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REPORT OF A VISIT

TO THE

MANPOWER TRAINING PROGRAM

Educational Sector Support Project
University of Nebraska at Omaha
University Town
Peshawar, Pakistan

by

Milan B. Dady

June, 1991

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EXPRESSION OF GRATITUDE

Dr. Enayat Shahrani served as an able assistant to the consultant during his stay in Peshawar. His assistance in conducting evaluative sessions and participating in the classroom evaluations and conferences with teachers were essential to the preparation of an accurate report.

Dr. Shahrani provided valuable insight to the consultant in the preparation of his report. He also submitted suggestions to be included in the report as well as assisting the consultant in drafting parts of the report.

It is fitting and proper to place this expression of gratitude in this Report of a Visit.

Milan B. Dady
June, 1991

REPORT OF A VISIT
TO THE MANPOWER TRAINING PROGRAM

By

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PART I
INTRODUCTION

The time of the visit to the Manpower Training Program was arranged primarily to provide opportunities for the consultant to visit in the classrooms and to conduct evaluations of teachers both in a formal classroom setting and in informal groups. The visit focused on the following basic areas:

1. To conduct evaluations of business teachers by the students, by the consultant with the assistance of an interpreter, and by teacher self-evaluations.

2. To conduct interviews in order to gain input from students, teachers, administrators, and staff on the status of MTP.

3. To ascertain the status of the in-service materials prepared for teachers and to assist in moving the in-service program forward to the fulfillment of its intended purposes.

4. To identify any new or unresolved problems of the past and to recommend possible solutions to the administration.

5. To explore the development of a cooperative program which will prepare students to join together in operation of their own business.

8. To observe the new business program established for women.

Interviews were conducted with teachers, students, and staff. These interviews involved teachers and students from both the Accounting Program and the Office Management Program. Evaluations were conducted, classrooms were visited, and learning and other materials were reviewed. There were ample opportunities to observe the facilities and to intermingle with the students on an informal basis. It is felt that sufficient input was attained in order to respond to the basic purposes of the visit.

PART II
INTERVIEWS

Interaction with teachers began with a brief meeting with all teachers at MTP followed by a staff meeting of the teachers assigned to the business programs. Conferences were conducted with each of the teachers individually and groups sessions were also held. There were many informal meetings with the teachers, primarily from the business programs.

Somewhat formal sessions were conducted with approximately 30 students divided into groups of ten students. Informal meetings were held with the students at MTP while they were between classes or examinations.

Formal and informal interviews were conducted with teachers, administrators, and staff throughout the period of the visit. Comments that are provided in this Report have been gleaned from comments made in both formal and informal interviews with persons both in group and individual sessions. Comments of a highly personal nature have not been listed. No attempt was made to rank the comments in order of importance or to identify how many people may have made the same or similar comment. The comments are not reported verbatim, but are summarized in the best interpretation possible.

1. Comments From Students:

--Can find a job now
--Was able to continue my education and become a professional
--Was provided an advanced education
--Money paid was of great help
--Could not have completed such a course in Afghanistan
--Learned a lot of new things
--Can use the information anywhere
--New courses that were very interesting
--Education helps us at home as well as at school
--Can use the education in Afghanistan
--Happy with the financial arrangement
--Liked the computers
--Learned something specific
--Improved the students' economy and that of the area
--Well organized system of education
--Teachers work very hard
--Students had to work hard, but were not overworked
--Learned new things which are good for future
--Teachers are very well prepared
--Entrance exams evaluated students very wisely
--Good relationships between students and teachers
--Subjects are very new, especially computers and management
--All subjects are good
--Short-term, cannot learn anything in six months
--Feels students are leaving unfinished
--Job placement is not available
--High school mathematics on entrance exam, but elementary arithmetic taught at MTP
--Need increase in stipend; especially married students; money all gone by end of the month
--Mosque is very inadequate. If built better, it could be used for many things
--Need library for break time
--Not enough handouts
--Workbooks needed
--Not enough computers and typewriters
--Increase hours for some courses and decrease them for others
--Teachers like to help students
--Shortage of equipment and materials
--Teachers are friendly and well prepared
--Shortage of white paper
--Need dormitory for students
--Not enough lab time for some classes; especially computers
--Teachers come to class with lesson plans

--Teachers worked with them on practical applications
--Teachers assigned homework
--Students should be paid for every day except Friday even when school is closed for a holiday
--More practice time needed in typewriting
--Have scholarships for students
--Must get a job after graduation or will lose skills
--Provide field trips
--Begin at 8+30 in the winter
--Provide classes of a varying length
--More books for references
--Improve English language course in length of time

In comparing student comments between this year and in 1990, it was interesting to note that the current students indicated thay had attained the skills necessary to find employment while the students in 1990 were very much concerned about employment and were very much concerned about what MTP was going to do in assisting them in a job Placement. The consultant can recalll only one student who mentioned job placement this year.

2. Teachers, Administrators, and Staff:

--Teachers need more materials and resource books
--Teachers get a run around from administrators
--Teachers cannot get class materials duplicated; there is a shortage of white paper
--There is no shortage of white paper, teachers always wait until last minute to request materials to be duplicated
--Teachers should sign in and out of MTP in an assigned administrative office
--Not enough time in my classes
--Teachers' meetings are usually held about once a month
--Teachers in the business and technical areas get along well together
--Same pay for all teachers is not fair to teachers with more education and more teaching experience
--Students in the business and technical programs intermingle during breaks and lunch periods
--Promote students inadvance class to still another higher level
--Place more than 20 students from business programs into advanced classes
--Need more audio-visual materials
--Provide scholarships to America
--Chalkboard dust a problem; provide more white boards
--Provide teachers with a break after each cycle, teachers need to get away for short time
--Expand basic program to nine months
--Typing is a woman's job, accounting students don't need typing
--Provide the Persian program for the computers
--Provide Persian typewriters

PART III
EVALUATIONS OF TEACHERS

A short evaluation form was administered to the students in one of the classes taught by each of the business teachers including Mr. Nissar who has been only part-time in the past month. Each teacher selected the class to which the evluation from was to be administered. For each of the 12 items contained in the evaluation form, the students were asked to rate the teacher on a 1, 2, or 3 scale (1 = Needs Improvement, 2 = Acceptable Job, and 3 = One of the Teacher's Strengths). One point was assigned to 1, three points to 2, and five points to 3. The evaluation form was designed to provide feedback on the five areas covered in the In-Service Materials.

