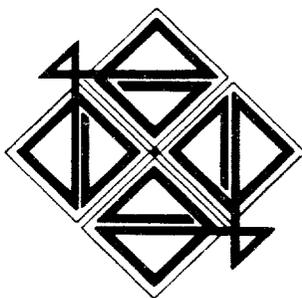


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Development Support Training Project USAID Mission to Pakistan

Participant Training Follow-Up Report Public and Private Sector Management 1983-1992



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Submitted to:

Office of Human Resources Development
U.S. Agency for International Development / Pakistan
December 30, 1992

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SUMMARY

In the past 40 years, the United States Agency for International Development and the Government of Pakistan have cooperated to strengthen institutional and human resources in Pakistan. This effort has been facilitated by the Development Support Training Project (DSTP) which spans the eleven years of 1983 to 1994.

Although a majority of its support has been for public-sector development, DSTP has allocated a portion of its resources to the development of private sector management.

The purpose of this report is to survey DSTP's record in promoting management skills through long-term academic training and short-term technical training, in both the public and private sectors.

Through DSTP, USAID has provided international training for 2,092 people in various fields of management. This has included 1,835 for short-term technical training and 257 for post-graduate studies leading to the Master's or Doctorate degrees. Approximately 80% have been from the public sector and 20% from the private sector.

The data show that USAID has been successful in its principal goal to strengthen human resources for public and private sector management. According to participant comments and responses to the surveys, Jefferson Fellows and Associates believe that they have been able to use most of their training, their training contributes to Pakistan's development, and a transfer of technology and skills takes place as a result of USAID training. Participants also indicate that training provides cultural enrichment.

The Background section of this report places DSTP in the context of past USAID support to management development, considers the current climate for investing in management training in Pakistan, and projects management training outputs of DSTP during the final two years of the project.

The section on Post-Training Survey Responses is the statistical analysis which graphs participant responses to assertions on the appropriateness and utility of training. Two principal variables were considered for this section of the report: sector (public or private) and type of training (academic or technical). The manipulation of these variables provides simple but useful information for understanding the contours of DSTP training and for drawing general conclusions. Brief accompanying narratives compare the responses of academic, technical, public and private sector participants to the overall sample.

The section on Participant Narratives and Interviews demonstrates various individual experiences and opinions on USAID training. The remarks have come to the Follow-Up office as survey narratives, letters or through interviews which have been conducted throughout Pakistan. These narratives and interviews have been organized under such headings as "How Useful is Training?", "Private Sector" and "Training and Development".

Overall, participant feedback indicates a perceived benefit from training in terms of professional development and enhanced confidence. However, a majority of participants are also able to identify constraints to the full utilization of training.

The Annex of this report contains graphs that demonstrate the contours of DSTP management training in terms of type of training, gender and geographical distributions. These graphs indicate that private sector participants account for 21% of all returned participants and women account for 12% -- more than the percentage of women currently represented in the management labor force. The 17% of DSTP academic scholarships for management that are offered to women surpasses the overall percentage of women that receive higher education in Pakistan. The provincial distribution of returned Fellows and Associates is also addressed in the Annex and indicates that DSTP has successfully favored the lagging areas of Sindh, Baluchistan and the North West Frontier.

BACKGROUND

USAID's Development Support Training Project has funded training for 2,092 people in public and private management. Of this number, 257 or 12% have completed post-graduate studies leading to the Master's and Doctorate degrees. Of these Jefferson Fellows and Associates, approximately 80% have been from the public sector and 20% from the private sector. Approximately 12% of DSTP's scholarships for management have been provided to women.

In the 1950s and 1960s, USAID assistance was instrumental in the establishment of the Pakistan Administrative Staff College, the Pakistan Academy for Rural Development, the Institute of Business Administration (University of Karachi), and the Department of Administrative Sciences (University of the Punjab). During this period, USAID also assisted in developing branches of the National Institute of Public Administration.

In the 1970s, USAID continued to support training for public administrators through the Government Administrative Staff Improvement Project.

In the early 1980s when DSTP was being formulated, Pakistan was moving away from the nationalization policies of the 1970s. Therefore, when the project started in 1983, it included a private sector component. In addition to providing international training, DSTP has trained over 4,000 public and private sector managers within Pakistan and has provided assistance to the Lahore University of Management Sciences, Pakistan's foremost private, post-graduate school of management.

In the 1980s, Pakistan's economy grew at an average annual rate of 6.3% against a comparable population growth rate of 3.1%. Favorable economic growth rates have continued into the 1990s. Demand for skilled managers continues to grow, both in the private sector, which is responding positively to government policies and in the public sector, which is increasingly challenged to improve efficiency. A reflection of the current government's economic liberalization is the recent finding of the Pakistan Manpower Institute that entrepreneurship is the single greatest contributor to employment generation in the national economy. In a comment related to DSTP, the Pakistan Academy of Educational Planning and Management recently noted that management training is the most critical sector for national development.

Pakistan's Eighth Five Year Plan (1993-1998) projects annual growth in non-agricultural sectors of between 5% and 8%. An estimated 30 million jobs will be created in trade, services and administration. Sectors of rapid growth will be in the urban centers and include sales, consultancies, engineering, information, electronic and construction industries. These are all complex enterprises requiring manpower with formally-learned skills.

In the remaining two years of DSTP, an additional 188 Fellows and Associates will complete management training, bringing the total number of DSTP participants to 3,161 and comprised of 681 Fellows and 2,480 Associates.

Over the next two years, Follow-Up will study and support the investment USAID has made in human resources development. This will include professional networking, and fostering cooperation between business, government and research.

POST-TRAINING SURVEY RESPONSE

Introduction and Summary

This study addresses over **200** returned participants who completed training under the Development Support Training Project (DSTP/0474). The information they provided was configured into approximately **10,000** pieces of data for the statistical analysis used in this report. This pool of participants, their responses, the information compiled and their random selection, provide a profile of participant attitudes toward DSTP's international training.¹

With varying intensity, there is a general belief among returned participants that international training is professionally useful and contributes to Pakistan's development. This perception is relatively widespread and indicates that participants feel strongly about the potential transfer of their training, technology and skills.

After returning to Pakistan, participants are able to use their skills. When asked whether co-workers and supervisors were interested in or receptive to new ideas gained from training, the responses were overwhelmingly positive. The survey has demonstrated a pattern of satisfaction with training, and participant interviews and narrative statements tend to corroborate the statistical information.

The impact of returned participants who are able to introduce information and skills in the work place is important for enhancing the investment that has been made through training. The success of academic participants that have been able to disseminate their expertise through journals, conferences, seminars and lectures is also an indication that USAID training is reaching more people than the participants themselves.

DSTP training in management, business and public administration has been consistent with Pakistan's manpower needs as determined by the World Bank, the Pakistan Ministry of Manpower, independent researchers and the original negotiations between the governments of Pakistan and the United States. Based on the feedback from returned participants, manpower needs are being met in areas that could lead to the continued economic development of Pakistan. USAID's efforts to provide skilled managers and administrators are extensive, however, there continues to be substantial demand for manpower in these important areas.

¹ To generate the data, participants were requested to judge the validity of assertions directed at their training. Responses were made on a scale of **1** to **5** (**1** Not True; **2** Marginally True; **3** True; **4** Very True; **5** Extremely True). In the analysis which follows, respondents indicating a number from **2** to **5** to an assertion are said to **Agree**; the level of their agreement is indicated by an average of their responses from **2** to **5**. Those responding **1** to an assertion constitute the group who **Disagree**.

