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AGENCY FOR INTERNATIONAL DEVELOPMENT

Washington, D. C. 20523

PROJECT PAPER

Pakistan (391-0474)
Development Support Training Amendment NO. 7

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AGENCY FOR INTERNATIONAL DEVELOPMENT
DEPARTMENT OF STATE
WASHINGTON, D.C. 20523

PROJECT PAPER AMENDMENT NO. 7
PAKISTAN - DEVELOPMENT SUPPORT TRAINING
391-0474

JUNE 1990

UNCLASSIFIED

1

PROJECT DATA SHEET

A = Add
 C = Change
 D = Delete

Amendment Number 7 CODE 3

2. COUNTRY/ENTITY Pakistan 3. PROJECT NUMBER 391-0474

4. BUREAU/OFFICE Asia, Near East and Europe 5. PROJECT TITLE (maximum 40 characters) Development Support Training

6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 01/31/93
 7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4)
 A. Initial FY 83 B. Quarter C. Final FY 92

8. COSTS (\$000 OR EQUIVALENT \$1 = Rs. 21.50)

A. FUNDING SOURCE	FIRST FY 83			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	3,900	100	4,000	68,973	50,027	119,000
(Grant)	(3,900)	(100)	(4,000)	(68,973)	(50,027)	(119,000)
(Loan)	(-)	(-)	(-)	(-)	(-)	(-)
Other U.S. 1. Mondale Rupee		880	880		5,217	5,217
2.						
Host Country		80	80		15,332	15,332
Other Donor(s)						
TOTALS	3,900	1,060	4,960	68,973	70,576	139,549

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	663	720	-	77,500	-	36,000	-	119,000	-
(2)									
(3)									
(4)									
TOTALS				77,500	-	36,000		119,000	-

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
 710 | 720 | 760 | 590 | 690

11. SECONDARY PURPOSE CODE 669

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)
 A. Code TNG
 B. Amount 73,284

13. PROJECT PURPOSE (maximum 480 characters)
 To help upgrade the managerial and technical expertise of Pakistanis in the fields of health, education and the private sector.

14. SCHEDULED EVALUATIONS
 Interim MM YY MM YY Final MM YY 05/91

15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify)

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

To increase IOP funding from \$83.0 million to \$119.0 million in order to continue ongoing project activities and to extend the PACD to January 31, 1993.

17. APPROVED BY James A. Norris
 Signature James A. Norris
 Title Director, USAID/Pakistan
 Date Signed 06/18/92

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

Project Authorization Amendment

Name of Country : Pakistan
Name of Project : Development Support Training
Project No. : 391-0474

1. The Development Support Training (DST) Project for Pakistan was authorized by the USAID/Pakistan Mission Director on March 15, 1983 with LOP funding of not to exceed \$10 million in ESF grant funds and a PACD of March 31, 1988. On April 22, 1986, an additional \$15.0 million in ESF grant funds was added for a new LOP funding not to exceed \$25.0 million, and the PACD was extended to March 31, 1990. On December 9, 1986, the Project Authorization was further amended to allow for Development Assistance funding. On June 16, 1987, an additional \$5.0 million in ESF grant funds was added for a new LOP funding of not to exceed \$30.0 million. On September 20, 1987, an additional \$10.0 million in ESF grant funds was added for a LOP funding of not to exceed \$40.0 million. On March 28, 1988, an additional \$25.0 million in ESF grant funds was added for a new LOP funding of not to exceed US \$65.0 million and the PACD was extended to December 31, 1990. On September 20, 1988 an additional \$10.0 million in ESF grant funds was added for a new LOP funding of \$75,000,000 and the PACD was extended to December 31, 1991. On August 8, 1989 an additional \$8.0 million in ESF grant funds was added for a new LOP funding of not to exceed \$83.0 million.

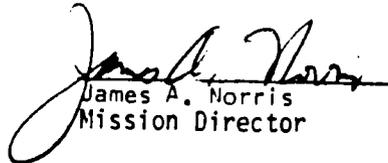
2. Pursuant to Sections 531 and 106 of the Foreign Assistance Act, as amended, the original Project Authorization is hereby amended as follows:

I hereby authorize additional planned obligations not to exceed thirty-six million United States Dollars (\$36,000,000) in grant funds, subject to the availability of funds in accordance with A.I.D. OYB/allotment process, to assist in financing foreign exchange costs and local currency costs for this project. The total planned obligations for this project shall not exceed one hundred nineteen million United States Dollars (\$119,000,000) in grant funds.

3. I further authorize extension of the project assistance completion date (PACD) by an additional period of thirteen months, from December 31, 1991 to January 31, 1993.

4. All other provisions of the original Project Authorization and its subsequent amendments thereto shall remain in full force and effect except as hereby amended.

Approved Disapproved


James A. Norris
Mission Director

Clearances:

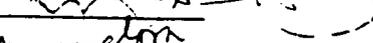
PDM: G.H. West: 
HRD: D. Sprague: 
PRO: V. Miedema: 
FM: R.C. McClure: 
RLA: T.B. Carter: 

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List of Abbreviations and Acronyms

AED	Academy for Educational Development
AID	Agency for International Development
CIELS	Center for Intensive English Language Studies
DSTP	Development Support Training Project
EAD	Economic Affairs Division
EIL	Experiment in International Living
ELT	English Language Training
FAA	Foreign Assistance Act
GNP	Gross National Product
GOP	Government of Pakistan
LAN	Local Area Network
LOP	Life of Project
LUMS	Lahore University of Management Sciences
NGO	Non-Governmental Organization
NIPA	National Institute of Public Administration
NWFP	North West Frontier Province
PACD	Project Assistance Completion Date
PED	Primary Education Development
PID	Project Identification Document
PIM	Pakistan Institute of Management
PTP	Pakistan Training Program
TA	Technical Assistance
TOEFL	Test of English as Foreign Language
USAID	U.S. Agency for International Development

I. SUMMARY

A. Grantee: The Islamic Republic of Pakistan

B. Implementing Agency: Economic Affairs Division,
Ministry of Finance

C. Proposed Total Life of Project: \$134,332,000

Previous Amendments; Total: \$ 89,395,000
- AID Contribution \$ 83,000,000
- GOP Contribution \$ 6,395,000

Present Amendment; Total: \$ 44,937,000
- AID Contribution \$ 36,000,000
- GOP Contribution \$ 10,142,000

D. Proposed Project Assistance
Completion Date: January 31, 1993

E. Goal of Project

To meet the economic and social needs of Pakistan's people through improved planning, administration, and implementation of development projects; and, to permit the more effective participation of the private sector in Pakistan's economy.

F. Purpose of the Project

To help upgrade the managerial and technical expertise of Pakistanis in the fields of health, education and the private sector.

G. Background of the Project

The original authorization of the Development Support Training Project (DSTP) in 1983 was for a total of \$10 million with a five year life of project (LOP). Since that date, the project has been amended five additional times, bringing the current funding level to \$83 million and the project assistance completion date (PACD) to December 31, 1991. In response to a 1988 request to amend the project, AID/Washington (AID/W) provided detailed guidance to USAID for an amended design. AID/W concurred with two subsequent amendment requests but strongly encouraged USAID to undertake a major design effort.

In February 1990, USAID requested permission from AID/W to design a new project, rather than amend the on-going activity, using the detailed guidance provided in 1988. This request was based on the rationale that a training project will remain an integral part of USAID's program for the foreseeable future and that a similar level of analysis would be required for either a project amendment or a new project. In addition, USAID pointed out that given the ten year life of project limit, it would be necessary to begin the design for a follow-on training project within 18 months of amendment approval. AID/W encouraged USAID to amend the on-going project and design a new project at the later date. This amendment is based on the guidance provided in 1988 and is a response to AID/W's request.

H. Description of the Project

The Development Support Training Project Amendment is designed to help the Government of Pakistan alleviate shortages of skilled and educated manpower in the critical sectors of health, education and the private sector. In order to accomplish this, the project will provide long and short-term international training, in-country management training, and technical assistance through contractor support. In addition to providing training to the core of DSTP participants, the project will also provide placement, monitoring and administrative services for approximately 17 of the other USAID's projects.

I. Project Issues

1. DSTP is being amended for three years, but we are already well into the first year of the amendment. In addition, the 1990 annual training plan was formulated prior to the new focus for the project. Because of the January 1993 PACD date, PH.D. candidates can be processed only in 1990 and Masters in 1990 and 1991. Therefore, the time remaining limits the impact which can be made through long-term training.

2. DSTP has been a general training project for the Government of Pakistan (GOP). With the new focus (education, health and private sector) the ministries and departments which traditionally make nominations to the Economic Affairs Division (EAD) for management training may not agree with the new focus. There have been several discussions with EAD about the new focus, but the full impact of the change is not likely to be fully understood until the 1991 Training Plan is issued in August - September 1990. At which time there may be a backlash for which EAD and USAID should be prepared.

3. Since the Ministries of Health and Education have not been the focus of DSTP, this effort may experience start-up delays and problems, although none are foreseen at the present time.

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4. Increasing the number of women participants may continue to experience difficulties. The Agency defines participants as foreign nationals who leave their country for overseas training and education. Finding enough women who are English qualified and who are interested in going overseas has been a problem. However, DSTP has been able to increase the number of women who attend in-country training programs. Special efforts will be continued for both participant and in-country participation by women.

II. BACKGROUND

The Development Support Training Project (DSTP) was authorized March 15, 1983. It was designed to upgrade the managerial and technical expertise of Pakistani men and women in the public and private sectors who are involved in planning, developing and implementing Pakistan's priority social and economic programs. The project financed In-Country Management Training courses for public and private sector participants, with a special in-country training program in agriculture; strengthened Pakistani public and private management training institutions; provided U.S. and Third country long-term and short-term training; and supported required English language testing and training. The project has now completed its seventh year. To accommodate Government of Pakistan (GOP), to further USAID's effort and private sector demand for additional training, USAID is proposing to amend the project for three more years.

The content of this Amendment draws heavily from suggestions made in two evaluations of DSTP (1985 and 1988) and AID/Washington guidance provided in 1988 (State 038991). Briefly, several problem areas are highlighted and addressed in this document. They include:

Focussing the training on AID priority sectors, developing country training plans, and developing a monitoring and follow-up system for participants.

Focussing increased priority on improving In-Country Management Training; institutionalizing and expanding private sector and women's training programs; strengthening additional key management training institutions.

Strengthening the English Language Training program and staffing the operations of the Center for Intensive English Language Studies (CIELS).

Systematizing and streamlining the total participant system with a view toward building the GOP's capability, over time, to manage the program, and installing the necessary policies, procedures, systems and computerized data base. (See Annex 11.I for discussion of evaluation, Recommendations and Lessons Learned.)

The original authorization of DSTP in 1983 was for \$10 million with a five year life of project. In 1986 the LOP funding was raised to \$25 million and the PACD was extended to March 31, 1990. On June 16, 1987 the LOP was raised by an additional \$5 million to provide for USAID's private sector and Balochistan vocational and technical scholarship programs. In September of that year the LOP was further raised by \$10 million to a new level of \$40.

In December 1988, USAID drafted a PID-like cable to AID/Washington requesting an increase in LOP from \$40 million to \$140 million and a PACD extension of three years from March 31, 1990 to January 31, 1993. AID/Washington responded that the Mission was to take a two phase approach: USAID was allowed to add funds necessary to continue existing training activities at the current level for a one year period but before a significant expansion was considered, the Mission was required to provide analytical justification for the project. USAID was given delegation of authority for both the incremental funding increase and to approve the Project Amendment when ready. Based on that guidance, in March 1988 USAID authorized an increase in LOP by \$25 million bringing the total of the project to \$65 million. USAID then notified AID/Washington that a Project Amendment was being prepared to add \$10 million to the project to support the Lahore University of Management Sciences bringing the total LOP to \$75 million. The PACD was extended at that time to December 31, 1991. In 1989 USAID, based on AID/Washington approval, authorized an additional \$8 million meet the annual training needs, which increased LOP funding to \$83 million. At that time, AID/Washington reiterated that a major redesign effort needed to be undertaken.

In January of 1990, USAID cabled AID/Washington and proposed that the Mission design a new project rather than amend the on-going activity. This request was made in light of the ten year life of project limit and that a similar level of analysis would be required for either a project amendment or a new project. AID/Washington encouraged USAID to amend the on-going DSTP and submit a PID at a later date for a new project.

The status of project funding as of February 28, 1990 is that out of \$83 million currently authorized LOP funding, \$77,500,000 is obligated, \$74,218,463 committed and \$47,277,387 expended. An unobligated balance of \$5,500,000 will be obligated and earmarked for LUMS as soon as matching funds are raised which is expected within several months. Hence, the LOP funding of \$83 million has been totally programmed.

Actual year-wise obligation, earmarkings and expenditures from the commencement of the project through February 28, 1989 are:

<u>FY</u>	<u>Obligations</u>	<u>Earmarkings</u>	<u>Expenditures</u>
	<u>(In Thousands Dollars)</u>		
FY 83	4,000	3,568	197
FY 84	6,000	2,826	858
FY 85	-	1,975	2,631
FY 86	8,500	3,947	4,664
FY 87	21,500	10,671	9,480
FY 88	20,000	29,194	10,724
FY 89	17,500	22,969	15,895
	<u>77,500</u>	<u>75,150</u>	<u>44,449</u>

The prime contractor for DSTP is the Academy for Educational Development (AED), which has sub-contracted with the Experiment in International Living (EIL) to administer overseas participant trainees and provide services in English language training; Arthur D. Little (ADL) to provide assistance in management training; and Winrock International for in-country agricultural training. The contractor for DSTP also has the responsibility of placing participants and providing appropriate English language and in-country training from other USAID projects.

Table I illustrates the original target outputs, the revisions based on project amendments and the actual outputs as of December 31, 1989.

TABLE I
DSTP PHASE I OUTPUTS, 1983-89

Output Indicator	Initial Output Target 1983	Revised Output Target 9/30/88	Total Actual Output 12/31/89
1. Participants trained in management or technical subjects in U.S. or third country training programs	228	3,725	4,088
2. Public and Private Sector processed through DSTP but funded from other Mission sources	None	None	5,158
3. Public and private sector managers trained in-country in new or revised management programs	1,622	1,622	2,704
4. Pakistanis from both public and private sectors trained in-country as professional trainers	50-75	50-75	806
5. Women trained in-country in management and entrepreneurship	None	None	392
6. Short courses and workshops designed, developed, tested and integrated into host country institutions	34	78	140
7. Pakistanis taught English for academic purposes (preparatory to academic training overseas)	None	None	907
8. Number of tests of English as a Foreign Language given	None	None	11,043
9. Training institutions, both in public and private sectors, strengthened thru technical assistance, faculty development and commodities (books, audio-visual equipment, computers, etc.)	4	4	24
10. Administrative support provided by AED to GOP Ministries of Science and Technology and Education scholarships program to the U.S. in M.S. and Ph.D.	None	None	400
11. Secondary school graduates from Balochistan Province, offered special ESL and vocational/academic training programs in U.S.	None	None	150

* Includes some who attended more than one program.

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Over the past thirty years USAID has been involved in the development of human resources in Pakistan. During that time, the focus has continued to evolve and many successful interventions have been made. DSTP has been the keystone of USAID's participant training program since 1983, and has contributed to the development of in-country institutions. Both the 1985 and 1988 evaluations strongly supported a project extension and an increase of financial resources for all components of the project. Based on a request from the GOP to continue DSTP, this document is amending the activity for an additional three years.

III. PROJECT AMENDMENT RATIONALE

DSTP has trained over 4,000 participants, with over 70 percent in management. The project has also processed 5,158 participants from the rest of USAID's portfolio. While the majority have been from the public sector, the focus and priorities of DSTP will change with this Amendment. Change is in response to several factors. In 1988 Pakistan established its first democratically elected government. The GOP, while conscious for some time of the deficiencies in the social sector, particularly health and education, appears more receptive to change. The GOP has also consciously begun to emphasize the importance of the private sector for the development of the country. Finally, the evaluations of DSTP and AID/Washington guidance have suggested that the project focus its orientation on the USAID's priority sectors. While USAID has a large and diverse portfolio of activities, a major priority is to strengthen Pakistan's weak social sector, particularly by focussing efforts on health and education. Another priority that is cross-cutting the portfolio, is to strengthen the private sector.

A. Perceived Problems:

1. Strained Social Services

Pakistan's rapid growth in population, at least 2.9 percent per annum, is not being matched by a similar rapid growth in social services. Key indicators include education and health. Continued poor performance threatens not only the long-term development of the country, but also short-term perceptions of the recently democratically elected government's ability and commitment to improve the lives of Pakistan's people.

Failures in education are most glaring, especially at the primary level. Pakistan's literacy and school enrollment rates are among the lowest in the world. Half of all Pakistani youth do not attend school. Overall literacy rates are estimated at 24-26 percent. Hardly 15 percent of those living in rural areas (6 percent for rural women) can read or write. Present investments in primary education are barely keeping pace with the rapidly growing school-age population. Pakistan has never

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allocated as much as 2 percent of its GNP to the education sector nor accorded it as much as 8 percent of total public expenditures* (most other Asian countries allocate 3-6 percent of GNP and 12-15 percent of total public expenditures to their education sectors).

The absence of a critical mass of educated and skilled manpower is one of the reasons that Pakistan has major shortcomings in both educational coverage and quality. The deficit in critical manpower is found throughout the system, from insufficient numbers of trained teachers, up through educational planners. The problem of teachers is not just an issue of numbers, where deficits in the primary and secondary levels run up to 20 percent, but more so of quality. The process of planning at the provincial and federal levels could be improved if there were more professionally qualified educational planners. All indications point out that the education sector needs strong backup support in institution building i.e., modernizing the planning/budgeting/implementation and evaluation capabilities of the agencies involved in education. This approach calls for a strong emphasis on human resource development.

Progress in health is better, but only marginally so. Pakistan lags behind most other developing countries in terms of both key health indicators and investments in the health sector. Infant mortality rates are estimated at 106 per 1,000 live births, with another 65 per 1,000 dying before the age of five. Major causes of child mortality include diarrheal diseases, neonatal tetanus, respiratory infections, and measles. Perhaps half of these deaths could be prevented with full use of available technology. More than half the population lives in areas where malaria is prevalent and the incidence of tuberculosis has changed little since the 1960s. The overall strain on health services is reflected in the aggregate figures: one nurse for every 13,400 persons; one hospital for every 150,000. In FY 88-89, government spending on health represented 0.92 percent of Pakistan total GNP.

The availability of needed health human resources is one of the most important factors in determining coverage and quality of health services, especially in rural areas. Health human resources planning is weak at all government levels. While the GOP has identified a lack of health human resources as a major problem, an examination of health planning documents reveals that health system improvements are biased towards "bricks, mortar and equipment", i.e., expansion of the existing facilities. The GOP is focussing on employing large numbers of health personnel rather than on skills that are needed to improve health and welfare. Insufficient attention, for example has been given to the training of nurses, paramedics/auxiliaries, and health administrators and managers.

* Hopefully this will change with the USAID supported Primary Education Program which is striving for fundamental policy changes and considerable increases in the GOP budget for primary education in two of the least developed provinces.

2. Private Sector

Private enterprise development in Pakistan is inhibited by the GOP's direct involvement. The GOP heavily taxes imports and places many quantitative restrictions on both imports and exports. All of the country's domestic commercial banks are state owned and operated. Institutional credit is dominated by the GOP, which closely controls aggregate credit limits and directs credit by sector. The GOP has very wide authority to control prices. It has been estimated that the commodities whose prices are officially controlled or heavily influenced by GOP policy compose as much as 40 percent of the wholesale price index. The GOP's permission is required before certain investments can be undertaken and before investors can get access to a range of inputs, infrastructure and services. Investment regulations discriminate against foreign firms and quite possibly against small and informal enterprises.

The GOP has recently begun to dismantle many aspects of state control, and to open up market forces in the economy. Unfortunately, however, a large percentage of the labor force of Pakistan is now lacking in critical skills necessary to manage and compete in a truly private sector environment. Key skill deficits are general management, finance, production operations, and marketing. While there is a core group of aggressive and skilled entrepreneurs in Pakistan, in order to broaden the participation in the private sector, it is essential that Pakistanis be provided the human resource skills to compete effectively as the economy opens up.

B. Conformity with Recipient Country Strategy

The need for a radical shift in priorities towards the social sectors and the private sector is now well recognized in Pakistan. When martial law ended in December 1985, the Zia Government began to stress the critical need to increase funding for education. Actual investment in education is now increasing -- from 1.56 percent of GNP in 1982-83 to 2.46 percent for the period of 1986-87. The current Bhutto government is committed to raising education's share to 4.5 percent of GNP by 1993.

The Seventh Five Year Plan (1988-1993) for health emphasizes preventive health care, as did the previous two plans. It focuses on the extension of primary health care facilities to the entire population and a reduction of disparities between urban and rural areas. However, allocations of budgets and personnel continue to show an urban bias. The 1990 draft National Health Policy aim is to provide in 10 years time, universal health coverage, democratization of health administration and provision of health manpower. To meet these goals, the health expenditure quota of the country's budget is to be enhanced and additional sources of revenues are to be identified to finance the Policy.

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The private sector component of the DSTP Amendment is fully consistent with the GOP's strategy to increase private enterprise opportunities to the general public. It is especially evident when looking at the GOP privatization strategy. Whereas the GOP wants to move very aggressively towards privatization of state industries, the principal concern is any potential unemployment impact of privatization. Should the population have better access to human resource development, both in-country and specific overseas opportunities, the negative impact of privatization would be greatly reduced. The GOP's commitment to private enterprise and private investment promotion was also recently emphatically endorsed in the U.S./Pakistan Economic Sub-commission in January of 1990. The thrust of DSTP is wholly consistent in meeting the GOP's needs and concerns about a major move toward private enterprise.

C. Relationship to AID Policy, Strategy and Other AID Projects

AID policy determination on Participant Training, dated July 13, 1983, "encourages participant training for three purposes: 1) staff development for AID assisted projects; 2) strengthening of key development institutions; and 3) establishment of local training capacities". Additional AID policy on education is detailed in the December 1982 policy paper, Basic Education and Technical Training. "The development of human resources is vital to the growth of productivity and the efficient use of physical capital. While the accumulation of physical capital resources is essential to economic growth, it is the people who shape and energize a nation's development".

The main policy objective of the Asia Near East and Europe Bureau is the Democratic Pluralism Initiative and through that, Open Markets and Open Societies. The Bureau is focusing the Democratic Pluralism Initiative on those activities in the political economy which contribute to broad based sustainable economic growth. Specifically, a self-sustaining economic growth led by private productive enterprises. A number of targets of opportunity in support of the Open Markets/Open Societies have been highlighted by the Bureau. They include: increasing private sector skills, improving manpower planning capabilities and constraints to resource mobility, training and support in public administration efficiency and decentralization, developing and/or strengthening institutions that safeguard consumer health, improving appropriate government functions required to sustain and manage open markets, and support for the private provision of public services.

Responding to GOP and AID strategy, DSTP's thesis is that a largely illiterate, often unhealthy population does not provide the kind of springboard that a market-oriented development program requires. Improvements in health and education cannot be divorced from development in other sectors: once people are healthy and educated, they need suitable employment opportunities, opportunities which a vibrant private sector can provide. Only then they can contribute to broad based sustainable economic growth.

New USAID projects in the education and health sectors and a recently established Private Enterprise Office represent a major long-term contribution to these efforts. The Child Survival Project, Primary Education Development Program and Institutional Excellence Project will devote over half a billion dollars and hundreds of person-years in technical assistance to meet objectives in the two sectors. The Private Enterprise Office will seek ways to channel more Mission activities through private sector implementing agents.

DSTP's focus on education, health and private sector will not duplicate training programs provided under the new Mission initiatives but complement them in related areas outside the scope of the specific projects. For instance, while the Primary Education Development Program is targeted on the two least-developed provinces, DSTP through its existing network of trainers can collaborate to provide project management training in the other provinces. DSTP can also provide training in educational planning and other key areas that are not covered by PED. Similarly, DSTP efforts to enhance the management and organizational capabilities of the expanding private sector will be complementary to the new Private Investment Expansion Program (PIE). While DSTP has worked primarily through training and consulting organizations to develop and transfer training/consulting technology and capabilities, the staff, interns and consultants who work with the private sector (large and small businesses) may be resources with information, contacts and ideas for the implementors of PIE.

DSTP can not meet all of the training needs in the education, health, or the private sector. But with DSTP's established national reputation, a shift in focus will be widely noted. The shift to a three sector focus will bring widespread attention to these sectors and demonstrate the GOP's and USAID's commitment to their announced priorities.

