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Interim Evaluatio
of the
Omani-American Joint Commission
Scholarship and Training Project
(272-0101)

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PROJECT IDENTIFICATION DATA

1. Country: Sultanate of Oman
2. Project Title: Omani-American Joint Commission
Scholarship and Training Project
3. Project Number: 272-0101.2
4. Project Dates:
 - a. First Project Agreement: 1983
 - b. Final Obligation Data: FY 89 (planned)
 - c. Most recent Project Assistance Completion Date (PACD): 1990
5. Project Funding:

a. A.I.D. Bilateral Funding (grant)	US\$ 31,950
b. Other Major Donors	US\$ 0
c. Host Country Counterpart Funds	<u>US\$ 23,520</u>
Total	US\$ 55,470
6. Mode of implementation:
 - a. Grantee: The Government of the Sultanate of Oman
 - b. Implementing Agency: The Ministry of Education,
Directorate General of Scholarships and Foreign Relations
 - c. A.I.D. Direct Contractor: Checchi and Company
7. Responsible Mission Officials:
 - a. A.I.D. Representative(s): Chester Bell, Jr., Furman G.
Towery, Duncan Miller (current)
 - b. Project Officer: David Mandel
8. Previous Evaluation(s): None

ACRONYMS

DGSFR	Directorate General of Scholarships and Foreign Relations, Ministry of Education and Youth
DHST	Director of Higher Studies and Training, Ministry of Education and Youth
ELT	English Language Training
JC	Joint Commission
OAJC	Omani-American Joint Commission for Economic and Technical Cooperation
GOVOMAN	Government of the Sultanate of Oman
MIS	Management Information System
MOEY	Ministry of Education and Youth
PDF	Participant Data Form
STP	Scholarship and Training Project
S&T/IT	Bureau for Science and Technology, Office of International Training

PREFACE

This interim evaluation of the Omani-American Joint Commission Scholarship and Training Project was conducted by four evaluators. Dr. Vincent Faulds under an IQC to TvT Associates acted as Team Leader and was responsible for Chapters I, II, III and VIII of this report. Dr. Samira Strickland under an IQC to Devres, Inc. prepared Chapters V, VI and IX. Ms. Elizabeth Carter of the A.I.D. Office of International Training wrote Chapters IV, VII, X and XI. Mrs. Rahila bint Amer al-Riyami, Director of Planning in the Ministry of Education, worked closely with the American members of the team while in Oman.

The evaluators wish to acknowledge the cooperation and support of those persons who assisted in this evaluation, especially the Director of Higher Studies and Training, the staff of the Omani-American Joint Commission and the members and counterparts of the Checchi and Company technical assistance team.

EXECUTIVE SUMMARY

The Scholarship and Training Project (STP) was conceived and developed by U.S. Agency for International Development and Government of Oman representatives under the direction of the Omani-American Joint Commission for Economic and Technical Cooperation (OAJC).

The central objective of the project is to assist Oman in the development of essential human resources in priority fields directly related to national development: (1) replacing expatriate workers with trained and qualified Omanis, and (2) upgrading the capabilities of Omanis already employed in priority government agencies to enable them to execute their job requirements more effectively.

A US grant of US \$31,950,000 and an Omani contribution of US \$23,520,000 were proposed to cover the implementation costs of the project over a seven year period. A subgrant agreement outlining the scope and objectives of the project together with the approved budget was signed on May 5, 1983 and the completion date set for this project was September 30, 1990.

The project consists of four major elements: long-term training, short-term training, technical assistance, and a management information system for scholarships and training. The Oman Ministry of Education and Youth (MOEY) was designated as the principal implementing agency. Within the MOEY a new Department of Higher Studies and Training was created and delegated responsibility for project implementation.

The principal focus of the project at its outset was the long-term training component with objectives of 200 Bachelor degrees and 100 postgraduate (Masters and Doctoral) degrees. Most of the project funds (\$27.13 million of \$31.95 million U.S. contribution and \$20.87 million of \$23.52 million Oman contribution) were assigned to this component. The concentration was to have been in six fields (education, agriculture, rural development, public health, administration/management and finance/accounting) with emphasis on educational institutions.

The technical assistance element of the project was to focus primarily on: developing within the cooperating Ministries the institutional capacity to assess and plan for their respective training requirements; planning, programming and monitoring the short-term training; and establishing within the Directorate General of Scholarships and Foreign Relations (DGSFR) of the MOEY an effective management information system (MIS).

There were significant delays in the installation and implementation of the MIS in the MOEY. Initial delays were caused by uncertainties with regard to the most appropriate type

of equipment and by the incompatibility of the skills and experience of the selected computer specialist with the equipment and software selected for operation of the MIS. Most of these problems have now been resolved and plans have been approved to complete the basic implementation of the MIS.

Government-wide budget cuts resulting from the drop in oil prices and the consequent drop in Omani revenues caused serious problems and delays in all sectors of the project, but were most evident in the short-term training and training planning activities. The budget cuts and parallel hiring freeze made it extremely difficult to provide the counterpart and other logistical support needed for effective utilization of the technical assistance. In addition, it became difficult for the participating Ministries to release employees for training and to pay the required special benefits during their training period. It was only after the MOEY obtained exemption from payment of required supplemental allowances to short-term trainees under the project that significant progress toward short-term training implementation was achieved.

Further serious delays were caused by the slowness in approval of the draft training plans prepared for the first four of the priority Ministries. Plans, procedures, supporting forms, guidelines, etc. are now in place in several of the cooperating Ministries and the pace of implementation is accelerating rapidly and should continue to do so.

Selection and reimbursement procedures for the long-term training component have resulted in an excessive work load for MOEY personnel without any compensating benefits to them. Further, there has been no significant change in either the number or composition of training fields in the scholarships being offered by the Government of Oman as a result of the OAJC reimbursements. Few, if any, of the participants whose training is being supported have any knowledge of the OAJC participation.

In partial recognition of these problems, amendment No. 1 to the project agreement transferred some \$3 million from long-term to short-term training in June 1987.

Key Conclusions and Recommendations

Conclusion 1: All available evidence indicates that the long-term training element of the project has not accomplished the objectives as set forth in the project documents and will not do so in the future.

Recommendation 1: It is strongly recommended that all uncommitted funds available in the long-term element of the project be transferred to the short-term element where they can be utilized more effectively and that the long-term element be phased out.

Conclusion 2: After numerous delays, implementation of the MIS element of the project appears to be progressing and approaching the point where it can become an effective management tool.

Recommendation 2: It is recommended that every effort be made to complete the input of data to the MIS, to train the staff of MOEY at all levels in inputting data, in system maintenance and in the utilization of the MIS for improved MOEY operations.

Conclusion 3: The short-term training element of the project has had many delays and problems for a variety of reasons, but is now functioning well and the pace of implementation is increasing rapidly. However, additional inputs of both funds and personnel will be required to meet the desired objectives of institutionalizing training capabilities in the cooperating Ministries.

Recommendation 3: A detailed analysis should be made of the present status and operational capabilities of the short-term training element of the project in relation to desired objectives. A detailed operational plan should then be developed to guide the effective utilization of additional inputs.

Conclusion 4: There have been numerous problems connected with the technical assistance inputs and implementation of the project. Most of these have been resolved, but a few points still need to be clarified. If additional funds are transferred to the short-term training sector, it will be imperative that additional inputs be made to the technical assistance element.

Recommendation 4: In direct relation to recommendation 3, a detailed analysis should be made of the technical assistance inputs, counterpart requirements and logistical support required to effectively implement an expanded short-term training program. A detailed operational plan should then be developed and mutually agreed upon by all participating agencies.

MATRIX OF CONCLUSIONS AND RECOMMENDATIONS

Chapter IV. Long-Term Training

Conclusions

1. AID funding of the graduate and undergraduate scholarship program of the Government of Oman has had almost no influence on the fields of study of Omani students in the US.
2. The Ministry of Education and Youth receives no additional budgetary support through the project and is burdened with paperwork to provide documentation to the OAJC to reimburse not the Ministry of Education, but the Ministry of Finance. The long-term training component of the Scholarship and Training project is in effect nothing more than a burdensome means of providing general budgetary support to the Government of Oman.

Recommendations

1. The Scholarship and Training Project should be amended to transfer the funds remaining under the long-term training component to the short-term component.
2. The contractor should assist the DGSFR to install a follow-up and evaluation system using the MIS.
3. Long-term participants, once approved for reimbursement by the OAJC, should be reported to A.I.D. S&T/IT through PDF's prepared by the DGSFR and transmitted to AID/W through the OAJC. There should be no attempt to report Omani long-term participants prior to reimbursement approval as claims are not submitted for all those participants that are initially approved by the OAJC for sponsorship, and approval for reimbursement is dependent on grades achieved.

Chapter V. Short-Term Training

Conclusions

1. The training plans didn't list needed training according to priority fields and levels of training. Training plans didn't take into account the government policy of only sending 40 students per year for graduate studies and 600 students then (now 100 students) for undergraduate studies abroad.

Recommendations

1. Training plans should be revised for short-term training.
2. Short-term training should be redefined in terms of purpose and length of time. Target groups to receive such training should also be clearly identified.

2. Among the obstacles that contributed to the delay in conducting short-term training were the following:
 - the delay in approving the four training plans by the OAJC.
 - the dissemination of training plans long after the consultants had gone.
 - budget cuts and the burden of the government allowances granted to trainees while in training.
 - some government agencies lack of interest in training plans.
3. Technical and vocational short-term training remains a priority in all sectors of the economy in Oman. Although most of the short-term training conducted under STP is outside the training plans, it is still in priority sectors and areas indicated in the sub-activity paper.
4. Presently, there is no clear definition of long-term and short-term training. The majority of those that have been selected for training are on a non-degree training program of longer duration than the averages indicated in project documents.
5. Given the shortage of Omani manpower, employers find it difficult to spare some of their employees to go for one or two years of short-term training. It also makes it difficult for certain groups such as women and upper level management to be away from home and work for long periods of time.
6. There seems to be very little interministerial coordination of training that cuts across the board in actual practice.
3. Emphasis should be shifted to short-term in-country training. This type of training should not be for more than 2-4 weeks.
4. Clear criteria for selecting the training, trainees and the institutions should be established for short-term training.
5. An evaluation and follow-up system should be part of the training component at the DGSFR. Formal evaluation of completed training through returned participants and their employers should be conducted in order to determine the impact of such training on the jobs and their institutions and in order to revise training plans accordingly.
6. The establishment of a national training committee chaired by the Undersecretary of Education is recommended. The secretariat of this committee should be the Directorate of Higher Studies and Training. Committee members would be representatives from each ministry, principal training institutions and representatives from the private sector. The Committee should be responsible for establishing training priorities, proper and well planned needs assessments and identifying trainees according to agreed upon criteria.
7. Private sector training should be given attention particularly training of managers for small businesses and industries.

7. The STP was supposed to have generated private sector interest in training. There has been no training for the private sector under this project.

Chapter VI. Management Information Systems

Conclusions

1. Careful selection of a computer expert is a pre-requisite for a successful system. The first expert selected did not have the appropriate technical background, which caused a major delay in completing the MIS.
2. The information to be used in this system requires a comparatively small amount of storage. Therefore, the choice of the microcomputer-based system is a sound one since it should perform well for storage and information gathering purposes.
3. Arabized software (PC-FOCUS) was installed earlier this year by Standarddata of Cairo/Egypt to support the computer system. PC-FOCUS is one of the most modern softwares available.
4. The data base has not been completed as yet and the flexibility of the system is not clear.
5. There is a great need for training of DGSFR personnel at the technical, operational and management levels so that they can maintain, utilize and manage the system.

Recommendations

1. It is essential that the selection of the technical staff (to complete the system and to conduct training) be done according to agreed upon criteria derived from the DGSFR's needs and existing environment.
2. Careful examination of the existing system and of remaining work must be conducted, particularly for the networking issue since it involves substantial amounts of money.
3. Recurrent expenditures for the training and skills upgrading of system users (at all levels) after the project terminates should be integrated into the DGSFR plans and budget.
4. Resources should be allocated to complete the data base in order to utilize the full capacity and flexibility of the system before the end of the project's Technical Assistance.
5. Train at least three Omanis from each of the three directorates of the DGSFR at the operational, technical and management levels in order to be able to fully operate, maintain and manage the system at the DGSFR.

6. A substantial amount of work remains to be done to reach full utilization of the system before the end of the project's technical assistance.

6. Once the subcontractor completes training and system adjustments, an objective independent expert's advice should be sought to assess the flexibility and effectiveness of the MIS and its appropriateness to the scope and scale of the DGSFR.

Chapter VII. Project Design

Conclusion

Based on the assumptions and conditions which existed at the time, the original project design appeared to be good. However, the changed conditions and experience have shown this design to be inadequate to meet the desired objectives.

Recommendation

Based on the findings and recommendations of this evaluation plus further studies as recommended, the project should be redesigned and restructured as quickly as possible to make maximum utilization of remaining resources to meet the desired development objectives of Oman.

Chapter VIII. Technical Assistance Implementation

Conclusions

1. The lack of specificity of authority and responsibility among and between the designated representatives of the participating agencies has been a partial cause for disagreements and implementation delays.

2. The lack of clear responsibility and specific budget provision for the timely availability of necessary counterpart personnel and logistical support for all staff members has contributed to significant delays in the effective implementation of the project.

Recommendations

1. Clear lines of authority, responsibility and communication should be established among and between all persons who are actively involved in the implementation of the project. This should be done at the earliest possible time for the existing project and should be carefully built into any related ongoing or future activity.

2. Maximum efforts should be made by both the Joint Commission and the DGSFR to resolve any problems which still remain with regard to either counterpart personnel or logistical support. Further it is recom-

mended that specific and detailed provisions be made to ensure the timely and adequate availability of both counterpart personnel and logistical support to any extension or modification of this project or other future related activity. Definition of all support requirements should be given to the concerned government agency at the earliest possible time.

