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Development Support Training Project USAID Mission to Pakistan

Participant Training Follow-Up Survey October 1991 - March 1992



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Jefferson Fellows and Associates

Summary

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Follow-Up

Follow-Up was mandated to fulfill the requirements of USAID's Handbook 10 for the survey of returned participants. For this purpose, two surveys are employed: a Return from Training Questionnaire for participants that have returned to Pakistan within six months and a Post Training Questionnaire for participants that have been in Pakistan for six months or longer. A focus study was conducted to develop the three questionnaires and final approval was given by HRD with the advice of the office of Project Design and Monitoring. Survey responses are entered into a Follow-Up data-base and analysis is conducted according to the needs of USAID. A hard file record of responses is also maintained.

The Focus Study

To develop the survey questionnaire, a focus study was conducted with former USAID participants. Twenty-five participants that had undergone academic and technical training were identified from the public and private sectors. The focus group was selected using the same random sample program that would subsequently be used to distribute surveys.

In some respects the traditional focus study was difficult to employ. The problems which arose were particularly evident in terms of cultural impediments to open discussions, language differences and gender, professional and ethnic hierarchy. For example, in a group of two or more there was a tendency for men to be more active than women. Where there was a mixture of government officials, we know from experience that rank and hierarchy influence exchanges and behavior. We can also speculate that ethnic hierarchy or differences could influence group discussions. Inexperience with standardized documents may have been another influencing factor. Following the focus study, the surveys went through several revisions to reflect the reactions which former participants had toward the questionnaire.

The Survey

The surveys are designed to measure participant attitudes regarding various dimensions of their training and the extent to which training is applicable in Pakistan. If the participant has experienced difficulties in applying training, the survey attempts to determine what these obstacles may be. By analyzing participant responses, it is possible to draw a number of broad conclusions.

Perhaps the most important information generated by the surveys addresses such issues as the extent to which training has been used in Pakistan and to divide these responses between those that underwent academic or technical training and between those in the public or private sectors. Another focus is the extent to which participants believe their training contributes to Pakistan's development. Here again, the responses can be divided according to academic and technical training and public and private sectors. If participants encounter obstacles to the

application of training, the survey attempts to identify those obstacles as either bureaucratic, lack of technology, lack of capital or resistance to new ideas in the work-place.

The survey also attempts to draw conclusions about the participants' work-place and the potential for the transfer of ideas. A number of questions are asked regarding the extent to which co-workers and supervisors are receptive to new ideas or the extent to which they are interested in the participants' professional experiences abroad. If the environment is conducive to the introduction of new ideas then perhaps the work-place is fertile for the transfer of new ideas, concepts, technology or skills. To further determine the potential for technology transfer, special attention is given to those that wrote theses or dissertations as part of their Masters or Doctorate degrees. Perhaps one of the best ways in which the transfer of technology occurs is for returned participants to publish research conducted in the United States. In some cases entire dissertations have been published and in other cases, portions have been published as scholarly articles in professional journals.

A number of issues are addressed to determine the relevancy of training and the extent to which participants believe their training will remain relevant. Participants were requested to judge whether their training is becoming more or less relevant as time passes. They were also asked to determine the longevity of their training. That is, did they believe their training will be relevant or useful five or ten years after they have returned to Pakistan.

Analysis of survey data is conducted with graphs and text that explain what the data may demonstrate. Following the analysis, several general statements are made that draw inferences from the data, identify trends and patterns in participant responses or otherwise make general conclusions. Although the data has been quantified to facilitate its use, the analysis is no more than simple arithmetic analysis.

Interviews

Follow-Up meets returned participants in the field country-wide and conducts interviews. The interviews are meant to demonstrate USAID's continued interest in the professional development of former participants, determine the extent to which training is used in Pakistan and identify outstanding achievements by former participants. Using the Participant Training data-base, participants are identified, contacted and interviews are arranged. The interviews are recorded, written in reports and a hard file and computer file are maintained. Whenever possible, groups of participants are organized for discussions. It has been found that the dynamics of group discussions can generate information that may not be gained with single-person interviews.

Narrative Statements

The final section of the surveys requests participants to make comments and observations regarding their training, how they think their training contributes to Pakistan's development and discuss their most significant achievement related to USAID training. The narratives are often written on the back of the surveys or may be sent to the Follow-Up office as letters. These narrative statements are meant to offer the participant an opportunity to discuss issues not covered in the surveys or to elaborate on other topics.

Professional Networking

Along with surveys and interviews, events are organized for former Jefferson Fellows and Associates. These events are designed to provide professional information and to create a forum for professional contacts. In the past, these events have included lectures and seminars by experts in the fields of education, irrigation and water management, international trade and commerce, human rights and law, and management. Working with USIS, Follow-Up provides mailing lists of former participants to be invited to lectures, Worldnet programs and other activities and events sponsored by USIS.

Statistics and Analysis

Introduction to Statistical Analysis

This study does not differentiate between projects but represents the first two quarters of data. The data addresses four broad areas: the extent to which participants believe their training contributes to Pakistan's development; the extent to which the participant's working environment is conducive for the transfer of technology and skills; the types of resistance participants encounter when they try to apply their training; and whether respondents believe their training was professionally useful. To generate data in these four broad areas, participants were requested to judge the validity of approximately forty specific statements or assertions. For example, to determine the extent to which respondents believe their training contributes to Pakistan's development, participants were asked to respond to sixteen assertions. All sixteen assertions required the respondent to consider the contribution their training makes to the development of Pakistan from a variety of different perspectives.

The responses were made on a scale of 1 to 5. If the participant responded by grading the validity of an assertion as 1 (Not True), this indicated that he did not consider the assertion valid. A grade of 2 to 5 demonstrated the degree to which the participant believed the assertion was valid. For the purposes of analysis, participants that responded by judging an assertion 1 (Not True) were grouped among those that "Disagree" with the assertion. Those that responded to the validity of an assertion as 2 to 5 were grouped among those that "Agree" with the assertion.

The data has also been analyzed to determine the average response among those that agreed with the assertions, and the number of respondents that disagreed. This analysis appears to the right and left of each pie chart. Each graph is accompanied by text explaining the data but making no inferences. However a conclusion makes several inferences and speculates as to what the data may demonstrate.

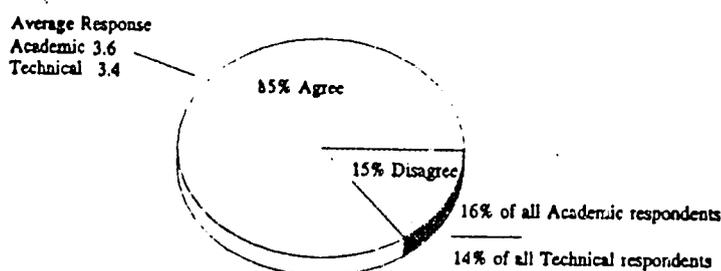
Information generated by the data is meant to demonstrate trends or patterns in participant attitudes toward their international training experience. It should be borne in mind that the data represents participant perceptions only and that these perceptions may go through constant changes depending on the changing professional status of the respondent, the time that has passed since the training program or merely the temperament of the respondent. Moreover, perceptions of a training program may be influenced by factors unrelated to the program itself. That is, a program may have been suitable and may have met the participant's training objectives but the participant was not satisfied with the location of the program or the institution in which it was conducted. This kind of "misplaced dissatisfaction" is occasionally evident in the narrative portion of the questionnaire. Nevertheless, the data do present trends and patterns which can be useful for the analysis of international training programs.

"Training contributes to Pakistan's development"

Figure 1 represents a combination of participant attitudes on the contribution USAID training makes to the development of Pakistan. This combination consists of reactions to such issues as the extent to which training has been used in Pakistan, the contribution training makes to Pakistan's development, the impact that training has on participant enterprises, the relevancy of training, whether all or portions of these or dissertation research is useful or have been published in Pakistan.¹ All of these issues are meant to address the larger issue of development in Pakistan by considering specific aspects of training.

Fig. 1

Training contributes to Pakistan's development.



The data indicate that 85% of participants believe to some degree that their training was relevant to the work they do in Pakistan and that their training and similar programs contribute to Pakistan's development through the transfer of technology and skills. On a scale of two to five, the average response for academic participants was 3.6 and for technical participants 3.4.

15% of respondents do not believe that their training promotes technology transfer or contributes to Pakistan's development. This 15% consists of 14% of all technical respondents and 16% of all academic respondents.

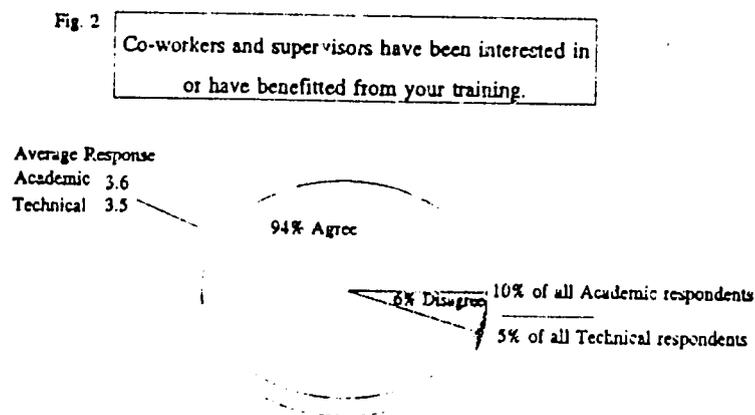
¹ The numbered letters refer to the survey statements to which participants were asked to respond. P17 is statement number 17 on the Post-training survey, R24 refers to the statement number 24 on the Return from training survey and so forth.

- "You have been able to use most of your training in Pakistan", P17
- "You feel that your training contributes to Pakistan's development", P35, P31
- "You believe that training and similar efforts will facilitate the transfer of technology to Pakistan", P36, R32
- "Your training had an impact on your enterprise (such as increased profits, better management)", R24, P19
- "Information from your training program is still relevant to you and the work you do", P23
- "Your training has become more relevant as time passes", P24
- "(If you wrote a thesis or dissertation) All or a portion of your research is being published in Pakistan", P37, R38
- "(If you wrote a thesis or dissertation) The research you conducted contributes to Pakistan's development", R27, P38
- "(If you wrote a thesis or dissertation) The subject of your research was relevant to conditions in Pakistan", P39
- "You believe your training will be useful for five (5) years", P27
- "You believe your training will be useful for ten (10) years", P28

"Co-workers and supervisors have been interested in or have benefitted from your training"

The transfer of technology and skills may depend on the environment which the participant encounters on his return to Pakistan. If co-workers and supervisors are receptive to new ideas, the participant may find a fertile environment for the exchange of ideas and the introduction of new skills and techniques. **Figure 2** demonstrates the extent to which co-workers and supervisors have been receptive to new ideas and information from the participants' training. The purpose of this analysis is to determine the extent to which international training is disseminated in the work place through the support of supervisors and contact with co-workers. It is presumed that if participants return to the support and professional interest of co-workers and supervisors, skills and technology transfer will occur.

Participants were asked to determine the extent to which supervisors have been receptive to new ideas, the extent to which co-workers have been interested in the participants' training and whether the participant has been able to introduce new ideas into the work place.²



94% of respondents indicated that their supervisors and co-workers have been interested in the participants' training. They have been receptive to new ideas, and participants have been able to introduce new concepts in the work place. Figure 2 also indicates that on a scale of one to five, the average response was 3.6 for academic respondents and 3.5 for technical respondents.

6% indicated that they have not been able to introduce new ideas to their supervisors and co-workers. This figure represents 5% of all technical respondents and 10% of all academic respondents.

² The numbered letters refer to the survey statements to which participants were asked to respond.