The DSTP amendment will provide an opportunity to consolidate the operational successes of the project's first six years, to further implement the recommendations of the Phase I evaluation, and to refine the Project's focus to meet the challenges Pakistan faces as it approaches the 21st Century.

IV. PROJECT DESCRIPTION

A. DSTP Strategy

The DSTP strategy for the period of this extension is founded on the belief that development is contingent on Open Markets and Open Societies. Rapid, market-oriented development can take place only in an environment where private sector initiatives are both welcomed and promoted, and where the population is healthy, productive and educationally competent to meet the competitive challenge of the marketplace. Furthermore, education and training are important means to promote civic participation, improve government accountability and help strengthen Pakistan's recent experiment in democracy.

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The private sector training activities will continue to target small and family owned businesses, where entrepreneurs exist, focused training has been lacking, and the prospects for employment creation the greatest. Training will emphasize the technical aspects of management in response to the Government's mandate for increased manufacturing output in Pakistan. DSTP will also continue to work with major training organizations for the private sector in Pakistan, i.e. Pakistan Institute of Management and Lahore University of Management and will continue to assist in the development of trainer/consultants who work with public enterprises and private companies on improved training capabilities and methods for bringing about organizational change through performance improvement.

DSTP will target private sector health and education. Public sector training activities will be focused on those ministries, education and health, which can most directly enhance the capabilities of the potentially most productive segment of the population. However, as in the past, some of the training will assist public sector training organizations which work with multiple ministries and organizations such as two National Institutes of Public Administration located in underserved areas. DSTP will also continue to make a deliberate effort to train a core of participants, both public and private sector, from "lagging areas".

Finally, it should be noted that over 500 women have been trained through DSTP in academic and technical programs, primarily in the U.S. since 1983. Yet this has been only 6.7% of the total participants trained through DSTP. In-country, DSTP has trained over 350 women in management and entrepreneurship between 1984-1989. This training has been provided in collaboration with womens organizations, consulting firms with a training capability and NGOs. In addition to a private sector thrust for women, DSTP also has a Training- of-Professional-Trainers program.

Women will continue to receive priority attention within the targetted sectors of health, education and the private sector. USAID has set a goal of 25% participation by women for 1990 for all training programs. An annual target will be set for each year of the amendment. DSTP's change in focus will assist meeting this target, i.e. education and health sectors have a larger percentage of women than other sectors (yet the number of women remains relatively small in this sector compared to other countries).

While the overall project strategy as delineated in this document will guide project implementation, DSTP will remain flexible and be responsive to fluctuations in participant training demands that may result from the lack of availability of participants in any one field.

B. Project Purpose and Sector Goals

1. Sector Goals

The broad sector goals to which this project contributes remain as stated in the original project paper, that is to: a) meet the economic and social needs of Pakistan's people through improved planning, administration, and implementation of development projects; and, b) permit the more effective participation of the private sector in Pakistan's economy.

2. Project Purpose

The purpose of the DSTP Amendment will be to help upgrade the managerial and technical expertise of Pakistanis in the fields of health, education and the private sector.

C. Project Outputs

At the end of a three year period, the project is expected to produce the following outputs;

1. International training will be provided to approximately 854 individuals from the education and health fields, drawing from both the public and private sectors.
2. International training in modern management and/or technical subjects will be provided to 854 Pakistanis, 385 or 45 percent from the private sector and 469 or 55 percent from the public sector.
3. A cadre of approximately 806 Pakistani trainers and training institution administrators/managers, capable of designing, developing and conducting courses and workshops for the GOP and the private sector enterprises will have been created.
4. In-Country training of approximately 2,384 Pakistanis in fields of management and organizational improvement.
5. Intensive English Language courses will be conducted for a total of approximately 720 Pakistanis.
6. Two primary institutions providing training in management, planning and administration in Balochistan and North West Frontier Province will have better staff and improved curricula.
7. Placement and support services for approximately 2,000 participants sent to the U.S. and third countries under other AID financed projects.

D. Purpose Level Monitoring Indicators:

The following purpose level indicators have been developed to address the link between project outputs and the project purpose or development objectives. These indicators will allow USAID to track whether progress is being made towards purpose level achievement, and if so, determine if the progress is significant and adequate. The indicators are divided into three main groups: In-Country Management Training, Participant Training, and Center for Intensive English Language Studies (CIELS).

1. In-Country Management Training

a. Total number of in-country management training courses developed, modified (upgraded) and transferred.

b. Instructors: Number of consultants, percent of local consultants, number of interns trained.

c. Students: Total number of students, percent female, percent from health and percent from education.

2. Participant Training

a. Total number of nominees, percent long-term; percent short-term, percent health, percent education; percent male; percent female.

b. Total in-training: Percent long-term, percent short-term, percent health, percent education, percent male, percent female.

3. CIELS

Total students; average entry score, average exit score, percent achieving 530+ on TOEFL; TOEFL point gain per hour of instruction.

C. Project Structure and Components

The DSTP Amendment will cover a three year period. The total estimated LOP of the project is \$119,000,000, with the Amendment costing \$36,000,000. Funds for the Amendment are requested from FY 90 to FY 91. There are five major components to the Project Amendment. Overseas Participant Training will consume approximately \$13,515,000 or 37.5 percent of project resources; In-country Management Training will be provided with approximately \$3,233,000 or 9 percent of project resources; English Language Training will receive \$3,000,000 or 8 percent, Technical Assistance/Contractor Support approximately \$11,837,000 or 33 percent, Commodities will receive \$310,000 or .9 percent, and Other Costs will receive \$285,000 or .8 percent of total costs.

The project will assist the private sector and the public sector Ministries of Health and Education. Private sector activities will be coordinated through Economic Affairs Division. The Ministry of Finance's Economic Affairs division will be the conduit for funds to both the Ministries of Health and Education. If for any reason there are insufficient participants from these three key areas, other public sector Ministries, such as the Population Welfare Division, Health and Nutrition Section and Women's Division, will be eligible for training.

1. Overseas Participant Training

a. Long-Term Training

(1) Progress to Date

Since 1983, DSTP has trained approximately 1000 students in graduate level programs (Masters and PhD). Of that group 67 percent have been trained in management/administration. Participants have received degrees in as varied subjects as hotel management, finance and accounting, public policy and budgeting. Over 5 percent of the long-term participants have come from the private sector.

(2) Future Activities:

Because there are only three years in the proposed Project Amendment, the only eligible long-term training will be for Masters' Degrees in management and technical fields. Out of a projected total of approximately 399 person years of training (overseas long and short term) throughout the life of the project amendment, approximately 71 percent of that amount will be for long-term degree training, including carry-overs. Ninety percent of total training slots will go to candidates from the health, education, and private sectors, with additional public nominees receiving 10 percent of the total.

The overall level of effort for training was based on demand as evidenced by Annex 11-F. In addition, an analysis of present and project vacancies in the public and private sectors were also factored into the overall level of effort. Finally, DSTP consistently demonstrated that the demand for training, particularly degree level, far out numbered the available slots provided by the project.

b. Short-Term Training

(1) Progress to Date

Almost 75 percent of all participants trained through DSTP have attended short-term training programs. Nine percent of those students have been from the private sector and have received training in areas such as export market entry strategies, advertising, executive development, marketing and business. Approximately 70 percent of all participants in this category were trained in the area of management.

(2) Future Activities

Pakistanis presently involved in management activities in health, education and the private sector will also have access to short courses in administration and management. Individuals filling technical positions of high national priority in the fields of health and education will be encouraged to attend management and technical courses of short duration. An estimated 29 percent of the total training allocated will be for short-term international training. Out of the 903 participants to benefit from these highly focused courses through the remaining life of this project, 406 will be sent from the private sector (45 percent), 199 from health (22 percent), 208 from education (23 percent) and the remaining 90 participants or 10 percent from the public sector.

The majority of Pakistani international participants for long-term training will attend American universities. Third country short-term training, however, which meets the standards of Handbook 10, Chapter 8, Para 8C will be implemented as appropriate.

Since the project will phase out of several current commitments and the 1990 training slots have been announced prior to this Amendment, meeting the 90 percent figure will not be realistic until 1992, but implementation will begin with the 1991 announced training slots.

In health, the training emphasis will be in areas which will improve the efficiency of preventive health care delivery systems within the existing infrastructure. In education, training opportunities will be designed to complement the work in two other major USAID education projects in ways that enhance their impact. The private sector training opportunities will focus on short-term, on-site exposure to small business operations in the U.S. including use of the Office of International Training's Entrepreneurs International.

2. In-Country Management Training

a. Progress to Date

Over 2,700 students have been trained through 140 courses in the In-Country Management Training component. This component works with over 24 institutions in the public and private sector. Of the total number of students trained to date, 45 percent have been from the public sector and 55 percent from the private sector. Approximately 14 percent of the total students have been women. Typical courses include: project management, research skills, family business development and strategic planning for small enterprises.

b. Future Activities

Management training remains key to DSTP, though the priority is shifting from overseas participant training to short-term in-country training. Pakistanis who require more basic and fundamental skills in management will attend institutions within Pakistan for short periods of training. The project will sponsor the in-country training of approximately 2,384 Pakistanis. Approximately 1,728 participants from the private sector, 138 from public health and 197 from public education will benefit from this component.

This component will continue the shift from a predominantly public institution orientation to working with more private institution and organizations. After a 1990 phase over to the new focus, the only remaining major public targets of this component will be the Peshawar and Quetta branches of the National Institutes for Public Administration. DSTP assistance will enable them to perform a much stronger support role for development activities in North West Frontier and Balochistan Provinces. The most important activity under this component will be to foster the growth and effectiveness of privately-sponsored training institutions and organizations which reach both men and women. Some of these organizations are in the public sector but service the public and private sectors, such as Pakistan Institute of Management, the Pakistan Audit and Accounts Department or Central Board of Revenue. DSTP's work with these organization will increasingly be in support of the organizations' efforts to more effectively work with the private sector. DSTP will consider working with former client organizations if the program or activity is aligned with the Amendment focus areas: health, education or the private sector.

3. English Language Training

a. Progress to Date

DSTP established the Center for Intensive English Language training in Islamabad in 1986. Since then, CIELS has trained over 907 students; public sector nominees for long term training. This includes all USAID sponsored training (DSTP and other projects). CIELS training includes not only English language training, but also orientation to U.S. colleges, cross cultural skills and research-study methods. Under this component, DSTP has provided TOEFL testing for over 11,000 Pakistanis.

b. Future Activities

DSTP will continue its testing and training efforts to upgrade the English language capabilities of Pakistani's who are candidates for U.S. training. This will include operation and staffing of the Center for Intensive English Language in Islamabad. An estimated 720 Pakistanis will attend CIELS courses over the three year Project Amendment. These courses will be held four times per year.

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4. Technical Assistance/Contractor Support

a. Progress to Date

The technical assistance provided by the contractor, and three subcontracts has successfully established and operated the In-Country Management Training component, CIELS, in-country agriculture training and all participant processing, monitoring and support. It has provided placement and support services for the training requirement of 17 additional USAID projects for over 900 additional participants annually. The contractor has nine full time equivalent expatriate staff in Pakistan, including four locally hired expatriates, and 53.3 locally hired professionals and support staff to carry out these programs. This resident staff is supplemented by local and expatriate consultants, especially for the In-Country Training component.

b. Future Activities:

A total of approximately 87 person years of long-term and approximately 163 person months of short-term technical assistance will be provided under the prime and three sub-contracts for the remaining three years of the project. The level of effort for the technical assistance contract has already been negotiated under the existing contract. The 25 month option will be activated at least sixty days prior to contract expiration, December 18, 1990.

The contractor will continue to be responsible for placement and support of all USAID funded participants, including DSTP and 17 other projects. It will also provide technical assistance for In-Country Management Training, in-country agricultural training and English language training.

5. Commodities

a. Progress to Date

DSTP has purchased approximately \$3.1 million of commodities. This included vehicles, photocopying machines, office computers, office furniture and training materials for local training institutions, such as NIPA, LUMS, PIM and CIELS.

b. Future Activities

Approximately \$310,000 will be spent on commodities. This will include computers for training purposes, video recording and playback equipment, video tapes and office, training equipment for a rural women's training effort. Also included are back-up generators for the Project Office.

6. Other Costs

Other costs include a total of three person months of short-term technical assistance will be provided for evaluation and vehicles, equipment and support services for the contractor's building.

V. COST ESTIMATES AND FINANCIAL PLAN

The total cost of Development Support Training Project Amendment will be \$44,937,000; \$36,000,000 (80 percent) will be contributed by AID and \$10,142,000 (28 percent) by the Government of Pakistan (GOP). Table I presents a summary of Life of Project Costs and Table II is a summary of cost estimates and a financial plan. This is followed by Table III which describes AID's and GOP's projected expenditures for each fiscal year of the project. FY 92 is the last year of Phase I participant training expenditures. Annex 11-J presents a detailed project budget.

The basic assumptions made in preparing the budget include a compounded 5 percent annual inflation rate for goods and services procured in the United States and a 10 percent compounded per annum inflation rate for goods and services purchased in Pakistan. In addition, a 5 percent contingency factor was selected for the AID and GOP budget to cover unexpected changes in the estimated level of services. An exchange rate of one U.S. Dollar equals Pakistani Rupees 21.5 has been used in budget calculations.

Procurement of goods and services requiring local currency will be handled by both USAID and the implementing contractor. USAID/Pakistan will maintain administrative control over funds for technical assistance/contractor costs and training in the United States, third country and in-country. Project Implementation Orders for participants (PIO/Ps) will be issued to initiate contracts for these services.

Listed below are the major project components and cost estimates for each item, less inflation and contingency factors.

A. Technical Assistance/Contractor Costs

The project will fund the services of one Prime Contractor for approximately \$9,221,000 and three sub-contractors, for \$5,849,000. This includes approximately \$3,233,000 for the technical assistance provided for In-Country Management Training. The total technical assistance requirements for the prime and subcontractors is approximately 87 person years of long-term TA assistance and approximately 163 person months of short-term technical assistance. The estimated total cost for technical assistance is \$15,070,000; \$8,435,300 for long-term TA (including the \$3,233,000 for in-Country Management Training) and \$1,282,700 for short-term technicians. Approximately \$5,352,000 will be used to support a portion of the home office expenses and the field office expenses. Total contractor costs will be funded by AID. This will be an AID-Direct Contract, with direct payment and under U.S.G. audit cognizance.

B. Training

There are 282 person years of long-term international training, 1,402 person months of short-term international training and 1,738 person months of In-Country Management Training planned. This represents a total estimated cost of \$16,516,000; \$7,726,000 for long-term international training; \$5,790,000 for short-term international training and \$3,000,000 for English language training. Training will be at standard AID rates within the contract.

C. Commodities

Approximately \$310,000 in commodities will be financed by AID. This component is divided into \$180,000 to procure offshore, (10) computers with software, (2) photocopiers, (2) overhead projectors, books, journals and other training materials, and \$130,000 to cover local procurement of office furniture and equipment, training materials and back-up generators. Commodities will be procured directly by AID, with direct payment.

D. Other Costs

Approximately \$285,000 will finance other costs. This includes \$71,000 for evaluation, and \$214,000 for contractor support. The evaluation will be via a direct AID contract and contractor support will be administered directly by USAID.

This Cost Estimates and Financial Plan reflect sufficient detail for project planning and current cost estimates. USAID has determined that the project concept is feasible and the project cost estimates are reasonably firm for the project elements. Thus, the requirement of FAA, Section 611 (a) (1) has been satisfied.

It is proposed that the following AID incremental obligation schedule be accepted in order to ensure forward funding and successful implementation of this project. Total AID funding is estimated at \$36,000,000 over two years of obligations with the initial obligation of \$14,000,000 in FY 90, followed by \$22,000,000 in FY 91.

TABLE I

SUMMARY OF LIFE OF PROJECT COSTS
BY PROJECT ELEMENTS
(\$ 000)

Project Line Items	Original Plus Amendments To-Date	Proposed Addition	Revised Life of Project
1. TECHNICAL ASSISTANCE	23,525	15,070	38,595
2. TRAINING	47,025	16,515	63,540
3. COMMODITIES	3,100	310	3,410
4. CONSTRUCTION	7,750	0	7,750
5. OTHER COSTS	1,600	285	1,885
Sub-Total	83,000	32,180	115,180
INFLATION	0	2,106	2,106
6. CONTINGENCY (5%)	0	1,714	1,714
GRAND TOTAL	83,000	36,000	119,000

TABLE II

SUMMARY OF COST ESTIMATES AND FINANCIAL PLAN

(\$ 000)

Expense Categories	FY 1990		FY 1991		FY 1992		FY 1993		Total		TOTAL
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX+LC
TA	3,003	2,087	2,971	2,023	2,822	1,786	190	188	9,986	6,084	15,070
Training	4,589	2,013	3,822	1,789	2,850	1,453	0	0	11,250	5,255	16,505
Commodities	82	130	98	0	0	0	0	0	180	130	310
Construction	0	0	0	0	0	0	0	0	0	0	0
O. Costs/Evaluation	0	70	58	85	0	72	0	0	58	227	285
b-Totals	7,673	4,300	6,949	3,897	5,672	3,311	190	188	20,484	11,696	32,180
Inflation	0	0	347	390	581	695	30	62	959	1,147	2,106
Contingency (5%)	384	215	365	214	313	200	11	13	1,072	642	1,714
AND TOTAL	8,057	4,515	7,661	4,501	6,566	4,207	231	263	22,515	13,485	36,000

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TABLE III

SUMMARY OF ESTIMATED PROJECT EXPENDITURES BY FISCAL YEARS
AND SOURCE OF FUNDING
(\$ 000)

Expense Category	Original Plus Amendments To-Date		FY 1990		FY 1991		FY 1992		FY 1993		Total Proposed Increase		Revised LOP Funding	
	AID	GDP	AID	GDP	AID	GDP	AID	GDP	AID	GDP	AID	GDP	AID	GDP
1. Technical Assistance	23,525	0	5,090	0	4,994	0	4,608	0	378	0	13,070	0	38,595	0
2. Training	47,025	5,898	5,691	2,959	5,611	3,032	4,303	2,967	0	0	16,515	8,857	63,540	14,755
3. Commodities	3,100	0	212	0	98	0	0	0	0	0	310	0	3,410	0
4. Construction	7,750	0	0	0	0	0	0	0	0	0	0	0	7,750	0
5. Other Costs	1,600	497	70	279	143	414	72	591	0	0	283	1,284	1,885	1,781
Sub-Total	83,000	6,395	11,973	3,138	10,846	3,447	8,983	3,557	378	0	32,180	10,142	115,180	16,537
Inflation	0	0	0	0	737	0	1,276	0	92	0	2,105	0	2,080	0
6. Contingency (5%)	0	0	599	0	579	0	513	0	24	0	1,715	0	1,714	0
GRAND TOTAL	83,000	6,395	12,572	3,138	12,162	3,447	10,772	3,557	494	0	36,000	10,142	119,000	16,537

VI. IMPLEMENTATION PLAN; ACQUISITION PLAN AND IMPLEMENTATION SCHEDULE

A. Implementation Plan

The DSTP Amendment is expected to be authorized in May 1990 and the Grant Agreement signed by June 1990. The PACD will be January 31, 1993. The Amendment includes the completion of several activities initiated under previous amendments; e.g. implementation of the 1990 overseas training plan, including the funding of participants nominated under this plan, and completion of the tasks in the annual contractor's workplans, ending June 1990.

1. Overseas Participant Training

Implementation of the participant training component of DSTP has for several years been initiated with the development of the annual Training Plan. The Training Plans for the Amendment period will be started in May of each year and finalized by GOP and USAID by August.

As a part of the planning process for the Training Plan, and as a means of institutionalizing a planning process, DSTP will include several meetings with the GOP, selected private sector organizations and USAID project officers and contractors. The GOP meetings will include visits to the provinces for discussions with the respective Foreign Training Officer, Planning and Development Departments and other provincial officials in education and health. The first meeting will be held in June 1990 and annually thereafter. The meetings with private sector organizations will be primarily with returned participants, their supervisors and management of their organizations to identify future needs. Private sector training needs will also be identified in collaboration with USAID's Private Sector Office and with the In-Country Management Training component. Newspaper advertisements will be made annually. Twice each year, in June and November, update meetings will be held with USAID project officers and USAID contractors which are providing the technical assistance which involves participant training.

2. In-Country Management Training

In-country training courses are ongoing in DSTP. Annually, the technical assistance staff of the contractor visit client agencies and organizations in the public and private sector to collaboratively develop a realistic workplan. These plans are developed during the period of March to June, with implementation beginning with the first working day in June. The agriculture in-country training program prepares a similar plan, which is coordinated with the Agriculture and Rural Development Office.

The Management Training Workplan currently being developed (March 1990) will differ slightly from previous plans. The workplan will contain detailed activities for six-months with macro overview for the year. After six-months (December 1990) the plan will be updated with another six-month detail and one year macro plan. In this way the new plan will be more operational for a longer period of time.

3. English Language Training (ELT)

The ELT program functions primarily through the CIELS center in Islamabad. ELT prepares an annual workplan which projects the dates for the four CIELS courses and provides scheduling for special programs such as the Balochistan Program in 1990. The courses are 11 weeks in length and have approximately 55 participants. Prior to these students entering the ELT program, they have been TOEFL tested through the DSTP TOEFL team, using the "institutional TOEFL" or by self-paying for the "international TOEFL". The TOEFL team delivers the tests in all provinces and when requested at project specific sites.

B. Acquisition Plan

1. Technical Assistance

The current contract with the Academy for Educational Development (AED) is valid through December 18, 1990. An increased level of effort representing consolidation of some of the local staff of the Office of Human Resource Development (HRD) with AED was incorporated through a contract modification. The contract contains an option to extend performance for a period of three additional years. If the decision is made to exercise the option, the Government must give the Contractor a preliminary written notice of its intent to extend at least sixty days before the contract expires. The add-on reflecting the above mentioned consolidation for the option period will be negotiated prior to the exercise of the option.

2. Commodities

The commodities to be procured under this Amendment fall into three major categories: (a) administration and management of the project; (b) books and equipment for ELT/CIELS operation and function; and (c) in-country management training support items to client institutions and organizations, e.g. NIPA Peshawar and Quetta, PIM and IBA.

Commodities for administration and management of the project include photocopiers (replacements due to age/use), additional office equipment due to the merging of staff and expansion of in-country management training staff, computers for GOP provincial offices to assist in the management of participant processing and follow-up, and office equipment, books and professional journals to support the new follow-up officers' activities.

The English language training program/CIELS periodically needs replacement books and training materials, this recurrent purchasing will be continued during this Amendment.

Client institutions and organizations will be supported through commodity purchases with equipment and supplies, which they cannot obtain through their budget, but are in direct relationship to achievement of project objectives. For example, purchase of computers to be used in the training institutions or for training programs; portable video and playback equipment to be used in training situations and for recording field trip activities; and U.S. books and journals in support of their libraries.