Training Appropriateness

To determine the extent to which participants were placed in suitable programs, respondents were asked to judge the appropriateness of their training.

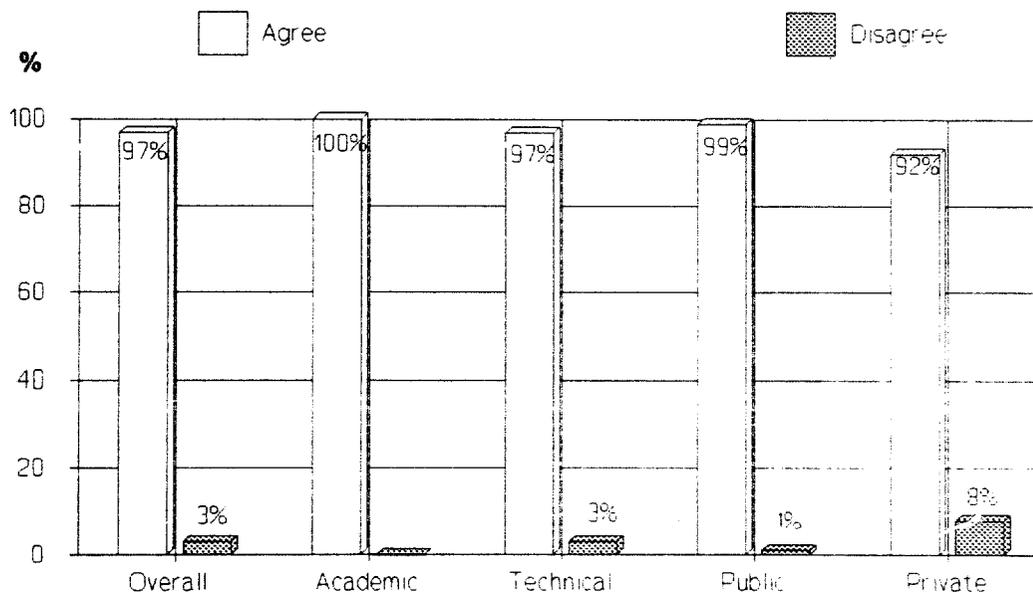
The data represented in Figure 1 indicate that 97% of all participants were satisfied with their placement. Eight percent of private sector participants were disappointed in their placement versus one percent of those from the public sector. All academic participants indicated satisfaction.

On a scale of 2 (Marginally True) to 5 (Extremely True), the "Overall" level of agreement to this assertion is 3.8.

You were placed in an appropriate training program

Fig. 1

(Overall level of agreement: 3.8)



Observations

Pre-placement counseling and thoroughly completed Applications for Training (AFT) are important for correct placements. The AFT is designed to provide important placement information, however, there may be a tendency on the part of nominees to neglect the details of their training objectives or to discuss their objectives in general terms. For accurate placements, it is important that USAID or the contractor have detailed training objectives and nominees are not permitted to submit incomplete AFTs.

The second page of the PIOP is one of the most important means for determining the project's training objectives. This page must be sufficiently detailed to ensure the accurate placement of participants.

Participants have mentioned that the time between their nomination and eventual placement is inconveniently long. This is particularly the case with academic placements. Testing procedures could be completed before nominations are accepted by USAID. The nominee could be required to take the TOEFL and GRE/GMAT before nomination by his department. This would involve testing all those who want to be considered for training and would create a pool of qualified nominees from which the provinces and Ministries could draw. Placing this responsibility on the government of Pakistan has two principal advantages. First, it would place the testing procedures in the GOP nomination system. This information could then be used by the government of Pakistan to improve its selection and nomination process. Second, it stems the nomination of unqualified candidates and allows more time to concentrate on the correct placement of qualified nominees.

The Use of Training in Pakistan

When asked to respond to the assertion that they have been able to use *most* of their training in Pakistan, the overall response was overwhelmingly positive. As Figure 2 demonstrates, **94%** of respondents indicated that they were able to use most of their training in Pakistan, **97%** of academic participants and **93%** of technical participants have been able to use most of their training. **95%** of public sector and **89%** of private sector participants use most of their training.

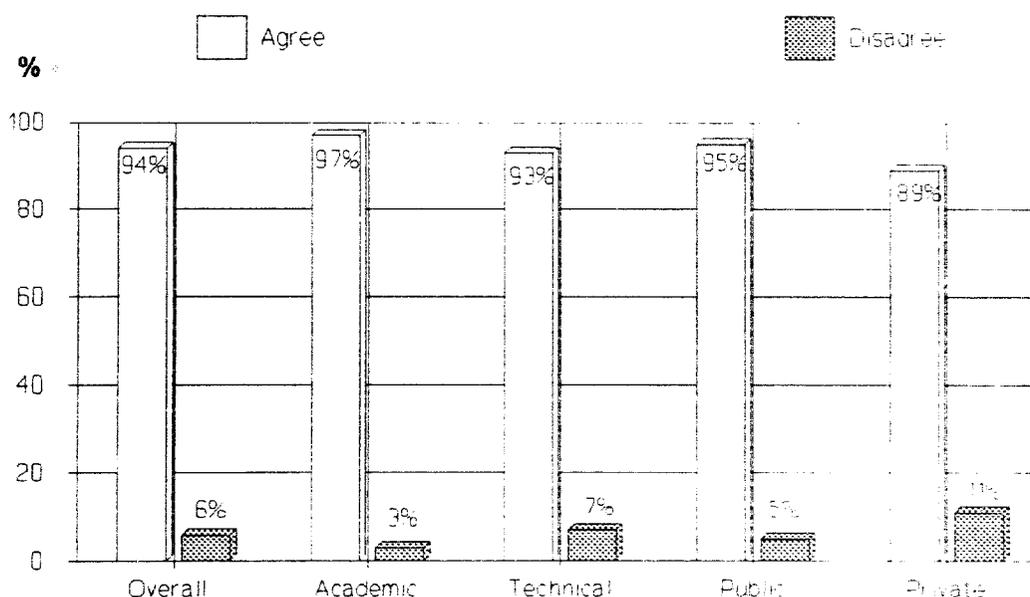
To enhance the use of training, the nomination process could be designed to focus on individuals in strategic positions who by sheer authority or influence can enhance the application of training and promote innovation.

Pre-return training was provided under DSTP for a number of agriculture sector participants. This type of program can facilitate the post-return application of training by teaching techniques for pursuing change in tradition-bound institutions.

On a scale of 2 (Marginally True) to 5 (Extremely True), the "overall" level of agreement to this assertion is 3.2.