The chart below records the results of the tablulations of the completed forms. The teachers are listed only by number and are reported in ascending order by their composite average on the 12 items. It would appear that most, if not all of the teachers, will be able to benefit from completing the in-service units. Instructional systems and lesson planning received the highest ratings from the students while objectives and individual differences received the lowest ratings. The three teachers with the highest ratings on the composite average were consistently high in all five in-service areas and the three teachers with the lowest composite averages were consistently low in all five area.

STUDENT EVALUATIONS OF TEACHERS

Teacher Number	Composite Average	Objectives	Measurement/ Evaluation	Instructional Systems	Lesson Plans	Individual Differences
1	3.44	2.50	3.28	3.78	3.75	3.08
2	3.99	3.86	4.14	4.05	3.95	3.86
3	4.02	3.20	4.20	4.07	4.40	3.50
4	4.52	4.27	4.51	4.51	4.63	4.36
5	4.62	4.40	4.65	4.65	4.67	4.54
6	4.63	4.38	4.40	4.78	4.89	4.52
7	4.73	4.56	4.76	4.72	4.78	4.67
8	4.76	4.43	4.86	4.86	4.64	4.86
9	4.83	5.00	4.91	4.78	5.00	4.67
10	4.83	4.76	4.84	4.92	4.76	4.76
Average	4.44	4.14	4.45	4.51	4.54	4.28

KEY: Objectives--The teacher used clearly stated objectives understood by the students.

Measurement/Evaluation--The teacher measures and evaluates the students in a fair and impartial manner.

Instructional Systems--The teacher uses the appropriate instructional methods, such as lecture, demonstration and question/answer.

Lesson Plans--The teacher's lesson plans are well organized and the the teacher is usually ready to teach his lessons.

Individual Differences--The teacher adapts his teaching to the individual needs of students.

In addition to the student evaluations of the teachers, a classroom visitation was conducted in the classroom of every business teacher except Mr. Nissar. Overall, the consultant was impressed with the teaching that was observed in the classrooms. The teachers generally involved the students in their classroom presentations and the students seemed to be extremely responsive. Some aspects of teaching could be improved upon and these apparent weak points were discussed with teachers in individual follow-up conferences and in large group settings.

Copies of the evaluation forms administered to the teachers and to the students are included in the Appendix. It would be well to administer these forms, or another evaluation form prepared by the administration, toward the end of each 24 week cycle. Administering the student evaluation form to the students in just one of the teacher's class should be sufficient. It is extremely important to administer the self-evaluation form to the students in the 24 week cycle in which the teachers complete the in-service materials since the evaluation at this time serves as the pre-test for their study.

PART IV
IN-SERVICE FOR TEACHERS

The five units of in-service materials have been translated to Dari and are now ready for use by the teachers. It is hoped that an qualified Proctor may be employed even on a part-time basis.

After being here and visiting with the staff, the consultant now presents the following timetable and recommendations.

1. The following timetable be established for the completion of the five in-service units:

September:	Unit I, Objectives
October:	Unit II, Measurement and Evaluation
November:	Unit III, Instructional Systems
December:	Unit IV, Lesson Plans
January:	Unit V, Individual Differences

2. It is recommended that the business teachers study the materials again according to the listed timetable as if they were studying the materials for the first time. After the business teachers complete the study of the materials and they have been revised, if necessary, the technical teachers should then complete the materials under a similar timetable. At that time, a decision would hve to be made concerning the practicum teachers in the technical areas.

3. The format for the instruction of the in-service materials should provide group meetings for the introduction of units and lessons within a unit. The students may work independently on each of the lessons. In addition to the completion of the lessons, it is now being recommended that teachers spend the month on practical application of the content of the unit. For example, during the month that they are studying objectives, the teachers will be expected to have all of their objectives for their lessons reviewed by the Proctor. Hopefully, by the end of the month, the content of the lessons will have become a regular part of their teaching.

4. When the fifth unit has been completed, it is recommended that a comprehensive examination be administered to the teachers over the content covered in all five units. Grading of the examination will be by units covered; so that it is possible for a teacher to pass the examination entirely or fail only parts of the examination. The teacher would be able to re-take and examination over the parts failed after thirty days. The successful completion of the examination over all five parts should be mandatory and continuing employment could be contingent upon the successful completion of the examination.

5. Upon successful completion of the examination over all five parts, the teacher should reeceive an appropriately framed certificate as Master Teacher.

A handbook of checksheets on teaching was distributed to each of the business teachers. Also, a copy was given to the Assistant Director of MTP and three copies were provided to the central office of ESSP.

In summary, by adding the one month requirement on each unit, the practical application should greatly increase the prospect that the learned content in the untis will become a part of the teacher's everyday instructional activities. By making the in-service training mandatory and coupling it with the passing of a comprehensive examination, it will be demonstrated to the teachers that the administration places a great deal of importance on the in-service materials.

The questions for the comprehensive examinations would be prepared by the consultant. It is recommended that the test questions by kept by the ESSP administration; and all examinations be prepared, administered, and scored by that office.