"Your supervisor acknowledged your training in a positive manner", R33

"Your supervisor is receptive to new ideas you have gained from training", R34, P40

"Your co-workers indicated that they are happy you have received a USAID scholarship", R35

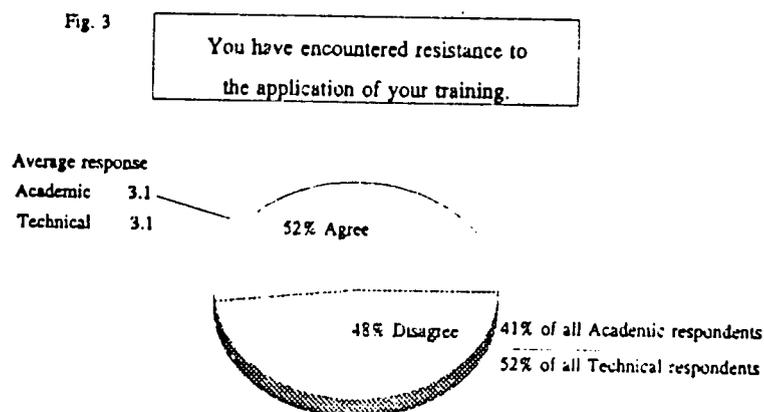
"Your co-workers have been interested in new ideas you gained from training", R36, P41

"You have been able to pass on information from your training to your co-workers", R37, P42

"You have encountered resistance to the application of your training"

In some cases, the environment may present obstacles for the transfer of technology and skills. The participants' narrative statements are revealing in this respect and indicate that there can be numerous impediments to the effective application of training. However, four factors were deemed to be the most likely impediments and participants were asked to judge these potential obstacles. **Figure 3** demonstrates the extent to which participants encounter resistance to the application of their training. Respondents were asked to determine whether they encounter impediments stemming from bureaucracy, lack of capital and technology, or resistance to new ideas.³ The responses to these four items on the survey were combined and resulted in the following data.

The data indicate that respondents were about evenly divided when asked to judge the extent to which specific obstacles prevent them from using their training.



52% of participants felt that to some degree these impediments prevent them from using their training. On a scale of two to five, the average response for academic and technical participants was 3.1.

48% did not believe that these impediments prevented them from using their training. This figure represents 41% of all academic respondents and 52% of all technical respondents.

³ The survey statements indicated here in parentheses refer to assertions on pertaining to impediments which returned participants may encounter.

"You have not been able to use your training due to bureaucratic impediments", P30

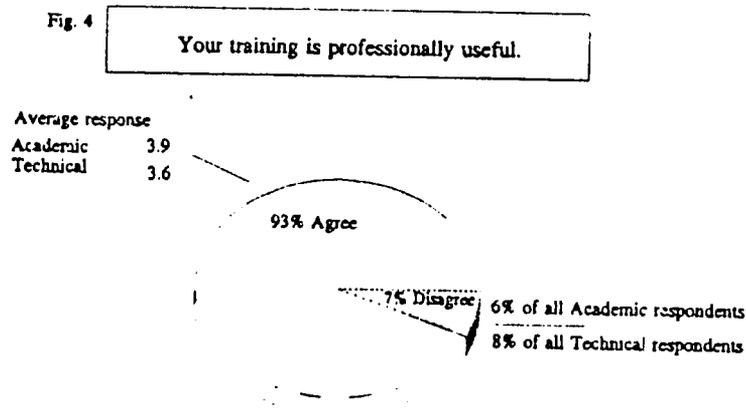
"You have not been able to use your training due to lack of technology", P31

"You have not been able to use your training due to resistance to new ideas", P32

"You have not been able to use your training due to lack of capital", P33

"Your training is professionally useful"

Placing participants in appropriate courses is crucial for fostering development through international training. Appropriate placement involves a number of factors but in the final analysis, the participant determines what constitutes professionally correct and relevant training. It is anticipated that a successful training program includes courses conducted by experts and at the participants' level of expertise, a course that provides the correct mix of theoretical and practical information and provides information which can be applied in Pakistan. **Figure 4** demonstrates the data when participants were asked to determine the extent to which their placement was professionally correct and relevant.⁴



93% of participants believed that they had been placed in an appropriate training program conducted at their level expertise and related to the work they do in Pakistan. Figure 4 also indicates that on a scale of two to five, the average response for academic respondents was 3.9 and for technical respondents 3.6

7% believed they were misplaced. This 7% consists of 6% of all academic respondents and 8% of all technical respondents. (Conversely, when participants were asked to determine if their training had become less relevant or outdated, 24% indicated it had and 76% indicated that their training had not become outdated or less relevant.)

⁴ The numbered letters refer to the following statements to which participants were asked to respond:

- "In your judgement, placement in an appropriate training program was successful", P16
- "The training program offered the correct mix of theoretical and practical information", R18
- "Your placement in an appropriate training program was professionally successful", R19
- "The training program was conducted at your level of professional expertise", R20
- "Most of your training program was directly related to your work", R21
- "Your training offered information that you will apply to specific areas of your work", R22
- "You were trained by experts that understand the transition you must make in Pakistan", R29

Conclusions and Inferences

Any attempt to quantify data from a survey should be considered with caution. That is, the responses to the survey may be quantified but the individual's perceptions may change from day to day. The same person given the same survey one week later may well respond differently. Nevertheless certain trends may be apparent and inferences may be drawn from these patterns.

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 seem to encounter a receptive working environment for the use of their skills. When asked whether co-workers and supervisors were interested in or receptive to new ideas gained from training, the response was overwhelming positive and the intensity of the response was slightly greater among academic participants than those that had undergone technical training. Similarly, when asked to identify impediments to the application of training, approximately 50% of the respondents were unable to identify impediments and 50% were able to say that there were certain obstacles to the use of their training.

The very favorable data from Figure 2 and the moderately favorable data from Figure 3 seem to demonstrate that the environment is fertile for the transfer of technology and skills. This data would also seem to indicate that many returned participants are able to utilize their training.

Participants were asked to judge their placement in an appropriate program, whether the program was conducted at their level of expertise and whether the content of their program was relevant to the work they do in Pakistan. They were asked to judge the validity of several statements all of which corresponded to the general theme of training usefulness. The response indicated that the majority of respondents strongly believed that their training programs were useful.

The responses to the surveys seem to demonstrate a pattern of satisfaction with training and a belief that training will be useful in Pakistan thereby transferring technology and skills. Moreover, the participant interviews and narrative statements from participants seem to corroborate the statistical information.

Participants Interviews

The interviews conducted in the field, like the narrative statements, tend to corroborate the data collected from the surveys. The limited cross-section of interviews presented here indicate that training has been effective for the transfer of technology and skills, participants' co-workers and supervisors have been interested in new ideas and skills learned in the United States has been transferable to Pakistan. The interviews also indicate that there are certain obstacles to the successful utilization of training. In general, the field interviews demonstrate that Jefferson Fellows and Associates believe their training was a valuable experience and in various ways contributes to the development of Pakistan.

Muniruddin Khan is in the public sector and completed short-term technical training in Agriculture Research Methodology and Range Management at West Texas State University. His scholarship was funded under the Management of Agricultural Research and Training project (MART/0489). He is currently the Director of the Cotton Research Station in Multan.

Since returning from training, Mr. Khan has been awarded the Presidential Pride of Performance Award by the President of Pakistan on March 23rd, 1991. The award was granted in recognition for Mr. Khan's outstanding research work in the development of special cotton crops. He has introduced several new cotton varieties that have proven particularly suitable for conditions found in the Punjab.

Mr. Khan's training in the US was directly related to the work he performs in Pakistan. Specifically, the research methodology component of his course has contributed to his cotton research. Since his return he has developed two new varieties of cotton which have been introduced to farmers. The Cotton Research Station has been working on the development of other varieties of cotton. Mr. Khan has introduced cotton varieties that have been developed in Mississippi and have potential for further development in the Punjab. He is also working on a "multi-cropping" project in which sugar cane, wheat and cotton are grown in the same environment.

"The Cotton Research Station in Multan is engaged in the improvement and development of cotton crops in the Punjab. Since its inception, the station has developed ten varieties of cotton. The production technology of cotton is another important area in which the station is working. Experiments for small farm technology is also studied at the station as is multi cropping and relay cropping combining cotton and sugar cane or cotton and wheat.

New strains of medium long staple cotton are showing promise in the Punjab and it is hoped that these will play an important role in the production of commercial varieties. New extra-long staple strains are also being developed and will soon be commercialized.

Research at the Cotton Research Station is continuous and very promising. Several important developments are taking place, including heat-tolerant, early-maturing and short-statured plants suitable to conditions in the Punjab."

Syed Mansoob Ali Zaidi is in the public sector and completed short-term technical training in Construction Engineering and Management at Purdue University. His scholarship was funded under the Irrigation Systems Management project (ISM/0467). He is currently the Superintending Engineer in the Irrigation and Power Department of the Punjab provincial government.

Mr. Zaidi's most significant achievement since returning from training is related to the construction of the Chashma Right Bank Canal. He has been the chief construction engineer on the project for the past two years. He is also the superintending engineer on the Irrigation Services Rehabilitation Project in D.G. Khan, Multan, Bahawalpur and Faisalabad.

The participant is a member of the American Society of Civil Engineers and has written several technical papers on construction, rehabilitation and maintenance of canals in the Punjab. These papers and articles have been published in different professional engineering journals. Recently he has written two papers on project development and management of irrigation services and rehabilitation programs.

Allah Baklsh Kausar is in the public sector and earned a Master's degree in geology from Oregon State University. His scholarship was funded under the Energy and Power Development project (0478). He is currently the Deputy Director of the Geoscience Laboratory for the Geological Survey of Pakistan.

The Geoscience Laboratory functions as the national center for advance research in earth sciences with a goal toward acquiring and improving knowledge and technologies that help in accelerating the pace of mineral resources exploration. The Laboratory is the research arm of the Geological Survey of Pakistan which is a department of the federal Ministry of Petroleum and Natural Resources. The lab also provides services to other organizations for analysis of different compounds, geology and mineralogy. The Geoscience Laboratory was established for the research of Pakistan's "hard rock" surface and to determine its economic potential. Mr. Kausar's specialized in isotope studies and his thesis was on the classification of mineral deposits in northern Pakistan. After earning his degree, the participant continued to do follow-up research on the northern areas. He believes that his degree has given him the background to conduct studies on the exploitation of mineral deposits in Pakistan. His current research is on copper, iron and sulphur where he is employing the same research tools in Pakistan that he used at Oregon State. These include an x-ray diffractometer, a differential thermal analyzer, an x-ray fluorescence spectrometer, an electron probe micro-analyzer and an image analyzer. His placement at Oregon State University coincided with the type of work he is currently doing and the equipment he is currently using.

Nafees Sadiq Kisana is in the public sector and earned a Doctorate in Agronomy from Colorado State University. His scholarship was funded under the Management of Agricultural Research and Technology project (MART/0489). He is currently a Senior Scientific Officer at the National Agriculture Research Center (NARC) in Islamabad.

Dr. Kisana's research at Colorado State University was in plant breeding and genetics with an emphasis on wheat research using the haploid breeding technique. Although it normally takes approximately seven years to generate a new wheat variety using this technique, he found that the process could be reduced to two years. He has also arranged to have hybrid seeds he developed in the United States brought to Pakistan for further research and commercial use. He had returned to Pakistan only two months prior to his interview and he was posted at the Wheat Research Station in NARC where his US training is directly related to his work.

Soon after returning to Pakistan, Dr. Kisana participated in the national Wheat Research seminar (October, 1991) and conducted a seminar in Faisalabad (November, 1991) at the Ayub Research Institute. There was sufficient interest in his subject that he has been asked to act as an advisor to faculty and staff on the subject of haploid breeding techniques. He is also conducting a study to determine the different types of wheat research that is being conducted throughout Pakistan and coordinating research in Pakistan with similar efforts in Mexico. In the near future he will meet with several wheat pathologists that are expected from Nepal to jointly plan a project for disease control in new crops.

Dr. Kisana has published several papers in such journals as Agronomy Abstracts in the United States and two others are being prepared for American journals.

Abdul Karim Rana is in the public sector and earned a Masters degree in Development Economics at Vanderbilt University, Nashville, Tennessee. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Assistant Chief for the Planning and Development Division in the federal government.

The subject of Mr. Rana's research for the Masters degree was on "Development and Real Exchange Rates Dynamics" and consisted of a case-study of Pakistan. Data for the study was collected from Pakistan. The participant was very positive about his training and indicated that he is currently using much of what he learned in the position he now holds in the Economic Planning Section of the federal government. Rana feels that he has been placed in an appropriate position by the chief of his department and as such he is using virtually 100% of his training in macroeconomics. He is particularly satisfied with his capacity for forecasting. He is currently producing forecasts for Pakistan's energy program, industrial development and industrial growth predictions. He has also been assigned the task of forecasting the pricing for 460 commodities. Following his training in the United States, Mr. Rana qualified for ten-month diploma course in econometrics in England.

