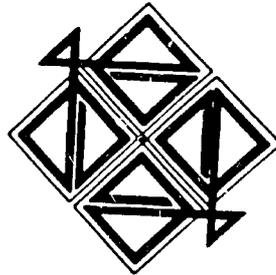


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TENTH SIX-MONTH REPORT

JANUARY 1 - JUNE 30, 1989

Development Support Training Project



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**ACADEMY FOR EDUCATIONAL
DEVELOPMENT**
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I. EXECUTIVE SUMMARY

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This six month report of activities for the Academy for Educational Development was the first under the new DSTP II contract. As such, it was a transition period. The previous Chief of Party, James C. Frits, completed his assignment May 16, 1990, and was replaced by John S. Tabor. Larry J. Kirkhart replaced Dr. Tabor as Director of Management Training in May. Dr. Henry Schumacher began his assignment as the Agricultural Training Specialist in January 1990. The 1988 evaluation of AED/DSTP was presented and discussed by the Evaluation Team. Subsequent meetings between USAID and AED led to an agreement to increase level of effort under the contract and implement a number of the Evaluation Team's recommendations. HRD also resolved to merge most of its participant training processing operations with those of AED. An amendment to the Contract began to be formulated to incorporate the agreed changes. Also, during the six months all program units of the Field Office presented and obtained approval from USAID new 12 month work plans. Major progress, problems, constraints, and recommendations are summarized below.

A. Major Progress Indicators

1. Management Training

a. Audit Accounts and Training Institute

With AED assistance the Audit and Accounts Training Institute of the Pakistan Audit has successfully completed the design, development, and implementation of a series of three management development programs intended for officers ranging from Grades 21 to 16: the Executive Development Workshop (for Grades 21-19), the Effectiveness of Supervisory Officers Workshop (for Grade 18), and the Interpersonal Skills Management Workshop (for Grades 16 and 17). PAD has a small number of trainers on its own staff capable of conducting these programs. It is now ready to work with AED to train additional trainers capable of reaching all managers in the Department with these programs and to begin learning Organization Development strategies and techniques to use in support of the PAD mission and change priorities.

Six AATI staff members have also learned how to apply the Instructional Systems Design approach to develop modules for training programs and to train others to use this approach. In addition, six PAD officers learned to analyze and write job descriptions for personnel doing audit and accounting work.

b. National Institute of Public Administration-Lahore

NIPA faculty and research staff completed the initial phase of an AED-assisted project to develop Pakistan-specific cases for use in management training. When finished and edited, the cases will be published by NIPA and made available through its materials clearinghouse.

c. National Institute of Public Administration-Karachi

NIPA conducted a two-day symposium on management research, for which AED designed and conducted one session on Utilization-focused Evaluation.

d. Pakistan Administrative Staff College

PASC conducted a panel presentation and discussion on management across cultures, in which AED participated. The AED contribution was to compare Western and Pakistani management approaches on several dimensions. This is the second time AED has assisted this type of training session at PASC.

e. Computer Applications in Management Training and Management Information Systems

AED and nine faculty members from five training institutes completed a series of three programs intended to develop the training capabilities of the institutes to use computers for instruction and to train managers in the uses and benefits of Management Information Systems. As a result PIM, AATI, and the NIPA's in Lahore, Karachi, and Peshawar are able to write and use computer-supported case studies, demonstrate data base and financial forecasting programs, and develop basic MIS curricula.

f. Pakistan Institute of Management

PIM conducted with AED consulting assistance the fourth Strategic Human Resources Management Seminar. Half of the seminar delivery was provided by a PIM faculty member. He and the consultant also updated the training materials and prepared a transition plan for PIM to take full responsibility for the Seminar.

g. Private Enterprise Training Initiative

PETI made progress in developing the capability of several Pakistani organizations to conduct training programs for private enterprise. The Youth Investment Promotion Society launched a training program, with

limited AED support, for its loan applicants. It had previously received AED training for its staff to prepare for such activities.

The Entrepreneurial Development and Advisory Service (EDAS) conducted a training program originally designed and developed by AED: Strategic Planning for Small Business. AED provided a shadow consultant to advise the EDAS trainers on program implementation.

National Management Consultants, of Karachi, offered the third Family Business Seminar, with AED financial support and training for one of its staff. Also, a training module containing specially-designed materials for family business was begun by AED. The NMC training capability plus the new module should ensure that family business training will be firmly established in Pakistan.

h. Training of Training Professionals

The TOTP initiative underwent evaluation and revision during these six months, with the intention of establishing a cadre of Pakistani trainers and organizations capable of conducting the TOTP programs developed during the preceding three years. When the revised strategy has been fully implemented, AED will provide special skills training for the graduates of such programs, to enable them to deliver the management training being offered through the Public Sector, Private Enterprise, and Women in Development programs of AED and its partners. At that time AED will stop offering open enrollment basic and intermediate trainer skills programs.

Several workshops and other activities were carried out in support of the revised strategy: the Assessment and Development of Training Competencies Workshop, three Sunset Seminars, and design of a trainer certification scheme, and conduct of the first "Cluster One" workshop, consisting of foundation training skills, training needs assessment and training evaluation skills.

i. Women in Development

The WID Initiative concentrated during the last six months on market analysis and publicity to enlarge the number of women who could benefit for its training, as well as to assist the organization and training of a group of women who can become a WID co-sponsor. The new organization is appropriately called NEW--the Network of Enterprising Women. AED trained 14 women to become trainers associated with NEW.

j. Transition of Unit Directors

During the six-month period John Tabor handed over his responsibilities as Management Training Director to Larry Kirkhart, who was given an extensive orientation in March and became resident in Pakistan in May. Dr. Kirkhart jointly developed with Management Training staff the Work Plan for July 1989-June 1990. They presented the Plan to USAID in June and received approval during the same month. Dr. Tabor devoted much of the six month period learning the operations of the other AED units and the Chief-of-Party's duties with the departing incumbent, James Frits. Mr. Tabor assumed the Chief of Party position in May.

B. Problems and Constraints

1. Management Training

- a. Problem.- Training abroad for those local consultants who we are preparing to replace us continues to be difficult to achieve. This is especially true for trainers in the Private Sector. Apparently, USAID cannot provide private sector scholarships except through the existing open competition program. This process is lengthy and places our candidates on the same basis as those who are not preparing to take responsibility for AED programs.
- b. Recommendation.- UNICEF provided scholarships to two of our local consultants who attended a training of trainer program for entrepreneurship in India. We subsequently employed them to conduct some of our training. It is recommended that USAID study the mechanism used by UNICEF to select and sponsor scholarship participants. If the mechanism can be employed by USAID, it will enhance our capability to develop local management trainers.

2. English as a Second Language

- a. English for Academic Purposes.- Two sessions were conducted by CIELS staff for a total of 127 students. The increase was made possible by adding a fifth class which raised capacity from 45 to 60 students. The sessions were also increased from eight to ten study weeks duration, thereby enabling more students to reach the required TOEFL score during the basic session. The average exit TOEFL score of Session 16 students was 513 and of Session 17 students was 510.
- b. Testing/Orientation.- The TOEFL team tested and/or oriented 1,865 candidates for USAID scholarships through 39 orientation/testing sessions.

- c. Institution-strengthening.- No activity took place during this period, due to lack of availability of USAID scholarships and lengthy delays in the order of TOEFL and GRE materials for the Pakistan American Cultural Centers.

B. Problems and Constraints

a. Undercomputerization

The lack of a dedicated computer for CIELS and TOEFL data analysis and report writing requires longer lead times and more intensive personnel effort for manual preparation.

Recommendation.- The proposed computerized MIS system for DSTP is expected to relieve this problem eventually.

b. Constraints on Institution-strengthening

Efforts by the ESL Specialist to assist the Pakistan-American Cultural Centers and the Society for Pakistani English Language Teachers encountered difficulties when scholarships for training key staff could not be provided.

Recommendation.- Clarification is needed as to the extent of interest by USAID in strengthening English as a Second Language institutions in Pakistan and the kinds and amounts of resources which can be made available for this purpose.

3. Participant Training

a. New Nominations

A total of 332 PIO/P's were received for 443 long and short-term public and private sector scholarship nominees. During the same period 382 participants departed for training, and 93 participants were cancelled.

b. Coordination and Orientation

Two workshops were held for USAID Project Officers and FSN staff to explain participant processing and reporting.

c. Reference Manual

A reference manual for staff engaged in Participant Training was completed and given to USAID and PPTP staff for review and comment.

d. Field Work

A PPTP staff member served as acting Program Manager in Islamabad for six weeks, thereby gaining greater understanding of local operations and substituting for the Program Manager who was on annual leave.

e. Staff Development

Two Participant Training staff members attended a 10-week CIELS session to improve their English fluency.

f. Provincial Office

AED opened a field office for the Punjab Province in Lahore. The new office will serve all units of AED and will be supervised by the Participant Training Program Manager.

g. Resource Room

The collection of reference materials in the Resource Room was catalogued according to the Dewey Decimal System. These materials are now more readily accessible for assisting staff and participants to identify appropriate training programs.

h. Participant Tracking System

The computerized participant training tracking system was improved; changes effected or under development include a calendar-linked status reports, updated budget sheets, and academic grade sheets.

i. Pre-departure Orientacion

The pre-departure orientation has been expanded and redesigned to emphasize cross-cultural communication and educational differences.

B. Problems and Constraints

Last-minute Nominations

Despite an understanding with the Economic Affairs Division that a three month lead time would be observed for nominating technical participants, last-minute nominations continue to occur.

Recommendation.- It is recommended that the three-month lead time be observed, that nominations be staggered throughout the year, and that projected nomination patterns be set to enable more efficient staff assignment.

Research Booklet

Graduate students returning to Pakistan to do thesis or dissertation research have many questions which could be answered by a booklet or packet.

Recommendation.- Convert the exiting guidelines for research in Pakistan to booklet or packet form and distribute to the graduate students and their advisors.

MOST Students

MOST students whose funds run out before their study programs are completed are in need of alternative funding, visa extensions, and health insurance, and PPTP needs to understand its responsibility for students who are not longer funded by MOST. Where PIO/P's are to be extended, their processing needs to be given high priority, since visas may expire before IAP-66A's can be issued.

Recommendation.- MOST and USAID should agree on options pertaining to these matters and communicate their decisions to the participants through PPTP at least six months before funding ends. If USAID does not fund the extension, it should consider paying at least the HAC premium. PPTP needs written guidance and authorization also on its monitoring responsibilities in accordance with Handbook 10. Where PIO/P amendments are to be made, a schedule needs to be set and implemented for preparing and transmitting them to Washington in order to avoid a crisis.

Duplicate Paperwork

Due to an apparent backlog of paperwork at OIT/Washington, OIT has been requiring the Contractor to submit duplicate documents. This requirement reduces staff efficiency.

Recommendation.- OIT and USAID/Pakistan should be aware of the additional burden caused by duplicate paperwork and seek ways to reduce this requirement.

4. Agricultural Training

a. Agricultural Training Specialist

The Agricultural Training Specialist arrived on post in late January and assumed his duties.

b. In-country Training Programs

Three programs were implemented, including the National Focus Forum on the Dairy Industry, the Dairy Science Workshop--17 participants, and the Dairy Product Marketing Workshop--14 participants.

c. Agricultural PIO/P's

Sixty-four PIO/P training objectives for private sector agricultural training scholarships were prepared .

d. Follow-up Study

A follow-up study of private sector agribusiness participants who had returned from training was begun.

e. Staff Selection

Two staff members, a training assistant and a secretary, were employed to support the Agricultural Training Specialist.

f. Home Office Support

The home office staff of Winrock gave technical support to the agricultural participant placement and monitoring activities of PPTP/Washington. It also backstopped the field office's management of programs for the Pakistan dairy industry and began evaluating American institutions capable of conducting irrigation management training in Pakistan.

5. Administration

- a. Twelve amendments were made to the AED Contract, totalling \$36,718,939 in funding.

II. PROJECT ACHIEVEMENTS

A. Management Training

1. Public Sector Training Assistance

a. Audit & Accounts Training Institute

1) Interpersonal Skills Workshop

The third and final iteration of the management training program for B 16 and 17 officers of Pakistan Audit Department was conducted from March 19 to April 4, 1989. AED consultant, Ms. Elizabeth Kirkhart conducted the Interpersonal Skills Training workshop for 22 participants of Pakistan Audit Department.

Four Trainers from Audit and Accounts Training Institute worked closely with Ms. Kirkhart and have taken over the training capability.

However, four trainers are inadequate to train a target group of 1600 to 2000 B 16 & 17 officers. A specialized Training of Trainers effort is, therefore, envisaged to increase the number of trainers to maximize benefits of this training program.

2) Effectiveness of Supervisory Officers

The second and final iteration of the management training program, middle management (B 18) officers of the Pakistan Audit Department was conducted from June 10 to 19, 1989. AED consultant, Ms. Elizabeth Kirkhart conducted the "Effectiveness of Supervisory Officers" Training workshop for 10 participants of Pakistan Audit Department. One Trainer from Audit and Accounts Training Institute worked closely with Ms. Kirkhart and acquired the training capability. However, this number of local trainers is extremely inadequate to train a target group of 300 B 18 officers. A specialized Training of Trainers effort is therefore envisaged to increase the number of trainers to maximize the benefits of this training program also.

3) Executive Development Workshop

The fifth iteration of the "Executive Development Workshop" aimed at the top management of Pakistan Audit Department was conducted from March 25 to 30, 1989. The special feature of this iteration was that it was entirely conducted by AATI Trainers. AED consultant Dr. Larry Kirkhart delivered a two-hour module on "Role of Manager" in this workshop. With this iteration, Pakistan Audit Department has completed management training of all people in the top management level.

4) Instructional Systems Design

The third and final iteration of the workshop on "Module Development" was conducted by AED consultant Dr. Harold Bergsma from May 20 to 28, 1989. This series of workshops was aimed at trainers of Audit & Accounts Training Institute to facilitate them in developing modules for applications in their respective class rooms. Six AATI trainers have fully acquired the capability of preparing modules as well as training other trainers in this special area.

5) Job Analysis Consultancy

The first workshop on Job Analysis was conducted in November 1988. The objective of this workshop was to enable PAD trainers to assess training needs based on more focused job descriptions. More clear definitions of Job was needed in view of the changing work of Auditors and Accountants after separation of Auditing and Accounting functions.

After the successful completion of the workshop, PAD requested an extended on-site assistance for the graduates of the first workshop to provide them an opportunity to practice their workshop learnings in a real life situation. AED consultant Nina Powell provided on the job training from June 17 to 30 to six PAD Job Analysts in analyzing three Jobs each in Auditing and Accounting functions in the office of the Auditor General, Punjab. The AED consultant also conducted a three-day seminar (June 27-29) for the senior management of PAD regarding the importance of job analysis and descriptions for improvement in work efficiency and assessing training needs.

b. National Institute of Public Administration, Lahore

1) Case Development

The first AED on-site assistance to NIPA, Lahore for developing Pakistan specific cases began from June 13, 1989. The consultancy will continue until July 13, 1989. The objective of the workshop is to assist NIPA, Lahore and other NIPAs' faculty members to acquire capability to conduct research for writing cases in support of various phases in the Advanced Course. The cases written by NIPA faculty members and edited and fine-tuned by the AED consultant will also be published and form a part of the proposed Materials Clearinghouse project of NIPA, Lahore.

c. National Institute of Public Administration, Karachi

1) Symposium on Management Research

Dr. John S. Tabor, Director Management Training, AED participated in a symposium on Management Research organized by NIPA, Karachi. He read a paper and led a discussion session on Utilization - focused Evaluation.

d. Pakistan Administrative Staff College, Lahore

1) National Management Program

Dr. John S. Tabor, Director Management Training, AED was invited to give a talk on comparison of Pakistan and American Management Training styles. This talk was a part of a module in management in the National Management Program for Grade 20 officers. This training program is mandatory for GOP officials aspiring for promotion to Grade 21.

e. Computer Applications in Management Training and Management Information Systems (MIS)

The third and final workshop in a series of three workshops for faculty members of client institutes was successfully conducted from March 26 to April 4, 1989. On the conclusion of this series of workshops 9 trainers from 5 training institutes have acquired the following capability.

- 1) write comprehensive computer supported cases in which the participant is expected to solve a problem or develop insights into a decision making situation;

- 2) organize complex data and develop database that can be used by their participants to enhance their learning of functional topics e.g., public policy, management issues, and complex business decisions;
- 3) develop a curriculum on MIS for their participants including a review of a number of cases that describe or simulate real situations that occur in organizations with respect to design, development, or implementation of information systems.

The training capability has since been transferred to the following institutes:

- 1) Pakistan Institute of Management - Karachi.
- 2) National Institute of Public Administration - Karachi.
- 3) National Institute of Public Administration - Lahore.
- 4) National Institute of Public Administration - Peshawar.
- 5) Audit & Accounts Training Institute - Lahore & Islamabad.

f. Strategic Human Resource Management Course, PIM

The fourth delivery of the Strategic Human Resource Management Seminar was made during March 25-30, 1989 in Karachi. Dr. Lewis Rambo of ADL and Mr. Najmul Hussain of PIM co-trained. Out of twenty five participants six came from parastatal corporations, eight from government agencies, including the armed forces, seven from private corporations, three from multinationals and one from a technical training centre. Mr Hussain shared fifty percent of the delivery with Dr. Rambo and worked with him to update the materials and develop a transition plan for acquiring competencies in handling the course without expatriate help after the next delivery. A self development plan for Mr. Hussain was also developed in consultation with Dr. Rambo.

2. Private Enterprise Training Initiative (PETI)

During the period under review the emphasis of the program has been on transfer of technology of the various programs developed under PETI during 1987-88. Guidance and technical support was provided to various institutions interested in the sponsorship of programs like "family business", entrepreneurial training, and strategic planning. The

institutions were helped to create an organizational capability to sustain these programs on a long-term basis. The details follow:

a. Entrepreneurial Training

Two of the four resource organizations who participated in the Entrepreneurial Trainer- Motivator Program last year were marked for AED's support to initiate the entrepreneurial training during the period under review. These included the Youth Investment Promotion Society (YIPS) in Islamabad and the Punjab Small Industries Corporation (PSIC), Lahore. YIPS designed and delivered two three-day workshops during this period. The course was designed and delivered by YIPS staff. The participants were the applicants of loans to YIPS. AED supported YIPs in the design of the course, partial delivery and development of organizational support to sustain this effort over a long period of time. Design and delivery improvements continue to take place with the evaluation of each subsequent delivery of the workshop.

Progress on the project with the Punjab Small Industries Corporation slowed down because of the change in the top management during the plan period. Chaudhry Abdul Hafeez the new managing director of the Corporation, who took over from Mr. Tariq Sultan has been brought on board with the project and has requested that five regional offices in Punjab be developed to initiate the entrepreneurial training during the next year.

b. Certification Course for Training of Entrepreneurs

Negotiations with Management Systems International (MSI), continued in Washington, D.C., during the last six months. The program could not be delivered during the current plan period due to contractual difficulties. However, understanding has been reached with MSI to offer this program during 1989.

c. Second Workshop of Strategic Planning for Small Business in Pakistan

The second delivery of the workshop was made in Lahore June 6-8, 1989. The workshop was sponsored by Entrepreneurial Development Advisory Services (EDAS) Lahore. The trainers consisted of Mr. S.M. Naqi, Mr. Almas Hyder and Mr. Manzar Shamim. Robert Terry of Arthur D. Little, Inc., supervised the delivery of the workshop and advised local faculty on various technical aspects. The workshop was attended by seventeen

businessmen from Lahore. EDAS accepted the responsibility of marketing and managing the program logistics this time. EDAS has hired a full-time person and is grooming her to take responsibility of managing the marketing and delivery of this work in future.

d. Development of a Training Module on Small Family Businesses in Pakistan

Dr John L. Ward of Loyola University-Chicago was invited to Pakistan during the first week of April 1989. He reviewed the past deliveries of the family business program and worked with a team of local consultants to develop an outline of the text of modular training on small family business development in Pakistan. Mr. S.M. Naqi, Dr. Zafar Iqbal Qureshi, Dr. Junaid Ahmed and Mr. Shahid Bajwa were engaged for this assignment as the local consultants. The first draft of the text has been produced and is under review at AED.

e. Development Support for Institutionalization of the Family Business Seminar

National Management Consultants (NMC), Karachi, were supported to undertake the sponsorship of the family business program in Karachi. The third family business program June 9-12, 1989, was sponsored by NMC. Marketing, logistics and administration of this training program was handled by NMC. The seminar was attended by nine owner-managers (second generation) of family-owned businesses. A division on family business development has been created at NMC to undertake the marketing, research and management of the family business program. Ms. Hina Noorud-din, with an MBA from Karachi University, has been hired to look after this division. She marketed and managed the third family business seminar. She has been sent to attend the cluster one TOTP workshop in Islamabad as part of her one year self-development plan.

3. Training of Training Professionals

Efforts during January and February focused on evaluating TOTP performance during DSTP I, planning for the first six months of DSTP II, and organizing for the following TOTP training programs: 1) two 'Self-Assessment & Competency Development Workshops' were conducted in collaboration with NIPA-Karachi and NIPA-Lahore March 19-22 and March 26-29, respectively; 2) one workshop as part of the Associate Trainer Level 'Cluster One Workshop', was conducted in Islamabad June 17-29. Additionally, time was invested in developing and promoting the concept for the 'Development & Certification Scheme for Human Resource

Training Professionals' and in conducting follow-up meetings for refining the competency assessment instruments.

a. Assessment and Development of Training Competencies Workshop

These workshops were designed to enable participants to recognize their competency gaps and learning needs, establish learning goals and to develop action plans for professional development. Dr Nancy Swing, an AED consultant, conducted two 'Assessment and Competency Development Workshops' in Lahore and Karachi. The workshops were held from March 19-22 in Karachi and from March 26-29 in Lahore. The workshops were offered in collaboration with NIPA Lahore and NIPA Karachi, respectively. Eighteen trainers participated in the Workshop in Karachi, while nineteen trainers participated in the Lahore Workshop. Details of each workshop are available separately in the Consultant Reports. Overall, participants rated both workshops very high in terms of achieving the learning objectives. Follow-up meetings were held in Islamabad, Lahore and Karachi on April 25, 26 and 27 respectively. TOTP staff organized and led these meetings to merge and further refine the two competency instruments, developed earlier in March. Valuable suggestions were incorporated in increasing the utility of these instruments.

b. Sunset Seminars

Three seminars to be held in Islamabad, Lahore and Karachi were not possible to deliver as scheduled due to non-availability of consultants. Instead, three seminars will be delivered in the first week of July, immediately after the Cluster One Workshop, by Dr. Ian Mayo-Smith.

c. Development & Certification Scheme of Specialist Trainer Level: 'Cluster One Workshop.'