After the business teachers complete the five-month cycle and the materials have been revised as deemed necessary, a five month period should be started for the technical teachers. At that time, a decision would have to be made concerning the practicum teachers on whether or not they would participate in the instruction on the five in-service units.

PART V
NEW AND UNRESOLVED PROBLEMS

The problems and accompanying recommendations are not presented in rank order of importance as viewed by the consultant. Each is considered important to the continuing development of MTP. The consultant is appreciative of the consideration given by the administration to the recommendations that are forthcoming from the evaluative visits. He is fully aware that not all recommendations are feasible due to other factors and constraints.

A. Alternates to the List of Selected Trainees:

A few teachers have indicated that a few students come into the program only for the money. A possible solution may be to select a group of alternates in rank order to selection. Coupling the alternates with the quick administrative dismissal to any student who fails to demonstrate an interest in the program in a nominal length of time (3 or 4 weeks), may alleviate the problem to some extent. A concerted effort by the teachers along with using students as tutors of the newly selected students should be sufficient in having them catch up quickly with the other students in their classes. In fact, it is doubtful that anything is gained by retaining unresponsive students who have no interest in their program of study except the money they receive for attending. However, it is important not to categorize students, who learn at a slower pace, as unresponsive.

In addition to the unresponsive students, the decision may be made to bring in new students to replace those students who drop out in the first two or three weeks of the program and to replace prospective students who are screened out through an interview process. Therefore, an alternate list may contain as many as 25 applicants who could be selected in rank order of their overall score on the entrance examination.

Students openly admit that the stipend paid to them has been an incentive to attend MTP. That in itself is one of the things that the students report liking about MTP. Most students appreciate the money and they also appreciate the opportunity to learn new skills and knowledges.

B. Programs of Study and Schedule of Classes.

There are several areas in the programs of study and the schedule of classes which elicit a response by the consultant. In fact, current practices in maintaining the programs of study and developing the schedule of classes may be symtomatic of a more serious problem in management which will be addressed later. The evolution of the programs of study seem to be based on the old adage "When push comes to shove, something has to give". It almost appears that the sole criterion in the programs of study is the 432 class periods per session. The rational for adding to or taking away contact periods from various courses is not readily apparent even though the 432 maximum contact periods per session are maintained.

Typewriting II

In the 1990 Report of a Visit, the consultant recommended that Office Management students be divided into three groups for Typewriting II instruction in the second session and that there should be two sections for all other courses. Although somewhat more difficult to arrange than two sections for each course, it is a realistic scheduling arrangement. In fact, the consultant prepared a schedule to show how it could be accomplished. Also included in the Report was the recommendation that Typewriting II contain

96 class periods of instruction. The proposed catalog of course descriptions lists Typewriting II as an 84 contact period course and cooperative work experience has been added to the course description.

In the current session in which Typewriting II is being offered, only two sections of the course are being provided. This means that with 18 students assigned to each section, each student's typing time has been reduced to about five class periods per week. Additionally, the teacher is required to spend time in the next class period to introduce the previous lessons to those students who were not in attendance the day before.

In the opinion of the consultant, eight class periods a week is an absolute minimum typing time for the Typewriting II students to achieve mimimal typing skills. The reason given for reducing the sections from three to two was that it would disturb the entire class schedule. It is recommended that before Typewriting II is offered in the next cycle, that either the schedule of classes provide an adequate number of sections to accomodate each student with a typewriter or additional typewriting stations be added in the typewriting laboratory. The latter may be a problem if for no other reason than lack of space.

Cooperative Work Experiences

The proposed catalog still lists Cooperative Work Experience, but then notes that it is part of the Special Records Course and the Typewriting II course. In the 1990 Report of a Visit, the consultant recommended that the Cooperative Work Experience course be deleted from the course offerings and that vicarious work experience be added as part of the Communications course.

Originally, the Communications course was designed as a one session course of 72 contact periods. However, Communications was offered in both sessions of the first cycle. In his visit in 1990, the consultant felt that two sessions of Communications could be justified if the vicarious work experience activities were added as part of the course. Materials were developed and forwarded to MTP; so they could become a part of the course. It is felt that the objectives of the Communications course relate more closely to the cooperative work experience activities than to either the Special Records Course or Typewriting II.

Instead of retaining Special Records as a discrete course, apparently parts of the course have been separated out of the original course and made a part of Accounting II with the contact periods for that course being increased from 96 to 130 contact periods. Special Records is still retained as a 96 contact period course, but the hours are evenly divided between those periods to be devoted to the original content in the course and the new portion dealing with cooperative work experience. The portion of Special Records dealing with cooperative work experience is for accounting students only. Therefore, it would seem that the typewriting teacher is expected to devote a proportionate amount of the Typewriting II contact periods to cooperative work experience activities for the office management students. In the opinion of the consultant, this is a non-working solution to providing cooperative work experiences to student.

A course description for the revised Special Records course is apparently not available. At least, the Director of Curriculum informed the consultant that he had requested a copy of the course description, but it had not been forthcoming from the teacher.

Regardless of where the vicarious work experience are provided the students, it is recommended that the Cooperative Work Experience Course be deleted from course offerings and that an appropriate course description of the vicarious work experiences be made a part of the applicable course or courses.

Electronic Calculators

The Electronic Calculator Course has been deleted from the program of study for all business students. Duplication of the mathematics in the Mathematics Course and the Electronic Calculator Course was evident at the time the business programs were developed two years ago. It would appear to be a good revision to incorporate the teaching of electronic calculators as part of the mathematics offered in the first session. However, the accounting teacher has indicated that three teachers presently teach the use of the electronic calculator; namely, the accounting, computer, and mathematics teacher. It is recommended that the segments of the original course description for electronic calcualtors be made a part of course description for the course in which the instruction now takes place.