3. The private sector has not benefitted from the STP despite provisions in the project paper that it should.

3. As an indirect way of benefitting the private sector, the Directorate General of Vocational Training, Ministry of Social Affairs and Labour should be asked to submit proposals for non-degree training under the short-term training component of the project as education is a priority area under the project and vocational training should have been included in the Miller plan.

I. INTRODUCTION

This interim evaluation of the Oman Scholarship and Training Project (STP) was undertaken at the request of the Omani-American Joint Commission (OAJC) and in accordance with guidelines of the U.S. Agency for International Development.

The four-member evaluation team consisted of two outside contract members, Dr. Vincent Faulds, team leader, and Dr. Samira Strickland; one member from AID/Washington (Office of International Training), Ms. Elizabeth Carter; and Mrs. Rahila bint Amer al-Riyami, Director of Planning in the Ministry of Education of Oman. The three American members of the team participated in a two day briefing/planning exercise in Washington, D.C. and then proceeded to Oman where they were joined by the fourth team member.

The team studied and reviewed all available documentation on the project and related agencies and activities in Oman. The principal documents studies are listed in Annex 9. The team held extensive consultations with the staff of the OAJC and with the Director of Higher Studies and Training (DHST) of the Ministry of Education and Youth (MOEY) who has been delegated principal responsibility for implementation of the project. Frequent consultations were also held with project staff members of the contractor, Checchi and Company.

Interviews were held with a broad cross section of Omani government officials and other persons, including participants in the training programs, who were directly in contact with project activities or knowledgeable about them. (See annexes 7 and 8.)

The team was limited to approximately two work weeks in Oman to gather all of the information, prepare a preliminary report and review it with the OAJC and DHST. It is impossible in this brief report to take note of all of the views of the persons interviewed which differed widely on some points. The team has given consideration to all available inputs, both written and verbal, and attempted to present an unbiased synthesis of these. Apparent problem areas of implementation have been noted only as a basis for making recommendations for future actions.

II. PROJECT HISTORY

The Scholarship and Training Project was conceived and developed by U.S. AID and Government of Oman representatives under the direction of the Omani-American Joint Commission for Economic and Technical Cooperation. The proposed scope and objectives of the project were set forth in a sub-activity paper prepared by the Joint Commission and forwarded to AID Washington in February 1983.

The central objective of the project is to assist Oman in the development of essential human resources in priority fields directly related to national development. This objective aims at meeting two vital needs of Omani development: (1) replacing expatriate workers with trained and qualified Omanis, and (2) upgrading the capabilities of Omanis already employed in priority government agencies to enable them to execute their job requirements more effectively.

A US grant of US \$31,950,000 and an Omani contribution of US \$23,520,000 were proposed to cover the implementation costs of the project over a seven year period.

A subgrant agreement outlining the scope and objectives of the project together with the approved budget was signed on May 5, 1983 by the Co-Chairmen of the OAJC and the responsible authorities of the Government of Oman. The completion date set for this project was September 30, 1990.

The agreement designated the MOEY as the responsible entity for implementing the project. The Ministry in turn designated the Directorate General of Scholarships and Foreign Relations (DGSFR) as the entity within the Ministry responsible for this implementation.

To provide the required technical assistance and other essential support to implementation, USAID signed, in July 1984, a cost reimbursement type contract with Checchi & Company of Washington, D.C. The total estimated cost of the contract was \$3,717,889 with an estimated completion date of July 6, 1989.

This contact provided for the services of two field advisors for four years each and 50 person months of short-term consultancies. It also provided for the furnishing of the hardware and software necessary to set up a Management Information System (MIS) to handle the scholarship programs of the MOEY.

Although there were many meetings between the OAJC staff and Omani officials and Project Implementation Letters were sent to the MOEY in December 1983 and May 1984, the effective implementation of the project only started with the arrival of the Checchi team advisors in September 1984. The Department of Higher Education and Training was created and delegated responsibility for project implementation at the same time.

The first consultant on manpower assessment and training plan design arrived in March, 1985 and three additional consultants in other priority fields arrived and made their studies during the following year.

There were numerous delays in project implementation during the first two years of the project life. Details of these are given in the following chapters on the various components of the project. Among the causes for delay were the following:

1. Inadequate or inappropriate qualifications of some consultants.
2. Counterpart and support staff:
 - a. Delays in obtaining full-time counterparts.
 - b. Shortage of support staff.
3. Delays and reductions in budget allocations.
4. Delays in training plan approval and allocation of project funds.
5. Logistics support:
 - a. Lack of office furniture and equipment.
 - b. Lack of transportation.

A government-wide budget reduction resulting from falling oil prices and a parallel hiring freeze were responsible for many of the delays. The reluctance of qualified persons to leave secure jobs to become counterparts was another major problem. As a result, there was little if any effective training accomplished under the training plans. The majority of training done during this period was a modest amount of ad hoc training done outside the plans.

The pace of project implementation has increased greatly during the past year. Training being done both inside and outside the country is increasingly tied to the training plans. With nearly all of the essential systems developed, forms and support documents available and most counterpart staff in place, the implementation pace should continue to increase rapidly. Amendment No. 1 to the subgrant agreement of June 9, 1987 increased the funds allocated to short-term training from \$1.72 million to \$4.4 million. This has and will continue to improve the pace of project implementation.

III. PROJECT FUTURE DIRECTION

The purpose of this chapter is to give an overview of the evaluation, to establish the framework for the more detailed evaluation of the project elements and to formulate a few basic conclusions and recommendations with regard to the future direction the project should take.

A central finding of the evaluation team is that the long term training element of the project, to which the vast majority of the funds were assigned, has not accomplished the desired results. The total number of scholarships offered by the Government of Oman, at both the post graduate and undergraduate levels has not increased at all. At the undergraduate level, they are, in fact, being drastically reduced with the opening of the Sultan Qaboos University.

The project also seems to have had very little influence on the composition and distribution of fields of study to support the development priorities established by the project.

Although the Subactivity paper states that "each overseas participant will be informed of his being awarded an Omani-American Joint Commission sponsored scholarship", few if any of the persons under long-term training, whose training is being reimbursed by the project, have any idea that the U.S. is in any way participating in their training.

It is therefore strongly recommended that as large a portion as possible of remaining uncommitted funds in the long-term component of the project be transferred to the short-term component. In the short-term component, training programs can be closely controlled and easily adapted to meet individual or group needs as identified by manpower assessments in the designated priority government agencies and private industry sector.

All of the participants in this project component will have full knowledge of the contribution being made to their training by the OAJC.

Without knowing the amount, if any, of funds which can be transferred to the short-term sector, no specific recommendations can be made regarding project modification. The team is therefore making two alternate assumptions and making general recommendations to support the assumptions.

Assumption #1: that a sizeable amount of funds (\$2 million or more) can be made available to the short-term training component of the project.

Under this assumption the team makes the following recommendations:

1. That the technical assistance requirements of the expanded program should be examined closely and that both the

composition and duration of this support be adjusted accordingly. Absorptive capacities together with ministerial budgets and work loads should be studied carefully.

2. Careful consideration should be given to either expanding project training in the fields in which it is already working, or alternatively expanding to other fields of priority, including the private sector.
3. A national advisory committee chaired by the Undersecretary of Education should be formed to guide and monitor the policies and implementation of the project. All of the participating agencies and principal training institutions should be represented on this committee. The secretariat of the committee should be the Directorate of Higher Education and Training.
4. It is strongly recommended that competent and interested counterpart staff be made available to work with all of the consultants who will be on the technical assistance team. The Technical Assistance Team must in turn ensure that counterpart personnel are fully involved in all project activities. Provision of adequate logistical support in the form of office staff and equipment, transportation, etc. is very important to effective implementation of the expanded project.

Assumption #2: that there is no possibility of making available to the short-term training component of the project any significant additional funds.

Under this assumption the team makes the following recommendations:

1. That no consideration be given to any significant reorganization of the project or of the technical assistance team.
2. That the project be phased out as nearly as possible to the existing plan and contract, making only such technical assistance additions as are essential to a reasonable phase out of the project.
3. That an in-depth final evaluation of the project be conducted and that these findings be the basis for the structure, placement and implementation of any future projects in the training field

IV. LONG-TERM TRAINING

The project paper and subgrant agreement subactivity description target undergraduate degrees in the United States for about 200 students and post graduate degrees (Masters and PhD's) in the United States for about 100 Omanis already possessing Bachelor degrees. All post graduate trainees under the project were to be currently employed either in public, quasi-public or private organizations. The priority fields of training for both long-term and short-term training were the following: education, agriculture, rural development, public health, administration/management, and finance/accounting. Engineering, statistics, economics, and law were also included and other fields were to be considered if they were development-related. Training was to be concentrated in the first six fields listed above, with particular emphasis on educational institutions since the government had indicated a desire to train the teaching faculty for Sultan Qaboos University, the teacher training institutes and the adult education centers.

The major accomplishments expected by the end of the project were: approximately 200 undergraduates successfully earn Bachelor degrees, return to Oman and are employed in positions using the knowledge and skills they acquired; and approximately 100 graduates successfully earn Masters and Doctoral degrees, return to Oman and are re-employed using the knowledge and skills they acquired. The majority of the returned long term trainees were to be concentrated in selected public and private organizations.

The implementation of the long-term training component of the project was to be accomplished under the existing system used by the Government of Oman for placement and monitoring of its students studying abroad. The OAJC was to reimburse the Government of Oman for tuition, maintenance and other costs, and the Government of Oman was to pay for salaries, travel, English language training (ELT) and allowances above A.I.D. authorized rates.

At the time the project was designed in 1981-83, there was pressure to facilitate the disbursement of funds to the Government of Oman. The OAJC had very limited staff available to manage the project. Support for the existing scholarship program of the Government of Oman was identified as a quick way to disburse funds as well as a way to influence the program, making it more relevant to what the OAJC perceived to be the country's critical development needs.

Neither of these purposes, quick disbursement and influence over the program, has been achieved. The first reimbursements under the scholarship program were not made until 1985. Timely reimbursement requests have not been forthcoming for various reasons including that the documentation process for

reimbursements is cumbersome. Moreover, the fields of training for most of the students for whom reimbursements were requested were not in the top six priority areas specified in the project paper.

A. Undergraduate Students

The DGSFR was asked to submit 25% more candidates for OAJC approval annually than the 50 that could be reimbursed. Even with this choice the OAJC selected only 80 undergraduate students for reimbursement out of the first two groups submitted by the DGSFR. Of these, 40 were studying engineering, not one of the six priority fields, only one was in the specific field of education and 12 were in the other five priority fields: 11 in business administration and one in commerce. There were eight in economics; none in health, rural development or agriculture.

In implementation letter number 8, in October 1986, the OAJC said that it would not finance additional engineering students, except for specialized engineering majors which would contribute to Oman's priority development needs, such as irrigation, sanitary or hydraulic engineering. In implementation letter number 10 of July 28, 1987, the OAJC for the second time asked the Government to consider requesting engineering candidates to focus their majors on priority development areas, so that the OAJC could reimburse the Government for their training. While the Government agrees in principle, it has not yet acted on this recommendation.

Since 1984, the Government has questioned the validity of the priority areas for U.S. training as stated in the project paper and has pointed out several problems. First, teachers must teach in Arabic. Therefore, for undergraduate study, they would be likely to attend universities in other Arab countries. Health and agriculture graduates would also be likely to work in Arabic upon return to Oman. Second, women prefer not to study far from home and outside their own culture. Third, the Government has claimed that U.S. scholarship recipients are the ones with the highest secondary school grades. These top scholars want to study in fields where salaries and prestige will be the highest. Fourth, the Government contends that the need for Omanis is great in all fields since expatriates make up the majority of the workforce in all sectors of the economy.

Checchi and Company and others have expressed a need for career counseling in Omani secondary schools to explain career opportunities in the different fields of employment.

The OAJC has now approved a total of 162 undergraduate students for sponsorship under the project out of four groups submitted, of which 53 are engineers, 5 are in education, and hardly any are in health and agriculture. In July 1987 the OAJC rejected about 58 engineers and a total of 78 for sponsorship.

B. Graduate Students

The first list of four submitted for approval in 1984 contained only one in a priority development area (agriculture). The OAJC approved three. Of the second list of 55 graduate students submitted for approval in 1986, only 39 were considered eligible for financing. About 15 of these were in the top six priority areas, including four in education. The DHST has been slow to submit requests for reimbursement for graduate scholars. The requests for 1986-87 have not yet been submitted.

In sum, the OAJC seems to have had little influence over the fields of study of the students sponsored under the Government's long-term training program. In addition, the OAJC has little information on where the undergraduates and graduates will work after training or where or whether they were working before training. To date mechanisms for follow-up of long-term and short-term participants have not been instituted. The MIS system which the project has installed in the DGSFR has no tracking system in it for follow-up at present.

The Government of Oman's current policy is to fund 40 graduate students and about 100 undergraduate students per year worldwide with or without AID's assistance. The number of undergraduates sponsored annually reached at least 600 before the opening of the Sultan Qaboos University in 1986. Undergraduate students now will be given scholarships only in areas the new university does not cover. The STP made no difference earlier and does not now on how many scholarships the GOVOMAN will sponsor.

The OAJC reimburses the Ministry of Finance and Economy (MOFE) after receiving reimbursement requests from the Ministry of Education. The reimbursements are based on grades as well as field of study. Contrary to the provisions of the project paper (p. 17), the students sponsored by the OAJC do not know they are being financed by the OAJC. Many of them are in the U.S. for ELT paid for by the Government of Oman for a year before their names are submitted to the OAJC for approval and then for another year before their transcripts, etc. are presented along with a request for reimbursement to the OAJC.

A.I.D. Handbook 10 regulations regarding reporting of participants to AID/W and use of the A.I.D. visa are not being followed, and there is no OAJC monitoring of other A.I.D. requirements related to health insurance, orientation and placement. The project paper stated that the technical assistance contractor would fulfill the reporting requirements under the scholarship program but this has not been done.

2. Conclusions

1. A.I.D. funding of the graduate and undergraduate scholarship program of the Government of Oman has had almost no influence on the fields of study of Omani students in the United States.
2. The Ministry of Education and Youth receives no additional budgetary support through the project. Also it is burdened with paperwork to provide documentation to the OAJC to reimburse not the MOEY but the MOFE. The long-term training component of the Scholarship and Training Project is in effect nothing more than a burdensome means of providing general budgetary support to the Government of Oman.