DSTP II
Implementation Schedule

<u>Commence Action</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Complete Action</u>
Apr 15, 1990	DSTP Amendment for USAID Review	USAID	Apr 15, 1990
Apr 15, 1990	Annual Work Plans Developed	Contractor	May 15, 1990
Apr 30, 1990	DSTP Authorized	USAID	Apr 30, 1990
Apr 30, 1990	Grant Agreement signed	USAID/GOP	May 30, 1990
May 20, 1990	Meeting w/ Project Officers	HRD	May 20, 1990
May 20, 1990	TOEFL Testing	Contractor	Periodic
May 20, 1990	ELT Classes at CEILS	Contractor	Dec 20, 1990
May 20, 1990	In-Country Training Courses (Management & Agriculture)	Contractor	Dec 31, 1990
May 21, 1990	Annual Training Plan Formulation	EAD/HRD	Aug 15, 1990
Jun 01, 1990	Implement Approved Contractor Work Plans	Contractor	Jun 01, 1991
Jun 10, 1990	Planning/Review Meetings with Provincial Offices	EAD/HRD	Jul 30, 1990
Jul 01, 1990	Meeting with Private Sector Organizations	HRD/Contractor	Jul 30, 1990
Oct 01, 1990	Exercise Contracting Option	USAID/Contractor	Dec 18, 1990
Oct 01, 1990	Implement 1991 Training Plan	Provinces/ EAD/HRD/ Contractor	Sep 30, 1990
Nov 1990	Meeting w/ Project Officers	HRD	Nov 1990
Jan 1991	TOEFL Testing	Contractor	Periodic-1991
Jan 1991	ELT Classes at CEILS	Contractor	Periodic-1991
Jan 01, 1991	In-Country Training Courses (Management & Agriculture)	Contractor	Dec 31, 1991
Mar 01, 1991	Mid-Phase II Evaluation	USAID	Apr 15, 1991

<u>Commence Action</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Complete Action</u>
Apr 15, 1991	Annual Work Plans Developed	Contractor	May 15, 1991
May 1991	Meeting w/ Project Officers	HRD	May 1991
May 21, 1991	Annual Training Plan Formulation	EAD/HRD	Aug 15, 1991
Jun 02, 1991	Implement Approved Work Plans	Contractor	May 30, 1992
Jun 09, 1991	Planning/Review Meetings with Provincial Offices	EAD/HRD	Jul 30, 1991
Jun 30, 1991	Meeting with Private Sector Organizations	HRD/Contr'tor	Jul 27, 1991
Oct 01, 1991	Implement 1992 Training Plan	Provinces/ EAD/HRD/ Contractor	Sep 30, 1992
Nov 1991	Meeting w/ Project Officers	HRD	Nov 1991
Jan 01, 1992	In-Country Training Courses (Management & Agriculture)	Contractor	Dec 31, 1992
Jan 1992	TOEFL Testing	Contractor	Periodic-1992
Jan 1992	ELT Classes at CEILS	Contractor	Periodic-1992
Apr 15, 1992	Final Work Plans Developed	Contractor	May 15, 1992
May 18, 1992	Final Training Plan Formulation	EAD/HRD	Aug 14, 1991
Jun 01, 1992	Implement Approved Work Plans	Contractor	Jan 30, 1993
June 08, 1992	Planning/Review Meetings with Provincial Offices	EAD/HRD	Jul 30, 1992
June 29, 1992	Meeting with Private Sector Organizations	HRD/Contr'tor	Jul 30, 1992
Oct 01, 1992	Implement 1992/3 Training Plan	Provinces/ EAD/HRD/ Contractor	Jan 30, 1993
Oct 01, 1992	Project Phase Down and Close-out	HRD/Contractor	Jan 30, 1993 EAD
	PACD		Jan 31, 1993

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VII. MONITORING PLAN

Project monitoring involves constant knowledge and oversight of all DSTP activities, quantitative and qualitative. Project monitoring can best be reflected as a continuum of activities. At one end it includes the monitoring of the project's progress in achieving its purpose level objectives; at the other end it includes monitoring the progress of individual participants. To accomplish this DSTP has put in place several information and monitoring systems.

A. Purpose Level Monitoring

A Purpose Level Monitoring System has been established for DSTP which provides information for Mission management about achievement of project purpose and development objectives. It helps to clarify and focus project objectives, allows the Mission to make informed decisions about current and future program and project directions and contributes to discussions with the GOP on policy and institutional issues. This system also helps to surface issues that require action before they become problems, in effect, serving as an "early warning" system. Purpose Level Monitoring indicators for DSTP are discussed in Section IV.D. of this project document.

B. Work Plans

Each project component, with the exception of In-Country Management Training, submits an Annual Work Plan which states its planned activities, timeframe and assigns responsibility. The In-Country Management Training component, given the nature of the work, makes micro-projections on a six months basis. These work plans are reviewed and approved by the Project Officer.

C. Coordination with USAID and the Contractor

Since over 1,300 participants are processed each year, and an average of 900 participants in training at all times, the DSTP Project Officer, key individuals in the Ministry of Finance's Economic Affairs Division (EAD) and the contractor are in regular contact. USAID, as represented by the Offices of Project Development and Monitoring, Program and the appropriate technical office, also holds monthly portfolio reviews with EAD in which certain projects, for reasons of implementation problems or outstanding issues, are placed on the agenda and receive high level attention.

D. Automated Data Systems

Participant training data is entered into the Pakistan Training Program (PTP) database which is based on the PTIS system developed by M/MS/IRM and OIT. PTP is Mission specific and records data from nomination through follow-up. This database will be managed and maintained primarily by the contractor.

The contractor, AED, and its subcontractor, EIL, maintain an extensive database in Washington, D.C. Monthly and periodic reports from this system are reviewed in Islamabad for accuracy and completeness. Reconciliations are made with the PTP system.

In February 1990, M/MS/IRM (per State Cable 033415) approved a Local Area Network (LAN) interactive computer system for the DST Project. When installed and operational the LAN system will dramatically change the monitoring and information systems within the project.

In-country Management Training activities are monitored through travel requests. The Project Officer reviews and as a part of the approval process, enters the travel data into a "Time Line" database. Time Line presents activities in a time sequenced manner and allows for quick sorting by date, person, key word or place. Time Line also assists the Project Officer to track relationships to activities and make comparisons to the approved workplan.

E. Participant Monitoring

DSTP utilizes the systems set forth in the 1988 revised HB-10. These include: non-funded PIO/Ps, Training Implementation Plan, Participant Data Forms, Academic Educational Team Report and Completion of Training Report. For most long-term and some short-term participants, a training site visit or annual "campus visitation report" is made to the Mission by the contractor's staff. Prior to any significant changes in a participant's program, the contractor notifies USAID via fax, telex, telephone and weekly courier dispatches. These are reviewed by the specific technical officer and the DSTP Project Officer and approved as appropriate.

VIII. EVALUATION ARRANGEMENTS

DSTP was evaluated in 1985 and 1988. Those evaluations assisted the project in focussing direction, improving allocation of staff and financial resources and reconfirming the development merits of the activity. The PACD for this Amendment will be January 31, 1993, with the final group of long-term participants departing for training in September 1991. A new USAID training activity will be designed late in 1991.

An external assessment of DSTP will be held in March/April 1991. While this is early in the implementation of this new Amendment, an assessment at this time will be able to assist USAID's training program in Pakistan in several ways. By 1991 it will have been approximately three years since the last evaluation, so an update is appropriate. The assessment will be able to comment on the project's new focus on health, education and the private sector and suggest if these are fruitful areas for a follow-on project. Given the time lead required for the development of Training Plans, the assessment, particularly if it is done in March/April, will allow sufficient time to impact the 1992 training plan. By reviewing life of project impact, the assessment will also be able to make suggestions on the design of a new project.

IX. ADMINISTRATIVE ANALYSIS

The administrative structure and method of operation will remain the same as the past six years of project implementation, i.e. DSTP will relate to the GOP through the Economic Affairs Division in the Ministry of Finance. In addition, the Establishment Division's Training Wing will be a major GOP agency working with EAD in the implementation of DSTP. At the provincial level, the Planning and Development Department will be responsible for provincial civil service training. EAD will function as the coordinating agent. (See Section IV B p. 42 of the original Project Paper for details)

EAD has been consulted on several occasions during the development of this amendment. EAD recognizes that the Bhutto government has identified the social sectors and privatization as priority for this government. Therefore, as USAID began to articulate the change in DSTP focus, EAD became increasingly supportive. EAD encouraged a greater share of the training to be used for academic degrees than short-term technical. This shift has been accommodated, with the recognition that the private sector can not realistically utilize very much long-term training and yet meet organizational productivity and cost-effectiveness measures.

The In-Country Management Training component will be coordinated directly by the contractor with each client institution, i.e. NIPAs, PIM. These are semi-autonomous bodies of the GOP or private sector institutions. This method of operation has proved successful and has been positively acknowledged by both evaluations.

Private sector training will continue to follow its established structure. Specifically, advertisements for training slots will be placed in all of the national newspapers. Individual interviews of appropriate candidates will then be carried out by EAD, the contractor and USAID. After the interviews, a panel will be formed, again composed of EAD, the contractor and USAID, to evaluate and select the participants.

X. ECONOMIC ANALYSIS

One of the focuses of the GOP's Seventh Plan is on human resource development. Labor market surveys and manpower needs assessments also demonstrate the need to upgrade manpower skills, provide specialized training to increase productivity in growth sectors (particularly small scale industry), and encourage women's participation in the formal sector through appropriate training and education programs.

In this context, the economic logic underlying the DSTP Amendment is clearcut. However, the absence of detailed data on age-earnings profiles by educational/training level for the Pakistan labor force makes it difficult to provide a rigorous economic assessment of the proposed project. As a result, the analysis provided below relies on both quantitative and qualitative arguments. It uses available rate of return estimates, labor market surveys, and DSTP evaluation results to assess the economic justification for the Amendment. The conclusion reached is that there is a sound economic rationale for USAID's investment in the project.

The economic justification for the DSTP cited above is based on the following:

A. Rates of Return to Higher Education

The estimated rate of return to investment in higher education in Pakistan is on the order of 11 percent (for women it is a lower 6 percent due to low labor market participation rates) 1/. This is relatively low compared to average rates of return to higher education in developing countries (estimated to be about 15 percent) 2/. However, this estimate for Pakistan applies to higher education in general. Rates of return for DSTP financed education will likely be above that estimate since: (i) the program is designed to address particular needs in the labor market (see below), and (ii) a high percentage of overseas training is short term (about 76 percent) and focuses on specific on-the-job skill requirements. Overall, the economic rates of return to DSTP-financed education are expected to be above 10 percent, and thus provide a reasonable economic justification for the project, especially given its social sector focus.

B. DSTP in the Context of Pakistan's Labor Market Needs

DSTP makes economic sense since it addresses key manpower needs of the Pakistan economy 3/. Specifically, DSTP will increase:

- 1/ These are social rates of return, i.e. they include all measurable economic costs and benefits associated with higher education. Source: A sample of 26,610 urban dwellers collected in the Pakistan Household Income and Expenditure Survey, 1985.
- 2/ Psacharopoulos G., World Bank Staff Paper #440, "Higher Education in Developing Countries: A Cost-Benefit Analysis" Nov. 1980.
- 3/ For a detailed discussion of manpower projections over the Seventh and perspective plans and expected labor shortages, see the section on labor market trends.

1. the number of training opportunities allocated to the private sector. This is in keeping with both the GOP's and USAID's commitment to an increasing role for the private sector in the economy.

2. the number of training opportunities in health and education. Manpower projections indicate a rapidly growing demand for skilled labor in these social sectors, which is unlikely to be fully met by Pakistan's training capability as it currently exists.

3. support for small scale industry through its PETI in-country training component. Such small scale industry has the potential to generate significant amounts of new economic activity and additional jobs. DSTP will help train potential small businessmen/women in business and entrepreneurial skills.

4. support for special training needs in lagging areas (i.e. Balochistan and NWFP). This will help facilitate the development of Pakistan's least developed regions, particularly for of non-agricultural employment opportunities.

C. Evaluation Results for DSTP

The results of the 1989 evaluation of DSTP generally support the view that an Amendment will make a real contribution to Pakistan's economic development. Participant trainee surveys conducted during the evaluation indicate that the project had a positive impact on participants 1/. Specifically, 59 percent of the private sector respondents stated that the overseas training was closely related to their work, while the corresponding figure for public sector participants was only 46 percent. This indicates that private sector placement is more efficient, and provides another argument in support of the increased share of training under the DSTP Amendment going to the private sector. Furthermore, responses on the utilization of training in current jobs were more positive for the private than the public sector. Responses by supervisors indicated a preference for academic training as opposed to non-academic training. With the decrease in training going to the public sector, perhaps resources used previously for study tours/participation in conferences etc. can be utilized instead for academic training.

1/ MSI, Evaluation of phase I of the DSTP, USAID/Pakistan, Detailed Report, January 1989.

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Annex 11.A
Page 2

4. . USAID IS PLANNING TO OBLIGATE DOLLARS 14 MILLION
FOR THIS PROJECT AMENDMENT DURING MAY. WE REQUIRE
AID/W IMMEDIATE ASSISTANCE TO MEET THIS DEADLINE. WE
ARE ANXIOUSLY AWAITING THE DOLLARS 14 MILLION ESF
BUDGET ALLOWANCE AND CONFIRMATION THAT THE CM (WHICH
WAS CABLED TO AID/W FEBRUARY 26) HAS EXPIRED. AFTER
THESE AID/W ACTIONS ARE COMPLETED PROJECT WILL BE
AUTHORIZED. OAKLEY

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CLASS: UNCLASSIFIED
CHRG: AID 04/19/90
APPRV: DIR(A):PJGUEDET
LRFTD: PDM:LMAILLOUX:AQ
CLEAR: 1. FDM 2. HRD 3.
4. FM
DISTR: AID AMB DCM
ECON 4
ORGIN: OCR

AIDAC
FOR ANE/PD

E.O. 12356: N/A
SUBJECT: DEVELOPMENT SUPPORT TRAINING PROJECT
AMENDMENT (391-0474)

REF: (A) ISLAMABAD 07304, (B) ISLAMABAD 2498,
(C) ISLAMABAD 01308, (D) NORRIS-NACHTRIEB TELECON
1/27/90, (E) STATE 32793, (F) 89 STATE 244345,
(G) 89 ISLAMABAD 14138, (H) 88 ISLAMABAD 15500,
(I) 88 STATE 38991, (J) 87 ISLAMABAD 26281

1. AS PER REF. A, USAID REVIEWED THE DRAFT PROJECT AMENDMENT WEDNESDAY APRIL 11, 1990. PRIOR TO PROJECT AMENDMENT APPROVAL USAID IS AWAITING RECEIPT OF AID/W CABLE CONFIRMATION THAT THERE IS NO OBJECTION TO OUR USING DELEGATION OF AUTHORITY TO AMEND THE PROJECT WHICH WAS PROVIDED TO US IN REF. I. THE TOTAL PROPOSED AID CONTRIBUTION TO THE AMENDED PROJECT IS DOTS 36 MILLION AND THE PROPOSED PROJECT ASSISTANCE COMPLETION DATE IS JANUARY 31, 1993. FOR YOUR INFORMATION, THE FOLLOWING IS A BRIEF DESCRIPTION OF THE AMENDED PROJECT.

2. PROJECT BACKGROUND: THE ORIGINAL AUTHORIZATION OF THE DEVELOPMENT SUPPORT TRAINING PROJECT (DSTP) IN 1983 WAS FOR A TOTAL OF DOLS 10 MILLION WITH A FIVE YEAR LIFE OF PROJECT. SINCE THAT DATE, THE PROJECT HAS BEEN AMENDED FIVE ADDITIONAL TIMES, BRINGING THE CURRENT FUNDING LEVEL TO DOLS 83 MILLION AND THE PROJECT ASSISTANCE COMPLETION DATE TO DECEMBER 31, 1991. IN RESPONSE TO A 1988 REQUEST TO AMEND THE PROJECT, AID/W PROVIDED DETAILED GUIDANCE TO USAID FOR AN AMENDED DESIGN (REF. I) AND DELEGATION OF AUTHORITY. AID/W CONCURRED WITH TWO SUBSEQUENT AMENDMENT REQUESTS BUT STRONGLY ENCOURAGED USAID TO UNDERTAKE A MAJOR DESIGN EFFORT.

IN FEBRUARY 1990, USAID PFR REF. C, REQUESTED PERMISSION TO DESIGN A NEW PROJECT, RATHER THAN AMEND THE ON-GOING ACTIVITY, USING THE DETAILED GUIDANCE PROVIDED IN 1988. THIS REQUEST WAS BASED ON THE RATIONALE THAT A TRAINING PROJECT WILL REMAIN AN INTEGRAL PART OF USAID'S PROGRAM FOR THE FORESEEABLE FUTURE AND THAT A SIMILAR LEVEL OF ANALYSIS WOULD BE

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REQUIRED FOR EITHER A PROJECT AMENDMENT OR A NEW PROJECT. IN ADDITION, USAID POINTED OUT THAT GIVEN THE TEN YEAR LIFE OF PROJECT LIMIT, IT WOULD BE NECESSARY TO BEGIN THE DESIGN FOR A FOLLOW-ON TRAINING PROJECT WITHIN 18 MONTHS OF AMENDMENT APPROVAL. AID/W ENCOURAGED USAID PER REF. D TO AMEND THE ON-GOING PROJECT AND DESIGN A NEW PROJECT AT A LATER DATE BASED ON THE PREMISE THAT A NEW PROJECT WOULD NECESSARILY INVOLVE CONSIDERABLY MORE ANALYSIS AND CHANGE THAN WAS ENVISAGED IN THE 1988 AMENDMENT DELEGATION. THIS AMENDMENT AS DESCRIBED BELOW, IS THEREFORE BASED ON THE GUIDANCE PROVIDED IN 1988 AND IS A RESPONSE TO REF. D REQUEST.



3. PROJECT AMENDMENT RATIONALE: DSTP HAS TRAINED OVER 4,200 PARTICIPANTS, WITH OVER 70 PERCENT IN MANAGEMENT. THE PROJECT HAS ALSO PROCESSED 5,158 PARTICIPANTS FROM THE REST OF USAID'S PORTFOLIO. WHILE THE MAJORITY HAVE BEEN FROM THE PUBLIC SECTOR, THE FOCUS AND PRIORITIES OF DSTP WILL CHANGE WITH THIS AMENDMENT. CHANGE IS IN RESPONSE TO SEVERAL FACTORS, BUT SPECIFICALLY BUREAU PRIORITIES OF OPEN MARKETS AND OPEN SOCIETIES. IN 1998 PAKISTAN ESTABLISHED ITS FIRST DEMOCRATICALLY ELECTED GOVERNMENT. THE GOP, WHILE CONSCIOUS FOR SOME TIME OF THE DEFICIENCIES IN THE SOCIAL SECTORS, PARTICULARLY HEALTH AND EDUCATION, NOW APPEARS MORE RECEPTIVE TO CHANGE. IT IS BECOMING INCREASINGLY APPARENT THAT IMPROVED EDUCATION AND HEALTH STANDARDS ARE A PREREQUISITE FOR A MORE PLURALISTIC SOCIETY. THE GOP HAS ALSO CONSCIOUSLY BEGUN TO EMPHASIZE THE IMPORTANCE OF THE PRIVATE SECTOR FOR THE DEVELOPMENT OF THE COUNTRY, NOT ONLY FOR ECONOMIC DEVELOPMENT, BUT ALSO FOR SERVICE SECTORS SUCH AS HEALTH AND EDUCATION. FINALLY, THE EVALUATIONS OF DSTP AND AID/W GUIDANCE HAVE SUGGESTED THAT THE PROJECT BE MORE FOCUSED ON USAID PRIORITY SECTORS. USAID'S RATIONALE FOR THIS AMENDMENT THEREFORE, IS TO STRENGTHEN PAKISTAN'S WEAK SOCIAL SECTOR, PARTICULARLY BY FOCUSING TRAINING EFFORTS ON HEALTH AND EDUCATION, AND TO STRENGTHEN THE HUMAN RESOURCE BASE FOR PRIVATE SECTOR DEVELOPMENT.

4. PROJECT DESCRIPTION: THE DSTP AMENDMENT IS DESIGNED TO HELP THE GOVERNMENT ALLEVIATE SHORTAGES OF SKILLED AND EDUCATED MANPOWER IN THE PRIVATE SECTOR AND THE CRITICAL SECTORS OF HEALTH AND EDUCATION. IN ORDER TO ACCOMPLISH THIS, THE PROJECT WILL PROVIDE LONG AND SHORT-TERM INTERNATIONAL TRAINING, IN-COUNTRY MANAGEMENT TRAINING, ENGLISH LANGUAGE TRAINING AND TECHNICAL ASSISTANCE THROUGH CONTRACTOR SUPPORT. IN ADDITION TO PROVIDING TRAINING TO THE CORE OF DSTP PARTICIPANTS, THE PROJECT WILL ALSO PROVIDE PLACEMENT AND ADMINISTRATIVE SERVICES AND IN-COUNTRY TRAINING FOR APPROXIMATELY 17 OF THE OTHER USAID PROJECTS.

5. RELATIONSHIP OF DSTP TO OPEN MARKETS AND OPEN SOCIETIES: THE DSTP STRATEGY FOR THE PERIOD OF THIS EXTENSION IS FOUNDED ON THE BELIEF THAT HUMAN RESOURCE DEVELOPMENT MUST BE AN ESSENTIAL ELEMENT IN OUR EFFORTS TO PROMOTE OPEN MARKETS AND OPEN SOCIETIES. RAPID, MARKET-ORIENTED DEVELOPMENT CAN TAKE PLACE ONLY IN AN ENVIRONMENT WHERE PRIVATE SECTOR INITIATIVES ARE BOTH WELCOMED AND PROMOTED, AND WHERE THE POPULATION IS HEALTHY, PRODUCTIVE AND EDUCATIONALLY COMPETENT TO MEET THE COMPETITIVE CHALLENGE OF THE MARKETPLACE. FURTHERMORE, EDUCATION AND TRAINING ARE IMPORTANT MEANS TO PROMOTE CIVIC PARTICIPATION, IMPROVE GOVERNMENT ACCOUNTABILITY AND HELP STRENGTHEN PAKISTAN'S RECENT EXPERIMENT IN DEMOCRACY.

THE MAIN POLICY OBJECTIVES OF THE ASIA NEAR EAST AND EUROPE BUREAU THAT ARE REFLECTED IN THE DSTP AMENDMENT ARE: INCREASING PRIVATE SECTOR SKILLS, IMPROVING MANPOWER PLANNING CAPABILITIES AND CONSTRAINTS TO RESOURCE MOBILITY, TRAINING AND SUPPORT IN PUBLIC ADMINISTRATION EFFICIENCY, DEVELOPING AND/OR STRENGTHENING INSTITUTIONS THAT SAFEGUARD CONSUMER HEALTH, IMPROVING APPROPRIATE GOVERNMENT FUNCTIONS REQUIRED TO SUSTAIN AND MANAGE OPEN MARKETS, AND SUPPORT FOR THE PRIVATE PROVISION OF PUBLIC SERVICES.

THE PRIVATE SECTOR TRAINING ACTIVITIES WILL CONTINUE TO TARGET SMALL AND FAMILY OWNED BUSINESSES, WHERE ENTREPRENEURS LIST, FOCUSED TRAINING HAS BEEN LACKING, AND THE PROSPECTS FOR EMPLOYMENT CREATION IS GREATEST. IT WILL EMPHASIZE THE TECHNICAL ASPECTS OF MANAGEMENT IN RESPONSE TO THE GOVERNMENT'S MANDATE FOR INCREASED MANUFACTURING OUTPUT IN PAKISTAN. DSTP WILL ALSO CONTINUE TO WORK WITH THE MAJOR TRAINING ORGANIZATIONS FOR THE PRIVATE SECTOR IN PAKISTAN, INCLUDING PAKISTAN INSTITUTE OF MANAGEMENT AND LAHORE UNIVERSITY OF MANAGEMENT SCIENCES AND WILL CONTINUE TO ASSIST IN THE DEVELOPMENT OF TRAINER/CONSULTANTS WHO WORK WITH PUBLIC ENTERPRISES AND PRIVATE COMPANIES ON IMPROVED TRAINING CAPABILITIES AND METHODS FOR BRINGING ABOUT ORGANIZATIONAL CHANGE THROUGH PERFORMANCE IMPROVEMENT.

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DSTP WILL TARGET PRIVATE SECTOR HEALTH AND EDUCATION. THIS SHOULD ESPECIALLY REINFORCE HEALTH FINANCING ISSUES NOW BEING ADDRESSED THROUGH CHILD SURVIVAL PROJECT. WE ARE ALSO SOON TO EXECUTE A PRIVATE EDUCATION SURVEY UNDER PRIMARY EDUCATION DEVELOPMENT PROGRAM, WHICH SHOULD HELP DEFINE PRIVATE SECTOR EDUCATION TRAINING REQUIREMENTS. PUBLIC SECTOR TRAINING ACTIVITIES WILL BE FOCUSED ON THOSE MINISTRIES, EDUCATION AND HEALTH, WHICH CAN MOST DIRECTLY ENHANCE THE CAPABILITIES OF THE POTENTIALLY MOST PRODUCTIVE SEGMENT OF THE POPULATION. SOME OF THE TRAINING WILL ALSO ASSIST A SHORTER, MORE SELECT LIST OF PUBLIC SECTOR TRAINING ORGANIZATIONS WHICH WORK WITH MULTIPLE MINISTRIES AND ORGANIZATIONS SUCH AS TWO NATIONAL INSTITUTES OF PUBLIC ADMINISTRATION LOCATED IN UNDERSERVED AREAS.



6. PROJECT COMPONENTS AND FUNDING: THE DSTP AMENDMENT WILL COVER A THREE YEAR PERIOD. THE TOTAL ESTIMATED LOP OF THE PROJECT IS DOLS 119,000,000, WITH THE AMENDMENT COSTING DOLS 36,000,000. THERE ARE FIVE MAJOR COMPONENTS TO THE PROJECT AMENDMENT. OVERSEAS PARTICIPANT TRAINING WILL CONSUME APPROXIMATELY DOLS 13,850,000 OR 38 PERCENT OF PROJECT RESOURCES; IN-COUNTRY MANAGEMENT TRAINING WILL BE PROVIDED WITH APPROXIMATELY DOLS 3,233,000 OR

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9 PERCENT OF PROJECT RESOURCES; ENGLISH LANGUAGE TRAINING WILL RECEIVE DOLS 3,000,000 OR 8 PERCENT, TECHNICAL ASSISTANCE/CONTRACTOR SUPPORT APPROXIMATELY DOLS 11,571,000 OR 32 PERCENT, COMMODITIES WILL RECEIVE DOLS 217,000 OR .6 PERCENT, AND OTHER COSTS WILL RECEIVE DOLS 335,000 OR .9 PERCENT OF TOTAL COSTS.