Mathematics

There have been major modifications to the mathematics course offerings within the past year. The Mathematics Course for office management students in the first session has been increased from 48 contact periods to 60 class periods while the first course for accounting students has remained at 48 contact periods. More surprising is the deletion of mathematics as one of the courses in the second session of the accounting program, but the retention of the mathematics in the second session for the office management program. In the workplace, accounting employees generally use a higher level of mathematics than that used by office management employees.

In the interviews with students, one student related that the math level tested on the entrance exam was higher than the mathematics taught at MTP. He maintained that the mathematics was nothing more than elementary arithmetic. The Director of Curriculum at MTP informed the consultant that he felt the student's statement was true and that he had been encouraging the mathematics teacher to upgrade the course of study in mathematics.

It is recommended that the mathematics course offerings for business students be reviewed during the first term of the next cycle. The results of the entrance exam administered to the next group of students should be studied in order to establish the starting point for mathematics instruction. In the event that an upgrade in the mathematics course material is needed, it may be feasible to reduce the mathematics course offerings to one course for both the accounting and the office management students because some of current content would be removed from the course of study.

C. Organization and Management:

Several changes have come about in the past two years since MTP was first established. Courses of study have been developed, implemented, and even modified. An additional 24 weeks of instruction have been added for the top graduates of the regular programs. Another center has been added in Quetta, Two administrators have resigned and have gone to America, one to the United States and the other to Canada. One of the key instructors in the Business Programs has resigned in the middle of the second session and the person employed as Proctor of In-Service for Teachers was assigned his teaching responsibilities in Communications.

Now, after two years of implementing the basic programs and operations of MTP, it is recommended that steps be undertaken to fully "institutionalize" MTP. "Institutionalize" as used in this Report means that MTP becomes a smooth, almost machine like, operation in which everyone knows his asssigned duties and responsibilities, and everyone works together cooperatively to achieve the objectives established for MTP.

To achieve full institutionalization of MTP, it is the opinion of the consultant that an indepth study of MTP should be undertaken in order to to establish (or reaffirm) a workable organization in which management can operate efficiently and effectively to assure maximum learning experiences for the students.

There have been incidents reported as well as observed to indicate that there is laxity in the everyday management and operation of the MTP, Peshawar. Also, there is credence to the suggestion that the teachers have been successful in playing one administrator against another. The conflict between administrators appears to have become a major management problem. The subordinate person, who may have been damaged the most from this conflict, is the Assistant Director, of MTP, Peshawar. It is the candid assessment of the consultant that should he remain in his present position, it will be an uphill struggle for the Assistant Director to regain the stature that he enjoyed when he first came to MTP. In the opinion of the consultant, however, the chances are very good that he can succeed assuming the head leadership of MTP, Peshawar, makes it absolutely clear that the Assistant Director acts with full authority. When teachers learn that they can no longer circumvent the Assistant Director, when he is carrying out his assigned responsibilities, MTP, Peshawar, will be taking a major step in establishing the Assistant Director as one of the key persons in administering the Center. The Assistant Director is certainly entitled to demonstrate that under favorable circumstances, he has the personal skills and technical knowledge to succeed in his position.

While recognizing that the ESSP administrative leadership is very knowledgeable on organization and management, the consultant has presented some of the steps that he feels important in the study and implementation of a workable organization and management system for MTP.

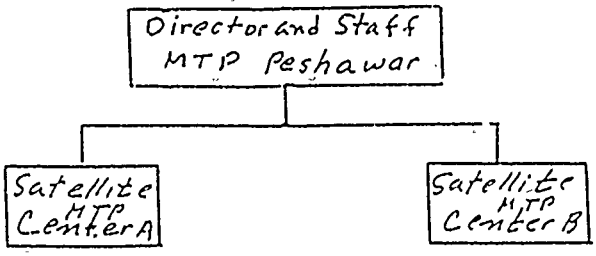
1. Determine the Relationships Between Centers:

Three different types of relationships are provided in this Report. There may be others which the Central Administration may wish to consider.

A. MTP at Peshawar is the main center and all other centers are satellites to it.

In this organizational structure, the administration of MTP in Peshawar directs the operations for MTP and also each of the centers.

This relationship is illustrated in the following example:

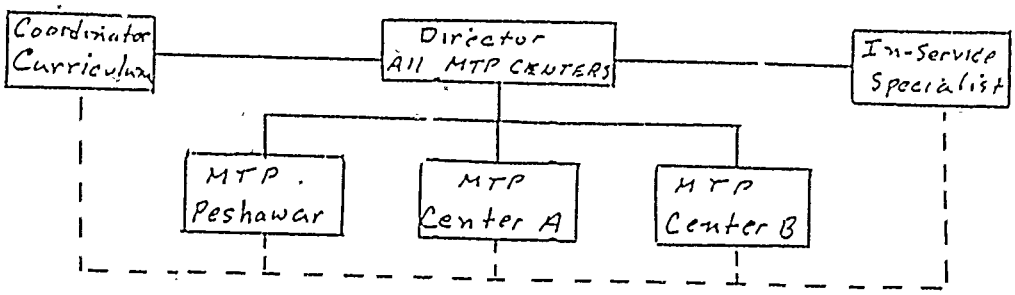


B. <u>All centers away from MTP at Peshawar are co-equals to MTP in Peshawar:</u>

In this relationship, a Director would be employed to provide broad administrative leadership to all centers including MTP at Peshawar. His headquarters may be at MTP in Peshawar or at any other location. The Director stives for uniformity without conformity among the centers. In as much as possible, each center is given local autonomy in its operations.

The Director may have specialists to assist him in his responsibilities, such as a Coordinator of Curriculum and In-Service Specialist who will have staff responsibilities throughout the system.