3. Recommendations

1. It is recommended that the OAJC transfer the funds remaining under the long-term training component of the project to the short-term training component.
2. The contractor should assist the DGSFR to install a follow-up and evaluation system using the MIS.
3. Long-term participants, once approved for reimbursement by the OAJC should be reported to S&T/IT through PDF's prepared by the DGSFR and transmitted to AID/W through the OAJC. There should be no attempt to report Omani long-term participants prior to reimbursement approval as claims are not submitted for all those participants that are initially approved by the OAJC for sponsorship, and approval for reimbursement is dependent on grades achieved.

IV. SHORT TERM TRAINING

It took about 9 months for the four training plans developed by Checchi's consultants to be approved by the OAJC. In May 1986 the OAJC transmitted copies of the four Manpower and Training Needs Assessments to the Directorate General of Scholarships and Foreign Relations. The OAJC indicated to the DGSFR the funds it had approved for training in each of the plans.

The table below is a summary by sector of expert recommendations on the number of participants and the length of training.

Table 1

EXPERT RECOMMENDATIONS BY SECTOR
SHOWING NUMBER OF PARTICIPANTS AND LENGTH OF TRAINING

EXPERT/SECTOR	DEGREE PROG		NON-DEGREE PROG		IN-COUNTRY
	B.A.	M.A.	OUT OF US	OTHER	
Boyd/INFORMATION	-	4	6 @3mo	10 @2mo	8 @3wks
Hunter/HEALTH	7	-	93 @10mo	-	390 @4wks
Miller/EDUCATION	24	51	60 @5.4mo		430 @10wks
Johnson/WATER	96	21	99 @3mo	67 @12mo	1715 @3wks

Each plan was intended to form the basis for implementing short-term training by the Scholarship and Training Project (STP). Budget cuts, however, made ministries unable to provide their share of training costs. Also, the government's hiring freeze posed a problem in terms of recruiting new personnel.

The MOEY requested that the Diwan of Personnel Affairs exempt STP participants from the government's training allowance. In March 1987 the Diwan agreed with this request, thereby relieving the different ministries of their largest expense for external training.

A. Training under the Education Sector Plan

Checchi prepared an education sector training plan for 1987. It was subsequently modified to incorporate input from the Undersecretary for Education who had met with concerned Directors-General and the Director of Higher Studies and Training.

Following the overall recommendation of the project's manpower development expert, Alwin Miller, the proposed plan focuses on

training for staff in the Directorates-General of General Education and Educational Development. The plan's fourteen programs focus on administration, teacher training, curriculum development, research and planning.

Anticipating clarification of MOEY's 1987 budget and final approval of a training plan, STP identified programs and candidates, and arranged language tests where needed.

In January 1987, the first MOEY participant began a 12-month training program in "Computers in Education" at Seattle Pacific University. She is expected to assist in computerization within the MOEY and in introducing computer literacy in the public school system.

B. Training Under the Health Sector Plan

Program approval has been granted to provide a one-year program in clinical nursing instruction for four Omani nurses. They will be trained to become clinical teachers at the Institute of Health Sciences. Their program is at the University of California in San Francisco and these nurses will be the first Omani nurses to be trained in the United States.

STP and the MOH have designed two in-country programs in hospital administration for administrative officers and administrative assistants in the Sultanate's hospitals. One program has already been conducted (17 men were trained) and another one (also 17 men) will take place in December 1987.

The Ministry has recently requested a one-year program for medical technicians in the United States. STP is obtaining information for a prospectus.

Training in these areas was recommended by STP consultant Dr. Harold Hunter, but there is still no agreed overall plan for the sector.

MOH officials have indicated that the highest training priority is to introduce continuing education in health care. The Ministry has proposed establishing continuing education at the Institute of Health Sciences to work in coordination with all responsible health organizations in Oman and with external agencies such as WHO, UNICEF, and ODA(UK).

C. Training Under the Information Sector Plan

DGSFR has not yet been able to arrange a follow-up meeting with the Ministry of Information (MOI) to discuss training in this sector. However, the Undersecretary of Information has indicated that any technical training must be conducted in countries where their equipment comes from, mainly France, Japan and Germany. The Undersecretary was agreeable to consideration of MOI personnel

becoming part of a team trained in conducting training by radio or television.

D. Training Under Water Resources Plan

Despite the 1986 reorganization of government entities in the water sector, DGSFR does not have an organizational or individual contact competent to act on training matters in this area.

E. Training Outside the Plans

Training has continued and been expanded for employees of the Directorate-General of Fisheries (DGF). Presently there are 12 participants (all males) receiving technical training at the International Center for Marine Resources Development (ICMRD) at the University of Rhode Island.

A Fisheries Training Committee was established with representatives from the DGF, the RDA Technical Assistance Team, DGSFR, the Checchi Technical Assistance Team and the OAJC. The committee has been an effective instrument for monitoring and developing fisheries training.

In view of the cost and time needed for English language preparation for candidates now slated to study in the U.S. (and their minimal use of English upon their return), the committee asked STP to examine training resources in Arab countries. This is now being done in cooperation with UNDP and cultural attache offices of MOEY, as well as through Checchi/Washington and the OAJC.

In summary, the great majority of short-term training began last year. Seventeen participants (all males) received a two-week course in Hospital Administration in Oman. Twenty participants (18 males and 2 females) completed training of one to nine months in the United States. Training was conducted in agriculture (one male), water resources (11 males), fisheries (one male), rural development (one male), computer programming and operations (2 males and 2 females) and finance (2 males).

Presently, participants are receiving training in education (14 males and 6 females), in fisheries (12 males) and in health (6 males and 4 females). Training is being conducted in the U.S. and Jordan. One of these participants (the MIS supervisor) is receiving a one month training in Egypt. Annex 5 lists each participant, length of training, course title, place of training, sectors where trainees come from and date training started.

Conclusions:

1. The training plans did not list needed training according to priority fields and levels of training. For example, Miller

in his education plan provided a planning form for each Director-General to use in developing a specific plan for his/her unit. However, he didn't propose a training course in planning as a priority course for the Directors General.

None of the plans addressed possible difficulties in implementation of proposed training. Training plans, for example, did not take into account Government limits on the number of students to be sent abroad: 40 students per year for graduate studies and 600 students (now 100 students) for undergraduate studies. The four plans suggested 76 individuals for graduate studies yet not that many can actually go.

2. Many factors that contributed to the delay in conducting short-term training:
 - the delay in approving the four training plans by the OAJC.
 - the dissemination of training plans long after the consultants had gone.
 - budget cuts and the burden of the government allowances granted to trainees while in training, in addition to their other per diem and training expenses. This made training very expensive for some government agencies.
 - some government agencies' lack of interest in training plans since they had no tradition of planning manpower development nor had a person responsible for training.
 - The increased length of the short term training which is now up to two years.
3. Technical and vocational short-term training remains a priority in all sectors of the Omani economy. Although most of the short-term training conducted under STP is outside the training plans, it is still in priority sectors and areas indicated in the sub-activity paper.
4. Presently, there is no clear definition of long-term and short-term training. The majority of those that have been selected for training are on a non-degree training program of longer duration than the averages indicated in project documents.
5. Given the shortage of Omani manpower, employers find it difficult to spare their employees for one or two years of short-term training. It is also difficult for certain groups, such as women and upper level management, to be away from home and work for long periods of time.
6. The training component in this project lacks a built-in tracking and evaluation system. The evaluation team was not

able to interview a large number of participants due to the shortage of time available. Annex 7 presents a list of returned participants interviewed as well as the length and title of courses attended.

7. In-country training seems better received than outside training. All three participants who attended training outside Oman felt that they were placed with people who were more advanced and more experienced than themselves. In-country training on the other hand seems to have generated a lot of enthusiasm and support. The one in-country training course in hospital administration was a great success, and "generated more publicity for the project and for the OAJC than the collective activities of STP over the last several years."
8. There seems to be very little interministerial coordination of training.
9. The STP was supposed to have generated private sector interest in training. There has been no training for the private sector under this project.

Recommendations:

1. Short-term training plans should be revised. Given the limited resources and time, careful attention should be given to the following:
 - Individuals to be trained (educational background, work experience, institutions they come from and their position within these institutions).
 - Priority fields of training.
 - Level of training for each specialization.
 - Objectives of proposed training.
 - Length of training (short-term, long-term).
 - Place of training (in-country, in the US or a third country).
 - Potential local institutions to be involved in the planning, selection of trainees and conducting of training.
2. Short-term training should be redefined in terms of purpose and length of time. Target groups to receive such training should also be clearly identified. When reallocating funds for short-term training the question should be: who are we training, for how long, and for what purposes?

3. Emphasis should be shifted to short-term (2-4 weeks) in-country training. In-country training is available to individuals (e.g., middle and upper level management and women) who cannot take advantage of outside training. It also minimizes personnel disruption at the different ministries and avoids the cost of English language training.
4. Clear criteria should be established for selecting the training, trainees and the institutions.
5. An evaluation and follow-up system should be part of the training component at the DGSFR. Formal evaluation of completed training, through returned participants and their employers, should be conducted. This will help to determine the impact of such training and any revisions necessary in the training plans.
6. A training committee, chaired by the Undersecretary of Education, should be established. The secretariat of this committee should be the Directorate of Higher Studies and Training. Committee members would be representatives from each ministry, the Institute of Public Administration, the Institute of Health Sciences and other training agencies. Representatives from the Chamber of Commerce and/or the private sector could also be included.

The Committee should be responsible for establishing training priorities, for proper and well planned needs assessments, and for the identification of trainees.

7. Private sector training should be included. One especially promising area is the training of managers of small businesses.

Training Needs

1. Computer training should be one of the priorities since there are requests from different ministries to provide training for 40-50 Omanis per year in:
 - operation
 - management
 - data control
 - programming
 - system analysis
2. Administration at all levels starting with the Directors-General level.

3. Educational Administration at all levels.
4. Planning.
5. Research Methodology.
6. Educational Measurement and Evaluation.
7. Documentation and Library Science.
8. School Laboratories.
9. Audio Visual Aids.
10. Distance Learning.
11. Continuing Education.
12. Small Business Management.

VI. MANAGEMENT INFORMATION SYSTEMS

In September 1984, the Checchi team held discussions with the OAJC on how to implement a Management Information System (MIS) for the DGSFR. As a result of the OAJC's recommendation, the Checchi team contacted the local IBM agent in order to develop an outline of the system.

In accordance with a government policy the Computer Department of the MOFE was consulted and the Director of the Computer Department at the MOFE advised that the MIS design be based upon a systematic statement of DGSFR operations and requirements.

The Director of the Computer Department at the MOFE and the Checchi training specialist developed a definition of system requirements. A request for proposals based on the system requirements was distributed to local agents of nine U.S. computer firms. Four bids were received and all four bidders proposed mini-computer solutions, with one also proposing a microcomputer alternative. After review, Checchi was advised to resolicit bids with the new condition that bidders propose a microcomputer solution. Microcomputers were felt to have several advantages: (a) facility of programming applications, (b) flexibility in system expansion options, (c) increased utility of the system as a management tool, and (d) faster start-up time.

Revised bids were analyzed by Checchi with the cooperation of the MOFE Computer Department. IBM PC's were selected in April 1985 as the basis of the MIS.

In May 1985, the Checchi computer specialist arrived. He confirmed the selection of the IBM PC's as the most suitable computer for the MIS. He also proposed PC-FOCUS as the basic programming tool. He advised the purchase of 14 PC's and presented an MIS plan that reflected the DGSFR's needs. The plan called for use of a central data base with a local area network using Arabic and English in storing and retrieving data. Arabic was chosen as the principal working language.

The Checchi computer specialist also suggested that the central data base be accessible by a multiplicity of users who could input and extract data through a local area network. Since the DGSFR did not want to give random access to input and output data a security system had to be developed allowing only certain designated users to access specific designated functions.

During the time the Checchi computer specialist was in Oman (13 months), his work was hampered by technical obstacles which made it impossible to deliver the completed system within the anticipated time frame. The primary obstacle was the chosen hardware-software combination.

These problems were complicated by the computer specialist's limited experience with PC's (he was mainly a mainframe

specialist) and had no experience with Arabized systems. The computer specialist was subsequently asked to leave. An American information systems specialist from Cairo/Egypt was asked to evaluate the computer specialist's work and further develop the MIS using the existing hardware. A revised set of system specifications was developed by Checchi and the DGSFR and Standardata of Cairo/Egypt was selected as Checchi's subcontractor to complete and implement the MIS using the Arabized PC-FOCUS.

Standardata's computer engineer arrived in March 1987. Upon his arrival the Director General of the DGSFR hosted a meeting of all Department Directors. The computer engineer was instructed to work with each director responsible for each of the following three systems: (1) the scholarship system (undergraduate), where there are about 3,000 students studying abroad, (2) the Higher Studies System (graduate), where there are about 150 students studying abroad for the MA/MS and PhD degrees, and (3) the financial system. The bases for developing the systems were:

- (1) The Scholarship and Training Project's (STP) specifications developed in late 1984.
- (2) The modified specifications approved by OAJC in late 1986.
- (3) Elaborations of framework documents by the second computer specialist and by the Standardata computer engineer.
- (4) Direct discussions between Standardata programmers and department directors at the DGSFR.

Standardata developed a basic system for each of the three departments. Checchi's records show written acceptance by each director of his particular system.

An Omani computer supervisor was appointed by the DGSFR. He received initial training by Standardata in Oman. He is presently attending a one month training course in Cairo at Standardata's home office.

Recurrent expenditures related to the maintenance of the system have been integrated into the DGSFR budget. The DGSFR has already concluded an agreement with IBM to cover full maintenance of MIS hardware.

Conclusions:

1. Careful selection of a computer expert is a pre-requisite for a successful system. Since the expert selected did not have the appropriate technical background, a great deal of time, money and effort was spent in trying to reach an agreement on the proper solution and to identify the appropriate software. This caused a major delay in completing the MIS.

