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ZIMMAN I EVALUATION
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ZIMMAN I EVALUATION

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I. BACKGROUND

A. Purpose of Evaluation

The Zimbabwe Manpower Development Project (ZIMMAN I) was authorized in 1983 to increase Zimbabwe's human resource base required to implement programs of equitable and rapid social and economic development. The purpose of the project is to assist the Government of Zimbabwe (GOZ) to sustain high professional standards and operational effectiveness through training trainers and staff development in the select GOZ priority areas of:

small-farm agriculture
technical training
health

Achievement of the project purpose will be measured through increased numbers of trained Zimbabweans in positions of responsibility in the priority fields identified above.

Projected project outputs are:

1. strengthened institutional capacity within technical/professional colleges, institutions and the University of Zimbabwe;
2. provision of high-quality training for technical and professional staff in the GOZ and the private sector; and
3. development of a cadre of trained Zimbabweans capable of assuming professional and technical positions in key development areas.

Achievement of project outputs will be measured through numbers of participants trained, person-months of technical assistance provided, and the number of faculty or staff for local training institutions who have been trained with project resources.

To date 30% trainees have undertaken long and short-term training under ZIMMAN I. Of that total, 174 participants have been sponsored for academic training under the project. The project has trained or is training 65 participants for undergraduate degrees, 92 for Master's degrees and 17 for Ph.D. degrees. Currently 63 participants are in training at 51 U.S. universities. Of those currently in training, 25 percent are female (total female participation is 14 percent), and 6 percent are attending Historically Black Colleges and Universities (HBCUs). The project has also funded over 800 person months of technical assistance to the University of Zimbabwe and technical colleges.

The purpose of this interim evaluation is to assess the degree to which the project has achieved its purpose and to indicate areas in which project management and implementation might be improved so as to enhance project efficiency and effectiveness.

B. Methodology

The evaluation focuses on the implementation and management of ZIMMAN I to:

1. Ascertain to what extent the original project aims and objectives have been/are being achieved;
2. Determine if there are any unintended outcomes in the course of the implementation of ZIMMAN I;
3. Identify problems that have been/are being faced in the implementation of the project;
4. Assess the quality and relevance of training undertaken by the project; and
5. Make recommendations to the GOZ and USAID on issues pertinent to the improvement of the project's progress towards the achievement of its purpose and goal.

The evaluation was conducted in two parts. The first segment began in the United States on October 25, 1987 with the arrival of Mr. Accdon Chinhori from Development Support Services, and Mr. Brian Raftopolous of the Ministry of Labour, Manpower Planning and Social Welfare (MLMPSW). They were joined in Washington by Ms. Laurel Elmer, a consultant to AID/W. The consultants met with AID officials in Washington and conducted a series of interviews with various university officials, and representatives of IIE (see Annex I for a listing of interviews in the U.S.).

This segment of the evaluation assessed Washington-based project implementation and management by IIE, and the adequacy of university programs and academic monitoring. Students were also interviewed concerning their training experiences under the project.

The second phase of the evaluation was conducted in Zimbabwe and consisted of a series of interviews with GOZ ministries, parastatal officials, the private sector, IIE and USAID/Harare. A questionnaire was also distributed to a random sample of returned participants. (See annex I for a listing of interviews and a copy of the questionnaires). The focus of the second segment of the evaluation is project implementation by

IIE and the GOZ, and the appropriateness of training as determined by user ministries and returned participants.

Finally a survey of in-training participants was conducted in the U.S. to supplement information furnished by returned participants in Zimbabwe. A total of twenty-five returned participants and forty currently in training completed questionnaires in time to be included in the analysis.

II. PROGRAM MANAGEMENT

A. International Institute of Education (IIE)

The ZIMMAN I project is administered by The International Institute of Education in New York (IIE) with a project office in Harare. In addition, IIE has six regional field offices which assist the New York Office in managing participants' programs. While IIE/New York is primarily responsible for overall program administration, including the placement and monitoring of participants, financial and programmatic decisions are made by the field office in Harare. The New York Office provides participants with various support services, including an orientation upon their arrival and an annual workshop for all grantees. In addition, the IIE/New York arranges study tours and short courses for technical grantees under the project.

Placement

IIE/Harare receives an initial request from the Ministry of Labour, Manpower Planning and Social Welfare (MLMPSW) through the USAID/Harare training office, for placement of participants in American universities and training institutions. A special division of IIE/New York is then notified of the request and is responsible for participants' placement in academic programs. Placement is based on the description of the students study objectives as detailed in the IIE application form. Five application submissions are made for each long-term participant. The participant selects the university of his/her choice among those offering admission. IIE sends a description of the university and course offerings to assist the participant in making a selection.

Participants are also encouraged to submit requests for placement in institutions of their choice. More than half (55.3%) of the survey sample reported a high level of involvement in planning their programs in terms of selecting training institutions and/or field of study.

Pre-departure Orientation

Once the participant is approved for study he is offered an opportunity to take up to four months of typing courses and five days of computer orientation. A formal

orientation program is arranged and presented by IIE/Harare. The orientation consists of a day and a half program including USIS videos on the U.S. academic system and a general presentation on American society and culture. The videos are followed by panel discussions on the topics presented and related issues. The agenda for the second day includes a panel discussion with returned participants and their views on the U.S. training experience. (see Annex III for orientation outline/program content).

There is also an immediate pre-departure orientation which includes an explanation of the responsibilities articulated in the letter of award, including information on the duration of the fellowship and training objectives.

Upon arrival in the U.S. IIE/New York arranges for all participants to be met at the airport by a volunteer from the International Student Services Organization. An orientation is provided to academic participants and includes a discussion of the placement process and the role of IIE/New York in administering the program. The letter of award is again carefully reviewed with the participants, and details of visa and immigration regulations, U.S. tax information, employment restrictions, and financial provisions (e.g., living expenses, insurance, tuition and fees, allowances) are discussed. Also included in this orientation is a discussion of communications with IIE and reporting requirements.

Short-term participants are also given an orientation to their program and the role of IIE/New York. An information packet is prepared for these participants, including a map, their itinerary, a list of contacts, and useful information on flight reservations, hotel practices, tipping and taxis. All participants are also escorted to a bank to get travellers' checks.

Monitoring

IIE/New York requires academic participants to submit their transcripts and a program report on their academic status with comments by their academic advisors at the end of each semester. They are also required to submit a final program report before returning to Zimbabwe. The final report covers their plans for employment, and an overall assessment of the non-academic aspects of their programs. IIE/New York assures these reporting requirements by withholding participants' maintenance allowance until the reports are received.

Participants are also asked to contact IIE/Harare when they return. One incentive to do this is the offer of enrollment in a professional association of the participant's choice within thirty days of completing the program. According

to survey results approximately 80% of returned-participants contact the Harare office upon their return. IIE/Harare also circulates academic reports to appropriate ministries, parastatals, the university, and the private sector, when they are received from New York.

Follow-up

IIE/Harare sponsors a variety of follow-up activities, most prominent of which is the annual participant banquet, at which participants are recognized for their performance and awarded certificates. Luncheons are arranged approximately every three months around topics of interest to a select group of participants (e.g., educational issues, agriculture, public health, civil aviation) and a guest speaker is invited to discuss relevant topics particular to the participants' fields of study/employment. IIE also publishes and distributes a newsletter on current affairs in the program.. There has been expressed interest by a number of participants in the formation of an alumni association, but funds are not currently available to assist in its start-up.

B. The Academy for Educational Development

Operational Experts (OPEX)

As a small part of the program, eight technical experts (OPEXers) have been supplied to the University of Zimbabwe and to several poly-technical institutions through a contract with the Academy for Educational Development (AED). For reasons of expedience, and based on an early management decision, these OPEX staff were included under ZIMMAN I. However, it should be noted that most of the USAID technical assistance furnished to the education sector in Zimbabwe, including OPEX staff, has been through the BEST sector grant. The eight OPEX staff under ZIMMAN I are teaching staff to the university and to the poly-technical institutions replacing Zimbabwean staff who are being trained under the program.

C. USAID/Harare

The USAID/Harare Human Resources Development Office is responsible for general oversight management of this project. All participant nominations and final authorization of awards are vetted through USAID for approval, as are the sector training plans submitted to MLMPWS. The HRD Office also maintains participant records through the participants' PIO/Ps and a computerized tracking system. The system is not yet operational, however it is anticipated that PTMS will be ready for use within the next six months. It will allow the training office to maintain records on participants and their academic, as well as employment progress from the beginning of the training program through the participant's return to Zimbabwe.

As a result of this evaluation, USAID/Harare will also have a database on the participants views of the training program and information that will allow the Mission to analyze the appropriateness of training and its effects upon the employment status of individuals trained.

III. PARTICIPANT SELECTION PROCESS

A. The Ministry of Labor, Manpower Planning, and Social Welfare/ Scholarship Division

Public Sector

In the public sector the training requests of individual ministries are centralised through the Public Service Commission (PSC), which in turn submits a training plan to MLMPSW. The latter Ministry then reviews the plans and passes them on to USAID with recommendations for scholarship awards. At the beginning of ZIMMAN I however, the selection process was less clear, as there was no specific selection system for public servants. There were several major problem areas that arose from the lack of structure.

1. The release of participants from the public service is delayed by bureaucratic obstacles in the selection and processing of public service applications. It is anticipated that the introduction of a Planning Unit in the PSC will alleviate these delays.

2. During the early period of project implementation the relevance of some courses taken by participants was questionable, a problem directly emanating from the insufficient planning capacity in the public sector.

3. Poor linkage between the Public Service Commission and IIE, is due to lack of sufficient information on study programs in the U.S. Such information would assist in the planning process and facilitate adherence to time requirements.

4. The scholarship Section in MLMPSW has had problems in the administration of the selection and processing of scholarships. This is the result of the workload in the section, the absence of a computerized tracking system, and the lack of a comprehensive and coherent staff development plan for the public sector. It may also be the result of the turn-over of personnel in the division as the complexity of the operation requires some time to master.

Private Sector and Non-Government Organizations (NGOs)

Under both the ZIMMAN I and II projects, the private sector and the non-governmental (NGO) community of Zimbabwe benefit through short-term, in-country, and external training, as well as in the procurement of training materials and equipment.

For purposes of participant selection and identification of training courses, there are five key organizations involved:

The Zimbabwe National Chamber of Commerce (ZNCC)

ZNCC is the umbrella body representing commercial, retail and service companies throughout the country. The Chamber has a national secretariat based in Harare and provincial branches in Mutare, Masvingo, Gweru, and Bulawayo.

The Chamber has a standing Manpower Committee with overall responsibility for identifying training opportunities. There is a Training Registrar (TR) which has the responsibility of coordinating training requirements and announcing training opportunities for the Chamber. Employers nominate candidates whose applications are processed by the TR of ZNCC. The Manpower Committee screens all applications before they are sent to MLMPSW for consideration and possible fellowship award.

The Employers' Confederation of Zimbabwe (EMCOZ)

EMCOZ is the employers' representative body in matters related to industrial relations, labor issues, safety and training. This organization is distinct from the employees union ZCTU which in conjunction with EMCOZ and MLMPSW make up the Tripartite Tribunal Council for Wage Bargaining.

To the extent that EMCOZ represents employers, organizations such as CZI, ZNCC, and NFAZ are members. Parastatals are also represented through membership of organizations such as DMB and IDC. EMCOZ acts as a clearing house for its members' training requests. Member organizations solicit and screen initial training requests before sending them to EMCOZ. EMCOZ then screens applications through its steering committee before passing the applications to MLMPSW.

There is, however a duplication of responsibility in the private sector in the process of vetting training applications to be sent to MLMPSW. EMCOZ's membership is made up of other organizations (CZI, ZNCC) which have in the past directly submitted training applications to MLMPSW. Parastatals also apply directly to the ministry. Therefore

EMCOZ, which sees itself as the only clearing conduit for private sector training is unaware of, or chooses to ignore, direct requests for training of its member organizations to MLMPSW. This situation results in a confused application and planning process for the private sector.

EMCOZ also expressed concern over the ability of some small businesses to meet training cost requirements under Zimman II.

The Confederation of Zimbabwe Industries (CZI)

CZI is the representative body for industrial enterprises throughout the country. It is the "voice of the manufacturing sector in Zimbabwe". CZI coordinates training opportunities for its membership and works directly with MLMPSW in inviting, and reviewing applications from member companies. CZI indicated that delays in receiving training announcements, non-acknowledgement of applications, inadequate information on training programs and late replies from MLMPSW once applications have been submitted, undermine their capacity to inform membership of training and to act in the members' best interest.

They also indicated that limited contact with IIE and USAID inhibited the effectiveness of their planning and screening process.

Another area of special concern for CZI is the historical training relationship Zimbabwean industry has had with Europe, especially Great Britain. ZIMMAN's geographic code restrictions eliminates funding of training opportunities with these tradition partners.

The National Farmers Association of Zimbabwe (NFAZ)

NAFZ is one of the three farming organizations representing individual farmers in the country. The Commercial Farmers Union (CFU), with 4,000 members and the Zimbabwe National Farmers Union (ZNFU), with 75,000 members represent larger individual farmers while NFAZ representation is made up of 300,000 smallholders. NFAZ, like the previously mentioned organizations, informs its membership of training opportunities and screens applications before passing them on to the MLMPSW.

Voluntary Organizations in Community Enterprise (VOICE)

VOICE coordinates training requests by the NGOs/PVOs. VOICE has developed selection criteria based on critical training needs, the role of women in Zimbabwean development, rural development and agriculture. VOICE expressed a desire to assist the less sophisticated NGOs/PVOs which are frequently at

a disadvantage in vying for donor funds. The principal problem to date has been very short lead time (two to three weeks) between notification of scholarships and the requirement of completed applications by MLMPSW and the lack of guidance from MLMPSW on specific training needs vis-a-vis overall national manpower requirements.

More definitive criteria and eligibility standards for potential recipients are needed for more effective screening by VOICE and more consultation with USAID, IIE, and MLMPSW would greatly facilitate the selection process.

Technically, the four organizations just discussed represent individual companies, smallholders and NGOs, with membership encompassing the entire employment and NGO sector. However, not all individual companies, NGOs or smallholders are members and they are, consequently, excluded from participation in ZIMMAN I and/or II.

The University of Zimbabwe

There are three components to the University of Zimbabwe's participation under ZIMMAN I:

staff development fellows;

American faculty teaching at University of Zimbabwe (Currently there are five American faculty teaching at the University of Zimbabwe and two more are scheduled to arrive in November 1987. Three more positions are unfilled); and

Short-term study tours for university faculty.

The University of Zimbabwe recruits its own scholarship participants who are selected through a rigorous staff development program. The University also sets the criteria for program and university selection so that any complaints they might have, would stem from their own directives to IIE regarding program selections. To date the university has been very satisfied with the staff development program. The university is the only participating entity in ZIMMAN which pays for family and spouse to accompany the participant; the university pays \$115/month to the staff development fellow for family support

There is some concern that the research conducted by participants should be conducted in Zimbabwe or be directly related to issues in Zimbabwe. To this end money for research in Zimbabwe should be included in the fellowship awards. As it stands now if a fellow returns to Zimbabwe to conduct research his fellowship does not pay for the time spent in country nor does it include finance of airfare.

Local Authorities

According to the MLMPSW, local authorities throughout the country benefit from funds allocated under ZIMMAN I for both long and short-term training. Again it is up to the individual local authority to identify the training requirements and forward them to the ministry. For administrative ease, local authorities channel their training needs through their parent ministry, The Ministry of Local Government, Rural and Urban Development, who in turn vets the training requests before passing them to the scholarship section of MLMPSW.

Parastatals

There are fifty-five parastatal organizations reporting to various government ministries. They range from agriculture and transportation, to industry and tourism. The selection process in these parastatal bodies has been problematic due to the absence of a central planning organization. Each parastatal submits an individual training plan for MLMPSW review. The process is not only time consuming, but as there is no coordinated long-term plan for parastatals, the relevance of training submissions cannot be clearly assessed within the context of a centralized approach. The Scholarship section of the MLMPSW attempts to make such assessment according to the general criteria on shortage areas it receives from the Department of Research and Planning. However at present these are aggregate figures that need to be defined more precisely.

It is hoped that the Parastatal Service Commission, due to begin operations in early 1988 will begin the process of centralizing the training requests of parastatal bodies.

B. USAID/Harare and IIE

MLMPSW submits training plans from each of the sectors, public, private, and parastatal to USAID/Harare with recommendations for scholarship awards. All submissions have been formerly vetted through the PSC, private sector groups such as EMCOZ and NFAZ, VOICE in the case of NGOs and the University staff development committee. USAID then reviews these recommendations based on project criteria for training priorities and either authorizes the awards or rejects candidacies with priority recommendations for replacement candidates from the lists presented. IIE is informally involved in the review of candidates with MLMPSW and USAID but does not play an official role in the selection process.