A substantial amount of time was invested by TOTP staff in developing the concept for the 'Development & Certification Scheme for Human Resource Training Professionals .' The first step in this scheme is aimed at developing position oriented trainers who are competent to train certain core TOTP training programs. The first cluster is composed of the following three core workshops: 1) Foundation Training of Trainers; 2) Training Needs Assessment; and 3) Effective Training Evaluation. TOTP staff had meetings with potential

alumni candidates and their supervisors to determine their interest and commitment in participating. TOTP staff had detailed communication with selected expatriate consultants to develop the workshop objectives and design. The Cluster One Workshop was led by Dr. Ian Mayo-Smith, Dr. Heather Mioko Sutherland and Syed Mansoor Ali from June 17 to 29 at AED in Islamabad. Ten alumni participated in this intensive 12-day workshop. Trainees had the opportunity to review all three workshops and to further concentrate on one workshop, selected in light of their preferences, backgrounds, and consultant recommendations. Participants had to prepare and deliver, in teams of two, presentations justifying "their" design of the selected workshop. Teams working on the same workshop were able to draw upon each other as well as the consultants during preparation. Each team made their first presentation to a select group of invited training professionals. The teams had the opportunity to revise their presentations in light of feedback received and have their second round of presentations videotaped. The presenters received detailed evaluation information from a variety of sources, i.e. self, other trainers, fellow participants, videotapes and the consultants. Additionally, each participant was provided individual counseling on his/her performance and guidance on self-development plans, including post-workshop assignments. The participants rated this workshop very highly in terms of learning and achievement.

4. Women in Development (WID)

The emphasis of the Women in Development program in the past six months has been on identifying individual and institutional support for the program, so that a process of program transfer may begin. A survey was conducted with potential sponsors, clients and media. A group of potential women trainers (interns) were supported in the acquisition of training skills in a formal training of trainers workshop. The interns were provided technical and conceptual guidance in the formation of a professional women's association called the Network for Enterprising Women. The details follow:

a. Conduct of an Intensive Market Survey

This activity was proposed in order to analyze the existing market and to strategize future action regarding design, publicity, co-sponsorship and venues. The activity proposed in the workplan was 80 days (20 days in each province), with the help of three consultants. The actual activity was far less intensive or extensive, and was limited to 20 days total for

Karachi and Lahore. The major reason for the change in plan was the unavailability of consultants during the period proposed.

The outcome of the survey was extremely productive. Several contacts were made, both institutional and individual which will open doors for future co-sponsorship. In both Karachi and Lahore contacts were made with educational institutions in commerce, business, polytechnics and home economics. These institutions will provide the base for future participants.

At each of the institutions contacted, discussions were held to determine program needs. Alumnae of WID workshops were also contacted, as were Women NGOs and the Women's Division. It was very clear that the major area for women development was in Entrepreneurship. But another area pointed out was in helping and supporting women to obtain both vertical and horizontal mobility in the workplace.

To obtain greater WID program visibility in the coming workplan, several possibilities were checked out. Press representatives were contacted to determine the procedures in obtaining publicity coverage. Personal contacts were developed in both Karachi and Lahore with reporters who mainly cover issues and programs for women.

The market survey helped obtain a deeper understanding of the WID program, both in terms of its present status and potential directions for the future.

b. Training of Trainers Workshop

A two-week intensive Training of Trainers program was organized for 14 WID interns. The workshop was held from May 13-25, 1989 and was held at AED Islamabad. Of the 14 participants, 7 were from Karachi, 3 from Lahore, 3 from Islamabad and 1 from Peshawar. The workshop was conducted by Dr. Nancy Swing and Hortense Dicker. At the conclusion of the workshop each intern developed a self development plan in consultation with the trainers and AED staff for the workplan period July 1989 to June 1990.

The major outcome of the workshop is the group cohesion that it helped develop among the potential trainers which resulted in the formation of a professional women's group, to be called NEW (Network for Enterprising Women). It has also developed among these women a greater sense of awareness regarding the different workshops that each are associated with.

Discussion of the workplan for the forthcoming period also helped each of the participant to develop a larger perspective of the WID program, which understanding is anticipated to promote a synergistic effect within the group.

Individual progress of the interns has been as follows: Of the 14 participants, six has shown significant development as trainers. These women now been recommended to attend the more in-depth programs in the core TOTP series, and to have a more involved role in the delivery of the workshops they are interested in. Six other participants have shown potential but will be required to undergo another basic TOT. Depending on their progress each will then further their training skills in the more intensive core programs. They will continue to undergo the management or entrepreneurship workshops as interns or observers. Two of the 14 interns have shown very little progress to date. They will undergo one more TOT but will in the meanwhile be involved in the forthcoming workshops mainly as co-ordinators.

B. Problems and Constraints

1. Management Training

It should be noted that problems of sub-contracting and work planning cycle which were encountered in the past have been resolved. USAID has allowed AED to undertake ad hoc sub-contracting for management training and through this mechanism we expect to retain Management Systems International (MSI) to present its Entrepreneur Development Program and train our trainers to establish the program in Pakistan. We have also been authorized to undertake 12 month plans which run July through June of the following year. This revised planning cycle is aligned with the GOP fiscal year; it enables us to harmonize our training plan with those of the organizations we assist.

- a. Problem.- Training abroad for those local consultants who we are preparing to replace us continues to be difficult to achieve. This is especially true for trainers in the Private Sector. Apparently, USAID cannot provide private sector scholarships except through the existing open competition program. This process is lengthy and places our candidates on the same basis as those who are not preparing to take responsibility for AED programs.

b. Recommendation.- UNICEF provided scholarships to two of our local consultants who attended a training of trainer program for entrepreneurship in India. We subsequently employed them to conduct some of our training. It is recommended that USAID study the mechanism used by UNICEF to select and sponsor scholarship participants. If the mechanism can be employed by USAID, it will enhance our capability to develop local management trainers.

B. English As A Second Language

During this six month reporting period, the ESL program has provided in two academic sessions intensive English for academic purposes training to 127 USAID-funded candidates for long-term training in the U.S. and has administered 39 orientation/testing sessions for 1865 candidates. The number of candidates trained and tested is moderately higher than for the same reporting period last year. The matching of the CIELS and Participant Training data bases and a follow-up survey of CIELS graduates in the U.S. have yielded some interesting feedback on the usefulness of the CIELS program. Institution strengthening, which in the previous DSTP contract represented a very modest but fruitful outlay of program resources, has dwindled to almost no activity in this reporting period.

1. English for Academic Purposes Classes

CIELS added a fifth class in January, thus raising the number of training slots in basic classes from 45 to 60. Including the continuing class, CIELS can now accept up to 75 students each session. At the same time, the CIELS academic session was increased from eight to ten study weeks (10-12 calendar weeks, depending on major holidays) in order to cover more material in the basic curriculum and give greater opportunity for students to reach their TOEFL goal in the first session. CIELS sessions within this reporting period are summarized below, followed by a more detailed narrative on various aspects of CIELS (see Appendix A for cumulative data on all CIELS sessions).

Summary of CIELS Student Performance on TOEFL for Sessions 16 and 17 (January-June, 1989)

Session	# of Students	Average entry score	% entering below 470	% entering above 500	Average Exit Score
16	60 (12 con- tinuing)	485	32%	36%	513
17	67 (15 con- tinuing)	474	33%	30%	510

Session	% gaining 3+ pts per week	% reaching 530+ on Institutional TOEFL	# of Hours of Institution between pre/post test	TOEFL point gain per hr. of instruction
16	62%	33%	264	.104
17	67%	36%	300	.13

a. Highlights of CIELS in 1989 to date:

1) Lengthened CIELS Session: Extensive TOEFL testing at regular intervals in Sessions 14 and 15 revealed that CIELS students continued to demonstrate fairly regular proficiency gains throughout the session. At the same time, both teachers and students had expressed a need for more time to present and synthesize the large amount of material in the basic CIELS course. Therefore, the CIELS session was lengthened to ten weeks on a trial basis. Though it is too early to properly evaluate the longer session, both students and teachers felt quite comfortable with the ten week session from January-March. The twelve week session from April-June seemed interminably long as it included Ramazan and week off for Eid.

2) Policy changes in per diem, lodging and transport of CIELS students:

CIELS took yet another step to try to establish fair and equitable support for its students. SAID and AED had received reports that some students had returned to their posts telling how much money they saved on CIELS' Rs 300 per diem for hotel and other expenses. It was decided therefore, to put all CIELS students desiring housing in CIELS sponsored housing (to be billed directly to AED) and to reduce the per diem to Rs 150. Placed in the three star and entirely adequate United Hotel in Rawalpindi, the students naturally complained at their loss of flexibility in making their own housing arrangements. The hotel management has been very cooperative in responding to all reasonable requests and it is expected that next session's students will be more satisfied from the outset. CIELS has arranged transport which will

greatly reduce time spent in transit. It is with reluctance that CIELS enters into issues involving maintenance, but other arrangements have been tried and failed. USAID's first approach of reimbursements based on hotel receipts had brought on a rash of falsified receipts. Much credit goes to CIELS administrative coordinator, Javed Iqbal, for his patient monitoring of the student support system. It is hoped that this arrangement will solve the abuse of per diem and the "bad press" CIELS was getting as a result.

b. Data Base Match and Survey of Students in Long-term Training.

Appendix A reports in greater detail on the findings of these two research endeavors; however, some of the major findings may be summarized as follows:

- 1) Fifty-seven percent of all CIELS students attain qualifying scores on the TOEFL in one or two CIELS sessions.
- 2) At the time of the study, approximately 300 CIELS grads were English qualified.
- 3) One hundred and forty four CIELS graduates have been processed for training.
- 4) Interestingly enough, half of those 144 CIELS graduates who have been processed for training are not English qualified. In other words, success or failure at CIELS appears not to be a critical factor in going on for higher training.
- 5) The follow-on language survey of students in long-term training corroborated last year's survey findings. In brief:
 - a) CIELS students in long term training are more likely than non-CIELS students to be in Ph.D study (48% vs 23%).
 - b) CIELS students undertake graduate study with significantly lower TOEFL scores.
 - c) CIELS students report having more difficulty than non-CIELS students with English - both upon entry into training and at the time of completing the survey.
 - d) All students report little or no difficulty with reading. Understanding and speaking pose the greatest challenges.

- e) Seventy percent of CIELS grads feel CIELS is the best preparation for study in the U.S.
- f) Most CIELS grads rate CIELS overall as either "Very Helpful " (41%) or Somewhat Helpful (44%) in preparing them for study abroad. 79% felt CIELS had been "very helpful" in preparing them to pass the TOEFL.

c. Staffing of CIELS

The turnover at CIELS has remained high in this reporting period. Three new teachers with some degree of relevant training and experience were taken on the staff in January. The regular staff was supplemented in the January-March session by two interns from the Experiment in International Living's (EIL) Master of Arts in Teaching program. Three long-term CIELS staff members left Pakistan.

d. Staff Training

In addition to the regular pre-service and in-service training, one intensive training session was offered for four days in March during intercession. Kathleen Graves from EIL's MAT faculty delivered the training to the CIELS staff and several teachers from the TIPAN and AZRI staff. The sixteen participants explored a wide range of topics related to ESL teaching, including: 1) recognizing a variety of learning styles; 2) setting clear, achievable objectives; 3) motivating reluctant students; 4) developing learner-centered assessment procedures and teaching activities; 5) providing useful feedback. Mrs. Graves knowledge of the subject and skills in facilitating discussions helped her create an atmosphere which encouraged the participants to articulate their attitudes and assumptions about the various issues raised during the discussions and group activities. Virtually all the participants voiced their eagerness to implement many of the suggestions which were generated during the training session. At the conclusion of the workshop each participant had a deeper understanding of the theory and practice of communicative language teaching.

e. Assistance to Other ESL Programs

In the 1989 Work Plan, possible assistance to USAID ARD's English program run by the Center for Advanced Molecular Biology (CAMB) in Lahore was envisioned. CIELS had received several CAMB graduates who had still not reached the necessary TOEFL score, though they had been in training for nine months. Approximately half of

the candidates succeeded at CIELS. USAID/ARD staff in Islamabad did not seek AED's help in improving the program in Lahore. This may be due to the fact that a) the program is very small and not expected to continue beyond this year, or b) the new ARD training director is an ESL specialist and can probably provide whatever help is necessary herself.

In early 1989 the ESL Program endeavored to help the TIPAN English program in Peshawar by ordering a number of instructional materials against TIPAN funds remaining with AED from 1986 when AED played a more direct role in the implementing of TIPAN's English program. Unfortunately, the funds had been deobligated following the end of DSTP I, so there was no money to order the materials. Because AED was in the process of transferring responsibility for the instructional materials ordering to EIL, a few months elapsed before it became clear that the TIPAN funds were no longer there. CIELS provided one urgently needed set of texts to TIPAN but the rest of the materials remain to be ordered.

f. Concerns, Constraints

- 1) Undercomputerization of the ESL program: Unfortunately the ESL Program, still does not have sufficient access to a word processor or a computer in its own work space. Most data analysis tasks are still carried out with pencil and paper by two members of the testing and evaluation team. Tasks that should take a few hours take much longer. The ELT Specialist writes all reports with pencil and paper. Although the AED administrative support staff are very efficient, reports still have to be entered into the word processor before editing can begin. The one typewriter shared by the ELT Specialist and the CIELS Coordinator is sometimes not available. The data analysis tasks involved in the preparation of Appendix A (CIELS Effectiveness) took months instead of days. This was due both to the incompatibility of the data bases and to lack of access to a computer. A more sophisticated information system for all the programs is in the pipeline - perhaps by early 1991.
- 2) Difficulties in supplying instructional materials to CIELS: Throughout most of DSTP I, AED filled instructional materials orders for the ESL Program promptly and efficiently. The only problem was a lack of information as to how much money was available for materials and where exactly it was specified in AED's budget. In June of 1988 a large

order to last until the end of DSTP I was delayed when it became clear that there was no money available. Most of order went on hold until February of 1989 when a PIOT was issued to cover ESL Program materials in 1989. However, a further delay was caused by some confusion as to whether AED or EIL would be responsible for materials order. The order was finally placed with EIL in March, and to date the majority of the materials have not arrived. As a result of these delays, the ESL program has not yet been able to institute the self access materials study program for the four provinces, a program proposed in the 1988 Work plan eighteen months ago. No current resources have been available to ESL Program staff for over a year. CIELS has been without a TOEFL prep text for students for one session and a second session will likely start without one as well. As EIL is now responsible for supplying the ESL Program's texts and tests, the solution to the present problem rests with EIL.

2. Testing and Evaluation

The Testing and Evaluation Team, consisting of a Testing Coordinator and four monitors/scorers, has continued to provide efficient and reliable TOEFL testing for USAID funded scholarship candidates. During this six month period, the team made regular visits to all the major testing centers to deliver TOEFL orientation and testing sessions. No special tests were required by USAID during this reporting period. During this reporting period the Testing Team geared up to deliver pre-departure orientation sessions for Participant Training. Team members also assisted in three data analysis tasks.

a. Summary of Tests Administered

TOEFL: Thirty-nine institutional TOEFL orientation/testing sessions were administered to groups of approximately 60 candidates each (total 1865) in five different locations. This level of testing activity represents a 25% increase over the same six month period in 1988. A large number of the candidates tested were competing for USAID's private sector scholarships. The TOEFL testing/orientation activities are summarized in the chart below:

TOEFL Orientation/Testing Sessions
January-June 1989

Site	No. of Sessions	Month
Islamabad	8	June, Feb., March
CIELS	6	Apr., May, June
Peshawar	8	Jan., March, May, June
Karachi	6	March, May
Lahore	8	Feb., June
Quetta	2	May
TOTAL	38	

In addition to the TOEFL tests, the English Language Skills Assessment (ELSA) tests were administered three times - twice in order to help a Peace Corps volunteer determine the range of English proficiency in her classes and once to determine the English proficiency of an AED clerk.

The March TOEFL test in Peshawar was for fifty-seven candidates of the Afghan Scholarship Program (ASP). Whereas it was envisioned at one time that AED might administer a larger number of tests for ASP, the prime contractor for cross border training, the University of Nebraska at Omaha, has since begun to offer English training and testing in Peshawar for its own candidates. The Canadian International Development Agency requested TOEFL tests for a dozen or so of its candidates and was billed accordingly on a cost recovery basis.

b. Trends in the Testing and Evaluation Program

- 1) Testing and Evaluation Team adjust to local demands

"Flexibility" is the word that best characterizes changes in the testing program during this reporting period. First, tests have been ordered in batches of 60, 70 and 80 to allow for larger test administrations when the need exists and the testing facility can accommodate larger numbers. The majority of test administrations in this six month period have been for groups of well over 50.

The second area of increased flexibility is in numbers of monitors required to monitor the test. While ETS recommends one monitor per 25 students, experience has shown that more or fewer may be required, depending on the level of English proficiency of the candidates, their familiarity with the test format, and the size and quality of the testing facility. The Testing Team has occasionally made use of staff of the local USAID liaison office to serve as extra monitors to avoid the additional cost of sending another team member from Islamabad.

2) Testing Team takes on new tasks

a) Pre-Departure Orientation: During the February contractor team meeting, a meeting was held with the staff of the ESL Program, Participant Training and the EIL Program Coordinator to explore areas of greater support and cooperation. One of the major outcomes of this meeting was the idea to work together to develop and deliver pre-departure orientations for long term scholarship recipients. ESL Program staff would be responsible for the cultural awareness training and Participant Training Staff would be responsible for logistics, pre-departure information, and visa and banking assistance to the participants. Meyen Quigley, a CIELS instructor and graduate of EIL's Program in International management, subsequently developed a series of four culture modules on topics specified by Participant Training staff as being particularly challenging for Pakistani students:

- Expectations of life in the U.S.
- Status and role issues
- Male-female relationships
- Learning styles

The modules which grew out of Meyen's previous work with cultural training at CIELS, will be piloted and refined at CIELS during the July-September session. At the same time, Meyen will begin to train members of the Testing and Evaluation team in the skills needed to become effective trainers.

b) Data Analysis Tasks: Members of the Testing and Evaluation team carried out three data analysis tasks in this reporting period:

- The Language Training Needs Survey
- The matching of the CIELS data base to other participant data bases to determine CIELS' impact
- A study of TOEFL gains of candidates who take the test repeatedly without undertaking English study

The results of the first two studies are summarized in Appendix B. The findings of the third study, based on the performance of 916 candidates during the period 11/87 to 4/89, are summarized below:

Average point gain between
1st and 2nd TOEFL = 11.4 points

Average point gain between
2nd and 3rd TOEFL = 6.76

Average point gain between
3rd and 4th TOEFL = 5.95

Based on these results, USAID has changed its "open" TOEFL policy. Now a candidate is limited to three attempts only. Those who fail in three attempts and do not attend CIELS classes will not be eligible to appear in future Institutional TOEFL tests. Former CIELS students who have not achieved the required score after attending one or two CIELS sessions are also not eligible to retake the test as analysis indicates that average gain of ex-CIELS students in subsequent TOEFLS are negligible.

c. Constraints

Due to an anticipated shortage of ESL Program staff for the summer months, no TOEFL tests other than those for CIELS will be administered. Heavy testing at several sites throughout this reporting period has taken care of all testing needs for the near future, and the lack of summer testing is not expected to be a problem.

3. Institution Strengthening Activities

In the 1989 Work Plan, several institution strengthening activities with the Pakistan American Cultural Centers (PACC) and the Society for Pakistani English Language Teachers (SPELT) were described. These activities were to be undertaken to support and strengthen selected Pakistani

institutions devoted to raising the standards of English instruction by modernizing methodology, improving materials, training teachers, or implementing model instructional programs. Most of the activities described involved the training of key staff of the respective institutions and the donation of materials and/or equipment, both areas where modest but effective assistance had been given in the past. The institutions had been selected because it was felt that both of them had programs and goals complementary to those of the this program. Furthermore, it was felt that a modest program of assistance would make a significant improvement.

a. Constraints

None of the activities described in the work plan have been carried out. Those involving specialized training or equipment donations fizzled because USAID/HRD no longer saw the desirability or feasibility of influencing the decision making process on the awarding of scholarships or material donations. The Economic Affairs Division of Pakistan essentially decides on aid recipients. Thus the traditional avenues of AED (USAID) assistance used in the past are now considered effectively closed.

A small donation of self study TOEFL and GRE materials to be purchased for the Pakistan American Cultural Centers from CIELS funds has also not materialized due to the delays in the ordering of instructional material (described as a constraint in the CIELS section of this report).

b. Recommendation to AED/USAID

In view of the fact that a new EIL English Training Specialist as well as a new USAID DSTP manager are expected shortly, new initiatives in institution strengthening activities should not be undertaken at this time. After the transition of the individuals in there two key positions, a review of USAID's commitment to any institution strengthening activities in ESL through this program should be undertaken. If the response is favorable, then decisions on the target institutions and scope of the activities would follow.

C. Participant Training

1. Participant Training - Islamabad

a. New Nomination

During these six months we received 332 PIO/Ps both for long and short-term public as well as private sector candidates. These 332 PIO/Ps consist of the following participants:

Long-term	107
Short-term	251
Third Country	75
Total:	<u>433</u>

During the same period last year 1988 (Jan-June) we received 432 PIO/Ps consisting of 561 nominees. The work flow for the first six months has been a bit slower than this same time in 1988.

b. Participants Departure

A total of 382 participants departed. This figure consists of the following participants:

Long-term	63
Short-term	284
Third Country	35
Total:	<u>382</u>

c. Cancellation

Ninety three participants did not go for training due to personal or official reasons.

d. Project Achievements

- 1) Ms. Bonnie Barhyte, PPTP/Washington D.C. Program Manager worked in the AED field office during February and March. While here, she attended the DSTP consortium meeting and aided the AED Islamabad staff to implement the new DSTP contract.

Ms. Barhyte, and the field office Program manager, Ms. Paz Castillo along with USAID HRD project officers conducted workshops for all USAID project officers and FSN training staff to review the program, the requirements for training, steps taken in the nominations and placement process, what is

monitored and how, monthly reports that are compiled and sent to keep the officers updated on the current status of the individual participants.

- 2) In March, AED Islamabad Participant Training staff had a workshop for staff members on how to write the draft for the new Policy and Procedures manual for the field office. The drafts were written by AED staff and completed by the end of April and presented to the four consultants hired to write the manual.

The final draft of the reference manual was completed. AED staff worked very closely with the AID consultants to review the descriptions and requirements of the different scholarship programs ie; USAID, MOST, MOE, Makran, and Balochistan. The draft has been given to select people in AID and PPTP Washington, for their review and comment.

- 3) Mr. Larry Bartlett, Deputy Manager from the Washington, office, came for six weeks in May/June to replace the field office Program Manager, who was on annual leave. While in the field office, Mr. Bartlett worked with the Pakistani staff to gain a stronger understanding on how PPTP/Washington functions. He aided in improving working relationships between the two offices by introducing and implementing certain functions to improve communication.
- 4) Mushtaq Ahmed of AED Islamabad gave guest lectures for CIELS classes. He conducted question and answer sessions regarding participant training and procedure formalities.
- 5) For staff development Mr. Amjad Hafeez Malik and Mr. Mohammad Ashraf attended a CIELS ten-week session to improve their English language skills.
- 6) The Field Office is in the process of restructuring its office system. A field representative has been hired and placed in the USAID Lahore office. Mr. Mushtaq Ahmed from the Islamabad office was hired to fill this position. He will improve the coordination and communication between the participant training section, agriculture training section, management training section, and ESL training section, and USAID and AED, Islamabad.

We have received applications for the Karachi field representative position and are interviewing candidates. There are also two counselor positions open, these professionals will work with the participants for clarification of their training

objectives for easier and more appropriate placement in the U.S. or their countries. We plan to have these people in place by the end of November.