2. The information to be used in this system requires a comparatively small amount of storage. Therefore, the choice of the microcomputer based system is a sound one. However, it requires more PC's and a more sophisticated and costly design for networking than the minicomputer.
3. Arabized software (PC-FOCUS) was installed earlier this year by Standarddata of Cairo/Egypt to support the computer system. PC-FOCUS is one of the most modern softwares available. For example, it allows three format questions accessing all different parts of the data file or data base so that an average user has some flexibility in his inquiries.
4. The data base has not been completed yet. As a result the system meets partial reporting requirements and answers limited formal management questions. Furthermore, the flexibility of the system is not clear since the data base is incomplete and the system cannot be operated at full capacity.
5. There is a great need for training of DGSFR personnel at the technical, operational and management levels so that they can maintain, utilize and manage the system.
6. A substantial amount of work remains to be done to reach full utilization of the system before the end of the project's technical assistance. The work that needs to be done includes: (a) complete the data base for both the undergraduate and graduate students; (b) develop and implement a budget system supplement for the Directorate of Finance; (c) conduct staff training at all levels, including supervisors and managers, on all elements of utilizing the system; and (d) accomplish networking procedures for the system.

Recommendations

1. It is essential that the selection of the technical staff (to complete the system and to conduct training) be done according to agreed upon criteria derived from the DGSFR's needs and existing environment.
2. Careful examination of the existing system and of remaining work must be conducted, particularly for the networking issue since it involves substantial amounts of money.
3. Recurrent expenditures for the training and skills upgrading of system users (at all levels) after the project terminates should be integrated into the DGSFR plans and budget.

4. Resources should be allocated to complete the data base in order to utilize the full capacity and flexibility of the system before the end of the Project's Technical Assistance.
5. At least three Omanis from each of the three directorates of the DGSFR should be trained at the operational, technical and management levels in order to be able to fully operate, maintain and manage the system at the DGSFR.
6. Once the subcontractor completes training and system adjustments, an objective independent expert's advice should be sought. The expert should examine the flexibility and effectiveness of the MIS and its appropriateness to the scope and scale of the DGSFR. The expert should also recommend further training if needed, based on his/her assessment of the background and capabilities of the staff working with the system. The expert should also comment on the need and appropriateness of networking.

VII. PROJECT DESIGN

The original design of the Scholarship and Training Project was based on certain assumptions and conditions which existed in Oman at the time. Among these were the following:

1. That a scholarship program in selected priority areas at both the graduate and undergraduate levels could have a significant impact on institutional development in priority development fields in Oman.
2. That short-term or non-degree training keyed to specified training plans would effectively supplement the long-term scholarship program.
3. That adequate funds would be available in the Omani national budget to cover all of the supplemental costs of both the long-term and short-term training targeted under the project.

The selection of trainees under the project was designed to achieve institutional concentration of trained personnel so that the project would strengthen the capacity of selected Omani institutions to plan, implement and evaluate development programs. As discussed in Chapter III, the long-term trainees have not been concentrated in specific institutions or sectors, and particularly not in the six priority areas stipulated in the Project Paper. One reason is that the training plans were not approved until 1986 and then only in 4 sectors, including Information, which was not one of the original six. Secondly, the selection process in the GOVOMAN for long-term trainees does not seem to be affected by the provisions in the STP project paper.

There is some doubt that the training planning done by the Checchi consultants has been institutionalized by the Ministries and sectors involved. In part, this is because budgetary cutbacks due to the fall in oil revenues occurred just after the plans were released. Ministries did not have the funds to plan training. The situation has improved now since the Diwan of Personnel Affairs has made an exception for STP to the GOVOMAN provision that extra allowances be given all Omani trainees abroad. For planning of short-term training, capabilities in the DHST have been improved by the project, but lack of adequate counterpart personnel until recently has hindered institutionalization of the training planning and implementing process in DHST.

These problems do not fault the project design, but it has become clear that conditions have changed radically during the implementation of the project and some of the assumptions have not proven to be valid.

Conclusion

Based on the assumptions and conditions which existed at the time, the original project design appeared to be good. However, the changed conditions and experience have shown this design to be inadequate to meet the desired objectives.

Recommendation

Based on the findings and recommendations of this evaluation plus further studies as recommended, the project should be redesigned and restructured as quickly as possible to make maximum utilization of remaining resources to meet the desired development objectives of Oman.

VIII. TECHNICAL ASSISTANCE IMPLEMENTATION

The central purpose of the Technical Assistance component of the project is to provide the professional advice and assistance to the Ministry of Education and Youth and other participating agencies as required for the effective implementation of the project.

The Checchi contract with the OAJC states that "the Chief of Party (is) to be responsible to the Director General of Scholarships and Foreign Relations for the overall administration of the contract in Oman." The same contract also states that "the work hereunder shall be subject to the technical directions of the U.S. Representatives to the Omani-American Joint Commission." It is further stated that these directions must be within the terms of the contract and will not change or modify the terms in any way. These points indicate potential internal inconsistencies within the contract.

The lack of specificity of exactly who is responsible to whom and for which activities appears to have been partially responsible for disagreements which have come up between the Checchi Chief of Party and the Director of Higher Studies and Training.

The subactivity paper on the project states that Omani project personnel salary costs will be borne by the GOVOMAN and an annex of financial analysis of GOVOMAN contribution shows an allocation of \$560,000 for full-time DGSFR counterpart salaries and \$243,000 for part-time counterpart salaries.

Annex 1 to the subgrant agreement indicates that an Oman input of an estimated \$1.0 million will cover the salaries of a calculated six-person, full-time staff for the duration of the project plus the part-time staff that may be necessary to the implementation of the project.

Neither of these documents spells out who is responsible for the logistical support of the office space, office furniture, office equipment (other than MIS), transportation and related needs. However, since the DGSFR is the designated responsible implementing agency, it is implied that the necessary logistical support would be its responsibility.

It appears, however, that the DGSFR did not sign off on the PIO/T which spells out in much more detail the requirements for both counterpart personnel and logistical support. Further it appears that no specific provisions were made in the budget of the DGSFR to cover the costs of these two requirements.

For the lack of specificity of responsibility mentioned above and for the reasons noted in the Executive Summary, there were significant delays in implementation of the project.

Conclusions

1. The lack of specificity of authority and responsibility among and between the designated representatives of the participating agencies has been a partial cause for disagreements and implementation delays.
2. Among the causes for delay in the effective implementation of the project were the following:
 - a. Inadequate or inappropriate qualifications of some consultants.
 - b. Counterpart and support staff:
 - (1) Delays in obtaining full-time counterparts
 - (2) Shortage of support staff
 - c. Delays and reductions in budget allocations.
 - d. Delays in training plan approval and allocation of project funds.
 - e. Logistics support:
 - (1) Lack of office furniture and equipment
 - (2) Lack of transportation

Recommendations

1. Clear lines of authority, responsibility and communication should be established among and between all persons who are actively involved in the implementation of the project. This should be done at the earliest possible time for the existing project and should be carefully built into any related ongoing or future activity.
2. Maximum efforts should be made by both the Joint Commission and the DGSFR to resolve any problems which still remain with regard to technical assistance personnel, counterpart personnel or logistical support. Further it is recommended that specific and detailed provision be made to ensure the timely and adequate availability of both counterpart personnel and logistical support to any extension or modification of this project or other future related activity. Definition of all support requirements should be given to the concerned government agency at the earliest possible time.

IX. WOMEN IN DEVELOPMENT

Female participation in the non-agricultural labor market is closely related to educational attainment. As the level of education increases so does the likelihood that an Omani woman will be active in the labor force. Women are usually very receptive to training, as they recognize that education is a prerequisite for their initial entry and subsequent advancement in the labor market.

Table 2 shows the percentages of females at all levels of schooling in Oman, except Sultan Qaboos University. Statistics of the university were not yet available, but officials at the MOEY indicated that there are about 1,150 students, of which 40% are women. No detailed statistics were available on the labor force. However it has been estimated that females make up only about 6% of the total labor force. This percentage is very low considering the higher participation rates of females in the formal education sector.

Only two of the twenty participants (10%) who completed training under the short-term component of the STP project are females. They received training in computer data processing. Presently out of the 42 participants receiving training, ten (24%) are females. They are receiving training in the U.S. and Jordan, mainly in health and education. In total, there are 62 males and females who have either completed or are receiving training. Females account for almost one-fifth (19%) of this total.

No women participated in the first hospital administration in-country course, and none are scheduled for the next one. This could be explained by the small number of females in the health sector. However, even in the education sector (the primary employer of women) only two females will be participating in the upcoming in-country educational planning course.

In sum, female participation in the training provided through this project is relatively low compared to their participation in all levels of education. Therefore, this project should identify ways of increasing the training of Omani women. This project should motivate the different government agencies to encourage more women to participate, particularly in courses offered in Oman. Women clearly benefit from in-country training, since they generally cannot or will not leave their families for a long period of time.

Table 2

Number of Students by Sex at All Levels of Education in Oman
1985/1986

	Female	Male	% Females	TOTAL
Kindergarten	732	933	44	1,665
Elementary	78,360	99,181	44	177,541
Preparatory:				
General	11,117	21,773	34	32,890
Experimental	314	80	80	394
Islamic	0	478	0	478
Secondary:				
General	3,796	7,022	35	10,818
Islamic	0	351	0	351
Commercial	163	290	36	453
Agricultural	0	123	0	123
Industrial	0	173	0	173
Teacher Training	63	98	39	161
Special Education:				
All Levels	42	109	28	151
Teacher Training Colleges (Post-secondary)	251	245	51	496
TOTAL	94,838	130,856	42	225,694

Source: Ministry of Education
Statistical Year Book for 1985/1986.

X. PRIVATE SECTOR

The Project Paper indicated that the private sector should be given opportunities for training under both the long-term and short-term elements of the project. With regard to long-term training, the Director of Higher Studies and Training of the MOEY indicated that there was strong public sector demand for training. However, the private sector had not been given the opportunity to nominate candidates. Short-term training so far has been limited to public sector employees. Consideration was given at one point to designating banking as one of the sectors for which a training plan would be developed.

The Directorate General for Vocational Training at the Ministry of Social Affairs and Labor has a program under which private companies are given rebates on the 5-6% employment levy on expatriate employees for monies spent to train Omanis. The Directorate has established vocational and technical schools at both the secondary and tertiary levels and is planning for German or British assistance to develop individualized, competency based training modules. Although Miller assessed training needs in this Directorate, it was not included in Miller's "Recommended Training Plan. Educational Element of the Education and Training Sector."

Conclusion

The private sector has not benefited from the STP despite provisions in the Project Paper that it should.

Recommendation

As an indirect way of benefitting the private sector, the Directorate General of Vocational Training, Ministry of Social Affairs and Labour should be asked to submit proposals for non-degree training under the short-term training component of the project as education is a priority area under the project and vocational training should have been included in the Miller plan.

XI. OTHER DONORS

The donor community in Oman is not large given the high per capita income of the country, though the expatriate community working as direct-hire personnel in government ministries and the private sector is huge. The OAJC collaborates closely with and supports UN programs through the UN Resident Representative. An expanded short-term training program could support UN activities in priority areas. The World Bank has substantial education projects in Oman involving construction and teacher training. The World Bank is also providing assistance in the health sector. There is no direct collaboration between the World Bank and the STP project but neither is there overlap or duplication.

Both Great Britain and West Germany have and continue to make significant contributions to Oman in the Vocational and Technical Education and Training fields. Japan is active in the fisheries and electronics sectors and a number of other countries are either presently or potentially active in various fields.

No detailed data were available to the team on any of these other donor programs, but there does not appear to be any conflict or overlap with any present project activities. Care should be taken, however, that new activities under the recommended large expansion of short-term training do not overlap or duplicate efforts of other donor agencies.

ANNEXES

Annex 1

Evaluation Methodology

The methodology employed by the evaluation team may be divided into three phases: (1) study and analysis of all available documentation related to the project, (2) briefings, consultations and interviews with all persons directly involved in project implementation and a broad cross-section of persons indirectly involved or knowledgeable about the implementation, and (3) evaluation report preparation.

Selected documents were made available to the team at the preliminary briefing in Washington, others were available at the OAJC offices in Oman and others were obtained during the consultations and interviews in Oman.

A two-day briefing and team planning meeting was conducted in Washington by A.I.D. (ANE/DP/E) and Checchi personnel before departure for Oman. In Oman, briefings were given by the OAJC staff, the Director of DHST and members of the Checchi contract team. Consultations and interviews were arranged and conducted with some 40 other persons in Oman who were involved in or knowledgeable about project operations. The American members of the team held daily meetings with the OAJC staff and frequent meetings were held with the Director of DHST and the Checchi team.

Responsibility for preparation of the report was divided among the team members with the team leader having responsibility for final report assembly. A rough draft of the major sections of the report was prepared and reviewed with Rahila bint Amer al-Riyami, the OAJC staff, the Director of DHST and Checchi team members prior to departure of the evaluation team from Oman. The team met again on return to Washington where the report was finalized.

Annex 2

TEAM PLANNING MEETING*

A G E N D A

OMANI-AMERICAN JOINT COMMISSION SCHOLARSHIP
AND TRAINING

Day One

8:30 - 9:45	Session One	Introduction to the Program
9:45 - 10:00	Break	
10:00 - 11:45	Session Two	History of the Assignment and It's Current Status
11:45 - 12:30	Session Three	Understanding the Client
12:30 - 1:30	Lunch	
1:30 - 3:30	Session Four	The Scope of Work
3:30 - 3:45	Break	
3:45 - 5:00	Session Five	The End Product from the Assignment

Day Two

9:30 - 10:45	Session Six	Teamwork
10:45 - 11:00	Break	
11:00 - 1:00	Session Seven	Developing a Work Plan
1:00 - 2:00	Lunch	
2:00 - 3:00	Session Eight	Project Briefing
3:00 - 4:00	Session Nine	Closure

* Held in Washington, DC prior to departure of the evaluation team for Oman. Facilitated by a representative of ANE/DP/E.