III. PROGRAM EFFECTIVENESS SURVEY

A. Implementation

Findings from the survey of both returned participants (25 respondents) and those currently in training (40 respondents) include training implementation and overall quality issues. Discussion of the post-training experience is based on responses by the returned group of participants. Statistical tables corresponding to the following discussion are presented together in Appendix IV.

Participants' Expectations and Motivations

Based on the survey findings, the acquisition of knowledge and skills, contributing to Zimbabwe's development, and obtaining a degree were considered very important by participants as reasons for attending their A.I.D.-sponsored training. Making professional contacts, getting a better job upon return, and visiting the United States were considered less important (see Table 2 in appendix).

Many participants explained their personal objectives included enhancing their professional capabilities, with some specifically mentioning management abilities, more work responsibility, and technical expertise. A sizable number mentioned improving their research foundations and teaching skills.

Orientation and Socio-Cultural Adjustment

A majority of participants surveyed (76.9%) attended a pre-departure orientation in Zimbabwe, which most thought was useful. Although almost one fourth of the sample did not attend a pre-departure briefing, most participants reported being fairly well prepared for their training programs (52.5%), with an average advance notice of 3-4 weeks.

A majority of participants (60%) also received an orientation upon arrival in the United States by IIE, with some also receiving an orientation at the training site. These orientations were also rated favorably. As indicated in Table 9, the most common adjustment difficulty appears to be home sickness, loneliness, and climate. One participant's comments demonstrate the emotional difficulties encountered as a result of being separated from one's family and friends:

"In an attempt to contain a combination of the normal stresses of college life, loneliness, anxiety about my wife and children, I have attended reflexology sessions, stress management workshops, and yet often I still feel

desperately alone and despondent. My concentration is improving somewhat, and the counselor blames homesickness and loneliness. When I was single, it made no difference where I lived, alone, or for how long. This time, it makes no difference as long as my wife and my two daughters are with me. I enjoy the challenge of engineering and related studies as I have those three girls with me. Without them, the whole program has an ominous air of emptiness about it. No amount of auto-suggestion has enabled me to overcome this so far. But seeing I have no choice but to succeed under the circumstances I will struggle on. May my comments be perceived not as ingratitude for USAID's invaluable help for my country and myself as an individual. I am just being honest about a difficult emotional and social problem, in addition to an advanced course of study (e.g., electro-engineering at Kansas State)."

About half of the sample, (40%) reported some difficulty in adapting to the U.S. educational system. Many participants commented on the need to include more information on the U.S. system in their orientation programs, especially U.S. teaching methods, library facilities, and the variety of U.S. colleges and universities. Many also expressed the need for more details on individual programs and course content. For example, one participant explained that,

"As a result of inadequate information in Harare, where as I wanted an industrial-based program, like Ohio State's, I wound-up in a research-oriented MS program. The quality is good, but the emphasis is on research, and with that kind of training, I will be expected to produce hands-on technologists. I think my training experience is better suited to a University of Zimbabwe lecturer."

While several participants commented on difficulties with U.S. grading and testing systems, one participant complained of the bias of some instructors who "have negative stereotypes of Africans; they underestimate our intelligence, and grade according to their stereotypes."

Only a very few participants indicated any problems with the English language, with the American accent cited as troublesome in some cases of misunderstanding. Other social and cultural adjustment difficulties mentioned by participants included the independent nature of Americans and U.S. society, limited social contacts outside the classroom, ~~food, and climate.~~ *with*

Interviews with GOZ officials indicated some disappointment at the current lack of GOZ involvement in the orientation process. MLMPSW believes that this lacuna has

caused some problems and misunderstandings on the part of participants. More specifically, participants have often misunderstood the fact that many of the restrictions and guidelines in operation were the policy of the GOZ, implemented by IIE. The ministry also supported representation by various sectors involved in the program (i.e. university, parastatals, public and private sectors) to enhance the value of the orientation program.

MLMPSW also expressed its own desire to receive further orientation in the understanding of university policies and program requirements.

Administrative Support and Program Management

IIE reported that implementation problems had gradually subsided as the project matured. This was attributed, in part, to the gradual increase of graduate students and more professional participants. The first wave of ZIMMAN participants consisted mostly of undergraduates who were hastily selected at the start of the project. From IIE's perspective these students had more problems with:

1. feelings of isolation;
2. finances, stemming from misunderstanding of overall budget requirements;
3. poor academic performance; and
4. unfocused training objectives.

IIE has experienced some difficulty with late placements due to late nominations and/or slow PSC clearance procedures. IIE needs at minimum 60 days advance notice to place a participant in a university program. Several participants mentioned delayed departures from Harare resulted in missed orientations. All felt that the late arrivals caused unnecessary adjustment difficulties.

The system of field representatives which was designed to facilitate communication between participants' and IIE/New York was criticized by participants and considered an ineffective and encumbering bureaucratic layer that actually inhibited rather than facilitated communication. Until recently IIE field representatives would visit grantees on an annual basis. Beginning January 1988, field representatives will no longer be used by IIE. Based on the survey findings, however, contact between IIE and participants has been good, with only 18% of those surveyed reporting rare contact.

In general terms the consensus of opinion of participants and MLMPSW was that the program was well administered and managed, and that problems were isolated.

Most participants were very satisfied with the academic guidance they received at their training sites (80% were highly satisfied), with slightly lesser numbers similarly satisfied with personal counseling (70%) and support from IIE (60%).

Table 12 indicates that the participants experienced the most problems with finding suitable housing and with finances. While problems with the latter mostly involved budgetting and requests for higher allowances, problems with housing included high costs, perceived discrimination, and general dissatisfaction with dormitory life.

B. Training Experience

Placement, Training Quality and Appropriateness

Both participants and MLMPSW expressed general satisfaction with placement under ZIMMAN. There have been several isolated problem placements, owing primarily to adjustment difficulties and racial issues. In such cases IIE and USAID have discontinued placement in institutions where these problems have occurred.

It was also suggested that USAID and IIE consider placement of all ZIMMAN students in a select number of institutions so that participants would benefit from Zimbabwean community support. This approach would also allow the GOZ and MLMPSW to have more detailed programmatic information on participants' academic course work, increasing the precision of manpower planning, and resulting training requirements.

Participants expressed high degrees of program satisfaction overall and with individual program components (see Tables 13-14). Most participants were very satisfied with the content of their programs (83%), relevance of training to their work (76.9%), applicability of their training to conditions in Zimbabwe (76.9%), competence of instructors (83%), and training facilities (82.3%). Less satisfaction was expressed, however, with the balance of theory and practice in their programs (55.4%).

The lack of a more practical orientation in programs, especially internships and on-the-job training, was clearly the most frequently expressed criticism by participants of their programs. One participant, for example, commented that

"more field practice with private or public environmental services would have had an impact on the equipment I will order for use back home, applicability of certain methods, management techniques, technical problems encountered and solutions, and practical approaches to environmental health. "

Most participants were very satisfied with the appropriateness of the technical level and length of their programs, and the amount of information presented. A majority claimed to gain a large amount of new knowledge and skills (see Tables 15-17). Some participants, however, cited heavy workloads as a problem in absorbing all the information presented.

A number of participants also mentioned gaining greater self-awareness and more self-confidence as a result of their training experience.

Participants' Expectations and Motivations

~~Participants expressed high degrees of program satisfaction and training usefulness (87.5%).~~ The two areas of dissatisfaction with participants' academic programs were:

1. Lack of practical orientation of some programs and/or the inability of participants to include a practical internship at the end of the program; and
2. The desire for more opportunities for professional interaction particularly academic conferences.

Currently all participants are budgetted for one professional conference a year. It is the participant's responsibility to propose the conference and to inform IIE in time for the application and financial arrangements to be made.

Other Benefits

The cross-cultural experience was the most frequently mentioned benefit of participants' training experience beyond the technical aspects of the training. Most often cited as beneficial experiences were exposure to the United States and American culture, in particular the opportunity to exchange ideas with peers from other African countries. Several participants also commented on the exposure to the American work ethic and levels of productivity as being a positive benefit from training.

C. POST TRAINING EXPERIENCE

Job Status and Promotion Patterns

The survey findings indicate that participants had no difficulty finding positions upon their return to Zimbabwe (87.5%). Most participants (62.5%) knew the positions they were returning to upon completion of their training and only 12.5% reported difficulty in job placement. The majority of participants surveyed (67.5%) indicated that they received a training-related promotion and that as a result of training, job responsibilities had increased.

Training Utilization

The majority (87.5%) of the participants surveyed, said that their current job responsibilities were very related to the training received under ZIMMAN I and that skills learned under the project-sponsored training were frequently used. The majority cited the initiation of new projects and participation in research as the type of work-related activities that had been directly affected by the USAID-funded training. When queried about specific skills and techniques learned during the training which are now being used in employment, participants most frequently named data analysis, computer-based modelling, and applied research techniques.

Regarding constraints to the use of newly acquired skills, participants most often indicated lack of computers, insufficient library materials and the need for further training as major obstacles.

According to questionnaires distributed by IIE as part of its returned participant follow-up, and from information gathered through personal interviews, employers of U.S. trained staff were very positive about increased staff capabilities and expertise acquired through the training. The Department of Civil Aviation was particularly laudatory of the program and the quality of training received by the staff. The City Medical Officer praised the practical approach to problems that had been imparted to his staff through U.S. training. He felt that the training received by staff had benefitted many others through their exposure to new ideas and problem solving approaches employed by the returned participants.

Training Transmission

When asked about colleague and supervisory interest in new ideas and techniques learned through training, most

participants (80%) indicated a moderate to high level of interest. All participants said they shared information through informal discussions with colleagues regularly.

Seminars and training sessions proved to be less frequently used to transmit information and skills acquired during training, however over fifty percent of those surveyed indicated that these venues were frequently used by them for transmitting information. Contact and correspondence with organizations and/or individuals associated with training received under ZIMMAN I was not maintained by returned participants on a frequent basis.

Professional Development

All participants surveyed indicated that the training had had a moderately to highly favorable effect on career and professional development; and most had joined professional organizations as a result of training. A majority of returned participants received professional journals through the sponsorship of IIE.

Bonding

There is currently a new bonding formula being discussed by the Public Service Commission which will require individuals who receive training for any period between three months and one year to be bonded to their employer for three years; an additional year of bonding for every one year of training beyond the initial year will be added to the three year base.

Parastatals have experienced problems with bonding due to the misunderstanding that the MLMPSW is not responsible for job-specific bonding. The Ministry requires the participant to agree to return to Zimbabwe, rather than requiring the participant to return to a particular organization. It is the responsibility of the statutory body in question to arrange for more organization-specific bonding.

The University staff development program bonds its fellows for two years for each year of training.

ZIMMAN I has not experienced any significant problems with either bonding or return and retention of participants.

D. SPECIAL CONCERNS

Training for Women

Currently 25 % of in-training participants are women. This however, does not accurately reflect the total levels of

female participation in the project. The number of women trained to date under ZIMMAN I are as follows:

Bachelors	65 participants	18 women	27 percent
Masters	92 participants	25 women	26 percent
Ph.Ds	17 participants	1 women	6 percent

Short-term participants trained or in-training breakout as follows:

130 participants	10 women	7.7 percent
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While academic programs have maintained a relatively high level of female participation, with the exception of participants pursuing a PH.D, the short-term training component of the project has done a very poor job in supplying that type of training to women. Overall ZIMMAN I falls short of Agency standards of 20 percent participation for women in its training programs. Out of the 304 participants trained or in-training only 14 percent are women.

Adequacy and Effectiveness of HBCUs

HBCU placement has been problematic according to the IIE representative. As noted earlier in the report, candidates are given several choices of institutions, and pressure from the students is exerted on IIE for placement in the "best" schools. Other participants have not wanted to attend institutions that do not offer Ph.Ds in their program regardless of the degree level they are seeking. Participants felt that without such depth they are deprived of research and resource benefits they would otherwise receive.

The IIE representative in Harare also noted that because ZIMMAN I has dealt primarily with graduate programs outside of the humanities, placement in HBCUs was limited essentially to business degrees and programs in the hard sciences. It is the position of the GOZ and the MLMPSW that participants be placed in the best programs available to meet training requirements. In general the MLMPSW found nothing inherently good or bad with HBCUs.

Cost Issues

Disaggregate cost data for individual institutions is not available and thus cost analysis was not possible. Short-term training and long-term training in third countries is, on average less costly. However, because of the focus of ZIMMAN on graduate studies there are a limited number of appropriate third-country training opportunities. With respect to short-term training while it may be less costly its effectiveness under ZIMMAN I has been criticized because of

less-well defined training programs, and consequent limited impact. In-country training has proven to be very effective in assisting NGOs and is the preferred training mode for VOICE. MLMPSW also requested further use of in-country training for the private sector as a mechanism for greater coverage at a lower cost.

OPEX Staff

While there have been no problems with the University-based OPEX staff, the Harare representative of AED expressed some concern over the institutional development function of the OPEXers placed in the technical colleges. The problem stems from a lack of coordination and timing regarding training of replacements for the OPEX staff. Owing to delays in sending participants for training in the U.S. and the relative lack of practical experience these participants will have upon their return, the AED representative cautioned that their respective institutions would remain understaffed and newly trained staff would lack an experiential base necessary for well-rounded instruction in their technical fields.

Regarding University OPEX staff, the Registrar of the University of Zimbabwe, was very satisfied with the program. His only reservation with the assistance received under ZIMMAN/I was the large number of candidates proposed for OPEX positions that did not meet U of Z faculty standards, and were consequently declined. He admitted that standards were quite rigid and in some cases, to his mind, they were overly rigid. The result of this problem is that three positions on the faculty remain unfilled. Mr. Blair hastened to acknowledge that those staff accepted by the University had performed well in their positions

IV. CONCLUSIONS

It was generally felt that the ZIMMAN program was a well run training project, and the MLMPSW expressed its satisfaction with the project, calling it one of the best managed manpower projects in the country. It was felt however, that long-term participants benefitted more than short-term participants from the program, because of the less well defined aspects of the training for this latter group.

A. Project Objectives and Projected Outputs

The project objective to assist the GOZ to sustain high professional standards and operational effectiveness through training trainers and staff development in priority areas of smallholder agriculture, technical training and health has been met through the use of ZIMMAN I funds. To date 304 participants have received or are receiving training, both long and

short-term. Projected outputs in numbers of trained participants under this project were:

120 long-term academic degrees,
130 short-term trainees in the U.S., and
65 short-term trainees in third countries.

Long-term academic participants now number 174 and short-term participants number 130. In conjunction with the training 150 person-months of technical assistance was also projected to assist in the institutional development process necessary to sustain national development. The project has supplied over 800 person months of technical assistance to the project including 8 OPEX staff to the university and other technical colleges.

B. Unintended Outcomes

No unintended outcomes have been identified.

V. RECOMMENDATIONS

A. Project Management and Implementation

Selection Process

The selection process has been, until quite recently, rather haphazard. Both the public sector and the private sector lack clear criteria for selection of candidates. This reflects the absence of any sector or staff training plan. Only the university has a staff development plan which allows them to efficiently use donor assistance to develop the institutional capacity of the university.

Recommendation: With the Manpower Planning Unit now in place in the Public Service Commission, the latter should provide a manpower plan for the Public Sector to IIE and USAID/Harare through MLMPSW. This will make the submission of candidates more efficient, rationalize the training within the context of manpower requirements for Zimbabwe, and facilitate the choice of relevant institutions and programs to be pursued.

Recommendation: Private sector training should also reflect a coordinated sectorial approach to core staff development. As it currently exists training requests are solicited from a variety of sources without any comprehensive understanding of critical needs, or training priorities and then the already short-staffed MLMPSW, must vet these applications and determine fellowship awards. There is discussion of a new private sector body, the Zimbabwe Association of Business Organizations, which would represent the interests of the sector and perhaps could act as the coordinating body for training requests. Consolidation of the private sector selection process, under this body or a similar organization, should be encouraged.

Placement

MLMPSW suggested that USAID and IIE consider placement of all USAID-funded participants in a select number of institutions so that participants would benefit from Zimbabwean community support. This approach would also allow the GOZ and MLMPSW to have more detailed programmatic information on participants' academic course work, increasing the precision of training placements.

Recommendation: As many participants are already grouped in several major U.S. universities it may be feasible to consolidate placement, if USAID feels this approach would be

beneficial to the program and to the quality of training under ZIMMAN. USAID/Harare and IIE should discuss the possibility of such consolidation with MLMPSW and determine if it is in the best interests of all concerned.

Release of Participants

The efficiency with which public servants are released from service and cleared for travel must be improved in order to facilitate their placement and enrollment in U.S. institutions.

Recommendation: The PSC Manpower Development Unit must work more closely and more efficiently with MLMPSW Scholarship Division to better coordinate training requests and the timing of applications so that participants will be released on time.

Orientation

The GOZ expressed an interest in being more involved in the orientation process of Zimbabwean participants so that no confusion would exist as to the origin of regulations and training restrictions. They also expressed the need for more thorough understanding of institutions in the U.S. and the programs they offer.

Recommendation: Involve more national agencies in the orientation program in Zimbabwe. In addition, the use of returned A.I.D. students should continue to be encouraged.