- 7) The resource room was revised and a catalog system was set up according to the Dewey Decimal system. It is case officer-friendly, and the training program information is easy to locate and to keep up-dated. The case officers can sit down with the respective trainees and offer more information to them about their respective programs.
- 8) The Field Office Program Manager has worked with Mr. Kanwar Nasir, HRT, on redesigning the participant training tracking systems for both HRT and AED offices. The staff are now able to design and print their own reports from the participant data in 50 different configurations. Both Mr. Nasir and Ms. Paz Castillo are currently designing a timing system for the data base that will advise on status reports any information that is over due or not up-dated. The system will also print reports on the expected return dates, 30 and 60 days after the return date so that the Case Officers can confirm the return of the participants. Office efficiency has been improved greatly due to these changes.

We are in-putting a system to track the individual participant budgets, to up-date the budget worksheet every time a new request for funding comes through the Field Office. We will record every grade sheet that is received and sent on to the respective Project Officer. We will also monitor in-country research by agriculture students.

- 9) The field office has expanded and re-designed the pre-departure orientation. The program emphasizes cross-cultural communication and educational differences. It includes more participation on the part of the nominees. They are involved in actual role plays and discussion on cross-cultural communication issues. The orientation focuses on the areas of greatest difference, specifically language, education, food, housing, American style of inter-action, and male-female roles.

The program is two days in duration which includes a half session on all the rules and regulations for the scholarship program and one-and-a-half days of cross cultural sessions. Ms. Meyen Hiponia (CIELS) designed the cross cultural workshops, and along with Ms. Cheryl Rogers (CIELS-TOEFL team), has pre-tested the orientation program in Islamabad and Karachi.

Problems, Constraints, and Recommendation/Islamabad

- a. Problem: One of the major functions of the pre-departure orientation is to help the participants with their pre-departure formalities, such as visa, banking, and travel. We have found from the pre-departure orientation pre-tests that it is very difficult to "organize" any group activity with the State Bank and the U.S. visa consular officer.

Recommendations: Through USAID, meet with the State Bank and U.S. Consular officers in the major cities to get stronger support when we have a group orientation.

- b. Problem: Due to lack of sufficient lead time on nominations, it is very difficult to have pre-departure orientations and consequently we are missing and not orienting large numbers of participants.

Recommendation: Enforce the agreement we have with the Government of Pakistan of three months lead time for all nominations.

- c. Problem: Lack of sufficient lead time for short term nominations. We still receive nominations with unbelievably short lead time, two to three days. In this time the participant is expected to complete his/her medical examination, get cleared, placed by the Washington office, and arrive in the U.S. Participants, eager to go, state right off that they will attend the program. When it comes to actually departing, faced with all the pre-departure formalities required by the GOP, there is not enough time and they request deferral. A lot of time is wasted by both the Field and Home Offices and the participant remains very unhappy.

Recommendation: When a nomination is received too late, USAID should not receive it, or receive it stating the participant will be placed in a similar course as soon as is possible.

- d. Problem: Ph.D. candidates' academic advisors coming to Pakistan to assist participants in research and or data collection in Pakistan need more logistical support. Participants are always guaranteed "support" by the GOP but reality is different. Usually there is no transportation, lodging, etc. arranged.

Recommendation: USAID should consider taking a more supportive role and supply transportation and lodging when needed by academic advisors.

- e. Problem: The focus of the training program has shifted greatly. There is much more concern with quality than previously. The demands are far greater and have caused a communication gap between the Field Office and the Washington Office due to a lack of understanding of how the individual AED team, GOP, and USAID offices operate and what their priorities are.

Recommendation: A continuing staff exchange between the Washington office and the Field Office is recommended. An improved understanding of overall Project operations and context should result, as well as a greater appreciation of priorities, constraints, and problem of each office.

2. Participant Training, Washington, D.C.

a. Project Achievements

- 1) During the six-month period from January through June 1989, a total of 1644 participants were in some stage of placement or actual training. Fifty-eight percent of these participants were academic and 42% were technical. In addition, 22 academic and 21 technical Participants were cancelled from the USAID program before they began their training. Approximately 25% of all participants handled by PPTP were from the ARD projects. (See Appendix B.)
- 2) PPTP staff visited 168 participants and their advisors at two different universities and colleges during this six-month period. A list of the institutions can be found in Appendix C. These visits confirmed that the majority of the Pakistani participants are doing well in their academic programs and after a reasonable adjustment period, have settled in to "student life" in the U.S. The most common issues raised during these visits were allowance rates, regulations regarding employment, and the possibility of program extensions or return to Pakistan to conduct research. PPTP has written policies for each of these issues and they are distributed to the participants, as appropriate.
- 3) Arrival orientation was conducted in the PPTP/ Washington, D.C. office for 63% of all participants who began training programs in the U.S. between January and June 1989 (297 participants arrived to begin programs, and 189 attended the PPTP orientation program. Evaluation questionnaires completed by the participants continue to serve as the basis for changes and improvements in the orientation program.

A longer orientation program using resources outside PPTP was proposed and USAID-HRD/Islamabad approved a 3-day arrival orientation program to be conducted by the Washington International Center (WIC). This longer program will be offered in August 1989, and will involve two-and-a-half days at WIC and half day at the PPTP office where participants will meet their Program Specialists and learn more about the details of their scholarship regulations and allowances. This program will be implemented on a trial basis for those participants who will be in academic programs or technical programs of five months or more. The short-term technical participants will continue to attend a one-day orientation program at PPTP. It should be noted that the orientation program continues to receive high marks from the participants who attend, and it has contributed to their adjustment in the U.S.

- 4) Applications continue to be submitted to HBCU's on behalf of each participant whenever appropriate programs are offered. To date, more than 100 admissions have been granted by HBCU's (52% academic and 48% technical) while only 48 participants have attended or will be attending an HBCU for their training programs (29% academic and 72% technical). This suggests that better marketing of HBCU programs needs to be done in Pakistan. The issue of designing and presenting information and materials on HBCU's that is appropriate for international audiences and particularly Muslim cultures has been discussed at the National NAFEO conference as well as in less formal gatherings. However it is generally left to individual institutions to address the problem and it has been pointed out that such changes require personnel time and money which may not be readily available.

PPTP has developed a good working relationship with several HBCU's, Lincoln University in Missouri, North Carolina A & T State University, and Tuskegee University to name a few. We will continue to work with these and other institutions and hope that as participants who have had positive experiences return, they will let others know and the networks that are so important will grow. There are still many stereotypes that surround HBCU's, and it is only through experience that they will change and these institutions will be accepted as viable training facilities.

- 5) Placement of the Balochistan II participants continued and by the end of June 1989, all but 10 had begun academic programs at the undergraduate level. Placement for those continuing in English language training for the summer will be based upon their progress in the English program and the TOEFL test results. It is anticipated that all of them will be placed although those with lower TOEFL scores and lower division credentials will be placed in Associate degree programs rather than in Bachelor's degree programs. Depending on their past academic records, some will be placed in "technology" oriented programs as opposed to more theoretical programs which require higher levels of past performance in the sciences and math.

The Balochistan I participants are doing excellent work at their respective universities and colleges with the exception of one individual who is experiencing some adjustment and academic problems. All of these participants have been well received at their training institutions.

There are 28 participants still in training programs under the Makran Training Program. Undergraduate degrees were completed by five of the participants and 2 participants left their programs before completing. The Makran group is progressing satisfactorily although many of them will require extensions to complete a degree (AS or BS). Because many of them had to take remedial math and science courses to bring them up to a competitive level in the undergraduate programs, they now find that all required courses cannot be completed within the 24-month allocation. This issue is being addressed in memorandum form to USAID.

- 6) Income tax filing forms and instructions were mailed to all participants in April and May 1989. W-2 forms had been prepared by the financial office and mailed to participants earlier in the year. Considering the numbers of participants, PPTP has been fortunate to have experienced relatively few problems related to income tax filing and the participants have been very cooperative.
- 7) PPTP staff continued to host a number of visitors from various universities and training facilities to learn of new programs and services.

Visitors from Pakistan included:

Ms. Nargis Sethi	Economic Affairs Division Government of Pakistan
Mr. Jamil Ahmed Mr. Shahid Najam	USAID-ARD/Islamabad - Training Cell, Ministry of Food & Agriculture Government of Pakistan
Ms. Patricia Miller	USAID-ARD/Islamabad - Training Cell

These individuals met with various PPTP staff to learn more about what is done in the Washington, D.C. office and to discuss areas of mutual interest and concern.

8) Conference, workshops and seminars attended by PPTP staff include the following:

"Training for International - from Education to Work Howard University	Place" presented by L. Bartlett
NAFSA Regional VIII Conference	J. Coffey
International Science & Education Council: Responding to Education and Training Challenges in International Development	L. Kurtz
NCIV Mid-Winter Seminar Organizing Workshop	L. Treleven
NAFSA Seminar: Managing Performance	L. Treleven, M. Ketcham, D. Craun-Selka
NAFEO National Conference: In Retrospect and Prospect	B. Barhyte
SIETAR International Conference	L. Uglum
National NAFSA Conference	B. Wilson, M. Turner

Principles of Management/
Coverdale Organization

L. Treleven,
D. Craun-Selka

Association for International J. Dale
Agriculture & Extension
Education

- 9) Bonnie Barhyte, Program Manager/EIL, visited Pakistan to attend the Contractor Team meeting, to conduct workshops in conjunction with Janet Paz Castillo for USAID Project Officers, and to work with field office staff. The workshops consisted of an initial half-day program in which placement and monitoring functions were reviewed and the role of the project officers and DSTP/PPTP staff were discussed. These initial workshops were followed by 2-hour meetings to continue discussions and explore avenues of further cooperation.
- 10) Larry Bartlett, Deputy Program Manager/EIL, went to Pakistan in late April to work with the field office staff and to become more familiar with the Pakistan side of the DSTP operation. Larry also directed the Participant Training Unit while Janet Paz Castillo was on home leave.
- 11) Participant Evaluation Questionnaire Results

The three hundred participants who have recently returned evaluation questionnaires to PPTP have commented on aspects of their programs involving orientations, training objectives and content, training methodologies, and the logistical and administrative support from PPTP. In general, almost all participants were pleased with their programs and the support offered by PPTP and their training institutions, but comments did reveal areas that could be improved. Some of the significant findings are summarized below. A detailed report on these evaluation results is being prepared for distribution later in 1989.

On the subject of orientations, over 90% of participants who attended found the predeparture orientations in Pakistan and the Washington, D.C. orientations useful. However, less than 50% and 66%, respectively, were able to attend these orientations. The most frequent reason cited for non-attendance at either orientation was the lack of lead-time from the date the participant was notified of their program and the onset of their program. Another significant reason cited for non-attendance of the predeparture

orientations in Pakistan was the inaccessibility of the orientation site from the participants home, and/or the lack of per diem for travel to the site.

In terms of the training objectives and the course content of the actual programs, 95% of the participants found their programs beneficial. When queried about specific training objectives, participants responded that the technical and professional objectives were most often met. To a lesser extent, participants also accomplished their objectives of learning about and forming relationships with Americans, though almost 20% were unable to accomplish this during their programs.

Participants also found the large variety of training methodologies that are used in their programs to be useful. Specific methodologies that were requested to be used more often included group discussion and group work, as well as increased use of computers and a greater number of field trips. Almost 20% of participants found the amounts of lectures and homework to be excessive, but at the same time 14% thought they did not receive sufficient amounts of homework.

In the area of logistical and administrative support offered by PPTP, participants were most satisfied with the regularity of their maintenance allowance payments. Although over 67% of participants were very satisfied with other areas of PPTP support, two areas mentioned where 10% of participants experienced problems were with the handling of health insurance claims and other special requests. It should be noted that comments relating to these two areas reflected the dissatisfaction of the participants with the specific situations themselves and not the support and services provided by PPTP in attempting to resolve the problems.

b. Problems, Constraints, and Recommendations

1) Leadtime and Projected Participant Numbers

In early 1989, it was agreed by EAD/Government of Pakistan that a 3-month leadtime for all technical participants was reasonable and would become practice. Based on this policy, it appeared that we would have very few participants for summer programs. However, once again we were faced with last minute nominations for technical participants. This affects not only the quality of a placement when there is no time to investigate appropriate alternatives, but also forces the participants to rush through

departure formalities with little or no time to prepare for the experience they will encounter. Planning staff responsibilities and case loads is also very difficult when nominations are received in a last minute fashion.

Recommendation: Make the 3-month leadtime for technical placements the policy and allow very few exceptions. Stagger nominations throughout the year and set a projected nomination pattern so that staff responsibilities can be more efficiently assigned.

2) Research in Pakistan

A year ago, we discussed developing a set of formal guidelines to be followed by participants and their advisors who will be going to Pakistan to conduct research. A draft of these guidelines has been forwarded to Pakistan and approval/revisions are expected within the next month. To date, participants who have gone to Pakistan for research have been given some guidelines but many of their questions are answered during the research time.

Recommendation: The guidelines should be formalized into a booklet or packet that can be easily sent to the participant or an advisor. The guidelines should be revised and updated as we gain more experience with these types of programs.

3) Ministry of Science and Technology Program

a) Funding for a large number of the MOST participants will end this December 1989, although they will not have completed their degree programs. For the most part, these participants are excellent students and are very serious about their studies. The question of how they will fund the remainder of their program is creating a lot of anxiety and taking their attention away from the academic program. PPTP has been given little guidance as to how these participants are to continue and what role PPTP is to perform once the MOST funding ends. If the participants remain on the USAID IAP-66 visa program, they are required to maintain HAC insurance. It does not seem fair that they should have to pay for such a program that is less than efficient in handling claims and is not well recognized by health care providers in the U.S.A. PPTP is also required to ensure that partially-funded participants maintain full-time student status in good standing. This essentially

means monitoring the progress and enrollment of these participants even though no financial disbursements are being made on their behalf.

Recommendation: MOST and USAID/Pakistan should agree on the options available to these participants and should communicate them to the participants through PPTP at least six-months before the funding is to end. If USAID is not able to fund the remainder of the training for these participants, payment of the HAC premium should be considered. PPTP should be given written guidance as to its role in monitoring these participants after the funding from MOST has ended and the staff time required to monitor academic progress in accordance with Handbook 10 should be authorized.

- b) The original MOST PIO/P documents did not include the full 48 months allocated for these participants. Amendments to extend the 40-month PIO/P's to 48-month PIO/P's have been requested a number of times but very few have actually been received by PPTP. USAID/OIT will not renew IAP-66A documents unless they have the amendment authorizing the extension. There are already some participants who are in the U.S. with expired IAP-66A's and INS can refuse to authorize an extended stay if the new IAP-66A is sent to them after the old one had expired. The participants call repeatedly requesting the renewal IAP-66A's but PPTP can do nothing without the amendments.

Recommendation: USAID-HRD should make the processing of the MOST PIO/P amendments a top priority. Each week, a specified number should be completed and sent in the courier to Washington, D.C. This task needs to be performed consistently until all amendments have been processed. By setting a weekly target, the task will be less tedious and we should be able to avoid a crisis situation.

- 4) Office of International Training/Washington, D.C. Requirements

OIT now requires PPTP to supply copies of IAP-66A's, PDF's, PIO/P's, and medical certification cable to help complete their records. Most of the information they have requested represents duplication of effort and is needed because of a backlog in OIT. Every time PPTP requests a signature on a renewal IAP-66A, a photocopy of the PDF form and often PIO/P amendments must accompany the request. HAC enrollment is also

backlogged and PPTP must send a copy of all documents - usually through special messenger - to speed up the enrollment. Particularly in the case of technical, short-term participants, the issue of HAC enrollment is critical.

Recommendation: OIT should alert all parties to the problems with data entry and backlogged information and recognize that additional clerical work is required by contractors when they are asked to provide duplicate information. USAID/Pakistan should be aware of the additional burden this has placed on PPTP staff. We have been advised that ways to alleviate the backlog in OIT are being discussed.

D. Agricultural Training

1. Agricultural Training - Islamabad

The new WINROCK INTERNATIONAL Agricultural Training specialist arrived in late January to establish the agricultural training section of the AED Development Support Training Project. The overall goal of the newly created AED/WINROCK's Agricultural Training Unit is to assist and support the ARD Training Cell and ARD project officers in implementing the agricultural training programs of USAID's Agricultural and Rural Development Division.

The initial five months was spent developing the agricultural training work plan from March 1989 through December 1990, making field visits to all the provinces in Pakistan, and planning and implementing in-country training programs in the dairy sector. Furthermore, an overview of the agricultural participant training program and plans for the future were discussed with PPTP and ARD staff.

Specific Accomplishments are stated below:

- a. Implementation of two Technical Directives from ARD for in-country training in the Dairy and Irrigation sectors. Training institutions were contracted to provide trainers to implement training workshops in Dairy Processing and Dairy Product Marketing. Planning for implementation of six irrigation workshops with contractors continued.
 - 1) The Dairy Science workshop was successfully completed with 17 participants from eight different UHT milk plants. Dr. Art Hansen from North Carolina State University was the principle consultant with Land O'Lakes and conducted in-plant follow-up training after the workshops.
 - 2) The Dairy Product Marketing workshops were conducted by Mr. Peter Lytle, the Land O'Lakes Marketing and New Product Development Manager. Fourteen professionals from six dairy companies attended the two week course. Follow-up plant visits were held following the workshops.
- b. A National Focus Forum on the Dairy Industry was planned and implemented with the Pakistan Dairy Association in Lahore and with Land O'Lakes of Minneapolis. The Federal Minister for Food, Agriculture, and Cooperatives, Mr. Rao Sikander Iqbal inaugurated the First National Dairy Focus Forum held at the Avari Hotel in Lahore.

- c. Participant training plans and PIOP's were developed in conjunction with ARD for new agribusiness private sector scholarships. Sixty-four PIOP's were written with training objectives for the 1988 MINFAC/USAID Private Sector Agribusiness Scholarship Training Program.
- d. Follow-up plans were completed for implementing an evaluation of the 1986 and 1987 MINFAC/USAID Private Sector Agribusiness Scholarship Participants. The follow-up study will interview returned participants in order to assess the productivity of the training in the workplace.
- e. Training implementation plans were reviewed and discussed with appropriate project officers and PPTP staff. The following table depicts the status of participants in the agricultural sector:

NUMBER OF AGRICULTURAL PARTICIPANTS AS OF JUNE 30, 1989

Project Area	In-Training				Pending			
	Ph.D.	M.S.	ND	Total	Ph.D.	M.S.	ND	Total
0467 ISM	5	20	12	37	2	15	10	27
0471 TADP	-	-	-	-	-	-	2	2
0481 FP&D	-	6	5	11	-	4	2	6
0489 MART	49	9	3	61	3	-	3	6
0491 FSM	3	13	16	32	1	4	15	20
0492 ASSP	8	17	10	35	29	20	33	62
GRAND TOTAL:	65	65	46	176	35	43	65	123

- f. Recruitment of staff for the agricultural training unit progressed well with the training assistant, Mr. Asif Barlas and the secretary, Mr. Zahid Hussain on board by the end of June. The senior level training specialist position remained open with the selection process progressing but no viable candidate available by the end of June. However, it is anticipated that this position will be filled by the end of August.

2. Winrock International Home Office

Winrock International is a subcontractor to the Academy for Educational Development (AED) in the implementation of the USAID-funded Pakistan Development Support Training Project

II (DSTP II). The principal role of Winrock is to provide technical and administrative assistance in: (1) placing, orienting, counseling and backstopping USAID-funded participant trainees in fields related to Pakistan's agricultural development; and (2) planning and arranging for implementation of agricultural training programs offered in Pakistan. To fulfill these contractual commitments, Winrock provides over a 2-year period a total of 144 person-months (PM) of technical and support personnel to the project from the following sites: (1) Winrock headquarters 72 PM; (2) AED/Washington office, 48 PM; and (3) AED/Pakistan offices, 24 PM. An overview of the activities conducted over the first six months of the project (late December 1988 through June 1989) by Winrock headquarters staff is presented below.

a. Start-up

The first six months of the project can best be characterized as the start-up phase. Integration of Winrock's responsibilities within AEDs and PPTP's framework, along with the development of appropriate processes/procedures to accomplish the contractual objectives, were the principal concerns and time-consuming activities for the headquarters staff. Although substantial progress has been made towards full integration of most activities, refinement of many processes must continue in order to attain the desirable levels of efficiency. In-country training and participant placement are two examples of activities that require extensive coordination among the various institutions involved in the project.

b. Technical Back-stopping

Approximately one-third of headquarters staff time was devoted to technical backstopping of the training program to be conducted in Pakistan during the first year of the project. Winrock's input included: (1) identification of U.S.-based training institutions qualified to conduct six courses on water management in Pakistan; (2) obtaining of proposals for the proposed training; and (3) selection of training institutions based on technical qualifications. Assistance was also provided in various technical aspects of the dairy training program scheduled for 1989 in Pakistan.

c. Participant Placement

An additional one-third of headquarters staff time was allocated to participant placement activities. An informal advisory group composed of Winrock's specialists in various areas of agriculture was set up to assist and advise Winrock DSTP II staff in the

identification of training institutions best suited to each Pakistani participant. This process assures high quality training by matching the participant's training objectives with the best program offered by training institutions. A total of 37 participants (29 degree and 8 nondegree) were processed through the advisory group system during the first six months of the project. Late nominations of the degree participants precluded placement of some individuals in the most appropriate programs. Improvements in the utilization of the advisory group members have been identified and will be implemented in future placements.

d. Other

The remaining one-third of headquarters staff time was allocated to technical support activities and project administration matters. Included in the support activities are the maintenance and continuous updating of a computerized database that contains over 600 training opportunities in agriculture worldwide and the development of a database of information on training opportunities in agriculture offered by Historically Black Colleges and Universities (HBCU). The fifth edition of the directory on Global Nondegree Training Opportunities in Agriculture was published and distributed to project collaborators in July 1989. It is anticipated that the HBCU database will be functional in September 1989. Administrative matters requiring substantial attention included; (1) hiring, mobilization, and performance evaluation of project personnel; (2) routine coordination of project activities and personnel; and (3) overall coordination and interaction with all project implementing institutions.

During the initial six months of the project, Winrock headquarters, DSTP II staff has responded amply to the technical and Administrative needs of the in-country training program and the participant training program. Plans for the next six months include refinements in the established assistance processes and the introduction of additional project areas for technical provision of assistance by headquarters based staff.

III. ADMINISTRATION

A. Contracting Actions

1. Prime Contract Actions

During this reporting period the following amendments were issued:

- a. AMENDMENT 1, January 10, 1989 established budget for training costs and financed costs at \$392,823.
- b. AMENDMENT 2, February 14, 1989 increased incremental funding for participant training by \$20,378,910.
- c. AMENDMENT 3, February 26, 1989 increased incremental funding for participant training by \$1,498,977.
- d. AMENDMENT 4, March 2, 1989 increased incremental funding for participant training by \$7,087,577.
- e. AMENDMENT 5, March 2, 1989 increased incremental funding for participant training by \$1,258,684 and Rs.560,635.
- f. AMENDMENT 6, April 6, 1989 increased incremental funding for long-term technical assistance by \$1,000,000.
- g. AMENDMENT 7, March 30, 1989 increased incremental funding for participant training by \$330,000.
- h. AMENDMENT 8, April 27, 1989, created an additional budget live item, "In-Country Agricultural Training", and of "Other Direct Costs". This amendment also provided incremental funding for in-country agricultural training in the amount of \$400,000.
- i. AMENDMENT 9, May 21, 1989, increased incremental funding for participant training by \$500,000.
- j. AMENDMENT 10, June 13, 1989, increased incremental funding for participant training by \$1,339,994.
- k. AMENDMENT 11, June 28, 1989 increased incremental funding for participant training by \$1,000,000.
- l. AMENDMENT 12, June 26, 1989 increased incremental funding for participant training by \$325,339 and provided \$646,000 as ASSP's contribution for the Winrock contract.