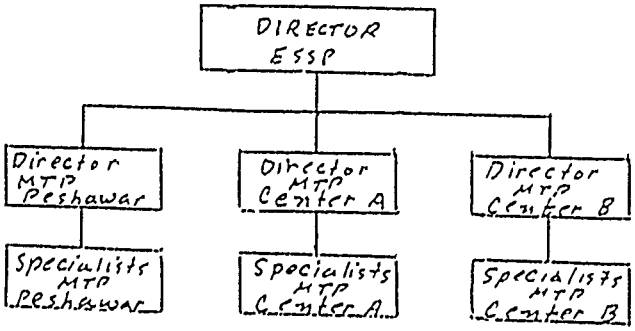
This relationship is reported in the following example:



C. <u>Each center operates as a separate entity:</u>

Each center has its own administration which reports directly to the Central Office of ESSP. Each center would have a director who has a group of staff specialists as approved by the Central Administration of ESSP and the center operates completely independent from any other center.

This relationship is reported in the following example:



2. Develop Roles and Responsibilities:

Once the organization structure for the entire system has been agreed upon, roles and responsibilities of the key top administrators should be develop and they should relate directly to the organizational structure agreed upon. Roles and responsibilites developed at this time should include any responsibilities which may be assigned later to his subordinates. For example, in A, it would be the Director of MTP at Peshawar and the leader of each of the centers. In B, it would be the Director of the system and the leader of each center including MTP at Peshawar. In C, it would be the leader of each center.

3. Assign roles and responsibilities to positions:

After the roles and responsibilities have been established for the key leadership positions, the next step is to determine how many ancillary positions are needed recognizing that there may be budgetary restrictions on how many staff positions that may be employed.

A detailed organizational chart should be developed for all of the approved positions to show both staff and line responsibilities of the approved positions. It should be noted that some authorities would recommend that the key positions be filled and these persons would then become involved in the development of the complete organizational chart. It seems to be better at this point in time for the ESSP administration to develop the organization chart.

None of the three plans is necessarily the best plan. Each has inherent advantages as well as disadvantages. Regardless of the plan selected dynamic leadership is essential to its success. Most organizational structures in educational institutions generally fail because persons in key leadership roles fail to carry out their assigned responsibilities or because key leaders refuse to cooperate in making the organizational plan succeed.

4. Job Descriptions:

A detailed job description should be developed for each position that is identified in the organizational chart.

5. Evaluation of current MTP employees for positions identified in the organizational chart:

It is difficult not to consider current employees in the development of the organizational chart, but it is more effective in the long run to evaluate them for positions after the chart has been developed and the job descriptions are in place.

6. Filling the open positions:

After MTP employees have been evaluated and qualified employees placed in positions identified on the organizational chart, all other positions should be declared open and steps should be taken to fill them. The highest level positions should be filled first; so those persons can have input on the selection of persons for the lower level positions.

7. Implementing the organizational structure and management system:

Once the organization structure and management system is fully operational, copies of the organizational chart and acccompanying job descriptions should be duplicated and made available to key staff members, especially teachers. Meetings with the staff should be held to explain

the system and to respond to staff questions. It then becomes the responsibility of the key leaders to make sure that the organizational chart is observed by all staff and that the persons identified on the organizational chart carry out their assigned duties and responsibilities.

The primary reason for submitting the information on the study of the organization and management system at MTP, Peshawar, is to caution the ESSP not to let the vacant position of Director become the driving force in the quick appointment of a new director. Some study is warranted before a new director, in whatever form, is employed.

D. Advanced Courses:

In 1990, the proposal was accepted to provide an additional 12 weeks of instruction to the top graduates from the various programs offered by MTP. In the cycle just ending, the advanced students are concluding 24 weeks of advanced instruction. It is not the intent of the consultant to question the extension of the program from 12 weeks to 24 weeks, but there are some cautionary concerns that appear to be noteworthy.

1. It is assumed that the budgetary allocations for supplies and materials for the advanced courses are in addition to the budgetary allocations for the supplies and materials used in the regular program.

2. The second 12 week session is merely an extension of the courses offered in the first 12 weeks. What study went into the decision to extend the advanced courses offered in the first twelve weeks for an additional 12 weeks? The question arises on whether there may have been other courses that may have been more beneficial to the students than the extension of courses in which they had already attended for 12 weeks?

3. It would appear that the main objective of the advanced courses has shifted from that of providing persons in leadership roles in the reconstruction of Afghanistan to that of upgrading MTP from the vocational level to a technical school level which has a major component of general education. This observation comes from the description i the proposed catalog.

E. Re-statement of Recommendations in the 1990 Report of a Visit:

A review of the 1990 Report of a Visit pointed up the need to re-state the recommendations in that Report that dealt with new program development, program quality, and course revisions. It is felt that these recommendations have not reached an acceptable level of achievement at this time. While listing the above recommendations from the 1990 Report as still needing attention, it should be mentioned that almost all other recomendations in 1990 have been addressed and/or fulfilled.

New Program Development

It is recommended that all future development of programs be initiated at least six months before the implementation date. While six months may not always be feasible due to the fast changing environment in which MTP operates, it should be noted that here are always many questions to be resolved, such as instructional design, budgetary needs, teacher needs, and space needs. Certainly, for the present site of MTP at Peshawar, the six months should be a reasonable time.

Program Quality

Program quality is essential to the continuing success of MTP. While MTP has made great strides in its short time of existence, optimum quality has not been achieved. For example, there still seems to be a lack of adequate and meaningful practical application.

Assurance of program quality is the responsibility of the administration. It is MTP that places its stamp of quality on each graduate when the diploma is granted at the end of the training. There are some steps the administration may take to assure program quality:

1. Review all final examinations to determine the level of difficutly of test items and follow up on the success of the students in completing the examination.