Recommendation: More information should be provided to MLMPSW by IIE on appropriate institutions in the U.S.

IIE indicated that a video depicting cultural diversity within the U.S. would be of assistance in trying to illustrate society in the United States.

Recommendation: Approach USIS with the request to develop a video orientation with specific emphasis on cultural diversity within the United States. It would also be helpful if USIS would develop a video that addressed graduate studies in the U.S. to replace the undergraduate video currently available and used by IIE as part of its orientation package.

Monitoring and Follow-up

The GOZ would benefit from a more precise assessment of the effectiveness of donor-assisted training, including the transfer of skills, increased employee mobility, and the potential for brain drain.

Recommendation: The Public Service Commission should develop its own monitoring and evaluation system, in order to assess the effect of U.S. training on returned students.

IIE needs to improve its capability to contact and query returned participants. One of the major problems in carrying out this evaluation was the inability to contact returned participants and to have them respond to a participant questionnaire.

Recommendation: More frequent follow up with user ministries and parastatals would facilitate maintenance of accurate files on returned participants.

Recommendation: The Training Office and IIE should begin to use the PTMS for monitoring participants at each stage of the program. Both offices should maintain these files to improve general monitoring and follow-up activities.

As IIE noted, there is expressed interest in developing an alumni association which could also be an information resource for USAID in locating returned participants.

Recommendation: That USAID/Harare, in conjunction with IIE, investigate ways in which it might assist returned participants with the initiation of an alumni association.

Program Selection

Short-term training was criticized for its lack of relevance and relative lesser impact when compared to long-term fellowships. MLMPSW said that it needed more information on short-term programs in order to make rational decisions based on manpower training plans.

Recommendation: To improve the relevance and impact of short-term training it is suggested that IIE provide more advance notice of training opportunities and information on short-term programs, in sufficient time for ministries to incorporate such training into their annual training plans.

B. Program Effectiveness

Training Quality

The survey findings indicate that participants are very satisfied with the overall quality of their training and with the administrative support provided by IIE/New York and IIE/Harare. In particular, training content and relevance, technical and academic guidance, and the competence of instructors were highly rated. The program however, was criticized in two specific aspects:

the regional offices of IIE failure to supply appropriate administrative and logistical support, and

the lack of adequate practical orientation in programs of study, or the opportunity for internships or practicums once programs have been completed.

N.B. With reference to the first problem, IIE has decided to eliminate the use of regional representatives under its new contract.

Recommendation: IIE and MLMPSW should work towards the identification of practical internships or practicums for participants programs before the participants leaves Zimbabwe. Participants should be counselled that upon entering a program, they should meet with an academic advisor and design a practicum or internship that will take place during their approved academic program. If the internship is not part of the originally planned academic course work, its addition is problematic for planning and funding reasons.

C. Special Concerns

Training for Women

ZIMMAN I has not adequately addressed the training needs of women. Currently only 14 percent of participants under the project are women. The case is much more serious with short-term training where women only make-up 7.7 percent of those trained.

Recommendation: IIE and USAID/Harare should work closely with MLMPSW to find ways in which more women can be identified for training under existing manpower training activities. This is of particular importance in shot-term training.

APPENDIX I

Survey Results from Participant Questionnaires in Table
Format

TABLE 1 - PROGRAM PLANNING

PARTICIPANTS	LEVEL OF INVOLVEMENT		
	HIGH	SOME	LOW
USA	60.0	35.0	50
RETURNED	48	32	20
TOTAL	55.3	33.8	10.7

TABLE 2 - IMPORTANT REASONS FOR ATTENDING TRAINING
(IN PERCENTAGES)

REASONS	VERY IMPORTANT			SOMEWHAT IMPORTANT			NOT IMPORTANT		
	RP	US	TOTAL	RP	US	TOTAL	RP	US	TOTAL
GAINING KNOWLEDGE & SKILLS	100	100	100	0	0	0	0	0	0
MAKING PROFESSIONAL CONTACTS	56	57	57	40	37.5	38	9	5	4
DEVELOPMENT	80	97.5	90	20	2.5	9	0	0	0
VISITING THE USA	36	30	32	8	35	24	56	35	43
BETTER JOB	68	42.5	52	32	35	34	0	22.5	13
DEGREE	40	75	61	40	25	30	20	0	7

*RP = RETURNED PARTICIPANTS

*US = PARTICIPANTS IN TRAINING

**TABLE 3 - LEVEL OF PREPARATION
OVERALL AND BY TYPE
OF TRAINING PROGRAM
(IN PERCENTAGES)**

PARTICIPANTS	HOW WELL PREPARED		
	VERY	SOMEWHAT	NOT
RETURNED	68	32	0
IN-TRAINING	42.5	27.5	22.5
TOTAL	52.3	29.2	13.8

AVERAGE DAYS NOTICE: 24

**TABLE 4 - PRE-DEPARTURE ORIENTATION OVERALL
(IN PERCENTAGES)**

PARTICIPANTS	YES	NO
RETURNED	80	20
IN-TRAINING	75	25
TOTAL	76.9	23.1

TABLE 5 - USEFULNESS OF PRE-DEPARTURE ORIENTATION

PARTICIPANTS	VERY	SOMEWHAT	NOT	NO RESPONSE
RETURNED	48	24	8	20
IN-TRAINING	42	30	2.5	25
TOTAL	44.6	27.6	4.6	23

**TABLE 6 - ARRIVAL ORIENTATION OVERALL
(IN PERCENTAGES)**

PARTICIPANTS	US OR THIRD COUNTRY ORIENTATION	
	YES	NO
RETURNED	40	60
IN-TRAINING	70	27.5
TOTAL	58.4	40

TABLE 7 - LOCATION OF ARRIVAL ORIENTATIONS

PARTICIPANTS	US/TC ORIENTATION			
	IIE	TRAINING SITE	BOTH	NONE
IN-TRAINING	52.5	5	12.5	27.5
RETURNED	72	8	0	20
TOTAL	60	6	7	24.6

TABLE 8 - USEFULNESS OF ARRIVAL ORIENTATION

PARTICIPANTS	USEFULNESS		
	VERY	SOMEWHAT	NOT
IN-TRAINING	30	27.5	7.5
RETURNED	40	48	12
TOTAL	44	46	12

**TABLE 9 - SOCIAL & CULTURAL ADJUSTMENT
(IN PERCENTAGES)**

AREAS OF ADJUSTMENT	LEVEL OF DIFFICULTY								
	NONE			SOME			MUCH		
	RP	US	TOTAL	RP	US	TOTAL	RP	US	TOTAL
CLIMATE	0	47.5	29.2	28	42.5	21.5	72	10	33.8
FOOD	12	55	38.4	40	35	36.9	48	10	24.6
LIFE STYLE	36	47.5	43	32	45	55.3	32	7.5	16.9
HOMESICK	0	25	15.3	20	45	35.3	80	30	49.2
LONELY	36	32.5	33.8	36	32.5	33.8	28	35	32.3
INTERACTIONS WITH INSTRUCTORS	80	77.5	78.4	8	17.5	13.8	4	5	4.6
INTERACTIONS WITH STUDENTS	72	65	67.6	12	17.5	15.3	8	17.5	13.8
US EDUCATION SYSTEM	40	50	46.1	32	45	40	28	5	13.8

TABLE 10 - CONTACT DURING TRAINING

	FREQUENCY OF CONTACT		
	OFTEN	SOMETIMES	RARELY
EMPLOYER	20	12.5	65
IIE	47.5	35	17.5

TABLE 11 - SUPPORT SERVICES DURING TRAINING

ASSISTANCE WITH:	LEVEL OF SATISFACTION		
	HIGH	MODERATE	LOW
PERSONAL COUNSELING	70	10	20
ACADEMIC GUIDANCE	80	12.5	7.5
IIE SUPPORT	60	22.5	17.5

**TABLE 12 - ADMINISTRATIVE PROBLEMS OVERALL
(IN PERCENTAGES)**

ADMINISTRATIVE ASPECTS	LEVEL OF DIFFICULTY								
	NONE			SOME			MUCH		
	RP	US	TOTAL	RP	US	TOTAL	RP	US	TOTAL
VISA	100	85	90.7	0	12.5	7.7	0	2.5	1.5
MEDICAL	100	47.5	67.7	0	25	15.4	0	17.5	10.8
ALLOWANCE	8	60	40	40	25	30.8	52	12.5	27.7
TRAVEL	100	87.5	53.8	8	10	9.2	8	2.5	4.6
HOUSING	20	45	35.4	40	27.5	32.3	40	27.5	32.3

**TABLE 13 - OVERALL PROGRAM SATISFACTION
(IN PERCENTAGES)**

PARTICIPANTS	LEVEL OF SATISFACTION		
	HIGH	MODERATE	LOW
RETURNED	80	16	4
IN-TRAINING	80	12.5	5
TOTAL	80	13.8	4.6

**TABLE 14 - SATISFACTION WITH PROGRAM COMPONENTS
(IN PERCENTAGES)**

PROGRAM COMPONENTS	SATISFACTION								
	HIGH			MODERATE			LOW		
	RP	US	TOTAL	RP	US	TOTAL	RP	US	TOTAL
CONTENT	84	82.5	83	16	12.5	13.8	0	2.5	1.5
RELEVANCE	72	80	76.9	28	20	23.1	0	0	0
APPLICABILITY	72	80	76.9	24	17.5	20	4	2.5	3.1
BALANCE THEORY & PRACTICE	36	67.5	55.4	40	12.5	29.2	24	20	21.5
FACILITIES	80	85	52.3	20	7.5	12.3	0	7.5	4.6
MATERIALS	40	75	61.5	60	12.5	30.8	0	12.5	7.7
INSTRUCTORS	88	80	83	12	20	16.9	0	0	0

**TABLE 15 - PROGRAM LENGTH
(IN PERCENTAGES)**

PARTICIPANTS	TOO LONG	OK	TOO SHORT
RETURNED	0	52	48
IN-TRAINING	5	82.5	12.5
TOTAL	3.2	70.7	26.1

**TABLE 16 - NEW KNOWLEDGE & SKILLS
(IN PERCENTAGES)**

PARTICIPANTS	LARGE AMOUNT	MODERATE AMOUNT	LOW AMOUNT
RETURNED	84	16	0
IN-TRAINING	82.5	15	2.5
TOTAL	83	15.3	1.5

TABLE 17 - AMOUNT OF INFORMATION PRESENTED

PARTICIPANTS	TOO MUCH	ADEQUATE	TOO LITTLE
RETURNED	36	52	12
IN-TRAINING	5	92.5	2.5
TOTAL	16.9	76.9	6.1

**TABLE 18 - PARTICIPATION IN SOCIAL ACTIVITIES
BY IN-TRAINING PARTICIPANTS**

ACTIVITY	% OF PARTICIPANTS (40)
SPORTS	35
PICNICS/PARTIES	72.5
MOVIES	50
PLAY/CONCERTS	32.5
SIGHTSEEING	70
HOME VISITS	52.5

POST - TRAINING EXPECTATIONS/EXPERIENCES

TABLE 19

TRAINING UTILIZATION		
HIGH	MODERATE	LOW
87.5	7.5	2.5

TABLE 20

GREATER INVOLVEMENT	
NEW PROJECTS	75.0
IMPROVE PROGRAMS	75.0
PLANNING COMMITTEES	67.5
PLANNING TRAINING	55.0
RESEARCH ACTIVITIES	80.0

TABLE 21

SHARING OF KNOWLEDGE AND SKILLS		
HIGH	MODERATE	LOW
90.0	5.0	0

TABLE 22

INTEREST OF COLLEAGUES IN TRAINING		
HIGH	MODERATE	LOW
60	20	10

TABLE 23

RECOMMEND TRAINING	
YES	NO
95.0	2.5

33

JOB STATUS
(IN PERCENTAGES)

TABLE 24

RE-ENTRY DIFFICULTY	
YES	NO
12.5	87.5

TABLE 25

RETURN TO SAME JOB		
YES	NO	NO PRIOR
62.5	22.5	12.5

TABLE 26

JOB RESPONSIBILITY		
MORE	LESS	SAME
75	0	10

TABLE 27

POST TRAINING PROMOTIONS	
YES	NO
67.5	27.5

TABLE 28

TRAINING IMPACT ON CAREER		
HIGH	MODERATE	LOW
80	20	0

APPENDIX II

Copies of In-Training Participant Survey and
Returned-Participant Survey

MASTER COPY

SURVEY OF AID PARTICIPANTS IN-TRAINING

Dear Participant,

The Office of the U.S. Agency for International Development (USAID) in Harare and the Government of Zimbabwe are jointly undertaking an evaluation of the Zimbabwean Manpower Training Project I. The purpose of this study is to assess how well training has been conducted under this project and to improve future training activities.

Your views, as a current participant under this project, can make a significant contribution to this evaluation. To this end, we would very much appreciate your completing the attached questionnaire as soon as possible. Please be assured that your questionnaire will be treated with complete confidentiality.

Please read the following instructions in filling out the questionnaire and return it in the enclosed self-addressed stamped envelope by November 20, 1987. If there are any questions regarding the survey or questionnaire, please contact Ms. Laurel Elmer at (202) 462-6021.

Your cooperation in this endeavor is greatly appreciated.

PARTICIPANTS IN TRAINING-SURVEY QUESTIONNAIRE

A. BIOGRAPHICAL DATA NAME: _____

SEX: Male () Female ()

PRESENT AGE: _____ (years)

TYPE OF AID TRAINING PROGRAM YOU ARE ATTENDING (please check)?

<u>Technical</u>		<u>Academic</u>	
()	Short Course/Workshop	()	Bachelor's Degree
()	Study Tour-Several Sites	()	Master's Degree
()	Non-degree Certificate	()	Doctorate Degree

DATES OF TRAINING : From _____ To _____

TRAINING INSTITUTION AND LOCATION(s): _____

FIELD OF TRAINING: _____

* * * * *

B. PROGRAM PLANNING & IMPLEMENTATION

1. On what basis were you selected for training: _____

2. What are your personal expectations from your training?

3. How much were you involved in planning your program
(selecting training institution or choosing field of study):

Very Involved () Somewhat () Not Involved ()

38

4. How important to you personally are the following reasons for taking part in the AID training program:
- | | <u>Very</u>
<u>Important</u> | <u>Somewhat</u>
<u>Important</u> | <u>Not</u>
<u>Important</u> |
|---|---------------------------------|-------------------------------------|--------------------------------|
| Increase in knowledge and skills... | () | () | () |
| Making professional contacts..... | () | () | () |
| Obtaining a degree or diploma..... | () | () | () |
| Contributing to Zimbabwe's development..... | () | () | () |
| Visiting the United States..... | () | () | () |
| Getting a better job..... | () | () | () |

5. Did you attend an orientation at the IIE office in Zimbabwe before leaving for training? Yes () No ()

If yes, how useful was this briefing?

() Very Useful () Somewhat Useful () Not Useful

6. What topics were covered in this pre-departure orientation?
-
-

7. How much notice were you given regarding your departure date:

Number of days _____ OR Number of weeks _____

8. Based on the information and assistance given to you by the USAID/IIE office, how well prepared were you for your training program:

<u>Well Prepared</u>	<u>Adequately Prepared</u>	<u>Not Well Prepared</u>
1	2	3
4	5	

9. Which of the following orientation session(s) did you attend upon arrival in the United States?

Washington International Center. . . . ()

Training Institution. ()

Institute of Int'l Education ()

Did not attend any orientation. ()

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10. If applicable, please rate the usefulness of the orientation(s) you attended:

	<u>Very Useful</u>	<u>Somewhat Useful</u>	<u>Not Useful</u>
Washington International Center.....	()	()	()
Training Institution.....	()	()	()
Institute of Int'l Education.....	()	()	()

11. What additional information would have been helpful to you in an orientation to the United States and your training program:

12. Have you experienced any of the following social or cultural adjustment difficulties since you've been in the U.S.?

	<u>No Difficulty</u>	<u>Some Difficulty</u>	<u>Much Difficulty</u>
Adjusting to the climate.....	()	()	()
Adjusting to the food.....	()	()	()
Adjusting to American culture.....	()	()	()
Feeling homesick.....	()	()	()
Feeling lonely.....	()	()	()
U.S. Educational System.....	()	()	()
Communication with Instructors...	()	()	()
Communication with Other Students	()	()	()

If you had any adjustment difficulties, please explain:

13. Have you had any difficulties with the following administrative aspects of your training experience?

	No Difficulty	Some Difficulty	Much Difficulty
Visa or immigration problems...	()	()	()
Using medical insurance.....	()	()	()
Maintenance allowance/per diem..	()	()	()
Travel arrangements.....	()	()	()
Accommodations.....	()	()	()

If you had any administrative problems, please explain:

14. Have you had any problems with the English language in your program?

	No Difficulty	Some Difficulty	Much Difficulty
Understanding.	()	()	()
Speaking.	()	()	()
Reading.	()	()	()
Writing.	()	()	()

15. How satisfied are you with assistance in the following:

	Very Satisfied		Somewhat Satisfied		Not Satisfied
Personal Counseling at your training institution.....	1	2	3	4	5
Academic/technical guidance at your training institution.....	1	2	3	4	5
Assistance from your IIE Program Monitor.....	1	2	3	4	5

16. How frequently are you in contact with the following:

	Often	Sometimes	Rarely
IIE Program Monitor.....	()	()	()
Sponsoring Ministry/Employer..	()	()	()

41

17. Which of the following activities have you participated in during your training program (check all that apply)?

- Sports Events.....()
- Receptions or Parties.....()
- Movies.....()
- Concerts or Plays.....()
- Sightseeing.....()
- Visits to American homes.....()

18. With whom do you most often participate in social or recreational activities?

- Alone..... ()
- Americans..... ()
- Other Zimbabweans.....()
- Other Foreign Nationals.....()

19. What other social or recreational activities would you like to participate in but are not able to? _____

20. How satisfied are you with your training program overall?

Very Satisfied	Somewhat Satisfied	Not Satisfied
1	2	3
4	5	

21. How satisfied are you with the following aspects of your program:

	Very Satisfied	Somewhat Satisfied	Not Satisfied
Quality of program content.....	1	2	3
Relevance of training.....	1	2	3
Applicability of training to conditions in Zimbabwe.....	1	2	3
Balance of theory and practice..	1	2	3
Adequacy of training facilities.	1	2	3
Adequacy of training materials..	1	2	3
Competence of Instructors.....	1	2	3

If you are not satisfied, please explain:

42

22. Is the technical level of your program:
Too Difficult () Too Elementary () About Right ()

23. Is the length of your program:
Too Long () Too Short () About Right ()

24. Is the amount of information or courses presented in your program:
Too Much () Too Little () About Right ()

25. What amount of new knowledge and skills are you learning?
Large Amount Moderate Amount Low Amount
1 2 3 4 5

C. POST-TRAINING EXPERIENCE: Although you have not yet returned to Zimbabwe, please indicate to the best of your ability what you anticipate will be your experience in the following areas upon your return?