B. Home Office Report

1. Activity Review

The initiation of DSTP II posed a number of issues and tasks for the home office to address.

In order to permit subcontractors to begin work, letter agreements were issued that allowed to incur expenses in accordance with the proposal submitted to USAID. In the meantime, a detailed review of technical scopes of work from DSTP I was undertaken to adapt these to the new prime contract. A totally new scope of work was prepared for Winrock International. These drafts were then turned over to AED's contracts office for negotiation with the respective subcontractors and obtaining the appropriate USAID approvals.

It was felt important to create a sense among the home office team that it was embarked on a new contract project with some important differences from its predecessor. While there was much "business as usual, there were also both programmatic and administrative differences between the two contracts that impacted in varying ways on staff. For example, what did the new explicit contractual emphases on women and the private sector mean, and what were the differences between the FARS and AIDARS contractual boilerplate and the General provisions under which the Academy had been managing for the previous five years?

To "kick off" the new contract, discuss some of the differences between Phase I and Phase II, and bring on board staff who had not historically been associated with the project, a day-long meeting of all staff, including all subcontractors, was held at the Academy's office in January. Following a briefing by the Project Coordinator and visiting Chief of Party for all staff on the priorities of the new contract, staff met in small groups to raise issues for consideration of project management--some of which were addressed during the ensuing months and some of which remained outstanding as of June 30, constituting an ongoing management agenda.

A backdrop to this meeting and other project start up activities was the draft report of the project evaluation team contracted by USAID/Pakistan, which suggested a number of ways in which DSTP II could build on the experience of the predecessor contract. The summary t.e report was made available to all staff, so they could take pride in their accomplishments, while appreciating some of the problems raised by the evaluators.

A little over a month later, another meeting with broad representation from the entire senior contract team, including from the U.S. the Academy's President, Steve Moseley and Senior Vice President for Higher Education, Fuad Suleiman, ADL's Bob Terry, Winrock's Andy Martinez, and EIL's Patricia Johnson, was held in Pakistan. Its purpose was to review the accomplishments under DSTP I and discuss, with the participation of USAID representatives, the specific recommendations of the evaluators and how those meshed with the contractual scope of work for DSTP I. Out of those discussion came a request from USAID for the Academy to formally comment on the evaluation team's recommendations and to provide cost estimates for incorporating those deemed desirable and feasible in the Academy's contract. The production of this response was a cooperative effort of the home and field office teams.

Following the meeting in Pakistan, USAID also asked the Academy to consider taking over a number of participant training functions that had not been part of its operation under the contract--in essence, combining in one unit under AED's contract the USAID/HRT and AED Participant Training Unit staffs. This became, eventually, incorporated as a separate element in the Academy's submission growing out of the evaluation report. As of the end of the reporting period, USAID was evaluating the Academy's responses to these requests, and considering the appropriate actions.

In the meantime, the following issues and tasks were among those absorbing the attention of home office staff, over and above the routine carrying out of contractual responsibilities.

The incorporation of a third subcontractor, Winrock International, into an ongoing set of activities in the U.S. and Pakistan, required extensive discussions and development of detailed operational guidelines and procedures.

For the agricultural participant training activities, procedures had to be developed for using effectively the contracted expertise available through Winrock's home office for agricultural participant placement and monitoring. Winrock's two new staff in the PPTP Washington office needed to be made part of a pre-existing team and modus operandi. Also, the role of the home office coordinator at Winrock Arkansas, viz a viz his field representative in Pakistan and his staff in D.C. needed to be clarified. The AED Project Coordinator became deeply involved in helping to structure these interactions. Meanwhile, in the field, Winrock's agricultural training specialist was learning how to work with USAID/ARD, on the

one hand and to AED's participant training unit on the other, feeding back to the Stateside team information that needed to be factored into planning at this end.

For in-country agricultural training there were also many many factors which had to be identified and incorporated in the way the contract team responded to this set of tasks. While the new relationship with USAID/ARD was being addressed in the field, the home office had to take the lead on getting proposals from potential agricultural training subcontractors, evaluating these, negotiating subcontracts and obtaining USAID/Contracts approvals. At time, due to communication difficulties, either the field or home offices proceeded along certain lines, only to discover that they were at odds with project staff at the other end of the international links. With experience, however, procedures became more routinized and problems minimized.

The home office also became deeply involved in the issue of computer system improvements in the home and field offices. Initially, it was not clear whether USAID would prefer to procure the field office system itself, as stipulated in the contract, or whether it would ask AED to procure it. This issue was complicated by the fact that the Academy had informed USAID that the home office system, while capable of responding to contractual reporting requirements, could be greatly improved and made much more flexible and interactive with the field if certain modification were made in it, requiring supplemental funding. Ultimately USAID decided to ask the Academy to specify what should be purchased for the field, while reserving the purchasing of the equipment to the mission's procurement office. To assist in developing specifications for the field system and to discuss the procurement procedure with USAID, the home office initially planned a visit to Pakistan in May by the director of the project's financial and administrative staff. However, for health reasons, this had to be postponed and the trip was undertaken in June by the Academy's Director of Systems Services, Kurt Moses, as an in-house consultant to the project. This trip was to be followed up by provision from the home office of PIO/C procurement specifications for purchasing by the mission of all the equipment required for the field office. In the meantime, Moses was to work with project staff on ensuring the ultimate software and hardware compatibility of field of home office systems.

Still another concern of the home office team was to participate in refining systems for specifying requirements for short term management training consultants, identifying candidates, evaluating candidates, recruitment, contacting, briefing, debriefing,

etc. As the volume of consultants has grown to the point where from three to five may be in the field at any given time, greater efficiency has become essential, in terms of communication and procedures. Building on experience gained under DSTP I and in close coordination with the Director of Management Training in the field office, the Academy's Deputy Project Coordinator, Martha Malcolm, has worked to ensure that adequate information is available with sufficient lead time in the home office to respond to potential consultant's inquiries without having to refer so many questions to the field. She has also worked on building the capacity of the home office support staff and incorporating senior level assistance in the person of Randy Adams, whose training experience, past support to the DSTP I family business course task, and backstopping of another Academy contract concerned with management development has equipped him to readily support the needs of DSTP II. The latter became especially necessary as the Project Coordinator took on certain additional duties associated with his promotion to Vice President, as of May 10.

Under DSTP II, the responsibility for procurement of ESL materials was transferred from AED's to EIL's home office, thus tying it more closely to EIL's technical support of the CIELS program. New procedures were established during the first months of the project to ensure that proper tracking and payment of orders, which have been working smoothly.

A number of equipment orders were processed during the first two months of the contract, for equipment planned to be purchased under DSTP I but which was put on hold pending the outcome of the proposal process for DSTP II. These items were all approved by USAID, and orders were placed in time for them to be charged to DSTP I. As of the end of the reporting period, all of this equipment was part of the Academy's inventory either in the field or home offices.

The contracting and fielding of the new Director of Management Training Programs, Larry Kirkhart, and repatriation of the former Chief of Party, Jim Frits, also occupied the home office team; Kirkhart travelled to Pakistan in early May and Frits departed May 16. The assumption of the COP role by John Tabor was formalized contractually.

A potentially impactful new issue that arose during this period was created by the decision by AID/W/OIT on how to handle the income tax obligations of students. An analysis was performed of the work load for AED finance staff that

tax processing could require. However, as of the end of the reporting period, only a small number of tax payments by AED on behalf of participants were requested.

During this period, in response to the mission's requirement for participant expense reporting by PIO/P, a format for such reporting was prepared and quarterly reports in the new format began to be provided to the mission.

A system for tracking and keeping up with quarterly Health and Accident Insurance payments for participants was set up and implemented.

To assist with a number of home office tasks, including reorganization of the filing system, updating of the project consultant's handbook, and serving as interim project secretary during the extended medical leave of the regular project secretary, an undergraduate intern from Harvard University joined the home office team for the summer.

Planning proceeded for changeover to the Academy's in-house accounting system, which will eventually replace the service bureau that handles all participant financial data, as well as core contract cost reporting. Changeover for the core contract was to take place over the summer, but it was expected to be several more months before participant cost reporting is shifted to the new system.

2. U.S. Personnel

<u>NAME</u>	<u>FUNCTIONAL TITLE</u>	<u>INSTI- TUTION</u>	<u>START DATE</u>	<u>END DATE</u>
<u>Long-term U.S. Based TA:</u>				
Peter Boynton	Project Coordinator	AED	3/1/89*	6/30/89
Martha Malcolm Cooper	Administrative Officer	AED	3/1/89*	6/30/89
Martha Sheldon	Project Secretary	AED	3/1/89*	6/30/89
Lynda Gilboy	Budget & Fiscal Officer	AED	3/1/89*	6/30/89
Loan Bui	Dpty Budgt/Fiscl Offr	AED	3/1/89*	6/30/89
Terry Brown	Financial Assistant	AED	3/1/89*	6/30/89
Donald Dunn	Financial Assistant	AED	3/1/89*	6/30/89
Lewis Hicks	Financial Assistant	AED	6/1/89	6/30/89
Robert Sienkiewicz	Financial Assistant	AED	5/15/89	6/30/89
Mathew Williams	Financial Assistant	AED	3/1/89*	6/30/89
Randy Hatfield	Logistic Assistant	AED	3/1/89*	5/31/89
		AED	3/1/89*	6/30/89

*All AED staff time for January and February was billed to DSTP I.

Wendy Redlinger	EIL Technical Coord	EIL	1/1/89	1/10/89
Patricia Johnson	EIL Technical Coord	EIL	1/11/89	6/30/89

Bonnie Barhyte	Partic Trng Manager	EIL	1/1/89	6/30/89
Larry Bartlett	Deputy Manager	EIL	1/1/89	6/30/89
Dan Craun-Selka	Senior Programmer	EIL	1/1/89	6/30/89
Laurie Treleven	Senior Programmer	EIL	1/1/89	6/30/89
Mark Ketcham	Senior Programmer	EIL	1/1/89	6/30/89
Nuzhat Ahmad	Programmer	EIL	1/1/89	2/10/89
Bridget Bolcik	Programmer	EIL	1/1/89	6/30/89
Linden Chubin	Programmer	EIL	4/10/89	6/30/89
Jan Coffey	Programmer	EIL	1/1/89	6/30/89
Amina Dirie	Programmer	EIL	1/1/89	6/30/89
Rikki George	Programmer	EIL	4/10/89	6/30/89
Susie Kocher	Programmer	EIL	1/1/89	6/30/89
Lori Kurtz	Programmer	EIL	1/1/89	6/30/89
Michael McDermott	Programmer	EIL	1/1/89	6/30/89
Sonja Myrhe	Programmer	EIL	1/1/89	6/30/89
Kirk Peterson	Programmer	EIL	1/1/89	6/30/89
Jeannette Simpson	Programmer	EIL	1/1/89	6/30/89
Lars Uglum	Programmer	EIL	1/1/89	6/30/89
Nancy Uhlman	Programmer	EIL	2/2/89	6/30/89
Brenda Wilson	Programmer	EIL	1/1/89	6/30/89
Susan Child-Cohn	Asst Program Specialist	EIL	1/1/89	6/30/89
Debbie Grammer	Asst Program Specialist	EIL	1/1/89	6/30/89
Paul Loftus	Asst Program Specialist	EIL	1/1/89	6/30/89
Linda Messner	Asst Program Specialist	EIL	1/1/89	6/30/89
Lisa Spencer	Asst Program Specialist	EIL	1/1/89	6/30/89
Monique Turner	Asst Program Specialist	EIL	1/1/89	6/30/89
Laura Webb	Asst Program Specialist	EIL	1/1/89	6/30/89
Lisa Wilbon	MOST Program Specialist	EIL	1/1/89	6/30/89
Dina Barnes	Secretary	EIL	1/1/89	6/30/89
Joseph Dale	Ag Program Specialist	WIN	1/29/89	6/30/89
Randall Cornell	Ag Program Specialist	WIN	1/1/89	4/30/89
Stanely Nowakowski	Ag Program Specialist	WIN	6/19/89	6/30/89
Andres Martinez	Senior Prog Specialist	WIN	1/1/89	6/30/89
Millie Clayton	Secretary	WIN	1/1/89	6/30/89

Long-term Pakistan Based TA:

James Frits	Chief-of-Party	AED	1/1/89	5/16/89
John Tabor	Chief-of-Party	AED	5/16/89	6/30/89
John Tabor	Mgmnt Trng Specialist	AED	1/1/89	6/30/89
Janet Paz Castillo	Participant Trng Spec	AED	1/1/89	6/30/89
Larry Kirkhart	Mgmnt Trng Specialist	AED	5/8/89	6/30/89
Lynne Elliott	CIELS Director	AED	1/1/89	6/30/89
Michele Iqbal	CIELS faculty	AED	1/1/89	6/30/89
Laurie Emel	ESL Specialist	EIL	1/1/89	6/30/89
Henry Schumacher	Ag Training Specialist	WIN	1/1/89	6/30/89

3. U.S. Long-Term Personnel in Pakistan

This six month report of activities for the Academy for Educational Development was the first under the new DSTP II contract. As such, it was a transition period. The previous Chief of Party, James C. Frits, completed his assignment May 16, 1990, and was replaced by John S. Tabor. Larry J. Kirkhart replaced Dr. Tabor as Director of Management Training in May. Dr. Henry Schumacher began his assignment as the Agricultural Training Specialist in January 1990.

4. U.S. Short-Term Personnel

- a. Elizabeth Kirkhart, for Interpersonal Skills Workshop, PAD/Lahore - February, 1989.
- b. Dr. Larry Kirkhart, Executive Development Workshop, PAD/Lahore - February, 1989.
- c. Dr. Nancy Swing, Training of Training Professionals workshops on Assessment and Competency Development, at NIPA/Karachi, and NIPA/Lahore - February, 1989.
- d. Fuad Nader, and Luis Jiminez, MIS Workshop--Phase III, NIPA/Karachi - February, 1989.
- e. Kathleen Graves, Workshop on Approaches to Language Teaching, for CIELS, Islamabad - February, 1989.
- f. Luis Rambo, ADL, Strategic Human Resource Management course, PIM/Karachi - February, 1989.
- g. Dr. John L. Ward, AED Consultant, for Family Business Program - March, 1989.
- h. Dr. Ian Mayo-Smith, Robert Abramson, Dr. Nancy Swing for the Master Trainer Development Scheme - April, 1989.
- i. Nina Kettering Powell for Phase II of the Job Analysis of the Pakistan Audit Department - April, 1989.
- j. Elizebath Kirkhart for the next Effectiveness of Supervisory Officers Workshop at the Pakistan Audit Department - April, 1989.
- k. Gary McLean for training materials development of NIPA-Lahore - April, 1989.

1. Richard Fehnal for a consultancy to integrate foreign travel within the curricula of the National Institutes of Public Administration - April, 1989.
 - m. Dr. Nancy Swing and Hortense Dicker for the forthcoming Training of Trainers of Women Managers Workshop - April, 1989.
 - n. Land-o-Lakes team to conduct the first UHT Dairy Course in May - April, 1989.
 - o. Dr. Harold Bergsma for the third and final Instructional Systems Design Workshop for the Pakistan Audit Department - April, 1989.
 - p. Peter Lytle for the Agriculture Marketing Planning Process and Advertising and Sales Promotion workshop - May, 1989.
 - q. Dr. Heather Mioko Sutherland and Dr. Ian Mayo-Smith for the Training of Training Professionals Program on 'Development Program for Associate Trainers' - May, 1989.
 - r. Mr. Kurt Moses for the Integrated Management Information System for AED/USAID - May, 1989.
 - s. Dr. Robert Terry for helping in implementing proposed ADL assisted programs and delivery of Second Strategic Planning Module for Family Business Program - May, 1989.
 - t. Mr. Robert Terry for second workshop on Strategic Planning for Small Businesses - June, 1989.
 - u. Dr. Gary McLean for workshop on Research based on-site case development - June, 1989.
 - v. Dr. Henry P. Sims conducted a qualitative needs assessment survey to design an executive development program on managerial skills for senior government officers - June, 1989.
 - w. Dr. Ian Mayo-Smith & Dr. Heather Mioko Sutherland for Cluster One Workshop - June, 1989.
5. Long or Short Term Pakistani or Local Hire Staff
 - a. Dr. Junaid Ahmed, Shahid Bajwa, S.M. Naqi, and Zafar Iqbal Qureshi, Family Business Programs - March, 1989.

- b. Naqi Sheikh and Dr. Zafar Iqbal Qureshi for the second Strategic Planning for Small Business Workshop - April, 1989.
- c. Dr. Junaid Ahmed for delivery of Third Family Business Program in Karachi - May, 1989.
- d. Almas Hyder, Naqi Sheikh & Manzur Shamim for second delivery of strategic planning seminar in Lahore - May, 1989.
- e. Mr. S.M. Naqi, Almas Hyder and Manzur Shamim delivered a workshop on strategic planning to seventeen owners of small businesses - June, 1989.
- f. Asif Barlas and Zahid Hussain were hired during the month to work with Agricultural Training section - June, 1989.

C. Summary of Contract Expenditures through June 30, 1989.

<u>Category</u>	<u>Budget</u>	<u>Cum. Exps TO 6/30/89</u>
Salaries	1,643,990	175,029.76
Benefits	281,792	45,507.72
Consultant	435,960	44,584.00
Travel/Transportation	343,735	64,135.27
Other Direct Costs	1,309,569	74,522.06
Indirect Costs	979,502	113,058.07
Sub-contracts	4,764,665	617,516.48
Gen. & Adm.	95,294	12,350.33
Allowances	160,748	16,911.51
Equipment	231,000	19,456.00
Participant	31,446,971	5,521,873.64
Fixed Fee	99,295	1,491.53
	TOTAL	6,706,436.37
	\$41,792,521	6,706,436.37

D. EIL Home Office Coordinator Activity

At the start of DSTP II, EIL's Home Office Coordinator responsibilities were transferred from Dr. Wendy Redlinger, who had handled them since the start of DSTP I, to Patricia Johnson, who is based in EIL's Washington, D.C. office. This facilitates Project support and interaction with AED Project personnel and other Consortium members as they visit Project headquarters at the Academy.

The Coordinator's activities for the period cover:

- o Program-related
- o Staff-related
- o Technical Support

1. Program-related Activities

- a. Attended 2-day Contractors' Meeting for start-up of DSTP II, January 1989
- b. Discussed with EIL/PPTP and Winrock integration of Winrock personnel with EIL/PPTP staff
- c. With Barry Sidman, EIL Vice President for Projects in International Development and Training, participated in 3-day Annual DSTP Meeting in Islamabad which included review of accomplishments of DSTP I, its external evaluation and work plan for DSTP II.
- d. Reviewed EIL/DSTP English training and testing activities. Read historical files since inception; reviewed curriculum and materials, visited classes.
- e. Called and conducted joint PPTP/CIELS senior staff meeting to discuss approaches to issues arising from evaluation of DSTP I and Consortium Meeting. Items addressed included:
 - 1) Conducting ESL for private sector - if/how to incorporate at CIELS if AID requests
 - 2) Coordination of pre-departure orientation between CIELS and PPTP
 - 3) Balochistan III requirements and coordination
 - 4) Integration of the PPTP and CIELS databases
 - 5) Mechanism for availability of CIELS and TOEFL Team personnel to USAID Project Officers
- f. Completed quantitative and qualitative review of 300 surveys of PPTP services completed by participants. (Summarized in B. Barhyte report; complete review under separate cover.)
- g. Researched facility and facilitator for PPTP All-Staff Retreat scheduled for October 1989 to discuss program concerns and enhancement.

- h. Initiated, and held three meetings on EIL/PPTP collaboration with other EIL participant training projects for sharing of responses to full range of participant training issues. Activities planned thus far are:
 - 1) a series of monthly brownbag lunches with speakers on aspects of international training and development and Pakistani culture.
 - 2) a bi-monthly newsletter of participant training "happenings," staff development opportunities and other items of interest to PPTP staff
 - 3) active participation in newly-formed NAFSA Professional Education Group, "Sponsoring and Programming Agencies (SPA)" for participant training sponsors, programmers and hosting institutions.
- i. Met with Consortium members A. Martinez and H. Schumacher on their visits to PPTP.
- j. Participated in all-staff, senior staff and DSTP II staff meetings on a regular basis and special meetings which arose, such as with OIT personnel.
- k. Represented PPTP at AID/OIT Contractors' Meeting at AID.

2. Staff-Related Activities

a. For CIELS

- 1) Provided logistical support as needed for teacher training consultation of ESL Specialist
- 2) Recruited and fielded two teachers for CIELS summer session
- 3) Recruited and conducted first interviews for candidates for ESL Specialist post- L. Emel. (P. Boynton and B. Sidman interviewed finalists.) P. Johnson has been nominated by EIL, and approved by AED for the position; USAID approval awaited.

b. For PPTP

Participated in frequent discussions of expansion of permanent staffing in proposal currently before USAID Pakistan and those regarding temporary staffing.

At New Staff Orientation, explained EIL role in Project CIELS operations, including TOEFL testing.

Attended All-Staff Personnel Meeting with I. Todd of EIL and discussed concerns and responses with her and PPTP senior staff.

3. Technical Support

- a. Assumed responsibility for all book and TOEFL ordering and shipping for CIELS from AED. Ordered approximately \$70,000 of books and pre-TOEFL and TOEFL tests for all locations in Pakistan through February 1990. Receive and forward TOEFL scores to Islamabad.
- b. Handled on-going budget and related discussions with AED.

E. Administration, Islamabad

A junior clerk was hired in June 1989. He is responsible for checking all the bills received from vendors for goods and services received, preparing check vouchers and issuing checks. He is also responsible for making petty cash payments, keeping and issuing supplies, maintaining chron file and correspondence files.

Details of various support services provided during the six months are as follows:

- a. Two hundred eighty-two checks for a total amount of Rs. 3,637,540.99 were issued for various activities.
- b. Four hundred forty-nine cases for issuance of travelers checks were processed involving a total amount of US \$417,367.54. Sixty-three outstanding cases were cancelled.
- c. Seventy-two cases for travel advances were processed. Sixty travel expense claims were settled and final amounts paid.
- d. One hundred twelve travel requests for travel within country were received and all were processed.
- e. The total number of final pages produced on word processor were 3,060.
- f. One hundred eighty one thousand fifty-two photocopies were produced.
- g. One thousand ninety-five packages were sent to various destinations in Pakistan through Courier service while 48 were sent by international service.

h. One thousand seven hundred ninety-one letters were sent through postal service.