Arshad Hamid is in the private sector and completed short-term technical training in Marketing and Management at Lincoln University. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Manager of Waqar Brothers.

Hamid was particularly satisfied with the portions of his program addressing sales promotion. He also feels he has improved his negotiating skills with both suppliers and in buying and selling commodities and work easier with large industrial suppliers. Hamid indicated that he has used his background for the establishment of a small chain of stores (Waqar Brothers) selling hardware and paints. At this point he has established two new stores in Islamabad with plans to open another. He is also providing consultancies and advising for interior decoration, a dimension of his business which he would also like to expand. In the future he intends to expand into such commodities as electrical goods and building materials. He would like to initiate building hardware stores similar to those he saw in the United States in which all necessary goods can be found in one business. Hamid also mentioned a goal he has for publishing a journal on new products, savings that can be achieved in building materials and to introduce new products.

Asad Ahmad Mirza is in the private sector and completed short-term technical training in Management Information Systems at the Economics Institute on the campus of Colorado State University. His scholarship was funded under the Development Support Training Project (DSTP/0474). He currently the Manager of Bankers Equity in Karachi.

The participant's most significant achievement since completing his training has been the completion of a Masters degree in Commerce and a diploma in Banking from the Institute of Bankers in Pakistan. He has also been given a special award for achieving distinctions in Management during his Masters program.

Mirza was satisfied with his training program but particularly so with management information systems and project development systems which he studied with graduate students at the university. During his course he successfully developed a project in which he outlined the design of a small industry. For the project he used new computer softwares 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 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 the management of his company will support his efforts to introduce new techniques.

The only subject he studied in the US but is unable to use in Pakistan is system analyses and design methodology. However, he believes he may be able to use this information on a consultancy basis. He felt the length of his course was too short and he was unable to achieve the computer skills he expected. Apart from the content of the course the cultural experience was an important dimension of the program.

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Abdul Nacem Qureshi is in the private sector and completed short-term technical training in a course for development lawyers at the International Development Law Institute in Rome, Italy. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently a Senior Vice President for the National Development Finance Corporation.

The participant's most significant achievement since completing his USAID-sponsored training was to complete examinations for his law degree "with distinction". Several months following his return from training 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 settlement and shortened the time for a typical settlement.

Qureshi was impressed with the course he completed in Rome and is able to use the experience in his daily work in Pakistan where he is one of very few with his expertise. He particularly improved in his capacity to write contracts, new projects, and business documents. He has also developed several new ideas for improving loan recovery.

Since returning to Pakistan, the participant has established a private consultancy and is in contact with other international lawyers he met at the International Development Law Institute. Principally, he works with the Southwest Legal Foundation at the University of Texas in Dallas regarding financial matters and project evaluation. He has also become a member of the International Bar Association and receives regular issues of their journal on legal proceedings.

Iqbal Jamil Abbasi is in the public sector and completed a Masters degree in Management at the Asian Institute of Management in the Philippines. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Deputy General Manager of Pakistan Steel in Karachi.

Although Abbasi was satisfied with his training program, the level of the courses and the experience at the Asian Institute of Management, he has been unable to find a means for utilizing his skills or initiating needed changes. He tends to blame the management at Pakistan steel for this problem but continues to promote certain changes in which he believes. He would like to see changes in what he considers an antiquated and poorly-managed inventory system. He would also like to stem waste and improve what he calls an inappropriate marketing system in which business opportunities are lost. Abbasi believes these losses could be reversed with changes in marketing techniques. In general, he expressed frustration in his current position and there seems to be a tension between that which he learned in training and the inertia he apparently experiences at Pakistan Steel.

Khalid Karim is in the public sector and completed a Masters degree in Water Resources Planning and Operation at Colorado State University. His scholarship was funded under the Irrigation Systems Management project (ISM/0467). He is currently the principal engineer for the National Engineering Services of Pakistan (NESPAK).

Karim indicated that his advanced studies have been helpful in his current capacity. He is utilizing approximately fifty percent of his training and the other fifty percent he is unable to use because of the unavailability of technical resources such as computers and software. When he returned to his current position, he found that his superiors appreciated his accomplishments. Due to his training he believes he has been made responsible for a project on flood protection and planning in Iran. The participant will be working in Iran for eighteen months and will draw on his training to develop the project.

Aside from his academic experience in the United States, Karim noted that the social and cultural experience for himself and his family were notable.

Tariq Farooq is in the public sector and completed short-term technical training in Management in the Philippines. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently Commissioner for Lahore.

The participant completed his training as partial fulfillment of the requirements for advanced civil service. Commissioner Farooq has become one of the highest officials in the provincial government of the Punjab. As the Commissioner for Lahore he must address varieties of issues such as the budget, personnel, projects and all against the political backdrop of the political dynamics of the province. He mentioned that his training was useful although the practical issues he encounters in Pakistan require him to be flexible and ignore textbook cases and academic scenarios. He expects the long-term benefits of his training and similar efforts will occur with time. He also mentioned that it seems nearly all the people he works with in Lahore have been on USAID training programs of one type or another. In the end of 1992, Farooq will attend the Executive Management course offered by the University of California at Berkeley, once again funded under DSTP.

Amjad Saleem is in the public sector and completed a Masters degree in Agricultural and irrigation Engineering at Utah State University. His scholarship was funded under the Irrigation Systems Management project (ISM/0467). He is currently a Project Director for the Water Management Program in the Agriculture Department of the provincial Punjab government.

Since returning from the United States with his Masters degree, Mr. Saleem has been promoted to the post of Project Director of the Barani Area Development Project in Rawalpindi. As part of his degree program, his research project was on the "Calibration of one Flume and Orifice Canal Outlets in the Punjab" and stressed the Niaz Baig tributary and the Kamogill minor tributary. Physical measurements were conducted on

thirty tributaries to determine the appropriate areas for research. His advisor from Utah State University visited Pakistan for six weeks to assist in the research conducted by the participant. Both Saleem's American and Pakistani supervisors (his Pakistani supervisor was also a former USAID participant) collaborated in the project.

Because his research was conducted in Pakistan, Saleem is able to apply nearly all his education to conditions in Pakistan. This is principally on farm water management practices for irrigation scheduling, and water budgeting. He is also addressing the issue of farmer motivation for the adoption of new technologies toward the improved use of water resources, planning, development and management. To do this he has introduced farm planning, designing and technical advisory services for farmers and thereby attempts to involve farmers in the transition to new technologies.

Saleem is currently attempting to adapt his understanding of mechanization to his responsibilities in Pakistan. These include sprinkler irrigation, water turbine pumps, hydra ram pumps and small dams for water storage.

Tariq Majeed Jaswal is in the public sector and completed a Masters degree in Structural Geology at Oregon State University. His scholarship was funded under the Energy and Power Development project (0478). He is currently a Deputy Chief Geologist for the Oil and Gas Development Corporation of the federal government.

Shortly after his return from the United States, the Chairman of the Oil and Gas Development Corporation called on the participant for an interview to discuss his training. Jaswal was also asked to give a presentation on his research at Oregon State University. During the research for his thesis he spent six months in Pakistan gathering data on the structural evolution of the Dhurnal oil fields. This research is the first of its type to be conducted. His research has contributed to understanding certain important geological aspects of Pakistan. These include the North Potwar Deformed Zone and the Dhurnal oil fields. The participant's American advisor, Dr. Robert Lilly, a well-known geophysicist and authority on deformed thrust belts has declared Jaswal's work outstanding. The participant feels that his scholarship and achievements have been well-received by his supervisors. Since returning from training, Jaswal has been employed as a special technical assistant to the Minister of Petroleum and Natural Resources and subsequently received a cash award for his project on the Kohat area in which he determined the structural interpretation of Kohat. He is currently working on a special assignment for the Ministry of Petroleum and Natural Resources and the Oil and Gas Development Corporation. The project is attempting to interpret the structural geology of the northern areas of Pakistan with the aid of surface geology and seismic techniques.

Ishaq Ghaznavi is in the public sector and completed a Doctorate in Coal Petrography at Southern Illinois University. His scholarship was funded under the Energy and Power Development project (0478). He is currently a Deputy Director of the Geological Survey of Pakistan in Islamabad.

The participant is the first person in Pakistan to have a doctorate degree in his field. His training will enable him to determine the quality of coal through petrography and thereby determine appropriate uses for coal varieties. His research for the Masters degree was on "The Characterization of Lakhra Coal" found principally in the southern areas of Sindh. Data for this research was collected from Pakistan and sent to the United States for analysis. In the US, Ghaznavi worked with the US Geological Survey to determine the chemistry of the Lakhra samples and subsequently presented a paper on the subject at the annual conference of the Geological Society of America. The subject of his doctoral research was similar to the Lakhra project was a "Characterization of Coal of the Shahrig Harnai Khost Area" in Balochistan. As with his research for the Masters degree, his PhD research was accomplished with samples sent from Pakistan to the United States.

Insofar as his research was conducted on subjects specific to Pakistan, his training has been particularly useful since his return. As a result of his training a special coal research laboratory will be established in Islamabad. Research priority will be given to the areas of Lakhra and Hango in the North West Frontier Province where hydrocarbon potential for oil and gas development will be determined.

Since returning to Pakistan, Ghaznavi has presented a paper at a one day seminar on geology organized by the Pakistan National Geological Society. The subject of the paper was on the coal and petrography of Balochistan. He also presented a paper at the First South Asian Geological Congress held in Islamabad. The subject of this second paper was on the coals of the Harnai and Shahrig Khost areas of Balochistan.

Irfat Farah is in the public sector and completed a Doctorate in Education from the University of Pennsylvania. Her scholarship was funded under the Development Support Training Project (DSTP/0474). She is currently a Subject Specialist for the National Academy for Higher Education in the University Grants Commission.

During her Doctoral program, the participant earned distinctions for her comprehensive examinations in the school of education and her dissertation was judged the best of the year in the university. Her research was conducted on "literacy practices in a rural community of Pakistan". This project took six months of interviews and observations in Attock. She concentrated on community members, teachers, child education, Quranic education and Quranic teaching in the home and in community centers conducted by housewives. Farah has had one paper on the "Primary Education of Girls" published by the University of Pennsylvania and will have another published on "Education Linguistics" published in 1992.

Currently, the participant is developing a pre service training program for the National Academy for Higher Education. This program will train teachers for schools and colleges. She is also helping to develop a new English language curriculum at the

Bachelors and Masters level. Since returning from training, Farah has conducted a nine-month diploma program for teachers going out of the country for higher education studies. This program is conducted with the collaboration of the Alama Iqbal Open University and the British Council.

Asad Ali is in the private sector and completed a Masters degree in Computer Science at Howard University in Washington DC. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently a data-base manager for Geonex International Operations Inc. in Lahore.

Ali is conducting research on ways for increasing computer speed by manipulating processor capacity. The project is expected to improve the speed of computers by 50 per cent. He has also published one paper on "Non Shared Parallel Machinery". He is currently working on a special assignment with WAPDA to map intercity electrical supply lines. To do this, Ali is developing a data-base for distribution lines and including transformers, capacitors, switches, conductors and structures. This is a new exercise in Pakistan and will provide WAPDA with an inventory of electrical usage in existing areas and future rural areas.

Participants Narratives

The following remarks are observations expressed by former USAID participants. The remarks have come to Follow-Up as letters or as narratives from survey questionnaires. The narrative statements often corroborate the data from the surveys. In many respects the remarks are more comprehensive and reveal details that are lacking in the questionnaire. The narratives presented here are meant to provide additional information to the data.

This first set of statements supplements the data derived from the assertion:

"Training contributes to Pakistan's development" (Figure 1)

Hyder Ali Khan completed a Masters degree in Engineering at Drexel University. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Chairman of the Electrical Engineering department at Dawood College of Engineering and Technology, Karachi.

"This was certainly a program which could bring long term positive fundamental changes in the process of development in Pakistan. One of the most important factors was the support and follow-up of the participants after their return to Pakistan. I have been contacted for the first time after more than two years of my return from the US. Pooling resources, centralization of the programmed efforts, monitoring and other similar measures have to be taken. Soon after the return of the participants from training some kind of support program should be activated.