A. LONG-TERM TRAINING: BECAUSE THERE ARE ONLY THREE YEARS IN THE PROPOSED PROJECT AMENDMENT, THE ONLY ELIGIBLE LONG-TERM TRAINING WILL BE FOR MASTERS' AND PH.D DEGREES IN MANAGEMENT AND TECHNICAL FIELDS. OUT OF A PROJECTED TOTAL OF APPROXIMATELY 412 PERSON YEARS OF TRAINING (OVERSEAS LONG AND SHORT TERM) THROUGHOUT THE LIFE OF THE PROJECT AMENDMENT, APPROXIMATELY 72 PERCENT OF THAT AMOUNT WILL BE FOR LONG-TERM DEGREE TRAINING, INCLUDING CARRY-OVERS. NINETY PERCENT OF TOTAL TRAINING SLOTS WILL GO TO CANDIDATES FROM THE PRIVATE SECTOR, HEALTH, AND EDUCATION, (PRIVATE HEALTH AND EDUCATION WILL RECEIVE PARTICULAR ATTENTION). THE ADDITIONAL PUBLIC NOMINEES WILL RECEIVE 10 PERCENT OF THE TOTAL.

B. SHORT-TERM TRAINING: PAKISTANIS PRESENTLY INVOLVED IN MANAGEMENT ACTIVITIES IN THE PRIVATE SECTOR, HEALTH, AND EDUCATION WILL ALSO HAVE ACCESS TO SHORT COURSES IN ADMINISTRATION AND MANAGEMENT. INDIVIDUALS FILLING TECHNICAL POSITIONS OF HIGH NATIONAL PRIORITY IN THE FIELDS OF HEALTH AND EDUCATION WILL BE ENCOURAGED TO ATTEND MANAGEMENT AND TECHNICAL COURSES OF SHORT DURATION. AN ESTIMATED 28 PERCENT OF THE TOTAL TRAINING ALLOCATED WILL BE FOR SHORT-TERM INTERNATIONAL TRAINING. OUT OF THE 723 PARTICIPANTS TO BENEFIT FROM THESE HIGHLY FOCUSED COURSES THROUGH THE REMAINING LIFE OF THIS PROJECT, 325 WILL BE SENT FROM THE PRIVATE SECTOR (45 PERCENT), 159 FROM HEALTH, BOTH PUBLIC AND PRIVATE (22 PERCENT), 166 FROM EDUCATION, BOTH PUBLIC AND PRIVATE (23 PERCENT) AND THE REMAINING 72 PARTICIPANTS OR 10 PERCENT FROM THE PUBLIC SECTOR.

C. IN-COUNTRY MANAGEMENT TRAINING: MANAGEMENT TRAINING REMAINS KEY TO DSPP, THOUGH THE PRIORITY IS SHIFTING FROM OVERSEAS PARTICIPANT TRAINING TO SHORT-TERM IN-COUNTRY TRAINING. PAKISTANIS WHO REQUIRE MORE BASIC AND FUNDAMENTAL SKILLS IN MANAGEMENT WILL ATTEND INSTITUTIONS WITHIN PAKISTAN FOR SHORT PERIODS OF TRAINING. THE PROJECT WILL SPONSOR THE IN-COUNTRY TRAINING OF APPROXIMATELY 2,384 PAKISTANIS. APPROXIMATELY 1,728 PARTICIPANTS FROM THE PRIVATE SECTOR, 138 FROM PUBLIC HEALTH AND 197 FROM PUBLIC EDUCATION WILL BENEFIT FROM THIS COMPONENT.

THIS COMPONENT WILL CONTINUE THE SHIFT FROM A PREDOMINANTLY PUBLIC INSTITUTION ORIENTATION TO WORKING WITH MORE PRIVATE INSTITUTIONS AND ORGANIZATIONS. AFTER A 1990 PHASE OVER TO THE NEW

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FOCUS, THE ONLY REMAINING MAJOR PUBLIC TARGETS OF THIS COMPONENT WILL BE THE PESHAWAR AND QUITTA BRANCHES OF THE NATIONAL INSTITUTES FOR PUBLIC ADMINISTRATION. DSTP ASSISTANCE WILL INABLE THEM TO PERFORM A MUCH STRONGER SUPPORT ROLE FOR DEVELOPMENT ACTIVITIES IN NORTH WEST FRONTIER AND BALOCHISTAN PROVINCES.



THE MOST IMPORTANT ACTIVITY UNDER THIS COMPONENT WILL BE TO FOSTER THE GROWTH AND EFFECTIVENESS OF PRIVATELY-SPONSORED TRAINING INSTITUTIONS AND ORGANIZATIONS WHICH REACH BOTH MEN AND WOMEN. SOME OF THESE ORGANIZATIONS ARE IN THE PUBLIC SECTOR BUT SERVICE THE PUBLIC AND PRIVATE SECTOR, SUCH AS PAKISTAN INSTITUTE OF MANAGEMENT, THE PAKISTAN AUDIT AND ACCOUNTS DEPARTMENT OR CENTRAL BOARD OF REVENUE. DSTP'S WORK WITH THESE ORGANIZATIONS WILL INCREASINGLY BE IN SUPPORT OF THE ORGANIZATIONS' EFFORTS TO MORE EFFECTIVELY WORK WITH THE PRIVATE SECTOR. DSTP WILL CONSIDER WORKING WITH FORMER CLIENT ORGANIZATIONS IF THE PROGRAM OR ACTIVITY IS ALIGNED WITH THE AMENDMENT FOCUS AREAS: HEALTH, EDUCATION OR THE PRIVATE SECTOR.

D. ENGLISH LANGUAGE TRAINING: DSTP WILL CONTINUE ITS TESTING AND TRAINING EFFORTS TO UPGRADE THE

ENGLISH LANGUAGE CAPABILITIES OF PAKISTANIS WHO ARE CANDIDATES FOR U.S. TRAINING FUNDED UNDER ALL USAID PROJECTS. THIS WILL INCLUDE OPERATION AND STAFFING OF THE CENTER FOR INTENSIVE ENGLISH LANGUAGE IN ISLAMABAD. AN ESTIMATED 720 PAKISTANIS WILL ATTEND CENTER OF INTENSIVE ENGLISH LANGUAGE STUDIES (CIELS) CLASSES OVER THE THREE YEAR PROJECT AMENDMENT. THESE CLASSES WILL BE HELD FOUR TIMES PER YEAR.

E. TECHNICAL ASSISTANCE/CONTRACTOR SUPPORT: THE TECHNICAL ASSISTANCE PROVIDED BY THE CONTRACTOR AND THREE SUBCONTRACTS HAS SUCCESSFULLY ESTABLISHED AND OPERATED THE IN-COUNTRY MANAGEMENT TRAINING COMPONENT, CIELS, IN-COUNTRY AGRICULTURE TRAINING AND ALL PARTICIPANT PROCESSING, MONITORING AND SUPPORT. IT HAS PROVIDED PLACEMENT AND SUPPORT SERVICES FOR THE TRAINING REQUIREMENTS OF THE ADDITIONAL USAID PROJECTS WHICH AMOUNTS TO OVER 900 ADDITIONAL PARTICIPANTS ANNUALLY.

THE LEVEL OF EFFORT FOR THE TECHNICAL ASSISTANCE CONTRACT HAS ALREADY BEEN NEGOTIATED UNDER THE EXISTING CONTRACT. THE 25 MONTH OPTION IS INTENDED TO BE ACTIVATED NO LATER THAN SIXTY DAYS PRIOR TO CONTRACT EXPIRATION, DECEMBER 18, 1990. THE CONTRACTOR WILL CONTINUE TO BE RESPONSIBLE FOR PLACEMENT AND SUPPORT OF ALL USAID FUNDED PARTICIPANTS, INCLUDING DSTP AND 17 OTHER PROJECTS. IT WILL ALSO PROVIDE TECHNICAL ASSISTANCE FOR IN-COUNTRY MANAGEMENT TRAINING, IN-COUNTRY AGRICULTURAL TRAINING AND ENGLISH LANGUAGE TRAINING.

F. COMMODITIES: APPROXIMATELY DOLS 217,000 WILL BE SPENT ON COMMODITIES. THIS WILL INCLUDE COMPUTERS FOR TRAINING PURPOSES, VIDEO RECORDING AND PLAYBACK EQUIPMENT, VIDEO TAPES AND OFFICE AND TRAINING EQUIPMENT FOR A RURAL WOMEN'S TRAINING EFFORT.

G. OTHER COSTS: OTHER COSTS INCLUDE A TOTAL OF THREE PERSON MONTHS OF SHORT-TERM TECHNICAL ASSISTANCE FOR EVALUATION AND VEHICLES, EQUIPMENT AND SUPPORT SERVICES FOR THE CONTRACTOR'S BUILDING.

7. USAID WOULD APPRECIATE AID/V RESPONSE TO REF. A TO ENABLE THE MISSION TO AUTHORIZE THE DOLS 36 MILLION PROJECT AMENDMENT AND EXTEND THE PACD TO JANUARY 31, 1993. JONES

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Annex 11.A
Page 11



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CLASS: UNCLASSIFIED
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CLPAR: PRD
DISTR: AID AMP DCM
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OPGIN: OCR

AIDAC

FOR ANE/PD/SA JOHN MORGAN

E.O. 12356: N/A
SUBJECT: PAKISTAN - DEVELOPMENT SUPPORT TRAINING
PROJECT AMENDMENT (391-0474)

REF: (A) 87 ISLAMABAD 26261, (B) 88 STATE 39991,
(C) 88 ISLAMABAD 15500, (D) 89 ISLAMABAD 14139,
(E) 89 STATE 244345, (F) ISLAMABAD 01300,
(G) ISLAMABAD 2498

AS PER REF. C, USAID PLANS TO AMEND SUBJECT PROJECT
BY ADDING DOLS 36 MILLION AND EXTENDING THE PACD TO
JANUARY 31, 1993. USAID REQUESTS AID/W CABLE
CONFIRMATION THAT THERE IS NO OBJECTION TO OUR USING
DELEGATION OF AUTHORITY TO AMEND THE PROJECT WHICH
WAS PROVIDED TO US IN REF. B. REDESIGNED PROJECT IS
GOING TO MISSION REVIEW NEXT WEEK. APPRECIATE YOUR
IMMEDIATE ASSISTANCE. OAKLEY

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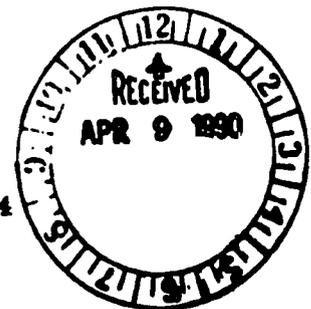
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SPECIAL FILE	ACTION	OFFICE	INFO
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OUTGOING TELEGRAM

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PDM:LMAILLOUX:AQ
1. PDM 2. HRD 3. RLA
AID AMB DCM, ECON 4

AMEMBASSY ISLAMABAD
SECSTATE WASHDC, PRIORITY

AIDAC

E.O. 12356: N/A

SUBJECT: PAKISTAN - DEVELOPMENT SUPPORT TRAINING
PROJECT AMENDMENT (391-0474)

REF: (A) 87 ISLAMABAD 26281, (B) 88 STATE 38991,
(C) 88 ISLAMABAD 15500, (D) 89 ISLAMABAD 14138,
(E) 89 STATE 244345, (F) ISLAMABAD 01308

BASED ON FOLLOW-ON DISCUSSIONS BETWEEN USAID AND
AID/W OVER THE APPROACH PROPOSED IN REF. F, WE NOW
PLAN TO AMEND THE PROJECT FOLLOWING THE GUIDANCE AND
AUTHORITY PROVIDED IN REF. B. THEREFORE, USAID IS
PRESENTLY DOING THE FULL ANALYTICAL JUSTIFICATION AS
REQUESTED. WE ARE EXTENDING THE PACD TO JANUARY 31,
1993 AND ADDING DOLS 36 MILLION. BASED ON DELEGATION
OF AUTHORITY PROVIDED IN REF. B, USAID PLANS TO
AUTHORIZE THE AMENDMENT IN MARCH. OAKLEY##

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LOP BY DOLS 25 MILLION, BRINGING THE TOTAL OF THE PROJECT TO DOLS 65 MILLION. REF (C) NOTIFIED AID/W THAT A PROJECT AMENDMENT WAS BEING PREPARED TO ADD DOLS 10 MILLION TO THE PROJECT TO SUPPORT THE LAHOPE UNIVERSITY OF MANAGEMENT SCIENCES BRINGING THE TOTAL LOP TO DOLS 75 MILLION. THE PACD WAS EXTENDED AT THAT TIME TO DECEMBER 31, 1991. IN REF (D), USAID PROPOSED TO AUTHORIZE AN ADDITIONAL DOLS 8 MILLION TO MEET THE ANNUAL TRAINING NEEDS AND TO AUTHORIZE THE REMAINDER AFTER THE FULL ANALYSIS WAS COMPLETE. REF (E) CONCURRED WITH THIS APPROACH BUT RECOMMENDED AGAINST FURTHER INCREMENTAL FUNDING AND REQUESTED INFORMATION ON THE MAJOR REDESIGN EFFORT.

3. USAID IS NOW ADDRESSING THE MAJOR DESIGN AND ANALYTICAL CONCERNS RAISED IN REF (B). OUR ORIGINAL INTENT WAS TO AMEND THE ONGOING PROJECT AND EXTEND THE PACD TO JAN. 31, 1993. HOWEVER, GIVEN THAT A TRAINING PROJECT WILL REMAIN AN INTEGRAL PART OF OUR PROGRAM FOR THE FORESEEABLE FUTURE, AND THAT THE SAME MAJOR ANALYTICAL UNDERTAKING WILL BE REQUIRED FOR EITHER A PROJECT AMENDMENT OR A NEW PROJECT, IT WAS DECIDED BY THE MISSION TO DO A MAJOR DESIGN AT THIS STAGE AS OPPOSED TO AMENDING THE PRESENT PROJECT AND THEN DOING A NEW DESIGN 18 MONTHS FROM NOW.

4. USAID STRESSES THAT THE GUIDANCE PROVIDED TO THE MISSION IN REF (B) WILL BE USED AS THE BASIS FOR OUR NEW DESIGN. WHILE WE DO NOT ANTICIPATE ANY MAJOR DEVIATION FROM PREVIOUS PROJECT ACTIVITIES, WE DO PLAN TO BETTER FOCUS THE PROJECT IN SEVERAL MAJOR AREAS TO INCREASE OUR LEVEL OF SUPPORT FOR PRIVATE SECTOR TRAINING. DISCUSSIONS ARE ONGOING WITH THE COP WITH REGARD TO THE CONFIGURATION OF THE NEW PROJECT. WE WILL ADVISE AID/W WHEN WE HAVE CONCEPTUAL AGREEMENT WITH THE COP ON OUR APPROACH. WE DO, HOWEVER, PLAN A LOP FUNDING FOR DSTP II AT THE LEVEL OF DOLS 140 MILLION; THE NEW PACD WILL BE 1999

5. FYI, OUT OF THE DOTS 83 MILLION LOP FOR DSTP,

DOLS 77.5 MILLION OF THE DOLS 63 MILLION LOP FORDSTP
UNEARMARKED BALANCE OF DOLS 1.7 MILLION. DOLS 3.1
MILLION OUT OF UNOBLIGATED FUNDS ARE REQUIRED THIS
YEAR FOR LUMS. THAT LEAVES A REMAINING DOLS 2.4
MILLION PLUS THE DOLS 1.7 FROM UNEARMARKED FUNDS FOR
THIS YEAR'S DSTP TRAINING ACTIVITIES. IT IS
PROJECTED THAT THESE FUNDS WILL CARRY THE PROJECT
THROUGH APRIL. THEREFORE, IN ORDER TO ADHERE TO
AID/W REQUEST FOR NO FURTHER INCREMENTAL FUNDING AS
NOTED IN REF E, THE MISSION IS PROCEEDING TO DEVELOP
THE PP AND WE PLAN TO AUTHEORIZE IT BY THE END OF
MARCH. ANY DELAY IN THE DESIGN PROCESS COULD RESULT
IN INSUFFICIENT FUNDS TO CARRY ON TRAINING ACTIVITIES.

C. USAID ASSUMES AID/W CONCURS WITH THIS APPROACH.
PLEASE ADVISE ASAP. OAKLEY

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ANALYTICAL BASIS FOR A LEVEL OF 140 MILLION DOLS (INCLUDING ADDITIONAL RESOURCES OF 140 MILLION DOLS), PARTICULARLY GIVEN THAT 40 MILLION DOLS COVERED ALL MISSION TRAINING NEEDS IN THE 1983-87 PROGRAMMING PERIOD. THE BUDGET LEVEL SHOULD FLOW FROM AN ASSESSMENT OF NEEDS, COP/PRIVATE SECTOR ATTRACTIVE CAPACITY, AND AID'S ABILITY TO SUPPORT THE PROJECT ADMINISTRATIVELY. PP AMENDMENT SHOULD INCLUDE TECHNICAL, ECONOMIC, FINANCIAL AND ADMINISTRATIVE ANALYSIS, AND FOR CONSTRUCTION COMPONENT, ENGINEERING ANALYSIS AND PRELIMINARY PLANNING NECESSARY TO DEVELOP REASONABLE COST ESTIMATES AND MEET THE REQUIREMENTS OF FAA SECTION 611. A BUDGET RELATED TO PROJECT COMPONENTS SHOULD BE DEVELOPED.

3. EXPERIENCE TO DATE: THE PROJECT EVALUATION, WHICH WAS GENERALLY FAVORABLE, WAS CONDUCTED IN LATE 1985. WHEN ACTUAL IMPLEMENTATION EXPERIENCE WAS RELATIVELY LIMITED, AND IT EXAMINED EXPERIENCE FOR A PROJECT MAGNITUDE OF ONLY 10 MILLION DOLS. EVEN SO IT IDENTIFIED CONSTRAINTS TO GREATER SUCCESS SUCH AS: INADEQUATE STAFFING FOR THE EXISTING LEVEL OF EFFORT; POLICY, JURISDICTIONAL AND PROCEDURAL PROBLEMS WITHIN THE COP; LACK OF A COMPREHENSIVE HUMAN RESOURCES DEVELOPMENT PLANNING PROCESS OR NEEDS ASSESSMENT; VAGUENESS OF PRIVATE SECTOR OBJECTIVES; AND THE NEED TO FOCUS TRAINING ON AID'S PRIORITY SECTORS AND INVOLVE AID'S TECHNICAL DIVISIONS MORE IN TRAINING PLANNING. WE ARE UNAWARE OF HOW THE PROJECT HAS SUBSEQUENTLY ADDRESSED THESE FINDINGS, OR THE EXTENT TO WHICH THESE OR OTHER CONSTRAINTS MAY STILL NEED TO BE ADDRESSED IN AN EXPANDED PROJECT. A "LESSONS LEARNED" SECTION SHOULD DESCRIBE EXPERIENCE TO DATE AND

EXPLICITLY ADDRESS THE MISSION'S RESPONSE TO PROBLEMS AND CONSTRAINTS IDENTIFIED IN THE EVALUATION (OR SUBSEQUENTLY), AND PROGRESS MADE IN RESOLVING THEM.

4. TRAINING STRATEGY: PARA. 2.5 REF TEL ACKNOWLEDGES NEED FOR AND INDICATES THAT STEPS ARE BEING TAKEN BY COP TO ASSESS NEEDS, DEVELOP NATIONAL TRAINING STRATEGY AND STREAMLINE PROCEDURES. 1985 DSTP EVALUATION RECOMMENDED THAT COVENANT BE INCLUDED IN FUTURE AMENDMENTS TO ENSURE THESE STEPS ARE TAKEN. ALTHOUGH THE PROJECT WAS SUBSEQUENTLY AMENDED TO INCREASE ICP FUNDING TO DOLS 40 MILLION, SUCH A COVENANT APPARENTLY WAS NOT INCLUDED. SPECIFIC RECOMMENDATIONS IN THE 1985 EVALUATION INCLUDED: (A) DEVELOPMENT OF A COUNTRY TRAINING PLAN WITHIN THE CONTEXT OF COP DEVELOPMENT PLANS AND WITH AN ASSESSMENT OF TRAINING REQUIREMENTS BASED ON THE NEED TO UPGRADE CURRENT STAFF AS WELL AS ANTICIPATED NEW POSITIONS; (B) BRACEDGING OF REQUESTS FOR NOMINATIONS TO INCLUDE MIDDLE LEVEL OFFICIALS AND TO EMPHASIZE

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SPECIFICALLY SMALL PARTICIPATION; (C) DEVELOPING A MONITORING SYSTEM TO DETERMINE IF AND WHEN NOMINATIONS ARE BEING DELAYED; (D) COORDINATING ACTIONS OF USAID AND THE CONTRACTOR COVERING ALL COMPONENTS OF THE NOMINATION PROCESS TO ENSURE THAT INFORMATION NEEDED BY NOMINEES IS RECEIVED IN A TIMELY MANNER AND THAT ALL PRE-DEPARTURE ACTIVITIES, I.E., TESTING, LANGUAGE TRAINING AND ORIENTATION, ARE FULFILLED IN PROPER SEQUENCE; AND (E) DESIGNING A SYSTEM OF FOLLOW-UP FOR RETURNED PARTICIPANTS.

5. ANPAC DISCUSSED AT LENGTH THE NEED FOR A PRACTICAL APPROACH TO DEVELOP STRATEGIC PRIORITIES FOR THE TRAINING PROGRAM. GIVEN THE SIZE AND COMPLEXITY OF THE PROGRAM PROPOSED UNDER THIS NEW LSIP AMENDMENT, ANPAC BELIEVES THAT ALL OF THE ABOVE EVALUATION RECOMMENDATIONS ARE STILL VALID AND SHOULD BE ADDRESSED; YET WE RECOGNIZE THAT A NATIONAL EFFORT TO DEVELOP DETAILED DATA ON ALL TRAINING NEEDS COULD BE A LONG-TERM EFFORT. ANPAC FELT THAT AN ANALYTICAL BASIS FOR STRATEGIC DECISION ON ALLOCATION OF AID'S RESOURCES IS ESSENTIAL. TO THE EXTENT THAT THIS BASIS CAN BE DEVELOPED TOGETHER WITH GOP, THIS WOULD BE PREFERABLE; BUT AT A MINIMUM, USAID NEEDS TO DEVELOP ITS OWN COUNTRY TRAINING PLAN WHICH WOULD INCLUDE TRAINING NEEDS BY USAID'S PRIORITY SECTORS, AN ANALYSIS OF THE GOP'S TRAINING POLICY AND SYSTEMS, CONSTRAINTS TO TRAINING, TRAINING RESOURCES (BOTH IN-COUNTRY AND OTHER DONORS) THE CURRENT USAID TRAINING PROGRAM, THE MISSION'S FIVE-YEAR TRAINING PLAN AND STRATEGY, INCLUDING NEW OR

SPECIAL PROGRAMS, AND THE MANAGEMENT AND ADMINISTRATION OF THE PROGRAM. THIS COUNTRY TRAINING PLAN SHOULD BE INCLUDED IN THE PP AMENDMENT. TO ASSIST IN THIS EFFORT, AM/TE IS SENDING YOU COPIES OF RECENT COUNTRY TRAINING PLAN FROM THAI AND THE EARLIER CTP FROM USAID/PERU. THE MISSION SHOULD ALSO SEEK WAYS TO ASSIST THE GOP WITH DEVELOPING TRAINING PLANS AT FEDERAL AND PROVINCIAL LEVELS, DIAGNOSING AND IMPROVING PROCEDURES FOR NOMINATING AND APPROVING PARTICIPANTS, AND INSTALLING A FOLLOW-UP SYSTEM.