2. Set up a schedule of review for each program offered at the MTP and the support courses which are common to all programs. For example, accounting courses may be reviewed in one cycle, English in another, and mathematics in still another cycle. There is nothing to prohibit more than one area from being reviewed in the same cycle. In fact, in these formative years, it is probably good to have every program and support course evaluated over the next two cycles because MTP at Peshawar has been operational for two years.

3. Develop standardized tests on the program content which has been presented in the 24 week cycle. For example, for the business areas, there would be a standardized test for accounting students which would be based on the material covered in Accounting I, Accounting II, and Special Records. Office Management students would be tested on Records Management, Office Management, Typing I and Typing II. Someone other that the MTP teachers should develop the standardized tests. The standardized test concept provides an excellent way to compare the current class of students with previous classes of students on a program by program basis. It also establishes the level of quality in the program

Course Revisions

An approval process should be established for the revisions of courses. One administrator should have the responsibilities for reviewing all proposed course revisions. The administrator with the assigned responsibility may have the authority to approve or disapprove proposed revisions or it may be determined that all proposed course revisions shall be reviewed by all administrators at MTP or by a committee that may include teachers. No teacher should be pemitted to revise courses assigned to him without prior approval of the administration.

In summary, administrative leadership of New Program Development, Program Quality, and Course Revisions is key to the continuing improvement in these areas. All three areas relate directly to program quality. Recent changes in programs and a strong sense that some teachers go about teaching only that which they know or what they want to teach suggests that program quality may not have improved as much over the past 14 months as one should expect; especially since the programs were in their second year of operation when noticeable improvement should be immediately evident.

PART VI
TEACHER INCENTIVES

In this part of the Report, non-salary and/or fringe benefits incentives are addressed by the consultant. The teachers are highly dedicated, and generally qualified for their teaching assignments. While salary is important to the teachers, job satisfaction and a feeling of being appreciated are also essential to their continuing interest in their teaching assignments.

Non-salary and fringe benefits incentives generally cost little in money, but once implemented and carried on as part of the regular operations of the institution, they can have a major impact on the overall climate throughout the institution. Teachers will feel better about themselves, about the administration, about the students; in fact, they will feel better about all aspects of their job.

In the opinion of the consultant, the main incentive is administrative leadership that makes teachers feel important as well as wanted. The leadership should meet regularly with teachers either individually or in groups. Some meetings may be formal sessions, but most meetings will be informal contacts in the faculty room or in other places. In as much as possible, teacher imput will be obtained on matters affecting them before decisions are made. Teacher problems and concerns should receive high priority from the administrative leadership and should be addressed forthwith with immediate feedback given to the concerned teachers.

The administrative leadership should be constantly alert to noteworthy performances by the teachers, such as the development of learning materials prepared for their classes. These noteworthy performances should be recognized either verbally to the teacher or in staff meetings or with written commendations.

It is suggested that a teacher appreciation day be held at the end of each cycle with a special luncheon which is attended by the key administrative staff from ESSP and MTP.

Public recognition of teachers is another incentive for teachers. Perhaps, on an experimental basis, students in each of the programs could vote on the best teacher in their program and the chosen teachers could be recognized at graduation.

In addressing teacher incentives in this Report, the primary intent was to address attention to making teachers feel wanted and to be appreciated. During the forseeable future, firm and even strict adherence to rules and regulations should be required of all teachers and staff in order to achieve an orderly and efficient operation at MTP Peshawar. Teacher incentives, such as the ones suggested in this report is one way to demonstrate to the teachers that they are not being punished due to happenings of the past, but rather the change in management is essential to the continuing success of MTP.

Another suggestion came from the interpreter who recommends the use of guest lecturers or resource persons to address the teachers on educational matters or to conduct workshops and seminars.

In a meeting with teachers, they suggest a short break between cycles. The consultant agreed to place their suggestion in his Report, he feels such an issue is something the Administration should address in terms of leave policies for all other ESSP employees.

PART VII
CLASS LOADS OF TEACHERS

Every effort should be made to equalize teaching loads among the various teachers and between the two sessions taught by each teacher. Teachers, who end up teaching in the second session with a combined total of less than 48 class periods, should be assigned extra work. This extra work may be related to his assigned courses, or they may be done anywhere at MTP. These extra assignment should be approved by the Director and a written record should be maintained of all extra-assignments; so that the teacher receives credit in his total load assignment for the two 12 week sessions.

Office records of the teaching assignments of the full-time business teachers in the Third Cycle are listed below:

CLASS-PERIOD ASSIGNMENTS

Teacher's Nane	First 12 Weeks	Second 12 Weeks	Total Class Periods
Amanzie	16	27	37
Asif	29	27	56
Bam'awall		24 (4 weeks)	24
Nissar	30	30 (8 weeks)	
Saleh	19	24	43
Sultani	10	30	40
Wardak	32	14	46

It is noted that Sultani has an extremely light teaching load in the first session. An introduction to micro-computer class was added in the first session of the cycle just concluded. The class periods for this course could be increased from one class period to two class periods per week by reducing civics from two to one class periods per week. One class period per week was devoted to civics in the first two cycles.

The reduction of the civics hours is an example of how increased hours for computers in the first session can be arranged. From whatever the source of additional hours may come, the sole criterion for increasing the computer hours should be based on the decision that the students' time in computers is more important than the hours in the course from which the hours were taken. If an affirmative decision cannot be reached on the transfer, additional class periods should not be allocated to computers.

An example of an xtra-work assignment would be to have the English teacher teach a special course for the MTP staff who cannot speak English.

PART VIII
MISCELLANEOUS RECOMMENDATIONS

In this part of the Report, severarl recommendations are addressed which deals with miscellaneous items.