Annex 3

PIO/T No. 272-0101-7-0030
ATTACHEMENT No. II

OMANI SCHOLARSHIP EVALUATION SCOPE OF WORK (Faulds)

I. BACKGROUND

To be responsive to the Government of Oman's development objective of increasing the number of qualified Omanis to assume responsibility for the development of their country, the Ministry of Education and Youth (MOEY) and Omani-American Joint Commission (OAJC) signed an agreement on May 5, 1983 to implement the Scholarship and Training project. This project has three components:

1. Support of an existing Government of Oman foreign Scholarships program through the reimbursement of eligible academic expenses of undergraduate and graduate students studying in the U.S. in fields of study with important potential impact on Oman's economic development;
2. Establishment of a skill-specific short-term training program for selected high priority development sectors;
3. Modernization of the institutional capability within the government to administer its foreign scholarship program and creation of an institutional capability to administer a government-wide short-term training program.

The project is jointly administered by the MOEY's Directorate General of Scholarships and Foreign Relations (DGSFR) and the OAJC. Checchi and Company has the technical assistance contract to implement the second and third project components.

II. PURPOSE OF THE EVALUATION

The Scholarship and Training project includes interim and final project evaluations to be scheduled at important stages of project implementation. This first interim project evaluation, scheduled for approximately three weeks, has the following purposes:

- A. To determine the progress to date in achieving the project target of providing academic training to 200 undergraduate students and 100 graduate students and skill-specific training to approximately 775 short-term trainees;
- B. To discuss the impact of this training on Oman's economic development priorities;

- C. To determine the progress to date in strengthening the institutional capacity of the DGSFR to manage its foreign scholarships;
- D. To determine the progress to date in creating an institutional capacity within the Government of Oman to administer a government-wide short-term training program;
- E. To identify successes and/or problems in project implementation and to make recommendations for their resolution.
- F. To review the performance of the technical assistance team with a view to determining whether: (1) it is correctly staffed in terms of numbers and skills; and (2) its scope of work remains accurate as a statement of the work to be performed;
- G. To recommend a strategy for utilizing the available resources within the time and design constraints of the project to maximize its impact on meeting the manpower development needs of Oman;
- H. To review basic project documents (the project paper; grant agreement and implementation letters) and determine the extent to which they remain accurate; descriptions of the project and to recommend appropriate changes.

III. STATEMENT OF WORK

This first interim project evaluation will be conducted by an objective and independent evaluation team. To include one or more specialists in education and development and one generalist familiar with the implementation and evaluation requirements of projects sponsored by the Agency for International Development and a senior officer of the MOEY who is not connected with the program. This team will be assisted in its tasks by designated representatives of the MOEY, both from inside and outside the Directorate General of Scholarships and Foreign Relations, by the OAJC and by Checchi. The following tasks will be undertaken in the course of this evaluation:

- A. As preparation for the evaluation, the team member will act as the team leader, and, in collaboration with other team member(s), will review all relevant project documents, including the project paper, the project authorization, the project subgrant agreement, the PIO/T for the technical assistance contract and the Checchi contract for technical services, progress reports prepared by the TA contractor, sectoral manpower assessments and recommended training plans, MIS evaluations, etc.

- B. Prior to traveling to Oman, the team member will meet with appropriate officials of A.I.D. to be briefed on the project and to ensure that the team member has a common understanding of this evaluation and the expected final product;
- C. Prior to traveling to Oman, the team member will meet with appropriate representatives of Checchi and Company in Washington, DC to discuss Checchi's participation in the project;
- D. The team member will participate in a team planning meeting with an experienced facilitator to ensure that the team member has a common understanding of the contents of this scope and the expected final product;
- E. In Oman, the team member will meet with officials of the MOEY and the OAJC to discuss his/her understanding of the purpose and expected outcome of the evaluation;
- F. In conducting the evaluation, the team member will address the following key issues and questions:

1. Long-term Academic Training

- A. The team member will compile a brief statistical summary which includes information about the numbers and qualifications of the students participating, their fields of study, universities attended, sex, prior work experience, future work assignments, etc.;
- B. The team member will obtain sufficient information about the total group of students sent world-wide each year for training by the Government of Oman and will compare the qualifications and fields of studies of project-financed students with those of the larger group. Particular attention will be paid to male/female distribution and public versus private sector orientation;
- C. The team member will attempt to draw conclusions with regard to the value of the training to returning students and the relevance of the training to Oman's development;
- D. The team member will review long-term training follow-up procedures to determine whether sufficient information will be available for subsequent evaluations of the impact of long-term training;

- E. The team member will assess the impact of the opening of Sultan Qaboos University on the program.
2. Management Information System
- A. The team member will assess the progress made in the establishment of a management information system to assist the DGSFR in the administrative and financial aspects of its foreign scholarship program, describe what remains to be done and provide an end of project description of the system;
 - B. The team member will assess the capability of the DGSFR to fully utilize the hardware, software and training being provided for the management information system;
3. Special Concerns to be Addressed by the Team Member Include:
- A. The potential for private sector participation in the project;
 - B. Way to improve project coordination among the concerned parties: the MOEY, the OAJC, Checchi and the participating development sectors;
 - C. Oman Government policies which have a major impact on the success of the project; and
 - D. A general assessment of the institutional capability of the participating agencies to implement the project.
 - E. Findings and recommendations shall be presented in a written report to the DGSFR and the OAJC, at least three working days before departure from Oman. An oral briefing will also be presented to the concerned parties before departure;

- F. The Team Leader will receive comments from the MOEY and the OAJC after the oral briefing.
- G. The team Leader will rejoin the other U.S. team members in Washington, D.C. the day after they return from Oman to collaborate for one day (October 2, 1987) on the final report.
- H. The Team Leader will prepare the final report within three days following the October 2 meeting and will submit six copies of the final report to the mission.
- I. The final report will include the following sections.
 1. Table of Contents
 2. Map (s)
 3. Acronyms
 4. AID Evaluation Summary (Part 11)
 5. Basic Project Identification Data Sheet
 6. Executive Summary
 7. Body of the Report (approximately 20 pages)
Includes a brief description of the country context in which the project was developed and implemented, project history, sections for each project component evaluated and the findings upon which the conclusions and recommendations are based.
 8. Appendices. These include at a minimum
Evaluation Scope of Work
Logical Framework
Evaluation Methodology
Finding/conclusions/recommendation Matrix
Bibliography of documents used

ADDENDUM TO REPORT

A special addendum to the report will be prepared for A.I.D. It will address the following points:

1. The team member will attempt to assess progress toward achieving stated purpose level indicators and/or indicate the additional data required to make such an assessment if it is too soon to do the actual purpose level assessment at this time;
2. The team member will review the assumptions contained in the logframe and assess their validity;
3. The team member will assess the EOPS statement in the logframe to determine whether it is realistically achievable within the time and resources remaining.

Annex 4

PIO/T No. 272-0101-7-0030
ATTACHEMENT No. II

OMANI SCHOLARSHIP EVALUATION
SCOPE OF WORK (Strickland)

I. BACKGROUND

To be responsive to the Government of Oman's development objective of increasing the number of qualified Omanis to assume responsibility for the development of their country, the Ministry of Education and Youth (MOEY) and Omani-American Joint Commission (OAJC) signed an agreement on May 5, 1983 to implement the Scholarship and Training project. This project has three components:

1. Support of an existing Government of Oman foreign Scholarships program through the reimbursement of eligible academic expenses of undergraduate and graduate students studying in the U.S. in fields of study with important potential impact on Oman's economic development;
2. Establishment of a skill-specific short-term training program for selected high priority development sectors;
3. Modernization of the Institutional capability within the government to administer its foreign scholarship program and creation of an institutional capability to administer a government-wide short-term training program.

The project is jointly administered by the MOEY's Directorate General of Scholarships and Foreign Relations (DGSFR) and the OAJC. Checchi and Company has the technical assistance contract to implement the second and third project components.

II. PURPOSE OF THE EVALUATION

The Scholarship and Training project includes interim and final project evaluations to be scheduled at important stages of project implementation. This first interim project evaluation, scheduled for approximately three weeks, has the following purposes:

- A. To determine the progress to date in achieving the project target of providing academic training to 200 undergraduate students and 100 graduate students and skill-specific training to approximately 775 short-term trainees;
- B. To discuss the impact of this training on Oman's economic development priorities;

- C. To determine the progress to date in strengthening the institutional capacity of the DGSFR to manage its foreign scholarships;
- D. To determine the progress to date in creating an institutional capacity within the Government of Oman to administer a government-wide short-term training program;
- E. To identify successes and/or problems in project implementation and to make recommendations for their resolution.
- F. To review the performance of the technical assistance team with a view to determining whether: (1) it is correctly staffed in terms of numbers and skills; and (2) its scope of work remains accurate as a statement of the work to be performed;
- G. To recommend a strategy for utilizing the available resources within the time and design constraints of the project to maximize its impact on meeting the manpower development needs of Oman;
- H. To review basic project documents (the project paper, grant agreement and implementation letters) and determine the extent to which they remain accurate descriptions of the project and to recommend appropriate changes.

III. STATEMENT OF WORK

This first interim project evaluation will be conducted by an objective and independent evaluation team. To include one or more specialists in education and development and one generalist familiar with the implementation and evaluation requirements of projects sponsored by the Agency for International Development and a senior officer of the MOEY who is not connected with the program. This team will be assisted in its tasks by designated representatives of the MOEY, both from inside and outside the Directorate General of Scholarships and Foreign Relations, by the OAJC and by Checchi. The following tasks will be undertaken in the course of this evaluation:

- A. As preparation for the evaluation, the team member will review all relevant project documents, including the project paper, the project authorization, the project subgrant agreement, the PIO/T for the technical assistance contract and the Checchi contract for technical services, progress reports prepared by the TA contractor, sectoral manpower assessments and recommended training plans, MIS evaluations, etc.

- B. Prior to traveling to Oman, the team member will meet with appropriate officials of A.I.D. to be briefed on the project and to ensure that the team member has a common understanding of this evaluation and the expected final product;
- C. Prior to traveling to Oman, the team member will meet with appropriate representatives of Checchi and Company in Washington, DC to discuss Checchi's participation in the project;
- D. The team member will participate in a team planning meeting with an experienced facilitator to ensure that the team member has a common understanding of the contents of this scope and the expected final product;
- E. In Oman, the team member will meet with officials of the MOEY and the OAJC to discuss his/her understanding of the purpose and expected outcome of the evaluation;
- F. In conducting the evaluation, the team member will address the following key issues and questions:

1. Short-term Training

- A. The team member will compile a brief statistical summary which includes information about the numbers and qualifications of the students participating in all forms of short-term training, the types and location of training, etc. Data will include male/female distribution and public versus private sector orientation.
- B. The team member will assess progress by development sector made in implementing short-term training plans. This will include an assessment of the value and continuing validity of the manpower assessments and recommended short-term training programs on which short-term training has been based to date.
- C. The team member will assess the appropriateness of the training provided both in and out of Oman by evaluating the impact it has had on the concerned organizations and the trainees.

- D. The team member will assess the value of ad hoc training in terms of its impact on development. He/she will comment on the process by which trainees and ad hoc training programs are identified. It will also evaluate ad hoc training in terms of its effect on the implementation of training in the priority sectors for which training plans were prepared.
2. Management Information System
 - A. The team member will assess the progress made in the establishment of a management information system to assist the DGSFR in the administrative and financial aspects of its foreign scholarship program, describe what remains to be done and provide an end of project description of the system;
 - B. The team member will review the links forged by the management information system between MOEY policy makers and implementors to assess the type of impact the system is likely to have on the MOEY's scholarship program.
 3. Special Concerns to be Addressed by the Team Member Include:
 - A. Effectiveness of the Checchi advisors in creating an institutional capability within the DGSFR to administer a short-term training program for selected priority development fields;
 - B. The project's impact on the participation of Oman's women in their country's development;
 - C. Way to improve project coordination among the concerned parties: the MOEY, the OAJC, Checchi and the participating development sectors;
 - D. A general assessment of the institutional capability of the participating agencies to implement the project.

- E. Findings and recommendations shall be presented in a written report to the DGSEF and the OAJC, at least three working days before departure from Oman. An oral briefing will also be presented to the concerned parties before departure;
- F. After receiving comments from the MOEY and the OAJC, the team member will submit a draft report to the team leader for inclusion in final report. This report will not exceed 20 pages of text and will contain an executive summary and matrix, listing findings, conclusions and recommendations, in accordance with the evaluation guidelines of the Agency for International Development.

IV. ADDENDUM TO REPORT

A special addendum to the report will be prepared for A.I.D. It will address the following points:

1. Using the logframe in the project paper as a basis, the team will attempt to quantify and evaluate inputs and progress toward achieving the stated output indicators.
2. The team member will review the assumptions contained in the Logframe assess their validity.
3. The team member will assess the EOPS statement in the logframe to determine whether it is realistically achievable within the time and resources remaining.

Draft: Marlies Backhaus, ANE/DP/E, Aug. 14, 1987; transcribed from Oman 03615 and subsequently revised to reflect shared responsibilities between the two evaluation team members.