6. MONITORING AND EVALUATION: SUCH A MASSIVE TRAINING EFFORT DEMANDS AN INNOVATIVE APPROACH TO MONITORING AND EVALUATION, INCLUDING LONG-TERM PARTICIPANT FOLLOW-UP TO DETERMINE IMPACT. THE PROJECT SHOULD INCLUDE A MONITORING AND EVALUATION UNIT TO ADDRESS THIS CONCERN SYSTEMATICALLY, AND THE PP AMENDMENT SHOULD INCLUDE AN M AND E PLAN. THE M AND E UNIT SHOULD ALSO DEVELOP A TRACKING SYSTEM TO FOLLOW THE PROGRESS OF TRAINERS SENT ABROAD. SOME POSSIBLE APPROACHES TO ENSURE CONTINUING LINKAGE TO RETURNED PARTICIPANTS MIGHT INCLUDE LIFE MEMBERSHIPS IN PROFESSIONAL SOCIETIES FOR ALL RETURNING PARTICIPANTS; DEVELOPMENT OF AN ALL-PAKISTAN RETURNED PARTICIPANT SOCIETY; AN EMPLOYMENT NETWORK; OR A TRADE AND INVESTMENT ORIENTED NETWORK. MISSION MAY WANT TO CONSIDER CASE STUDIES TO SUPPLEMENT OTHER APPROACHES FOR MEASURING PROJECT IMPACT.

7. FOCUS ON PRIVATE SECTOR AND WOMEN TRAINEES: AS THE INDICATES AN INTENTION TO FOCUS HEAVILY ON PRIVATE SECTOR AND WOMAN TRAINEES. GIVEN EXPERIENCE TO LATE. THE AMENDMENT SHOULD DISCUSS PROJECT STRATEGY FOR ENSURING THAT ADEQUATE NOMINATIONS ARE RECEIVED FROM THESE GROUPS. WITH SUCH A MAJOR TRAINING LEVEL PLANNED, A SERIOUS POLICY ISSUE WOULD ARISE IF WE WERE NOT ABLE TO ASSURE A SIGNIFICANT LEVEL OF PARTICIPATION BY WOMEN. THIS WOULD ALSO APPLY TO ASSISTANCE TO LUMS: PROJECTED IMPLEMENTATION OF WOMEN SHOULD BE MORE THAN A TOKEN LEVEL IF SIGNIFICANT SUPPORT IS TO BE PROVIDED.

8. INCLUSION OF LUMS IN DEIP: PROPOSAL TO SUPPORT LUMS DEVELOPMENT HAS BEEN PREVIOUSLY PROPOSED AS A POTENTIAL COMPONENT OF THE INSTITUTIONAL EXCELLENCE PROJECT (IEP). IN SOME RESPECTS THE ANPAC FEEL THERE MIGHT BE A BETTER FIT WITHIN THE IEP, SINCE THAT PROJECT WILL ADDRESS INSTITUTIONAL DEVELOPMENT NEEDS OF CENTERS OF EXCELLENCE. WE DEFER TO MISSION'S JUDGMENT ON PLACEMENT OF THIS COMPONENT, BUT IN EITHER CASE A CLEAR ARTICULATION IS NEEDED OF THE INSTITUTIONAL CONSTRAINTS

FACED BY LUMS, PROJECT'S STRATEGY FOR ADDRESSING THEM, AND HOW IT FITS INTO MISSION'S BROADER TRAINING STRATEGY. SUPPORT FOR LUMS SHOULD BE PLACED IN ONE OF THE TWO PROJECTS, BUT NOT BOTH. ON CONSTRUCTION ELEMENT, WE ARE UNAWARE OF EXTENT TO WHICH MISSION HAS ALREADY PREPARED PRELIMINARY PLANS AND COST ESTIMATES, BUT REQUIREMENTS OF THAT SECTION WILL HAVE TO BE MET PRIOR TO OBLIGATION OF FUNDS.

9. VOCATIONAL EDUCATION: THERE WAS SOME CONCERN REGARDING THE PROPOSED SIGNIFICANT EXPANSION OF VOCATIONAL TRAINING. WE ARE AWARE OF THE POLITICAL DEMAND FOR SUCH TRAINING, BUT THE AGENCY'S EXPERIENCE INDICATES THAT TO BE EFFECTIVE, VOCATIONAL ED. SHOULD BE UNDERTAKEN ONLY FOR IDENTIFIABLE JOBS IN CONJUNCTION

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WITH PROSPECTIVE EMPLOYERS TO ASSURE THAT TRAINING IS
BY PLACED. PP AMENDMENT SHOULD INDICATE PROJECT'S
STRATEGY FOR DETERMINING POTENTIAL DEMAND FOR THESE
SKILLS AND ASSURING EFFECTIVE UTILIZATION OF TRAINEES.

10. ESL TRAINING: IT APPEARS THAT EMPHASIS ON ENGLISH
LANGUAGE TRAINING GOES BEYOND NEED FOR
LANGUAGE QUALIFIED TRAINEES, AND SEEMS TO ADDRESS
GENERAL LEVEL OF ENGLISH CAPABILITY IN COUNTRY. PP
AMENDMENT SHOULD EXAMINE THE IMPLICATIONS OF ENTERING
INTO A MAJOR ENTERPRISE OF THIS NATURE, INCLUDING HOW
THIS MESHES WITH THE ROLE OF USA. IT SHOULD ALSO
MEASURE COST-EFFECTIVENESS OF LANGUAGE TRAINING CENTERS,
INCLUDING COMPARISON OF THIS EFFORT AND ESL EFFORTS
PROPOSED UNDER IEP.

11. RELATIONSHIP TO OTHER PROJECTS: PP AMENDMENT
SHOULD DISCUSS RELATIONSHIP TO IEP AND ASSURE THERE IS
NO DUPLICATION OF EFFORT. IN THE AREA OF DATA
COLLECTION, REFTEL (PARA 3.P.(5)) INDICATES PLANS TO
DEVELOP DATA COLLECTION CAPABILITIES FOR THE EDUCATION
SECTOR. SINCE BOTH THE PROPOSED PRIMARY EDUCATION
PROJECT AND S AND T BRIDGES PROJECT HAVE DATA COLLECTION
COMPONENTS, THE PP AMENDMENT SHOULD CLARIFY THE
RELATIONSHIP AMONG THESE EFFORTS AND ASSURE THAT THERE
IS NO DUPLICATION.

12. TIMING: MISSION SHOULD JUDGE THE TIME REQUIRED TO
DEVELOP THE PP AMENDMENT AND ADVISE AID/W OF FUNDING
VOICE WILL BE REQUIRED TO CARRY PROJECT AT CURRENT
MAGNITUDE IN THE INTERIM. WE FEEL IT WOULD BE USEFUL TO
HAVE A DISCUSSION DURING PROGRAM WEEK ON THE
EDUCATION/HUMAN RESOURCES SECTOR, TO GET A BETTER
UNDERSTANDING OF MISSION'S OVERALL STRATEGY AND PROJECT

DEVELOPMENT PLANS. WE PLAN TO SCHEDULE A SPECIFIC
MEETING ON THIS SUBJECT. SHULTZ
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SC(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

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

A. GENERAL CRITERIA FOR PROJECT

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A. If money is sought to obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified? No activity, not previously justified to the Congress, is contemplated this time
2. FAA Sec. 611(a)(1). Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance? (a) Yes - financial plan (b) Yes
3. FAA Sec. 611(a)(2). If legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance? No further legislative action is required

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4. FAA Sec. 611(b); FY 1989 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively? N/A
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. N/A
7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to:
(a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
(a) Yes
(b) Yes, by increased emphasis on training especially in private sector it should foster private initiative & competition
(c) No
(d) Yes
(e) Yes
(f) Yes
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
This project will be financing commodities and perhaps generating future markets for these commodities. Improvements in Pakistan's private sector could expand or increase opportunities for US/Pakistani private sector cooperations.

9. FAA Secs. 612(b), 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars. GOP will contribute equivalent of one-fifth over the life of the project amendment to cover some of the local costs.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? Pakistan was removed from the "Near-Excess Currency" list at the end of FY 88.
11. FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? N/A
12. FY 1989 Appropriations Act Sec. 549. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel? No
13. FAA Sec. 119(g)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other (a) No

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- wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?
- (b) No
(c) No
(d) No
14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)? N/A
15. FY 1989 Appropriations Act. If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? N/A
16. FY 1989 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? N/A
17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? N/A
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). This procedure will be followed.

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B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria This is an E.S.F. Project

a. FY 1989 Appropriations Act Sec. 548
(as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers?

N/A

b. FAA Secs. 102(b), 111, 113, 281(a).
Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental

N/A

institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

- c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used? N/A

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

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

- f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority? N/A

- g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government. N/A
- h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions? No
- Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations? No
- Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? No
- i. FY 1989 Appropriations Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization? No
- If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services? N/A

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- j. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes
- k. FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)? N/A
- l. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase N/A

production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k) utilize the resources and abilities of all relevant U.S. government agencies?

- m. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b) take full account of the environmental impacts of the proposed activities on biological diversity?

N/A

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- n. FAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas? N/A
- o. FAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development? N/A
- p. FY 1989 Appropriations Act. If assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies contained in section 102 of the FAA; N/A

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(c) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

9. FY 1989 Appropriations Act Sec. 515. If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified? N/A
2. Development Assistance Project Criteria (Loans Only)
- a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest. N/A
- b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest? N/A
- c. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities?

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3. Economic Support Fund Project Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Yes. Project will improve GOP's capability to design and implement its development projects financed by AID and other donors. The successful execution of the GOP's development program should result in increased economic and political stability.
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? No
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A



UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO PAKISTAN

Annex 11.D

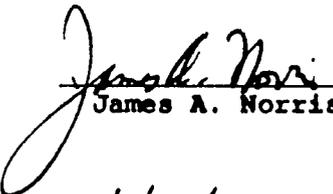
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Islamabad, Pakistan

DEVELOPMENT SUPPORT TRAINING PROJECT (391-0474)

Certification for Compliance with Gray Amendment

I, James A. Norris, the principal officer of the Agency for International Development in the Islamic Republic of Pakistan, do hereby certify that the acquisition plan in the Project Paper was developed with full consideration of maximally involving the Minority and Women-Owned Firms, or Gray Amendment Organizations, in the provision of required goods and services. Set-aside opportunities for such organizations to participate in this project have been assessed and deemed inappropriate at this stage. However, such organizations are encouraged to compete or contract awards, and prime contractors are expected to make an effort to sub-contract, as appropriate, with these entities. During the course of implementation, opportunities for such organizations to participate in the project will be further considered.


James A. Norris

6/18/90
Date

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TECHNICAL ANALYSIS

A. Overseas Participant Training

DSTP is now sponsoring over 400 participants in its core program each year, and, through its technical assistance contractor, manages the participant training program for approximately 900 candidates sponsored by other USAID projects. Of those core participants who completed their training during the first six years of DSTP, 26% were in long-term academic programs, representing 80% of the total person-weeks of training delivered. Over 90% of these core participants have been the nominees of government ministries, with less than 10% coming from the private sector. A special academic program for Balochistan students at the bachelors level was established to meet the provinces special needs, where educational attainment has traditionally lagged behind the rest of the nation. This effort has encountered some unique constraints which might have been decisive had they interfered with other DSTP activities, but the importance of Balochistan to USAID's programs in health, education, and rural development has merited going the extra mile to solve them. Other special efforts have been required to increase the participation of women. Securing nominations of women from male-dominated GOP bureaucracies has been a continuing challenge, while the cultural and historical environment makes the very idea of advanced training for women somewhat alien to either sex.

The selection of ministry nominees has been only loosely tied to USAID sectoral priorities, with no more than approximately 3% coming from the Ministries of Health and Education. However, during 1989, nominations from these two ministries have risen to 15% of the total and private sector participation is close to 30%. In order to provide improved support to these priority sectors for the remaining period of the project, the goal for GOP nominations in the health and education fields are being set at 22%, and 23%, respectively (in 1991) of the remaining core nominations are expected from the private sector.

A significant percentage of the technical assistance contract, amounting to approximately \$3 million per annum, is attributable to its management role vis-a-vis participants from other projects (approximately 900-1,000 nominations per year in addition to DSTP funded participants, which results in over 900 additional participants or a total of over 1,300 mission funded participants per year). The non-DSTP participants will continue to come primarily from the agriculture sector. But non-DSTP participants from education and private sector will increase through new USAID projects. For instance, nearly 600 participants will be sponsored under the Institutional Excellence Project once implementation commences in mid-1990.

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B. In-Country Management Training

DSTP's in-country management training efforts have focussed on such established governmental or semi-governmental institutions as the four National Institutes of Public Administration (NIPA), the Pakistan Institute of Management (PIM), represented in both Karachi and Lahore and the Pakistan Administrative Staff College (PASC),. These institutions have reached a stage of development where their level of professionalism no longer requires intensive USAID support. As a part of the Amendment focus, DSTP during the next year will phase out its assistance to PASC, two of the four NIPAs, Karachi and Lahore, and will refocus its assistance to PIM.

In the public sector, DSTP will provide more intensive in-country training support to NIPA/Peshawar and NIPA/Quetta. These two NIPAs, established much more recently, are still functioning primarily with adjunct faculty. DSTP has provided multiple programs for staff development in adult learning methodology, materials development, training of trainers and support on specific course design and needs assessment. In spite of the limitations imposed by adjunct faculty, these institutions have been able to establish a credible reputation for training. The leadership of each institution has demonstrated the capacity to absorb the kinds of intensive assistance which could have a measurable impact during the next three years.

The prominent place NWFP and Balochistan have in USAID's education sector strategy makes it imperative that DSTP support the further development of these two NIPA institutions and offer training opportunities, systems consultations, strategic planning assistance, and limited commodities support.

Development of private sector training institutions and organizations has been perhaps the most gratifying (and originally unanticipated) feature of this component. It has also been in the private sector that DSTP has enjoyed its greatest success in providing training for women, with over 390 women trained through courses designed and delivered specifically for them. The initial outreach to the private sector came through PIM and the Institute for Business Administration (IBA). PIM is a semi-governmental institution which encourages private sector participation in its courses. IBA is a part of University of Karachi, a public degree-granting institution.

DSTP's interest in private sector training initiatives has attracted approaches from a variety of groups, most prominently the organizing body of the Lahore University of Management Sciences (LUMS). LUMS did not require organizational assistance, but it needed a financial boost which DSTP was able to provide.

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On the other hand, organizational and management skills are in short supply in the small-scale enterprises which provide as much as 70% of Pakistan's employment opportunities. DSTP's Private Enterprise Training Initiative (PETI) has been aimed at such enterprises and its scope has grown rapidly. Since launching PETI in 1987, DSTP has searched for opportunities to create support additional organizations or institutions which provide services for the establishment and operation of small or medium size businesses. No viable institutions outside of PIM and IBA have been found, but DSTP did identify a promising group of entrepreneurs in Lahore which was providing some assistance to small and medium size businesses. The group is now formally established as the Entrepreneurial Development Advisory Service (EDAS). DSTP has assisted EDAS through training-of-trainers programs and in the design and delivery of special courses for their target group and has supported the popular Entrepreneurial Workshop conducted by Management Systems International. While EDAS and its 800 affiliate members are located primarily in Lahore, it is now reaching out and providing, mostly on a voluntary terms, consulting and training programs for entrepreneurs from all over the Punjab Province.

Three other programs of outreach to the private sector have been provided through DSTP in-country management training. In 1988 DSTP was requested to assist the GOP's Youth Investment Programs (YIPs) which helps young people establish businesses with loans of Rs 100,000 - 500,000. DSTP sponsored a training of trainers program for YIP staff and collaborated on the design of a course for new entrepreneurs which YIPS now delivers without DSTP support. The DSTP needs assessment for the establishment of PETI in 1988 identified a demand for assistance to businesses in small cities and rural areas. Some such assistance was being offered by the Punjab Development Corporation (PDC), and PDC has now agreed to cooperate with DSTP. Its local staff are in the process of being trained in modern management technology, small business practices and proactive service delivery techniques to assist their target clients.

DSTP has helped several private consulting organizations in Karachi through training-of-training professionals, conducting a needs assessment, and designing and delivering training programs. Specifically some of these programs have been for the owners and operators of family businesses, the traditional backbone of the private sector in Pakistan. Courses included strategic planning for family businesses, generational transitions as well as marketing, management, finance and other topics related to a family business.

C. English Language Training

The English Language Training Component has provided key support to the participant training component. English competence is a prerequisite for long-term training and a vital asset not only to all overseas training but to much in-country technical training as well. The standards of English language teaching in the schools of Pakistan reflect the weaknesses of the system as a whole, and, if

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anything, have declined in the last few years. The GOP has indicated that English language training is an increasing priority, but few resource shifts have been made. DSTP has supported, through technical assistance and some participant training, organizations and institutions involved in ELT, e.g. SPELT, providing training sessions at workshops or ELT meetings, and coordinating these efforts with The Asia Foundation and USIS related Pak-American cultural centers.

The prospects that local English language training efforts and the existing institutions will soon make DSTP's Center for Intensive English Language Study (CIELS) redundant are remote. The National English Language Institute, under the Ministry of Education's Curriculum Department, has been hamstrung by bureaucratic over-regulation and inadequate staffing levels. Through The Asia Foundation, DSTP provided a three year grant to develop and run four English Language Centers to function, the centers are located on university campuses in Lahore, Multan, Peshawar and Quetta. To date the centers have had over 1,200 students attend the TAF ELT courses.

In the three remaining years, DSTP will continue several of its on-going ELT efforts and actively explore, during 1990, the possibility of assisting private sector ELT organizations, such as the Lahore Arts and Sciences program for English language. DSTP is currently in discussions with Peace Corps about placement and support for volunteers working in ELT programs in the underserved areas. Since the volunteers just recently arrived in-country, the discussions are preliminary and in a formative stage.

ELT training under DSTP will continue to be focused on preparation for overseas training. But as TOEFL scores indicate, there has been a rather slow but steady decline. In part, this is due to the fact that early in the project, candidates with English language capability went for training rather quickly. Now the number of candidates who have never been trained under DSTP and score above 550 on the TOEFL are on the decline.

The CIELS program will continue as the central part of the DSTP ELT effort during the amendment period. No other ELT program in Pakistan is currently capable of providing the quality and flexibility of services needed by all USAID projects. A 1986 comparative study of ELT programs, funded by OIT, found the CIELS program to cost \$7.46 per teaching hour. This cost is favorable when compared to U.S. training at the American Language Institute/Georgetown University which was \$13.10 per teaching hour, not including per diem and air transportation costs. The DSTP ELT program includes TOEFL testing which also has favorable costs when compared to the other option.

DSTP uses the "institutional" TOEFL for in-country screening, which costs an average of \$22.06 per test in 1989. The "international" or official TOEFL costs \$33.00 per test. It is to DSTP's advantage to have its own TOEFL testing team which can: meet project related

schedules; test nominees and applicants in places and at times when the "international" is not scheduled (i.e. Quetta and Faisalabad; (there is no loss for no shows, substitutions are made on the spot for the "institutional" candidates); and with DSTP administered TOEFL tests there is a triple checking system to eliminated impersonation and proxy.

TRENDS IN PAKISTAN'S LABOR
MARKET AND THEIR
IMPLICATIONS FOR THE DESIGN OF THE DSTP AMENDMENT

EXECUTIVE SUMMARY

This Annex presents a summary and analysis of labor market conditions which are expected to prevail in Pakistan in the near future, and assesses the mix of training proposed under the DSTP Amendment in light of this analysis.

The principal findings of this paper are as follows:

1. Over the five years of the Seventh Plan (1988-93), relatively small increases in the demand for labor with higher educational qualifications are predicted. A greater surplus of available labor is expected for the intermediate and degree level categories than for lower educational levels. However, projections for the perspective plan period (1988-2003), which allow for change in the structure of the existing stock of labor, show a shortage of post graduates. In addition, a general upgrading of the educational qualifications for most occupational groups will be necessary if the expected excess supply of labor with lower levels of education (secondary, intermediate, or degree holders) is to be relieved.
2. Sectoral labor requirements over the Perspective Plan (1988-2003) are predicted to increase fastest in mining (annual growth of 7.4%), followed by electricity and gas (annual growth of 5.4%), construction (annual growth of 4.2%), the public administration/defense sector (annual growth of 3.6%), and services (annual growth of 3.0%).
3. Projections of labor mismatches over the Perspective Plan period show a shortage for agricultural workers. For the remaining occupational groups, a surplus is projected. The highest annual growth rate of surplus labor is observed for sales workers (15%), followed by professional (11%) and clerical workers (8%). The surplus of production workers grows at the lowest rate of (3% per annum).
4. Projections of labor demand and supply at a more disaggregated level indicate shortages for the middle level technologists (main areas: medical, laboratory technicians, nurses, draftsmen, junior executives, librarians, and production supervisors) as well as for various types of engineers and accountants. This is not surprising given: a) the public sector's emphasis under the Seventh Plan on increased delivery of social services, particularly education and health, and b) the projected increases in labor demand for the mining, electricity/gas, and construction sectors.

5. The low rate of employment absorption by large scale industry has directed attention to small scale industry over the Seventh and perspective plan periods. The National Manpower Commission's (NMC) report (Committee on Skill Development and Productive Employment in the Manufacturing Sector) identifies small scale industry and construction as the leading sectors for employment generation. This is because of their higher employment elasticities and strong backward and forward linkages with other sectors of the economy. These two sectors are expected to complement each other since better infrastructure facilities will induce higher growth, especially in small scale rural industries, and will also generate largely self-financed private investment. To increase the relatively low productivity of small scale industries, it is necessary to invest in programs for skill training and business management (even at elementary levels). Management courses could encourage the development of a new entrepreneurial class, particularly among workers returning from overseas. Such workers presumably have adequate financial means and technical skills, but may lack business and management know how.
6. The recent increase in agricultural wages, which induced greater participation by women in the market for wage labor, is not expected to continue. It will, therefore, be necessary to create employment opportunities for women in rural areas outside the agriculture sector. Even in urban areas, increased female labor force participation in the formal sector should be encouraged. Business management and entrepreneurial skill development should be initiated.

The additional female teachers required for planned expansion of the educational sector during the Seventh Plan is 86,725. Both the number of institutions training female teachers (only 30 for the entire country) and their enrollment capacity are insufficient compared to the existing needs and the Seventh Plan target.

The survey carried out by the National Manpower Commission predicts shortages for paramedical staff. There is already a great shortage of nurses as evidenced by the existing ratio of nurses to doctors, 1:4.

7. Much of the growth in demand for health and educational workers will occur in rural areas. Not only will such workers have to be trained, but they will also have to be motivated to accept jobs in such remote locations. Current unemployment of doctors in Pakistan occurs not because of job saturation, but rather because of the fact that most doctors want to stay in urban areas, where only 30% of the total population lives.* As it stands now, the allocation of development funds under the Seventh Plan is biased towards urban areas. For every Rs.10 spent in urban areas, only Rs.2 are spent in rural areas. This only encourages rural/urban migration and worsens the already critical situation concerning unemployment in urban areas.

* Primarily for economic reasons.

8. The DSTP Amendment responds to the increased public sector demand for workers in social services by allocating 45% of the annual participant training openings to health and education. DSTP will also allocate an increasing share of total training opportunities to the private sector, with this share growing from about 30% at present to about 45% by the project's PACD.
9. DSTP will increase its support for small scale entrepreneurs/enterprises (with an expanded focus on private sector financing organizations) through the Private Enterprise Training Initiative. This has become the fastest growing component of the in-country training program.
10. Elements of DSTP should be designed with the needs of rural areas in mind. Participants should be selected, and incentives offered, so as to ensure that the skills required in rural areas are ultimately available.
11. With an increasing number of training opportunities going to the private sector under DSTP Amendment, it would be desirable to see an increase in women participants. Under DSTP, the share of overseas training that went to women was 14% (based on all processed cases for which a PIO/P was issued and excluding cancellations). Approximately half of those participating in overseas training came from the private sector.
12. Given Pakistan's labor force needs and the increased focus of the Mission and DSTP on the private sector, it would be desirable to reduce under the DSTP Amendment the number of overseas training opportunities described as study tours, workshop, etc. (about 28% of the total processed cases to date). These have been provided primarily to public sector employees; and, they appear unlikely to address Pakistan's most immediate and pressing labor force needs.

I. Introduction

Pakistan can not afford to waste or underutilize valuable human resources. Its future economic development will be hampered unless Pakistan develops the capacity to create employment opportunities and to mobilize, train, and educate its human resources to meet these opportunities.

The Government of Pakistan (GOP) is presently focusing attention on the unemployment issue as a crucial economic as well as political problem requiring immediate action.^{1/} At the same time, the government

^{1/} Following the Prime Minister's request, the National Manpower Commission was convened in August, 1987 to examine the manpower situation in the country, project manpower supply and demand for the next fifteen years, suggest measures for bringing about a better balance between supply and demand for various categories of manpower, and prepare a strategy for human resource development. The final report prepared by NMC will be available to the public in April 1990. Preliminary results are discussed in Section II.