Professionally as well as personally, the training provided me with a chance to improve, make new friends and contacts and meet a variety of people. I was able to bring to Pakistan up to date technical knowledge in the recently-developing field of Neural Networks, Parallel Distribution Processing and in Robotics. These fields were introduced to my students of electronic engineering. As a result, some of the students back in 1990 were able to complete the design and also fabricate a computer controlled robotics arm, the first ever in Pakistan. A course was also developed and offered to the senior students of electronic engineering at Dawood College of Engineering and Technology. Many papers have been read by the participants of the IEEE and IEE students seminars on this topic.

Please convey my heart felt feelings of gratitude and thanks to USAID and AED for their help and also for providing me with an opportunity to further my education, share your culture and values, make some lifelong friends and to have an experience which was truly rewarding and enjoyable."

Azra Qureshi is in the private sector and completed a Masters degree in Library Science at Kent State University. Her scholarship was funded under the Development Support Training Project (DSTP/0474). She is currently the Head Librarian at the Agha Khan University, Karachi.

"I thank you for selecting me for this feedback. I think I am an ideal case for whom USAID resources have not been wasted and have been well-spent.

My training and degree that I have brought back to Pakistan is extremely valuable and useful for me. The timing was professionally perfect. My field since 1973 when I first acquired my degree in librarianship has changed so much now that I have come back as a renewed for recycled professional with the latest knowledge and skills. It makes me feel good, more confident, more efficient and productive. It also has a positive effect on my surroundings and people who work over and under me.

At the moment I am the only one in my field in Pakistan who has had formal course-work and training in medical librarianship and automation. This ALA (American Library Association) accredited degree makes me professionally qualified and eligible to work anywhere in the world -- although my commitment is to keep serving the developing world especially Pakistan where there is a need for trained manpower. Some countries such as Saudi Arabia offer different salaries to those who have acquired degrees from the United States or United Kingdom or a third world country. This training gives me a solid base.

Apart from professional skills, the most significant achievement related to this training is the cross-cultural understanding which one experiences through host-family programs on American campuses and mixing with people of other cultures and nationalities. My host family was wonderful and became like my own family away from home."

Meher Kermani is in the private sector and completed short-term technical training in Management at CEDPA. Her scholarship was funded under the Development Support Training Project (DSTP/0474). She is currently the Chairman of the Population Welfare department of the All Pakistan Women's Association.

"My interest in family planning grew when I started going to the "Kachi Abadis" or squatter settlements of Karachi. Visiting the slum areas for the first time is a shocking experience. Most areas do not have basic human amenities, conditions are unsanitary, health facilities are poor and education is negligible especially amongst the women who are completely subjugated. It is only children that are abundant. They are everywhere, loitering in the lanes, playing cricket on the narrow streets or hurrying off selling packets of matches, flower garlands and newspapers. I became fully convinced that most of the ills the country faces are due to the population explosion and that something positive has to be done. I have since given as much as I can of my time and energy to spreading the message of family planning and to offering family planning services to as many women as possible. I have tried to find innovative methods to attract the community women to visit APWA's family welfare centers. I arranged courses in kitchen gardening, poultry farming in addition to other integrated programs of adult

education, day care centers and skills training. I also started an antenatal program for pregnant women. This not only ensures that the women get regular tests and check-ups but if our doctor finds any problem she insists the women go to the hospital for delivery. This care prevents complications and because of the counselling during visits the women tend to become our clients once the baby is born.

Another innovation was the establishment of a mini diagnostic and pathological laboratory at one of our family welfare centers. I selected the Hazara Center which is quite centrally located. The lab has been added as a component to an on-going APWA/CEDPA family planning project. I had approached the Canadian Small Projects Office (SPO) for funds and with their help and with the help of the American Women's Club the work at the lab started in July 1991. It is providing a much needed facility and will reduce the mortality rate of the target area as a result of better medical support facility.

During the third year of the CEDPA project I started the outreach program, taking the family planning message and services to communities adjoining the target areas. Doctors of dispensaries and clinics where only general patients are treated were requested to allow our field staff to visit their clinics once a week and to offer education and family planning services to the female patients coming to these clinics. This linkage with other NGOs is working well.

As my interest in the area of family planning grows, I want to learn all I can about the management of family planning programs. I have attended every training program offered to APWA on women's development, health and family planning. I have taken part in numerous lectures, discussions, seminars and workshops. I feel greater confidence in myself and in my professional ability. I offered to work for CEDPA as project manager and resource person for its family planning project in addition to my voluntary work for APWA as its chairman. This project has now been running for three and a half years and I am proud to say that it is the best run of all APWA's family planning projects. Being trained by CEDPA and working for it has opened new avenues for me. I was proud to be sent to Istanbul first to do a pre implementation data collection visit the first time and the second time to do a mid term evaluation site visit as a regional consultant to the same project. These were not only interesting assignments but very instructive and informative. I am also being asked to represent APWA at many important conferences and meetings such as the UNFPA meeting in March, 1991; the national Population conference called by the Prime Minister in July, 1991; and the seminar arranged by the National Institute of Population Studies to present a paper on the 'New Initiatives in Family Planning' in August, 1991.

I am currently working on a new project for factory workers. A mobile van will visit factories especially where female labor is employed to offer family planning counselling and services.

My work has not been easy and at times it has been frustrating. There are so many constraints and it is in overcoming these that I get a sense of achievement. There are some difficult communities in which we venture to establish centers. These areas were even difficult to approach and the men were not very hospitable. My field staff were at times thrown out of the houses they had gone to visit and occasionally manhandled. Now these very community women come to me to talk, bring their problems or just come to chat.

Some of my current responsibilities include developing various projects for implementation by women in the community welfare centers of APWA; coordination of population welfare programs by different branches of APWA; organizing seminars, workshops and conferences on population welfare for APWA; and promoting income-generating schemes to improve the living conditions of women and act as an incentive for cooperation in population welfare programs. In other areas I supervise the mini diagnostic and pathological laboratory at the Hazara colony in Karachi and I am responsible for devising strategies, work plans, training schedules, finances and record keeping for the project.

Some of the conferences and seminars I have attended include: the UNO Children Fund and NGOs meeting on Family Planning and Child Spacing; a seminar on over growth of population and its effect on the life of women; a workshop on comprehensive population and family planning; a consultative meeting on family planning and education for the worker; the National Population Conference; a seminar on new initiatives in family planning in the NGO sector; a seminar on Population Planning and Labor Welfare; a seminar on the Girl Child; a workshop on Community Work and Community Workers; a community health care workshop; the international convention on the rights of the child; a seminar on extending family planning services through third world managers; and a training workshop on the management and leadership training in family welfare health and development."

Mohammad Rafique is in the public sector and completed short-term technical training in Lactation Management at Wellstart. His scholarship was funded under the Child Survival project (0496). He is currently a Professor of Paediatrics at the Sandeman Provincial Hospital in Quetta.

"We reached San Diego well in time for our training and were received by the Wellstart staff which briefed us on our training program. The training course in lactation management was unique in terms of content and excellently organized. The training was of the highest standard, using the latest techniques, understanding and research in the field. We not only studied the latest developments and updated our knowledge but also shared the experience and exchanged ideas with the faculty, staff and other international participants. The training program also helped us to establish professional contacts and foster relationships with fellow participants. Wellstart is doing a commendable job in arranging such training programs for participants from developing countries and their various child survival programs. The staff of the training institute was quite helpful, obliging and supportive throughout our stay in the US. On the whole the training and visit quite useful, interesting, enjoyable and informative. I am highly thankful to the government of Pakistan and USAID for arranging my training.

We prepared a project document during the training course for our hospital and the Baluchistan Health Department. Both have been submitted to the government of Baluchistan Health Department to help them prepare a plan of implementation and operation of lactation management in the health services of Baluchistan as a part of their child survival program. Copies of the draft were also submitted to USAID Islamabad and the Resident Program Officer of UNICEF in Quetta for their assistance in the

program. Our services will always be available when the program of teaching and training in lactation management is started in the province by the Health Department with the help of USAID, UNICEF and others."

Dr. Rabia Khalid is in the public sector and completed short-term technical training in Management Roles for Women in Development at the USDA Graduate School. Her scholarship was funded under the Development Support Training Project (DSTP/0474). She is currently the Principal of a Public Health School.

"I am currently the Administrator (Principal) of a training course related to community health. I work with general administration in addition to training Lady Health Visitors (LHVs). According to the present health needs of the country, I developed a new curriculum (73 pages) for Lady health Visitors and that was presented to the Pakistan Nursing Council in Islamabad. The Curriculum was reviewed by the Committee of Pakistan Nursing Council and approved for implementation in March.

I have also written a book on "Community Health for Nurses and Lady Health Visitors" (400 pages) in 1990, which has been approved by the Pakistan Nursing Council as a reference book for nurses and Lady Health Visitors. Now I am working to improve this book for its next edition to be made as a text book. This is the only book on community health written for nurses and Lady Health Visitors in accordance with the health needs of Pakistan. I am also working on a project plan to improve the health status of mothers and children which will be submitted for consideration to the Government of Sindh, Health Department."

Sohail Ahmad is in the public sector and completed short-term technical training in Public Management at the University of Connecticut. His scholarship was funded under the Development Support Training Program (DSTP/0474). He is currently a Deputy Secretary in the Food Department of the Punjab provincial government.

"Public management in Pakistan is traditionalist and personalized. Rationality and efficiency in public policy decision-making is not common. Pursuit of traditional (tribal, ethnic, family) and personal interests frequently clash with the requirement of a rational and efficient management of public policy. One long term effect of this is the continuous growth of budget deficit, which in macro terms, represents the sum total of non-rational and non-efficient public policy and management decisions. By enabling me to identify and understand this problem, USAID training has ensured that I will try to promote values of rationality and efficiency in the public sector of Pakistan.

I have opted for an academic setting to utilize my new learning and capacities. During four years as a faculty member I was able to introduce case-study methods in the training program of the District Management Group trainees at the Civil Services Academy (which provides initial basic training to university graduates selected competitively at the middle level of the federal civil service). In the process, 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.

In my present posting, which involves food and wheat subsidies, I have been able to influence policy level decisions in the public interest. To reduce subsidies and decrease the inefficient role of government in wheat operations, I am presently involved in working out substantive proposals. My USAID training has enabled me to work at a higher and more professional level than most of my colleagues. In that sense too it has been and continues to be a personally rewarding experience."

Ziauddin is in the public sector and completed a Masters in Business Administration from the University of Bridgeport. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently a financial advisor for the Pakistan Ordnance Corporation.

"Since my return to Pakistan in 1989 I have the following achievements. As a 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 Industries and the evaluation of the performance of corporations under the Ministry of Production. As Controller of the Ordnance Factories accounts, a special assignment was to determine factory overhead and recommend remedial measures. 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."

A large part of the development effort is fostered through the transfer of technology. One of the most important ways in which technology and information are transferred is through the publication of research conducted in the United States and reproduced in Pakistani journals. Often this is accomplished by the publication of theses or dissertations, or professional articles culled from research. Both the Return from Training and Post Training questionnaires ask participants to respond to three statements concerning post-graduate research:

"If you wrote a thesis or dissertation, all or a portion of your research is being published in Pakistan",

"If you wrote a thesis or dissertation, you have been satisfied that the research you conducted has contributed to Pakistan's well-being or development",

"If you wrote a thesis or dissertation, the subject of your thesis or dissertation was a topic relevant to condition in Pakistan".

The responses to these assertions have been factored into the data represented by Figure 1. In many cases respondents also include with their surveys a list of their publications. The following is a particularly impressive example of the successful transfer of technology and information resulting from training.

Ishtiaq Ahmad Khan Jadoon is in the public sector and earned a Doctorate in Geology at Oregon State University. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently a Professor in the department of Earth Sciences at Quaid-i-Azam University, Islamabad.

"My training improved my ability to understand my field better. The courses improved my ability to understand geology in general and to utilize the general knowledge of geology effectively where it pertains to specific research.

Aside from achieving the Doctorate, my most significant achievement is a list of abstracts and papers that I produced and are in the process of being published. My research topic was related to Pakistan and was specifically a study of the Sulaiman Mountains. It is a hydrocarbon prone area, and the evolution of these active mountains is of scientific interest. As a result of this study, I have addressed problems of scientific importance.

Overall it was a great scholarship. All the personnel in USAID and AED knew their jobs and were very responsible and cooperative. It was a wonderful experience."