26. Do you expect to have any difficulty in readjusting to your life back home when you return: Yes () No ()

If yes, what kind of readjustment problems do you anticipate?

27. Do you expect to return to the same job you held before your training: Yes () No () No Prior Job ()

28. If applicable, do you expect a change in the level of your job responsibilities when you return or the same:

- More responsibility ()
- Same Responsibility ()
- Less Responsibility ()

29. Do you expect to receive a training-related job promotion upon return? Yes () No ()

30. How would you rate the overall impact of your AID training on your career advancement:

Highly Favorable Favorable Less Favorable
1 2 3 4 5

31. How much will you be able to use the ideas and techniques you are learning from your program in your job upon return?

Large Amount Moderate Amount Low Amount
1 2 3 4 5

32. Where applicable, which of the following activities do you expect to be more involved in as a result of your training?

Greater
Involvement

Initiate new projects or services ()
Improve programs or services..... ()
Participate in planning committees..... ()
Plan training workshops or seminars..... ()
Participate in research activities..... ()
Other (specify): _____

33. Could you give examples of any changes or new ideas you would like to introduce in your job as a result of your training program (e.g., different techniques, procedures, equipment)?

34. What specific ideas or techniques that you are learning will be of most value in carrying out your future job responsibilities?

35. How interested do you think your colleagues and supervisors will be in the new ideas and techniques you are now learning?

Very Interested Somewhat Interested Not Interested
1 2 3 4 5

36. How much do you think you will be able share your knowledge with your colleagues when you return?

Large Amount () Moderate Amount () Low Amount ()

44

37. How often do you think you will be able to use the following methods for sharing your training with your colleagues:

	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>
Informal discussion.....	()	()	()
Formal training (seminars, etc.).....	()	()	()
On-the-job training.....	()	()	()
Written reports.....	()	()	()
Exchange of training materials.....	()	()	()

38. Would you recommend your training program to others with similar background? Yes () No ()

39. Besides acquiring new knowledge and skills, are there any other benefits from your training experience?

40. What could you recommend to improve your overall training experience?

* * * * *

COMMENTS:

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INSTRUCTIONS FOR QUESTIONNAIRE

Please be assured of the confidentiality with which your completed questionnaire will be treated. Your individual responses to the questionnaire will be analyzed as part of the aggregate data, and your name will not be associated with individual responses.

1. The questionnaire includes both close-ended questions with a choice of answers; and open-ended questions requiring a written response. Please read each question carefully and answer all questions as candidly and completely as possible.

2. For close-ended questions with a choice of answers, please mark an "X" in the space provided. For example:

• Did you like the training? Yes () No ()

• Was the length of your program:

Too Long () Too Short () About Right ()

3. Some responses are provided on a sliding scale of one to five. In such cases, please circle the appropriate number which best reflects your view. For example: How satisfied are you with your training program overall?

Very Satisfied 1 2 Moderately Satisfied 3 4 Not Satisfied 5

4. Please use pen (not pencil) to complete the questionnaire and write as legibly as possible. If you wish to make a correction, please clearly mark out the original response as follows:

Very Satisfied 1 2 Moderately Satisfied 3 ~~4~~ Not Satisfied 5

5. If you need more space for any question or wish to make further comments, feel free to use the "comments" section at the end of the questionnaire.

RETURNED PARTICIPANT QUESTIONNAIRE

A. BIOGRAPHICAL DATA

NAME: _____

SEX: Male () Female ()

PRESENT AGE: _____ (years)

TYPE OF AID TRAINING PROGRAM ATTENDED (please check one):

- | | | | |
|-----|-----------------------------|-----|---------------------------|
| () | <u>Technical Short-Term</u> | () | <u>Academic Long-Term</u> |
| () | Short Course/Workshop | () | Bachelor's Degree |
| () | Study Tour-Several Sites | () | Master's Degree |
| () | Non-Degree Certificate | () | Doctorate Degree |

DATES OF TRAINING: From _____ To _____

TRAINING INSTITUTION AND LOCATION(S): _____

FIELD OF TRAINING: _____

* * * * *

CURRENT POSITION/JOB TITLE: _____

CURRENT CIVIL SERVICE GRADE: _____

Employer (Ministry/Agency) _____

Department/Division: _____

Address/City: _____

FORMER POSITION (before training): _____

FORMER CIVIL SERVICE GRADE: _____

Employer (Ministry/Agency) _____

Department/Division: _____

Address/City: _____

Please list other jobs you have held since your return from training:

1. Employer (Ministry): _____

Position/Title: _____

2. Employer/Ministry : _____

Position/Title : _____

* * * * *

B. PROGRAM PLANNING & IMPLEMENTATION

1. On what basis were you selected for training: _____

2. What were your personal expectations from your training?

3. How much were you involved in planning your program (selecting training institution or choosing field of study):

Very Involved () Somewhat () Not Involved ()

4. How important to you personally were the following reasons for taking part in the AID training program:

	Very Important	Somewhat Important	Not Important
Increase in knowledge and skills..	()	()	()
Making professional contacts.....	()	()	()
Obtaining a degree or diploma.....	()	()	()
Contributing to Zimbabwe's development.....	()	()	()
Visiting the United States.....	()	()	()
Getting a better job.....	()	()	()

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5. Did you attend an orientation at the IIE office in Zimbabwe before leaving for training? Yes () No ()

If yes, how useful was this briefing?

() Very Useful () Somewhat Useful () Not Useful

6. What topics were covered in this pre-departure orientation?

7. How much notice were you given regarding your departure date:

Number of days _____ OR Number of weeks _____

8. Based on the information and assistance given to you by the IIE office, how well prepared were you for your training program:

Well Prepared Adequately Prepared Not Well Prepared
 1 2 3 4 5

9. Which of the following orientation session(s) did you attend upon arrival in the United States?

- Washington International Center. . . . ()
- Training Institution. ()
- Institute of Int'l Education ()
- Did not attend any orientation. ()

10. If applicable, please rate the usefulness of the orientation(s) you attended:

	Very Useful	Somewhat Useful	Not Useful
Washington International Center.....	()	()	()
Training Institution.....	()	()	()
Institute of Int'l Education.....	()	()	()

11. What additional information would have been helpful to you in an orientation to the United States and your training program:

12. Did you experience any of the following social or cultural adjustment difficulties during your program?

	No Difficulty	Some Difficulty	Much Difficulty
Adjusting to the climate.....	()	()	()
Adjusting to the food.....	()	()	()
Adjusting to American culture.....	()	()	()
Feeling homesick.....	()	()	()
Feeling lonely.....	()	()	()
U.S. Educational System.....	()	()	()
Communication with Instructors...	()	()	()
Communication with Other Students	()	()	()

If you had any adjustment difficulties, please explain:

13. Did you have any difficulties with the following administrative aspects of your training experience?

	No Difficulty	Some Difficulty	Much Difficulty
Visa or immigration problems...	()	()	()
Using medical insurance.....	()	()	()
Maintenance allowance/per diem..	()	()	()
Travel arrangements.....	()	()	()
Accommodations.....	()	()	()

If you had any administrative problems, please explain:

14. Did you have any problems with the English language in your program?

	No Difficulty	Some Difficulty	Much Difficulty
Understanding.	()	()	()
Speaking.	()	()	()
Reading.	()	()	()
Writing.	()	()	()

15. How satisfied were you with assistance in the following:

	Very Satisfied	Somewhat Satisfied	Not Satisfied
Personal Counseling at your training institution.....	1	2	3 4 5
Academic/technical guidance at your training institution.....	1	2	3 4 5
Assistance from your IIE Program Monitor.....	1	2	3 4 5

16. How frequently did you have contact with the following while you were in the United States?:

	Often	Sometimes	Rarely
IIE Program Monitor.....	()	()	()
Sponsoring Ministry/Employer..	()	()	()

17. Which of the following activities did you participate in during your training program (check all that apply)?

- Sports Events.....()
- Receptions or Parties.....()
- Movies.....()
- Concerts or Plays.....()
- Sightseeing.....()
- Visits to American homes.....()

18. With whom did you most often participate in social or recreational activities?

- Alone.....()
- Americans.....()
- Other Zimbabweans.....()
- Other Foreign Nationals.....()

19. What other social or recreational activities would you have liked to participate in but were not able to? _____

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20. How satisfied are you with your training program overall?

Very Satisfied Somewhat Satisfied Not Satisfied
 1 2 3 4 5

21. How satisfied are you with the following aspects of your program:

	Very Satisfied	2	Somewhat Satisfied	3	4	Not Satisfied	5
Quality of program content.....	1	2	3	4	5		
Relevance of training.....	1	2	3	4	5		
Applicability of training to conditions in Zimbabwe.....	1	2	3	4	5		
Balance of theory and practice..	1	2	3	4	5		
Adequacy of training facilities.	1	2	3	4	5		
Adequacy of training materials..	1	2	3	4	5		
Competence of Instructors.....	1	2	3	4	5		

If you are not satisfied, please explain:

22. Was the technical level of your program:
 Too Difficult () Too Elementary () About Right ()

23. Was the length of your program:
 Too Long () Too Short () About Right ()

24. Was the amount of information or courses presented in your program:
 Too Much () Too Little () About Right ()

25. What amount of new knowledge and skills did you learn?

Large Amount Moderate Amount Low Amount
 1 2 3 4 5

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C. POST-TRAINING EXPERIENCE

26. Did you have difficulty with any of the following upon your return:

	<u>No Difficulty</u>	<u>Some Difficulty</u>	<u>Much Difficulty</u>
Finding a job related to training.....	()	()	()
Readjusting to your job.....	()	()	()
Readjusting to cultural norms or lifestyle.....	()	()	()
Readjusting to family life...	()	()	()
Other (specify): _____	()	()	()

27. Before leaving for training, did you know what job you would be returning to: Yes () No ()

28. How relevant is your current job to your training?

<u>Very Relevant</u>	<u>Moderately Relevant</u>	<u>Not Relevant</u>
1	2	3
4	5	

If not relevant, please explain: _____

29. Did you receive a training-related promotion upon your return from training? Yes () No ()

30. Would you have received a promotion without this training? Yes () No ()

31. Compared to the level of responsibility in your job before training, does your current job have:

- More responsibility ()
- Less Responsibility ()
- Same Responsibility ()

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32. Does your current job involve supervising other people?
Yes () No ()

If yes, how many people do you directly supervise? _____

33. How many people did you directly supervise in the job you held before your training: _____

34. How would you rate the overall effects of your AID training on your career advancement:

Highly Favorable Favorable Less Favorable
1 2 3 4 5

35. How much are you able to utilize the ideas and techniques learned from your training program in your present job?

Large Amount Moderate Amount Low Amount
1 2 3 4 5

36. What kind of constraints, if any, prevent you from more fully utilizing your training?

7. Where applicable, which of the following activities are you more involved in as a result of your training?

- Greater
Involvement
- Initiate new projects or services.....()
 - Improve programs or services.....()
 - Participate in planning committees.....()
 - Plan training workshops or seminars.....()
 - Participate in research activities.....()

38. Could you give examples of any changes or new ideas you have introduced in your work as a result of your training program (e.g., different procedures, techniques, equipment, etc.)?

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39. What specific ideas, skills, or techniques learned during your training do you consider to be of most value in carrying out your job responsibilities: _____

* * * * *

D. TRANSMISSION AND MAINTENANCE OF TRAINING

40. How interested have your colleagues and supervisors been in the new ideas and techniques learned through your training program?

<u>Very Interested</u>	<u>Somewhat Interested</u>	<u>Not Interested</u>
1	2	3
4	5	

41. Since returning from training, to what degree have you shared your knowledge from training with your colleagues:

Large Amount () Moderate Amount () Low Amount ()

42. How often have you used the following methods for sharing your training with your colleagues:

	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>
Informal discussion.....	()	()	()
Formal training (seminars, etc.)....	()	()	()
On-the-job Training.....	()	()	()
Written reports.....	()	()	()
Exchange of training materials.....	()	()	()

43. Since your return, how often have you corresponded with an organization you visited or person you met during your training:

Frequently () Occasionally () Seldom ()

44. Have you joined a training-related professional association since completing your program? Yes () No ()

45. Do you receive any professional publications? Yes () No ()

46. Have you visited the **IIE** Office in Harare since your return from training? Yes () No ()

If yes, for what purpose: _____



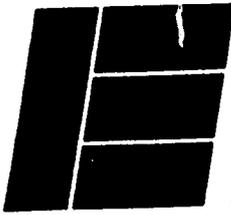
47. Have you received a Certificate of Achievement from the USAID Office since you completed your training? Yes () No ()
48. Would you recommend your training program to others with similar background? Yes () No ()
49. Besides acquiring new knowledge and skills, were there any other benefits from your training experience: _____

50. What could you recommend to improve your overall training experience?

OTHER COMMENTS:

Al

Orientation Package for Departing Participants



INSTITUTE OF INTERNATIONAL EDUCATION
 ZIMBABWE MANPOWER DEVELOPMENT PROJECT
 5TH FLOOR, SOUTHERN LIFE BUILDING
 69 STANLEY AVENUE, HARARE, ZIMBABWE
 PHONE 703175/6

14 July 1987

To: Zimman Grantees

From: Earl Picard, Representative

Re: Computer Orientation Course - August 3 - 7, 1987

The 1987 Computer Orientation Course will be held at Arundel School, Mount Pleasant, Harare (a map is attached). The course will begin at 9 a.m. on monday morning. All other sessions will be held from 8:30 - 4:30 daily. Lunch will be provided. Mr. Mike Robeson, from the University of Zimbabwe Computer Science Department, will conduct the course.

Due to limitations of space, it will be necessary to keep the number of participants within the 20 - 25 person range. If you have had any previous computer exposure this course will not be of much help to you. It is really intended for those who have little or no previous experience with computers.

It is likely that many of you will only be placed in January 1988, in which case the IIE office can organize a second course later in the year to accomodate you, if necessary. A decision on this option will be made once we determine the level of interest and the number of likely participants. I can assure you that no one who needs to take the course will be denied the opportunity to do so.

Since Arundel School is outside the city center, some of you may have difficulties with transportation. Those of you who have automobiles can provide a tremendous service by making your vehicle available to transport others. Please let the office know whether you are willing to provide a lift to others during that week by filling out the attached form. For those taking the bus, you can get to Arundel on buses that follow the Golden Stairs Road to Mazowe.

Please return the attached form to the IIE office at your earliest convenience.

I WILL _____ WILL NOT _____ BE ATTENDING THE COMPUTER COURSE.