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

INTERNAL

TIO #	ORGANIZATION/UNIT/PARTICIPANT	Mos P	Mos C	DATES	PRIORITY DEVELOPMENT FIELD PROGRAM	INSTRUCTOR/INSTITUTION	STP FUNDS	HCA FUNDS
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EDUCATION

E ICI	MEY A4 15 Participants	15		Nov 87-Dec 87	Educational Planning	Akeel Alsadi, U of So. Cal	48,646	36,476
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HEALTH

H ICI	NOH B 17 Participants	9	9	Aug 87	Hospital Administration	Samir Banoub, U of So. Florida	24,854	25,254
H ICI	NOH B 17 Participants	9		Dec 87	Hospital Administration	Samir Banoub, U of So. Florida	24,854	25,254

KEY

TIO-Training Implementation Order Mos P-Months of Training Projected Mos C-Months of Training Concluded HCA-Host Country Agency * Female Participant
IC-In-Country <> Final Program Account [Figures not so designated represent TIO estimates.] R-Revision

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

EXTERNAL

TIO #	ORGANIZATION/UNIT/PARTICIPANT	Mos P	Mos C	DATES	PRIORITY DEVELOPMENT FIELD PROGRAM	INSTRUCTOR/INSTITUTION	STP FUNDS	HCA FUNDS		
AGRICULTURE										
A 1	PAM A1 Said Mohamed Al-Fannah	2	2	Jun 87-Jul 87	Developing Markets for Ag Products	Colorado State U; USDA (OICD)	9,237	4,750		
EDUCATION										
E 1	MEY E1 *Nawathir M. Al-Manrooqi	12	3	Jan 87-Jun 88	Computers in Education	Seattle Pacific University	21,600	28,920		
2	MEY A3 *Ghaya Ali Al-Maskary	16	1	Sep 87-Dec 88	Graduate Certificate in Teaching English as a Foreign Language (TEFL)	University of South Carolina University of South Carolina American University	91,545	85,410		
		*Suad Thabit Al-Battashy	16	1					Sep 87-Dec 88	
		*Sana Sabiel Al-Belooshi	12	1					Sep 87-Aug 88	
3R1	MEY A3 Hamed Rashid Al-Shikaily	19	1	Sep 88-Mar 90	Undergraduate Certificate in Teaching English as Foreign Language (TEFL)	Portland State University	87,354	124,650		
		Said Abdullan Al-Adawi	19	1						
		Abdulaleem A. Al-Shaikh	19	1						
4	MEY A2 Anwar Khamis Al-Zudiali	4		Fall-winter 87	Textbook illustration/Instructional Aids	Undetermined	18,670	6,650		
5	MEY A6 *Saada A. Al-Jahdhamy	9		Fall-winter 87	Educational Research and Studies	Undetermined	23,035	17,275		
6	MEY D4 Harib Saif Al-Shaqsi	1	1	Sep 87-Oct 87	MIS Supervisor	Standardata Egypt	5,270	2,600		
7	MEY A6 Khamis Said Al-Ghailani	12	1	Sep 87-Aug 88	Graduate Diploma in Education	Jordan University	93,300	157,500		
		A2 Abdullah H. Al-Dahmani	12						1	Guidance
		A2 Sabeet S. Al-Ghailani	12						1	General Education
		C3 Mohammed Aqil Maqayool	12						1	General Education
		N Abdullah Ali Al-Snani	12						1	Library Science
		M Hamad Mohammed Al-Kuaimi	12						1	General Education
		K Ali Said Al-Hajri	12						1	Guidance
		L Nasir Hilal Al-Rasidi	12						1	Guidance
		G Farid Mohammed Al Husayn	12						1	General Education
		A5 *Fawzia K. Al-Zedjali	12							Jan - Dec 88
8	MEY B4 Mahmoud Ali R. Al-Zadjali	1		Sep 87-Oct 87	Remedial Instruction of Late School Starters and the Retarded	Arabian Gulf University Manama, Bahrain	10,980	4,200		
		*Lamis Aboas Asadullah	1							
		*Faiza Ahmed Al-Raisi	1							
9	MEY B4 *Ayda Saleh Al-Himyany	9		Oct 87-Jun 88	Diploma in Special Education	Abbasiya T.T.I., Cairo	5,835	11,000		

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

EXTERNAL (PAGE 2)

TIO #	ORGANIZATION/UNIT/PARTICIPANT	Mos P	Mos C	DATES	PRIORITY DEVELOPMENT FIELD PROGRAM	INSTRUCTOR/INSTITUTION	STP FUNDS	IICA FUNDS
HEALTH								
H 1	MOH A1 Saif H. Al-Shednany Mohammed N. Al-Riyami Hamood M. Al-Kharusy *Salma A. Al-Barwany Abdulla A. Al-Rabiey	13 13 13 13 13	4 4 4 4 4	Jun 87-Jun 88	Clinical Nursing Instruction	Inst for Health Policy Studies University of California San Francisco	133,850	72,775
H 2	MOH B1 *Fatma A. Al-Barwany B2 *Thana Zahir Al-Bimani B2 *Zakia Saif Al-Jabri B1 Younis Faqir Al-Ruwahi B2 Ibrahim R. Al-Baluchi	15 15 15 15 15	1 1 1 1 1	Sep 87-Dec 88	Medical Laboratory Technicians	Center for Advanced Medical Technology San Francisco State University	188,140	64,220
WATER RESOURCES								
W 1	MEW A1 Said M. Al-Nebhani PWR C Shafiq S. Al-Harthy B Saleh I. Al-Mazroui B Suleiman M. Al-Riyami	3 3 3 3	3 3 3 3	Jun-Sep 85	Techniques of Hydrologic Investigations QJT: Ground/Surface water Technologies Public Water Supply	US Geological Survey (USGS) USGS District Offices	58,220 <>	46,512
W 2	PWR A Sayid Barghash Al Said	2	2	Sep-Nov 85	Management Program for Executives Study Tour: water Resources	Pittsburgh U Business School US Geological Survey	12,915 <>	10,779
3	PWR D *Zunra Y. Al-Kindy	9	9	Oct 85-Jun 86	Data Processing	US Dept of Ag Graduate School	22,839 <>	18,231
4	PWR B Zahir A. Al-Adawy B Ahmed S. Al-Barwany B Yasser S. Al-Harthy B Hamed S. Al-Manruqi B Abdallah S. Al-Shukery C Said H. Al-Sinawi	3 3 3 3 3 3	3 3 3 3 3 3	Dec 85-Mar 86	Hydrology Technicians: Advanced Training	US Geological Survey (USGS) USGS District Offices	81,447 <>	85,884

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

EXTERNAL (PAGE 3)

TIO #	ORGANIZATION/UNIT/PARTICIPANT	Mos P	Mos C	DATES	PRIORITY DEVELOPMENT FIELD PROGRAM	INSTRUCTOR/INSTITUTION	STP FUNDS	HCA FUNDS
FISHERIES								
F 1	MAF A6 Hamed A. Salman A3 Rashid H. Al-Chafry A4 Khamis S. Al-Balushi MDC A Ahmed Al-Badry	24 24 24 18	15 15 15 9	Apr 86-Jun 88 Jan 87-Jun 88	Applied Fisheries	University of Rhode Island	406,218	138,175
2	MAF C Hamed S. Al-Ghaylani	24	15	Apr 86-Jun 88	Applied Technology	University of Rhode Island	82,747	43,226
3	MAF A5 Ali S. Al-Harrasi A6 Salim B. Fadil	24 24	15 15	Apr 86-Jun 88	Fisheries Science and Research	University of Rhode Island	152,994	86,452
4	MAF A3 Monammed H. Al-Baloushi	6	6	Jan-Jun 86	Fisheries Extension	Florida Inst of Tech/URI	27,196 <	9,315
5	MAF A1 Mohsin A. Aidrous	24	15	Apr 86-Jun 88	Data Processing and Statistics	University of Rhode Island	82,747	43,226
6	MAF B1 Ali A. Al Haddad	24	14	Apr 86-Jun 88	Fisheries Econ [Suspended Aug 87]	University of Rhode Island	44,197	45,882
7	MAF A4 Abdullah M. Al Harthy A4 Khalid A. Al Shaikn A4 Hussain J. Al Knabory	19 19 18	10 10 9	Nov 86-Jun 88 Dec 86-Jun 88	Data Processing and Statistics	University of Rhode Island	111,775	67,754
ECONOMICS/STATISTICS								
ES 1	DC A1 *Jokha Y. Al-Kindy	9	9	Sep 85-Jun 86	Data Processing	US Dept of Ag Graduate School	22,989 <	18,231
RURAL DEVELOPMENT								
RD 1	RDC A Suleiman M. Al-Busaidy	2	2	Sep-Nov 85	Management Program for Executives Study Tour: Rural Development	Pittsourn U Business School	12,418 <	11,388

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

EXTERNAL (PAGE 4)

TIO #	ORGANIZATION/UNIT/PARTICIPANT	Mos P	Mos C	DATES	PRIORITY DEVELOPMENT FIELD PROGRAM	INSTRUCTOR/INSTITUTION	STP FUNDS	HCA FUNDS
ACCOUNTING/FINANCE								
AF 1	NFE A1 Hamed S. Al Ruwahi Al Khalfan S. Al-Bakry	7	7	Apr-Oct 86	Computer Programming & Operations [Al-Bakry Program Suspended Sep 86]	Electronic Computer Programming Institute	28,126 <	53,418
AF 2	MFE B1 Mohammed J. Hassan	1	1	Aug-Sep 86	International Loan Negotiation	International Law Institute	6,818 <	6,500
AF 3	MFE C1 Samir A. Shanbi	1	1	Jul-Aug 86	Intl Contract Procurement & Negotiation	International Law Institute	6,818 <	6,500
ADMINISTRATION/MANAGEMENT								
AM 1	OCR A1 Issa Said Al-Ruwani	18		Jan 88-Jun 89	Database Administration	Undetermined	36,000	22,500

ORGANIZATION AND UNIT CODES: SUKUMATI OF MWVI

LC Development Council

- A Director General of Statistics
 - 1 Dept of Internal & Foreign Trade Statistics

MAF Ministry of Agriculture and Fisheries

- A Directorate General of Fisheries
 - 1 Dept of Fisheries Development
 - 2 Dept of Fisheries Affairs
 - 3 Dept of Technical Services and Extension
 - 4 Dept of Statistics and Data Analysis
 - 5 Fisheries Sciences Center
 - 6 Dept of Fisheries (Southern Region)
- B Divan of the Ministry
 - 1 Dept of Financial Affairs
- C Oman Bank for Agriculture & Fisheries

MFC Musandam Development Committee

- A Department of Fisheries

MEW Ministry of Electricity and Water

- A Directorate General of Water
 - 1 Dept of Technical Affairs

MEY Ministry of Education and Youth

- A Directorate-General of Educational Development
 - 1 Office of the Director-General
 - 2 Curriculum Development
 - 3 English Language Instruction
 - 4 Educational Planning
 - 5 Educational Research
 - 6 Teacher Training & Inspection

B Directorate-General of General Education

- 1 Office of the Director-General
- 2 Educational Activities
- 3 Examinations
- 4 General Education
- 5 Literacy and Adult Education
- 6 Technical Education

C Directorate General of Education for the Southern Region

- 1 Office of the Director-General
- 2 Administrative & Financial Affairs
- 3 Educational Affairs
- 4 Educational Planning & Design

D Directorate-General of Scholarships & Foreign Relations

- 1 Office of the Director-General
- 2 Administrative & Financial Affairs
- 3 Foreign Relations
- 4 Higher Studies & Training
- 5 Scholarships

E Directorate-General of Financial Affairs

- 1 Office of the Director-General
- 2 Budget
- 3 Financial Affairs
- 4 Projects
- 5 Purchasing
- 6 Stores

F Directorate-General of Administrative Affairs

- 1 Office of the Director-General
- 2 Administration
- 3 Microfilm
- 4 Personnel Affairs
- 5 Services
- 6 Transport

- G Capital Region Education Administration
- H Rustaq Region Education Administration
- I Batinan Region Education Administration
- J Dakhliya Region Education Administration
- K Wasta Region Education Administration
- L Sharqiya Region Education Administration
- M Dhahira Region Education Administration
- N Musandam Region Education Administration

MFI Ministry of Finance and Economy

- A Directorate General of Financial Planning
 - 1 Computer Department
- B Directorate General of Revenue and Investments
 - 1 Department of Loans and Investments
- C Directorate General of Expenditure Control
 - 1 Department of Contracts Control

MHI Ministry of Health

- A Directorate of Education and Training
 - 1 Institute of Health Sciences
- B Directorate of Curative Services

PMI Public Authority for Marketing of Agricultural Produce

- A Sales and Marketing Department
 - 1 Purchase and Sales Section
- B Research and Statistics Department
 - 1 Statistics Section

PWR Public Authority for Water Resources

- A Deputy Technical Secretary
- B District Offices
- C Surface Water Department
- D Report and Data Management Department
- E Water Quality Laboratory
- F Administration

RDC Regional Development Committee

- A Director General

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Scholarship & Training Project
Omani-American Joint Commission

Short Term Training in the United States and Third Countries

-*-

Policies and Procedures

Prepared by
Checchi and Company
Contract No. NEU-0101-C-00-4077-00
Project No. 272-0101

CONTENTS

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I. INTRODUCTION	1
II. ACTIONS AND RESPONSIBLE PARTIES	1
III. CONDITIONS FOR APPROVAL OF APPLICATIONS	6

ANNEXES

STANDARD FORMS FOR TRAINING IMPLEMENTATION

- ANNEX A. TRAINING NOTICE
- ANNEX B. APPLICATION
- ANNEX C. TRAINING IMPLEMENTATION ORDER
- ANNEX D. CONDITIONS OF TRAINING
- ANNEX E. PARTICIPANT EVALUATION OF TRAINING
- ANNEX F. POST-TRAINING PERFORMANCE EVALUATION

I. INTRODUCTION

This document has been prepared for the principal parties of the Scholarship and Training Project. Its purpose is to record the policies and procedures which have been agreed upon for processing applications for short-term, external training under the Project and the role of each party in that process.

The implementing agency for the project is the Ministry of Education and Youth Affairs (MOEYA) through its Directorate-General of Scholarships and Foreign Relations (DGSFR). Within DGSFR, the project is located within the Department of Higher Studies and Training (DHST). In this document, the Scholarship and Training Project (STP) refers to the technical assistance team and local personnel assigned to work full-time with them, comprising a unit within DHST. Technical assistance to the project is provided through Checchi and Company of Washington, DC (CHCC) under contract to the Qatari-American Joint Commission (QAJC).

Under the terms of this project, **short term training** is considered any non-degree training up to two years in duration. **External training** is that conducted in the United States or countries other than Oman (termed "third countries").

Short term, external training under STP may be either training projected in approved sectoral training plans or training **not** projected in such plans. Requests for support of training not projected in a sectoral plan may come from organizations which are the subject of plans, as well as from organizations which are not the subject of plans. Training may be conducted through formal instruction at a training or educational institution, through a structured work experience by arrangement with a private or public sector organization, by participation in a conference or seminar, or through study and observation tours.