Publications include:

Jadoon, I.A.K., Lawrence, R.D., Lillie, R.J., Ali, S.M. and Cheema, A., 1990. "Passive-Roof" Duplex geometry from the Sulaiman Lobe, Pakistan. *Journal of Hydrocarbon Research, Pakistan*.

Jadoon, I.A.K., Lawrence, R.D., Lillie, R.J., 1991. Balanced and retrodeformed geological cross-section from the frontal Sulaiman Lobe, Pakistan: Duplex development in thick strata along the western margin of the Indian plate, in K. McClay, ed., *Thrust Tectonics*, Chapman and Hall, London.

Jadoon, I.A.K., Lillie, R.J., and Lawrence, R.D., (in review). Gravity and tectonic model across the Sulaiman fold belt and the Chaman fault Zone in western Pakistan and eastern Afghanistan. *Tectonics*.

Jadoon, I.A.K., and Khan, S.H. Mari-Bugti pop-up zone in the central Sulaiman fold belt, Pakistan. Submitted to the *Journal of Structural Geology*.

Jadoon, I.A.K., Ali, S.M., Amjed, C. and Ahmad, J., 1991. The style and evolution of foreland structures: an example from the Sulaiman lobe, Pakistan. *Journal of Hydrocarbon Research, Pakistan*.

Jadoon, I.A.K., Lawrence, R.D., and Lillie, R.J.: The Sulaiman Lobe, Pakistan; geometry, evolution and shortening of an active fold and thrust belt over transitional crust west of the Himalaya. Submitted to the American Association of Petroleum Geologists Bulletin.

Abstracts:

Lillie, R.J., Lawrence, R.D., Humayon, M. and Jadoon, I.A.K., 1989. The Sulaiman thrust lobe of Pakistan: early stage thrusting of the Mesozoic rifted margin of the Indian subcontinent. Geological Society of America

Jadoon, I.A.K., Lillie, R.J., Humayon, M., Lawrence, R.D., Ali, S.M. and Cheema, A., 1989. Mechanism of deformation and nature of the crust underneath the Himalayan foreland fold and thrust belts in Pakistan. EOS, Transaction, American Geophysical Union.

Jadoon, I.A.K., Lawrence, R.D. and Lillie, R.J., 1990. Structure and tectonics of the Sulaiman Lobe Pakistan: thrusting of thick strata along the western margin of the Indian plate. Thrust Tectonics, April, 1990. Geology department at the University of London.

Jadoon, I.A.K., Lillie, R.J. and Khurshid, A., 1990. Crustal variation across the western margin of the Indian subcontinent in Pakistan and eastern Afghanistan. Geological Society of America.

Jadoon, I.A.K. and Khan, S.H., 1990. Pop-up structures in the central Sulaiman fold belt of Pakistan. EOS, Transaction, American Geophysical Union.

Jadoon, I.A.K., 1991; The Sulaiman mountain front, Pakistan. EOS, Transaction, American Geophysical Union.

The second set of statements supplements the data derived from the assertion:

"Co-workers and supervisors have been interested in or have benefitted from your training" (Figure 2)

Misbah Tarik Ishak is in the private sector and completed short-term technical training in Television Production at the Center for the Media Arts in New York. Her scholarship was funded under the Development Support Training Project's Private Sector Scholarship Program (DSTP/0474). She is currently a director and producer of television broadcasts with Pakistan Television.

"Overall the experience was great. I feel I learned a lot and am now making television programs independently. I feel more confident and get more respect from my co-workers. My final project in New York was greatly appreciated by the instructors and brought to the attention of the Chairman. It was to be run on the amateur television makers program in New York. I also got a chance to direct a talk show for cable television in Manhattan which was aired. I feel proud of my achievements and the fact that being a Pakistani I left a good impression in my school. I am trying to incorporate all that I have learned in my work here and am already working on four documentaries being produced by the World Health Organization of the UN and these will be aired in Pakistan. Finally, I would like to thank the USAID office in Karachi and the Academy for Educational Development in Islamabad which were very helpful."

Subsequent to the above narrative, Ms. Misbah has written the following letter to the Follow-Up Unit Director:

"Since my return to Pakistan, I have made three five minute documentaries. The first two deal with the promotion of fish in Pakistan and are being sponsored by the UN Food and Agriculture Organization. These are a part of a series of films made by the World Health Organization. I have completed two and am working on two more. Also, I have also been asked to work on a ten minute documentary on the hazards of smoking. This will also be sponsored by the World Health Organization and telecast on PTN."

Abdul Qayoom Soomro is in the public sector and completed short-term technical training in Soil and Water Chemistry at the University of Idaho. His scholarship was funded under the Irrigation Systems Management project (ISM/0467). He is currently a Research Officer in the Drainage Reclamation and Irrigation Project in Tando Jam, Sindh.

"Modern techniques, the latest equipment, instruments and modified analytical procedures of soil and water analysis were highly appreciated. Being in a laboratory I achieved much knowledge and experience by operating and working on high voltage equipment such as chromatography, atomic absorption and flame emissions

spectrophotometer, data and graph work on computers lightened my working load and promoted a working ability as well as sense of responsibility. However, accuracy obtained through computer technology was highly reliable. Experienced soil scientists, chemists and university people at Idaho cooperated with me fully in theory as well as practice. I have tried my best efforts to transfer technology obtained from abroad to my colleagues and coworkers by good management, quality control but also important is the sense of cooperation between the laboratory and its clients, the scientists, technicians and growers who submit samples for analysis. This is not an easy task. Many times it will be a thankless venture but it is necessary for the operation of an efficient analytical laboratory."

Sohail Ahmed is in the public sector and completed a Masters degree Public Management at the University of Connecticut's Institute of Public Services. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Deputy Director of the Civil Services Academy in Lahore.

"On my return to Pakistan in January, 1987 following a Masters degree, my increased capabilities were recognized. I was asked to work as the Deputy Economic Advisor to the Finance Department of the Provincial Government of the NWFP. Since the Finance Department did not have a vacancy they decided to accommodate me by down grading a senior vacancy for Economic Advisor as a special measure for me. It may be noted that with my present level of seniority and given the comparatively rigid hierarchy of the civil services in Pakistan, it would not have been possible for the Finance Department to offer me, a junior officer, the post of the Economic Advisor. However, they were prepared to work without an Economic Advisor in my presence as Deputy Economic Advisor. During my seven month stay in this post, I was responsible for scrutinizing the budgets and financial needs of all provincial public sector organizations. I was considered a success in that position.

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 Federal Civil Services in Pakistan. During this posting I was also invited to become a visiting instructor for the Masters program in public administration at the University of the Punjab where 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.

In 1991 I was nominated to attend the National Workshop in "Local Government and Community Based Development in Pakistan" under the management of the Federal Ministry for Local Government and Rural Development in Karachi. At its conclusion I was selected as a member of the committee which formulated the recommendations on future courses of action in Pakistan. These recommendations are being published by the Ministry.

As a result of my training in the United States and experience in the government of Pakistan I have become convinced, like a growing number of enlightened Pakistanis, of the value of the involvement of the community and NGOs in solving the problems of

under development 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 along with 200 representatives from Commonwealth countries at Oxford University. 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.

At present after completing my seven year tenure at grade 18 I am waiting to be promoted to grade 19. I believe that I have already achieved a sense of maturity, balance and professionalism which makes me feel confident and effective in dealing with important public policy issues."

The third set of narratives supplements the data derived from the assertion:

"You have encountered resistance to the application of your training" (Figure 3)

Muhammad Qasim Ali Shah is in the public sector and completed short-term technical training in Micro Computer Applications in Agricultural Development at Oklahoma State University. His scholarship was funded under the Forestry Planning and Development project (0481). He is currently the Director of the Computer Lab in the Pakistan Forestry Institute in Peshawar.

"Thank you for your letter. As you know, in the Pakistani bureaucracy, might is right. After availing training in the United States I became very impressed with American society. However, I was not able to apply what I learned when I returned to Pakistan. After some months I was disappointed by Pakistani society. In the meantime I applied for Australian immigration. So, now I have achieved a positive response from the Australian government. So, sir, I hope within one month I will be in Australia. I am going to leave this stupid country for ever. My family is also accompanying me. So, sir, pray for me."

Ehsan Elahi Qureshi is in the private sector and completed short-term technical training in Industrial Engineering and Management at the University of Ohio. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently an office secretary with the Pakistan Carpet Manufacturers and Exporters Association.

"I gained useful knowledge during my short program in the US but unluckily 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 ideas 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.

I was quite ambitious when I was provided the opportunity for a tailor made program in industrial engineering and management. Unfortunately I had to change my job due to circumstances in the work place and for financial reasons. I left my previous position and joined a more important organization where I could have made better use of my training and experience but again, there was a clash of views between myself and my employers who were unwilling to accept my point of view or pay me for my qualifications. Getting frustrated, I tried elsewhere to find a job was not very successful. Finally I was offered a position as Secretary for the Pakistan Carpet Manufacturers and Exporters Association which I accepted not because it suited my training but because the job paid well. My present employer seems to be of a progressive mind and is in favor of bringing innovations the industry. For this purpose they want to make use of computers to make new designs and color combinations. The association where I am working presently includes the association of unmechanized cottage industries and is in its infancy. However, there is scope if a research and development cell could be established to work on the design of various computerized coloring processes."

Inayatullah Sikandari is in the public sector and completed short-term technical training in Project Implementation and Analysis at the Academy for Health Care in Hartford, Connecticut. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently Deputy Director of Buildings for the Peshawar Development Authority.

"I am grateful to you for selecting me to provide information regarding my USAID-sponsored training program. I appreciate USAID and AED's efforts to promote such training for the improvement of educational, professional, cultural and social understanding of participants and enabling them to cope with the global problems of today and tomorrow successfully.

Upon returning to my country I tried to speak about my training program with my superiors. I met the Planning and Development authorities and I tried to discuss my training in my department and submit my report but no body was keen or even interested. The report is still lying in my cupboard. Either the program sponsoring agency (USAID/AED) should send the reports and other useful papers to our country and provinces directly or the agency should inform the department concerned about the successful completion of the report of each participant, its topic and further utilization. The department, upon the participant's return, should make the participant responsible to submit his reports along with his comments, suggestions, utilization and implementation in that particular field. Here nobody bothers everyone will ask you about the trip, entertainment and sightseeing, but not about the course."

Mohammad Aleem Shaikh is in the public sector and completed short-term technical training in Public Management at the University of Connecticut. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently an Additional Secretary in the provincial government of Sindh.

"I shall frankly express in brief, that my short training at the University of Connecticut has gone a long way toward heightening my consciousness of 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. I take this opportunity to enclose a copy of my annual confidential report which reflects the hard work I have done on one of the most volatile and difficult projects in the Karachi Development Authority.

It is unfortunate that although I was recommended for a promotion, I am still being denied. My denial has been based on flimsy reasons but chiefly because of professional jealousies and maladroitness, while my juniors have been promoted for more than a year and are holding key positions. These positions include Commissioners of Sukkur and Hyderabad in Sindh. I am, however, not depressed by the cruel circumstances I face and imbued with the confidence gained from my training in the United States, I am performing my duties zealously to contribute my might to the development of my country as I have witnessed the self-reliant and diligent people doing in the US. I found my training in the US very useful for handling the affairs of the Karachi Development Authority.

The fourth set of narratives supplements the data derived from the assertion:

"Your training is professionally useful" (Figure 4)

Muhammad Iqbal is in the public sector and completed short-term technical training in Environmental Geology from the US Geological Survey, in Reston, Virginia. His scholarship was funded under the Energy Power and Development project (EPD/0478). He is currently the Assistant Director of the Geological Survey of Pakistan in Lahore.

"I received training in environmental geology for a period of three months. My training is helping to improve the standard of work in environmental geologic studies in Pakistan. I am currently working for the Geological Survey of Pakistan on a project of environmental geological studies for Dera Ghazi Khan. I am producing a series of maps and a major report which includes issues in environmental engineering and a geologic hazards map, urban geological maps, a land use map, landform and slope map, mineral resources map and hydrogeological map. Pakistan is a developing country and transfers of modern techniques from the United States is appreciated. My study program has helped to bring the field of environmental studies in Pakistan to an international standard and provided an opportunity for me to work with well-known geologists and scientists in the United States."