I HAVE A CAR AND CAN PROVIDE TRANSPORTATION TO OTHERS _____

I NEED TRANSPORTATION FROM _____

NAME _____ TELEPHONE _____

ZIMMAN ORIENTATION PROGRAM: SESSION I
THE UNITED STATES HIGHER EDUCATION SYSTEM
TUESDAY, JULY 28, 1987
USIS CULTURAL CENTRE AUDITORIUM

8 - 8:15

I. INTRODUCTION (PLACEMENT UPDATE, PRE-DEPARTURE PROCESSING)

8:15 - 9

II. VIDEO TAPES

THE AMERICAN HIGHER EDUCATION SYSTEM (29 MINUTES)

WHAT IS EXPECTED OF FOREIGN GRADUATE STUDENTS IN THE U.S. (13
MINUTES)

9 - 10:30

III. THE AMERICAN HIGHER EDUCATION SYSTEM - EARL PICARD

10:30 - 10:45

IV. TEA/COFFEE BREAK

10:45 - 12 NOON

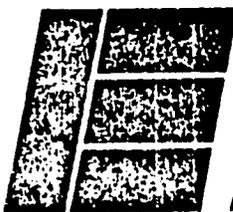
V. OVERVIEW OF LETTER OF AWARD AND DETAILS OF ZIMMAN PROJECT

12 NOON - 2

VI. LUNCH BREAK

2 - 3:30

VII. RETURNED PARTICIPANTS PANEL (PERSONAL VIEWPOINTS, Q & A)



INSTITUTE OF INTERNATIONAL EDUCATION
ZIMBABWE MANPOWER DEVELOPMENT PROJECT
5TH FLOOR, SOUTHERN LIFE BUILDING
69 STANLEY AVENUE, HARARE, ZIMBABWE
PHONE 703175/6

ZIMMAN PROJECT

ORIENTATION SESSION

TALKING POINTS: RETURNED PARTICIPANTS PANEL

What Comparisons, contrasts can you make between your educational experience here and in the United States? What would you consider to be the fundamental difference(s)?

How would you evaluate the rigor of your academic program in the United States?

What, if any, adjustments did you have to make in your study habits in order to succeed in graduate school?

Discuss the nature of your relationship with your professors, your advisor, your fellow students?

Were the academic requirements readily understandable? How did you insure that you were on course academically?

Did you run into difficulty in taking courses out of sequence, being unable to take courses you intended to take because the class was already full, or taking too many very difficult courses at once? How did you resolve those problems?

If you had to give this group one very critical piece of advise regarding their academic life in the United States, what would it be?

ACADEMIC LIFE IN THE U.S.A.

1. University life is markedly more informal in the U.S. than in Zimbabwe. Students deal with one another and with their professors on a more casual basis. There is often a "first-name" relationship between students and professors, especially on the graduate level, and often more social interaction with professors (having coffee, meeting at parties, etc.) However, it is wise to let each professor set the tone of formality he/she desires.
2. The pace of work is very fast and very intense, especially in universities with shorter terms. A great deal of reading will be assigned (several hundred pages per week per course is not unusual) and there will be a corresponding work load in writing assignments or lab assignments. Because of the fast pace of work, it is essential to learn how to budget your time from the beginning. Reserve readings in the library will be in heavy demand as the term nears its end, so keep up with all reading throughout the term. Photocopy machines are available throughout the library for copying essential pages; however, it is illegal to copy an entire book.
3. If you tend to read slowly, you may benefit from a "speed reading course." These courses are very common in the U.S., and may be offered by your university or a local secondary school. The course will teach you to read quickly and extract the main points from the material.
4. An important difference between the U.S. and Zimbabwean university is that much more emphasis is placed on work and participation throughout the term. A student who neglects reading and writing or lab assignments, hoping to "cram" before the final exam will generally do very poorly.
5. Much more emphasis is placed on class participation in the U.S. university. Professors will invariably expect you to participate actively in class discussions or in laboratory periods. Most professors will assign a percentage of your final grade on the quality of your class/lab participation. This obviously implies that you must attend every class meeting unless you are ill or have some other very good reason.
6. A great deal of emphasis is placed on your own original thought, and your analysis or synthesis of the materials you have been reading. It is not enough to simply "feed back" to the professor the content of his lectures or the main ideas of the readings. You will be expected (particularly at the graduate level) to analyze the material or lectures, come to your own conclusions, and give reasons for your opinions. If you disagree with something you have read or something the professor has said, you will be expected (and encouraged) to voice your opinion -- backed up, of course, with good reasons for your viewpoint.
7. There is a very strict prohibition against cheating on exams or plagiarizing others' work in your papers. Cheating or plagiarism are considered very serious offenses and will often result in expulsion from the university. Quoting at great length from the reading you have done is usually not favourably regarded, as it may be interpreted as "covering up" for your own lack of analysis of the material. Whenever you use material from another source in your own writing, be sure to credit it accurately.
8. Research papers must always be typed. If you do not type, learn to do so. Typists charge about \$1.50 per page, so it is far more economical to purchase your own typewriter and do the typing yourself. A professor may suggest you use a certain manual of style which will give the required format for footnotes, bibliography, etc.

9. Learn how to take notes effectively, both from lectures and from the reading material you cover. Develop good study habits. Often it is helpful to study together with other members of your class, particularly U.S. students who may be able to help you understand the academic system when you first arrive.

10. It is often possible, particularly at the graduate level, to obtain study notes or past tests from previous courses. Sometimes the academic department will keep a file of past tests from each professor and each course; the library may keep such a file; and often you will find "informal" files in such places as sorority and fraternity houses. The best way to locate these is to ask students who have taken the course previously. You may also ask the professor to let you see copies of past exams he/she has given in order that you may have an idea of how to prepare for the exams.

11. Registration can be a traumatic procedure at a large university, particularly for undergraduates. You must register at the beginning of each term for the classes you wish to take, but there may be 40,000 other students registering at the same time. Usually you can "pre-register" or register by mail after your first term; this is a far better way to handle registration.

Before you register, carefully select the courses you wish to take in consultation with your advisor. In many courses, there will be several sections, i.e. identical divisions of the same course offered at different times by different professors. It is important to work closely with your advisor before you register for your first term. Your advisor may help you fill out the forms required.

Since your tuition fees will be billed directly to IIE, you will not have to pay at registration. There is usually a "scholarships" table where your name will be on file.

At large universities, students must register at a specific time according to the initial letters of your surname (e.g., all persons whose last name begins with the letters MA to ML must register between 10:00-10:30 on Tuesday.) It is important to register at the proper time; if you do not, you will have to wait until all the other students have registered, and you may then find that the classes or sections you want have been filled.

For your first registration, ask a U.S. friend (who has been through the process before) to register with you. It will make the process much easier for you. Then pre-register whenever possible.

12. Purchase of books and supplies can be costly.

a. Purchase used books from other students or from used textbook stores.

b. Many courses will have "required" books and "recommended" books. You may share the cost of "recommended" books with a friend, if you can agree on the sharing arrangements. If only certain chapters or pages of a "recommended" book are needed, you may find the book in the library and photocopy the pages (do not photocopy the entire book, which is illegal) or read the section in the library and take notes on it.

c. Most professors will put reading materials "on reserve" in the library. This means you can only read them in the library or borrow them for a very short period (e.g. overnight.)

d. The university bookstore is likely to be a good place to buy textbooks. Some towns have "coops" or cooperative bookstores, which are run on a non-profit basis. Books are usually arranged alphabetically by department, then by course number within the department. (So to find the required books for Engineering 499, first locate "Engineering" then locate course number 499.)

e. For other academic purchases (calculators, notebooks, etc.) local discount shops may offer better value. Read newspaper ads, ask friends where the best buys are. Local "discount" stores generally offer electronics equipment and other durable items at substantial savings. Stationery, notebooks, etc. are usually very cheap at "discount" stores (K-Mart or equivalents.)

f. Soft-bound books or booklets which critique classes and professors may be sold in student bookstores. These are often compiled by students themselves. They can provide background information on the requirements of each course and a commentary (sometimes quite frank!) on professors. These may be useful, particularly for graduate students. Try to borrow one.

* * * * *

YOUR CIVIL RIGHTS AND OBLIGATIONS IN THE U.S.

1. You are entitled to due process under U.S. law.
2. You are expected to comply with U.S. laws and the regulations of the Immigration and Naturalization Service (INS.)
 - understand the rights and obligations of your "J" visa
 - understand the conditions of on-campus employment and taxation. If you accept on-campus employment, for example as a graduate assistant, you will be subject to U.S. income tax. Your IIE monthly stipend will also be reduced by the amount of your earnings as a grad assistant.
3. Consult your foreign student advisor about INS regulations.
 - you must report your address to INS once per year, in January.
 - you may need INS documentation if you wish to travel outside the USA.
 - you may need a U.S. Social Security Card
4. Be aware of the wide variety of laws in the U.S. which deal with the use of drugs and alcohol. States vary in the age at which people may drink legally (generally between 18-21.) States also vary widely in their treatment of offenses related to the use of drugs, including marijuana. Some states impose very severe penalties.
5. You are legally responsible for any debts you may incur in the U.S.

ACADEMIC TERMINOLOGY

Many of the same terms are used in the U.S. and Zimbabwe systems of education. However, the meanings are not always the same.

INSTITUTIONS:

Universities - are 4-year institutions which are composed of general colleges of arts and letters, social sciences, and some of the professional schools (law school, school of medicine, etc.) Both undergraduate and post-graduate degrees are offered.

College - is always an institution of higher education in the U.S., whereas "college" in Zimbabwe is generally post-secondary but pre-university level. A college in the U.S. can be an independent school offering B.A. or B.S. degrees. It can also be used to refer to a school within a university, such as the "college of education" "college of engineering," etc. ("Faculty" would be the equivalent term in Zimbabwe.)

Institutes of technology (or polytechnics) are colleges or universities which specialize in science and technology programs. They may offer B.Sc. or M.Sc. degrees in technical subjects.

Junior or Community Colleges - are 2-year schools which offer post-secondary education in a variety of fields, but do not offer B.A. or B.S. degrees.

"School" - when Zimbabweans refer to "being in school" they generally refer to secondary or primary school. In the U.S., this term is also used for higher education. You will hear students in the final stages of the Ph. D. degree speak of "being school."

UNIVERSITY ORGANIZATION:

Universities and colleges are governed by boards of trustees or regents. In many state-supported universities, these people are elected by the voters of that state.

The President of the university is responsible for the day-to-day implementation of university policy. He is assisted by a number of officials, such as the Bursar (responsible for the monies of the university, in particular tuition, fees and scholarships) and the Registrar. The Registrar has a different function from the Zimbabwe system: he or she keeps all records of enrollment, course offerings, grades, etc. The Provost is similar to the Zimbabwean Registrar.

Each school or college (law, engineering, medicine, etc.) has a Dean, who is responsible for the running of the college. Associate Deans assist with particular aspects, such as student affairs.

Faculty refers to the teaching and research staff members of the U.S. university; not, as in the Zimbabwean system, to the "Faculty of Education" (which in the U.S. would be called the "College of Education.") Faculty are ranked as Professor, Associate Professor, Assistant Professor, Lecturer/Instructor. Graduate assistants are post-graduate students who are hired to teach general introductory courses, or to assist a professor in teaching a more advanced course. The term "professor" is used much more widely in the U.S. than in Zimbabwe, often referring to any teaching staff of assistant professor rank or above.

Most universities will have a Foreign Student Advisor and larger universities will have an office for foreign student affairs with many full time staff. These people will be able to help you with much useful information about the campus and community, as well as assist you with immigration matters.

Your Academic Advisor will be a faculty member of your department who will be assigned to assist you in academic matters. He/she will provide advice on which courses to take, readings, research, etc. It is important that you develop a good professional and personal relationship in with your Academic Advisor. If you are not happy with the advisor assigned to you, you may request another.

Students are divided into undergraduates (undergrads) and graduates. Undergraduate students are usually referred to as "freshmen" (first year); "sophomore" (second year); "junior" and "senior" for third and fourth year. "Underclassmen" refers to freshmen and sophomores; "upperclassmen" refers to junior and seniors.

Academic Year: The university's academic year generally begins in August/September and ends in May/June. Most universities will also have a summer session, in which all IIE grantees must take courses. Universities will have different calendars:

Semester system: the academic year is divided into two semesters, generally of about 15 weeks each, plus a summer session.

Term system: the academic year is divided into three terms of about 10 weeks each, plus a summer session.

Trimester system: academic year is divided into three trimester

COURSES AND CREDITS:

Each course is assigned a number of "credits" (usually from 1 to 5) depending on the number of hours per week it meets, whether it includes laboratory sessions, etc. Students accumulate credits by successfully completing the course. Varying numbers of credits are required to complete a degree, depending on the university. Master's degree students will usually require at least 30 credits of course work plus a research paper or thesis where required.

You may "drop" or "add" courses within a certain period at the beginning of each term without penalty.

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However, if you "drop" a course after the time limit, it will appear on your transcript. If you enroll for a course which seems too difficult, or which you discover does not cover the material you wish, you should consult your advisor about dropping it and substituting another. Remember, though, that all IIE students must be enrolled full time, which means taking a minimum number of credits per term, as specified by the university. Some universities will allow students to "sit in" on classes for the first week of term; during these classes, professors will outline the course so students may decide if they wish to enroll. Courses are given numbers which indicate the level of difficulty of the course. For example, Chemistry 101 would be an introduction to the science. Chemistry 249, 350, 485 and 882 would be progressively more difficult. Course numbers correspond roughly to academic levels, with freshmen generally taking Chemistry 101 (though it would be open to any student requiring it) - - all the way through to 800-level courses which are generally reserved for post-graduate students.

Some course will have prerequisites; that is, you must have completed a previous course which covered the basic information needed to succeed in the current course. Some courses require permission of the instructor or department as a prerequisite.

Seminars are graduate-level (or upper-level undergraduate) courses which usually meet once a week. Enrollment is limited. Students are expected to participate actively in seminar discussions. Seminars generally require extensive reading, and the research, opinions and ideas of the participants are essential to the seminar's success.

Independent study courses or Special Reading courses are those which the student designs in consultation with a professor. This enables the student to study or research a specific item of interest which may not be covered in a general course. Students generally produce a paper as evidence of the work done. These courses generally involve extensive reading, and discussion of the reading assignments with the professor on a one-to-one basis.

"Discussion groups" are often offered by the professor as means of helping students assimilate course materials. These are offered outside of class, sometimes with the help of a graduate assistant and are not for extra credit.

Required and elective courses: The university and department set certain courses which are "required" by all students working for a degree in that department; other courses may be chosen according to the student's interest, in consultation with his/her advisor. Undergraduates from Zimbabwe may find that a large number of required courses are not directly related to their field of study (e.g. American History.) The reason that these types of courses are often required, even in technical departments, is that the university aims at producing students with a well-rounded education. Thus, liberal arts and social science students will be required to take certain maths and science courses, while engineers will be required to take certain liberal arts or social science courses.

Audit: Some universities will allow students to audit a course by attending class sessions and doing readings, but not sitting the final exam or writing term papers. The fact of your having audited a course may appear on your transcript in some universities. However, you will not receive any credit if you do not fulfill all the course requirements. This is a good way to obtain some knowledge on a subject of interest to you when you do not have the time to fulfill all the requirements.

Grades - are given for each course taken. Letter grades are used most frequently, and are weighted according to the following formula:

A = 4.0 points
B = 3.0
C = 2.0
D = 1.0
F = 0, or Failure

Many professors will also give grades such as B+ or C- with corresponding change in the points. Your grade point average is computed each term according to your course grades and the number of credits per course. Graduate students must maintain an overall average of B (3.0); undergraduates must maintain a C (2.0). A transcript will be issued to you each term; this is the official record of your academic progress. If there is a problem with an incorrect entry on your transcript, have it rectified immediately by seeing the professor in whose course the incorrect grade was issued.

A grade of Incomplete (I) may be obtained in cases where the student has not submitted the required term paper or final exam for a course, or has not completed lab requirements. Permission to take an "incomplete" must be obtained from the professor before the end of the course. You will be given a date by which the required work must be submitted to the professor (usually the next term.) If you do not submit the required work on time, you will receive no credit for that course. It is generally advisable not to take more than one incomplete per term.

Pass/Fail grades - are issued in some courses rather than letter grades. Usually the student must request "pass/fail" at the beginning of the course. Be sure you discuss the idea of taking "pass/fail" with your academic advisor before you do it; it is not always a wise idea.

Most professors will give quizzes (often unannounced) during the term. These are short exams to check that students are keeping up with the work assigned. Mid-term exams, often essay questions, are generally given, and a term paper or a few short papers may be assigned. Most professors will require class participation, and will give a certain percentage of the final grade (say 25-30%) on how well you participate in class discussion or in laboratory periods. Occasionally "open book" or "take-home" tests are given, in which you are free to use any reference materials you like.

Master's Options: Many universities offer Master's Plan A and Plan B.

Plan A includes coursework and usually a research thesis; it is considered a step toward a doctoral degree. Plan B degrees are generally considered terminal degrees. Some master's programs will require a working knowledge of a foreign language relevant to the field of study. Candidates who plan to earn a master's and doctorate should make their choice of topic early in the master's program. Thus, some of the preliminary research may be done for the master's thesis, and expanded for the doctoral thesis.