A. Refinishing Table-Arm Chairs·

It is recommended that at the end of the next cycle, the tablet-arm chairs be refurbished and refinished. Roger Miller has indicated that some of the tablet-arm charis are worm infested. The tablet-arm chairs have been used outside and many wre now weather beaten. There are many chairs in a storage bin at MTP. All of the chairs should be inspected. Parts of one discarded chair may be used to repair another damaged chair. Also, sufficient chairs should be placed in each classroom; so students do not have to drag in chairs between classes. In one class visited by the consultant, students, who came in late, came to class dragging a chair behind them.

B. Published Schedule of Duplication Services:

Teachers and students reported a lack of white paper as a reason for no handouts in the classroom. The Assistant Director indicated there was no shortage of white paper, but that the teachers wait until the last minute to request copies. A written schedule should be published which reports the amount of lead time that is required to get materials duplicated. For example, a simple statement, that two working days are required for the duplication of materials should be sufficient. Materials requested on Monday would be ready at 8:00 A. M. on Wednesday.

C. Audio-Visual Materials For Teachers;

The need for audio-visual aids for use in the classrooms and laboratories is a continuing concern of teachers from both the business and the technical programs. It is recommended that the Assistant Director meet with all teachers and develop a detailed list of their needs or wants. The list can then be reviewed by the ESSP administration in some logical order.

It is ntoed that the business teachers request whiteboards because the dust from the pakistan chalk is a health hazard.

D. Podium Construction:

At one time, a teacher's desk was recommended for each classroom and it is believed that they were placed in each classroom. However, there is no table for the teacher in any of the general classrooms. Teachers come into the classroom and hold their notes or book in one hand or the other throughout the class period. Teachers have indicated a podium in each classroom would be more beneficial than a table. Therefore, it is recommended that the carpentery students design and construct a podium for each classroom.

E. Combining Two Class Periods for Selected Courses With Practical Application:

It is strongly recommended that consideration be given to combining two class periods for selected courses; namely, computers, accounting, and typewriting. For example, in the second session of classes, accounting courses could alternate with computers and typewriting courses could also alternate with computers. It is not unusual for the teacher to take a large portion of a class period to introduce a lesson leaving the students only a few minutes to practice what had been introduced. The number of class periods per week would not be increased, but students would attend classes fewer days each week. For example, computer students would attend classes three days a week as opposed to the present six days per week.

An example of how the double periods would work are provided below. You will note that the Accounting A and Accounting B students flip flop between computers and accounting. The day that Accounting A students have computers, Accounting B students are in accounting; and vice versus.

MATCHING ACCOUNTING - COMPUTERS

		Sat	Sun	Mon	Tues	Wed	Thu
Periods	8:00 — 9:45	Computers for ACC A	Computers for ACC B	Computers for Acc A	Computers for Acc B	Computers for Acc A	Computers for ACC B
Double	8:00 - 9:45	Acct for Acc B	Acct for Acc A	Acct for Acc B	Acct for Acc A	Acct for Acc B	Acct for Acc A

MATCHING TYPEWRITING - COMPUTERS

		Sat	Sun	Mon	Tues	Wed	Thu
Periods	8:00 - 9:45	Computers for for Off A	Computers for Off B	Computers for Off A	Computers for Off B	Computers for Off A	Computers for Off B
Double	8:00 - 9:45	Type for Off B	Type for Off A	Type for Off B	Type for Off A	Type for Off B	Type for Off A

F. Review of Catalog:

Most of the comments concerning the Catalog relate back to problems dealing with the Programs of Study and Schedule of Classes. The consultant's comments are written on the copy of the Catalog which was received from Dr. Jerry Boardman's office. The copy is being returned to Dr. Jerry Boardman at the same time that a copy of this Report is forwarded to him.

G. Entrance Examinations:

A review of the entrance examination used in the last cycle revealed that only the overall test score was recorded. For students accepted into the program, the range in scores was from 87 high to 50 low. The median score was 56 which means that half the students had a completion rate of near the 50% level. The consultant and his assistant, Enayat Shahrani, were attempting to identify the students' level of completion in the mathematics area of the examination, but that information was not immediately available. Therefore, in addition to using the overall examination score for admission into a program at MTP, it is recommended the examination serve the dual role of providing diagnostic information on how each student did on each major area of the examination, such as mathematics. The diagnostic analysis could come after the students have been accepted into a program at MTP; so that it would not interfere with the main task of screening students for admission to MTP.

H. Overly-Qualified Students:

The concern about overly-qualified students has been expressed on a few occasions during the consultant's current visit to MTP, Peshawar. It is felt by some persons that the overly-qualified students have come to MTP for only the money and not the training. Whether or not there are such students who have been admitted into one of the programs at MTP may be a topic that the leadership may wish to explore. The consultant had interviews with two students in the advanced courses who may have been overly qualified or at least took slots from students who could have benefitted more from the second 24 weeks of instruction. One of the students had his degree from Kobul University and the other one had taught in the Pakistan area for three years. It is possible that staff members are drawing conclusions from a few isolated incidents, or there may be several students who could be legitimately classified as overly-qualified. Factual data should be available to determine whether the admittance of overly-qualified students is or is not a problem.

During the exit interview, it was suggested that an interview could be built into the selection process. It is felt that suggestion is worthy of follow-up. If it is too much of a task to interview all potential finalists, there may be ways to identify 25-30% of the finalists in which there are some questions about their being over-qualified.

I. Advisory Board:

Community colleges in America make extensive use of advisory boards which are organized for the valous vocational/technical programs offered at their institution. The ESSP administration may wish to explore the establishment of one such advisory board for MTP. The advisory board would have no power, but would advise the ESSP administration on those matters brought before it. A key objective for organizing an advisory board at this time would be to promote MTP programs and to build a greater awareness of MTP in the immediate geographic area.

PART IX
PROJECT PROPOSALS

As a follow-up to this visitation, the following proposals are submitted to the appropriate officials for review. All of the projects covered in this proposal would be completed in Omaha, NE, USA. The first two proposals would be completed as part of the consultant's original contract to work until June 29, which means six work days will be devoted to the first two projects.