Problem and Constraints

Problem: The Compaq computer which is in use in the Administrative section is heavily overloaded. In the first instance, it is used to type out all the reports and a majority of letters of all sections of AED except Participant Training and CIELS. Secondly, it is also used by the Management Training staff and the visiting consultants with the result that until such time as the computer is free the secretary has to sit idle and wait for it to become available.

Recommendation: Another computer should be provided.

Problem: During peak winter and summer sessions, the electric and load shedding becomes acute. When the electricity goes off the entire activity comes to a stand still; even the water supply is also affected.

Recommendation: Our electric generator which we used at the old office should be removed from there and installed here in the space between the two buildings behind our present office.

Problem: The general work load on the Administrative section has tremendously increased with the result that the staff has to sit late and come on holidays to finish the work.

Recommendation: An accountant should be hired to reduce the work load of Mahmood and extend a helping hand to the Dy. Chief-of-Party so that the latter can concentrate on more important matters.

Problem: We are handling huge amounts of cash and there is no safe for keeping the cash.

Recommendation: A safe should be provided for keeping the cash.

APPENDIX-A

SUMMARY OF TOEFL DATA FOR CIHS SESSIONS 1-17
(January 1985 - June 1988)

Session	Total # of Students	Average Entry Score	% Entering Below 470	% Entering Above 500	Average Exit Score	% gaining 3 pts + per week of study	% reaching 530 + on Institutional TOEFL	# of Hours of Instruction between Pre & Post TOEFL	TOEFL Point Gain Per Hour of Instruction
1	47 (all new)	492	27%	46%	520	61%	36%	168	.166
2	41 (18 continuing)	499	22%	59%	517	54%	37%	156	.115
3	42 (9 continuing)	506	12%	60%	514	53%	38%	162	.049
4	35 (13 continuing)	495	21%	47%	523	71%	41%	162	.173
5	55 (9 continuing)	482	29%	33%	516	69%	37%	186	.183
6	49 (10 continuing)	483	26%	45%	506	57%	20%	186	.123
7	50 (15 continuing)	500	18%	50%	513	42%	38%	198	.069

Session Number	Total # of Students	Average Entry Score	% Entering Below 470	% Entering Above 500	Average Exit Score	% gaining 3 pts + per week of study	% reaching 530 + on Institutional TOEFL	# of Hours of Instruction between Pre & Post TOEFL	TOEFL Point Gain Per Hour of Instruction
8	47 (8 continuing)	484	29%	44%	521	76%	42%	204	.181
9	51 (13 continuing)	488	24%	32%	506	40%	20%	204	.088
10	42 (16 continuing)	486	30%	35%	523	67%	50%	216	.171
11	60 (15 continuing)	491	22%	45%	524	60%	43%	234	0.141
12	46 (17 continuing)	504	7%	52%	527	54%	52%	197	0.117
13	50 (5 continuing)	486	20%	34%	524	76%	44%	216	0.176
14	60 (15 continuing)	486	27%	40%	530	77%	54%	216	.204
15	53 (14 continuing)	483	32%	30%	519	70%	45%	216	.167

Session Number	Total # of Students	Average Entry Score	% Entering Below 470	% Entering Above 500	Average Exit Score	% gaining 3 pts + per week of study	% reaching 530 + on Institutional TOEFL	# of Hours of Instruction between Pre & Post TOEFL	TOEFL Point Gain Per Hour of Instruction
16	60 (12 continuing)	485	32%	36%	513	62%	33%	264	.104
17	67 (15 continuing)	474.3	33%	30%	510	67%	36%	300	.13
18	69 (9 continuing)	478	26%	20%					

APPENDIX B

PARTICIPANT TRAINING STATISTICAL SUMMARY
BY PROJECT AND STATUS

Project Name & Number	A. NOMINATIONS REC'D Between <u>January 1, 1989</u> and <u>June 30, 1989</u>			B. IN-TRAINING Status as of <u>June 30, 1989</u>			C. PENDING/ADMITTED/ DEFERRED/ON-HOLD as of <u>June 30, 1989</u>			D. COMPLETED/CANCELLED/ TERMINATED/SELF-TERM/ TRANSP. TO EMBASSY during six-months <u>January - June, 1989</u>			E. ALL ACTIVE CASES Between <u>January 1, 1989</u> and <u>June 30, 1989</u> (total of B + C + D)		
	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL
Development Support Trng Prgm 391-0474 [U.S./3rd ctry]	57	218	275	215/ 0	73/ 4	288/ 4	77/ 0	184/ 2	261/ 2	57/ 0	107/ 88	164/ 88	349	458	807
On-Farm Water Management 391-0413	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Irrigation Systems Mgmt 391-0467	6	19	25	27	9	36	7	11	18	9	15	24	43	35	78
Population Welfare Planning 391-0469	0	6	6	3	0	3	2	3	5	0	4	4	5	7	12
Tribal Areas Development 391-0471	0	0	0	0	0	0	2	0	2	0	0	0	2	0	2
Malaria Control II 391-0472	2	1	3	4	0	4	3	0	3	0	0	0	7	0	7
Rural Electrification 391-0473	1	20	21	8	20	28	1	0	1	1	0	1	10	20	30
Primary Health Care 391-0475	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Energy Planning & Development 391-0478	1	11	12	20	5	25	0	0	0	0	12	12	20	17	37

Project Name & Number	A. NOMINATIONS REC'D Between <u>JANUARY 1, 1989</u> and <u>JUNE 30, 1989</u>			B. IN-TRAINING Status as of <u>JUNE 30, 1989</u>			C. PENDING/ADMITTED/ DEFERRED/ON-HOLD as of <u>JUNE 30, 1989</u>			D. COMPLETED/CANCELLED/ TERMINATED/SELF-TERM/ TRANSP. TO EMBASSY during six-months <u>January - June, 1989</u>			E. ALL ACTIVE CASES Between <u>January 1, 1989</u> and <u>June 30, 1989</u> (total of B + C + D)		
	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL
schiston Area Development 91-0479	0	0	0	17	0	17	0	0	0	1	0	1	18	0	18
entry Planning & Development 91-0481	2	20	22	6	3	9	4	3	7	1	19	20	11	25	36
ic Agric Research & Tech 91-0489	1	7	8	58	4	62	3	3	6	1	1	2	62	8	70
d Security Management 91-0491	2	15	17	16	16	32	5	18	23	2	16	18	23	50	73
ic Support Services Project 91-0492	31	22	53	26	12	38	51	33	84	1	31	32	78	76	154
istry of Education	8	0	8	33	0	33	15	0	15	4	0	4	52	0	52
istry of Science & Technology	1	0	1	265	0	265	11	0	11	26	0	26	302	0	302
TOTALS	112	339	451	698	146	844	181	257	438	104	293	397	983	696	1679

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Campuses Visited by PPTP Staff / January - June 1989

California

Stanford University
University of California/Davis
University of California/Berkeley
University of San Francisco

Illinois

Illinois Eastern Community College
Southern Illinois University

Indiana

Indiana State University
Indiana University
Purdue University
University of Notre Dame
Vincennes University

Maryland

The University of Maryland/College Park

Massachusetts

Boston University
Massachusetts Institute of Technology
Tufts University: Fletcher School of International Law & Diplomacy

Missouri

St. Louis University
Washington University

Ohio

Columbus State Community College
Ohio State University
University of Cincinnati

Oregon

Oregon State University

Pennsylvania

Drexel University
Hahnemann University
Temple University
University of Pennsylvania

Washington

University of Washington

Washington, D.C.

American University
George Washington University

PD AEL-523

**DEVELOPMENT SUPPORT TRAINING PROJECT
PAKISTAN**

Eleventh Sixth-Month Progress Report

**Reporting Period:
July 1 - December 31, 1989**

Prepared by:

**Academy for Educational Development, Inc.
Islamabad, Pakistan/Washington, D.C.**

Subcontractors:

**The Experiment In International Living
Winrock International
Arthur D. Little, Inc.**

Submitted to:

**U.S. Agency for International Development
Contract No. 391-0474-C-00-9154-00**

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I. EXECUTIVE SUMMARY

This is the Eleventh Semi-Annual Report by the Academy for Educational Development under the USAID/Pakistan Development Support Training Project and the second one submitted under Contract No. 319-0474-C-00-9154-00, which began December 19, 1988.

The report is organized in sections covering Management Training in Pakistan, Participant Training, English Language Training in Pakistan, Agricultural Training in Pakistan, and Personnel and Administration.

The reporting period was one of change and anticipated change. Programmatically, the activities planned and developed under the Annual Work Plan for the period of July 1, 1989-June 30, 1990 were carried out according to plan with the exception of a few necessary postponements.

Many of the changes were in terms of personnel and administration. This period was the first one that new AED Chief of Party, John Tabor, and Director of Management Training, Larry Kirkhart, were in place for the entire period. It also marked the departure of Ms. Laurie Emel, the Experiment in International Living's (EIL) ESL Specialist, and her replacement by EIL's Patricia Johnson.

Ms. Johnson, in turn, was replaced her position as coordinator of EIL's project support in Washington, D.C., by Kevin Schieffer. Mr. Schieffer really rejoined the project, since he was the original manager of the Pakistan Participant Training Program under the Academy's first contract under DSTP.

Ms. Lynda Gilboy, who for three years had managed finances and administrative services, especially computer support, resigned from the project in November and a reanalysis of the project's financial support functions led to separating her functions into two roles: a core contract budget management role, filled by Mr. Robert Sienkiewicz, and a participant finance team, led by Daisy Moreno. At the end of the reporting period these roles were still in transition.

Also related to participant training was the decision to bring all participant accounting functions into the Academy, rather than continuing to handle them through a service bureau. Implementation of this change was to be effective January 1, with the two systems running parallel for two months.

Some of the anticipated changes were related to the consolidation of the AED and USAID/HRT participant training staffs, for which detailed planning proceeded during this period, but actual implementation was held off pending completion of a contract amendment. Other anticipated changes were the addition of staff to further strengthen PPTP operations in Washington, D.C. These, too, were held in abeyance

until the contract was amended, although some reinforcements were added through temporary staffing arrangements under the EIL and Winrock International (WI) subcontracts.

II. MANAGEMENT TRAINING

A. PUBLIC SECTOR TRAINING ASSISTANCE

1. Case Development Workshop - NIPA Lahore

The first on-site assistance to the faculty members at NIPA Lahore lasted from June 14 to July 10, 1989. Twelve faculty members generated eight cases based on research in the field. AED consultant Dr. Gary McLean led the effort to institutionalize the process of research based cases for use in various modules of the Advanced Course in Management. NIPA proposes to publish these cases which according to Gary McLean are quality products.

2. Workshop on Foreign Travel Integration - Islamabad

AED arranged a workshop for senior trainers of the NIPA's to help them integrate foreign travel into their Advanced Course in Administration and Development (ACAD). This would gear the course towards skills learning for ACAD participants. GOP officials from Economic Affairs Division and the Training Wing of the Establishment Division were invited to present their expectations from NIPA's Foreign Travel Plans. Earlier, AED consultant Dr. Richard Fehnel interviewed Andra J. Herriott and Dr. David Sprague to solicit their views on the subject. At the end of the workshop, participants developed a handbook for a foreign travel study tour plan. The heads of training institutes including representatives of AED and USAID attended the last day of the program when participants presented various sections of the handbook which they had prepared.

3. Executive Development Workshop - PASC, Lahore

The first joint effort between AED and the Management Services Division of GOP was the production of a managerial skills program for senior executives of GOP (BPS 19, 20, 21). The training program was hosted by the Pakistan Administrative College (PASC) and attended by twenty-six senior GOP officials. This training program was designed and delivered by AED consultant Dr. Henry P. Sims Jr. Dr. Sims conducted the needs assessment survey in June with the assistance of Mr. A. U. Khan of Management Services Division of the GOP.

4. Research Skills Workshop - NIPA, Karachi

AED consultant Dr. Herbert Davis conducted the first research skills workshop at NIPA, Karachi. Twenty-six participants from various government agencies and training institutes involved in research activities participated in the training program. The training program imparted skills to mid-level GOP managers regarding the use of research to improve information based decision making.

5. Training Needs Assessment - Development Management Training Initiative

AED staff, Mohammad Talha and local consultant Shaikh Naseer-ul Haq from the Audit & Accounts Training Institute conducted a survey to assess the training needs of managers of priority socio-economic development projects. Data was collected to identify priority sectors of the economy from the viewpoint of federal government, provincial governments, and donor agencies. Key officials from all the agencies involved in planning, implementing, and monitoring these projects were interviewed to identify training needs in key skills areas. Support from relevant senior GOP officials was retained for this effort.

Later, Bob Terry from ADL joined Talha and Naseer to fine tune the needs assessment report and develop a set of options and action steps for presentation to USAID. The team then presented its findings and recommendations to USAID who also approved them. Dr. John Tabor, Chief of Party, AED and Mr. C. David Esch of USAID attended the presentation.

6. Training Needs Assessment - Karachi Metropolitan Corporation (KMC)

AED consultant, Dr. Gerry Brown conducted a training needs assessment survey of senior officials and mid-level managers of the Karachi Metropolitan Corporation. The request for assistance to KMC originated from the American Embassy and passed on to AED through HRD/USAID. AED consultant Dr. Larry Kirkhart and AED staff Mohammad Talha presented their survey findings to the senior team of KMC headed by the Mayor of Karachi, Dr. Farooq Sattar. The Mayor fully supported the findings and desired immediate action to implement the same. Later presentation was also made to USAID for developing a two-day orientation program for senior officers and a two-week managerial skills program for mid-level managers.

7. Interpersonal Skills Workshop for Trainers - Audit & Accounts Training Institute (AATI).

AED consultant, Ms. Elizabeth Kirkhart conducted a workshop for twenty trainers of AATI in an effort to institutionalize this training program at AATI. The program originally designed by Dr. Larry Kirkhart and Elizabeth Kirkhart for first line supervisors of the Pakistan Audit Department was delivered three times by expatriate consultants. As a result of the present effort, the program now stands transferred to Pakistani Nationals who will continue to deliver the program.

B. PRIVATE ENTERPRISE TRAINING INITIATIVE (PETI)

During the reporting period, the emphasis of the PETI program has been on transfer of technology of various programs developed during 1988. Guidance and technical support was provided to various institutions interested in the sponsorship of

programs like "family business", entrepreneurial training, and strategic planning. The organizational capability to sustain these programs on a long-term basis was transferred to participating institutions. The work is detailed below:

1. Micro-Enterprise Development Program

Local consultants Mr. Almas Hyder and Mr. Imtiaz Khalid met with Rahat Saghir in Islamabad July 28-31, 1989 to develop an outline of the course and produce training materials.

Dr. Larry Kirkhart, Mr. Rahat Saghir, and the local consultants, Mr. Imtiaz Khalid and Mr. Almas Hyder visited six regional offices of the Punjab Small Industries Corporation, in Lahore, Gujranwala, Faisalabad, Multan, Bahawalpur, and Rawalpindi, August 16-21, 1989. The purpose of the visit was to share the concept of the micro-enterprise development program with the Regional Directors, assess the capability of the regional offices to handle entrepreneurial training, and to do a needs assessment for the development of this program with potential participants i.e., the entrepreneurs. The outcome of this visit has been positive. The proposed design is being adjusted on the basis of needs discovered.

Mr. Rahat Saghir and the local consultants, Mr. Almas Hyder and Imtiaz Khalid, had a meeting with Chaudhry Abdul Hafeez, Managing Director of the Punjab Small Industries Corporation in Lahore to discuss the needs assessment report in detail. As a result of this meeting, the concept of the program will go through major changes in terms of both the targeted training group and the intended outcomes. A new proposal is being developed.

2. Strategic Financial Management Program (PIM)

Dr. John Edmonds (ADL) arrived in-country on August 18, 1989. Dr. Edmonds, along with PIM counterpart Mr. Arshad Mallick, carried out a needs assessment with senior financial executives and CEOs of public and private corporations in Karachi and subsequently the PIM Advanced Management Course at Murree. As a result, the target group has been defined and an outline of the course has been developed. The Director of PIM emphasized the need for the development of course materials and case development before committing to the delivery of the program. A schedule for case development is being prepared to enable delivery in the latter part of 1990.

3. Strategic Management and project profiling Program (PIM)

Mr. Robert G. Wilson arrived on September 17, 1989 and consulted with PIM and the Entrepreneurial Development Advisory Services, Lahore. Mr. Wilson conducted two profiling sessions in Lahore and one in Karachi. The company's targeted included Medipak and Zahoor Textiles in Lahore and Forests Products Division of Habib's in

Karachi. Mr. Wilson also provided coaching and consulting support to the faculty of EDAS and PIM on conducting profiling sessions and developed some ideas about new programs for 1989 with PIM.

4. Strategic Marketing Conference (PIM)

Dr. Ed Felton, together with PIM counterpart Mr. Philip Lall, delivered a five day conference on Strategic Marketing at the Pearl Continental Hotel in Lahore, October 22-26, 1989. Twenty-five participants from public and private sector corporations attended the conference. Two of the participants came from Zimbabwe. The participants displayed enthusiasm about learning and rated the conference favorably.

5. Certification of Master Entrepreneurial Trainers

The Entrepreneurship Workshop by Management Systems International (MSI) began in Lahore on December 3, 1989. This workshop was offered in collaboration with the Entrepreneurial Development and Advisory Services (EDAS), Lahore. Dr David Schrier and Dr. Allan Hurwitz from MSI delivered the ten day workshop to twenty nine participants. The participants included six women and three potential trainers to be certified eventually as master trainers by MSI. The workshop was well received by the participants. The business creation exercise was the major highlight of the workshop which involved most of the participants.

6. Family Business Seminar

Discussion on sponsorship of a family business seminar with the National Management Consultants (NMC) in Karachi continued.

7. Modular Training for Small Family Businesses In Pakistan.

The draft Modules are under review by Dr. John L. Ward in USA.

8. Strategic Planning for Small Business Enterprises Looking for Growth.

Schedules of delivery are being developed with the Entrepreneurial Development Advisory Services in Lahore.

9. Strategic Human Resource Management Program (PIM)

The program is scheduled for delivery in Karachi May 5-10, 1990.

10. Turn-around Strategies for Sick Small Scale Units in the Pakistani Private Sector (PIM).

The program is scheduled to be delivered in March 1990. Discussions on the modalities of the program continue with PIM, Lahore.

C. TRAINING OF TRAINING PROFESSIONALS (TOTP)

TOTP offered four of its six core programs in the period June-December, 1989. To accelerate the process of developing master trainers, graduates of the Cluster I workshop were selected as local consultants to deliver the four core programs held in this reporting period.

"Diagnosing Organizational Performance" a workshop that falls in level II of the TOTP scheme, was offered for the first time.

The TOTP program also worked with selected organizations who co-sponsored these programs. The objective was to assess the capability of these organizations to provide the support services required to sponsor and host future TOTP programs without AED's help. Sponsoring institutions included the NIPA's at Karachi, Lahore, and Peshawar, the Development Banking Institute and Emmay Associates in Karachi.

TOTP Consortium: Preliminary explorations with potential consortium members was initiated between June-December, 1989. A host of organizations both from the private and public sector were visited by TOTP staff and Dr. Larry Kirkhart to assess their interest and commitment in perpetuating this scheme. The process of meeting potential consortium members continues.

Zara Ahmad joined AED in October and replaced Syed Mansoor Ali to head the TOTP program. Mansoor and Zara shared the leadership of the TOTP program for two months in order to effect a smooth transition.

1. Sunset Seminars

To promote AED's networking among the TOTP alumni and create awareness efforts to developing human resource professionals in Pakistan, sunset seminars were held in various locations in Pakistan.

Three sunset seminars of 90 minute duration on "Network Building for Training Professionals" were conducted in Islamabad, Lahore and Karachi in July. Approximately 140 training professionals attended the seminars which were led by Dr. Ian Mayo Smith. AED, NIPA Lahore, and the National Institute of Custom and Excise hosted the seminars respectively.

2. Development and Certification Scheme of Trainer Level: Cluster I Workshop

The training team comprised of Dr. Ian Mayo Smith, Dr. Heather Sutherland and Syed Mansoor Ali held an intensive debriefing session with Dr. Larry J. Kirkhart to evaluate both the participants and the workshop and to recommend specific actions for future development. A matrix was developed that identified the various combinations of local co-facilitators who could conduct future FTOT, TNA, and ETE workshops. Eight of the ten participants were assessed as having demonstrated the required competencies to conduct one or more of the three core TOTP programs.

3. Foundation Training of Trainers (FTOT) Two Workshops

This was the first core workshop to be conducted after the specialist Trainer Cluster I workshop. Two graduates of the Cluster I program Mrs. Fawzia Hoodbhoy and Mr. Mumtaz Ali Shah teamed with Dr. Heather Sutherland in the design and delivery of the twelve-day workshop which was attended by twenty-one participants. NIPA-Karachi co-sponsored the workshop and assumed a greater role than it had in previous workshops related to marketing, participant selection, and logistic and administrative support.

The major role in the delivery of the program was played by the two local facilitators. Dr. Sutherland served the role of "shadow" consultant, i.e. monitoring, coaching and evaluating the team.

The second FTOT Workshop was held Nov. 4-16, 1989 at NIPA-Peshawar. This was the third core TOTP workshop this year. Nineteen persons, sixteen men, and three women, from various private, public, and NGO sector organizations, participated in this twelve-day workshop.

Participants rated the workshop very high, including the performance of the local consultants--Ahsan Durrani, Motiur Rahman, and Shaikh Waqar Ahmad. NIPA facilities and support were considered below the acceptable standard by both the participants and facilitators.

4. Training Needs Assessment Workshop (TNA)

The second core workshop was co-sponsored by NIPA-Lahore and held for twelve days between September and October. Twelve training professionals from various private and public sector organizations participated in this program. The training team was comprised of Mr. M. Zaheer, Mr. Afzal Mirza (graduates of Cluster I workshop) and Dr. Heather Sutherland, who played the role of shadow consultant. This workshop featured a "live" TNA project which allowed the participants to practice the skills required in doing a TNA for a new training program. The client for the application project was AATI. Both the workshop and the project were rated high by the participants.

5. Effective Training Evaluation Workshop (ETE)

The workshop marked the first collaboration with the Development Banking Institute (DBI). Recruitment for the program was difficult. Ten participants attended the program which was delivered December 2-13. The course was designed and delivered by Mr. Badruddin Palanpurwala and Mrs. Fawzia Hoodbhoy. Of all of the advance TOTP trainers, these two did the best job of pre-workshop preparation. Dr. Ian Mayo-Smith coached and counselled the two trainers in the design and delivery of the program. One of the most valuable learnings rated by the participant was the "live" project which was in evaluation of the 14th project appraisal course of the DBI.

6. Diagnosing Organizational Performance Workshop (DOP)

The DOP workshop was held in Karachi from December 24-28, 1989. The DOP workshop falls in the second level of the three levels of the TOTP program. It was designed and conducted by Dr. Orion White. Zara Ahmad, AED coordinator provided back-up facilitation and training support. Emmay Associates, a Karachi based consulting firm, co-sponsored the workshop and provided material and logistical support. This workshop was the first of its kind offered by AED. It introduced a new conceptual approach to improving organizational performance. Developing a new capacity for organizational development consultation among the cadre of training professionals was also one of the objectives of the workshop. Thirty-one participants attended the workshop. Approximately one-half of these were 3-person senior executive teams whose organizations, representing public and private sectors and NGO's, were to serve as the basis for performance improvement efforts. The other half were advanced TOTP participants.