Ph. D. Programs: programs leading to the Ph. D. (Doctor of Philosophy) are research-oriented; others are professionally-oriented, such as the Ed. D. (Doctor of Education) A typical pattern in Ph. D. programs is the following: after being admitted to study in a department an examination is given in the initial stages of study to determine your acceptability for advanced doctoral study. This is often called "preliminary exam" or "prelims". Those who pass complete course work and take a more comprehensive exam, which may be written and/or oral, labeled the "qualifying" or "candidacy exam" or "comprehensive exam." Doctoral candidacy may be withheld until the student satisfies the language or/and research tool requirements. One must submit and defend an acceptable thesis proposal to a committee which includes your academic advisor. It is important to have a thesis advisor with whom you are psychologically, philosophically and intellectually compatible. You will need him or her to succeed in earning your degree and to write good letters of reference for you. Finally, one presents and defends his dissertation orally. A final written exam may be required if the first "comprehensive exam" was oral. An "ABD" is a candidate with "all but dissertation."

Introduction: The libraries at American universities are as important as the classrooms; you may find that you spend more time in the library than you do in the classroom: researching papers, reading assigned books and articles, and, of course, reading for pleasure. The library collection at the average American university is very large, and includes not only published books and periodicals, but also unpublished doctoral dissertations, collections of recorded materials (speeches, lectures, poetry and dramatic readings), film collections, and special collections (these can include the collected letters and manuscripts of writers, public figures, etc., foreign language collections, special editions of books, and so on).

Many libraries also offer extensive resources on microfilm, especially data-banks, although not the ability to run programs through their computers. In addition, most departments and schools at any large university will maintain smaller, more specialized collections for the use of students and faculty members. Finally, most university libraries will be able to draw on the collections of other libraries in the immediate area for materials. Given the complexity of the library, and the importance of it in your studies, it is a very good idea to familiarize yourself with your library as soon as possible after arrival; the easiest way to learn what the library has to offer and how to make use of it is to take a library tour. At the beginning of each academic period, and in the course of student orientation programs, the staff of the library will conduct tours of the facilities. These tours will include a look at the various collections, and can, at a bare minimum, familiarize you with the floor plan of the library, i.e. where to go for a particular service. The tours will also explain the system used to catalog, index, and store books: this will enable you to locate material without the help of a librarian.

Catalogues and Systems: Every library has a general card catalogue, which lists every book in the general collection under author, title, and subject. In addition, there will be a periodical catalogue for the various special collections. In the United States, two systems of indexing are currently in use, the Dewey Decimal System and the Library of Congress System. Since we have no way of telling which system is in use at your university, we will merely note that there are two different systems, and urge you to learn the system in use at your university library as quickly as possible. Most library collections are so large that only a fraction of the books in the catalogue will ever appear on the shelves. In order to locate a book, you will have to look it up in the card-catalogue and write down its index number. You should then either take this information to the librarian, who will get the book for you, or search the shelves for the section containing the number of the book you want.

Reference Collection: The most important special collection your library will have is the reference collection. Besides standard reference works like encyclopedias, atlases, and almanacs, the reference collection will also contain such publications as The Reader's Guide to Periodicals Index, and other published listings of articles appearing in print, listed by author, title, and subject. This will enable you to do in-depth kind of research expected by American professors. In addition to periodical indexes, you will also need to consult bibliographies on specific subjects, and microfilmed indices. All of this can be done in the Reference section of the library. Please feel free to ask the library staff for assistance, especially in the beginning; it might be a good idea to explain to them that you are a foreign student, tell them what you are after, and ask them where you can find it.

Reserve Collection: You are not expected to purchase all of the books and magazines which contain course material; rather, prior to the beginning of the academic year, each professor asks the library to hold out for him or her those publications from which he or she will assign readings. These books and articles are placed in a reserve collection, for the exclusive use of students taking those courses. Your professors will indicate to you, probably at the first lecture, which readings they have placed on reserve at the library. Reserved books and articles can only be borrowed for brief periods of time, so be sure to check on the lending period for the reserve collection: it usually varies from two hours to two days. If you want the use of a reserved publication for a longer period, check to see if additional copies are available from the general collection: often they will be.

Periodical Collections: Most libraries will have a separate periodicals room, with current issues of magazines and newspapers on the shelves. If the collection is large enough, there may be a separate room housing old periodicals, and even a third room for out-of-print and rare publications. Again, the library tour will appraise you of the situation at your university.

Technical Collections: Housed either in the same building as the general collection or in the buildings assigned to the different schools and departments, you will find technical and special collections. These will have books and publications on a single subject area, e.g., international law or urban planning. As all of the material is in one place, and as membership is usually restricted to students and faculty of the particular school or department, it may also be rewarding to draw on the technical libraries. It is more rewarding, as books of very special and particular interest which may not be in the general collection will be in the special collections.

Special Privileges: Most of the books in any collection are not on the shelves, but rather housed in the stacks. At university libraries, it is possible to get permission to go directly to the stacks in search of books. As usual, the procedures vary: some libraries will open them to all graduate students as a matter of course, and other will require you to apply to the librarian for the privilege of entering the stacks.

Computerized search facilities: Many large universities have their collections on computer. This makes it very easy to do a thorough search of materials in a given subject area, or by a given author. Library staff will be happy to teach you how to use this system.

Inter-Library Loan: most universities participate in an inter-library loan, where materials can be borrowed from other university libraries. Larger universities, such as those in the midwest, have specialized interlibrary programmes. Inquire at your university library.

IMPORTANT: TOUR OF LIBRARY: All university libraries will be happy to help you learn to use the library effectively. Most will offer guided tours of the library at the beginning of each term. TAKE THIS TOUR AS SOON AS POSSIBLE AFTER YOUR ARRIVAL. If your library does not have a guided tour, request one of the library staff to show you around; they will be happy to do so.

ZIMMAN ORIENTATION PROGRAM: SESSION II
SOCIETY AND CULTURE IN THE UNITED STATES
WEDNESDAY, JULY 29, 1987
USIS CULTURAL CENTRE AUDITORIUM

8 - 8:15

I. INTRODUCTION

8:15 - 9:30

II. SOCIETY AND CULTURE IN THE UNITED STATES

DIVERSITY IN AMERICAN SOCIETY

- geographic, climatic, ethnic, linguistic, cultural
- race relations
- relations between the sexes: the woman question - sociological ramifications

UNIFORMITY IN AMERICAN SOCIETY

- The American Personality
 - present centered outlook
 - self-absorption
 - cult of personality
 - nuclear centered vs community centered orientation
 - dread of old age and dying
 - attitudes towards the work ethic
 - narcissistic personality
- Insularity
- Openness to the seductions of the mass media and consumer culture

9:30 - 10:10

III. OTHER CONCERNS; Q&A

HEALTH CARE

DEPENDENTS

HOUSING

10:10 - 10:30

TEA/COFFEE BREAK

10:30 - 12 NOON

RETURNED PARTICIPANTS' PANEL (PERSONAL VIEWPOINTS, Q&A)

11

Characteristics of American Society and Culture:
Diversity and Uniformity

I. Diversity

A. Diversity of

1. Geography (Plains, Mountains, Hill areas, South)
2. Climatic conditions (Northern Temperate, Semi-Tropics, areas with four distinct seasons)
3. Peoples (Native American, African-American, Latin, Ethnic, Anglo-Saxon, Asian); related to geography
4. Language (Colorful, Fluid, Colloquial, Slang, Metaphors)
5. Dialects (Southern, Mid-Western, Bostonian, Brooklynite, Western, etc.)
Ask speaker to repeat or speak slowly
6. Cultures (related to geography and ethnicity)
Melting Pot Myth
Demands conformity to Anglo-Saxon Norms
Basic of cultural differences are tolerated with the exception fo Black culture which is seen as a threat because blacks as a distinct unit with legitimate demands on society

B. Race Relations

1. Professions of equality do not alter the fact that all men and women are not created equal.
Constitutional equality
Structural and de facto inequality
2. African-Americans as an oppressed minority economically marginal
3. Distinctions within Spanish Surnamed group with Puerto Ricans in the same status as blacks.
Cubans and white latins tend to see selves as white
4. Asians tend to remain distinct and do not identify with other Third World peoples.
5. Native Americans (Isolated and on reservations)

C. Relations between the Sexes

1. Women's Rights approached as a serious problem
2. Lack of tolerance for Male Chauvinistic Attitudes
3. Focus on Sexist Language
requires sensitivity to male oriented language
4. Aggression of some women in defending rights
Especially lesbians
5. High Divorce Rate, Lateness in Marrying and late child rearing are dimensions
6. Battered Women, Sexual harassment (serious social causes)
7. Prevalence of women in world of work
8. Two earner households (growing phenomenon)
9. Mutual responsibility in child rearing

II. Uniformity

A. American Personality
1. Individualistic Personality

From Christopher Lasch, THE CULTURE OF NARCISSISM

THE NEW NARCISSIST

Present centered outlook

- Historical Amnesia
- living for the moment rather than for predecessors of posterity
- loss of historical continuity

"Shows little interest in the future... because, in part, he has little interest in the past."

Preoccupation with personal pursuits, self-absorption

- psychic self-improvement, personal well-being, health
- getting in touch with feelings
- awareness movement
- various cults of fitness and healthfulness

Captivated by the Cult of Celebrity

- attempt to live vicariously through others
- a response to the emptiness and insignificance felt by narcissist
- search for fame
- results in periodic spectacular mass murders, etc.

Dread of Old Age and dying

- Cult of youth
- A failure to acknowledge historical continuity
- Devaluation of experience
- Conception of wisdom and knowledge through experience, replaced by belief that technological change constantly renders knowledge obsolete
- Results in the prolongevity movement

Attitude to work ethic

- completely transformed
- work as a means to leisure and consumption
- not seriously pursued

Narcissistic Personality

Haunted not by guilt but by anxiety.

A sense of inner emptiness
Boundless repressed rage
unsatisfied oral cravings.

-73'

Pseudo self-insight
Calculating seductiveness
Nervous, self-deprecatory humor

Connection between narcissistic personality and characteristic patterns of contemporary culture:

Intense fear of old age and death
Altered sense of time
fascination with celebrity
fear of competition
decline of the play spirit
deteriorating relations between women and men

Seeks not to inflict his own certainties on others but to find meaning in life.

Increasing search for self-validation

Liberated from the superstitions of the past, he doubts even the reality of his own existence.

Superficially

His sexual attitudes are permissive rather than puritanical, even though his emancipation from ancient taboos brings him no sexual peace.

Fiercely competitive but distrusts competition even their limited expression in sport and games.

He extolls cooperation and teamwork while harboring deeply antisocial impulses.

He praises respect for rules and regulations in the secret belief that they do not apply to himself.

"Acquisitive in the sense that his cravings have no limits, he does not accumulate goods and provisions against the future, in the manner of the acquisitive individualist ...but demands immediate gratification and lives in a state of restless, perpetually dissatisfied desire."

B. Social Mobility

1. Americans constantly on the move socially and geographically
2. Breakdown in community bonds
3. Weakening of ties between parents and children
4. Predominance of Nuclear family over extended family
5. Undermines development of strong attachments
6. Individualization of existence

C. Insularity

1. Tendency to consider America the model for the world

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2. Unwillingness to accept the validity of other cultures, political and economic systems that differ from the U.S.
3. Overloaded with quasi-information while being under informed on all but the most trivial matters
4. Obsession with trivia in general

D. Seductions of the Mass Media and Consumer Culture

1. Media domination of socialization and value formation
2. Scientific Advertising Prevades all Quarters
3. Unending Creation of Needs and hence Demand (p.308-9)
4. Self-validation through consumption
5. Mass Culture of Hedonism
6. Consumption as an alternative to rebellion/protest
7. Mass culture society rather than a self-generating culture from grassroots
-consumption of culture rather than creation

OTHER CONCERNS

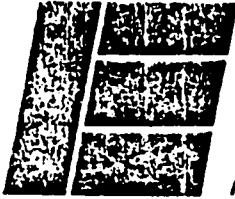
Health Care - HAC Insurance, Private Health Care Costs

Dependents - Criteria for accompanying grantee

Cost of Living - Variations as between different localities

Housing Costs - Variations by regions and types

LETTER OF AWARD



INSTITUTE OF INTERNATIONAL EDUCATION
ZIMBABWE MANPOWER DEVELOPMENT PROJECT
5TH FLOOR, SOUTHERN LIFE BUILDING
69 STANLEY AVENUE, HARARE, ZIMBABWE
PHONE 703175/6

ZIMMAN PROJECT

ORIENTATION SESSION

TALKING POINTS: RETURNED PARTICIPANTS' PANEL

SOCIAL AND CULTURAL LIFE IN THE UNITED STATES

What adjustments did you have to make socially and culturally to accommodate with life in the U.S.?

What do you consider to be the most unusual aspect(s) of life in the U.S.?

Did you experience any problems with isolation? If so, how did you cope?

Were you able to make friends with Americans? If so, how did you develop those friendships?

Did you experience any problems with racism or cultural insensitivity? How did you cope?

If you were married and accompanied by your dependents, did you experience any special problems as a married person?

Did you experience any problems with budgeting because of poor spending habits, impulse buying or the general seductions of consumer society?

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ORIENTATION NOTES

AMERICAN SOCIETY AND CULTURE

(Many of the notes which appear here have been taken from the book, Adjusting to the USA: Orientation for International Students, published by the Washington International Center.)

THE AMERICAN CHARACTER

It is impossible to generalize about "Americans" because there is such a great diversity of people who call themselves Americans. The size of the country alone would make generalization difficult, but when added to the tremendous diversity of the people, it becomes impossible. The following statements are very generalized and over-simplified.

Two important features are not easily classifiable, but are fundamental to the understanding of American history and character: the size of the country itself, and cultural pluralism. The history of expansion across the continent has had a major effect on the attitudes of many Americans. The many waves of immigrants from all parts of the world also contributed to the cultural diversity of the people.

The following "traits" or "value orientations" seem in general to represent patterns which you will find in many Americans.

1. Egalitarianism: the ideal of egalitarianism is strong; this is not to say that it is practiced by all people. Some examples which foreigners find noticeable are:-

a. Attitudes toward child-rearing: children typically participate much more actively in family matters and decision-making than they do in most countries.

b. Attitudes toward "service occupations" (e.g. shop clerks, waiters, taxi drivers, etc.) Many visitors are surprised to find that these people do not have the deferential attitudes which the visitor might expect in his home country. This attitude (which some may interpret as brusqueness or rudeness) is another indication of the belief on one's equality with others regardless of one's job, and the relative lack of overt respect for others based on their status alone.

2. Individualism: there is much emphasis placed on individualism in the U S. This is immediately apparent in the university, where students choose courses and fields of study based on their individual preferences, rather than the needs or desires of their families or the community as a whole. "Self-fulfillment" is widely regarded as one of the major goals in life. There is also a greater amount of individual introspection and analysis of one's self than is found elsewhere.

. 11 .

3. The Work Ethic: another related motivational force in the American character is the work ethic, also called the Puritan or Protestant ethic (although it is by no means limited to Protestants.) The work ethic implies a direct relationship between hard work and success, and views work in itself as morally good. This ideal is deeply imbedded in U.S. culture, with most people believing it to be a major factor in the economic success and great productivity of the U.S. However, there is currently a great change in the American attitude toward work, with many interesting social ramifications.

4. Mobility: The average American moves house and/or job every four or five years. Therefore, the notion of "home" in the sense Zimbabweans think of it may be quite different. Geographic mobility is closely linked to social mobility, since a change of location often means a change of job. The great mobility in the U.S. Helps to explain the breakdown of the traditional family structure; it also provides some understanding into the "friendliness" (although sometimes on a superficial level) which many people associate with Americans.

5. Change/Growth/Optimism/Youth: Related to mobility is a belief in change for its own sake, in growth and in "bigness," and in the ideal of progress. There is a general belief in "progress" and an optimism about the future which is connected to a general belief that science can conquer all obstacles to human success. The ethic of consumption, the omnipresence of advertising and the emphasis on "newer" and "better" products are all manifestations of this philosophy. There is a great emphasis on "youth" as part of U.S. culture. The respect for the aged found in many other cultures is sorely lacking in the U.S.

6. Self-Criticism: Many foreign visitors are surprised at the extent to which Americans discuss the shortcomings of their own system. Individuals and the media will criticize the government, economy, educational system, and many other aspects of U.S. life. However, many Americans will react unfavorably to very strong criticism of the U.S. from foreigners.

7. Sense of Mission: Many Americans believe that their way of life is the best in the world, and have an inclination to zealously encourage the adaptation of their way of life elsewhere. It is often genuinely believed that people in the rest of the world would be better off if they shared U.S. institutions, economic system and social values. In recent years, however, following such events as the conflict in Vietnam, the Watergate affair, etc., there has been a tendency to re-evaluate the philosophy by many Americans.