After summarizing the principal actions of responsible implementing parties, this document covers the conditions and procedures involved in the approval of applications for assistance. Annexes A-F comprise the standard forms used in implementing training programs.

II. ACTIONS AND RESPONSIBLE PARTIES

Table 1 summarizes the actions and responsible parties involved in implementation of short term external training. Notes on these actions, including reference to standard forms used in implementing them, follow the table.

A. Training Projected in Sectoral Training Plans

1- Sectoral plans are derived, in consultation with participating organizations, from training recommendations made by STP manpower and training consultants.

B. Training not Projected in Sectoral Training Plans

1- DGSFR will distribute to government agencies and selected private sector organizations a brochure describing policies and procedures in conjunction with STP assistance to training activities, together with forms for application.

2- OAJC and STP will provide DGSFR with announcements of training opportunities along with recommendations of organizations to whom, in its view, the training would be of interest.

3- DGSFR will prepare and distribute Training Notices (Annex A). DGSFR will provide OAJC and STP with a copy of Training Notices.

C. All Training

1- Application Forms (Annex B).

2- STP will process and clear applications in light of the conditions for approval of applications (Section 2).

3- Training Implementation Order (TIO) (Annex C).

4- With respect to training in the United States, CHXC will be responsible for identification of appropriate training resources (in the event that no program has been specified to address the proposed training) or for verification of the availability of training through a specified program. With respect to training in third countries, the DGSFR Cultural Attache Office in the country of training may perform the foregoing functions. In lieu of the existence of such an office, DGSFR, STP and CHXC will confer on an appropriate approach to the identification or confirmation of training opportunities.

5- The Director General of Scholarships and Foreign Relations or his delegate will indicate endorsement by signing on the TIO.

6- Following TIO endorsement, STP will forward the TIO to OAJC for approval. The U.S. Representative to OAJC or his delegate will indicate approval by signing on the TIO. One copy of an

approved TIO will be provided to each of OAJC, DGSFR, the nominating organization, STP and CHDC. Should OAJC decline to approve the TIO, it will indicate in writing to DGSFR the reasons for declining approval.

7- DGSFR will provide a copy of letters of notification to STP.

8- With respect to training in the United States, CHDC will be responsible for (1) registration of participants in training programs and payment of training-related fees, (2) arrangement of health and accident insurance, (3) arrangement of training-related travel and (where necessary) transit accommodations in the country of training. With respect to training in third countries, the foregoing functions may be performed by the DGSFR Cultural Attache Office in the country of training or, in lieu of the existence of such an office, through an appropriate local agency by arrangement with STP or CHDC.

9- Following are the actions involved in pre-departure arrangements by responsible party:

DGSFR

- a. Assistance to participants in arranging pre-departure medical examinations in government hospitals.
- b. Assistance to participants in procurement of non-U.S. transit and entry visas.
- c. Conducting of pre-departure orientation in conjunction with STP.

STP

- a. Assistance to participants in the procurement of U.S. entry visas by provision of completed IAP 66A forms, "Certificate of Eligibility for Exchange Visitor (J-1) Status".
- b. Conducting of pre-departure orientation in conjunction with DGSFR.
- c. Provision of advance per diem to participants.

Participant Organization of Employment

- a. Arrangement of participant travel between Oman and the country of training.
- b. Compliance with Government of Oman regulations regarding employees in training.

Participant

- a. Possession of a passport with not less than 6 months validity.
- b. Procurement of transit and entry visas.
- c. Presentation of a completed Ministry of Health "Medical Examination Form and Report", indicating physical and mental fitness to undertake training.
- d. Signing of a "Conditions of Training" form (Annex D).

10- CHDC will be responsible for distribution of participant per diem, monthly maintenance and book, equipment and shipment allowances. CHDC will also be responsible for monitoring training, counselling participants and the debriefing of participants returning to Oman through Washington, DC.

11- Reports on participant in-training performance will be forwarded by STP to DHST for forwarding to the participant's organization of employment.

12- Within 10 days of their return from training, participants will submit to the STP liaison in their organization of employment a completed "Participant Evaluation of Training" form (Annex E) for forwarding to DHST.

13- Evaluation of a participant's post-training, performance on the job will be done in accordance with the standard form for this procedure (Annex F) unless otherwise agreed upon between STP and the participant's organization of employment.

14- Program Evaluations will consist of a summary of evaluation materials referenced in points 11, 12 and 13 above, in addition to comments by the STP technical assistance team.

15- ICSEF provides Program Evaluations to participant organizations of employment. STP provides Program Evaluations to OAJC and CHDC.

III. CONDITIONS FOR APPROVAL OF APPLICATIONS

Applications for STP assistance are approved in the form of Training Implementation Orders (TIOs). Clearance of applications for the preparation of TIOs is subject to the following conditions.

1- That the content and terms of the training be clearly set forth.

This condition will be satisfied by a program prospectus from the institution conducting or arranging the training or a detailed statement of targeted program content.

2- That the training fulfills the objectives of STP.

This condition will be satisfied if (a) the training requested falls within a recognized priority development field or otherwise, in the view of OAJC and DGSFR, possesses sufficient merit to warrant STP assistance and (b) the nominating organization presents reasonable justification for the training in terms of institutional and developmental objectives as judged by information provided in the application form.

3- That the eligibility of the participant for the proposed training be clearly established.

(a) The eligibility of the participant will be assessed in light of information provided in the STP application form (items E-G) and the qualifications dictated by the nature of the training or the institution sponsoring the program.

(b) In the event that the training is to be conducted in English and no interpreting services are to be provided, the candidate will be required to demonstrate adequate language proficiency for successful participation in the program. Generally this will be done by achieving, at a minimum, the following scores on the ALI/GU English Proficiency Test*:

Listening	75
Usage	60
Reading & Vocabulary	65

* For further information see USAID HB 10, APP. A, TN 86-6.

ALI/GU tests will be administered by a member of the STP technical assistance team or other authorized individual.

ALI/GU testing may be waived if (a) the participant has taken the TOEFL and received a score of not less than 450, (b) has received a secondary or higher degree in English, or (c) has demonstrated proficiency in English in the course of an interview conducted and attested to by a member of the STP technical assistance team.*

* TOEFL: Test of English as a Foreign Language.

ANNEX A
TRAINING NOTICE
(translation)

Ministry of Education and Youth Affairs
Directorate-General of Scholarships and Foreign Relations

Date

{Name}
{Title}
{Organization}

The Directorate-General of Scholarships and Foreign Relations is pleased to forward for your review the enclosed training announcement referenced below which may be of interest to your organization.

For further information on services provided by the Scholarship and Training Project, please consult the project brochure previously provided to your organization.

Sincerely,

{Name}
{Title}

Program Title

Training Institution

Site

Dates

bc: OAJC
STP

Scholarship and Training Project
Ministry of Education and Youth Affairs
Directorate-General of Scholarships and Foreign Relations

APPLICATION

Notes

1- Type all information and submit **TWO COPIES** to:

The Director General of Scholarships and Foreign Relations
Ministry of Education and Youth Affairs P.O. Box 3 Muscat

2- Applications must be received four months prior to the earliest projected start of training if the training institution is not identified; three months prior to the projected start of training if the training institution is identified.

Nominating Organization _____

Program Field of Title _____ No. of nominees

Training Institution _____ or to be identified

Start date or interval _____ Duration _____

Nominee ..	Job Title	Unit of Employment
1-	_____	_____
2-	_____	_____
3-	_____	_____
4-	_____	_____
5-	_____	_____
6-	_____	_____
7-	_____	_____
8-	_____	_____

Scholarship and Training Project

APPLICATION

Enclosures

Enclose with this application the following information for each nominee:

- 1- An official letter of nomination.
- 2- An organization chart for your institution indicating the nominee's unit of employment.
- 3- The scope of work of the nominee's unit of employment.
- 4- A list of skills and tasks as defined in A below.
- 5- A statement regarding skill transfer as defined in B below.
- 6- The present job description of the nominee.
- 7- A completed Participant Data form.
- 8- A photocopy of the candidates passport information.
- 9- A copy of secondary or university transcript (if required for programming or admissions procedures).
- 10- An evaluation of the nominee's on-job performance and trainability prepared by one of his superiors. (Respondent should indicate his name and title.)

A

List the skills which the proposed participant is expected to acquire in training. Indicate for each skill the task or tasks to which the skill will be applied in the participant's post-training position.

B

Indicate any opportunities for the transfer of acquired skills to others following training. Mention (1) the number and relationship to the participant of projected beneficiaries of skill transfer, (2) the circumstances in which skill transfer is expected to take place and (3) the skills to be transferred.

Indicate the individual responsible for follow-up with the Scholarship and Training Project.

Name _____

Title _____ Phone _____.

OMANI-AMERICAN JOINT COMMISSION FOR ECONOMIC AND TECHNICAL COOPERATION * TRAINING IMPLEMENTATION ORDER Program Reference	Project Activity & Number Scholarship & Training & Project 2720101
	Contractor Checchi and Company Contract No. NEB-010 2-00407700

R - A - T - I - O - N - A - L - E

The following constitute reasons for approval of the training in question in light of (1) project objectives, (2) job-related skills acquisition, (3) expectations of post-training skills transfer and (4) manpower and national development considerations.

Project Objectives

The primary objective of the Scholarship & Training Project is to develop Omani human resources in priority fields of national development.

The present training falls within the field of _____ which has been designated by the Omani-American Joint Commission as a priority field for attention under the project.

Job-Related Skills Acquisition

Post-Training Skills Transfer

Manpower and National Development Considerations

FUNDING CALCULATIONS
(in US Dollars)

TIO _____

1. Tuition [# Ps x \$/cap]
2. Maintenance Allowance
[# Ps x \$/cap/mo x # mos]
3. Book/Equipment and Shipment Allowances
< 5 mos: B/E: [# Ps x 60/cap] SA: [# Ps x 60]
> 5 mos: B/E: [# Ps x 65/cap/mo x # mos] SA: [# Ps x 120]
4. Domestic Travel [# Ps x \$/cap]
5. Per Diem/Month 1
[(# Ps x 9 days x 90/day) + (# Ps x 21 days x 75/day)]
or
[(# Ps x 9 days x 75/day) + (# Ps x 21 days x 65/day)]
or
[(# Ps x 30 days x 65/day)]
6. HAC [# Ps x 40/mo/cap x # mos]
7. Washington International Center [# Ps x 325]
8. Miscellaneous (Application Fees; Mid-Winter Seminar;
Professional Society Membership)
[# Ps x 400/cap est]

Total

- * -

1. International Travel [# Ps x \$/cap]
2. Salary [# Ps x (avg) salary/mo x # mos]
3. English Language Tuition [# Ps x \$/cap]
4. English Language Training Maintenance
[# Ps x \$/cap]

Total

v.2

As In Passport: Tribe: _____ P.P.No: _____

Personal _____ Father _____ Grandfather _____

Place of Birth: _____ Birth Date: _____

Sex: M [] F [] Marital Status: Single [] Married []

Home Address in Sultanate _____ Home Phone: _____

PHOTO

Employer's Name and Address _____ Your Work Phone: _____

Sector of Employment
 Public [] Joint []
 Private []

Years in Sector []

Job Title _____ Group/Grade _____

Gross Monthly Salary _____ (RO)

How many employees do you supervise? _____ Besides the employees under your supervision, do you train others? Who? _____ How many do you train in what time period? _____

Previous Employment Relevant to the Training Requested

Organization	Job Title	From	To

Schools Attended

Level/Field of Study	Language	From	To	Certificate

Experience Abroad

Country	From	To	Purpose: (e.g., Study, Travel, Training, Mission, etc.)

any indication of proficiency in English (e.g., no. of years of study in English, on-job use of English, certificate of proficiency, TOEFL or ALI/AR score).

Indicate Proficiency in Other Languages

Language	Speaking			Reading			Writing		
	E	G	F	E	G	F	E	G	F

ANNEX D
CONDITIONS OF TRAINING
(translation)

Omani-American Joint Commission (OAJC)
Scholarship & Training Project (STP)

CONDITIONS OF TRAINING

Participant _____
Program Title _____
Dates _____

I have read the prospectus for the above program and have been informed of the terms of funding for my participation in it. By signing below, I agree to adhere to the program as requested by my government, to pursue conscientiously the training, and to conform to OAJC regulations and procedures for the duration of training. I agree that I will not seek extension of the period of my program but will return to my country without delay upon completion of my training and will endeavor to utilize for the benefit of my country the training acquired under this program.

Furthermore, I thoroughly understand the following policies of OAJC and the Government of Oman:

1- Dependents - OAJC discourages dependent relatives from accompanying or joining a participant while he is in training in order that the successful accomplishment of training objectives will not be hampered by increased problems of adjustment and added financial burdens for the participant.

2- Termination of Training Programs before Normal Duration - OAJC or the participant's nominating organization has the right to terminate the training program of a participant who (a) fails to maintain an acceptable level of performance in training, (b) has severe health problems, or (c) conducts himself in a manner prejudicial to the program or the law of the country.

3- Government of Oman Training Per Diem - The Diwan of Personnel Affairs has determined that participants under the Scholarship and Training Project are not entitled to training per diem.

3- Financial Liability - The organization which has nominated me for this training may reclaim from me funds it has spent in connection with the training if (a) I fail to perform or conduct myself to its satisfaction or (b) I am dismissed from the course or withdraw from it without good reason.

Signed: (Participant)

Witnessed: (STP Officer)

Date: _____

Date: _____

ANNEX E
PARTICIPANT EVALUATION OF TRAINING

Ministry of Education and Youth Affairs
Directorate-General of Scholarships & Foreign Relations
Scholarship & Training Project

PARTICIPANT EVALUATION OF TRAINING

Dear Participant:

Kindly respond to the following questions and return this form to the training officer at your place of work within one week of your return to the Sultanate. You need not indicate your name.

Your completed form will be forwarded to the Director of Higher Studies and Training in the Directorate-General of Scholarships and Foreign Relations for review. Your frank responses will assist us in improving training arrangements for future participants.

