA a total of $10 million from 1955 through 1968, including nearly sixty U.S. faculty. IBA offers a Bachelors of Business Administration, a Masters of Business Administration, and a Ph.D. program. It has a full-time day program on the university campus with sixty students for the two-year MBA degree, and an evening program in downtown Karachi with one thousand evening MBA students, who take about five years to complete their degrees on a

part-time basis. Entrance standards are very high; of 1,700 applicants last year, only seventeen were admitted.

The first director occupied the position for fourteen years. His presence provided long-term stable leadership. During the period 1972-1978, IBA was characterized by a changing leadership during which time the administration and program content suffered. During the last few years, however, the IBA appears to have re-established a strong position under the new dean.

b. Course offerings

IBA offers a full range of courses leading to BBA, MBA and Ph.D. degrees. It also offers post-graduate diplomas in business administration, computer science, as well as special courses, workshops and seminars for business executives. In addition, it has occasionally conducted in-country training programs for PIA, Burmah Shell, and others. At the request of the University Grants Commission, IBA will be conducting a special course this spring (1982) in effective teaching methods for faculty members from the other eight business schools throughout Pakistan.

c. Clientele

Students enter the BBA and full time MBA programs with no prior work experience. The evening program is part-time for those currently holding full-time positions primarily in the private sector and in public sector enterprises. MBA graduates have had a good placement record with most getting jobs with multinationals in Pakistan or with firms in the Middle East. A few students, generally those with poorer grades, get jobs in the public sector. Approximately 10 percent of the BBA students are women. A still smaller percentage of women attend the MBA program.

d. Faculty

IBA has twelve full-time faculty members, almost all of whom have graduate degrees from overseas. Seven of the twelve are former USAID participants. IBA will be adding six new members to the faculty shortly. IBA also has twenty-five part-time faculty members, who assist primarily in the evening program. One major reason IBA apparently has less difficulty than many other institutions recruiting and retaining quality faculty is that they have several mechanisms to supplement salaries. If a faculty member does individual consulting, he retains 90 percent of the fee and 10 percent goes to IBA. For a special one-week management development course for in-service activities, the faculty member is paid 40 percent of the fees collected.

e. Teaching Methodology

IBA's appraoch is modeled after U.S. MBA training and utilizes

case studies and research projects.

f. Facilities

The main campus is located at the University of Karachi and has twelve classrooms, a library (weekly subscriptions to 80 foreign journals), auditorium, cafetaria, student lounge, syndicate room, and hostel facilities for a hundred students. The town facility has fifteen classrooms. The main campus facilities are in very good condition. Next year, IBA will be getting its own IBM 370 computer.

g. Funding

IBA's total budget is $300,000 of which $170,000 comes from the University Grants Commission (USG). The remainder comes from tuition fees and supplemental sources derived from special course offerings. IBA hopes to become less dependent on the UGC in the future by raising tuition. Currently, the tuition per semester for a full-time day student is Rs 1,000. The evening course is Rs 600 per semester. An individual course costs Rs 150.

# PROJECT DESIGN SUMMARY
## LOGICAL FRAMEWORK

Project Title & Number: Development Support Training Project, 391-0474

Life of Project: From FY 1983 to FY 1988
Total U.S. Funding: $10 mil and Rs 68 m
Date Prepared: Dec 15, 1982