You have been able to use most of your training in Pakistan

Fig. 2 (Overall level of agreement: 3.2)

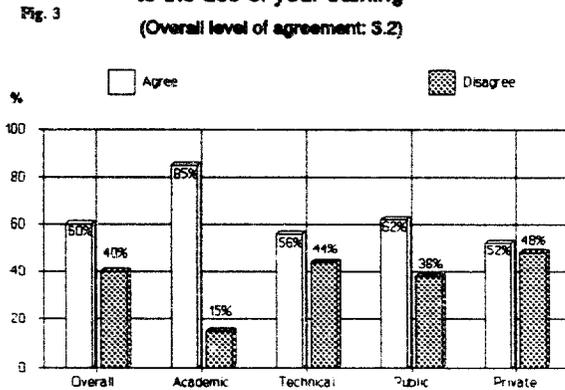


Observations

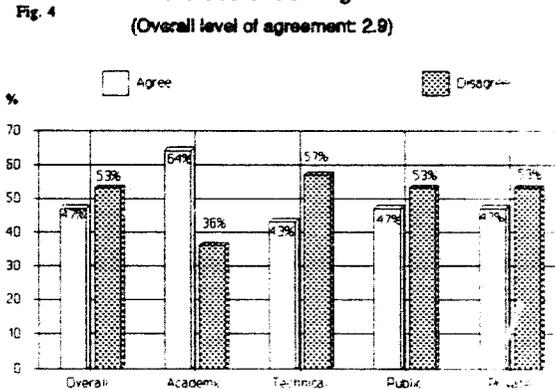
Although there is a high percentage of participants that are able to use most of their training in Pakistan, many participants face obstacles. These may be bureaucratic, lack of technology or capital, resistance to new ideas or professional misplacement. In some cases, training has simply become outdated.

Additional data used to determine participant attitudes toward the use of training stem from responses to six assertions graphed below.

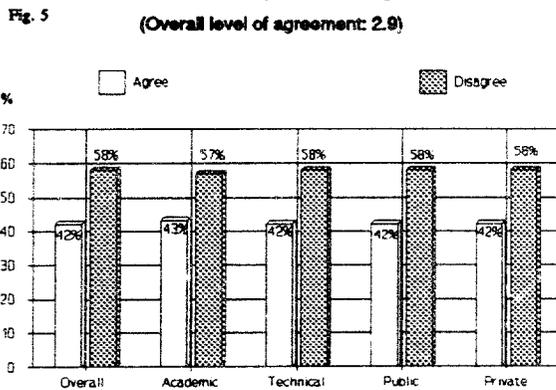
There have been bureaucratic impediments to the use of your training
 (Overall level of agreement: 3.2)



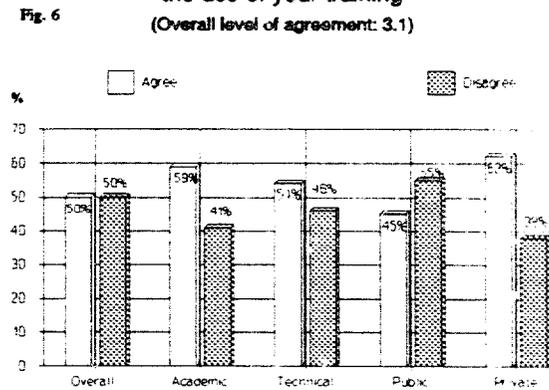
Lack of technology has impeded the use of training
 (Overall level of agreement: 2.9)



Resistance to new ideas has prevented the use of your training
 (Overall level of agreement: 2.9)

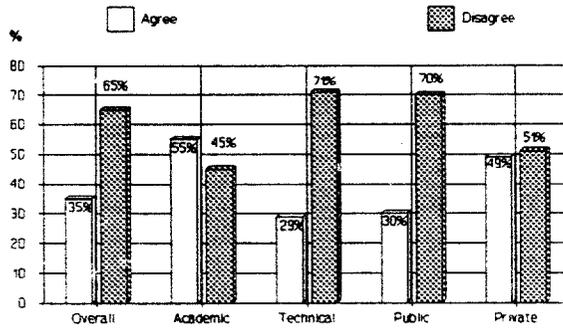


Lack of capital has prevented the use of your training
 (Overall level of agreement: 3.1)



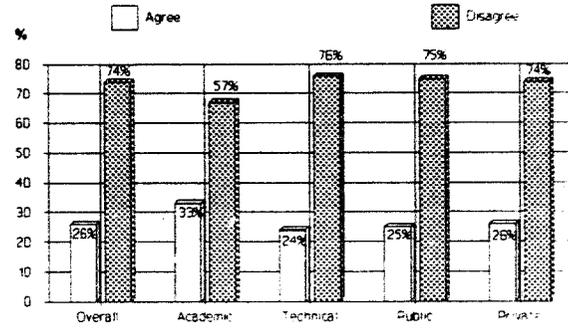
Training was satisfactory but you have been professionally misplaced in Pakistan
 (Overall level of agreement: 2.8)

Fig. 7



Training has become out-dated
 (Overall level of agreement: 2.6)

Fig. 8



Technology and Skills Transfer

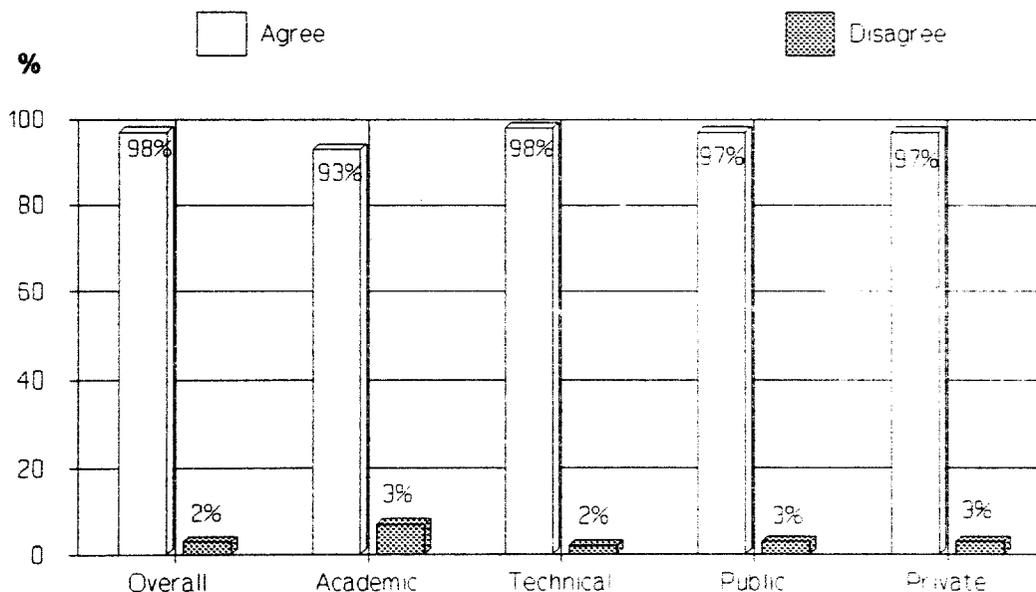
Figure 9 demonstrates that overall, **98%** of respondents believe training promotes the transfer of skills and technology to Pakistan. This is important for sustaining USAID's investment in training and perpetuating skills that will promote long-term development. There are various ways in which technology and skills may be transferred but perhaps one of the most effective means is through the work place. Several graphs at the end of this section indicate that co-workers and supervisors are receptive to and interested in the overseas training experience of participants. The survey data also indicate that participants are able to introduce their co-workers to skills learned in training.

On a scale of **2** (Marginally True) to **5** (Extremely True), the "Overall" level of agreement to this assertion is **3.7**.