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recognizes the need to evolve a comprehensive program for human resource development that will respond to the country's longer term goals. Some of the objectives of the Seventh Plan reflect this strategy: the allocation of increased resources to primary education, the expansion of technical and vocational training programs, measures to improve the quality rather than increase enrollments in secondary and university education, increased investment in science and technology, and efforts to integrate research carried out in universities with national development plans.

The Development Support Training Program (DSTP) will make a positive contribution to this general effort as long as the training opportunities provided respond to anticipated manpower requirements. Thus the purpose of this analysis is to evaluate DSTP Amendment goals in the light of projected labor demand and anticipated mismatches between labor supply and demand for various occupational categories.

II. Expected Manpower Needs

A. Data Sources

The discussion of expected manpower requirements for the Pakistan economy presented below is based on three independent sources:

- (a) The National Manpower Commission (NMC), "An Agenda for Human Resource Development Policy and Employment in Pakistan, "Preliminary results of a NMC/UNDP field Study, October, 1989,
- (b) The Pakistan/Netherlands Project on human resources, "Projections of Manpower Requirements and Supply for the Seventh Plan and for the Perspective Plan (1988-2003)", April 1989, and
- (c) The World Bank, "Pakistan Employment Issues and Prospects," April 1989.

The NMC was set up in late 1987 in order to examine the manpower situation in the country and prepare a comprehensive human resource development strategy for the Seventh and the Perspective Plans. A number of NMC committees were also set up to look into specialized areas in more detail. The findings of these efforts have been published and some of the issues raised are discussed below, e.g. women's employment and training, the unemployment of educated youth in urban areas, skill development for productive employment in the manufacturing sector, and manpower needs in science and technology. Furthermore, in October-November 1989 a stratified nationwide sample survey was carried out by the NMC to examine the labor market and project labor market imbalances. Preliminary results are discussed below.1/

1/ The final report will be available in April 1990.

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B. Labor Market Analysis

The NMC recognized that growth in employment would have to come largely from the private sector, specifically self-employment in small business and enterprises. The public sector is already a major employer accounting for about half of all wage employment. Projections show that employment in the public sector is expected to grow at just 2 to 3 per cent per annum over the Seventh Plan period. The only major area where large public sector employment increases are expected is social services, primarily education and health.

To meet Seventh Plan targets, the underutilized pool of the female population will have to be encouraged to become economically active. The additional female teachers required for expansion during the Seventh Plan will be 86,725. However, with only 30 teacher training institutes for women for the entire country, it will be beyond the country's capability to train all the women teachers targeted for the Seventh Plan. 1/ After education, health is the most important sector as far as women's training and employment is concerned. Due to the social norms in Pakistan, it is essential to have women doctors, nurses and paramedical staff. Particularly in rural areas where doctors are not available, women health visitors are a must. Yet the ratio of doctors to nurses in Pakistan is 4:1. Both the number of institutions providing training for medical staff, their enrollment capacity, and the appropriateness of existing training curricula for skills required, are insufficient compared to the existing needs and the Seventh Plan target.

Employment and training of women should not be offered, however, only in areas where the government needs women workers, i.e. health and education. Demographic changes have already increased the labor market participation by women from 2% of the eligible population in 1975 to 4% in 1987. It will therefore be increasingly important to offer women equal opportunities for education in general, as well as training in modern agriculture methods, traditional crafts, business entrepreneurship, and new technologies. Furthermore, the government should require that women working in the manufacturing sector are offered apprenticeship programs like the ones presently existing only for men.

1/ "Women Employment and Training", Committee #8, Government of Pakistan, National Manpower Commission, 1989.

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The NMC identified small scale industry and construction as the leading sectors for employment generation.^{1/} This is because of their higher employment elasticities and strong backward and forward linkage with other sectors of the economy. Employment growth in the small scale sector was over 8% per annum between 1976/77 and 1983/84. This is mainly the result of the rapid growth of this sector, the competitive labor market that prevails in the sector, and the existence of complementarities with large scale manufacturing.^{2/} The role of small scale industry in output growth and employment depends, however, on how rapidly constraints on literacy, basic education, and level of skills for the manpower in this sector can be overcome.

Projections prepared by the NMC show that, given present trends, the number of scientists and technologists available in the year 2000 will be 522,000, while the number recommended according to UNESCO guidelines, which determine manpower requirements needed to ensure adequate scientific and technological progress, is 1,396,000. Thus the anticipated shortfall in the number of scientists/technologists is 874,000. Moreover the falling standards in educational institutions at all levels, particularly those relating to science and technology, also have to be addressed if Pakistan is to avoid the creation of a pool of unemployable degree holders. ^{3/}

Preliminary results of the survey launched by the NMC/UNDP show major shortages at the middle level technologists and for skilled production workers. Some of the occupations identified are: Medical and laboratory technicians, nurses, paramedical staff, designers, junior executives, general foremen for fabricated metals, food products, chemicals, carpet weavers, sewing machine operators and production supervisors.^{4/}

In the context of the Employment, Income and Basic Needs Pakistan/Netherland Project, an analysis of manpower requirements for some 100 occupations, disaggregated by 5 educational levels was developed. The main economic assumptions incorporated in the analysis are the following: On the supply side, a constant crude labor force participation rate of 29.4% (observed in 1986/87) and a population growth of 3% per annum are assumed to hold over the entire Seventh Plan period.

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- 1/ "Skill Development and Productive Employment in the Manufacturing Sector", Committee #1, GOP, National Manpower Commission, 1989.
 - 2/ "Pakistan Employment Issues and Prospects", World Bank, 1989.
 - 3/ "Meeting Pakistan Manpower's needs in Science and Technology for the Twentieth and Twenty First Centuries", GOP, National Manpower Commission, 1989.
 - 4/ For a complete list of the occupations for which shortages or surpluses were indicated based on the findings of the NMC/UNDP Survey, see Appendix 1.

On the demand side, a GDP growth rate of 6.5% and a 0.41% elasticity of employment with respect to the total GDP are assumed over the Plan period.^{1/}

In general, labor requirements over the Seventh Plan period are predicted to increase slowest in the financial sector. Fastest increases will be in the mining, and electricity/gas sectors, followed by the construction and public administration/defense sectors. The annual growth rate of labor requirements is projected to be 7.4% for mining, 5.4% for electricity/gas, 4.2% for construction, 3.6% for public administration, and 3% for services.

Projections by occupational group show that labor requirements for administration and production workers will increase more rapidly than for agricultural and sales workers.

Manpower imbalances by level of education over the Seventh Plan period indicate a higher imbalance rate (excess supply) for the intermediate and degree level than for lower education levels. In the Perspective Plan period, postgraduates display a shift from a surplus to a shortage (labor demand for post graduates growing at a rate of 5% per annum while supply is expected to grow by 3.6% per year.)

The projected imbalance rates by occupation show a gradual depletion of the excess supply of agricultural and production workers and a small negative balance (excess demand) for service workers. These trends are counter-balanced by positive imbalance rates in the other sectors of the economy to produce the overall excess supply of 1.3 million workers. Higher imbalance growth rates over the Seventh Plan period are observed for clerical workers (29%) and professionals (24%).

^{1/} Due to the small number of labor market surveys in the 1980's and labor force data limitations, the method of projection used ensured that manpower requirements coefficients by sector remained within a 40 percent range of the labor force growth trends of 3 percent per annum. For the perspective plan, a coefficient matrix was computed using a 100 percent range limit on either side of the 3 percent growth rate of the labor force.

Over the Perspective Plan period, imbalances of service workers shift from a shortage to a surplus. The opposite applies for agricultural workers. For the remaining occupational groups, the highest imbalance growth rate is observed for sales workers (15% p.a.), followed by professional (11% p.a.) and clerical workers (8% p.a.). The surplus of production workers grows at the lowest rate (3% p.a.).

Finally, results at a more disaggregated level indicate that the labor requirements for several professions that are spread economy wide, e.g. civil, mechanical and electrical engineers, draftsmen, various technicians and accountants, show greater additional labor requirements than occupations which are more sector specific.

Appendix 1

Findings of a NMC/UNDP/Planning Commission
Study Field Survey Oct/Nov 1989

Major shortages were indicated for:

Mechanical engineers	Medical technologists
Laboratory technicians	Nurses
X-ray operators	Wardboys/Hospital servants
Library attendants	Designers
Librarians	Junior executives
Production superintendent	Stenotypists/stenographers
Typists	Telephone Switchboard operators
Production supervisors	General foremen
Carpet weavers and reachers	Knitters, dyers and cotton selectors
Silkmen	Sewing machine operators
Chicken cutters/preparers	Sole pressmen
Laster, and Sewer of leather	Leveling machine operator
Leather mechanists	Cabinet makers
Wood coasters	Lathe setter
Metal polishers	Rubber moulding operators
Compression moulding operators	Compression moulding operators
Long distance heavy vehicle drivers	

Major surpluses were indicated for:

Procurement officers	Program producers
Bus conductors	Light vehicle drivers
Messengers	Log sawers
Hammermen	

III. The Focus of the DSTP Amendment

A. Expected Changes Compared to the Previous Phase of DSTP

The DSTP Amendment will continue to provide in-country and overseas training opportunities to the public and private sectors of Pakistan. However, a more focussed approach will be adopted. The main changes expected to take place are:

1. DSTP Amendment will increase training opportunities in health and education. About 45% of the openings for academic and technical training will be allocated to these areas. During the previous phase of the project, in contrast, the primary focus was on management courses (about 25% of the overseas training) while overseas training in health and education accounted for about 4%. 1/

2. DSTP Amendment will continue to provide training opportunities in management, but the courses will be less general and more focussed on the requirements identified through training needs assessments.

3. DSTP Amendment will allocate an increasing percentage of training opportunities to the private sector. During the previous phase of DSTP, overseas training was provided primarily to the public sector (about 78%). This resulted in a high percentage of overseas training (28%) which consisted of study tours, participation in workshops, and conferences. Similarly, about 9% of training opportunities were allocated to courses that were public sector related (e.g. tax fraud, income tax administration, management of government organizations, management of public finance, and census training).

4. Based on the findings of a needs assessment for the private sector, DSTP Amendment will support basic in-country management and technical skills development for small scale entrepreneurs/enterprises through the Private Enterprise Training Initiative (PETI).

B. Relevance of the DSTP Amendment Objectives to Pakistan's Manpower Needs

Pakistan's principal manpower needs over the Seventh and Perspective Plans will be for middle level technologists (e.g. paramedical staff, nurses, librarians, teachers, draftsmen, junior executives) skilled production workers, and mechanical and electrical engineers. A shortage is projected for post graduates over the Perspective Plan; and, there is a need for basic management and business skills training to increase the productivity of small scale industry. The latter is also needed to facilitate the development in rural areas of non-agricultural employment opportunities.

1/ These percentages are based on the total number of processed cases excluding cancellations (about 2100).

The DSTP Amendment will support the projected manpower needs in health and education by allocating a higher percentage of training opportunities to these two sectors. However, there is a policy issue that has to be addressed by the GOP. The demand for these skills is primarily in rural areas. The GOP will need to initiate a comprehensive package of incentives to attract young people to work in rural areas. DSTP Amendment should encourage the allocation of training opportunities in health and education to participants from rural areas. 1/

By increasing the percentage of training opportunities allocated to the private sector, the DSTP Amendment will hopefully respond to the need for: (i) productive employment opportunities being generated in the private sector, and (ii) an increase in formal sector participation rates of women. Socio-economic changes are causing more women to enter the labor market, with women's labor force participation in the rural agricultural sector rising from 39% in 1972 to 54% in 1980.2/ For women to be able to compete successfully in the labor market, however, appropriate training opportunities will have to be provided, based on needs assessment and compatible with social and cultural norms (particularly those in rural areas).

The decline of employment generation in large scale industry, despite its growth, has refocused the attention of the GOP on small scale industry, which has a high potential for employment generation. To increase the productivity of this sector and encourage the adoption of new technologies, there is a need to invest in training programs in business management (at elementary levels) and entrepreneurial skill development. The DSTP Amendment, through its PETI in-country training, will help increase the country's capabilities in this area. It will also be desirable under the project to increase both training opportunities provided in science and technology fields and the percentage of post-graduate training. With the decrease in training going to the public sector, perhaps resources used previously for study tours/participation in conferences etc. can be utilized instead for training in science and technology.

- 1/ In the long run, however, there is little the program can do to prevent trainees from migrating to urban areas.
- 2/ This is based on the results of the 1972 and 1980 Agricultural Censuses. The participation rates are high relative to the female labour force participation rates reported in the population census and labor force surveys. The latter show implausibly low participation rates for women and a declining labor force participation rate overall. Deficiencies in labor statistics (reported in LFS) result in the exclusion of a large number of persons (estimated about 3.3 million) and the under estimation of labor underutilization (about 12.2 million). Source: World Bank "Pakistan Employment Issues and Prospects".

PRIVATE SECTOR STRATEGY

Executive Summary

Introduction

USAID's current country strategy places increasing emphasis on using AID resources to facilitate an expanded and a more efficient private sector. This emphasis is timely in that opportunities for private enterprise development in Pakistan are improving.

Unfortunately, there is a prevalent attitude among Pakistani private entrepreneurs that the success of an industry depends primarily on the government, rather than on the industry's internal management. While this attitude may be realistic under current conditions, it exacerbates the problem by its negative impact on the development of skills that are needed to make a liberalized and competitive private economy work. The need for improved management skills has been largely overlooked, which is a major reason the private sector has not developed to its full potential. Recognizing that an open market system requires an active group of entrepreneurs, part of USAID's strategy is to encourage efforts toward the development of basic private enterprise management skills.

By working to strengthen management capabilities, the Development Support Training Project (DSTP) plays a strategic role in the development of Pakistan's private enterprises. The experience of seven years of implementation has led to the evolution of a strategy that ensures the greatest impact on the private sector. Efforts are focused in three areas: (1) shifting priorities in management training for private sector participants to emphasize in-country training and to expand into more operational and process management skills; (2) working with Pakistani organizations to institutionalize and expand private sector training programs; and, (3) identifying and assisting training organizations to develop their consulting programs and skills in support of private initiatives.

Management Training

Management training remains key to DSTP, though the priority is shifting from overseas participant training to short-term in-country training. Participant training scholarships will be made available to private sector candidates sponsored by both DSTP and other USAID projects. The special cell established to handle private sector placements will also coordinate links between the participant training and the other private enterprise interventions. For example, overseas training may be offered to the faculty of key private institutions identified by DSTP consultants.

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Special emphasis will be placed on the In-Country Management Training of private entrepreneurs. By its very nature, in-country training reaches a much wider spectrum of the target community with programs that are relevant and locally developed. Lower program costs permit the handling of larger groups while institution building and other developmental concerns are potentially more attainable. This is especially the case in trying to reach the USAID priority areas of private enterprise training and women's programs.

The DSTP Amendment will initiate a second important shift -- broadening the definition of management training to also include more operational management skills, rather than just general business and financial management. Specific examples are the intent to focus more on industrial, process and manufacturing engineering and management, key skills of importance to expanding the manufacturing and export base in Pakistan.

Institutionalization of Training Programs

Sustainability is an important factor in the development of private enterprise programs. This is most readily achieved by developing the institutional capacity to manage project initiated programs after donor funding is terminated. DSTP is working continuously with intermediary organizations that have been identified as having such an institutional capability. Support is provided to organizations who in turn support small scale enterprises and entrepreneurs.

A key component of the in-country training package will build upon the strong foundation established under the Private Enterprise Training Initiative (PETI). PETI programs in family business, strategic planning for small businesses, and management training for employees of development finance institutions have been designed in response to locally identified needs and priorities. In addition, in response to a 1987 needs survey, a modular approach has been developed to meet specific requests of small enterprises. The approach allows a maximum of flexibility and adaptability and is designed to provide short-term training close to the workplace, which encourages greater acceptance by employers as well as employees.

Another important support program is the Training of Training Professionals (TTP), which provides needed training to employees of these training organizations. Activities include training evaluation and needs assessment, training design, materials development, presentation and consulting skills, and audio-visual production in addition to a general program.

Consulting and Advisory Services

There is also a pressing need for better organizational and strategic planning skills within private enterprises. The contractor, Academy for Educational Development (AED), is in a position to provide consulting and advisory services in such areas. AED uses various change methodologies to assist an organization to engage in self-diagnosis and arrive at action plans for improving it's structure, systems, human resources and overall performance.

This activity compliments the institutionalization of DSTP programs by assisting selected organizations develop and strengthen their own programs. Many of these organizations have been involved in early DSTP programs; other groups have been indentified as future consulting groups in support of private enterprise development. The Enterprise Forum, for example, is an association of businessmen formed in Karachi to overcome the constraining tradition of entrepreneurs working in relative isolation from one another. The Forum provides a resource group of successful businessmen to whom entrepreneurs can turn for advice.

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Introduction

By working to strengthen management capabilities, the Development Support Training Project (DSTP) plays a strategic role in the development of Pakistan's private enterprises and identifying the key players of the future. The experiences of the original project have led to the evolution of a strategy that ensures the greatest impact on the private sector. Efforts are focused in three areas: (1) shifting priorities in management training for private sector participants to emphasize in-country training and to expand into more operational and process management skills; (2) working with Pakistani organizations to institutionalize and expand private sector training programs; and, (3) identifying and assisting training organizations to develop their consulting programs and skills in support of private initiatives.

Management Training

Management training is still key to DSTP, though the priority is shifting from overseas participant training to short-term incountry training. Participant training scholarships will still be made available to private sector candidates placed by various USAID offices as well as those from DSTP. Overall, about ten percent of these participants have been from the private sector and this is expected to increase slightly under the amendment, primarily through the women's program.

A special cell has been established to handle the promotion, recruitment and screening of the private sector placements. Though the scholarships are largely merit based, a corollary focus will be to coordinate links between the participant training and the other private enterprise interventions. For example, overseas training may be offered to the faculty of key private institutions identified in by DSTP consultants.

Special emphasis is placed on the incountry management training of private entrepreneurs. By its very nature, incountry training opens up the opportunity to reach a much wider spectrum of the target community with programs that are relevant and locally developed. Lower program costs permit the handling of larger groups while institution building and other developmental concerns are potentially more attainable. This is especially the case in trying to reach special target groups, such as women working in the private sector.

Over the last two years the In Country Management Training (ICMT) program has moved extensively into the special USAID target areas of private enterprise training and women's programs. The private enterprise program has been well received and there is great demand for more programs in the areas of family business, strategic planning for small businesses, and training for the managers and district officers of the development finance institutions who make loans to and advise budding entrepreneurs.

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These programs have been designed in response to locally identified needs and priorities. The fact that they have successfully focused on key areas is illustrated by their replication by private and public sector groups on a local level. In addition, in response to a 1987 needs survey, a modular approach has been developed to meet specific requests of small enterprises. The Modular Training for the Improved Productivity Program is designed to prepare and introduce training modules, manuals and materials in such areas as financial analysis and management, marketing strategies, and production planning and control. The approach provides a maximum of flexibility and adaptability and allows for the short time periods and need for training close to the workplace which greatly affect participation by members of target groups.

Institutionalization of Training Programs

Sustainability is an important factor in the development of private enterprise programs. This is most readily achieved by developing the institutional capacity to manage project initiated programs after donor funding is terminated. DSTP is working continuously with intermediary organizations that have been identified as having such an institutional capability. Support is provided to organizations which in turn support small scale enterprises and entrepreneurs. Assistance is provided through seminars, workshops and consultancies to employees of organizations such as the Punjab Small Industries Corporation, Sind Small Industries Corporation, Regional Development Finance Corporation and Small Business Corporation.

Another aspect of the institutionalization initiatives is the Training of Training Professionals (TOTP). This is a support program that provides training to employees of various training organizations. Activities include training evaluation and needs assessment, training design, materials development, presentation and consulting skills, and audio-visual production in addition to a general program. Specific emphasis has been placed on training employees of the intermediary organizations involved in other DSTP activities. The success of the program is demonstrated by the fact that not only are training institutions sending more employees for training, but former participants are now offering courses through organizations such as the Lahore branch of NIPA.

The TOTP program is now streamlining its activities to emphasize the institutionalization of TOTP itself. Programs are geared towards the development and use of trainers that have gone through the entire cycle, from intern to assistant trainer to co-trainer to lead trainer. Project consultants are seeking out and identifying appropriate training facilities to take over TOTP programs, develop new training modules and develop internal expertise for consulting services. In addition, evening seminars to encourage networking and sharing among alumni and leaders in the training community are being included.

Consulting and Advisory Services

It is now recognized that there is a need for organizational change and strategic planning within private enterprises and the contractor, the Academy for Educational Development, is in a position to provide consulting and advisory services in such areas. Consultants are identifying and assisting key organizations through strategic planning, organizational development and other change methodologies. The goal is to enable an organization to engage in self-diagnosis and arrive at action plans for improving it's structure, systems, human resources and overall performance.

This activity steps beyond the institutionalization of DSTP programs by assisting selected organizations develop and strengthen their own programs. Several groups already have been identified that provide services to private enterprise. The Enterprise Forum, for example, is an association of businessmen formed in Karachi to overcome the constraining tradition of entrepreneurs to work in relative secrecy and isolation from one another. The Forum provides a resource group of successful businessmen to whom entrepreneurs can turn for advice.

Similarly, the Entrepreneurial Development and Advisory Service (EDAS) provides advisory services to Lahore based businesses. Though newer, EDAS has been accepted and used much more quickly than the Forum and the demand for its services is still growing.

Another organization that has been identified as a possible home for a key project activity is the Society of Pakistan English Language Teachers (SPELT). SPELT is a Pakistan-wide voluntary (private sector), professional organization of ESL teachers at all levels who are pooling their own resources to raise standards and address problems of ELT in Pakistan. They are engaged in activities such as the following: a) conducting a series of seminars on key ELT subjects; b) holding an annual in-service course for upgrading English language school teachers; c) holding monthly academic sessions on ELT topics; and, d) distributing a quarterly and annual newsletter.

Since English language proficiency is vital to the success of the management training courses, this organization may, in the future provide important support to the institutionalization of project programs. Support would be provided to SPELT to further establish itself as a national organization, strengthen its services to ELT teachers, and develop professional linkages with other ELT bodies - especially those of the U.S., U.K. and South Asia.

Other groups identified for DSTP support are the Pakistan-American Cultural Centers (PACC) in Baluchistan and NWFP. These branches of a private, Karachi based organization have an outstanding record for providing relatively high quality instruction to large numbers of younger, middle class Pakistanis and Afghan refugees. Consultatin and advisory services can assist these groups to strengthen their programs.

In addition, continued support for these centers would mesh well with other USAID priorities, such as giving special attention to broadening opportunities for residents of NWFP and Balochistan, and supporting the private sector.

Early private sector initiatives provided support for the Pakistan Institutes of Management (PIM) in Lahore and Karachi. PIM is a semi-autonomous body now attached to the Federal Ministry of Production that offers management training to both the private and public enterprise sectors. PIM is the leading GOP management institute in Karachi and has trained more than 50,000 executives through several thousand iterations of short courses of one to three weeks in duration.

DSTP has provided support for programs such as PIM's senior short courses in Strategic Human Resources Management and Strategic Marketing, its Advanced Management Program and its Chief Executive Officers course by funding consultants from Arthur D. Little. In keeping with project strategy, support is being continued to further assist PIM to develop the capability to manage these courses independently. Trainers are being trained under TOTP and consultants will work with them to ensure that the courses maintain their quality instruction.

Substantial support has been provided to the Lahore University of Management Sciences (LUMS), a private university that promises to become a leading institution in private sector management training. It is a new institution created in 1986 at the initiative of Pakistani businessmen and with their funding support. The key to LUMS sustainability at this point is well planned faculty development. DSTP is meeting this need by continuing to provide PhD scholarships for LUMS faculty and encouraging the participation of LUMS junior faculty in AED's TOTP programs to enhance teaching skills.

Similar support is being provided to the Institute of Business Administration (IBA), a rather autonomous unit of the University of Karachi. It is one of the major sources of trained managers for the private sector in Pakistan through its MBA, Diploma, certificate and executive development programs.

Conclusion

In sum, a strategy has been developed for DSTP activities to include and impact upon private enterprise. The strategy includes interrelated aspects of three complimentary functions. By narrowing the focus and combining the activities of these functions the goal is to more efficiently institutionalize management capability by training, assisting and strengthening local organizations.

A STRATEGY
TO INCREASE WOMEN'S PARTICIPATION IN THE
DEVELOPMENT SUPPORT TRAINING PROGRAM PHASE II

EXECUTIVE SUMMARY

The 1988 evaluation described the Development Support Training Project's Phase I as "successful and has made good progress towards upgrading Pakistan's managerial and technical skills." However, women constituted only 6.7% of the total participants in 1985 and still only 6.8% in 1988. The evaluation team recommended institutionalizing and expanding private sector and women's training programs. A goal was set to increase women participants to about four times its present level, in the sectors of health, and education. Agriculture, although not a targeted Ministry under the DSTP Amendment was included because of the important role it plays in Pakistan's economy and the natural link with rural women.