1. Develop a conceptual design for a cooperative program for students which will prepare them to join together in the operation of their own business. Included will be a proposed course description and a broad outline of student activities. This conceptual design can then be reviewed along with any proposals received from Roger Miller for the full development of the course. If the consultant were asked to develop the lessons for the agreed upon course, another contract would have to be arranged.

2. Develop a design for the standardization of programs and courses which will systemize current program and course offerings and which will provide a basic format for all future programs and courses. Developing the fomate for the use on the computer will be explored.

The third proposed project is for the development of a test bank of 500 questions to be used to test teachers over the in-service materials. For each unit, a test bank of 100 questions will be developed. The cost for the development of this test bank will be $870.00 plus expenses. It is estimated that it will take one and one-half days for each unit or a total of 7.5 days for all five days.

At no cost to the ESSP project, the consultant plans to investigate IBM compatible computer programs that may be obtained at nominal cost to maintain some of the records required for MTP including the making of a class schedule.

Also, the consultant plans to study the second session classes and forward some suggestions on how to schedule the classes. This will be of no cost to MTP.

Finally, the consultant plans to develop a short computerized information sheet that the selected students will complete upon their arrival for the first time for classes. Once the information form is put in place and data collected, MTP will have a bases for comparing one class of students with other classes of students. There will be no cost to MTP.

PART X
CONCLUSIONS

Interviews and observations conducted by the consultant indicates that progress has continued in MTP at Peshawar with the third cycle of students scheduled to be graduated shortly. Teaching materials continue to be developed with much of them being published in book form.

Most teachers have continued to grow in their positions. Without exception, the teachers appeared to be relaxed and confident during the classroom visitions conducted by the consultant and Dr. Shahrani.

It is encouraging to note that the ESSP administration is moving forth rapidly at MTP to establish a positive working relationship with the teachers and staff. In visiting with the teachers and staff at MTP, everyone has expressed a strong commitment to MTP and its objectives to provide the best possible learning experiences for the people of Afghanistan. That commitment, coupled with a firm determination of everyone at MTP, will result in strong programs of study at MTP, Peshawar.

Many suggestions and recommendations have been included in this Report of a Visit which implies that many things need fixing. While that may be partially true, it should be noted that in assembling information for the Report, students told us many things that were good about MTP, Peshawar, and when they were given the opportunity to tell what they did not like about MTP, they refused to comment. Teachers and staff made suggestions for the improvement of MTP, but with the exception of one or two incidents, there were no derogatory remarks about MTP or people associated with it.

MTP is an outstanding program and perhaps too much has been expected in a short period of time. As long as there is funding for MTP, it will continue to serve hundreds of people from Afghanistan who would not otherwise be served, and they will serve them well.

A P P E N D I X

TEACHER IN-SERVICE
MANPOWER TRAINING PROGRAM

THE STUDENTS' PROFILE OF A TEACHER'S EFFECTIVENESS

TEACHER'S NAME: _____

TEACHING AREAS: _____

KEY: 1 = I believe the teacher needs improvement in this area.
2 = I believe the teacher does an adquate job of teaching in this area.
3 = I believe that this is one of the teacher's strengths.
4 = This is not applicable in this course.

_____ 1. The teacher's lesson plans are usually well organized.

_____ 2. The teacher is usually prepared to teach his lessons.

_____ 3. The teacher arranges time during the class or laboratory period to give students feedback on how well they are doing.

_____ 4. When the class starts, the teacher usually has all materials and equipment ready for the students or his use.

_____ 5. The teacher uses appropriate instructional techniques (Such as lecture, demonstration, or question and answer) depending upon what is being presented to the students.

_____ 6. The teacher does a good job in explaining things to his students.

_____ 7. The teacher has a good knowledge about his students.

_____ 8. The teacher adapts his teaching to the individual needs of his students.

_____ 9. The teacher has a good knowledge of the subject matter being presented to the students.

_____ 10. The teacher measures and evaluates the progress of his students in a fair and impartial manner.

_____ 11. The teacher's measurement of students's progress is based upon an adequate number of measurements including tests, observations, student demonstrations, and participation in classroom discussions.

_____ 12. The teacher makes sure that the objectives for the lesson and/or the course are clearly understood by the students.

TEACHER IN-SERVICE
MANPOWER TRAINING PROGRAM

THE TEACHER'S PROFILE OF TEACHING EFFECTIVENESS

TEACHER'S NAME: _____

TEACHING AREAS: _____

KEY: 1 = I need improvement in this area.
2 = I feel I do an adquate job of teaching in this area.
3 = I feel that this is one of my strengths in teaching.
4 = This is not applicable to my teaching areas.

_____ 1. My lesson plans are generally well organized.

_____ 2. I am usually prepared to teach my lessons.

_____ 3. I arrange time during the class or laboratory period to give students feedback on how well they are doing.

_____ 4. When the class starts, I usually have all materials and equipment ready for the students or my use.

_____ 5. I feel that I use appropriate instructional techniques depending upon what is being presented to the students.

_____ 6. I feel that I do a good job in explaining things to my students.

_____ 7. I feel that I have a good knowledge about my students.

_____ 8. I feel that I am able to adapt my teaching to the individual needs of my students.

_____ 9. I feel that I have a good knowledge of the subject matter being presented to the students.

_____ 10. I feel that I am able to measure and evaluate the progress of my students in a fair and accurate manner.

_____ 11. I feel that my measurement of students's progress is based upon an adequate number of measurements including tests, observations, student demonstrations, and participation in classroom discussions.

_____ 12. I feel that all of my lessons are prepared around well established objectives.

_____ 13. I feel that the objectives of my lessons are clearly understood by the students.