I have started work on a new project of environmental geology in the Dera Ghazi Khan area of Punjab province. The Dera Ghazi area has a rapidly growing population, industry and mineral resources exploration which have been adversely affecting the environment. In order to maintain an environmental balance, the government needs information which includes the availability of minerals, construction processing of minerals, pollution of water by waste disposal, geological hazards and geological engineering problems.

The geological environment of the Dera Ghazi area has been summarized in a folio of six maps I developed and which are on a 1:50,000 scale prepared through a special project of the Geological Survey of Pakistan, Lahore. The first map offers a geological mapping and compilation of the geology of the area. This geologic map also shows the earth's face by delineating the characteristics and distribution of exposed rocks and loose surface material. The second map comprises geological and environments, geologic engineering and geologic hazards map. The third map presents land-use, indicating the suitability of different environmental geological units for various uses and offers information about the way man uses the land and about vegetation that covers the land. Such information about the land is needed by planning, public works, development agencies at all levels of government as well as by the private sector. The fourth map is about landform and slope map and shows planners at a glance where steep slopes prevent certain types of development. Landform maps also indicate stream erosion and deposits primarily in low-lying areas. The fifth map indicates the location and availability of construction materials and energy resources. The sixth is a hydrogeological map indicating the presence of water on and beneath land surfaces.

The maps are useful to planners, managers and for evaluating water supplies, water-related hazards such as flooding and contamination due to waste."

Ghulam Ahmed is in the public sector and earned a Masters degree in Administrative Science at the USDA Graduate School and George Washington University, Washington DC. His scholarship was funded under the Food Security Management project (FSM/0491). He is currently the Director General of the Federal Bureau of Statistics in the federal government of Pakistan.

"Presently I am working as the Director in the Federal Bureau of Statistics in the Government of Pakistan. I was sent for a one-year training program at the USDA Graduate School in Washington DC. On return I started my service which I had left to attend my training. Recently I appeared before the Federal Public Service Commission to interview for the Director's post. I was selected out of twenty-eight candidates. I believe my training and foreign qualifications are among the factors that contributed to my selection.

The Federal Bureau of Statistics is the prime statistical organization in Pakistan and collects data on various social and economic topics derived from the official census and for use by the government of Pakistan. This data is released in the form of reports and can be used by any users. At the present I am responsible for conducting, processing, tabulation and release of the reports on Household Income and Expenditures (Household Integrated Economic Survey), the Labor Force Survey, Pakistan Integrated

Household Survey and the Wage Rate Survey. These surveys are annual and are conducted throughout Pakistan and provide bench-mark data on different social and economic aspects of the country.

Since a number of stages are involved from the collection to release of reports for these surveys and a large number of employees are involved, various types of administrative and technical problems arise. My Masters degree has enlightened me with the measures and steps to be taken for various problems and effective use of manpower. Keeping in view the theoretical knowledge gained during my studies, I have been able with the grace of God to solve administrative as well as technical problems and use the available manpower effectively.

Once again, I offer my thanks for the cooperation and assistance provided by the government of Pakistan, USAID, AED, USDA and George Washington University.

Muzaffer Iqbal is in the private sector and earned a Masters degree in Engineering at the Economics Institute of Colorado. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently self employed as the founder and Director of the Pakistan School for Superior Education and Computer Science.

"During my training, I was able to concentrate completely on my program. Except for one subject, I earned 'A's and obtained two specialization diplomas in Management Information Systems and Computer Sciences. You will be delighted to note that due to my training in the United States, I have been able to establish a unique center of learning called the Pakistan School for Superior Education and Computer Sciences in Mardan (NWFP). The school is the first and only institute in Mardan to be permanently affiliated and recognized by the NWFP Board of Technical Education. The entire system ranges from nursery to university level coupled with advanced training in computer sciences. It is hoped that this school will contribute to the development of Pakistan by meeting requirements of the 21st century. This school is intended to provide modern educational and professional training facilities based on the latest developments in education from Europe and America. Children are taught through specially designed computer courses and audio visual aids. Adults achieve a level of computer competency providing them valuable creative and business skills for the future. The ultimate objective of this school is to produce enlightened, dignified, self-reliant men and women, with sound moral and spiritual values, and capable of facing the challenges of the 21st century.

The Pakistan School for Superior Education and Computer Sciences is the only institute of its kind in the Mardan Division of the NWFP. The Board of Technical Education in Peshawar has granted me permission to enroll students and prepare them to sit for the Board's examinations in various computer programming courses. At present I have seventeen students enrolled for proficiency level computer programming courses in Basic, Cobol and Fortran. Enrollment from preschool to the fifth class is expected to start in April 1992. I have plans to establish another school in Lahore beginning April 1992 and under the supervision of my wife. This second school will consist of three wings. The school wing will be from nursery to the tenth class, there will be a computer wing for women only, and a basic literacy wing. This last wing is

for providing free basic education to uneducated and poor girls and needy women irrespective of color, caste or creed. Beside implementing free literacy programs, they will also be provided job training in skills that will permit them to earn a respectable livelihood.

Some of the equipment in the school includes six IBM compatible Fujitech computers, one IBM compatible XT computer, two computers fitted with hard disks, six computers having double disk drives and one computer with a single disk drive. We also have a well-equipped library with the latest versions of software, instruction manuals and reference books."

(The school's catalogue indicates that the instructors are foreign qualified and that syllabi are constantly updated to address the latest international research and developments in computer science. Admissions are open for full-time diploma programs and part-time certificate courses with separate classes provided for women. The school also offers a job placement service.)

Karimullah Adeni is in the private sector and completed short-term technical training in Intellectual Property at the Franklin Pierce Law Center. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently employed by the law firm of Ali and Associates, Patent, Trade Mark and Design Attorneys.

"The training program which I underwent from Pakistan was unique in the sense that few people are aware of the importance of intellectual property rights. One of the main concerns in the US today is to protect the patents, trademarks and copyrights from infringers. During my six months study at the Franklin Pierce Law Center, I studied for a complete six-month semester. I also 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 present 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."

The following statements corroborate the data derived from assertions that address the quality of training programs, instructors and the professional relevance of courses.

Afzal Haq is in the public sector and completed short-term technical training in Farm Forestry and Resource Programs in Developing Countries at the University of Arizona in Tucson. His scholarship was funded under the Forestry Planning and Development project (0481). He is currently the Chief Conservator of Forests for the Government of Sindh.

"I have been nominated for two training programs sponsored by USAID. The first program was related to forestry in arid environments and was primarily a series of lectures blended with field visits in the forested areas of northern Arizona and areas adjoining Mexico. These are the dry and arid zones of Arizona. There was a great deal of similarity between conditions existing in the province of Sindh (where I have been working for the last 29 years in different assignments) and that of major parts of Arizona, that is, hot humid, little rainfall and forestry practices are difficult. The selection process by the Government of Pakistan and the provincial government was most appropriate and suited my requirements as I was at that time Conservator of Forests and range Management. This training made me more skillful and knowledgeable. I had been afforded a chance by the sponsor, USAID, who rightly placed me in the proper institution and the zone which was like my own province. Everything worked well from my nomination to placement and the training process. Since I was fairly senior level official in the Department I required more of a technical training course than the one educative and lastly academic. I feel much enlightened and bright after having been to a country like the USA. I had the wonderful experience of meeting varied groups of people in the company of the participants drawn from different countries of the world. The lectures were informative and timely field visits of very relevant sights was most worthwhile.

The second course I attended was yet another excellent program when we were shown farm forestry programs and related research work in Thailand, Malaysia, Singapore and Kenya. This program was even more useful in the context of social forestry which is relatively a new concept in Pakistan. The country where the percentage of land under forest cover is hardly four percent (including rangelands and coastal forests in the charge of the forest departments). Anything significant seen during the farm forestry tour abroad was noted and then discussions were held as and when required. A report was prepared and some development projects on farm forestry and social forestry were conceived and then with some adjustments in view of local conditions were presented to the government. As a result of this exercise, a few projects are currently being implemented. With resource availability and the provision of funds it is expected the skill learned or substantial knowledge and experiences gained could fully be applied more extensively and the pace of development accelerated to make the country self sufficient, green and prosperous.

I am indebted to USAID for sponsoring the two short training programs which have imparted a lot of knowledge in my field and profession. Without it I might not have been able to differentiate the level of progress prevalent in different countries and

the achievements made by some countries. The advancement in different fields particularly in the disciplines of forestry had made me conscious to make observations and put these together and try out with some variations to suit the local conditions.

Whatever has been said above are the deep feelings that is now a 'firm belief that the two training have made me confident, more sure to deal with the challenging situations as I am equipped with required knowledge and expertise."

Feroza Bokhari is in the public sector and completed short-term technical training in Management at the International Management Development Institute at the University of Pittsburgh. Her scholarship was funded under the Development Support Training Project (DSTP/0474). She is currently a Deputy Director General in the federal government.

"It is a pleasure to provide my comments and observations regarding my training and experiences in the US. Some people in Pakistan have the wrong impression regarding American politics and culture and I suggest such misunderstanding could be removed through bilateral and friendly relations between the two countries. As far as my observations are concerned, I feel the people of America under their own political control and cultural circumstances are really very disciplined, well organized and well integrated. They are honest, fair and possess highly developed leadership qualities. They are highly cultured, civilized and extremely well behaved people. All these positive qualities are indeed reflected in their official and private life which further creates a combined rich impression in the sense of their national life. They are morally integrated, highly educated and observe every truth of successful life. I had enjoyed stay with American friends in a relaxed and fair atmosphere.

The modules for studies and programs prepared by the IMDI were thoughtful and perfect in all aspects. The instructors engaged were skillful and competent for the courses. The staff of IMDI was of exemplary nature. I have gained a lot from these courses and can use the information in practice. I will all success to IMDI and AED for the efforts they are making."

Safdar Hussain Shah Jafri is in the public sector and completed short-term technical training in Organizational Management Development at George Washington University. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently the Director of the Punjab Audit and Accounts Training Institute in Lahore.

"The course I attended was conducted by Professor David Brown who was a learned and enlightened person. I consider myself to have been very lucky to have joined this training course because my job as an officer in the Punjab government involves administrative and managerial duties. My basic academic orientation was that of a student of history. The linkage of this training program with my educational and service background was, therefore, remarkable. The training in organizational management development indeed helped me acquire a knowledge of issues and problems being experienced by the managers the world over. It was a short training course in

terms of duration but it has exercised immense influence on my academic interests in public administration and management.

When I returned from training 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."

Najam Qureshi is in the private sector and completed short-term technical training in Marketing and Management at the International Marketing Institute at Boston College. His scholarship was funded under the Development Support Training Project (DSTP/0474). He is currently a General Manager of Murree Brewery in Rawalpindi.

"The marketing and management program taught me a systematic approach to marketing. It was a well-organized program consisting of three components: theoretical lectures; field visits to corporations such as IBM, Hershey and Seagram; and case studies and interaction with other participants.

The standard of the lectures was very good and well-qualified professors conducted the courses. The corporate visits were useful and senior marketing executives were shared their experiences with us. The case studies were actual cases and not hypothetical. What I learned in six weeks would have taken me years without this scholarship. In addition to marketing, my experience in the United States was very good. I observed fair treatment to all citizens irrespective of their status, class and implementation of law by citizens. I observed American people as being friendly, cooperative and very hard-working with a positive attitude toward freedom.

Following my training, I enjoyed several accomplishments in Pakistan. I introduced fruit squashes in one liter glass bottles at the price of traditional squashes in 735 millimeter glass bottles. This strategy created a product differentiation concept and was highly appreciated by consumers. From 1989 on, our squash sales have increased by 100 per cent. Our company has also introduced premium quality juices in non-return class 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."

Professional Networking

Professional Networking

One of the ways in which Follow-Up fosters professional development is to organize events that promote networking and provide information. This has been accomplished by sponsoring lectures, seminars and visits by experts in various fields. Some of these fields have included education, water management, industrial management, and law.