The welfare and productivity of women in Pakistan is almost the lowest in the world. Pakistan's female life expectancy at birth in 1986 was lower than the male. Girls receive a lower allocation of food and have less spent on their health and education. Female primary school enrolment in 1985 was 32% and only 0.8% of women reach university education. They give birth an average of 6.8 times. There is no evidence of any decline in Pakistan's fertility rate since the mid 70s. The total female labor force is much lower than the average for South Asia. The waste of human resources is most evident among Pakistan's women.

The purpose of this paper is to develop a strategy to increase the participation of women in DSTP Amendment.

The major constraints preventing women from becoming participants, listed in the order of frequency mentioned, and strategies to overcome them were:

1. English language standard of women is too low
 - a. Increase in-country English language courses.
 - b. Lower acceptable TOEFL scores for females for technical or special training.
 - c. Utilize more in-country training in the vernacular.
2. Lack of publicity

The present method of advertising tends to reach only the higher strata of Pakistani urban society.

- a. Market training programs through Urdu language newspapers and women's magazines, Industrial Homes, Women's Resource Centers, Chambers of Commerce, the Women's Ministry, NGOs, other donors, on the radio and in schools, colleges and universities.

b. It should be ensured that publicity is timely.

3. High fees for in-country courses

Although the fees are nominal they are out of the reach of many women.

a. Encourage sponsorship from NGOs, other donors, the Women's Ministry and other government institutions.

b. Charge variable fees depending upon the ability to pay.

4. Discrimination

Women are barred from applying for certain jobs. There exists among many men a cynical attitude toward the training, especially managerial training, of women.

a. The GOP should be encouraged to repeal all regulations barring women.

b. The mass media should be used to portray women in positive and constructive roles, capitalizing upon "success" stories.

5. Actual Training Needs Not Known

Although a Needs Survey was carried out by AED in 1986-87, it was repeatedly pointed out that knowledge is limited concerning areas in which women could be employed as well as women who are available for training.

a. Carry out another Training Needs Assessment in the public and private sectors.

b. Share the information among NGOs and other donors to better coordinate training.

6. Nomination Process

The process is felt to be lengthy, cumbersome and discriminatory in the public sector.

a. A percentage of the training slots be reserved for women only.

b. Solicit more women from the private sector.

7. Success stories are not exploited

This is perhaps the best encourager to potential participants and their families.

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- a. Maintain a data base on returned participants.
- b. Exploit success stories in mass and electronic media and through talks and lectures.

8. Inability to implement training

If inappropriate courses are selected or women cannot implement training due to lack of credit or social pressures potential participants are discouraged from seeking training.

- a. Courses must be carefully matched to the needs of the individual as well as the country.
- b. Credit for women must be established.
- c. Support groups should be formed.
- d. Career Track programs should be implemented.

INTRODUCTION

The Female Population of Pakistan

The disadvantaged status of Pakistani women and the low state of Pakistan's human resource development are major constraints to the development of its economy. As stated in the World Bank's 1989 country study of Women In Pakistan, "Nowhere is the waste of human resources in Pakistan more evident than among its women. Women and girls are benefitting in only a limited way from economic development. Their low status contributes to high population growth." Here are some grim indicators from the study: The welfare and productivity of women in Pakistan is almost the lowest in the world. On virtually every socio-economic indicator they fare worse than their counterparts and worse than women in most other low income countries. These indicators include sex ratio, female life expectancy at birth, female primary school enrollment, total fertility rates, percentage of women of childbearing age using contraception, population growth rate, female labor force participation rate and GNP per capita. Females in Pakistan suffer from very poor health. They give birth an average of 6.8 times and die in child birth-related causes at a rate of 600 per 100,000 live births...a rate that is among the highest in the world. There are only three countries in the world with a higher percentage of low-birth weight babies than Pakistan's 28% (1984).

Pakistan's female life expectancy at birth in 1986 was lower than the male. There are only four other countries in the world in which men live longer than women. Zeba Sathar in National Health's special supplement "1990 The year of the Girl Child" states "After having faced the greater chances of being sick and dying

during childhood, little girls face the most debilitating discrimination of all--few chances of attaining any education". Naheed Aziz, Program Officer for Women's Issues at UNICEF tells us that girls are seen as economic liabilities, receive a low allocation of food in the family and have less money spent on their health and education. They are forced into marriage and have no independent social identity.

In 1985 Pakistan's female primary school enrollment was 32%, among the lowest in the world. (Apart from Bhutan and Yemen, all the others are in Africa.) Khawar Mumtaz and Farida Shaheed in their book Women of Pakistan Two Steps Forward, One Step Back? say that "for every literate woman there are five literate men. Only 0.8% of women reach university education."

Pakistan's population has doubled in just over 20 years and is likely to double again in the next 20. (Every two years its increase is about equal to the entire population of Karachi!) There is no evidence of any decline in Pakistan's fertility rate since the mid-70s. The Pakistan Contraceptive Prevalence Survey (1984-85) shows a clear relationship between female education and lower fertility.

According to the 1986 Labor Force Survey the total female labor force participation was 11.9%. This is much lower than the average for South Asia. Much of women's work in Pakistan is invisible, unpaid family labor.

General Strategies

An encompassing strategy for improving the state of Pakistan's women should include programs which: 1. raise women's status and income-earning possibilities 2. improve their and their children's health 3. educate them 4. provide them with a means to control their fertility. Efforts to raise women's socio-economic status need to include strengthening of women's legal status, especially through removing discriminatory laws such as the Law of Evidence (passed in October 1984 in which the evidence of two female witnesses is equal to that of one male) and the Hudood Ordinance (passed in February 1979, victimizing women in cases of adultery and rape.)

The mass media should be used in a serious campaign targeted primarily at men to raise the nation's consciousness about the importance of the woman's role in and potential contribution to development. Indeed, the WID Inter-Agency Review of the UN System in Pakistan in November 1989 concludes that "negative or complacent attitudes and wrong assumptions constitute the biggest obstacle to enhancing WID in the UN system." They further felt that "WID issues rather than those termed gender-related be addressed." The focus in some UN agencies has shifted from designing special projects for women to integrating them in mainstream projects. "In Pakistan due to historical, political, social and other reasons this strategy cannot be fully applied and for the time being women specific projects are considered essential." A new UNDP policy initiative exists providing for "equal opportunities for women and men in planning and implementation of training activities, and discontinuing assistance to those institutions that exclude women from their training activities."

Nasira Iqbal in an article in The Pakistan Times of 2 March, 1990 states "Investment in women is a priority which requires a major change in attitudes to development. Unless we are willing to accept this reality we cannot hope to enter the ranks of the developed countries of the world."

In an address by Kay Davies before the Africa USAID Director's meeting in Swaziland in December 1988 she stated that "AID's Women in Development strategy is not being implemented fully or vigorously. The degree to which WID concerns are incorporated within AID Programs and projects depends upon the degree to which mission leadership supports WID. The attitude of AID personnel is now one of 'tolerant indifference'." The primary goal, she says, is "optimizing the use and expansion of women's productive capacity to ensure sustainable national economic and social programs."

These goals are not dicotomous to those expressed by Muhammad Ali Jinnah in a speech at Aligarh University in 1944, "It is a crime against humanity that our women are shut up within the four walls of the houses as prisoners. There is no sanction anywhere for the deplorable conditions in which our women have to live. You should take women along with you as comrades in every sphere of life."

Background

The DSTP project was designed to upgrade the managerial and technical expertise of Pakistani men and women in the public and private sectors who are involved in planning, development and implementation of Pakistan's priority social and economic programs. The project is composed of four components: 1, overseas participant training 2. English language training 3. in-country management training and institutional strengthening 4. management and technical training for special target groups including the private sector, women and less advantaged provinces.

DSTP has provided academic and technical training to over 500 women. However, women constituted only 6.7% of the total participants trained in 1985 and still only 7.5% of the total in 1989. Women trained in-country in management and entrepreneurship for 1984-89 numbered 346. In the past, it should be noted that DSTP has provided over 80% of the participant training for all women processed under Mission funding. The 1988 DSTP Evaluation has recommended institutionalizing and expanding private sector and women's training programs. A goal of 25% participation by private sector women has been outlined in the 1990 Participant Training Plan. This would require an increase in DSTP financed women participants to about four times its present level. The In-Country Management Training (ICMT) has already successfully organized 14 Managerial and Entrepreneurial Programs attended by 275 women from the public and private sectors. Since 1988 DSTP has had a program to develop women trainer consultants through Training-of-Trainer programs. They have also hired a full-time Pakistani professional WID officer. It has been recommended that the 20% of training slots reserved for women in the disadvantaged provinces be increased to 33%. The DSTP Amendment will expand its numbers of women participants, focusing on the priority sectors of health, education, private sector and agriculture.

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Purpose

The purpose of this paper is to develop a strategy to help achieve a major expansion of women's participation in DSTP II.

Constraints to DSTP Female Participation and Specific Ensuing Strategies

1. The constraint most often mentioned was that of the English language. EAD especially expressed the view that many well qualified female applicants failed to become participants because their standard of English was too low. These are middle class women who were cited as being the most motivated and hard-working, the very group who should be targeted for training. It is felt that more in-country English language courses are badly needed. It was suggested that for technical or special training lower TOEFL scores be accepted. Language requirements for study tours could also be lowered. For in-country training more local consultants and trained trainers are needed. The language constraint would be eased by using more in-country training centers and securing more training slots in them for women. The Lahore School of Business Management and the Pakistan Institute of Management were highly recommended.
2. Secondly, the constraint most often cited was that of the lack of publicity. The present method of advertising through English language newspapers in the major cities, and using an established mailing list and women's organizations reaches only the higher strata of Pakistani urban society. Advertisements can be placed in the Urdu language newspapers and in women's magazines. Other suggestions included using large posters in Industrial Homes and Women's Resource Centers. Advertising could also be done through NGOs, Chambers of Commerce, other donors, within all USAID offices, the Women's Ministry, on the radio and in schools, colleges and universities. Successful participant women could give talks at colleges and agricultural universities, informing those about to graduate of the training possibilities. Publicity is also often not timely and women learn of training possibilities too late to take advantage of them.
3. The high fees for in-country courses were cited as a constraint. Although the courses are subsidized the nominal fee charged is out of the reach of many women. Firms and organizations should be encouraged to sponsor a greater number of participants. Other donors, NGOs or the Women's Ministry may be willing to sponsor participants and should be approached. According to the evaluation of DSTP Phase I middle and upper class women who have taken courses expressed that less advantaged women should have the opportunity to benefit from these workshops. One solution might be to have variable fees enabling the upper class women to subsidize their less fortunate sisters.

4. Discrimination was cited as a constraint. GOP regulations bar women from applying for certain jobs, as in agriculture. Some posts are traditionally filled by men such as District Health Officers. There exists among many men a cynical attitude toward the training of women, especially in management and entrepreneurship, and the achievements they can attain thereafter. The government should be encouraged in their present efforts to repeal all discriminatory regulations. The mass media, especially the electronic media, should be used to portray women in positive and constructive roles.
5. Actual training needs are not known. In 1986-87 AED carried out a Needs Survey to determine the skills, knowledge and attitude women should have to obtain acceptance and credibility in the work place. However, it was repeatedly pointed out that knowledge is limited concerning areas in which women could be employed as well as women who are presently available for training or who are under-employed. Nearly all persons interviewed stated the importance of updating a Training Needs Assessment Survey in both the public and private sectors. The need for a Central Information System for Women was expressed. Training information and women's needs should be shared among NGOs and other donors in order to better coordinate training.
6. The nomination process is a constraint. It is felt to be too lengthy, cumbersome and discriminatory. Women hesitate to put forward their names for training because when the paperwork is finally completed they may no longer be able to participate. This results in barring them from training for three years. There is also no guarantee upon returning that they can fill a slot for which they have been trained. They may also forfeit promotions during training. Training is often viewed as a "vacation" from real work thus devaluing its importance. Solutions could be to reserve a percentage of training slots for women only, solicit more women from the private sector and implement a Career Track System as described in the agriculture training section.
7. Success stories are not exploited. Seeing other women succeed and learning about their successes is perhaps the best encourager to potential women participants and to obtaining permission from their families. A data base should be maintained on returned female participants and their experiences shared. The success stories should be exploited in the mass and electronic media and through talks and lectures, particularly at colleges and universities.
8. The inability to implement training is a constraint. In some cases inappropriate courses were selected for women (in a case mentioned it was well below the level of training which she had attained). Care should be taken to carefully meet the needs of the individual as well as to match them to the needs of the country. Some women are culturally unprepared and would have benefitted from an orientation course. It is felt that an orientation course be

available and cost free for short-term participants as well as long-term participants. Learning of such negative training experiences discourages other women from applying for training. Women who could not implement their training. Once women are trained they have no access to formal credit to implement their training. Experiences of the Grameen Bank in Bangladesh, which provides credit for income-generating activities, the Orangi Pilot Project in Karachi and the Aga Khan Rural Support Program in the Northern areas of Pakistan have shown that women's repayment records are as good or better than those of men. Recent consultations with the Women's Bank have shown that they are considering giving loans to women at lower interest rates in the future. Community-based credit programs and women's cooperatives are potential sources as well. Forming support groups for women would help to ease the psychological stress which Pakistani women often feel when attempting to implement their training.

Training in the Targeted Sectors

1. Agriculture Sector

ARD has been very innovative in adopting a policy of special consideration for women. They have a 1990 target of 10% women for overseas training in agriculture. Last year fewer than 1% trained were women. They have communicated with all project officers and requested nominations of women for both long and short-term training. A letter has been sent to all counterparts, agencies and institutions with whom they work, highlighting GOP and USAID's interest in receiving more female nominees. They have requested information to form a pool of women available. In ARD's Merit Scholarship Program which is for the brightest graduates of the agricultural schools four of the eleven slots are now available to women only.

In 1988 only five women (or less than 1%) were trained under their Agriculture Sector Support Program. In 1989 an advertisement seeking candidates stated "Special encouragement will be given to qualified females who have demonstrated interest in working in the field of agribusiness." The requirements of a master's degree, being presently employed in agriculture and having three years' work experience have been relaxed. A woman's suitability is ascertained through her application and interviews. As a result of these innovations this year 8% of the applicants were women!

Attempts are also being made to train husband-wife teams in agribusiness. They hope to implement a Career Track program in which a future job slot for a woman is identified, she is trained to meet the requirements and then is hired for the post.

A recent "success" story of a Sindhi woman trained in the US was highlighted in a USIS newsletter, published in the Dawn magazine and will be featured on television.

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ARD felt that their biggest constraints to receiving female candidates are having fewer than 5% of women employed by the GOP and in letting women know that training is available.

2. Health Sector

The main constraint found was in the nomination process which was stated as being "inefficient, inappropriate and untimely." It is felt that there is a lack of leadership and management, particularly financial management and that the health sector would benefit from training women in these areas, especially in Master's of Public Health programs. It was also pointed out that there are some positions traditionally reserved for men only such as District Health Officers, which should be opened up to women.

It was said that more female physicians should be sent for post-graduate training. However, once they have an established practice it is difficult for them to go for training. Therefore, young doctors and fresh graduates in other fields should be solicited for health sector training. It was also stressed that mid-level training is very necessary.

It was recommended that training slots for women be reserved in the areas of 1. Epidemiology 2. Public Health 3. Health Administration 4. Maternal and Child Health

In Pakistan physicians often are married to another physician. Husband-wife training could be utilized to advantage in the health sector.

3. Education Sector

In the education sector it was felt that requirements should be lowered for women. There are large numbers of women employed in this area and training slots which are only for women could be reserved.

The necessity of a survey in the public and private sectors to ascertain women's training needs was identified as a priority. A dialogue with women employed in the ministries is also felt to be a priority.

The importance of gearing training to mid-level and private sector women was stressed. It was cautioned that teachers be encouraged to further train in the education sector and that offering training in another field may draw from the already inadequate teacher supply.

4. Women's Management and Entrepreneurship Program

The in-country workshop held for women managers and entrepreneurs from late 1986 have proven to be very successful. There are now 14 Pakistani women who have completed the Training-of-Trainers program and can be utilized as trainers.

The constraints of the English language level, relatively high course fees, insufficient publicity and lack of local consultants were reiterated. There is also a need for institutionalized homes for management training.

After training has taken place many women are confronted with the social stigmas of using their training. A support group which is small in number, meets monthly and employs a trainer would help to alleviate this psychological stress.

The cynical attitude of men toward women receiving management training was mentioned as being prevalent. This could be changed by publicizing success stories, especially on television.

As this program expands to reach the middle class it is felt that the daily hours should be shortened and the course duration be lengthened to meet the family needs of these women. It was pointed out that an easily accessible venue should be chosen, not at a five star hotel where participants felt uncomfortable. A women's training organization facility or a school would be more suitable. Transport is a problem for these women and should be provided.

When and if the program eventually moves to NWFP and Balochistan these recommendations should be considered: 1. Seek the approval of the District Administration, the village elders or community leaders to lend credibility. 2. Course trainers must be women. 3. Course timing is important (i.e. bank employees are not available in December and teachers are over extended at exam time). It was also suggested to time courses during school breaks in order to utilize student hostels. 4. The training must take place within secure boundary walls.

Additionally, it was mentioned by a majority of persons interviewed that more non-formal training for women needs to be made available.

Acknowledgements

The time given by the following persons for interviews was greatly appreciated: Urusa Fahim, Larry Kirkhart and John Tabor of AED; Asma Sufi and Sarah Tirmazi of HRD; Dick Goldman and Patricia Miller of ARD; Heather Goldman and Babar Hussan Khan of HPN; Nargis Sethi, Section Officer of the Economic Affairs Division, GOP; Shenaz Saghir of the Entrepreneurship and Career Institute and Naheed Aziz of UNICEF.

For their valuable advice and hints many thanks to: Lynn Lewis, PRO; Akbar Sher Babar, ENG; Fatima Kaseem, RLA; Laurier Mailloux, PDM; Zara Ahmed, AED and Sameena Kamal, UNDP.

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Lessons Learned
1983 - 1990

The lessons learned are based on project experience and the evaluations of 1985 and 1988. This section will discuss the lessons learned in relationship to the three major recommendations from the evaluations.

1. Systematizing and streamlining the total participant system with a view toward building the GOP's capability, over time, to manage the program, and installing the necessary policies, procedures, systems and computerized data base.

Over the life of the project, this issue has been a concern and a priority of the Project. Both evaluations have highlighted the extremely long, multiple approval processes which exist in the nomination and clearance process. Following the 1988 evaluation, USAID made the decision to streamline the internal USAID/DSTP participant processing system by merging several Mission functions into the contractor's participant processing unit. This merger will be complete by April 15, 1990. The new system will have only one specific casework person working with each USAID project, this will reduce duplication of effort, streamline workflow and increase accountability. Mission training staff will move into a monitoring and approval role, rather than case processing and participant monitoring which will be the responsibility of the contractor's caseworker with the specific project officer.

In multiple discussions with GOP, at the federal and provincial level, they point out that they have a participant processing system in-place. The system has identified roles at all levels, and is supported by specific policies and procedures. Some officials state that only "few" cases are a problem and that for the most part they do not see a need for major changes in the system. In March 1990, the GOP eliminated, what some considered a key bottleneck, the Selection Committee in each Ministry. This step should reduce some of the previous delays at the federal level. Recently the Prime Minister formed a committee to recommend ways and steps to reduce other bottlenecks for foreign training processing. A committee report is expected in May 1990.

During the amendment period, DSTP will be implementing a Local Area Network system within the project offices. As this system is refined and the participant database consolidated (merger of contractor and HRD databases), DSTP will begin working with GOP, at the federal and provincial levels on the use of computerized data bases. It is anticipated that active DSTP funded participant databases will be shared with counterpart processing offices in the Economic Affairs Division. Some technical assistance will be provided to train GOP staff to utilize the database and computers more actively.

2. Focussing increased priority on improving In-Country Management Training: institutionalizing and expanding private sector and women's training program; strengthening additional key management training institutions.

Following the 1988 evaluation, the contractor expanded the In-Country Management Training staff by 4 positions, including a full-time person for Women in Development. The increased level of effort was supported by funding for an expanded program, final approval received in early 1990. The contractor has recently created the new positions, hired full-time staff and are in the process of developing the expanded workplan (March 1990). The "strengthening additional key management training institutions" will be carried out in light of the new priorities of the amendment, i.e. health, education and private sector. In-Country Management Training will expand its on-going work in the private sector and will actively coordinate with the new Private Enterprise Office of the Mission.

3. Strengthening the English Language Training program and staffing the operations of the Center for Intensive English Language Studies (CIELS).

The ELT program has been strengthened through several steps in 1989. The CIELS Coordinators position has been, as recommended, added to the long-term expatriate staff of the contractor and filled by an American native speaker. The length of CIELS sessions has been lengthened from 8-9 weeks to an average (changes due to holidays) of 10 weeks. CIELS has an extensive database on students, this will be integrated into the new LAN computer system currently being purchased for DSTP.

COST ESTIMATION NOTES

A. Technical Assistance (Table 1)

The Technical Assistance (TA) budget of \$15,070,000 is based on a pro-rated negotiated contract option (\$18,930,000 for 36 months) to finance an extension of the present contract to the PACD. TA funds will finance the cost of the technical services of one principal contractor Academy for Educational Development (AED) and three sub-contractors, Experiment in International Living (EIL), Arthur D. Little Inc. (ADL) and WINROCK. In response to the 1988 evaluation, In-Country Management Training (ICMT) was expanded. To reflect this, \$833,000 has been included in the total TA budget. In March 1990 \$1,215,000 was identified as a short fall. This amount has also been included in the budget to cover these costs which will recur during the contract period.

B. Training (Table 2)

Long-term academic training averages \$2,287 per month per participant or \$27,446 annually. Costs for 131 new participants include round trip air fares and other related costs. A total of 3,378 person months of long-term training is budgeted. The budget also provides \$1,700,000 to finance "carryover" cost for the 1,020 person months of participants who are continuing their training in FY 1990. Short-term international training currently averages \$4,130 per month. Costs include round trip air fare and other related travel costs for 1,402 person months. A funding level of \$16,516,000 includes \$7,726,000 for long-term training, carry over plus new participants for a total number of 216 participants; \$5,790,000 for short-term courses for 1,402 person months or 903 individuals in the U.S. and third countries over a period of three years; and \$3,000,000 for CEILS. Budget costs are based on current rates of participant training programs. Economy round trip air fare has been reflected in the local currency, and other training costs, like tuition fees, lodging costs and other related training expenses have been included in the foreign-expense category. Training Cost Analysis (TCA) Budget worksheets for one participant are presented in Annex L for each type of training in the budget.

C. Commodities (Table 3)

The total amount budgeted under this expense category is \$310,000. Out of this amount, \$180,000 will be spent to cover offshore procurement including 10 computers, 2 photocopiers, 2 overhead projectors with necessary accessories, video equipment plus related material and books and training materials. A total of \$130,000 has been reserved to purchase office furniture, equipment, and training materials in Pakistan for the women's training organizations starting up in rural areas. This amount also includes \$80,000 for two back-up generators. The procurement will be completed in the first two years of the three year contract period.

D. Other Costs (Table 4)

This expense category includes \$71,000 to finance the cost of project evaluation scheduled to be conducted in FY 1991. The evaluation team will be composed of 3 persons for 4 weeks. Salary, is budgeted at \$14,653 per person whereas \$4,304 per person are budgeted to cover local expenses in Pakistan. Dollars 4,710 is budgeted for international travel and related expenses per person. Other major items to be financed under this line item for an estimated amount of \$214,000 for logistical support, i.e. building guards, maintenance of vehicles and office equipment and all other miscellaneous and unforeseen items necessary to operate the project on a daily basis.

E. Inflation

An inflation factor of 5 percent compounded annually has been applied to goods and services procured in the U.S. and a ten percent compounded inflation rate for goods and services procured in Pakistan.

F. Contingency

A cushion of 5 percent contingency has been put in the budget to meet any unforeseen expenditures.

G. GOP Contribution

GOP contribution to the project will be mainly in three areas: (1) participant training, (2) Other Costs, and (3) permanent staff. Under the first category, GOP will continue to pay salaries, benefits and allowances at the rate of Rs. 12,000 per month to the 221 long-term participants (carry-over and new) for 3,558 person months and 1,388 short term participants undergoing training. Under Other Costs, the GOP will provide approximately Rs. 24,600 for assistance to the 30 Pakistani training institutions to strengthen their training capabilities. In the third category, the GOP's imputed value of its permanent staff assigned to the project and other short term personnel have been estimated at a level of Rs. 114,090,000. All GOP costs have been inflated by 10 percent compounded annually.