| NARRATIVE SUMMARY | OBJECTIVELY VERIFIABLE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS |
|---|---|---|---|
| **Program or Sector Goal:** The broader objective to which this project contributes:<br><br>To more effectively meet the economic and social needs of Pakistan's people through improved planning, administration and implementation of development projects, and to permit more effective participation of the private sector in Pakistan's economy through providing increased management training services. | **Measures of Goal Achievement:**<br><br>1. More effective implementation of development projects.<br>2. Improved management, administration and planning in public and private sector organizations.<br>3. Training recognized by public and private sector decision-makers as a positive investment in meeting long-term management needs.<br>4. Increased number of GOP participants accepted in U.S. and other foreign universities without additional English language training after studying language in Pakistan. | 1. Increase in the number of projects acceptable to donors.<br>2. A formal expression of GOP priority accorded to training - review of departmental level policies. | **Assumptions for achieving goal targets:**<br><br>1. Current GOP policies and incentives to stimulate the public and private sectors will continue without interruption.<br>2. GOP development policies and priorities will provide the necessary stability and continuity to allow development project activities to flow without interruption. |
| **Project Purpose:**<br><br>To upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs. | **Conditions that will indicate purpose has been achieved: End of project status:**<br><br>1. Improved managerial and technical skills of the trained Pakistanis being effectively utilized in the public and private sector.<br>2. Approved training plans in each of the four provinces relative to provincial governments' requirements for training in management, administration, and planning.<br>3. Periodic scheduling of management training courses by authorities in each of the four provinces.<br>4. An established schedule of management training opportunities offered by small industries corporations, and other organization serving the private sector.<br>5. Improved English proficiency for participants and reduced time studying English in overseas institutions. | 1. Training and placement records of organizations.<br>2. Review of approved training plans and training schedules.<br>3. Sampling of private sector organizations' policies regarding career development of its managerial, administrative and technical staff.<br>4. A case study of two or more projects from planning, development and through implementation stages.<br>5. Level of GOP budget support to training institutions. | **Assumptions for achieving purpose:**<br><br>1. Responsible GOP and private sector employees will be identified and released for in-country and overseas training.<br>2. Courses established under this project will continue to be updated for GOP training institutions and will be utilized by GOP employees and private individuals.<br>3. Individuals who have been trained and returned to work utilize their acquired knowledge and skills.<br>4. Senior levels of management will provide continuing support to those individuals who were trained; and<br>5. The GOP will continue to attach high priority to quality improvement of training institutions and will provide sufficient budget and personnel for training institutions and programs. |
| **Outputs:**<br><br>1. Public and private sector managers trained in modern management and/or technical subjects who are involved in the planning, development and implementation of GOP priority social and economic programs.<br>2. Relevant courses and workshops modified as necessary, which address identified Pakistani public and private management training needs and are being conducted in host country institutions.<br>3. A cadre of trained instructors exists which is capable of designing, developing and conducting courses and workshops for the GOP and private sector enterprises.<br>4. There are intensive English language training programs for Pakistani participants in Islamabad, Peshawar and Quetta.<br>5. Selected Pakistani institutions providing training in management, planning and administration will have better trained staff and improved curricula. | **Magnitude of Outputs:**<br><br>1. Training in management and technical subjects has been provided to 1,850 Pakistanis during the life of the project: 1,522 within Pakistan; 88 in third countries, and 140 in the United States.<br>2. Short courses and workshops of several days to three weeks have been designed, developed and tested (approximately 34 courses, workshops, conferences and seminars) and are being used in host country institutions.<br>3. Approximately 50-75 Pakistani trainers are available to host country institutions who are qualified to design new courses, and conduct those created under this project, that address management needs in the public and private sectors; and<br>4. Up to ninety Pakistani English language instructors and three English language training programs are in operation in Islamabad, Peshawar and Quetta with sufficient materials and training aids to produce Pakistanis capable of entering universities and training institutions abroad.<br>5. At least one training institution in each province will be strengthened. | 1. Training records of training institutions: number of courses, number of participants and types of courses.<br>2. Assessment of training contents qualitative and quantitative assessment of designed courses and training faculty.<br>3. Number of participants being accepted by U.S. and foreign institutions without requirements for additional language training in the U.S. or third countries. | **Assumptions for providing outputs:**<br><br>1. Responsible GOP and private sector employees will be identified and released for in-country and overseas training.<br>2. Adequate personnel and facilities exist in the training institutions and will be made available for project related training courses.<br>3. GOP provides encouragement to the spread and learning of English language.<br>4. Some positive policy measures will be taken both in the public and private sectors for the recruitment and retention of professional staff. |
| **Inputs:**<br><br>1. Technical Assistance<br>2. Training<br>3. Commodities | **Implementation Target (Type and Quantity):**<br><br>**Technical Assistance:**<br>Long-term (U.S.) 92 p.m.<br>Long-term (Pakistani) [illegible] p.m.<br>Short-term (US/Pak) 156 p.m.<br>Total 336 p.m.<br><br>**Training:**<br>In Pakistan 1,622 persons<br>In the U.S. 140 persons<br>In third countries 88 persons<br>Total 1,850 persons<br><br>**Commodities:**<br>Books, journals<br>Audio-visual and curricula material<br>[illegible] vehicles<br>Cassette players<br>Cassette duplicators<br>Other consumables | 1. USAID project approval, funding and action documents.<br>2. GOP PC-1 and other approval documents. | **Assumptions for providing inputs:**<br><br>1. Timely recruitment/availability of qualified technical assistance staff. |

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO PAKISTAN

Cable : USAIDPAK

HEADQUARTERS OFFICE
ISLAMABAD

Office of the Director

DEVELOPMENT SUPPORT TRAINING PROJECT, 391-0474

FAA SECTION 612 (b) CERTIFICATION

A major purpose of the $1.625 billion economic assistance program negotiated between the Governments of the United States of America and Pakistan, acknowledged by both governments and a primary reason for both governments having decided to develop an economic assistance package, is to provide balance of payments assistance to Pakistan.

I have carefully reviewed the advisability of disbursing United States dollars in lieu of United States-owned excess foreign currency to pay for local costs of projects being implemented in Pakistan. In light of the United States Government's objectives concerning the program, I have determined that it would be prejudicial to U.S. interests and goals to pay for all local currency costs with United States-owned rupees. Such a procedure would prevent the U.S. from providing the maximum amount of balance of payments support under the economic assistance package, and would consequently undercut one of the basic objectives of the program. The objective of providing balance of payments assistance to Pakistan can best be achieved by disbursing United States dollars to pay for local costs of the program. Section 612 (b) of the Foreign Assistance Act of 1961, as amended, authorizes the administrative official approving the voucher to determine that local costs will be funded with direct payment of dollars for the program. Pursuant to this provision, Handbook 19 requires that the Mission Director (or his designee) make a determination as to the reason in any instance where United States dollars are used (disbursed) when United States-owned foreign currency is available. Where dollars are used for local cost financing, USAID/Pakistan will, therefore, make disbursements to the Government of Pakistan in U.S. currency.

In addition to disbursing United States dollars for local costs, USAID/Pakistan plans to use the United States-owned

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Best Available Document

FAA SECTION 612 (b) CERTIFICATION (Continued)

excess rupees known as "Mondale Rupees", which are available under the provisions of Section 104 of the Agricultural Trade Development and Assistance Act, 1954, as amended, to finance some of the local costs associated with United States dollar-financed activities, thereby increasing the overall development impact of the proposed $1.625 billion economic assistance program.

In view of the above rationale, I, Donor M. Lion, principal officer of the Agency for International Development in Pakistan, pursuant to Section 612 (b) of the Foreign Assistance Act of 1961, as amended, do hereby certify the need to disburse United States dollars to cover local currency costs in lieu of using United States-owned excess rupees under the Development Support Training Project.

Donor M. Lion

Donor M. Lion
Director
USAID/Pakistan

March 15, 1983
Date