CONTEMPORARY AMERICAN SOCIETY

1. The Family: In speaking of "the family," Americans usually refer to no more than two generations -- parents and children. Most other societies interpret the family to include several generations, or extended family. The roles of women and children within the family are in a state of change, with women taking a more active economic role than in the past. The divorce rate in American families is very high, with the corresponding upheaval involved with children living with one parent or with new families as parents re-marry. With the widespread use of contraception, families can decide how many children they wish to have; the birth rate in the U.S. is very low. At the same time, one parent families and women who choose to have children without being married are rapidly increasing. The parents' primary obligation is seen to be to their children, rather than to their own parents. There is a tendency to make sure one's children have every possible advantage. Many visitors to the U.S. are horrified at the treatment of the elderly in U.S. Society; many elderly family members live in "homes" for the elderly, or live alone, rather than living with their grown children. This situation is a direct consequence of many values that are at the base of American society.

CULTURAL DIFFERENCES: NONVERBAL COMMUNICATION

1. Body Movements: many "typical" motions by Americans are found to be confusing or offensive by visitors from other cultures. It is important to realize that these gestures are not meant to be rude, but are simply different. Such gestures as the use of the left hand, pointing, hands on hips, shaking head, "conversational distance," public displays of affection, are all examples of how different actions, gestures, etc. mean different things in different cultures. Eye contact, for example, may be seen as rude, disrespectful, or provocative in some cultures, whereas a direct gaze in conversation in the U.S. implies honesty and forthrightness.

2. Time: Americans are often caricatured as being preoccupied with time; this is noted in our idea of time as a lineal concept, composed of discrete units. Time is something to be "spent," "saved" or "wasted." Most Americans place great value on such traits as punctuality, organization of time, planning activities in advance, and speed in completing tasks. Punctuality is an important social virtue -- it is considered rude to be late for an appointment, particularly with someone of higher rank, such as a professor. Many visitors find Americans overly concerned with the importance of "doing" something, and the emphasis on scheduling activities.

3. Touching behavior: Americans' attitudes towards physical contact is quite different to that found in many parts of Africa. While holding hands and kissing in public is acceptable between men and women, men who hold hands or walk with arms around each other are generally considered homosexual. There is a clearly defined sense of "social space" -- people generally prefer to have some space around them in interactions with others, and generally maintain more space around themselves in social situations that is done in Zimbabwe.

INTERCULTURAL PERSPECTIVES: FOREIGN STUDENTS VIEWS

The following points are among the most commonly expressed by international students as their own reflections on American life after some time in the U.S

1. Pace of life
Visitors from a variety of African, Asian, and Latin American countries are amazed and often somewhat distressed at the rapid pace of American life and the accompanying emphasis on punctuality and efficiency
2. Friendship
Because Americans are generally gregarious on first meeting someone, visitors often mistake this strong "come-on" for the beginning of a deep reciprocal friendship. This is because in many societies there is much more initial reserve in interpersonal relations, particularly with strangers. For many visitors, the American comes on too strong too soon and then fails to follow up with the implicitly promised friendship.
3. Service and egalitarianism
The sense of egalitarianism on the part of American waiters, taxi drivers, bellboys, etc., causes them to perform their services in a brusque, businesslike manner, without the cordial (and from the American point of view, fawning) manner that many visitors are accustomed to at home. The visitor often compounds his problem by giving what the American service person perceives as an order from on high, thereby causing the service to become even more surly.
4. Emotional expressiveness
Americans seem to stand near the center of an emotional spectrum which extends out to embrace the effervescent Latins at one extreme and the coolly subdued Southeast Asians at the other. While we appear unemotional and cold to the Latins, we may appear hyperbolic and impulsive to the Asians.

5. Individualism, freedom, and privacy
Some visitors are deeply impressed by the individual freedom, particularly in the political arena, that the American enjoys. Others are appalled, however, by what they sometimes call "too much freedom" in terms of excessive individualism, and cite lack of gun control laws as an example of what they mean.
6. Self-reliance and the nuclear family
Visitors have ambivalent feelings about the self-reliant American nuclear family. Some are impressed by the males' handling of household chores and the children's independent assertiveness. Others see the American pattern as abrasive, somewhat, chaotic.
7. Informality and morality
Since many visitors come from societies which stress neat, formal, and (by American standards) conservative clothing styles, they are sometimes shocked by what they view as Americans' slovenly way of dressing. Often they tend to equate this informality with immorality, and they are persuaded that America is on the way to moral ruin when they observe provocative clothing styles and public displays of affection.
8. Crime
Reports have reached the four corners of the world about the high crime rate in American cities. Many new arrivals are thus highly concerned for their personal safety, although some are surprised and somewhat encouraged to find that the violence level is not as high as they had anticipated. We have tried to allay the fears of the visitors and at the same time to caution them about the very real danger of crime - to strike in their minds some kind of balance between incapacitating dread and complete abandon.
9. Tipping, taxes, and "sales"
To many visitors, tipping appears to be giving something extra for what the waiter is already paid to do, and the failure to include the sales tax in the stated price of an article is sometimes construed as a trap for the unwary. They also want to know how they can distinguish a genuine "sale" from a phony.
10. Race relations
Comments from international visitors concerning the current racial situation in the U.S. mirror the confused, conflicting views expressed by Americans. Sharp attacks on lingering racial discrimination are mingled with expressions of surprise that race relations is not as big a problem as some visitors had been led to believe.

Society and Culture p.6.

11. Teacher-student relations
Coming from cultures where the teacher is near the top of the social hierarchy, many visitors are stunned by the slouching, "disrespectful" demeanor of the students and the easy, often flippant interchange between the teacher and students in the U.S. Many, however, come to appreciate the freedom of expression which exists in American schools.

12. Lack of knowledge about their countries
Particularly disheartening to many visitors is Americans' lack of knowledge of and interest in their countries and cultures. This attitude has developed because of our longstanding geographical isolation coupled with the immigrant experience, in which to become a full-fledged member of the "New World" one had to cast aside the customs and culture of the homeland.

APPENDIX IV

Schedule for Dr. Chinori and Mr. Raftopolous in the U.S.

Summary of U.S. Field Trip Report prepared by Ms. Elmer

Summary of Harare Interviews conducted by Mr. Barnes

Partial List of Interviews conducted in Harare

APPOINTMENTS for Accdon Chinhori and Brian Raftopolous

Wednesday, 10/28/87:

Hotel

KELLOGG CENTER (\$47 + tax) located on campus of MSU.

Take limo service from airport to the Kellogg Center on the Michigan State University campus (517-332-6571). A program of appointments will be waiting for you at the Kellogg Center. Your contact person at MSU is Elda Keaton (517-353-1720), she has arranged your appointments.

Thursday and Friday, 10/29-30/87:

HOTEL

INN ON THE PARK (\$60 + tax) 22 South Carroll St., Madison, Wisc. (608) 257-8811. (please note that the reservations are guaranteed by Dorothy Anderson's credit card so if for some reason you do not use the reservations please call the hotel and cancel the reservations otherwise Dorothy will be charged for the rooms.)

APPOINTMENTS

Friday, 10/30/87

9:00 am: Peter Dvimbo: he will accompany you on your appointments; he will call you at the hotel on the night of the 29th after his class.

10:00 am: Jessie Dvimbo

11:00-11:20: Robert Koel (Peter Dvimbo's academic advisor)

2:00 pm: Leonard Gatsi

all appointments will take place at your hotel with the exception of Mr. Koel's appointment which will be on campus (Peter will take you to the appointment).

appointments with other academic advisors are in process.

Saturday and Sunday 10/31/87-11/1/87:

HOTEL

Langhouse, 1307 Rhode Island Ave. N.W., Washington, D.C.

Appointments

3:00pm: Joyce Haukozi

4:00: Mr Birimayi

Monday and Tuesday, 11/2-3/87

HOTEL

Pickwick Arms Hotel (Accdon) \$46 + tax
230 E. 51 St. New York, New York
(212) 355-0300

Hotel Tudor (Laurel and Brian) \$95 + tax
304 E.42 St.
New York, New York
(212) 986-8800

IIE all day; lunch will be provided by IIE

Tuesday, 11/3/87

2:00pm: Fortune Mshlanga, New Jersey Institute of Technology
other appointments will be scheduled for the team upon
arrival. All appointments will be held at IIE.

Wednesday, 11/4/87

Free day, evening departure for London;

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Summary of U.S. Field Trip

ZIMMAN Evaluation Team

October 26-November 4, 1987

This report presents a summary of site visits by two Zimbabwean evaluators and one U.S. contractor to a selected number of U.S. universities and the Institute for International Education in New York in conjunction with an evaluation of the Zimbabwe Manpower Development Project I (ZIMMAN) being undertaken by AID and the Government of Zimbabwe. The evaluation team was specifically asked to ~~to~~ evaluate the appropriateness of training activities at U.S. universities for ZIMMAN participants, as well as IIE's implementation responsibilities.

Particular areas to be addressed in this part of the evaluation include the adequacy of support services being provided to participants by their training institutions; participants' contact with IIE and other students from Zimbabwe; monitoring of participants' performance; participants' assessment of their overall training experience and its appropriateness; and the effectiveness of IIE's administrative implementation. Other special concerns include the number of women grantees and involvement of Historically Black Colleges and Universities (HBCUs).

Because of the brevity of the trip for the Zimbabwean team members and the small number of training institutions to be visited, it was decided to develop a written questionnaire to be mailed to all Zimbabwean participants currently in training, which would correspond to the questionnaire being developed for the returned participants in Zimbabwe. Findings from this survey will provide a more systematic assessment of the implementation and appropriateness of participants' programs than was possible through the team's brief site visits. Guidelines for interviews with university administrators and IIE were also developed. (See Attachment A for guidelines and questionnaires.)

The following presents a summary of discussions with IIE project staff in New York, as well as with several university administrators (three foreign student advisors and three academic advisors) and eleven students at six training institutions (i.e., American University, Howard University, Michigan State University, University of Wisconsin at Madison, the Polytechnic University of New York, and New York University). IIE had also prepared a set of materials to supplement the discussion at their office in New York.

PROJECT MANAGEMENT

The ZIMMAN project is administered by IIE in New York with a project office in Harare. In addition, IIE has six regional field offices which assist the New York office in managing participants' programs. While IIE/NY is primarily responsible for overall program administration, including the placement and monitoring of participants, financial and program decisions are made by the field office in Harare. The New York Office provides participants with various support services, including an orientation upon their arrival and an annual workshop for all grantees. In addition, the New York office arranges study tours and short courses for technical grantees under the project.

To date, 178 participants have been sponsored for academic training under the project (173 in U.S. programs, and five in third country programs). Of this total, 63 participants are currently in training at 51 different U.S. universities. Most academic participants are pursuing graduate degrees (51), although there are still a number in undergraduate programs (11). Of those currently in training, 25% are female; and 6% are attending HBCUs. A total of 272 technical participants have been sponsored by the project to date (205 in U.S. programs, and 67 in third country programs). (See Attachment B.)

- Placement. A special Division of IIE is responsible for participants' placement in academic programs, based on the description of their study objectives in the IIE application form (see Attachment C). Four application submissions are made for each long-term participant, who is given the choice among institutions where he/she has been accepted. IIE sends a description of the university and course offerings to assist participants in making their selection.

- Orientation. IIE arranges for all participants to be met at the airport by a volunteer from the International Student Services organization in New York. The orientation provided to academic participants by IIE includes a discussion of the placement process and the role of IIE in administering their programs. Participants are given an award letter in which the conditions of their training programs are outlined in detail, which are carefully reviewed with each participant. The letter includes information on the duration of the fellowship and training objective; visa and immigration regulations; U.S. tax information; employment restrictions; financial provisions (e.g., living expenses, insurance, tuition and fees, allowances); communications with IIE; required reports (transcripts, academic program reports, and final report); restrictions on dependents; and circumstances that may result in a termination of the fellowship. (See sample letter in Attachment D.)

Short-term technical participants are also given an orientation to their programs and the role of IIE. An information packet is prepared for these participants, including a map and their itinerary, a list of contacts, and helpful hints regarding travel and flight reservations, hotel practices, tipping, and taxis. All participants are also escorted to a bank to cash their checks and obtain travelers' checks.

- Monitoring. IIE requires academic participants to submit their transcripts and a program report on their academic status with comments by their academic advisors at the end of each semester. They are also required to submit a final program report before returning to Zimbabwe, covering their plans for employment, as well as an overall assessment of the non-academic aspects of their programs. (See sample reporting forms in Attachment E.) IIE ensures these reporting requirements by withholding participants' maintenance allowance until they comply. Participants are also asked to check in with the IIE office in Harare upon their return. One incentive is the offer of an enrollment in a professional association of participants' choice within thirty days of completing their program. Only four participants (2% of the total sponsored) have not returned to Zimbabwe as planned. These include two women who have married and remained in the United States, and two whose whereabouts are unknown.

- Contact with IIE. IIE's regional field representatives facilitate communication between participants' and IIE's New York Office which, in turn, is in frequent contact with the project office in Harare. Until recently, IIE's field representatives would visit most grantees on an annual basis in conjunction with their visits to Fulbright Fellows under the USIA program. However, this function has been discontinued, and ZIMMAN grantees are visited at their training site only for serious problems. IIE also publishes a biannual newsletter which contains the names and training institutions of new participants under the project, as well as other information on the status of the project and events in Zimbabwe (see newsletters in Attachment F).

- Contact with Other Zimbabwe Students. IIE organizes an annual workshop for all ZIMMAN participants to provide them with an opportunity to renew contacts with each other, to meet new grantees, to exchange knowledge in their respective fields, and to keep current with developments in Zimbabwe (see workshop programs and evaluation in Attachment G). This also gives IIE a chance to solicit feedback on participants' programs and their adjustment to their new environments. A Committee of Zimbabwean Students has been organized, primarily as a vehicle for coordinating these annual workshops, but also to represent the interests of ZIMMAN participants to IIE. The biannual newsletter announcing the arrival and location of participants under the project is one way of facilitating greater contact among ZIMMAN participants.

GENERAL FINDINGS

• Program Management. IIE reports that implementation problems have gradually subsided as the project has matured. This was attributed, in part, to the gradual increase of graduate and more professional participants. The first wave of ZIMMAN participants consisted mostly of undergraduates who were hastily selected at the start of the project. From IIE's perspective, they tended to have many more adjustment problems than graduate students, especially in relation to feelings of isolation at U.S. campuses; financial problems due to misunderstandings regarding their overall budget; poor academic performance; and unfocused training objectives. The decreasing incidence of problems was also attributed to improved management operations in general, and in better selection and orientation procedures in particular.

. - numerous
problems

• Placement. IIE has experienced some difficulties with late placements due to late nominations and/or slow GOZ clearance procedures. IIE needs at least 60 days advance notice to place a participant in a university program. This pattern was also mentioned in discussions with several participants who reported delayed departures from Harare for a variety of reasons. While several participants missed their orientations and the beginning of the program, one was placed in the spring term which disrupted the sequence of her core courses. All felt that their late arrivals caused unnecessary adjustment difficulties.

Specify

92'

- Contact Between IIE and Participants. There were problems reported by several participants with the system of using field representatives which was considered an unnecessary layer of bureaucracy. This has been acknowledged by IIE project staff who proposed dispensing with this system in the next phase of the project. Several participants also expressed interest in having more contact with other students from Zimbabwe during the course of their program. The recently-formed Zimbabwe Student Committee might look into ways to encourage and facilitate increased contact.

- Orientation. The need for a better orientation was mentioned by some participants, although every training institution visited offers a special orientation for foreign students in addition to a general student orientation at the beginning of the school year. As mentioned above, some participants miss these due to delayed departures from Harare. Although several participants suggested that Zimbabwe students should provide new students with orientation services on a more formal basis, this may be difficult as ZIMMAN participants are spread out at 51 universities. This issue might be addressed at the annual IIE workshop.

- Academic and Social Adjustment. Discussions with several academic and foreign student advisors suggested that Zimbabwean students are well-adjusted with few notable problems. Their English language ability was also noted to be more than adequate.

IIE confirmed that ZIMMAN participants generally have high scores on the TOEFL test. Finding adequate housing and financial difficulties were cited by various university administrators as the most frequent problems encountered by foreign students on their campuses. This was confirmed in discussions with participants who mentioned problems in finding adequate housing within their financial means. Although monthly stipends and other costs for AID participants have been calculated by AID/Washington, this is especially a problem for students at campuses with no subsidized housing. Campus housing is also often unavailable to foreign students for several reasons: priority is usually given to undergraduates, and the available space is oversubscribed.

What
is
evaluator's
opinion?

- Internships/Professional Conferences. The desire for more practical training and opportunities for professional interaction was mentioned by several participants. IIE explained that graduate participants are allowed one professional conference a year, and undergraduates may attend one conference during the course of their program. It is the participant's responsibility to propose which annual conference he/she would like to attend. Also, the provision of post-degree internships is possible under the project, but this has to be proposed by the participant and approved by the project office in Harare.

· qh'

- Home-based Research. Whether a participant may conduct research in Zimbabwe in fulfillment of program requirements depends on the university and/or academic advisor. This has to be worked out between the participant and the university, and approved by the project office in Harare. There have been a number of cases where a participant has finished the degree after returning to Zimbabwe through correspondence or other arrangements with the university.