The workshop was successful in generating six definite and significant pilot projects and four potential projects with high commitment for carrying out the concept of Total Quality Management (TQM) in different organizations. The pilot projects are to be carried out between January and May, 1990 with an interim site visit consultation by the expatriate consultant and AED coordinator in March.

D. WOMEN IN DEVELOPMENT (WID)

1. Delivery of Training Modules by AED/WID Interns

- a. A three hour workshop was held on June 4th, at Kinnaird College in Lahore on Time Management. Twenty-two teachers and administrative staff attended the workshop conducted by intern Urusa Fahim. The logistics for the workshop were handled by interns Aliya Amir and Surraiya Mustafa.

- b. A three hour module on Problem Solving and Decision Making was developed and delivered by interns Ambareen Farooqi, Zahra Rahim, and Ayesha Menai at PVHNA (Pakistan Voluntary Health and Nutrition Association) on June 20th. The entire workshop was translated and conducted in Urdu.

2. Development of Orientation and Promotional Strategy for Entrepreneurship Development Workshop

The Network for Enterprising Women assisted AED in developing a module to be used for educating the target group about EDP workshop presentations. This module was delivered in Karachi and in Lahore to promote the EDP workshop which followed each presentation.

3. Management Workshop for Project Managers of Non-Governmental Organizations

A two-week workshop was delivered by Yvonne Rodgers Hubbard August 20-30 at Behbud Headquarters for twenty-eight participants of thirteen NGOs. The workshop was cosponsored by UNICEF and Behbud. AED/WID intern Hilda Saeed was the training intern.

4. Consulting Support to the Network for Enterprising Women

A six day workshop was conducted by Allesandra Stewart August 6-11 for eight members of NEW to help them identify their mission statement. The workshop also focussed on forming the structure of the organization and in its team building efforts.

5. Survey for Existing Support Structure for Entrepreneurship Development Program

- a. Karachi: A resource directory which includes persons from Financial Institutions, Entrepreneurial firms and businesses has been compiled by interns Ambareen Farooqi and Pamela Rodrigues.
- b. Lahore: A similar directory has been compiled for Lahore by interns Pamela Rodrigues and Aliya Amir.

6. Entrepreneurship Development Workshop for New Entrepreneurs

- a. Karachi: Twenty-two women participated in this 3-week workshop on Setting-up and Managing a Small Business. This workshop was co-sponsored by UNICEF and NEW. The workshop closing was combined with an exhibition and sale by women entrepreneurs of

their products. Hina Shah and Shahnaz Kapadia Rahat were the trainers. They were assisted by interns Mumtaz Alavi, Pamela Rodrigues and Zahra Rahim.

- b. Lahore: The second iteration of this program was conducted in Lahore in November. Seventeen women participated. Hina Shah and Shahnaz Kapadia Rahat were once again the trainers. The AED/WID interns involved in this iteration were Mumtaz Alavi, Pamela Rodrigues and Aliya Amir. The workshop was co-sponsored by NEW.

7. Management Overview for Career Women

This was a series of three specialized three-day workshops plus an introductory session to introduce all three workshops. Dr. Cynthia McSwain was the lead trainer. She was assisted by three interns, Zahra Rahim, Ayesha Menai, and Ayesha Bano. The first workshop, Interpersonal Skills, was attended by twenty-one women. The second, Managerial Skills, was attended by seventeen women; the third, Career Planning, was attended by nineteen women. Some of these women attended all three, others two, and a few attended only one workshop. The program was co-sponsored by the Development Banking Institute, Karachi.

E. HOME OFFICE SUPPORT

The Home Office fielded twenty-one consultants and subcontractors for twenty management training consultancies during this six-month period. Of particular interest was the management training needs assessment for the Karachi Municipal Corporation which required extra sensitivity to the political situation in Karachi as well as the role of the World Bank in certain divisions of KMC.

The Home Office also coordinated Rahat Saghir's attendance at a Family Business conference in California and meeting with John Ward in Chicago. Zara Ahmad was offered the position of management training specialist for Training of Trainers Program. Monthly phone calls with Larry Kirkhart kept the field and home offices abreast of impending assignments, consultant needs, and reviewed consultant performance.

Concern for the safety of staff and consultants visiting Karachi continues. It is recommended that regular monitoring of the situation continue. Program changes to safer venues should be made as early as possible to recruit sufficient participants and minimize changes in air travel.

F. PROBLEMS AND CONSTRAINTS

1. **Problem:** The capability of the Public Sector Training Institutes to sustain programs conducted by expatriate consultants continues to be in serious jeopardy due to a shortage of staff and lack of motivation. There are only a few local trainers from the Institutes who have the capability. However, they are either heavily overburdened or due to lack of incentives are not interested to continue the programs.

Recommendation: The situation could possibly be improved through a faculty exchange program whereby expatriate consultants would stay in Pakistan for more than one year and train local junior faculty members. In exchange, bright instructors and others who show promise, could be sent to the US to work as understudies to university professors there.

2. **Problem:** The existing stake-holders in PETI who are collaborating in various programs have limited capabilities to absorb new training technologies. The impact and institutionalization of programs developed by AED depends on institutional strengthening and widening the markets for new products.

Recommendation: A careful analysis of the capabilities of each stakeholder, flexible approach to provide appropriate support necessary for achieving desired impact and careful monitoring of the terms of collaboration with each stakeholder is necessary.

III. PARTICIPANT TRAINING

A. NEW NOMINATIONS

During the period, June 1989 to through December 1989, we received 470 PIO/P's both for long and short-term, public as well as private sector candidates. These 470 PIO/P's are broken down as follows:

Long-term	153
Short term	278
Third Country	<u>39</u>
Total	<u>470</u>

During this same period last year, we received 729 PIO/P's. The work flow for 1989 was a bit slower than the same time in 1988.

B. PARTICIPANT DEPARTURES

A total number of 442 participants departed between June and December of 1989.

C. CANCELLATIONS

A total of five participants canceled due to personal or official reasons.

D. PROJECT ACTIVITY

1. Office Consolidation

Meetings and discussions continued regarding the transfer and consolidation of the HRT training office with AED's training office. AED participant training staff worked on and submitted a proposal to HRD giving different options on assuming responsibility for the participant processing, monitoring, and reporting functions performed by HRT. It was also decided that the consolidation would incorporate the TOEFL testing and follow up monitored by HRT; the two private sector scholarship programs for men and women; and the Balochistan private sector scholarship program.

2. Policy and Procedures Manual

AED and HRT training staffs worked with a team from AID to draft a policy and procedural manual of the participant training program. The manual divided the program into two parts.

The first section gives general information regarding the nature and requirements of the training program, and the second section concerns issues regarding the selection and processing of the participant nomination, obligations of and towards participants, and the post-training follow up activities. The manual was left in the draft stages until HRT and AED merged, and any policies that needed to be changed would be done at that time.

3. Orientation

The first three day pre-departure orientations were conducted in Islamabad, Lahore, and Karachi. Participants were paid travel and per diem for attendance. The orientations were expanded to three days to intersperse pre-departure orientation activities with pre-departure formalities, thus aiding the participants in getting their visas, tickets, and money.

The idea was to have more emphasis on cross cultural communication and educational differences, and have more participation on the part of the nominees. The result was very negative as the participants only wanted to concentrate on the pre-departure formalities and not the cross cultural aspects. After review and discussion, it was decided to re-design the orientations and not have the two components, pre-departure formalities and cross cultural issues, running simultaneously.

Orientations in Islamabad and Lahore were conducted by Janet Paz Castillo, Cheryl Rogers, and Meyen Hiponia, and in Karachi by Raja Tarique, Cheryl Rogers, and Meyen Hiponia.

4. Regional Office

The regional field office in Lahore is providing the necessary and continuous support to all components of DSTP in the Punjab province. Dr. Tabor, Mr. Ahmed, and Ms. Paz Castillo worked together in setting up this first regional office. They met with USAID officials, USAID contractors, and Government of Pakistan representatives from the different training institutions involved with the Development Support Training Project.

Meetings were held with Mr. Chughtai, Lahore Liaison officer, USAID; Mr. Hayee, Deputy Liaison Officer, USAID; representatives from the Irrigation Systems Management USAID project; Mr. Shahid Khawaja; Mr. Khalid Rafique, Director of the Pakistan Accounts Department; Mr. Shakeel Ahmad, Director of the Audit and Account Training Institute in Lahore; and members of the Planning and Development Department of the Government of the Punjab. Discussion centered around the regional representative and how he would be the person responsible for the participant, agricultural, management, and language training programs in the province. It was explained how the regional representative would have responsibility for the

implementation of the various in-country courses and conferences conducted by agricultural and management training, as well as communications and support for the participant training selection and placement system, and logistical support for the TOEFL testing for CIELS, the English language center.

Participant training support staff from the Islamabad office, Mr. Hussain, Mr. Ahmad, and Mr. Sherazi went on temporary assignment to Lahore during the months of August and September to assist Mr. Mushtaq until he was able to hire his own support staff person.

5. Staff Training

Raja Tarique, Senior Training Assistant, went to Karachi for several weeks in the end of September to attend the Development Course for Supervisors at the Pakistan Institute of Management.

6. Problems, Constraints, and Recommendations/Islamabad

- a. **Problem/Constraint:** there is not enough access time on the computers to keep the participant training tracking system up-to-date. Participant training is requested to give more and more information on individual projects to both the US AID project officers, and the Government of Pakistan. The participant training unit is not able to respond to these requests in a timely fashion.

Recommendation: Rent three more terminals so all staff can have access time to keep their in-put up-to-date.

- b. **Problem/Constraint:** Both the professional and support staff need professional training to handle new/changed responsibilities. The training program has seen a swing from quantity to quality. The support staff need training to enhance their professional skills i.e., English language writing and computer skills training. The professional staff need more exposure to the U.S. educational system. They are expected to read, review, and make suggestions on memos such as those requesting extension to program duration or research proposal requests.

Recommendation: Discuss and formulate new policy to aid and assist professional growth of field staff. The support staff need more secretarial training and the professional staff should make at least one trip to the U.S. to visit the Washington office, see U.S. universities, meet and talk with academicians, and get a better understanding of the U.S. educational system.

- c. **Problem/constraint:** Differences exist in TOEFL and GRE requirements between USAID/Pakistan and universities in the U.S. The Pakistan mission requires a 530 for master's level candidates and the majority of the universities in the United States will not take anything less than 550. This creates doubt and confusion for the participant when they are asked to retake the TOEFL after their scholarship has been awarded on their previous score.

Recommendation: Make it a mission-wide policy that 550 is the TOEFL requirement for master's level candidates.

- d. **Problem/Constraint:** Families experience difficulties obtaining the J-2 visa after completing all the USAID dependent formalities.

Recommendation: A USAID representative and an AED representative should visit the consular officers in each province on a quarterly basis to keep open channels of communication and to avoid misunderstandings.

- e. **Problem/Constraint:** Lack of sufficient transportation and telephone services for the regional representatives.

Recommendation: Schedule a meeting with HRD project officers, AED regional representatives and supervisors, and the provincial liaison officer to discuss the problem and find a solution.

E. HOME OFFICE SUPPORT

- Lynda Gilboy worked on obtaining bids for upgrading existing home office systems with personal computers running Wang emulation software.
- Permission to purchase immediately needed equipment was requested from the USAID contracts office.
- After receiving mission and IRM approval, AED ordered and received ten Compaq computers and two Hewlett-Packard Laserjet printers to upgrade the existing computer equipment used by the participant training program staff and AED Pakistan project finance staff. In addition to the computers, a 386 microprocessor upgrade board, three-four port terminal boards and two - one port printer ports were ordered to upgrade the Wang 2200. Wordperfect 5.0 (IBM compatible); MCS PC2200 (Wang emulation); and Niaqua software was also ordered. The existing AIMS software, which runs the participant database will be extended to all new computers and two previously existing computers. Mrs. Gilboy and two of her staff set up the

computers and loaded software. Cabling was installed to connect all equipment to the Wang and printers.

- The new equipment will allow the participant training program staff and finance staff to use the personal computers for either stand alone word processing and financial spreadsheet purposes, or as Wang 2200 terminals utilizing 2200 terminal emulation software while simultaneously speeding up the system. The software will also allow the staff to print database reports directly on the existing Wang printers and also print word processing and spreadsheet reports on laser printers. Mrs. Gilboy wrote menu programs for use on the personal computers to make access to any program easy for the staff.
- The upgraded equipment and software will also enable downloading of the completed participant records, from the first five years of the program, from the Wang to a large PC to make space on the Wang for additional participants. This will keep the existing AIMS database software system operational for some months to come, depending on the number of participants nominated.

IV. AGRICULTURAL TRAINING

Looked at in terms of the activities and courses delivered, the in country agricultural training program developed very much as had been foreseen in the contract. During the second six months of the contract, two Dairy Training courses were funded by the Agriculture Sector Support Project and two Irrigation Management courses were funded under the ISM project:

A. DAIRY SERIES

1. Dairy Product Marketing (Land O'Lakes)

Follow-up plant visits were conducted by Peter Lytle in July, following completion of formal training sessions in June by Land O'Lakes.

2. Dairy Plant Engineering and Plant Maintenance (Land O'Lakes)

Sixteen participants attended this two-week course conducted at the Lahore Milk Plant, by Mr. Zaheer Baber and Mr. Tom Winn of Land O'Lakes. Following the course a week of follow-up plant visits was conducted by Mr. Baber.

B. IRRIGATION SERIES

1. On-Farm Drainage (Utah State University)

This first of six courses on irrigation management issues was conducted at the Water Management Training Institute in Punjab. Twenty-six participants from all four provinces attended. Faculty from Utah State were Dr. Lyman Willardson and Dr. Gaylord Skogerboe.

2. Irrigation I (Utah State University)

A four-week second course in the irrigation management series drew twenty-five agronomists and agricultural engineers throughout Pakistan. It was conducted at the Agricultural University at Peshawar. Instructors included Dr. Kern Stutler and Dr. Richard Allen.

During this period the field work and report for a follow-up evaluation of 1986 and 1987 MINFAC/USAID Private Sector Agribusiness Scholarship Training Program were completed.

3. Problems and Constraints

Prior to completion of this Semi-Annual Report, the Academy was asked by USAID/ARD to conduct a review of the implementation of the agricultural training component of the project and make recommendations for possible changes. Since that report treats this component of the project quite thoroughly, it is not dealt with again here.

V. ENGLISH AS A SECOND LANGUAGE

A. CENTER FOR INTENSIVE ENGLISH LANGUAGE STUDIES

During this six month reporting period, the ESL Program has provided, in two academic sessions, intensive English for academic purposes; training for 113 USAID-funded candidates for long-term training in the U.S.; and has administered twenty-five orientation/testing sessions for 1,459 candidates. Apart from these routine and well-established program activities, the ESL Program weathered in August the storm of a cross cultural misunderstanding that had the potential to do great harm to CIELS. A more enjoyable challenge to our growth has been that the very popular and challenging (to USAID/AED) Balochistan Scholarship Program will be administered through AED's ESL program. Another exciting program development is the increased emphasis on cultural awareness training for ESL program staff, for CIELS students, and for all long term scholarships recipients (in the form of pre-departure orientation). The trend of increased sharing of information and staff between the ESL Program and PPTP has also continued with the joint responsibility for the presentation of pre departure orientation sessions.

The CIELS sessions within this reporting period are summarized below, followed by a more detailed narrative on various aspects of CIELS.

Summary of CIELS Student Performance on TOEFL for Sessions 18 and 19 (July-December, 1989)					
Session	# of Students	Average Entry Score	% Entering Below 470	% Entering Above 500	Average Exit Score
18	69 (9 continuing)	478	26%	30%	508
19	42 (0 continuing)	471	41%	18%	509+

Session	% Gaining 3+ Points Per Week	% Reaching 530+ on Institutional TOEFL	# of Hours of Institution Between Pre/Post Test	TOEFL Point Gain Per Hour of Instruction
18	68%	33%	246	.14
19	67%	33%	249	.17

B. TRENDS AND HIGHLIGHTS OF CIELS

1. Lower average entry scores in 1989

The average entry TOEFL score in 1989 is significantly lower as is the percentage of students entering with scores above 500.

Year	Average Entry Score	% Entering Below 470	% Entering Above 500	% Reaching 530+ in One Session
1986	495	22%	49%	38%
1987	488	25%	41%	34%
1988	490	22%	40%	48%
1989	477	33%	29%	31%

Why the average entry scores of CIELS students is lower in 1989 is not known. Though the effect of the lower scores on the success rate does not appear to be significant, the trend is one that needs to be monitored and taken into consideration in planning for CIELS' future.

2. Lengthened CIELS Session

With four CIELS sessions of ten weeks duration now behind us, it is fair to evaluate the effect of the lengthened session on teaching and learning at CIELS. Research at CIELS has shown that average TOEFL point gains are regular throughout the CIELS session; thus, a longer session generally means higher total point gains, as seen below.

Year	Actual # of Study Weeks	Total TOEFL Point Gain
1986	5.56	23
1987	6.72	26
1988	7.19	35
1989	8.82	34

With a trend towards lower entry scores at CIELS, it would seem wise to maintain the longer session. Both teachers and students are pleased with the longer session as it

allows time for more synthesis and recycling of the curriculum and for an expanded cultural awareness training component. There is also more time for program enrichment activities such as "mock university registration day", an expanded orientation to the American Center facilities, and special interest videos such as the excellent one belonging to PPTP on AIDS. It is therefore recommended that the longer CIELS session be maintained.

3. Increased Emphasis on Cultural Awareness Training (CAT) for CIELS

With the return of Meyen Quigley from maternity leave, cultural awareness training again became a regular part of the CIELS curriculum. The discussion of cultural topics, the celebration of major American holidays, and the dissemination of cultural information are ongoing activities at CIELS. However, these are no substitute for the examination of cultural values and expectations. A slide show and five 90-minute CAT modules were developed by Ms. Quigley and are based on topics identified by Participant Training personnel in Islamabad and Washington, Pakistan nationals who have studied in the US and CIELS instructors. The topics selected are those which have proven to be challenging for Pakistanis in the U.S.:

- learning styles
- expectations of the United States
- male/female roles and relationship in the U.S. and in Pakistan
- status in Pakistan and in the U.S.
- problem-solving approach to learning and living.

The modules follow the "starting at home" approach to culture learning. In this approach, participants are made more aware of features of their own culture, and examine the assumptions underlying these before discussing the features of another culture. The learning principle behind this includes continuums from the "familiar to unfamiliar" or "known to unknown" - i.e., students will develop a better acquaintance with another culture if they first map out their own. Experience has shown that trainers skilled in facilitating CAT modules are necessary in order for them to be productive and beneficial. Therefore, Meyen has trained another member of the ESL Program staff, Cheryl Rodgers, and together they deliver the five ninety minute modules to each CIELS class. The classroom teacher observes and assists to the extent that she feels comfortable. Two additional staff members have also been identified to become trainers. The cross-culture modules are also presented over one and one-half days of the two-day pre-departure orientation and have occurred in Karachi, Lahore, and Islamabad for departing participant trainees. Not only students, but also staff are taking advantage of opportunities to examine their own assumptions about Pakistanis and Pakistani culture as well as to become more sensitive to the cultural differences that can create conflicts.

Some of the learning experiences are very pleasurable, such as the workshop presented by Dr. Sherin Mazari, Professor and Department Chairperson of Political

Science at Quaid-i-Azam University. Dr. Mazari provided CIELS instructors and members of the testing and evaluation team a comprehensive background to Pakistan's political, social, and economic structures and entertained questions related to working with Pakistani students/bureaucrats.

Other learning experiences have been painful. On August 28, an unexpected and disturbing event at CIELS began to unfold. One of the teachers used a grammar exercise in class which made mention of the Prophet Mohammad, Peace Be Upon His Name, along with several secular figures. A shadowy outline intended to portray the Prophet was included with full sketches of other figures. This exercise had been successfully used with Moslem students in the States where it was intended to evoke discussion about some aspects of culture in the Arab and Muslim world, all too often ignored in ESL texts. The reaction at CIELS was extremely negative. The students became emotionally upset - almost ill by the sight of the exercise which the teacher immediately withdrew, destroyed, and for which she relayed an apology. A lengthy discussion ensued during which the teacher explained that it was a mistake and not an intentional insult. The CIELS Coordinator also spoke to the students and apologized before excusing them to go to pray to cleanse their souls. Unfortunately, their departure coincided with tea break and when the other students heard secondhand of the incident, situation quickly mushroomed to an almost 100% student walkout, complete with threats of physical violence to the teacher and of carrying the "story" to the press.

In brief, the incident took three days and many meetings to resolve and involved USAID senior staff and the US Ambassador himself. The resolution was peaceful and lasting; however, hurt and unresolved feelings remained on both sides in varying degrees and damage was done to the learning community within each class. Though the students chose to act as a body, there were in fact a variety of private responses. One student ultimately decided he could not return to CIELS because of his need to protect the Prophet. Another student, on the other hand, challenged one of his teachers to a friendly game of ping pong as his classmates broiled in the streets outside. Similarly, the reactions of teachers were varied. The teacher most intimately involved said, "I agonize for the pain I caused them. I understand their feelings." Another said, "I feel like I've been snookered." Another, "How could they think it was done on purpose, after all we have done for them?"

The lessons learned are that we need to fully acknowledge our students as the complex and very culturally different adults that they are and not to simplify them by seeing them only in terms of what we understand from our own culture. We need to focus more on building cross-cultural understanding at CIELS. We need to include a stronger culture component in pre-service teacher training. Perhaps we need to reexamine the incident now that the pain has subsided and most of those directly involved are gone, so that we may learn from the experience.