The Staff of the Scholarship and Training Project

A. List below 5-10 skills the acquisition or improvement of which you consider the most important outcome of your training. Attach the list to this form.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 0.

B. List below skills you wish had received greater attention in the course of your training. Attach the list to this form.

C. To what extent do you feel the training program fulfilled the objectives for which it was intended? (Indicate a percentage)

0 10 20 30 40 50 60 70 80 90 100

Comment:

D. How did you find the level of the program content? (Circle one)

Too Elementary

About Right

Too Advanced

Comment:

E. Would you recommend that other individuals with your background and professional responsibilities be sent to this program? (Mark an X to the right of your response)

No _____ Qualified No _____ Yes _____ Qualified Yes _____

Comment:

F. (If your training was conducted in English) How would you rate your absorption of program content during training sessions? (Indicate a percentage)

0 10 20 30 40 50 60 70 80 90 100

Comment:

G. Rate your opinion of the following aspects of your program by circling one of the choices. Add any comments in the space provided.

1. The WIC orientation program in Washington. (if applicable)

Not Particularly Useful Useful Extremely Useful

Comments:

ANNEX F
POST-TRAINING PERFORMANCE EVALUATION

[Organization]
[Unit]

Date

[Name]
[Title]

In the interest of assessing the effectiveness of training sponsored through the Scholarship and Training Project of the Ministry of Education and Youth Affairs and of improving training arrangements for future participants, we are requesting your cooperation in evaluating the post-training performance of the individual referenced below, working under your supervision.

Name of Participant _____ Job Title _____

Unit of Employment _____
Training Program Title _____
Training Institution _____
Site _____ Dates _____

In responding to the questions in the accompanying evaluation form, you may wish to refer to the list of targeted skills which accompanied the request for the training and the prospectus of the training program itself available in our office.

Please return the completed evaluation to me. A copy of your responses will be forwarded to the Director of Higher Studies and Training at the Directorate-General of Scholarships and Foreign Relations for review with the staff of the Scholarship and Training Project.

With appreciation,

[Name]
[Title]

Evaluation of Post-Training Performance on the Job

Organization _____

Name of Participant _____ Job Title _____

Unit of Employment _____

Training Program Title _____

Training Institution _____

Site _____ Dates _____

1- To what extent do you feel the training program fulfilled the objectives for which it was intended? (Indicate a percentage)

0	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

In what skills have you noted marked improvement in the participant's performance since his return from training?

2- To what extent has the participant had the scope to exercise newly acquired skills?

3- Has the participant been delegated new responsibilities as a result of his training? (Circle one)

No

Yes

Comment:

4- Have you noted any attitudinal changes in the participant which may be attributed to the training experience? (Circle one)

Yes

No

Comment:

5- In general, to what factors would you attribute the relative success or failure of the training?

Signature of Evaluator: _____ Date: _____

Name: _____ Title: _____
wp\policies

Annex 7

Returned Participants Interviewed

1. Ms. Jokha Yahya Al-Kindy

Head of Prices and Indices Section, Development Council.
"Attended nine-month course in data processing arranged by the U.S. Dept. of Agriculture Graduate School in the United States."

2. Mr. Saud Mohahamad Al-Nabhani

Head of Technical Dept. for Regional Water Resources, Ministry of Electricity and Water.
"Attended a three-month course in Techniques of Hydrologic Investigations arranged by the U.S. Geological Survey (USGS) in the United States."

3. Mr. Mohamed Jawad Hassan

Director, Development Budget and Contracts Ministry of Finance.
"Attended a one-month course in International Loan Negotiation at the International Law Institute, Georgetown University in Washington, D.C."

4. Mr. Hamad Al-Ruwahi

Programmer, Computer Department, Ministry of Finance.
"Attended a seven-month course in Computer programming and operations at Electronic Computer Programming Institute in the United States."

Annex 8

List of Persons Interviewed
by the Evaluation Team

AGRICULTURE & FISHERIES

DIRECTORATE-GENERAL OF FISHERIES

Mustapha Badri MUSTAPHA	Technical Member, DG's Office
Stan SWERDLOFF	COP, Fisheries Development Project
Raashid AL-BARWANI	Dir., Statistics & Data Analysis
Hamad AL-YAHIYA'I	Dir., Technical Services & Extension
Mohamed AMOR AL-BARWANI	Dir., Marine Science & Fishery Center

EDUCATION

UNDERSECRETARY FOR EDUCATION

Saud Ibrahim AL-BUSAIDI	Undersecretary
Samira Moh. Amin AL-BASTAKI	DG of Education
Haji OTHMAN	Dir., General Education
Khalid AL-HINAI	Dir., Examinations
Youssef SABIL	Deputy Dir., Technical Education
Issa ASHRAF	Deputy Dir., Educational Activities
Mohamad SAI'IM	Dir., Adult Education

DIRECTORATE-GENERAL OF EDUCATIONAL DEVELOPMENT

Ahmed Amar AL-RAWAAS	D.G., Educational Development
Ali Mohsin AL HAFIDH	Dir., Curriculum Development
Janet Mohammed AL-LAMKY	Dir., English Language Unit
Rahila Amar AL-RIYAMI	Dir., Educational Planning
Issa ABDULRAHMAN	Dir., Educational Research
Ziad AL-MAWALI	Dir., Teacher Education & Supervision

DIRECTORATE-GENERAL OF FINANCIAL AFFAIRS

Mustapha ABJULATIF	DG of Financial Affairs
Ali HAMAD	Dir., Projects Dept.

DIRECTORATE-GENERAL OF SCHOLARSHIP & FOREIGN RELATIONS

Murad Ali Murad AL-MALAH	D.G., Scholarships
Soud Mohammed AL-TIMAMI	Dir., Higher Studies & Training
Ali AL-MUSSAWI	Counterpart to Manpower Development Specialist
Kamal Hasan MAKKI	Counterpart to Training Specialist
Nasser AL-ALAWI	Counterpart to Training Specialist
Soud Abdulaziz KALMOOR	Dir., Scholarships
Hassan ABDULLAH	Dir., Admin. & Financial Affairs

Annex 9

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18. Recommended Training Plan, Education Element of the Education and Training Sector
19. Subgrant Agreement
20. Amendment #1
21. Project Implementation Letter #1
22. Project Implementation Letter #2

23. Project Implementation Letter #3
24. Project Implementation Letter #4
25. Project Implementation Letter #5
26. Project Implementation Letter #6
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LOGICAL FRAMEWORK

OMANI-AMERICAN JOINT COMMISSION SCHOLARSHIP & TRAINING PROJECT
272-0101.3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Goals:</u></p> <p>Increase institutional capacity of Omani public and private organizations to plan and implement development programs in sectors of high priority.</p>	<p><u>Measures of Goal Achievement:</u></p> <ol style="list-style-type: none"> 1. GOVOMAN achieving Five Year Development Plan targets 2. Improvements in PQLI measures. 3. Increased educational levels of work force. 4. Reduction of dependence on foreign labor. 	<ol style="list-style-type: none"> 1. Evaluation of Development Plan Achievements 2. Gov't statistics 3. Gov't statistics 4. Gov't statistics 	<p><u>Assumptions for achieving Goal Targets:</u></p> <p>GOVOMAN continues to pursue policy of Omanization of Civil Service. Minimum loss due to brain drain.</p>
<p><u>Project Purpose:</u></p> <p>To develop Omani human resources in priority fields related to national development, with emphasis on educational institutions.</p>	<p><u>Conditions that will indicate purpose has been achieved. End of project status.</u></p> <ol style="list-style-type: none"> 1. Long term trainees successfully complete training programs, and are employed in Oman using knowledge and skills acquired. 2. Short term trainees applying knowledge and skills acquired to current employment. 3. Ministry of Education has in place an effective data based management information system for scholarship program. 4. Majority of returned long term trainees concentrated in selected public and private sector organizations. 5. Selected Ministries developing and implementing institutional training 	<ol style="list-style-type: none"> 1. JC and Ministry of Education records 2. JC and Ministry of Education and other Ministry records 3. Observation of Ministry of Education operations 4. JC and Ministry of Education and other Ministry records 5. JC and Ministry of Education and other 	<p><u>Assumptions for achieving purpose:</u></p> <p>Participants return to Oman after completing training programs.</p>

Outputs:	Magnitude of Outputs: (by project year)							Total		Assumptions for achieving outputs:
	1	2	3	4	5	6	7			
1. 200 trained Omanis with U.S. undergraduate degrees employed in public and private sector jobs.	1.			50	50	50	50	200	1. Ministry of Education reports	Students learn adequate English language skills. Omani organizations release long and short term employees for training.
2. 100 trained Omanis with U.S. graduate degrees employed in public and private sector jobs.	2.	10	10	20	20	20	20	100	2. Ministry of Education reports	
3. 100 Omanis complete short term training courses in U.S. & T.C.	3.	10	10	10	20	20	20	100	3. Ministry of Education and other reports	
4. 675 Omanis complete short term in-country training courses.	4.	50	75	100	150	150	150	675	4. Ministry of Education and other reports	
5. Data based management information system in place in Ministry of Education for scholarship program.	5.	1						1	5. Observation Ministry of Education	
6. Plans for training developed by selected Ministries.	6.	1	2	2				5	6. Observation Ministry of Education and other Ministries	
Inputs:	Implementation Target (type & quantity)									Assumptions for providing inputs:
Omani Participants 200 undergraduate candidates 100 graduate candidates 100 short term overseas trainees 675 short term in-country trainees	See project budget								1. Grantee records 2. AID Project records	Adequate numbers of qualified trainees.
Technical Assistance 96 months long term advisors (2) 50 months short term consultants										
Commodities Training equipment, supplies, materials, minicomputer										

Addendum to Interim Evaluation Report

October 1987

Omani-American Joint Commission Scholarship and Training Project

1. Since the effective implementation of the project has largely been confined to the last two years, it is too early to make any definitive assessment of progress toward purpose level indicators stated in the logframe. However, it is very doubtful that any effective measure of results of the long-term training programs will ever be possible. This is a major reason for the recommendation to phase it out. The accomplishment of the goals of the short-term training to date is limited, but positive. More comprehensive data should be available after the project has been restructured and further implemented.

2. The assumptions regarding goal targets and project purpose appear to be valid, but as noted above contribution of the long-term training will probably not be measurable.

The assumptions on outputs and inputs now appear to be valid, but they were not valid until the exception to payment of required extra benefits to trainees of the project was obtained by the MOEY. Prior to this the revenue reduction and budget cuts made adequate numbers of trainees unavailable.

3. Conditions 1 and 4 of the EOPS statement in the logframe are not and will not be achievable within available time and resources or not measurable as previously noted. If the funds are shifted to short-term training as recommended and this element expanded and extended, conditions 2, 3 and 5 should be achievable within the new timeframe and resources allocation.

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

OMANI-AMERICAN JOINT COMMISSION SCHOLARSHIP & TRAINING PROJECT
272-0101.3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Goals:</u></p> <p>Increase institutional capacity of Oman public and private organizations to plan and implement development programs in sectors of high priority.</p>	<p><u>Measures of Goal Achievement:</u></p> <ol style="list-style-type: none"> 1. GOVOMAN achieving Five Year Development Plan targets 2. Improvements in PQLI measures. 3. Increased educational levels of work force. 4. Reduction of dependence on foreign labor. 	<ol style="list-style-type: none"> 1. Evaluation of Development Plan Achievements 2. Gov't statistics 3. Gov't statistics 4. Gov't statistics 	<p><u>Assumptions for achieving Goal Targets:</u></p> <p>GOVOMAN continues to pursue policy of Omanization of Civil Service. Minimum loss due to brain drain.</p>
<p><u>Project Purpose:</u></p> <p>To develop Omani human resources in priority fields related to national development, with emphasis on educational institutions.</p>	<p><u>Conditions that will indicate purpose has been achieved. End of project status.</u></p> <ol style="list-style-type: none"> 1. Long term trainees successfully complete training programs, and are employed in Oman using knowledge and skills acquired. 2. Short term trainees applying knowledge and skills acquired to current employment. 3. Ministry of Education has in place an effective data based management information system for scholarship program. 4. Majority of returned long term trainees concentrated in selected public and private sector organizations. 5. Selected Ministries developing and implementing institutional training 	<ol style="list-style-type: none"> 1. JC and Ministry of Education records 2. JC and Ministry of Education and other Ministry records 3. Observation of Ministry of Education operations 4. JC and Ministry of Education and other Ministry records 5. JC and Ministry of Education and other 	<p><u>Assumptions for achieving purpose:</u></p> <p>Participants return to Oman after completing training programs.</p>

Outputs:	Magnitude of Outputs: (by project year)									Assumptions for achieving outputs:	
	1.	2.	3.	4.	5.	6.	7.	Total			
1. 200 trained Omanis with U.S. undergraduate degrees employed in public and private sector jobs.	1.	<u>1</u>	<u>2</u>	<u>3</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	200	1. Ministry of Education reports	Students learn adequate English language skills.
2. 100 trained Omanis with U.S. graduate degrees employed in public and private sector jobs.	2.	10	10	20	20	20	20	100		2. Ministry of Education reports	Omani organizations release long and short term employees for training.
3. 100 Omanis complete short term training courses in U.S. & T.C.	3.	10	10	10	20	20	20	100		3. Ministry of Education and other reports	
4. 675 Omanis complete short term in-country training courses.	4.	50	75	100	150	150	150	675		4. Ministry of Education and other reports	
5. Data based management information system in place in Ministry of Education for scholarship program.	5.	1							1	5. Observation Ministry of Education	
6. Plans for training developed by selected Ministries.	6.	1	2	2					5	6. Observation Ministry of Education and other Ministries	
Inputs:	Implementation Target (type & quantity)									Assumptions for providing inputs:	
Omani Participants 200 undergraduate candidates 100 graduate candidates 100 short term overseas trainees 675 short term in-country trainees	See project budget								1. Grantee records 2. AID Project records	Adequate numbers of qualified trainees.	
Technical Assistance 96 months long term advisors (2) 50 months short term consultants											
Commodities Training equipment, supplies, materials, minicomputer											

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