Training promotes the transfer of technology and skills to Pakistan

Fig. 9

(Overall level of agreement: 3.7)

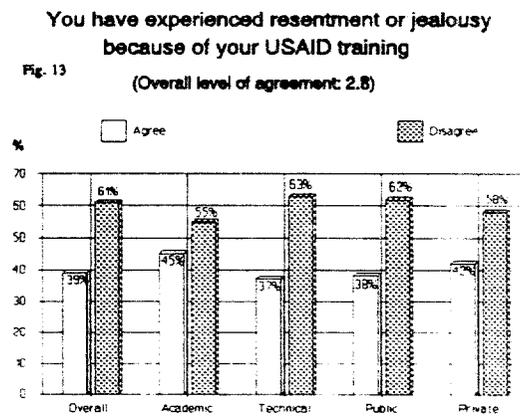
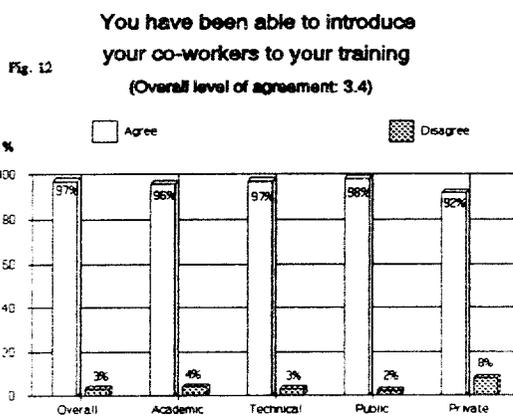
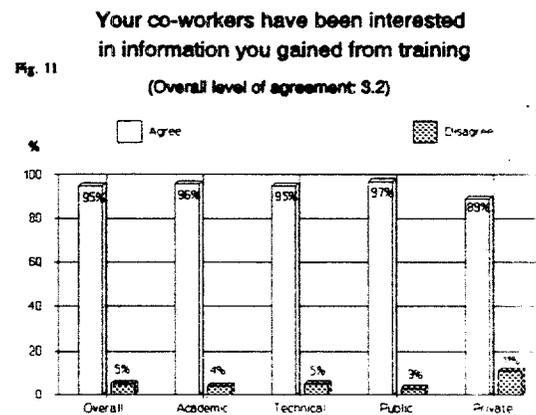
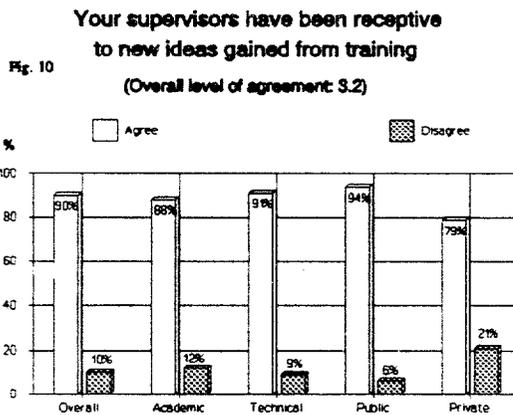


Observations

The transfer of technology and skills is important for sustaining the training investment USAID has made in Pakistan. For the purposes of this study, participants were asked to consider how receptive their co-workers and supervisors are to new ideas.

The data indicate that in the work environment, co-workers and supervisors are receptive to the transfer of skills and ideas. Moreover, a majority of participants do not feel that they have encountered jealousy or resentment because they had USAID scholarships. Although the majority does not sense jealousy or resentment, the data indicate that a significant percentage does and this could impede the transfer of technology and skills.

Additional data used to determine participant attitudes toward their co-workers and supervisors stem from four assertions graphed below.



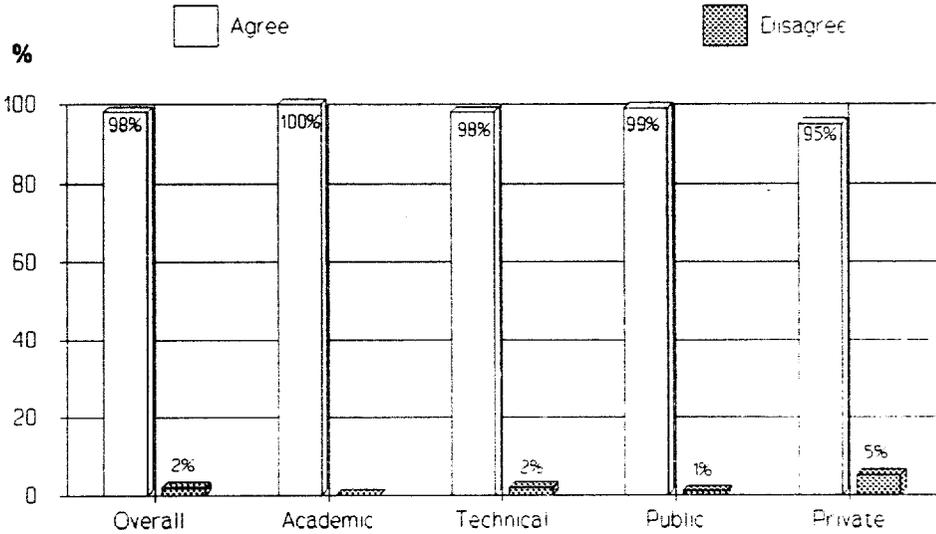
Development Contribution

The previous data lead to the most important aspect of training -- its contribution to development. In some cases, participants may learn to construct better roads, in other cases they may become better administrators, managers or teachers and in still other cases participants may believe that their experience abroad has socialized them to become better professionals or citizens. How one defines development, therefore, will determine the extent to which he feels his training contributes to Pakistan's development. When asked to consider the assertion "Training contributes to Pakistan's development", the response was overwhelmingly favorable. Across sectors and types of training, there was widespread consensus that USAID training fosters development.

On a scale of 2 (Marginally True) to 5 (Extremely True), the "Overall" level of agreement to this assertion is 3.7.

Training contributes to Pakistan's development

Fig. 14 (Overall level of agreement: 3.7)

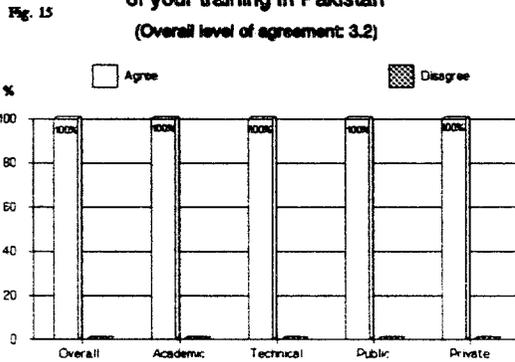


Observations

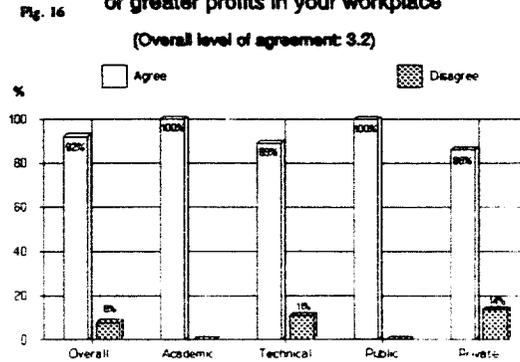
The data indicate that the fundamental goal of DSTP is being achieved. The recommendation at this point would be to continue administering training in much the same manner with attention to such areas as participant-supervisor cooperation, institutional uses of participant skills and USAID's involvement in professional support for returned participants through follow-up and follow-on activities.