4. Increased Emphasis on Efficiency and Cost Effectiveness in 1989

With the lengthening of the CIELS session to ten weeks came increased costs i.e. supporting the students as well as the program for an additional two weeks. A number of steps have subsequently been taken to decrease costs and increase efficiency. These steps are described below.

a. Per diem reduced and CIELS housing/transport provided

As a result of previous abuses by some students of the per diem policy (i.e. falsifying hotel receipts) to claim the full Rs 300 per diem, students are now housed in the United Hotel in Rawalpindi at a cost of approximately Rs 150 per student billed directly to AED. The remaining Rs 150 is given to the students to cover all other local expenses including transportation on a bus arranged by CIELS. Most students are satisfied with the hotel and the level of support. In each session, however there are a few vocal students who complain vehemently about a number of issues including the hotel's distance from CIELS, the cost or quality of the bus service, the cost of food, the sharing of rooms, the hotel staff, the lack of amenities (i.e., TV in every room). All complaints are investigated and the results of these inquiries might be summarized as follows: The issues of status is very important for government officials. The transition to the life of a student is particularly painful for some especially those who perceive they have "lost" the most. They are very sensitive about being accorded proper respect and having amenities suitable to their position in life. It is natural that anyone would prefer to be given the full rupee amount of support to use as he wishes. Unfortunately, this is no longer possible. There are no affordable hotels in Islamabad, hotel food is never as good as home cooking, and CIELS is committed to providing the best student housing possible at an affordable price. This is indeed what we have at the United Hotel, where we are fortunate to have an excellent and patient manager working with our students to maximize their comfort and well being. For Session 20, it is recommended that CIELS not make the arrangements for transportation as it leaves itself open to too many complaints and expectations (i.e. "You're making money on us," or "You need to tell the driver to be more polite." etc.) CIELS will instead provide information about transport options but not make arrangements directly. CIELS staff do not enjoy the role of "dorm counselor"; however, there does not appear to be a viable alternative at this time.

b. Sale of Books to Students

CIELS has reduced the number of required texts and no longer gives books to students but rather requires them to purchase one text and gives them the option to rent a second, resulting in a substantial savings. In addition, photocopying has been carefully monitored and, class sets of texts, dusts, tests, and selected lessons are used in class and then collected and returned to the resource room rather than given to the students.

c. Mid-session termination of non-achieving students

As the average entry TOEFL score at CIELS falls, it is necessary to monitor closely at mid-session those students who are very far from their needed TOEFL score, and to consider terminating them if two or more of the following indicators are present: low TOEFL scores, low teacher evaluations, continuing students, and/or students with no firm EAD nomination. The policy and procedures of mid-session termination have been approved by USAID but have not been used to date.

d. Reduction in number of classes for continuing students

In view of the modest TOEFL score gains of continuing students (sixteen points per session vs. thirty for first session students), no continuing class was offered in CIELS session 19. Consideration should be given to offering a continuing class in alternate sessions, thus making more spaces for first session students.

e. Establishing the TOEFL score requirement

To date CIELS has registered all students for the international TOEFL following each CIELS session. TOEFL fees represent a sizeable item in the CIELS budget. Because of the lower average entry scores of CIELS students in recent sessions and because it is felt that CIELS' institutional exit TOEFL is a powerful motivator, it is now recommended that only those students with scores of 525 or more at entry, mid-session, or exit be registered for the International TOEFL at CIELS' expense. The same score of 525 has long been a requirement for taking a CIELS sponsored Graduate Record Examination (GRE).

5. Increased Cooperation Between PPTP and ESL Program

It has long been recognized that the ESL Program exists to provide support to USAID's participant training programs. Throughout 1989 the PPTP and the ESL Program staff have shared more time, information, and staff with each other than ever before in the following ways:

6. Predeparture Orientation

Now offered to all long term USAID scholarship recipients, the predeparture orientation consists of one-and-one-half days cultural awareness training session presented by ESL program staff and a half day information session on various aspects of the scholarship program presented by a member of the PPTP staff. Feedback on the predeparture sessions to date has been excellent. A more formal evaluation is planned. The program managers of the PPTP and ESL Programs work out the dates and the staffing for the sessions as much in advance as possible. Predeparture orientations are funded via the CIELS budget.

7. PPTP and Agriculture Staff Visit CIELS

Janet Paz Castillo, Mushtaq Ahmed and Hank Schumacher have given generously of their time in visiting CIELS classes to respond to students' concerns on a range of issues concerning their future studies via USAID's scholarship program. The students truly appreciate these visits. It is recommended that consideration be given to taping some of the sessions as exercises for use in listening/speaking classes as well as for use when these busy staff members may not be available.

8. Matching of CIELS' and PPTP's databases

To date the matching has been manual and cumbersome, but the information yield was worth the effort (see January-June 1989 Six Month Report). The long-awaited AED information systems will make data base sharing even more feasible and productive.

C. PERSONNEL AND STAFF TRAINING

1. Staffing at CIELS

Unexpected staffing changes just prior to the start-up of Session 18 called for some reshuffling of responsibilities in order to cover the bases. Peace Corps Volunteer Jerome Peacock left Pakistan, and CIELS Coordinator Lynne Elliott was delayed seven weeks due surgery. To fill the empty teaching positions the ELT Specialist, the Testing Coordinator, and the BSP III Coordinator served as instructors until the other ESL program staff returned from their leave. In addition, it was necessary to combine the reading classes twice a week into a reading laboratory. Thanks to the staff's dedication to the teaching program, their teamwork, and their good humor, the session got underway on time. It was also fortunate that during this challenging period, Dorothy Steward and Judith Sharkey, two dedicated and resourceful EIL instructors, were on hand to lend their expertise.

During the second half of Session 18 the ELT Specialist and CIELS Coordinator were involved in the process of teacher recruitment. In response to an ad in the WIN (Weekly Islamabad News), eight applicants were interviewed. They were provided opportunities to observe CIELS classes so that they could see precisely what they were applying for and so that they could be evaluated based on their responses to the students, staff, and overall program. All of the applicants had relevant training and/or experience. At the end of this process, three applicants were invited to join the CIELS staff in three two-thirds time positions. Their teaching performance was closely monitored by the CIELS Coordinator throughout Session 19, and these new teachers proved to be very conscientious towards their teaching responsibilities and well-liked by both the staff and students.

2. Staff Training

ELT Specialist Laurie Emel presented a week long workshop entitled "Teachers as Writers". The purpose of this workshop was to give writing teachers an opportunity to focus on their own writing and to fully explore the writing process in an experiential way. The assumption underlying the workshop was that more effective teaching of writing results when teachers feel positive about their own writing and have first hand experience exploring the writing process.

A two-day workshop was held during the intercession to orient new teachers to the CIELS program. The experienced CIELS staff took turns making mini-presentations to cover the course objectives, teaching materials, teaching suggestions, and evaluation methods. The workshop functioned not only as a training avenue for new teachers but also as a forum for curriculum review. A secondary purpose of the workshop was to foster sharing of ideas and materials among teachers. Each teacher is recognized for her area of expertise and serves as a resource in that area.

3. CIELS Concerns/Constraints

The same constraints noted in the previous 6 month report remain of concern to the present - namely delays in procurement of class materials and the under-computerization of the ESL Program. Also of concern, CIELS experienced a particularly critical staff shortage during the summer session.

Recommendations to AED: To ameliorate the materials procurement problem it is recommended that procurement orders be placed and monitored directly from the field, if possible. To address the shortage of staff anticipated for the summer of 1990, EIL should identify two TDY instructors to teach for the summer session. If there are still insufficient staff to hold five classes, CIELS should drop to four classes for one session, with the continuing class being the one temporarily suspended.

D. TESTING AND EVALUATION

In this reporting period the testing and evaluation team administered, in addition to the TOEFL, a series of tests specifically selected to screen candidates for the Balochistan Scholarship Program. The volume of testing was reduced in the summer months because most team members took home leave during that time and the Coordinator taught full-time at CIELS to help cover an unexpected staff shortage. The increasingly versatile testing team stretched itself once again, this time to encompass the delivery of pre-departure cultural awareness training (CAT) for long-term scholarship recipients. By the end of the reporting period Coordinator Cheryl Rodgers was fully trained and facilitating CAT modules for both CIELS classes and pre-departure. Two other team members are in training. The testing team also made its contribution to cost

effectiveness with new guidelines setting limits on the number of times candidates may take USAID-sponsored institutional TOEFL tests.

1. Summary of Tests Administered

TOEFL: Twenty-five institutional TOEFL orientation/testing sessions and five series of special BSP tests were administered to groups of approximately 60 each in 6 different locations: Karachi, Islamabad, Peshawar, Quetta, Lahore, and Faisalabad.

The total number of candidates tested was 1,459, of which 253 were BSP.

2. Balochistan Scholarship Program Testing

As in previous years, the General Education Development (GED) Math and Science Practice tests (in English or Urdu) were administered to scholarship candidates in order to evaluate their general educational achievement. The PRETOEFL was selected to evaluate English proficiency because it covers a number of skill areas (listening comprehension, structure and written expression, and reading and vocabulary) in a single test. At the same time, the PRETOEFL is a short version of the TOEFL and is specifically designed to evaluate English proficiency in the low and intermediate range where most of the candidates were expected to fall. Those candidates scoring in the high range on the PRETOEFL who were selected for training will take an institutional TOEFL in January to determine whether they need any English training at CIELS. If their TOEFL score meets the requirements for their proposed programs in the U.S, they will not enter CIELS; if not, they will. The testing went very smoothly and the rank order of candidates based on merit facilitated the final selection of candidates at a personal interview. A second modification to the testing routine was in the increased use of Urdu in giving instructions for both orientation and tests due to the relatively low English proficiency of most of the candidates. Furthermore, the person giving the instructions, CIELS instructor Imrana Shafiqi, was quick to sense needs for clarification because she is a teacher. It is recommended that this practice be continued in similar testing situations in the future.

3. Low Volume of Testing During the Summer

The low volume of TOEFL testing in summer did not appear to have posed any problems because tests were done in all major centers in late spring and again in fall. One member of the testing team (Cynthia White) has already been identified to maintain testing services throughout summer 1990.

4. Testing Team Staff Help Deliver Pre-departure Orientation

The pre-departure orientation sessions have already been described in the CIELS section of this report - as well as in the previous six month report. Cheryl Rodgers said of her

busy summer as a CIELS instructor and CAT facilitator, "The schedule was a killer, but the new roles I took on gave me insight into the TOEFL and, more importantly, enabled me to understand our students as learners and cultural beings. I love the challenge!"

5. Policy Change on Access to USAID-sponsored Institutional TOEFLS

Previously, there was no limit to the number of times a candidate could be nominated by his office to take a USAID sponsored institutional TOEFL test. A study carried out by Dr. Jaffar and the testing team determined that the average TOEFL point gains of 916 repeating candidates were as follows:

Average point gain between 1st and 2nd TOEFL = 11.40 points

Average point gain between 2nd and 3rd TOEFL = 6.76 points

Average point gain between 3rd and 4th TOEFL = 5.95 points

A significant improvement is shown between the 1st and 2nd tests. It starts levelling off when the test is repeated a 3rd and 4th time. Nevertheless, the participating departments of GOP keep on nominating the same candidates for TOEFL hoping that the candidates will get through by chance in one of the several tests. As a result, the number of 3rd time repeaters has increased from 2% to 21% between 1985-1988. Not only is this waste of time and money but it also slows down the processing of nominations for participant training. Except for the candidates who are subsequently nominated for CIELS training and thereby improve their chances of success (57%), the remaining candidates continue to hold up training slots for indefinite periods. In light of these considerations the revised policy on access to the USAID institutional TOEFL now sets the following limits.

- Institutional TOEFL tests are limited to three attempts.
- Those who fail to achieve the required score in three attempts may be nominated by their department for CIELS provided they fulfill the specified conditions for admission.
- Candidates who are unable to achieve the required score after attending one or two CIELS sessions will not be eligible to appear in future institutional tests (analysis indicates that the average gain of ex-CIELS students in subsequent TOEFLs was -0.4).

E. THE BALOCHISTAN SCHOLARSHIP PROGRAM

CIELS was honored and pleased to be asked by USAID Islamabad to undertake the Pakistan-based phase of the implementation of the 3rd iteration of the

Makran-Balochistan Scholarship Program. This program is designed to offer young people from Balochistan who hold FSc or BA/BS degrees and who are not employed in the public sector, training opportunities in the United States which are consistent with and in support of the coordinated development efforts of the Government of Balochistan and USAID.

The goal is to place fifty-five Baloch students in vocational/technical, Associate of Arts, or in rare instances, BA/BS programs in the United States by January, 1991.

A CIELS instructor, Ms. Kay Huth, was selected as BSP Coordinator. The ESL Specialist worked closely with her on the testing and selection process, specifically in selecting the tests to be used in selection (GED math and science, pre-TOEFL) and in determining the minimum scores on these tests which would indicate reasonable expectation of a candidate's success at CIELS and in a vocational/technical training program in the United States.

After the Coordinator had reviewed all files from the earlier Makran and Baloch Programs, prepared a budget and timeline, she organized a workshop for Government of Balochistan, USAID, and AED representatives in Quetta at which all criteria for selection were decided upon and areas of training suggested. Over 1100 responded to the announcement of this scholarship opportunity. Of these, 285 met the basic criteria and were invited for testing in mid-November. Testing narrowed the pool to eight-five who were invited to be interviewed, the final selection procedure. A total of fifty-five candidates (forty males, fifteen females) were selected to come to Islamabad for English Language Training, cultural awareness training, career guidance, and medical exams in preparation for their departure for the United States in September 1990 and January 1991. Three groups of fifteen each will enter CIELS in the January, April and July sessions with fifteen others expected to achieve their required TOEFL scores in the January 1990 TOEFL testing and not be required to attend CIELS.

F. HOME OFFICE SUPPORT

The Home Office staff forwarded TOEFL and GRE applications with fees to Educational Testing Services. Space was reserved for international TOEFL administrations when there was a delay in receiving applications from the field. Lost tickets and score reports were also tracked.

Patricia Johnson, an EIL subcontractor, replaced Laurie Emel as the English as a Second Language Advisor for the field office. The Home Office monitored her paperwork: medical clearance, travel approval, and travel and storage regulations for her move to post. Marilyn Hironaka was hired as a part-time CIELS Instructor and Cross Cultural Coordinator paid with core contract dollar funds.

VI. PERSONNEL AND ADMINISTRATION

A. HOME OFFICE/FIELD OFFICE PERSONNEL ACTIONS

A summary of the personnel actions during the reporting period follows:

- Alison Smith joined PPTP staff as a Program Specialist, starting July 11.
- Karen Miller joined PPTP staff as a Program Assistant starting July 21.
- Letitia Carolina, Financial Assistant, joined staff on July 19th replacing Lewis (Bud) Hicks who left July 12.
- Randy Prosser, Financial Assistant, joined AED permanent staff on July 31.
- Nancy Uhlman, Program Specialist, resigned effective August 4.
- Terry Brown, Financial Assistant, resigned effective August 15.
- Maura Schwartz, temporary Winrock Program Specialist, was hired effective September 1.
- Sonia Myhre, Program Specialist, resigned August 31 to earn a master's in public health at UCLA.
- Brenda Wilson, Program Specialist, resigned as of September 1 she will organize participant training of Egyptians at another firm.
- Daisy Moreno, from the AED accounting department, was hired September 11 as a financial assistant.
- Robert Sienkiewicz, a financial assistant, is handling the project home office financial matters in addition to participant training closeouts.
- Corrine Rothblum, David Sieder and Margaret Gridley have joined PPTP staff as project assistants. Corrine is supporting Winrock and agriculture placements.
- David Sieder is also coordinating mid-winter seminars and supporting Dan and Laurie Treleven.
- Margaret is working with incoming participants on the technical team.
- Mike McDermott, a program specialist resigned and moved to Pittsburgh.

- Susan Cohen-Child and Laura Webb, program assistants, resigned.
- Patricia Johnson was hired and advised of the approval and procedures for moving to Pakistan as the ESL Coordinator replacing Laurie Emel.
- Mrs. Loan Bui, Deputy Director for Finance and Administration resigned so that she could move to Orlando, Florida.
- Ms. Zara Ahmad joined the TOTP staff in October 1989. She will be heading the TOTP Program.

B. CONTRACTING ACTION

PRIME CONTRACT ACTIONS

During the previous reporting period the following amendments were issued (listed in the last six-month report, but not in full detail):

AMENDMENT 1, January 10, 1989, established incremental budget amount for participant training costs at \$392,823 as follows:

- PIO/T #391-0474-3-80046/A2 earmarked \$50,000 to cover the 16th 8-week session of Intensive English Language (CIELS) instruction to prepare 68 GOP candidates for graduate studies in the United States.
- PIO/T #391-0474-3-60105/A11 earmarked \$342,823 for participant training placement applications, tuition fees, books and maintenance allowance for Ministry of Science and Technology (MOST)-funded participants of the Government of Pakistan.

AMENDMENT 2, February 14, 1989, increased incremental funding for participant training by \$20,378,910 as follows:

- PIO/T #391-0474-3-70209/A4 \$9,610,805
- PIO/T #391-0492-3-70290 870,000
- PIO/T #391-0492-3-70291/A2 2,255,000
- PIO/T #391-0474-3-80032/A4 5,827,000
- PIO/T #391-0489-3-80036 127,000
- PIO/T #391-0478-80044 430,000
- PIO/T #391-0491-3-60267/A3 140,000
- PIO/T #391-0469-3-30482/A2 62,105
- PIO/T #391-0469-3-70401 59,000

- PIO/T #391-0469-3-70269 1,000,000

AMENDMENT 3, February 26, 1989, increased incremental funding for participant training by \$1,498,977 as follows:

- PIO/T #391-0474-3-60105 increased by \$1,841,800 the earmark for participant training placement applications, tuition fees, books and maintenance allowance for Ministry of Science and Technology (MOST)-funded participants of the Government of Pakistan (This increase included the \$342,823 of Amendment 1, above, earmarked for such costs, the bank draft for which had been lost in transit).

AMENDMENT 4, March 2, 1989, increased incremental funding for participant training by \$7,087,577 as follows:

- PIO/T #391-0474-3-80046/A3 increased by \$10,000 funding for the 16th 8-week session of Intensive English Language (CIELS) instruction to prepare 68 GOP candidates for graduate studies in the United States.
- PIO/T #391-0474-3-80083 provided \$77,577 for procurement of instructional material and cost of tests for FY-89.
- PIO/T #391-0474-3-90001 provided \$7,000,000 for participant training under the Development Support Training (DST) Project to cover estimated participant training and international travel costs for the period December 1988 through December 1990 (\$6,103,000 training, \$897,000 travel).

AMENDMENT 5, March 2, 1989, increased incremental funding for participant training by \$1,258,684 as follows:

- PIO/T #391-0473-3-30321 and PIO/T #391-0473-3-70320 earmarked \$11,050 and \$258,850, respectively, to cover anticipated costs of out-of-country participant training.
- PIO/T #391-0481-3-30323 and PIO/T #391-0475-3-40389 earmarked \$558,000 and \$95,920, respectively, for participant training under the Development Support Training (DST) Project.
- PIO/T #391-0472-3-40437 earmarked \$7,072 to fund observational visits of Government of Pakistan officials under the

Malaria Control Project, under the Development Support Training (DST) Project.

- PIO/T #391-0472-3-40467 earmarked \$327,792 to fund short- and long-term training of Government of Pakistan officials under the Malaria Control II Project, under the Development Support Training (DST) Project.

AMENDMENT 6, April 6, 1989, provided incremental funding for long-term technical assistance by \$1,000,000 as follows:

- PIO/T #391-0474-3-90002 \$1,000,000

AMENDMENT 7, March 30, 1989, increased incremental funding for participant training by \$330,000 as follows:

- PIO/T #391-0474-3-90004 added \$330,000 in funds to cover the 17th and 18th 8-week sessions of the Intensive English Language (CIELS) instruction to prepare 130 GOP candidates for graduate studies in the United States.

AMENDMENT 8, April 27, 1989, created an additional budget line item, "In-Country Agricultural Training"; and provided \$400,000 for incremental funding of in-country agricultural training as follows:

- Changed Itemized Budget to include "In-Country Agricultural Training" and "Other Direct Costs" as separate line items.
- PIO/T #391-0467-3-90003 \$ 400,000

AMENDMENT 9, May 21, 1989, increased incremental funding for participant training by \$500,000 as follows:

- PIO/T #391-0492-3-70290/A1 increased funds by \$500,000 for about 15 long-term and 20 short-term private sector training participants under the Agriculture Sector Support Program (ASSP).

AMENDMENT 10, June 13, 1989, increased incremental funding for participant training by \$1,339,994 as follows:

- PIO/T #391-0474-3-60105/A12 increased funding by \$1,339,994 for participant training placement applications, tuition fees, books and maintenance allowance for Ministry of

Science and Technology (MOST)-funded participants of the Government of Pakistan.

AMENDMENT 11, June 28, 1989, increased incremental funding for participant training by \$1,000,000 as follows:

- PIO/T #391-0492-3-70291/A3 increased funding by \$1,000,000 for public sector participant training under the Agriculture Sector Support Program (ASSP).

AMENDMENT 12, June 26, 1989, increased incremental funding for participant training by \$325,339; and provided \$646,000 as ASSP's contribution for the Winrock contract as follows:

- PIO/T #391-0491-3-50288/A2 increased funding by \$325,339 to cover the cost of participant training made available to the public sector under the three components of the FSM project.
- PIO/T #391-0492-3-70441 earmarked \$646,000 as ASSP's contribution in support of Winrock's subcontract with AED.

During the present reporting period, the following amendments were issued:

AMENDMENT 13, September 17, 1989, increased incremental funding for participant training by \$11,251,987 as follows:

- PIO/T #391-0491-3-60267 and PIO/T #391-0491-3-80119 increased by \$239,887 and \$40,000, respectively, the funds earmarked for participant training made available to the public sector under the three components of the FSM Project.
- PIO/T #391-0469-3-70401/A1 increased by \$572,100 funds for participant training under the Development Support Training (DST) Project to finance training costs of anticipated participants against the Population Welfare Planning Project through PACD.
- PIO/T #391-0467-3-90015 and PIO/T #391-0489-3-90014 earmarked \$2,000,000 and \$1,400,000, respectively, for participant training under the Development Support Training (DST) Project.

- PIO/T #391-0492-3-90008 earmarked \$4,500,000 for public sector participants under the Agriculture Sector Support Program (ASSP).
- PIO/T #391-0492-3-90009 earmarked \$2,500,000 for private sector participants under the Agriculture Sector Support Program (ASSP).

AMENDMENT 14, October 2, 1989, increased incremental funding for participant training by \$302,680 as follows:

- PIO/T #391-0474-3-90004/A1 added \$302,680 to cover the 19th and 20th 8-week sessions of the Intensive English Language (CIELS) instruction to prepare 150 GOP candidates for graduate studies in the United States.

AMENDMENT 15, October 26, 1989, increased incremental funding for participant training by \$1,650,000; for in-country training by \$415,000; and for long-term technical assistance by \$4,500,000 as follows.

- PIO/T #391-0474-3-90001/A1 increased funds by \$1,650,000 for participant training and international travel costs for the period September 1989 through December 1989 (\$1,431,600 training, \$218,000 travel).
- PIO/T #391-0474-3-90002/A1 increased by \$4,500,000 incremental funding for long-term technical assistance.
- PIO/T #391-0492-3-90011 added \$415,000 in funds for in-country training courses under the Agriculture Sector Support Program (ASSP).

AMENDMENT 16, October 23, 1989, increased incremental funding for participant training by \$811,150 as follows:

- PIO/T #391-0473-3-70320/A1 and PIC/T #391-0473-3-80145 earmarked \$10,150 and increased by \$534,000, respectively, funds for the short- and long-term training plan of the Power Distribution Program.
- PIO/T #391-0480-3-70443 earmarked \$267,000 for long-term degree training in the United States for up to five (5) individuals from the Government of Pakistan agencies at the

Federal and Provincial (Sindh) levels under the Road Resources Management (RRM) Project.

AMENDMENT 17, November 6, 1989, increased incremental funding for participant training by \$2,522,213 as follows:

- PIO/T #391-0474-3-60105/A13 increased by \$2,242,213 the earmark for participant training placement applications, tuition fees, books and maintenance allowance for Ministry of Science and Technology (MOST)-funded participants of the Government of Pakistan.
- PIO/T #391-0474-3-90052 established incremental funding of \$280,000 for Agency-mandated Health and Accident Coverage (HAC) premiums for GOP Ministry of Science and Technology (MOST)- and Ministry of Education (MOE)-financed scholars while they are under USAID sponsorship.