The purpose of these activities is to demonstrate USAID's continued interest in the professional development of Jefferson Fellows and Associates after they have returned to Pakistan. In each event, returned participants (as well as other interested parties) are introduced to the latest developments in their professional field. Where USIS-sponsored Worldnet events have been used, former USAID participants have had the opportunity to hold professional discussions with their counterparts in other parts of the country and the United States. At the Agriculture University in Faisalabad, large lectures were held for up to 200 professionals including scores of former Jefferson Fellows and Associates. These lectures provided the opportunity for the university faculty (which includes many former participants) to listen to an internationally renowned expert on irrigation engineering. In Islamabad, Peshawar, Lahore and Karachi, former participants in education had the benefit of small seminars, discussions and lectures from an expert in education. In other cases, participants' instructors from the United States have come to Pakistan to meet and discuss professional issues.

The following itinerary and press releases demonstrate one Follow-Up program featuring an education expert from Portland State University. In this case, Dr. Greenfield was a visiting Fulbright Scholar in Thailand. Through the cooperation of USAID, USEFP and USIS, Greenfield was brought to Pakistan to conduct a series of lectures and seminars for former participants in Lahore, Islamabad, Peshawar and Karachi. Dr. Greenfield had also mentored approximately fifteen USAID participants in Oregon and was able to meet with his former students in Pakistan.

THE SCHEDULE OF DR. WILLIAM GREENFIELD, DECEMBER 7-12

December 7: Dr. William Greenfield's arrived in Karachi from Thailand the morning of December 7 at 2:30 am. A USIS driver met him with his ticket to Islamabad and took him to the Midway hotel. Greenfield left Karachi later that morning at 10:00 am and arrived in Islamabad at 11:00 am. He was met at the airport by Tom Rogers from AED, Sameena Ayaz from USIS, and two former participants and students of Greenfield's Mr. Hussain Chaudry and Ms. Hajra Pirzada, both principals of public colleges in Islamabad and Rawalpindi.

Greenfield was taken to the Holiday Inn in Islamabad. The evening of December 7, former USAID participant Hussain Chaudry hosted a dinner for Greenfield at the Pearl Continental hotel in Rawalpindi. The dinner was attended by former USAID participant Hajra Pirzada, Brigadier Khyber the chief administrator for federal cantonment schools, Dr. and Mrs. Tom Rogers and a press photographer.

December 8: Greenfield and Rogers left the Holiday Inn in Islamabad and arrived at The Grammer School in Rawalpindi at 8:00. The founder of The Grammer School is former USAID participant Mrs. Nasreen Iqbal. Greenfield spent an hour speaking with Mrs. Iqbal about principalship, leadership, faculty development and other dimensions of education administration. At 9:15 Greenfield, Iqbal and Rogers departed the school for Islamabad where Greenfield was to lead an informal discussion.

At 10:00 Greenfield arrived at the Islamabad College for Girls where the principal is Mrs. Hajra Pirzada, a former USAID participant. He conducted an informal discussion with an audience of forty school administrators, principals and faculty. Among the audience were five former USAID participants that brought their faculty to the college to attend Greenfield's lecture and discuss issues in school administration. These included Mrs. Badra Beg, Mrs. Jalil Ghazala, Mrs. Nusreen Iqbal, Mrs. Hajra Pirzada and Mr. Hussain Iqbal. The entire audience received a three-page outline of the lecture meant to identify issues and foster discussion.

Following the discussion, there was a tea and tour of the College.

At 1:00 Dr. David Sprague, Chief of HRD and Project Officer of USAID's Primary Education Program hosted a luncheon for Greenfield at the Holiday Inn. The luncheon was organized by AED and guests included four former USAID participants; Ms. Aysha Haider, a journalist from the Frontier Post; Dr. Peter Dodd the Executive Director of the US Education Foundation in Pakistan; Mr. William Cavness CCAO, Mr. David Kennedy ACIO, Mr. James Burns ACAO

and Ms. Sameena Ayaz CAA all of USIS; Mr. Lance Lindabury, the Chief of Party for the Academy for Educational Development; Tom Rogers of AED, Mr. Mazharul-Haq Siddiqi, Secretary in the Ministry Education; Dr. A.Z. Ansari, Chairman of the Pakistan Council for Science and Technology.

In the evening, former USAID participant Hajra Pirzada hosted a dinner for Greenfield. Guests included Mr. Fakkar Imam, Minister of Education; Mr. Siddiqi the Federal Secretary for Education; Mr. James Burns and Ms. Sameena Ayaz of USIS; Dr. and Mrs. Tom Rogers from AED; Mr. Brigadier Khyber head of the federal cantonment schools; and Mr. Hussain Chaudry principal of the Federal College for Boys and a former USAID participant. During the dinner, Greenfield and Fakkar Imam were able to speak for three hours on education issues.

December 9: At 9:00 Greenfield visited the Islamabad Grammar School where the Principal is former USAID participant Mrs. Qureshi. Greenfield took a tour of the campus and discussed education issues in Pakistan and the United States.

At 10:00 Greenfield was accompanied by Dr. Peter Dodd of USEFP and a representative of USIS to pay a courtesy visit to Mr. Fakkar Imam the Minister of Education.

At 11:00 Greenfield delivered a public lecture at the Islamabad College for Girls. Fifteen former USAID participants in various fields of education were invited to attend. These included teachers, principals and members of the federal Ministry of Education. The total audience included approximately 100 people. The Chief Guest for the lecture was Mr. Fakkar Imam, Minister of Education. Following the lecture there was a luncheon for the entire audience. The audience also included Mr. Mukhtar Ahmad, Deputy Education Advisor and former USAID participant.

After his appearance at the Islamabad College for Girls, Greenfield left for Rawalpindi where he visited the Federal Government College for Boys. The Principal of the College is Mr. Hussain Chaudry a former USAID participant. During the two-hour visit, Mr. Chaudry and Dr. Greenfield discussed education issues and visited the science laboratory and members of the staff.

Dec. 10: Greenfield and Rogers left Islamabad at 8:30 am and arrived in Peshawar at 9:00 am. Greenfield met with Mr. Mike Mingo BPAO and Mr. Afridi of USIS at the Peshawar American Center for a briefing of approximately one hour.

At 10:30 Greenfield delivered a lecture at the Islamia College for Boys In-service Training Unit which was attended by two former USAID participants, Ms. Salma Masud and Ms. Khatoon. Ms. Masud brought several members of her Beacon House staff to the lecture. Mr. Nick Cowell the Training and Supervision Specialist on USAID's Primary Education project also attended. The subject of

the lecture was "Theories in School Administration and Staff Development". Following the lecture there was a luncheon in Greenfield's honor hosted by Mr. Ruhul Amin the Director of the In-service Training Unit.

At 4:00 pm Greenfield delivered a lecture at the University of Peshawar's In-service Training Institute on "Supervision, Evaluation and Development of Staff".

Mr. Mike Mingo, the Director of the Peshawar American Center, hosted a dinner in honor of Greenfield. The dinner was attended by approximately fifteen guests including two USAID participants and Mr. Nick Cowell of USAID's Primary Education project.

Dec. 11: At 9:30 am Greenfield delivered another lecture at the University of Peshawar In-service Training Institute. The lecture was attended by approximately fifteen people including two USAID participants. The subject of the lecture was on organizational behavior in education institutions and titled "Schools as Dual Organizations: Bureaucratic and Professional".

At 11:00 Greenfield visited USAID's Primary Education project and discussed the project with Wade Robinson, the project's Chief of Party.

Greenfield left Peshawar for Karachi on an evening flight.

Dec. 12: At 9:00 Greenfield went to the American Center to meet with Ms. Michelle Rabyda, BCAO at USIS for a briefing of his program.

At 11:00 Greenfield visited Karachi University and met with Dr. Manzoor Ahmed, Chairman of the Philosophy Department. During their meeting they discussed the formation of a school of education which Dr. Ahmed is currently proposing for Karachi University.

At 12:00 am Greenfield visited two primary schools where the Principals are both former USAID participants: Ms. Ghazala Nizami the Principal of Happy Home Secondary School and Ms. Azra Aqil the Principal of the Karachi Cambridge School.

At 7:00 pm Greenfield delivered a lecture at the Karachi American Center. The subject of his lecture was "Education Policy: Strategies for Organizational Change" and was attended by approximately thirty people. Among the audience were eight former USAID participants including four former students of Greenfield at the Northwest Regional Education Laboratories. Following the lecture, Greenfield met with his former students over tea for approximately two hours. USAID participants that attended the lecture included Ms. Ghazala Nizami and Ms. Azra Aqil both private school Principals, Ms. Azra Fazal the Principal of the Central Public School, Ms. Uzma Azmi from the Center for Advanced

Studies, Ms. Samina Ahmed Ali Soomro a professor at the Government College for Women, Ms. Khurshid Ghulam Mohammad a Principal at the Playhouse Secondary School for Boys, and Mr. Aijaz Baig Mirza a Principal at a Government Higher Secondary School.

In the evening Greenfield attended a reception at the home of the USIS Cultural Affairs Officer, Ms. Michelle Rabyda. He left for Thailand on a 1:30 am flight.

SUMMARY

Greenfield's program was full from the moment he arrived in Pakistan. During his five-day schedule he was the guest of honor at eight luncheons and dinners, four of which were hosted by former USAID participants. He visited five schools and delivered six lectures. Greenfield paid a courtesy call to Fakkar Imam and was accompanied by William Cavness and Dr. Peter Dodd. He had dinner one evening with Mr. Fakkar Imam and Mr. Siddiqi, Federal Secretary of Education. He also had a lunch with Fakkar Imam and the Education Minister was the Chief Guest at Greenfield's December 9th lecture and reception at the Islamabad College for Girls. In Peshawar Greenfield met with Nick Cowell and Wade Robinson (Cowell also attended a lecture at Islamia College) who introduced him to USAID's Primary Education Project. Greenfield's visit appeared in five English daily newspapers including The Muslim, The Pakistan Times, The Nation, The Frontier Post and The News. Although USAID was not mentioned in all the press articles, USAID and the participant training program were mentioned in most papers. The evening of December 9th, Greenfield's lecture was also covered by Pakistan Television.

USAID/HRD conceived of the idea to bring Greenfield to Pakistan to meet and address former participants in various fields of education and to fund his program through the cooperation of three US agencies. The US Education Foundation in Pakistan paid for Greenfield's international air fare, USIS paid for his domestic travel and USAID (along with USIS) organized his program and escorted Greenfield throughout his stay in Pakistan. Although it was a complicated effort to get three government agencies to cooperate on the program, USEFP and USIS have indicated that they felt the program was successful.

United States Information Service

NEWS RELEASE

60, Khayaban-e-Quaid-e-Azam, Blue Area, F-6/4 Islamabad. Tel: 824051

MORE THAN 100 PAKISTANIS RECEIVE HIGH LEVEL TRAINING IN THE ADMINISTRATION OF EDUCATION

ISLAMABAD, December 19 -- Dr. William Greenfield, an authority on education administration, left Pakistan after what he described as "a very successful and satisfying" visit. The purpose of his week long visit was to help foster education development in Pakistan. During his stay here, Dr. Greenfield met with the Federal Minister for Education Mr. Fakhr Imam and discussed with him education development issues which included the advantages of in-country executive development, the potential for the Ministry's Institute of Science and Technology and the need for investment in human resources development. Dr. Greenfield, who came to Pakistan through the cooperation of the U.S. Education Foundation, USIS and the USAID-funded Development Support Training Project, gave lectures on "School leadership by Teachers and Principals", "Administrative and Leadership Theory in Education" and "Education Policy: Strategies for Organizational change". Mr. Fakhr Imam was the Chief Guest at Dr. Greenfield's lecture on administrative theory. Dr. Greenfield's discussions here focused on fostering education development in Pakistan through the continued professional development of returned USAID scholars. Over 100 Pakistani participants have been funded by the Development Support Training Project to study various fields of education. These participants have completed short-term technical training as well as Masters and Doctorate degrees.

Along with his lectures, Dr. Greenfield visited schools in Islamabad, Rawalpindi, Peshawar and Karachi, conducted follow-up meetings with former USAID scholars and held a number of discussions with their faculties and staff. He met with the faculty and staff of public and private schools and discussed education issues that are important to school administrators, principals and teachers.

Need for better administrators for schools/colleges

ISLAMABAD, Dec. 9: Syed Fakhar Imam, Federal Minister for Education today underscored the need of quality of leadership in the administration, management and education to meet the challenges ahead.