Additional data used to determine participant attitudes toward the use of their training stems from responses to six assertions:

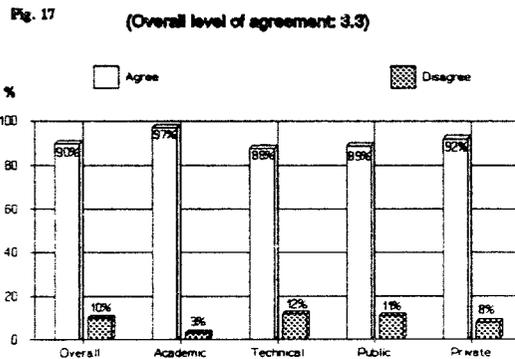
You have been able to use MOST of your training in Pakistan
(Overall level of agreement: 3.2)



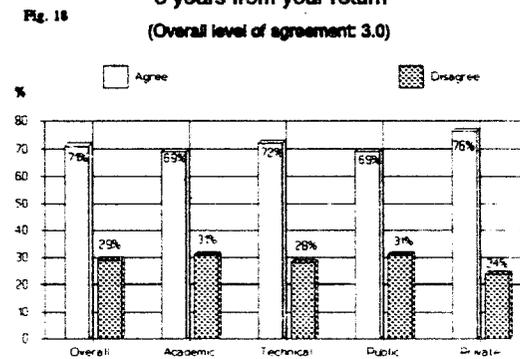
Training has resulted in better management or greater profits in your workplace
(Overall level of agreement: 3.2)



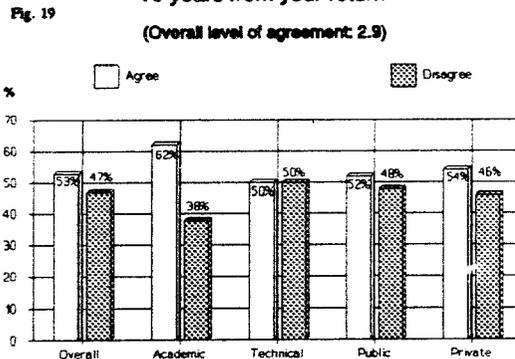
Training has increased in relevancy
(Overall level of agreement: 3.3)



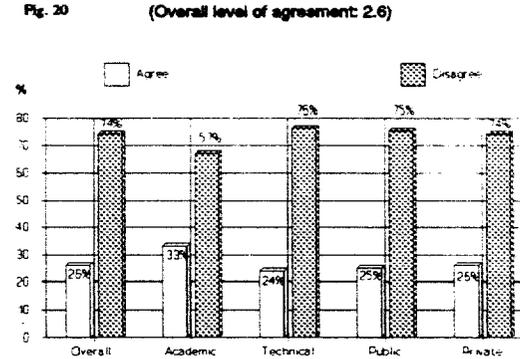
Training will be useful 5 years from your return
(Overall level of agreement: 3.0)



Training will be useful 10 years from your return
(Overall level of agreement: 2.9)



Training has become out-dated
(Overall level of agreement: 2.6)



PARTICIPANT NARRATIVES AND INTERVIEWS

This section includes participants' reactions to training as expressed on the survey questionnaire and in personal interviews.

Participant statements are useful for understanding the range of individual experiences and opinions with respect to overseas training. These statements also help to determine the domestic impact of international training. Some of the statements express gratitude others express the extent to which their training is applied in Pakistan and still others remark on the quality of institutions and faculty. Research presented at conferences and publications mentioned by several returned Fellows and Associates are important for fostering the transfer of technology, information or skills. Some participants have delivered lectures or conducted courses on the subject of their training. In other cases participants discuss how they have been able to apply their training, their promotions or ways in which they have been recognized for outstanding achievements related to their USAID scholarship. Respondents have also given reasons they have not been able to use their training in Pakistan and some of the obstacles they encounter.

The following statements are a few selected remarks from participants whose scholarships were funded under the Development Support Training Project and who studied various fields of management, business or public administration. Although these are not all the commentaries that have come to Follow-Up, they are representative of the opinions which are typically expressed.

How Useful is Training?

According to the data, most participants find that when they return to Pakistan, they are able to use most of the training they received in the United States.

A mid-level official in the public sector who studied management at the University of Connecticut noted: "Some of my significant achievements related to USAID training include the development of personnel policies and procedures. I have designed employee orientation programs based on my experiences in the United States. I have developed a management skills inventory based on the model at one of the organizations I visited during my training. The materials I brought back with me from the United States have been used for training sessions I have conducted and they still serve as resources for many of my job assignments."

A mid-level government official who completed a Master's degree in Economics at Vanderbilt University indicated: "Being a member of the Economic Group under the Planning and Development Division of the federal government, my main function is to formulate national annual and five year plans, annual budgets, industrial and agricultural policies and to promote infrastructure development in the country. The new methods and technology in the field of economics being adopted in the United States, will be very useful for the overall development of my country."

In a personal interview, a mid-level government official, noted that since completing a Master's degree in Public Administration at Harvard University, he has been able to revise the codes on Mountaineering Rules and Regulations by introducing more environmentally sound policies for the northern areas of Pakistan. These revised policies have been approved by the Minister of Tourism. He has published two papers in Pakistan: the first was a research paper he completed in a course on marketing at the Harvard Business School; the second is a research paper he completed on the American market for tourism in Pakistan.

In another personal interview, an upper-level private sector participant noted that he was satisfied with his training program but particularly so with management information systems and project development systems which he studied at Colorado State University. During his courses, he successfully developed a project in which he outlined the design of a small industry using new computer software which he will be able to utilize in Pakistan. As a result of his training, he feels he has an advantage over his co-workers and that he will be able to introduce them to new ideas. His skills have been recognized by his superiors and he has been assigned the task of developing a management information system for Bankers Equity. He is satisfied that his supervisors will continue to support his efforts to introduce new techniques.

A mid-level government official who completed a Master's degree in Public Administration at the University of Connecticut, indicated on his survey: "On the basis of my degree, the Civil Services Academy in Lahore wanted to use my expertise. For approximately four years I programmed, executed and monitored the specialized training of the District Management Group which is an elite cadre of the Federal Civil Service in Pakistan. During this posting I was also invited to become a visiting instructor for the Master's program in public administration at the University of the Punjab where I taught courses in public administration and organizational theory. The feedback has been very good and I have been consistently ranked very high by the students."

Skills and Information Transfer

In many cases, returned participants are able to disseminate the skills or knowledge they gained from training by teaching, publishing post-graduate research, presenting papers at professional conferences, conducting seminars and lectures or introducing concepts to their co-workers and supervisors. The successful dissemination of skills and information can multiply the effectiveness of training and sustain the investment USAID makes for the training of individuals. The achievements of some former participants is impressive and it can be assumed that the benefits of their training is shared by many.

A private sector participant who completed technical training in Management at the University of Pittsburgh and heads his own management consultancy, indicated: "Most importantly we are a model organization and have evolved as a result of AID activities in Pakistan. I have set up a management training institute known as the Society for Urban and Rural Entrepreneurship. We are a private organization offering management services and conducting international market surveys. We are entirely self-financed without support from any donor agencies. However, our major area of activity is conducting management training programs. For the last two years we have conducted numerous export management programs, general management and entrepreneurship programs throughout the country and for such organizations as the Pakistan Institute of Management, Pakistan Institute of Entrepreneurship Training, Punjab University's Department of Administrative Sciences and the Gujranwala Chamber of Commerce and Industry. We strongly feel committed to educating the business community and future generations. That is the only way that Pakistan can come out of the mire that it is in.