AMENDMENT 18, December 7, 1989, increased incremental funding for participant training by \$1,487,480 as follows:

- PIO/T #391-0474-3-90056 earmarked \$177,480 for disbursement by USAID/Pakistan to cover the costs incurred during the processing and staging phase for 50 recipients of the 1989 Balochistan Scholarship Program.
- PIO/T #391-0481-3-60318 earmarked funds of \$1,310,000 for participant training under the Development Support Training (DST) Project for the period FY-88 to FY-93.

**C. SUMMARY OF CONTRACT EXPENDITURES THROUGH
DECEMBER 31, 1989:**

<u>Category</u>	<u>Budget</u>	<u>Year End Revised Cumulative To December 31, 1989</u>
Salaries	\$ 1,643,990	\$ 433,373.37
Benefits	281,792	112,677.03
Consultants	435,960	207,925.00
Travel/Transportation	343,735	133,333.56
Other Direct Costs	1,309,569	371,466.55
Indirect Costs		
Dollar Expense	979,502	352,457.08
Rupee Expense	0	97,430.32
Sub-Contracts	4,764,665	2,306,136.83
General & Administrative	95,294	46,122.70
Allowances	160,748	61,450.41
Equipment	231,000	96,071.37
Participants	52,137,868	16,606,665.43
Fixed Fees	99,295	11,803.99
TOTAL	<u>\$62,483,418</u>	<u>\$20,836,913.64</u>

VII. APPENDIX SHORT-TERM TECHNICAL ASSISTANCE

CONTRACT #391-0474-C-00-9154-00
DSTP II TECHNICAL ASSISTANCE

	DATE	DESCRIPTION OF TASK	CONSULTANT	AFFIL
	APPROVED			
1	02-23-89	TOTP/Assess. & Dev't of Trng Competencies Wrkp	Nancy Swing	AED
2	02-26-89	Wrkshp on Approaches to Language Teaching	Kathleen Graves	EIL
3	02-22-89	3rd IPSM Wrkshp for Grade 17 Officers/PAD	Elizabeth Kirkhart	AED
4	02-22-89	Trng Objs/Design for 2 Wrkps on Inst Strth'g	Larry Kirkhart	AED
5 A	02-26-89	3rd Phase Wrkshp on Comp. Based Trng & MIS	Fouad M. Nader	ADL
5 B	02-26-89	3rd Phase Wrkshp on Comp. Based Trng & MIS	Luis Jimenez	ADL
	05-05-89	Dev of Trnrs Manual for PAD (See T.O. #92)	Henry Sims	AED
6	02-26-89	Strategic Hum'n Resource Dev. Workshop	Lewis Ranbo	ADL
7	03-07-89	Dev Strats for Instit'n of Family Bus Prog in Pak	John Ward	AED
8 A	04-12-89	TOTP/Dev of Wom Trnrs for Wom in Manag Wrkshps	Hortense Dicker	AED
8 B	04-12-89	TOTP/Dev of Wom Trnrs for Wom in Manag Wrkshps	Nancy Swing	AED
9	04-12-89	3rd Wrkshp--Instruc'l Systems Design AAT1/PAD	Harold Bergsma	AED
10 A	04-27-89	Module A: Dairy Science	Thomas Winn	LOL
10 B	04-27-89	Module A: Dairy Science	Lisa Powell	LOL
10 C	04-27-89	Module A: Dairy Science	Art Hansen	LOL
11	05-15-89	Budg Proj's for ADL Assist/2nd Strat Plng Module	Robert Terry	ADL
12	04-17-89	2nd Workshop on Effectiv's of Supervisory Off's	Elizabeth Kirkhart	AED
13	05-16-89	Assessment of Require's for Integrated MIS	Kurt Moses	AED
14 A	05-25-89	Phase I of Master Trnr Dev Prog.	Ian Mayo-Smith	AED
14 B	05-25-89	Phase I of Master Trnr Dev Prog.	Heather Sutherland	AED
15	04-27-89	Pak Case Study Dev Wrkshp NIPA/Lahore	Gary McLean	AED
16 A	06-07-89	Module B: Dairy Product Marketing	Thomas Winn	LOL
16 B	05-31-89	Module B: Dairy Product Marketing	Peter Lytle	LOL
17	04-11-89	On the Job Assist to PAD Officers	Nina Powell	AED
18	05-05-89	Manag't Servic Div/Review Prog for Senior Exec's	Henry Sims	AED
19	06-06-89	Strategic Planning for Business Enterprises	Sabahat Rafiq	AED
20	06-07-89	CIELS Instructor	Dottie Steward	AED
21	06-07-89	CIELS Instructor	Judy Sharkey	AED
22 A	06-09-89	Family Business Seminar	Junaid Ahmad	AED
22 B	06-09-89	Family Business Seminar	Rahat Saghir	AED
23	06-13-89	Adv Course NIPA Wrkshp with Foreign Trav Content	Richard Fehnel	AED
24	07-20-89	Consultancy Development/PIM	Robert Wilson	ADL
25	07-21-89	Network for Enterprising Women	Alessandra Stewart	AED
26	07-21-89	Project Management for NGO's	Yvonne Hubbard	AED
27	07-22-89	Strategic Financial Management/PIM	John Edmonds	ADL
28	07-22-89	FTOT and TNA Workshop	Heather Sutherland	AED
29	07-22-89	Research Skills; NIPA/Karachi	Herb Davis	AED
30 A	08-20-89	On Farm Drainage Training	Willardson	UT St.
30 B	08-20-89	On Farm Drainage Training	Skogerboe	UT St.
31	10-09-89	FTOT and Effective Training Evaluation	Ian Mayo-Smith	AED
32	10-13-89	Strategic Marketing Program/PIM	Ed Felton	ADL
33 A	10-16-89	Irrigation I Course	Rick Allen	UT St.
33 B	10-16-89	Irrigation I Course	Kern Stutler	UT St.
34	10-17-89	Project Paper for DSTP II	Robert LaPorte	AED
35	10-25-89	KMC Assessment	Gerald Brown	AED

TASK ORDER #	DATE APPROVED	DESCRIPTION OF TASK	CONSULTANT	AFFIL
36	10-25-89	Needs Assess. & Design of Trg. of Mgrs for GOP	Robert Terry	ADL
37	10-26-89	Introduction to Entrepreneurship for Women	Hina Shah	AED
38 A	12-05-89	Master Entrepreneurship Training	David Schrier	MSI
38 B	12-05-89	Master Entrepreneurship Training	Alan Hurwitz	MSI
39	10-29-89	Diagnosing Organizational Performance Wkshp.	Orion White	AED
40	11-01-89	Women In Development Training	Cynthia McSwain	AED
41	11-89	Consultancy Skills in OO--AATI/Lahore	Elizabeth Kirkhart	AED
42	12-13-89	New ESL Coordinator	Patricia Johnson	EIL
43	11-28-89	Advanced Course Curriculum Revision NIPA	Pauline Arneberg	AED
44	09-27-89	Executive Development Workshop PASC/Lahore	Hank Sims	AED
45	12-11-89	Intensive ESL Teacher Trg. Short Courses	Grace Burkhart	AED
46	12-13-89	Case Development Workshop--NIPA/Lahore	Gary McLean	AED
47 A	11-30-89	Plant Maintenance Training	Thomas Winn	LOL
47 B	12-10-89	Plant Maintenance Training	Zaheer Babar	LOL

PD-1166-003

**DEVELOPMENT SUPPORT TRAINING PROJECT
PAKISTAN**

ADDENDUM TO THE

Eleventh Sixth-Month Progress Report

Reporting Period:
July 1 - December 31, 1989

Prepared by:

Academy for Educational Development, Inc.
Islamabad, Pakistan/Washington, D.C.

Subcontractors:

The Experiment In International Living
Winrock International
Arthur D. Little, Inc.

Submitted to:

U.S. Agency for International Development
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PARTICIPANT TRAINING, Washington, D.C.
The Experiment in International Living/Winrock International

A. STATISTICS FOR ACTIVE CASES

During the six-month period from July through December 1989, a total of 1776 participants were in some stage of placement or actual training. Fifty-seven percent of these participants were academic and 43% were technical. In addition, 32 participants were cancelled from USAID programs before their training began. This figure includes participants whose nominations had been received before July 1, 1989, as well as those received during this six-month period. Approximately 27% of all participants handled by PPTP were from the ARD projects. (Please see the attached appendix for a more detailed statistical summary by project.)

B. ORIENTATION

Arrival orientations were conducted in Washington, D.C. for 67% of all participants who began training programs in the U.S. between July and December 1989. (323 participants arrived to begin programs). The 3-day arrival orientation program conducted by the Washington International Center (WIC) was implemented with the participants spending 2 and 1/2 days at WIC and 1/2 day at the PPTP office. Participant response to the WIC program has been positive and PPTP plans to continue use of this program. The WIC orientation program which was designed particularly for the Pakistani participants is conducted for those participants who will be in training programs of 5 months or longer duration. An evaluation of the program was submitted under separate cover and USAID/HRD/Islamabad agreed to the continuation of the program.

C. CAMPUS VISITS

PPTP staff visited 50 universities and colleges during the July - December 1989 period. They met with 172 participants and their advisors to discuss academic progress as well as cultural and personal adjustment issues. The Program of Study form was discussed with many of the participants and advisors and PPTP explained the importance of this tool in monitoring academic progress. Individual reports from each visit were submitted to USAID/Islamabad for review and information. While each participant has his or her unique concerns, the overriding issues for discussion continue to be low allowance rates, cumbersome and unresponsive health insurance system, program extensions, and dependent certification procedures. However, academically, the participants seem to be doing well and, with a few exceptions, take their studies very seriously.

D. STAFF ACTIVITIES

1. Visitors

More than 20 training institutions sent representatives to meet with PPTP staff

to discuss training options as well as to meet new staff and review new developments at their institutions. In some meetings, actual placement cases were discussed and the representatives were able to hand-carry files for review to their admissions offices.

Mr. David Sprague, Chief of HRD/USAID-Islamabad, Mr. C. David Esch, Project Officer/HRD/USAID-Islamabad, and Dr. Hank Schumacher, DSTP-Winrock/Islamabad, visited the PPTP/Washington office. They met with staff to discuss various aspects of the participant training program and to bring their own perspectives to the placement and monitoring staff. These visits are very helpful in strengthening the communication between Pakistan and the U.S. and among the various components of DSTP.

2. Conferences, Workshops, Seminars

PPTP staff participated in the following activities:

NCIV Mid-Winter Seminar Information Workshop	L.Treleven
USAID/OIT Contractor Meetings	L.Bartlett, L.Treleven, P.Johnson, J . D a l e , L.Chubin, B.Barhyte
NAFSA Region VIII & IX Conference	M.Ketcham, B.Bolcik
WID Conference: "Development Challenge for 1990's"	K.Miller, D.Grammer

E. COMMUNICATION SYSTEMS

A system of bi-weekly telephone calls between the participant training offices in Washington, D.C. and Islamabad was instituted. These telephone calls have greatly enhanced the understanding of individual cases as well as broader policy and procedural issues. A telex confirmation of the time for the call and the topics to be discussed makes the use of the time more efficient. The system has worked extremely well even though it is sometimes difficult to get a clear line. We plan to continue this system.

Use of the facsimile machine has increased and has provided more timely responses on participant case questions. The number of successful transmissions has increased making the "fax" a more reliable form of communication. We anticipate continued use of the fax to convey and receive timely information.

F. BALOCHISTAN/MAKRAN PROGRAMS

By September 1989, all Balochistan II participants had begun academic programs and were no longer in English language training. Overall, the Makran and Balochistan students are doing well in their academic programs however, the issue of transfer credit

from Pakistan and necessary remedial courses is still being decided for many. The question of program extensions and the possibility of partially-funded status has come up and is being discussed with USAID/Islamabad. The participants are expecting to earn Bachelor's degrees but many will not be able to do so in the 2-year time frame of their scholarship. This has caused a great deal of concern among the participants and PPTP staff are trying to reassure them that this concern has been communicated to USAID.

This is the first year that the Mid-Winter Community Seminar was offered as an option for the Balochistan participants. About 30 expressed interest in attending and 26 actually registered. Those who did attend the seminars enjoyed them and found them a positive addition to their program.

Programs were completed by 8 Makran participants. Several came through Washington, D.C. enroute to Pakistan and met with PPTP staff. Their major concern is what employment opportunities will exist once they have returned to Balochistan. Most of them felt that their training was worthwhile but rather than leaving on a positive note, they begin worrying about unemployment before they have even departed. PPTP staff have conveyed this concern to USAID and are trying to address this in exit interviews. As the Balochistan III program is designed, the question of future employment should be addressed.

G. PROBLEMS, CONSTRAINTS, RECOMMENDATIONS

Each six-month report addresses a number of problems that seem to be on-going and inherent in the nature of this particular training program. It is worth noting here that the issue of insufficient leadtime and incomplete files has been addressed and PPTP has seen improvements in both of these areas. We recognize that there will always be exceptions and that we will need to respond to last minute requests but appreciate all efforts to keep these exceptions to a minimum. Projecting numbers of participants and timing of nominations continues to hinder efforts to plan and manage caseloads in the most effective and efficient manner. However, we understand that this is a problem of systems and regulations that are not within the control of the contractor team. We want it acknowledged as a constraint and will not dwell on it in this report.

For the purposes of this report, we have chosen a few problem areas which directly affect the participants.

1. Housing for Balochistan I & II Participants

Undergraduate participants are required under Handbook 10 rules to reside in on-campus housing and enroll in campus meal plans whenever available. The Balochistan participants have spent excessive amounts of time telephoning and writing to their PPTP Specialist about the problems they have living in dorms and eating cafeteria food. They claim religious and cultural differences make it impossible for them to live in dormitories and eat the cafeteria food. They also claim that their studies will suffer if they are forced to live under such conditions. Some of the participants have legitimate complaints because the college they are attending may not be equipped to

handle long-term residential international students or the participant may have a medical problem that warrants a different arrangement. PPTP has considered these cases and made recommendations to USAID for alternatives to the dormitory housing. However, once other participants learn that a colleague was able to move off campus, they persist with a myriad of excuses as to why they also must move off campus. Too much time is being expended discussing this issue.

Recommendation: A policy needs to be developed and shared with all Balochistan participants that will address this issue, allow for flexibility, and not be in conflict with Handbook 10 or other OIT policies. In the next month, PPTP will propose an alternative to the present policy and seek USAID-HRD/Islamabad concurrence.

2. Ministry of Science and Technology Program

The last six-month report documented this same problem but it is worth repeating because it has not yet been resolved. This is the problem of funding which will cease for MOST participants who have not yet completed their degrees. While it has been established that these participants can apply for partially funded status, basis for approvals, the question of PPTP's role in their program, and who will pay for the health insurance coverage remain unanswered. Added to these questions is that of employment. The MOST urges participants to seek assistantships and other employment as a means to fund their programs beyond the scholarship period but PPTP is then placed in the position of having to abide by OIT regulations regarding employment of participants. The tracking of employment and partially funded status requests is very time consuming and does not allow PPTP Specialists to devote as much attention to academic monitoring.

Recommendation: MOST and USAID/Islamabad should agree on the procedures and policies pertaining to participants finding themselves at the end of the scholarship funding period. These policies should be in accord with Handbook 10/OIT regulations. These policies should be communicated to PPTP as well as written guidance on PPTP's role in monitoring these participants.

Note: This is an issue of particular concern with the MOST scholars as opposed to USAID scholars because MOST continues to communicate directly with participants, sometimes bypassing the AED/Islamabad and PPTP/Washington offices, and offering guidance that is not in accord with Handbook 10/OIT regulations.

3. Program Extensions

Before OIT will sign an IAP-66A extension or extend HAC coverage, PPTP must provide proof that the extension has been granted. This is done by providing a copy of signed correspondence or a PIO/P amendment. In several cases, particularly with the MOST and MOE scholars, a program extension request is held for months in Pakistan with no answer given to PPTP. The participant's IAP-66A expires, the HAC coverage lapses and OIT reports show the individual as out of status.

Recommendation: Treat program extension requests as top priority. In the case of

MOST and MOE, USAID/Islamabad needs to enforce a deadline by which a decision is made on an extension. If a pending decision puts a participant out of status, USAID should make the decision for the MOST or MOE. This has not been as much of an issue with USAID-funded scholars.

HOME OFFICE COORDINATION

The Experiment in International Living

During July - December 1989, the EIL Home Office Coordinator's activities focused on program issues, staffing matters, and technical support as described below.

A. PPTP/DC PROGRAM ACTIVITIES

1. Recruitment, interviewing and orientation for EIL Home Office Coordinator

The Experiment screened more than 300 resumes for the successor to P. Johnson in EIL's DC office with responsibilities as HOC for PPTP and ESL/CIELS. Three finalists with extensive experience in international education and participant training were interviewed by Johnson and (Acting) Vice President/PIDT, Jennifer Froistad. Kevin Schieffer, the successful candidate, has come full circle with PPTP as he was its first Program Manager at the start-up of DSTP I. In the interim, Kevin has added to his expertise and experience as director of the Educational Programs Division of the Hariri Foundation, designing and managing training programs for participants on a university campus, and earning a D.Ed. in Adult and Continuing Education. EIL is happy and proud to welcome Kevin back. After a week of orientation in the DC office in December, Kevin assumes his full-time position January 8, 1990.

2. HOC participation in special meetings with Office of International Training Staff

a. OIT has recently created the position of "contractor liaison" on its staff. John Batelle, assigned to PPTP matters, visited PPTP, explained the position, listened to some of the concerns and questions voiced by staff, and announced his availability as initial contact person for future questions.

b. Prior to assuming his new position as USAID Project Officer in Islamabad overseeing the DSTP II, C. David Esch spent an entire day at PPTP being briefed by staff, answering questions and discussing policy issues.

c. OIT held two sessions of its Annual Participant Training Contractors' Conference, both of which were attended by the HOC and other PPTP staff representatives. Highlights of the issues discussed by OIT staff were the income tax issue and the use of HBCU's. USAID and NAFEO will be visiting Missions to encourage Project Officers and others to utilize HBCU's for participant training. They are also working together to help HBCU's develop training programs which meet developing nations' training needs.

3. The Pakistan Participant Training Program Staff Retreat

With the start of DSTP II, PPTP staff at all levels began to reflect and examine methods whereby project effectiveness could be furthered, staff morale could be heightened and preserved, and inter-staff working relationships could be enhanced. A working retreat, held November 1-3, provided an organized forum for developing plans to achieve these objectives.

After encouraging this endeavor, the Home Office Coordinator's main

responsibility was interviewing potential facilitators and explaining our needs and arranging for a site. Mr. Reid Melton and Mr. Gabby Lopez of the Coverdale Organization, Inc. were chosen to design and facilitate the 2 and 1/2 day program. Five working groups established plans for addressing areas identified by the staff as important to the smooth and efficient operation of the PPTP project. These areas included internal office communications, communications with the field office, interaction with the finance office, management of the workload, and staff morale. Outcomes of the retreat were presented to Peter Boynton and Martha Malcolm-Cooper at the closing session as well as in a written report.

B. ELT/CIELS PROGRAM ACTIVITIES

1. CIELS Staffing

Because CIELS anticipated a lack of qualified teachers for the July to September 1989 session, the HOC offered one-session teaching positions to two instructors who had been EIL teaching interns in the Winter session and made arrangements for their travel, etc.

Regrettably, there is no opening for an EIL intern for the Winter 1990 session but it is hoped that CIELS will be able to accommodate one or two instructors from EIL in the summer session. This cross-fertilization brings to CIELS fresh ideas and approaches, reviews of recently published materials and collegial assistance while providing the visitors with valuable overseas classroom experience and exposure to the problems and views of instructors in the field.

2. HOC "interns" at MAT

In preparation for her new position back at the helm of an ESL program, Patricia Johnson spent a week in the Master of Arts in Teaching (ESL) program at The Experiment. This further strengthened the link between MAT and CIELS. She observed, interviewed and selected an intern for CIELS, but, as mentioned above, ultimately no position was available.

3. English Language Training Advisor Orientation at CIELS

Preparatory to assuming the position of ELT Advisor vice Laurie Emel, the HOC traveled to Islamabad for her orientation to the various components of this position. A major focus of this orientation was continuing the development of the Balochistan III Program with its coordinator, the CIELS coordinator and the Cultural Awareness coordinator. Patricia Johnson replaces Laurie Emel as of January 1, 1990.

C. TECHNICAL SUPPORT

Book and TOEFL ordering continues apace. To date, 5885 TOEFL's have been ordered and shipped at a total expenditure of \$30,499. This is sufficient to cover in-country institutional testing through June 1990 at least.

More than 213 titles, selected by the teaching staff and the Cultural Awareness Trainer/Coordinator have been sent to CIELS for a materials cost to date of \$9,078.

APPENDIX

PARTICIPANT TRAINING STATISTICAL SUMMARY

BY PROJECT AND STATUS

July through December 1989

Project Name & Number	A. IN-TRAINING Status as of December 31, 1989			B. PENDING/ADMITTED/ DEFERRED/ON-HOLD as of December 31, 1989			C. COMPLETED/CANCELLED/ TERMINATED/SELF-TERM/ TRANSF. TO EMBASSY during six-months July - December 1989			D. ALL ACTIVE CASES Between July 1, 1989 and December 31, 1989 (total of A + B + C)		
	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL
Development Support Trng Prgm 391-0474 [U.S./3rd ctry]	234 / 1	16 / 1	250 / 2	81 / 0	196 / 22	277 / 22	46 / 2	185 / 61	231 / 63	364	481	845
Irrigation Systems Mgmt 391-0467	33	4	37	18	16	34	14	39	53	65	59	124
Population Welfare Planning 391-0469	5	0	5	0	15	15	0	3	3	5	18	23
Tribal Areas Development 391-0471	0	0	0	1	2	3	0	0	0	1	2	3
Malaria Control II 391-0472	6	0	6	1	2	3	0	10	10	7	12	19
Rural Electrification 391-0473	4	0	4	1	0	1	4	20	24	9	20	29
Primary Health Care 391-0475	0	0	0	0	2	2	0	3	3	0	5	5
Energy Planning & Development 391-0478	19	1	20	4	3	7	2	18	20	25	22	47

(Continued)

Project Name & Number	A. IN-TRAINING Status as of December 31, 1989			B. PENDING/ADMITTED/ DEFERRED/ON-HOLD as of December 31, 1989			C. COMPLETED/CANCELLED/ TERMINATED/SELF-TERM/ TRANSF. TO EMBASSY during six-months July - December 1989			D. ALL ACTIVE CASES Between July 1, 1989 and December 31, 1989 (total of A + B + C)		
	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL	Acad	Tech	TOTAL
Baluchistan Area Development 391-0479	12	0	12	0	0	0	8	0	8	20	0	20
Forestry Planning & Development 391-0481	8	0	8	1	2	3	1	31	32	10	33	43
Mgmt Agric Research & Tech 391-0489	62	0	62	1	9	10	1	9	10	64	18	82
Food Security Management 391-0491	19	3	22	3	21	24	1	24	25	23	48	71
Agric Support Services Project 391-0492	57	6	63	16	46	62	5	36	41	78	88	166
Ministry of Education	44	-	44	11	-	11	2	-	2	57	-	57
Ministry of Science & Technology	253	-	253	8	-	8	13	-	13	274	-	274
TOTALS	757	31	788	146	336	482	99	439	538	1002	806	1808