- Professional Exams. The sitting for professional licensing exams which are offered only once or twice a year may be problematic for some participants who have already finished their programs. It may also be difficult to make arrangements for holding these exams in Harare. It was suggested that USIA may be able to facilitate special licensing exams, or that these participants be given internships after completing their programs in the meantime. Potential problems of this kind could easily be identified in advance and considered in planning participants' programs.

- HBCUs. IIE makes efforts to place participants in appropriate HBCUs. However, participants ultimately have a choice in institutions to which they have been accepted and often choose the better known institution. HBCUs are often less widely known. IIE maintains that the approximately 6% of ZIMMAN participants who have studied at HBCUs have been satisfied with the quality of their programs. IIE also reported that costs at HBCUs are relatively less than other universities.

In sum, the IIE Office seems to be doing a good job in placing participants and responding to their needs. The universities visited all had well-established support services for foreign students, including newsletters, social activities, and foreign student associations. Zimbabwe students, in particular, seem to be adjusting well, both socially and academically. The proportion of women grantees is above the agency-wide standard of 20%, although the proportion of placements in HBCUs needs to be increased from 6% to at least 10%.

Based on this brief review, issues which should be further explored during the second part of the evaluation in Zimbabwe include the pattern of late selection/departures, especially the apparent bottleneck with GOZ public service clearances; the desirability and possibility of building internships into participants' programs where appropriate; and the issue of professional exams for specific individuals. The written survey of both participants currently in training and returned participants will likely provide more insight into the implementation and appropriateness of training under the ZIMMAN project to date. The survey of returned participants should give further evidence of training effectiveness and its impact on participants' professional development.

SUMMARY OF INTERVIEWS

FRIDAY 11/13/87: VOICE (Mr. Gamanya, Director; Ms. Barbara Nausbaum, National Training Officer; Mrs. Agnes Gomwe, Deputy National Coordinating Officer; Mrs. Traci Mahosu, Deputy National Training Officer; Mr. Matanga, Finance Officer)

Accdon Chinhori and Victor Barnes interviewed the above VOICE employees.

SELECTION PROCESS

1. participation began in late 1986 so there have only been two selections. The principal problem over this period of time has been a very short lead time (two to three weeks) between notification of scholarships and requirement of applications from the PVO/NGO applicants.

2. No guidance on specific training needs with respect to overall manpower requirements

3. VOICE requires more definitive criteria and eligibility definitions for potential recipients of scholarships; VOICE needs to have better guidelines for its pre-selection screening.

4. VOICE would appreciate more consultation with USAID, IIE and MLMPSW to clarify and discuss the above issues.

SELECTION CRITERIA

VOICE has developed its own selection criteria based on subject areas, training needs, role of women, rural development and agricultural. VOICE expressed a desire to reach the less sophisticated NGO/PVOs which it feels are its clients most in need of assistance. Larger, more developed organizations have access to other types of funding. This target group however requires a longer time line from notification to application because these organizations do not have personnel who understand the grant process thoroughly and frequently do not have staff to write proposals or to develop forward planning.

EFFECTS OF ZIMMAN I

too early to tell

OTHER TOPICS

1. VOICE is not present when MLMPSW and/or USAID make selections. They feel that their presence as observers/information resources would facilitate their understanding of the process and also contribute to the selection process because VOICE could explain its rationale for selections submitted to the committee.

2. Lack of liason between MLMPSW and VOICE has left some information gaps and produced a lack of understanding on VOICE's part regarding GOZ manpower priorities as they apply to the NGO/PVO sector.

3. Linkage between VOICE and IIE needs to be stronger; currently contact is minimal but adequate to handle most situations. However it was felt that better and closer communication between the organizations would improve their working relationship, in particular in the area of participant status. VOICE stressed that to date the contact that they have had has been effective.

MONDAY November 16, 1987: Dr. Mishek Sibanda, Deputy Secretary, MLMPSW.

Interview was conducted by Accdon Chinchori and Victor Barnes.

GENERAL COMMENTS

ZIMMAN I is one of the best administered programs for overseas training in Zimbabwe particularly the planning process which is well intergrated with the government's manpower requirments.

SELECTION PROCESS

There are three committees involved in the selection process:

1. Public Sector (PSC, USAID, IIE)
2. Private Sector and NGOs (EMCOZ, CZI, NFAZ, ZNCC and VOICE)
3. Parastatals and local authorities

SELECTION PROCESS

Public Sector

1. The Public Sector: Individual ministry requests for training and/or ministerial training plans are submitted to the PSC which in turn submits training request/plans to MLMPSW; they review them and pass them on to USAID with recommendations for scholarship awards.

Problem areas are :

1. release of participants from the public service
2. terms of study leave
3. PSC clearance
4. poor linkage between IIE, employers and PSC

Dr. Sibanda said that improved information exchange between IIE and MLMPSW on study programs in the U.S. would help in the planning process and give the PSC a better idea of time requirements for various programs and the required leave time.

Parastatals

1. University staff development is an internal institutionalized process that has had no problems to date.

Problem areas:

some book allowances for university fellows have not been sufficicent according to Dr. Sibanda, however Robert Blair (Univ. of Zimbabwe Registrar) stated that this was not a problem.

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2. Other parastatals have been problematic because there is no central planning body or training plan. 50+ parastatals are involved and each submits individual training programs which must be reviewed by MLMPSW. This is a time consuming process and rather inefficient. MLMPSW encourages in-country training programs for this group; previously short-term training had been the predominant mode of training.

NB: A Parastatal Service Commission has been approved for start-up in February 1988, which will act as a clearing house for all parastatal training requests.

3. Local Authorities

These entities are easier for MLMPSW to deal with because their parent ministries vet training requests before sending them on to the Labour.

Private Sector and NGOs

Selection Problems

Initially MLMPSW said it would rely upon EMCOZ as the sole representative of the private sector and NGOs would be represented by VOICE. The problem that arose was that EMCOZ does not cover all private sector entities and that EMCOZ, in Sibanda's opinion, was using this function as a means of increasing membership. Beginning this year the private sector will be represented by EMCOZ, CZI, NFAZ, and ZNCC.

Another problem mentioned was a lack of relevant training for the private sector. It was recommended that the private sector and IIE be more systematic in the identification of specific training needs and programs that match those needs. This identification of tailored programs should be done before the participant departs. It was also suggested that private sector assistance may be better utilized through the in-country training arranged through the Training Bureau of MLMPSW.

BONDING

Parastatals have had some problems with bonding through the misunderstanding that the MLMPSW is responsible for bonding. Ministry bonding is only to the country and not to specific organizations; it is the responsibility of the participant's organization to bond the employee to the parastatal. There have been no problems in the private sector with bonding, as it does not seem to be a regular practice. The university bonds its participants for two years for every one year trained. It is too early to tell if there will be an exodus of faculty from the university once the bonding period has expired.

The MLMPSW has proposed a new bonding formula to the Public Service Commission which will require individuals who receive training to be bonded for three years for any period of training between 3 months to 1 year; there will be an additional year of bonding for every year of training beyond the initial year. This proposal is now under consideration.

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ORIENTATION

IIE has no government involvement in the current orientation process. Labour felt that this missing input caused some misunderstanding between IIE and the participants. Labour wanted a clear understanding on the part of the participants that restrictions and other guidelines were the policy of the GOZ and not those of IIE. Labour also felt that some representation by the sector involved (ie. University, public/private sector) would enhance the value of the orientation program.

One other point on orientation MLMPSW sees a need for orientation in the U.S. to enhance the students understanding of university policies and program requirements.

GENERAL COMMENTS

DR. Sibanda began his discussion of the project by saying that it was one of the best managed and implemented manpower training projects that Zimbabwe has. He felt in general that long-term participants benefitted more than short-term participants in that he found short-term training to be ill-defined. Towards improvement of this aspect of the program he suggested more central planning from IIE with much more advanced notice of training opportunities and information about these programs on a regular basis and with sufficient lead time so that ministries could incorporate the training into annual training plans; previously IIE notified the ministry on an irregularly basis as it received information on programs. This would entail some long-term planning on IIE's part and would eliminate some training opportunities that come to IIE on an ad hoc basis. Otherwise MLMPSW was pleased with the performance of IIE and the ZIMMAN program. One final comment was that DR. Sibanda wanted the Embassy of Zimbabwe in the US to be better informed of student problems and/or progress.

HBCU's

Rather than focus on HBCU programs the GOZ wants to enroll its students in the best possible programs. Dr. Sibanda went further and suggested that there would be greater payoff to training if students could be grouped in a select number of institutions. This would not only facilitate planning, because MLMPSW would be familiar with these programs and better able to estimate their impact on manpower, but they would also be more aware of program requirements, both academic and scheduling. MLMPSW found nothing inherently good or bad with HBCUs rather they want the best for their training dollar and if that happens to be an HBCU there is no problem.

WOMEN'S PARTICIPATION

The problem in this area is that women tend to be isolated according to field of study which reflects the more traditional fields of female study ie. health. GOZ wants to diversify the sectors in which women study.

MONDAY 16, 1987

ZIPAM/ MR. MUGORE (formerly with the Public Service Commission)

SELECTION

At the beginning of ZIMMAN I there was no coordination between the PSC and participating ministries; however for the last two years the process has been to have comprehensive manpower plans from the civil service which are then use by Labour to negotiate with donors upon agreed areas of fellowship assistance.

BONDING

This is in the process of being reassessed by the Public Service Commission. The projected bonding agreement would begin for training of three or more months and would require a three year bonding commitment for training from three months to one year; beyond one year of training would require one additional bonding year for every additional year of study.

OTHER COMMENTS

There needs to be more coordination between training program content and GOZ manpower requirements; and scholarship packages should require thesis research in Zimbabwe.

Internships or applied study program should happen in the course of study rather than at the end of the program or as an ad hoc appendage to the program

MR. JUMBE, CIVIL AVIATION DEPARTMENT

He was generally very pleased with the program and was anxious to have other opportunities for staff training. Staff training opportunities are offered to staff through the staff development program of the Civil Aviation Department.

MR. RUDI KLAUS, ACADEMY FOR EDUCATIONAL DEVELOPMENT

This interview was conducted to discuss the operation experts' activities under ZIMMAN I. There are two groups of OPEXs funded through ZIMMAN I; one set at the Poly Tech and the other at the University. They will be discussed seperately:

Poly-Tech OPEXs

The major question with this group of OPEXs is the extent to which their role should be more than simply teaching. Rudi felt that they are doing a very good job teaching but he was

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concerned with the institutional building impact their presence was or was not having. Under ZIMMAN I the intent was to work closely with IIE and the GOZ to coordinate manpower development at the Poly-Tech until the GOZ could develop its own training programs and/or capacity to train.

The problem in the B-Tech program is the identification of "understudies" for the OPEXs now in place. There are currently 12 to 16 Zimbabweans leaving this year for study at the master's level who will come back to these positions but this will not leave any overlap between the OPEX and his/her replacement. Ultimately the question is one of institutional development versus technical assistance.

University OPEXs

The university has a well designed staff development program; they have identified staff shortages and are using ZIMMAN I monies to train staff and OPEXs fill slots while future staff are in training. The major problem with the university program is to hold staff, but they have various incentive programs aimed at faculty retention.

TUESDAY, NOVEMBER 17, 1987

MR. DAVID CHANAIWA, DIRECTOR: EMPLOYERS COMMISSION OF ZIMBABWE (EMCOZ)

The role of EMCOZ as defined by Mr Chanaiwa is to represent all major employer associations/organizations regarding labour /industry relations.

SELECTION PROCESS

Member organizations handle the initial application, the individual applies for the scholarship through his/her organization and these applications are then forwarded to EMCOZ which then screens them and gives them to MLMPSW with recommendations for placement.

Mr. Chanaiwa had the impression that some applicants had been by-passing EMCOZ and applying directly to Labour and/or USAID. With respect to the screening of applicants EMCOZ has a standing committee of five staff, representing various employment sectors, who screen applications before they are passed to MLMPSW. Contrary to what we were told by Labour, EMCOZ was under the impression that they were the sole application and screening conduit for Labour in the private sector. In reality the other employee organizations mentioned by Dr. Sibanda also screen applications and submit them to MLMPSW. This is an area which needs to be clarified.

BONDING

Bonding practices are left to the individual company; under ZIMMAN II private sector training will be reimbursable through local currency equivalence of training costs. This may motivate employers to bond employees for some period of time.

OTHER CONCERNS

The point was also made that under ZIMMAN II small businesses may not be able to participate because they will be unable to pay local currency costs.

MR. ROBERT BLAIR, Registrar University of Zimbabwe
MR. FIDELIS MURANDU, Director of the Staff Development Program

There are three components to university participation under ZIMMAN I:

- staff development fellows
- American faculty teaching at University of Zimbabwe
- Short term study tours for U of Z faculty

Currently there are five American faculty teaching at U of Z and two more are scheduled to arrive this month. Three more positions are unfilled.

SELECTION PROCESS

The University of Zimbabwe recruits its own scholarship participants who are selected through their staff development program. There are no problems with this process as it is internal. The University also sets the criteria for program and university selection so that any complaints they might have, would stem from their own directives to IIE regarding program selections. To date the university has been very satisfied with the staff development program. The U of Z is the only participant in ZIMMAN which pays for family and spouse to accompany the participant; the university pays \$115/month to the staff development fellow for family support

BONDING

The university bonds its SDF for two years for every year of study. Any study of less than one requires bonding of one year. To date there have been no problems with this process. The question remains, however whether the university will be able to retain faculty once their bonding period has expired.

COMMENTS

There is some concern that the research conducted by SDF be conducted in Zimbabwe or at the very least be directly related to issues in Zimbabwe. To this end money for research in Zimbabwe should be included in the fellowship awards. As it stands now if a fellow returns to Zimbabwe to conduct research his fellowship does not pay for the time spent in country nor does it include finance of airfare.

MONITORING

Theoretically SDF are in contact with their department heads on a regular basis forwarding transcripts to them. The U of Z would like to have IIE forward academic information on its fellows as they receive it. Currently that is not the practice.

NB

Mr. Blair expressed some disappointment in the high number of candidates proposed by AED that did not qualify for positions at the university under the rigorous reviews of the university committee. Mr. Blair acknowledged that in some cases the standards were rather stringent especially for temporary faculty.

TUESDAY 17 November

10.00 a.m. Robert Blair - Registrar
Fidelis Murandu - Staff
Development, University
of Zimbabwe - ADMIN Block

12.00 (ish) Earl Picard, IIE
5th Floor Hungwe Bldg
Stanley Avenue.

2.30 p.m. David Chanaiwa - Director
EMCOZ - Employment Confederation
of Zimbabwe (Pvt. Sector)

WEDNESDAY 18 November

10.00 Mr. Davis Mugabe - Dep Sec. Admin
Ministry of Transport
Kaguvu Building, Fourth Street
Room 95, 16th Floor.

2.30 Public Service Commission
Mr. Nxele and Mr. Chabarika
Pax House, Union Avenue /2nd

3.30 Min. of Health
Dr. Obatolu, Kaguvu Building
3rd Floor, Room 80

THURSDAY 19 November

9.00 a.m. Dr. L. Mbengeranwa
City Medical Officer
Room 604 6th Floor
Rowan Martin Bldg.

10:30 Davis Mugabe
11.30 a.m. (Accdon) Barbara Naussbaum - VOICE (Trg)
Glen Forest Training Centre
off Domboshawa Road, past
Resthaven.

MONDAY

10.30 C.Z.I. (Confederation of
Zimbabwe Industries) 109
Rotten Row - Mr. Reed &
Mr. Mbana

WEDNESDAY 18 November

2.30

Public Service Commission
Mr. Nxele and Mr. Chabarika
Pax House, Union Avenue

3.30

Min. of Health
Dr. Obatolu, Kaguvi Building
3rd Floor, Room 80

THURSDAY 19 November

9.00 a.m.

Dr. L. Mbengeranwa
City Medical Officer
Room 604 6th Floor
Rowan Martin Bldg.

*left on Prince Edward
night on Stanley
turn into Shenster
Go thru Roundabout by
Bldg to Rowan Martin*

10.30

Mr. Davis Mugabe.
Min. Transport, Kaguvi Bldg
Room 95, 16th Floor

11.30 a.m. (Accdon)

Barbara Naussbaum - VOICE (Trg)
Glen Forest Training Centre
off Domboshawa Road, past
Resthaven.

FRIDAY 20

9.00

Min. Lands, Agriculture &
Rural Resettlement.
Dr. Samuel Muchena.
1 Borrowdale Road, 2nd Fl.

10:00

MONDAY

*Earl Picard
II*

3.00

C.Z.I. (Confederation of
Zimbabwe Industries) 109
Rotten Row - Mr. Reed &
Mr. Mbana

ZIMMAN I EVALUATION
OCTOBER 1987-DECEMBER 1987

Evaluation Participants:

Dr. Accdon Chinori, Development Support Services
Mr. Brian Raftopolous, The Ministry of Labour, Manpower
Planning and Social Welfare
Ms. Laurel Elmer, Independent Consultant
Mr. Victor Barnes, AFR/TR/E: A.I.D./Washington