A mid-level government official who studied public management at the University of Connecticut mentioned: "I have opted for an academic setting to utilize my new learning and capacities. During four years as a faculty member I have been able to introduce case-study methods in the training program of the District Management Group at the Civil Services Academy (which provides initial basic training to university graduates selected competitively at the middle level of the federal civil service). Over the last three years I have, to the best of my ability, spread the value of rationality and efficiency to counter balance traditions and personal and family interests. Feedback from students has been encouraging and satisfying."

A mid-level official in the federal government noted: "After completing a Doctorate in Economics at Vanderbilt University, I returned to my post at the Pakistan Institute of Development Economics. The Ministry of Labor and Manpower in the Government of Pakistan's International Labor Office held a joint conference where I contributed a paper entitled 'Linkages between Labor Policy and Economic Development'.

For the 8th Annual General Meeting of the Pakistan Society of Development Economists in Islamabad, I submitted a paper entitled 'Ricardian Equivalence: Some Macroeconometric Tests for Pakistan'. This paper deals with measurements of the relationship between fiscal deficit and public debt and the level of consumption and saving in Pakistan.

I have delivered lectures on 'Savings in India and Pakistan: A Macroeconometric Analysis' to senior officers of the Government of Pakistan's Planning Commission; 'Fiscal Policy and Resource Mobilization in Pakistan with an Emphasis on Current Budgetary Reform' at the National Institute of Public Administration in Lahore; 'National and International Economic Scenario and Implications for the Banking Industry' to the Staff College of the National Bank of Pakistan; and 'Development Planning and Strategy in Pakistan' to the participants of the WAPDA Training Academy."

Senior-Level Participants

DSTP funds training for senior professionals in federal and provincial governments or in the private sector. The investment in their scholarships is multiplied whenever these senior administrators are able to use or otherwise introduce their training in the work-place.

"I completed a Master's degree in Business Administration at the University of Bridgeport. Since my return to Pakistan in 1989 I have had many responsibilities. As Director of the Performance and Evaluation Cell for the federal government, I conducted the performance evaluation of public sector commercial enterprises. This included the Overseas Pakistan Foundation, Wah Nobel Industries and the performance evaluation of corporations under the Ministry of Production. As Controller of the Ordnance Factories accounts, a special assignment was to determine factory overhead and make recommendations. As a financial advisor I am responsible for budgeting, project planning and evaluation, and procurement of stores, plants and machinery for ordnance production.

Let it be said that my effective contribution in these areas is mainly due to the MBA I earned in the United States."

"Since my return from a training program in Management at the University of Pittsburgh, I have been responsible for the preparation of the 7th Development Plan in the education sector. I have prepared the agenda for development for 1988 to 1993 for the education sector and am responsible for a portfolio of projects for foreign assistance for 1992 to 2003. I have made a major contribution in the preparation of the Draft for a New Education Policy of Pakistan and the Action Program for the New Education Policy for 1992 to 2003."

"I shall frankly express in brief, that my short training in Public Administration at the University of Connecticut has gone a long way toward improving my understanding of the systematic management of public affairs. The conflict resolution sessions have been particularly helpful to me in solving complex problems in the Karachi Development Authority during my tenure as Project Director."

"When I returned from short-term training in Management at George Washington University, I was posted as Director of the Punjab Audit and Accounts Training Institute. During the last four years I have completely changed the complexion of the institute. As many as eight training courses are conducted at the institute annually. In conducting these courses I have benefitted from the training methods used by my learned professors and teachers at George Washington University."

"On my return from training in Management at Arthur D. Little, I presented a report to the Auditor General on my training and suggested a number of ways to improve human resources management practices. The Auditor General appreciated my report and asked me to make a presentation on the subject to all top senior managers of the department. I emphasized that planning, recruitment, placement, training and motivation could be helpful to the department for improving efficiency. Subsequently I was able to write a number of job descriptions and helped the Auditor General issue policy statements on training. I developed a human resource plan for the entire department and presented it to top managers. I also developed a training plan for all levels of employees including a foreign training plan. By virtue of this plan a large number of officers in the Department received training in the United States and other countries under USAID. Training was indeed very educational and rewarding for me. Thank you USAID."

Private Sector

Participants in the private sector have found that their training has been useful in Pakistan. This should be especially satisfying to USAID and the GOP where emphasis has increasingly been placed on the expansion of private enterprise and denationalization. The remarks from participants in the private sector seem to indicate that industry is becoming increasingly dynamic in Pakistan. The data and these statements seem to affirm the success of DSTP's Private Sector Scholarship Program.

A mid-level member of a law firm noted: "The law training program which I underwent at the Franklin Pierce Law Institute was unique because few people are aware of the importance of intellectual property rights. One of the main concerns in the US today is to protect patents, trademarks and copyrights from infringers. I studied for a complete six-month semester and spent one month training in the law offices of Dennison, Meserole, Pollack and Scheiner.

With the background I have gained from my scholarship I am a consultant to the Registrar of Trade Marks regarding the revolutionary changes to be made in the present Intellectual Property Rights Act. In the recent Uruguay round of GATT talks, the Americans have been very much interested in registering US trade marks and providing protection for US trade marks and copyrights in Pakistan."

A General Manager of a company remarked: "Following my training in marketing at Boston College, I enjoyed several accomplishments in Pakistan. At Top Juices, I introduced fruit squashes in one liter glass bottles at the price of traditional squashes in 735 millimeter bottles. This strategy was a variation on a product differentiation concept I learned while on my USAID training course and was very successful with consumers. Since 1989, our squash sales have increased by 100 per cent. Our company has also introduced premium quality juices in non-return glass bottles. This strategy repositioned Top Juices in the cold drink market and improved our brand name and corporate image. These were major achievements made by our company with the help of the training I received in the United States."

The Chief Executive Officer of a private company who studied executive development at the University of Houston noted: "Since my return, I have been responsible for the establishment of a soda plant in Pakistan. My firm, in collaboration with an Australian company, has also been awarded the contract for construction of the Lahore-Islamabad motorway project. This project is the most advanced and important project of its type in Pakistan and will provide the country with its first legitimate motorway. As a managing partner of the firm, I made a major contribution in getting this project for the company."

The Manager of a private company noted: "The management training program at Arthur D. Little was very useful, instructive and practical. The application of modern management tools in actual project management work assigned to me gave extremely efficient and positive results. In recognition of this performance I was subsequently promoted to the post of General Manager responsible for implementation and operation of a 250 million rupee Coated Paper Manufacturing Project. This project is now nearing completion."

In a personal interview, the Senior Vice President of a company spoke of his current occupation. Several months following his return from training at the International Development Law Institute in Rome, Italy, he was promoted to Senior Vice President. He is currently responsible for the litigation department of the National Development Finance Corporation where he identifies defaults and litigates cases in civil courts for the recovery of loans. Based on several new ideas he gained from his training, the Development Finance Corporation has organized a new department for settling cases without resorting to the courts. This has improved the rate of settlements and shortened the time for litigation.