TECHNICAL ASSISTANCE

(\$ 000)

	FY 1990		FY 1991		FY 1992		FY 1993		TOTAL		TOTAL
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX+LC
A. Principal Contractor											
Academy for Educational Development (AED)	1,568	797	1,565	796	1,460	741	100	148	4,692	2,481	7,173
B. Sub-Contractors											
Experiment in International Living (EIL)	831	405	810	375	791	363	90	40	2,522	1,193	3,705
WINROCK	341	161	329	155	317	149	0	0	987	465	1,452
Arthur D. Little, Inc. (ADL)	159	75	162	77	149	71	0	0	470	222	692
Sub-Total: B	1,331	641	1,301	607	1,257	583	90	40	3,979	1,870	5,849
C. Total Negotiated Contract (including ICMT) - A + B:	2,898	1,437	2,866	1,403	2,717	1,324	190	188	8,670	4,351	13,022
D. Additional Provision to Increase In-Country Management Training (ICMT)	0	350	0	320	0	163	0	0	0	833	833
E. Previous shortfalls which will recur	105	300	105	300	105	300	0	0	315	900	1,215
TOTAL: TECHNICAL ASSISTANCE	3,003	2,087	2,971	2,023	2,822	1,787	190	188	8,985	6,084	15,070

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TRAINING COST

(\$ 000)

TRAINING CATEGORIES	# Participant	FY 1990		FY 1991		FY 1992		Total		TOTAL
		FX	LC	FX	LC	FX	LC	FX	LC	FX+LC
A. ACADEMIC - Long Term										
Carryover 89	85	1,700	0	0	0	0	0	1,700	0	1,700
M.A.	47	973	188	1,001	0	0	0	1,974	188	2,162
M.A.	84	0	0	1,739	336	1,789	0	3,528	336	3,864
Sub-Total: A		2,673	188	2,740	336	1,789	0	7,202	524	7,726
B. NON-ACADEMIC - Short Term										
15 Days	75	300	225	0	0	0	0	300	225	525
30 Days	80	424	240	0	0	0	0	424	240	664
30 Days (TC)	150	600	150	0	0	0	0	600	150	750
03 Months	35	249	105	0	0	0	0	249	105	354
06 Months	35	343	105	0	0	0	0	343	105	448
15 Days	30	0	0	120	90	0	0	120	90	210
30 Days	35	0	0	186	105	0	0	186	105	291
30 Days (TC)	40	0	0	164	48	0	0	164	48	212
03 Months	38	0	0	270	114	0	0	270	114	384
06 Months	35	0	0	343	96	0	0	343	96	439
15 Days	30	0	0	0	0	120	90	120	90	210
30 Days	35	0	0	0	0	186	105	186	105	291
30 Days (TC)	40	0	0	0	0	164	48	164	48	212
03 Months	35	0	0	0	0	249	105	249	105	354
06 Months	35	0	0	0	0	343	105	343	105	448
Sub-Total: B		1,916	825	1,082	453	1,061	453	4,059	1,731	5,790
C. CIELS		0	1,000	0	1,000	0	1,000	0	3,000	3,000
TOTAL: TRAINING (A+B+C)		4,589	2,013	3,822	1,789	2,850	1,453	11,261	5,255	16,516

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Estimated Training Costs
Per Participant by Program

(\$ 000)

	FY 1990		FY 1991		FY 1992	
	FX	LC	FX	LC	FX	LC
A. ACADEMIC (Long Term)						

Carry Over 89	20.0	0.0	0.0	0.0	0.0	0.0
M.A. 90	20.7	4.0	21.3	0.0	0.0	0.0
M.A. 91	0.0	0.0	20.7	4.0	21.3	0.0
B. NON-ACADEMIC (Short Term) - All Years						

15 Days	4.0	3.0				
30 Days	5.3	3.0				
30 Days (Third Country)	4.1	1.2				
03 Months	7.1	3.0				
06 Months	9.8	3.0				

COMMODITIES COSTS

Items of Commodities	FY 1990		FY 1991		FY 1992		Total		TOTAL
	FX	LC	FX	LC	FX	LC	FX	LC	FX+LC
A. Offshore Procurement									
1. Computers (PCs) & Printers (10)	23		23				47	0	47
2. Software	5		5				10	0	10
3. Video Equipment	10		10				20	0	20
4. Photocopiers (2)	10		10				20	0	20
5. Overhead Projectors (2)	0		5				5	0	5
6. Data Show	0		10				10	0	10
7. Video Tapes	4		4				9	0	9
8. Books, Journals	20		20				40	0	40
9. Tape Cassettes	4		3				7	0	7
10. Training Materials	8		8				16	0	16
Sub-Total: A	84		98				182	0	182
B. Local Procurement									
1. Generators 100 KVA (2)		80						80	
2. Fire Escape		10						10	
3. Desks (8))									
4. Chairs (30))									
5. Bookshelves (10))									
6. Typewriters (4))		40	0				0	40	40
7. Training Materials)									
8. Books and Journals)									
Sub-Total: B		130	0				0	130	130
TOTAL: COMMODITIES	82	130	98				180	130	310

OTHER COSTS

(\$ 000)

Expense Categories -----	FY 1990 -----		FY 1991 -----		FY 1992 -----		TOTAL -----		TOTAL -----
	FX --	LC --	FX --	LC --	FX --	LC --	FX --	LC --	FX+LC -----
1. Project Evaluation			58	13			58	13	71
2. Building Guards		30		30		30		90	90
3. Office Equipment Maintenance		8		8		8		24	24
4. Vehicle Maintenance		10		10		10		30	30
5. Communications Costs (fax, telex)		8		8		8		24	24
7. Miscellaneous/Unforeseen expenses		14		16		16		46	46
TOTAL: OTHER COSTS		70	58	85		72	58	227	285

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EVALUATION COST

THREE PERSON TEAM FOR ONE MONTH

(Dollars)

A. Compensation	FX	LC	FX + LC
-----	-----	-----	-----
1. Salaries (3 X 26 days X \$260)	20,280		20,280
2. Sunday Difference (5% of basic salaries)	1,014		1,014
3. FICA (7.51% of basic salaries)	1,523		1,523
4. DBA Insurance (4.25% of basic salaries)	862		862
5. Multiple (100% of basic salaries)	20,280		20,280
Sub-Total: A	43,959		43,959
B. Travel Costs			

1. International Travel (U.S./Islamabad/U.S. @ \$3,800 X 3 persons)	11,400		11,400
2. International Per Diem (@ \$460 X 3 persons)	1,380		1,380
3. In-Country Travel		4,271	4,271
4. In-Country Per Diem (@ \$96 X 30 days X 3 persons)		8,640	8,640
5. Other Direct Costs (@ \$ 450 X 3 persons)	1,350		1,350
Sub-Total: B	14,130	12,911	27,041
Total Evaluation Cost (Total A+B)	58,089	12,911	71,000

GOP CONTRIBUTION

SUMMARY

(Rs. 000)

Categories of Expenses -----	FY 1990 -----	FY 1991 -----	FY 1992 -----	Total -----
1. Academic Training (LT)	19,728	16,200	6,768	42,696
2. Non-Academic (ST)	6,990	4,848	4,812	16,650
3. GOP Contribution in kinds	34,740	38,218	41,132	114,090
4. Strengthening Training Inst.	6,000	8,100	10,500	24,600
Sub-Total:	67,458	67,366	63,212	198,036
Inflation 10%	0	6,737	13,275	20,011
Total GOP Contribution	67,458	74,103	76,487	218,047
Equivalent U.S. Dollars	3,138	3,447	3,558	10,142

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GOP CONTRIBUTION TO THE PROJECT

A. SUPPORT TO TRAINING ELEMENT

1. Academic (LT)

	Parti- cipants	Duration	FY 1990	FY 1991	FY 1992	TOTAL
Carryover 89	85	12	12,240	0	0	12,240
M.A.	47	18	6,768	3,384	0	10,152
M.A.	84	18	0	12,096	6,048	18,144
Ph.D.	5	36	720	720	720	2,160
GOP Cost @ Rs.12,000 P/Month (in 000)			19,728	16,200	6,768	42,696
Equivalent U.S. \$ (\$1.00 = Rs.21.50)			918	753	315	1,986

2. Non-Academic (ST)

FY 1990				FY 1991				FY 1992			
# Parti- cipants	Durat Month	Person Month	Rupees	# Parti- cipants	Duration Months	Person Months	Rupees	# Parti- cipants	Duration Months	Person Months	Rupees
75	1	38	450	34	1	17	204	32	1	16	192
80	1	80	960	32	1	32	384	30	1	30	360
150	1	150	1,800	40	1	40	480	40	1	40	480
35	3	105	1,260	35	3	105	1,260	35	3	105	1,260
35	6	210	2,520	35	6	210	2,520	35	6	210	2,520
375		583	6,990	176		404	4,848	172		401	4,812

B. Strengthening Institutions (Cost in Rs. 000)

No. of Institutions	FY 1990	FY 1991	FY 1992	Total
24	6,000			6,000
27		8,100		8,100
30			10,500	10,500
Totals:	30	6,000	8,100	24,600

Notes: GOP contribution to each training institution has been estimated
Rs. 250,000 for FY 90, Rs.300,000 for FY 91 and Rs.350,000 for FY 92.

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C. GDP CONTRIBUTION IN KINDS

1. GDP Personnel Working on DSTP	FY 1990	FY 1991	FY 1992	Total
One full time Officer in EAD	120	120	120	360
100% time of a Secretary/Clerk in EAD	48	48	48	144
100% time of an officer in EAD for monitoring participants	60	60	60	180
One Officer assigned to DSTP in four Provincial Governements	384	384	384	1,152
100% time of Secretaries/Clerks assigned on DSTP in four provinces	192	192	192	576
50% time of an officer in each province to follow-up LT training prograas	0	192	192	384
2. Salaries/Benefits to GDP officials attending courses in training institutions in Pakistan				
Two-weeks training in GDP strengthened institutions (1,300 trainees in FY 90, 1,500 in FY 91 and 1,700 in FY 92)	6,500	7,500	8,500	22,500
In-Country travel, lodging, etc. (800 trainees in FY 90, 1000 in FY 92 and 1200 in FY 1992 @ Rs. 5,000 per course)	4,000	5,000	6,000	15,000
Two-months CEILS Courses (240 trainees in FY 90, 300 in FY 91 and 350 in FY 92)	4,800	6,000	7,000	17,800
3. U.S. observation tours to training facilities and monitoring participants				
15 slots for 4 weeks overseas each year	180	180	180	540
20 slots for 4 weeks each year in-country each year	240	240	240	720

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4. Building maintenance, recurrent costs, office supplies, etc. of 18 strengthened institutions @Rs.20,000 per month per institute	4,320	4,320	4,320	12,960
5. Salaries/Benefits for 4 officers @Rs. 10,000 p/month (18 institutes)	8,640	8,640	8,640	25,920
6. Salaries/Benefits for 4 persons @Rs.4,000 p/month (18 institutes)	3,456	3,456	3,456	10,368
7. Salaries/Benefits for 60 women for US training, 3 months each year (private sector)	1,800	1,800	1,800	5,400
B. GOP Contribution to the Project Evaluation				
One full time GOP official designated to work with the Evaluation Team for one month (Salary/benefits, travel costs, lodging, etc.)	0	70	0	70
2 Person Months time of four officers in the four provinces	0	16	0	16
Total:	34,740	38,218	41,132	114,090

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ACTION AID INFO AMR DCM ECON AREP/5

Annex 11.K
Page 1

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CN: 08453
CHRG: AID
LIST: AID
AID:

ATTAC FOR ENG, G. GEORGE, MEO FROM ANE/PD/ENV, M. KUY

L.C. 12356: N/A
TAGS:

SUBJECT: INITIAL ENVIRONMENTAL EXAMINATION (IEE) FOR
DEVELOPMENT SUPPORT TRAINING PROJECT (391-0474)

RFFS: A) ALBERTINE/KUX TELCON 4/4/90, B) IEF FAX 4/5/90

1. ANE/PD/ENV, MOLLY KUX CONCURS IN CATEGORICAL
EXCLUSION FOR AMENDMENT 7 OF THE SUBJECT PROJECT. THE
SIGNED IEE FACE SHEET WILL BE FAXED ASAP.

2. WE WOULD BE INTERESTED IN LEARNING WHETHER ANY OF
THE DST FUNDS WILL BE USED FOR ENVIRONMENTAL TRAINING. BAKER
BT

#0554

NNNN

OFFICIAL FILE	ACTION	OFFICE	INITIALS
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INITIAL ENVIRONMENTAL EXAMINATION (IEE)
FOR
PAKISTAN DEVELOPMENT SUPPORT TRAINING PROJECT

- 1. Project Country : Islamic Republic of Pakistan
- 2. Project Title & Number : Development Support Training Project (DSTP) 391-0474
- 3. Project Funding : The LOP funding will be \$119 million ESF Grant
- 4. Life of Project : FY 1983 - FY 1993
- 5. Reviewed and Concurred by: Gene V. George
Mission Environmental Officer

Signature Gene V. George
Date APRIL 7, 1990

6. Recommended Environmental Action: Positive Determination

7. Mission Director's Concurrence: Signature James A. Norris
Date April 7, 1990

8. Decision of Environmental Coordinator, Bureau for Asia and the Near East: Approved M. Khan ANE/PD/ENV
Disapproved _____
Date 4-5-90

ENG:CLAI
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TRAINING COST ANALYSIS

Training Cost Analysis Budget Worksheets are located in this Annex. Individual budget worksheets are presented for one individual for each type of training, i.e. U.S. training for 15, 30, 90 and 120 days, as well as for 30 days third country. The "Total Participant Costs" were taken for each type of training and used to make the budget calculations. Inflation was not added into these budget figures until the total budget inflation was added on the overall total budget sheets.

TRAINING COST ANALYSIS FOR DSTP MASTER DEGREE PARTICIPANTS
 BUDGET FOR ONE PERSON FOR ONE YEAR

Num

BWS09

A. EDUCATION / TRAINING COST

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Tuition/Fees						
Regular Session	6,400	0	0	0	0	6,400
Summer Session	1,500	0	0	0	0	1,500
Training Costs	0	0	0	0	0	0
Packaged Prg. Costs	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	7,900	0	0	0	0	7,900

Num

BWS10

B. ALLOWANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Maintenance Advance	1,950					1,950
Living/Maintenance	7,865	0	0	0	0	7,865
Per Diem	500	0	0	0	0	500
Books & Equipment	780	0	0	0	0	780
Book Shipment	120					120
Typing	200	0	0	0	0	200
Thesis	200					200
Doc. Dissertation	0					0
Prof. Membership	125					125
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	11,740	0	0	0	0	11,740

Num

BWS11

C. TRAVEL

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
International	0	0	0	0	0	0
Local (U.S.)	300	0	0	0	0	300
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	300	0	0	0	0	300

D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BAC for U.S.	408	0	0	0	0	408
Required by Inst.	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	408	0	0	0	0	408

B. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BLT, in-country	0					0
BLT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	0					0
WIC Orientation	300					300
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)						
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	300	0	0	0	0	300

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
20,648	0	0	0	0	20,648

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TRAINING COST ANALYSIS FOR DSTP TECHNICAL 15 DAYS U.S. TRAINING
BUDGET FOR ONE PERSON

Num BWS09

A. EDUCATION / TRAINING COST

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Tuition, fees						
Regular Session	0	0	0	0	0	0
Summer Session	0	0	0	0	0	0
Training Costs	0	0	0	0	0	0
Packaged Prg. Costs	0	0	0	0	0	0
Other (Mission Opt)						
Conf./Wkshp fee	500	0	0	0	0	500
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	500	0	0	0	0	500

Num BWS10

B. ALLOWANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Maintenance Advance	1,650					1,650
Living/Maintenance	0	0	0	0	0	0
Per Diem	0	0	0	0	0	0
Books & Equipment	60	0	0	0	0	60
Book Shipment	60					60
Typing	0	0	0	0	0	0
Thesis	0					0
Doc. Dissertation	0					0
Prof. Membership	75					75
Other (Mission Opt)						
	0	0	0	0	0	0
TOTAL COST	1,845	0	0	0	0	1,845

Num BWS11

C. TRAVEL

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
International	0	0	0	0	0	0
Local (U.S.)	1,500	0	0	0	0	1,500
Other (Mission Opt)						
	0	0	0	0	0	0
TOTAL COST	1,500	0	0	0	0	1,500

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D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
HAC for O.S	34	0	0	0	0	34
Required by Inst	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	34	0	0	0	0	34

E. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
ELT, in-country	0					0
ELT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	100					100
WIC Orientation	0					0
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	100	0	0	0	0	100

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
3,979	0	0	0	0	3,979

TRAINING COST ANALYSIS FOR DSTP TECHNICAL 30 DAYS U.S. TRAINING
BUDGET FOR ONE PERSON

Num BWS09

A. EDUCATION / TRAINING COST

```

#####
: ACTIVITY      YEAR 1  YEAR 2  YEAR 3  YEAR 4  YEAR 5  TOTAL :
#####
: Tuition/Fees
: Regular Session      0      0      0      0      0      0:
: Summer Session       0      0      0      0      0      0:
: Training Costs      2,000      0      0      0      0      2,000:
: Packaged Prg. Costs    0      0      0      0      0      0:
:
: Other (Mission Opt)
:
:
:
: TOTAL COST          2,000      0      0      0      0      2,000:
#####
    
```

Num BWS10

B. ALLOWANCES

```

#####
: ACTIVITY      YEAR 1  YEAR 2  YEAR 3  YEAR 4  YEAR 5  TOTAL :
#####
: Maintenance Advance  1,950
: Living/Maintenance    0      0      0      0      0      0:
: Per Diem              0      0      0      0      0      0:
: Books & Equipment     60      0      0      0      0      60:
: Book Shipment         60      0      0      0      0      60:
: Typing                0      0      0      0      0      0:
: Thesis                0
: Doc. Dissertation     0
: Prof. Membership     75
: Other (Mission Opt)
:
:
: TOTAL COST          2,145      0      0      0      0      2,145:
#####
    
```

Num BWS11

C. TRAVEL

```

#####
: ACTIVITY      YEAR 1  YEAR 2  YEAR 3  YEAR 4  YEAR 5  TOTAL :
#####
: International        0      0      0      0      0      0:
: Local (U.S.)         800      0      0      0      0      800:
: Other (Mission Opt)
:
:
: TOTAL COST          800      0      0      0      0      800:
#####
    
```

D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BAC for U.S	34	0	0	0	0	34
Required by Inst.	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	34	0	0	0	0	34

E. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
ELT, in-country	0					0
ELT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	0					0
WIC Orientation	300					300
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)	0					0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	300	0	0	0	0	300

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
5,279	0	0	0	0	5,279

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TRAINING COST ANALYSIS FOR DSTP TECHNICAL 30 DAYS THIRD COUNTRY TRAINING
BUDGET FOR ONE PERSON

Num BWS09

A. EDUCATION / TRAINING COST

```

#####
: ACTIVITY          YEAR 1   YEAR 2   YEAR 3   YEAR 4   YEAR 5   TOTAL :
#####
: Tuition Fees
: Regular Session      0       0       0       0       0       0:
: Summer Session      0       0       0       0       0       0:
: Training Costs     500       0       0       0       0       500:
: Packaged Prg Costs  0       0       0       0       0       0:
:
: Other (Mission Opt)
:
:                   0       0       0       0       0       0:
:                   0       0       0       0       0       0:
:                   0       0       0       0       0       0:
: TOTAL COST         500       0       0       0       0       500:
#####
    
```

Num BWS10

B. ALLOWANCES

```

#####
: ACTIVITY          YEAR 1   YEAR 2   YEAR 3   YEAR 4   YEAR 5   TOTAL :
#####
: Maintenance Advance 1,950       0       0       0       0       1,950:
: Living/Maintenance  0       0       0       0       0       0:
: Per Diem           1,365       0       0       0       0       1,365:
: Books & Equipment   40       0       0       0       0       40:
: Book Shipment       0       0       0       0       0       0:
: Typing              0       0       0       0       0       0:
: Thesis              0       0       0       0       0       0:
: Doc. Dissertation   0       0       0       0       0       0:
: Prof. Membership    0       0       0       0       0       0:
: Other (Mission Opt)
:
:                   0       0       0       0       0       0:
:
: TOTAL COST         3,355       0       0       0       0       3,355:
#####
    
```

Num BWS11

C. TRAVEL

```

#####
: ACTIVITY          YEAR 1   YEAR 2   YEAR 3   YEAR 4   YEAR 5   TOTAL :
#####
: International       0       0       0       0       0       0:
: Local (U.S.)       150       0       0       0       0       150:
: Other (Mission Opt)
:
:                   0       0       0       0       0       0:
:
: TOTAL COST         150       0       0       0       0       150:
#####
    
```

D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
HAC for U.S.	0	0	0	0	0	0
Required by Inst.	0	0	0	0	0	0
Other (Mission Opt)						
health insur	100	0	0	0	0	100
TOTAL COST	100	0	0	0	0	100

E. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BLT, in-country	0					0
BLT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	0					0
WIC Orientation	0					0
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)						
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	0	0	0	0	0	0

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
4,105	0	0	0	0	4,105

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TRAINING COST ANALYSIS FOR DSTP TECHNICAL 3 MONTHS U.S. TRAINING
BUDGET FOR ONE PERSON

Num BWS09

A. EDUCATION / TRAINING COST

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Tuition/Fees						
Regular Session	0	0	0	0	0	0
Summer Session	0	0	0	0	0	0
Training Costs	2,500	0	0	0	0	2,500
Packaged Prg. Costs	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	2,500	0	0	0	0	2,500

Num BWS10

B. ALLOWANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Maintenance Advance	1,950					1,950
Living/Maintenance	1,250	0	0	0	0	1,250
Per Diem	500	0	0	0	0	500
Books & Equipment	60	0	0	0	0	60
Book Shipment	60					60
Typing	0	0	0	0	0	0
Thesis	0					0
Doc. Dissertation	0					0
Prof. Membership	75					75
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	3,895	0	0	0	0	3,895

Num BWS11

C. TRAVEL

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
International	0	0	0	0	0	0
Local (U.S.)	400	0	0	0	0	400
Other (Mission Opt)	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	400	0	0	0	0	400

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D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
HAC for U.S.	102	0	0	0	0	102
Required by Inst.	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	102	0	0	0	0	102

E. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BLT, in-country	0					0
BLT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	0					0
WIC Orientation	300					300
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)						
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	300	0	0	0	0	300

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
7,197	0	0	0	0	7,197

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TRAINING COST ANALYSIS FOR DSTP TECHNICAL 6 MONTHS U.S. TRAINING
BUDGET FOR ONE PERSON

Num BWS09

A. EDUCATION / TRAINING COST

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Tuition/Fees						
Regular Session	0	0	0	0	0	0
Summer Session	0	0	0	0	0	0
Training Costs	2,800	0	0	0	0	2,800
Packaged Prg. Costs	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	2,800	0	0	0	0	2,800

Num BWS10

B. ALLOWANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Maintenance Advance	1,950					1,950
Living/Maintenance	3,325	0	0	0	0	3,325
Per Diem	700	0	0	0	0	700
Books & Equipment	60	0	0	0	0	60
Book Shipment	60					60
Typing	0	0	0	0	0	0
Thesis	0					0
Doc. Dissertation	0					0
Prof. Membership	75					75
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	6,170	0	0	0	0	6,170

Num BWS11

C. TRAVEL

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
International	0	0	0	0	0	0
Local (U.S.)	400	0	0	0	0	400
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	400	0	0	0	0	400

BT

D. INSURANCES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
HAC for D.S.	204	0	0	0	0	204
Required by Inst.	0	0	0	0	0	0
Other (Mission Opt)	0	0	0	0	0	0
TOTAL COST	204	0	0	0	0	204

E. SUPPLEMENTAL ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
BLT, in-country	0					0
BLT, U.S.	0					0
Academic Up-Grade	0					0
Reception services	0					0
WIC Orientation	300					300
Other Orientation	0					0
Interpreter/Escort	0	0	0	0	0	0
Internship/Coop.	0	0	0	0	0	0
Enrichment Prg.	0	0	0	0	0	0
Mid-Winter Seminars	0	0	0	0	0	0
FollowUp/Career Dev	0					0
Other (Mission Opt)	0					0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
TOTAL COST	300	0	0	0	0	300

TOTAL PARTICIPANT COSTS (A + B + C + D + E)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
9,874	0	0	0	0	9,874

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