Obstacles to the Use of Training

Despite the very favorable response from participants indicating that they have been able to use their training, there are a number that have faced obstacles. The obstacles may be lack of capital, resistance to new ideas or lack of technology. Bureaucratic indifference or inertia can also impede the transfer of technology and skills.

A private sector participant in the mid-level of his company noted: "I studied for an MBA in marketing at Drexel University, however, my main area of interest, consumer marketing, is not sufficiently developed in Pakistan, nor are the advantages of market research very well understood. Thus, I have ended up not using the basics in which I was trained. I would say that the whole experience of the USAID scholarship was useful to the extent that it increased my status professionally and made my resume look better than before."

A mid-level public servant who studied project design and analysis at the University of Connecticut noted: "Upon returning to my country I tried to discuss my training program with my superiors. I met the appropriate authorities and tried to discuss my training in my department and submit a report but nobody was interested. The report is still lying on my shelves. Either USAID should send the reports and other documents to our country and provinces directly or the agency should inform the department concerned about the successful training of each participant and his potential utility. The department, upon the participant's return, should make the participant responsible for submitting a report along with his comments and suggestions for using the participant's skills."

A mid-level government official has mentioned: "I have not been able to use my management training from the Asian Institute of Management due to the prevailing conditions in the public sector. There is a lack of discipline, an antiquated system, poor management, inappropriate posting and apple polishing. Under these circumstances, it becomes very difficult to introduce new ideas for the improvement of management."

A private sector participant in the mid and lower level of his company noted: "I gained useful engineering training at the University of Ohio during my short program in the United States but unfortunately could not make use of my training due to the non-receptive environment I found in Pakistan. I tried to bring myself out of the quagmire of obsolete and abandoned ideas in my original profession but was never supported in my efforts. I had to compromise with the prevailing conditions in Pakistan and was not able to make any fruitful contribution when I returned."

A mid-level public sector participant who studied project design at the University of Pittsburgh mentioned: "In our bureaucracy, training does not provide an advantage or lead to promotions. I believe that the social and cultural interaction during the training period contributes much more to our understanding than the specific course content."

Placement

Placement in institutions with appropriate programs and faculty is fundamental to the successful training experience. In some unfortunate cases where participants have been misplaced but trainers were very good, the scholarship has been salvaged as a worthy and professionally enriching experience. The following remarks are from participants that were particularly satisfied with the institutions they attended and the faculty with which they worked.

A mid-level public sector participant who earned a Master's degree in International Relations at Columbia University, noted: "The most significant achievement in this training for me was meeting the renowned scholars teaching at Columbia University. I gained a lot from their discourse and their presence was a constant source of inspiration.

I found the university the most conducive atmosphere for academic pursuits and this program has motivated me to know the latest theoretical developments in my field."

An upper-level government official who completed an MBA at John F. Kennedy University, noted: "My USAID sponsored academic program for an MBA was a wonderful and unforgettable experience for me. The curriculum of study was perfectly suited for my needs. The cross-cultural experience at the university provided me with a better understanding of America and Americans. Exposure to the latest technology, particularly computers, was amazing to me."

A mid-level public sector participant who studied management at the University of Pittsburgh mentioned: "The International Management Development Institute at the University of Pittsburgh conducted the course very successfully and I think they succeeded in achieving the aims and objectives set out for the course. Activities such as local trips, visiting local associations and arranging a visit to Canada gave more information and experience. I pay many thanks to all those who were directly or indirectly involved in conducting the training course. Since returning from training, I have been promoted from a grade 17 to a grade 18 position."

A mid-level public sector participant who studied management mentioned: "I feel that the training program at California State University was very well organized and AED did a good job of placing me in an appropriate institution. It was a good experience to study in the business program at CSU. All the faculty members and the Chair of the department helped me and made my stay and training experience very pleasant. Living and learning in the US was really a wonderful experience for me and all the people I met in that country were helpful."

A senior-level civil servant in the federal government, has noted: "The management course I attended at George Washington University was conducted by a professor who was a learned and enlightened person. I consider myself very lucky to have joined this training course because my job as an officer in the Punjab government involves administrative and managerial duties. The linkage of this training program with my education and service background was remarkable. The training in organizational management development helped me acquire an understanding of issues and problems being experienced by managers the world over. It was a short training course in terms of duration but it has exercised immense influence on my interests in public administration and management."

Training and Development

The most important dimension of training is its development potential. The comments provided by returned participants as well as the survey data reflect the confidence among returned participants that their training will contribute to the development of Pakistan.

A mid-level public sector participant who earned a Master's degree in economics at Vanderbilt University has noted: "The Economic Affairs Division which is the coordinating division between all federal, provincial and autonomous bodies has been entrusted to negotiate foreign economic assistance and to arrange expert advisory services for the development of the country. My training will permit me to serve my country with the modern knowledge I gained through USAID."

A mid-level government official who earned a Doctorate in Economics at Boston University, mentioned: "After completing my PhD degree, I joined the Planning and Development Division of the federal government. I was then posted in the Fiscal and Monetary Section. My work is mostly concerned with preparing annual fiscal and monetary plans, preparation of briefs for the National Credit Consultative Council, the Industrial and Agricultural Credit Consultative Committees, preparation and evaluation of Federal and Provincial budgets emphasizing the role of different components of the budget such as development and non-development expenditures, direct and indirect taxes and non-tax revenues. Another important assignment which is being undertaken presently pertains to formulation of the Eighth Five Year Plan, our exclusive concern being the components of the fiscal and monetary sector including financing the Public Sector Development Program (PSDP) and the Budgetary Development Program (BDP)."

A mid-level public sector participant noted: "As a result of my MPA from the University of Connecticut's Institute of Public Service and experience in the government of Pakistan I have become convinced, like a growing number of enlightened Pakistanis, of the value of NGOs for solving the problems of underdevelopment and poverty. On the strength of this conviction and the study of two very important NGOs active in the Northern areas and Karachi under the supervision of former civil servants, I was selected to attend the 7th Commonwealth Conference at Oxford University along with 200 representatives from other Commonwealth countries. The theme of the conference is "International Issues-Individual Initiatives". The competition for selection was intense and I was selected on the strength of my qualities, some of which I definitely owe to my training in the United States."

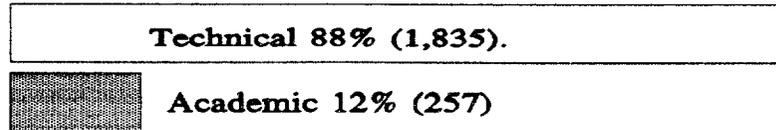
A mid-level public sector participant who studied management at USDA, has mentioned: "This was an excellent course in which a specialized and excellent micro-computer software package was used for evaluation of sampling results. On my return to Pakistan I was given the responsibility for developing a system for statistical sampling of accounts for Pakistan Railways. The course I attended suddenly became highly relevant for me and I am continuing to use that knowledge in this assignment. The basic text book used in the course was an extremely fine publication."

ANNEX

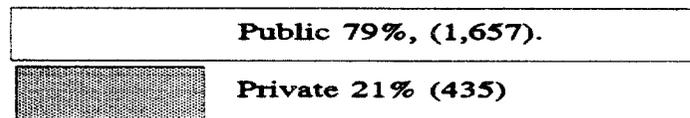
This annex provides several graphs demonstrating the contours of DSTP management training in terms of type of training, gender and geographical distributions.

DSTP Training Statistics 1983 to Present

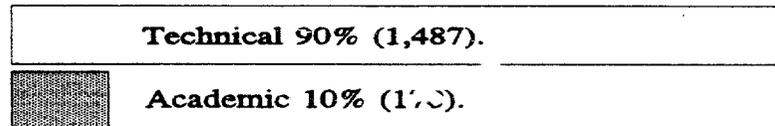
By Type of Training



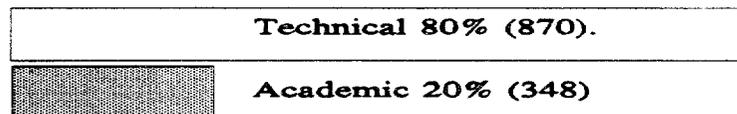
By Sector



Public Sector by Type of Training

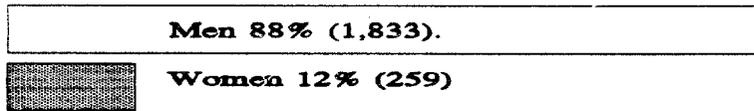


Private Sector by Type of Training

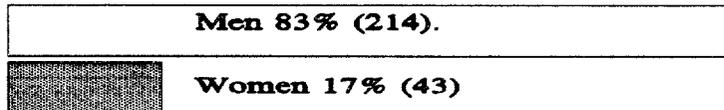


Gender

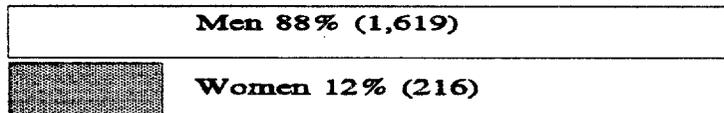
All Training



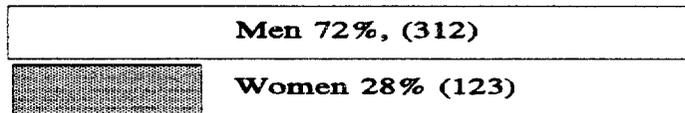
Academic Training



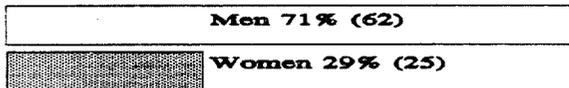
Technical Training



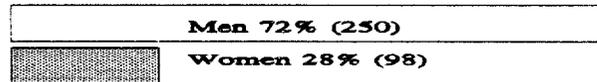
Private Sector



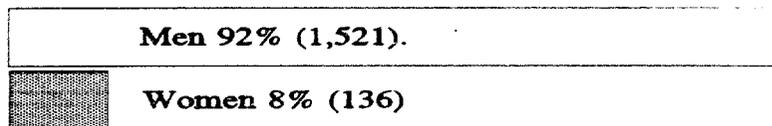
Private Sector Academic



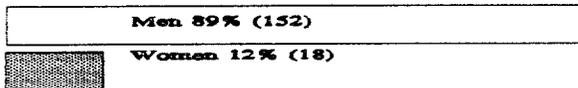
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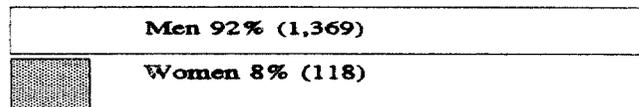
Public Sector



Public Sector Academic

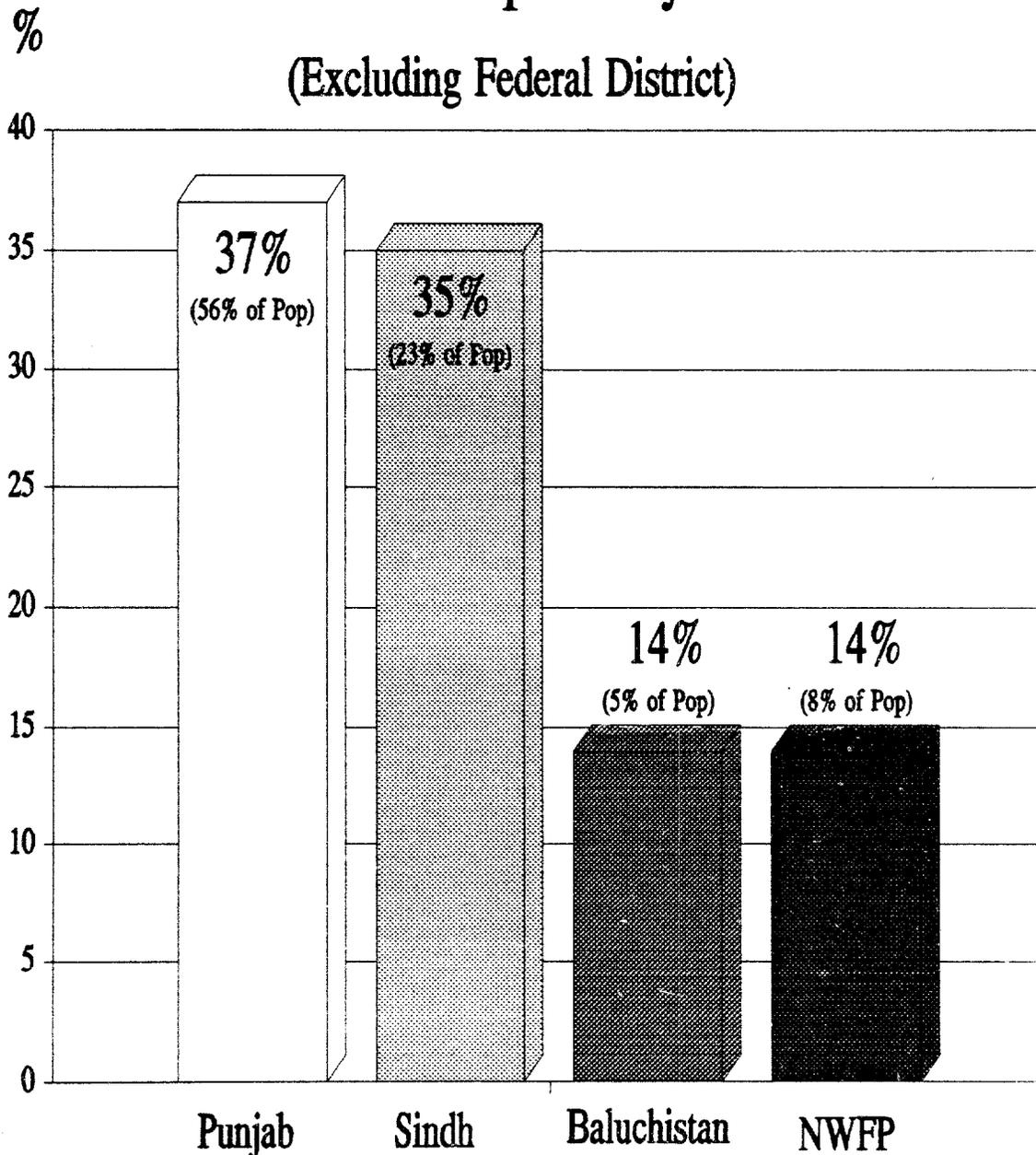


Public Sector Technical



Percent of Participants by Province

(Excluding Federal District)



*June, 1992