The minister was speaking here after a lecture by Dr. William Greenfield, of Portland State University on "administration and leadership theory in education" at Islamabad College for Girls, F-6/4. The lecture was organised by US Education Foundation and United States Information Service.

The Minister said that formulation of policies and strategies is a challenging task. Management and administration and quality of leadership have direct correlations for the overall development of the country. We in Pakistan have a long way to go. We are exposed to latest knowledge and technology at slow pace. The number of teachers is small in relation to what is required, he added.

Syed Fakhar Imam said that leadership stimulates confidence among the people to elevate and achieve national objectives. Quality of leadership is to inspire the people at all levels, in Pakistan specially in education, it should be stimulated from primary to highest level, namely vice-chancellor level. He said that a great deal of effort is required to fulfil these responsibilities.

Earlier in his lecture, Dr. William Greenfield said that education is an investment in human capital. Schools are moral institutions and educators and policy makers have responsibility to formulate policies to cater with the needs of students. He said that administration co-ordinate and control to implement policies and producing efficiency. He said that source of power (authority), laws, rewards and expertise can help a great deal in implementing policies.

He said that teachers are responsible to establish leadership qualities among students. Later a question answer session was held.

Mrs. Pirzada, Principal, F.G. College for Women G-6/4, stressed the importance of patience for the administrators.

Prof. William D. Greenfield is an eminent scholar in educational administration and has written a number of books and research papers on education. He was accompanied by Mr. Peter Dodd, United Nations Education Foundation and Mr. William of USIS.—APP.

In the name of God Most Gracious, Most Merciful
FOUNDED BY QUADIR-AZAM MOHAMMAD ALI JINNAH

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Prof. William D. Greenfield, Portland University (U.S.A.) with the Federal Minister for Education, Syed Fakhar Imam in Islamabad on Monday.

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The Nation

AN INDEPENDENT NATIONAL DAILY

LAHORE, JAMADI-US-SANI 3, 1412, TUESDAY, DECEMBER 10, 1991

Education needs zealous leadership: Fakhar

ISLAMABAD—Syed Fakhar Imam, Federal Minister for Education on Friday underscored the need of quality of leadership in the administration, management and education to meet the challenges ahead.

He was speaking here after a lecture by Dr William Greenfield, Portland State University on "Administration and leadership theory in education" at Islamabad College for Girls, F-6/4. The lecture has been organised by US Education Foundation and United States Information Service.

The minister said that formulation of policies and strategies was a challenging task. Management and administration and quality of leadership had direct correlations for the overall development of the country. "We in Pakistan have a long way to go. We are exposed to latest knowledge and technology at slow pace. The number of teachers is small in relation to what is required", he added.

Syed Fakhar Imam said that leadership stimulated confidence among the people to elevate and achieve national objectives. Quality of leadership was to inspire the people at all levels, in Pakistan specially in education. In education, it should be stimulated from primary to highest level, namely vice chancellor level. He said that a great deal of effort was required to fulfil these responsibilities. Moral fibre should be developed to pursue ideology of Pakistan and philosophy of Allama Iqbal.

The Minister said that by promotion of values and norms of justice in the system we could achieve our national goals. He said that education could give lead to the nation by dissemination of knowledge. He said that problems in education should be addressed in most scientific and professional ways.

Earlier in his lecture, Dr William Greenfield said that education was an investment in human capital. Schools were moral institutions and educators and policy makers had responsibility to formulate policies to cater with the needs of students. He said that administration coordinate and control to implement policies and producing efficiency. He said that source of power (authority), laws, rewards and expertise could help a great deal in implementing policies.

He said that teachers were responsible to establish leadership qualities among students. Later a question answer session was held.

Mrs Pirzada, Principal, F.G College for Women F-6/4 in her remarks, said that the patience should be foremost quality of the leaders. They had tremendous responsibilities and had to undergo tense situation daily.

Meanwhile, Prof William D. Greenfield who called on the Federal Minister for Education, Syed Fakhar Imam here at Islamabad on Monday.

Mr Greenfield said that the major responsibility on administrators was to identify the problems and weaknesses and then rectify these to improve the efficiency of the institution. He also underlined the need of two way flow of communication between the administrators and the teachers at large who had a direct contract with the students so that the weaknesses and short coming existed in the way of performing duties could immediately be rectified.

The Minister showed interest in inviting expertises of real eminence in various sphere of life to Pakistan to seek recommendation and valuable suggestion to make breakthrough in that direction.

The Frontier Post

National Daily published simultaneously from Peshawar & Lahore

US educationist for effective school administration

From AYESHA HAIDER

ISLAMABAD — Professor William D. Greenfield, a US educationist from the Portland State University, is currently visiting Pakistan on a week-long trip. His visit has been jointly organised by the USAID, US Educational Foundation and the US Information Centre in Islamabad.

The learned scholar is a professor of educational policy, foundation and administrative studies and is currently on a Fulbright scholarship in Thailand in the field of educational administration. His visit to Pakistan is the first of its kind by an educationist that has been organised jointly by the vari-

ous US agencies and foundations in Islamabad. After Islamabad, he will be proceeding to Peshawar and Karachi where he will visit both the public and private educational institutions of these cities.

During his stay here, Prof. Greenfield will visit Islamabad College for Girls and the Islamabad Grammar School as model public and private institutions respectively. Along with meeting Fakhar Imam, federal minister for education, he will also deliver a lecture to educators and education officials on 'administrative and leadership theory in education' at the Islamabad College for Girls. Talking to *The Frontier Post*, Dr. Greenfield gave his views

about the need for effective school administration the principal and the staff in order to enhance an efficient system of education. It is the duty of the state to provide the best possible resources to the teachers along with being forthright in the import that it attaches to its education policies, he stressed.

Deliberating upon the parallel public and private education systems prevailing in countries like Pakistan, he felt that the private schools were more attractive for the parents in the Third World countries as, somehow, the basic message seemed to be lost along the bureaucratic line. Both the type of school system were important in the developing countries, he felt.

While commenting upon the school system in USA, he said that 95 per cent of the schools in USA were public state run schools and every state had its numerous school districts, ranging from 65 to 1,000 in number. A system of school superintendents and principals ensure a proper carrying out of the curriculum which has been set by the various state education departments.

He was of the opinion that in countries like Pakistan, more encouragement should be given to leadership in schools at the local level. More research was also in order to make a fair assessment of the educational milieu in such countries, he added.

INTERNATIONAL

THE NEWS

Educationists' get-togethers should be encouraged: US professor

By Shahzad Alam Khan

ISLAMABAD: Education should be considered an investment in the human capital which in the long run results in development and prosperity of the nations.

This was stated by Professor William D Greenfield, department of educational administration of Portland State University America, who is on a week-long visit to Pakistan. His visit is sponsored by the United States Education Foundation and United States Information Service.

Talking to 'The News' here on Sunday, Professor Greenfield disclosed that during his stay in Pakistan he will meet the education minister, Syed Fakhar Imam, and

other professionals in the field of education to discuss with them ways and means to foster education development in Pakistan.

He said that provision of better education is responsibility of the state and if students, the future builders of a nation, are denied this facility better administrators cannot be produced.

He said that in the greater interest of a nation, the Pakistan government like many developed countries should make education compulsory through a legislation.

Moreover, he said more and more funds should be allocated to the education sector. Prof Greenfield, an authority on educational administration, said that harmony and understanding between the

principal and administrator of a school are a prerequisite to run the institution in efficient manner.

Moreover, the professor said that the professionals in the field of education should sit together regularly to discuss the standard and quality of education. "Ministry of education should encourage such get-togethers."

Prof Greenfield observed that the will of government, politicians, leaders and people of the country that investment more in human capital is must and can give a boost to the literacy rate.

Professor Greenfield will deliver a lecture on 'Administrative and Leadership Theory in Education' at Islamabad College for Girls on December 9.

US education expert leaves for home

ISLAMABAD—Dr William Greenfield, an authority on education administration, left Pakistan after what he described as "a very successful and satisfying" visit. The purpose of his week long visit was to help foster education development in Pakistan. During his stay here, Dr Greenfield met with the Federal Minister for Education Mr Fakha Imam and discussed with him education development issues which included the advantages of in-country executive development, the potential for the Ministry's Institute of Science and Technology and the need for investment in human resources development.

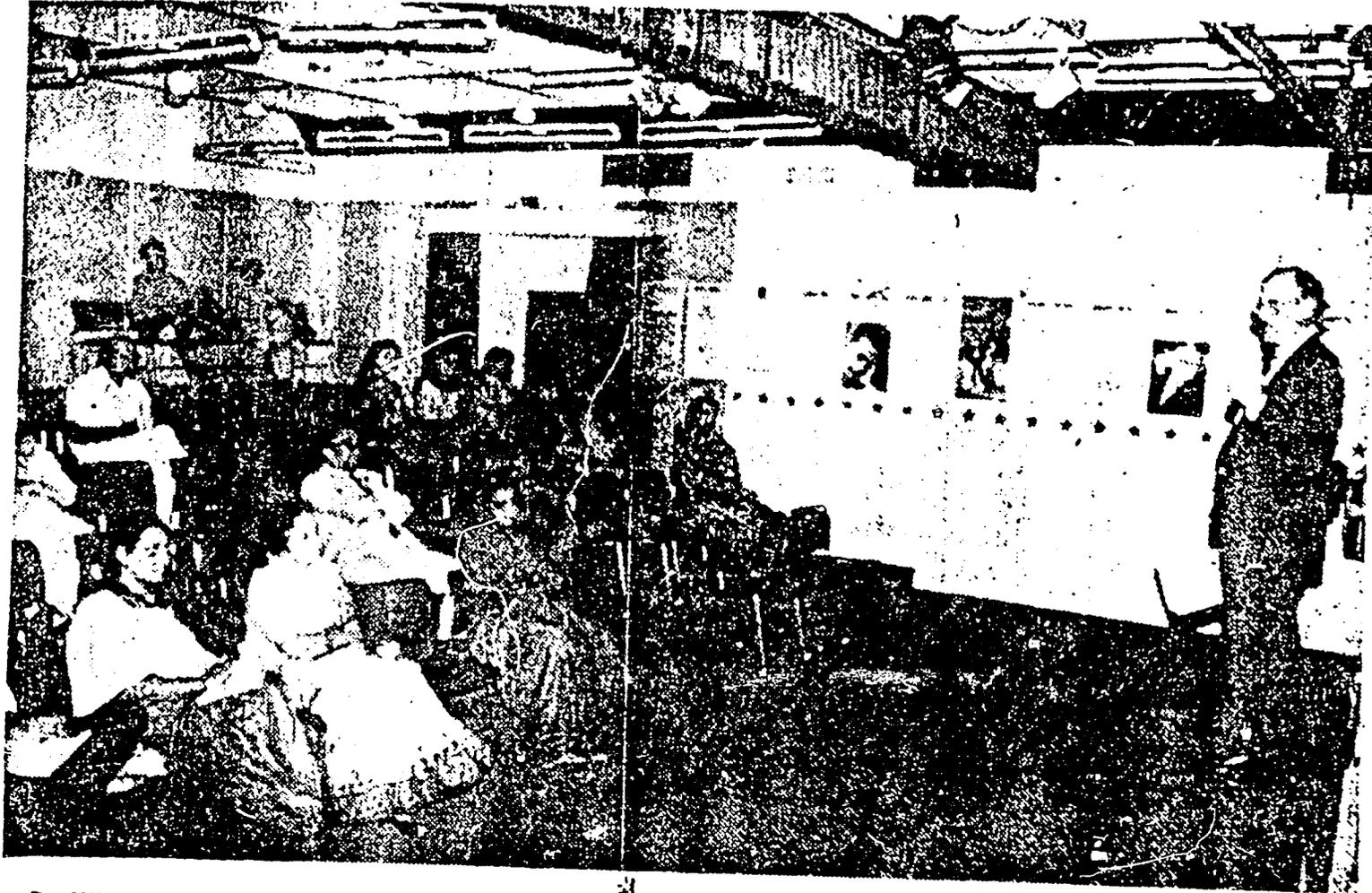
Dr Greenfield, who came to Pakistan through the cooperation of the US Education Foundation, USIS and the USAID-funded Development Support Training Project, gave lectures on "School leadership by Teachers and Principals," "Administrative and Leadership Theory in Education" and "Education Policy: Strategies for Organisational change." Mr Fakha Imam was the Chief Guest at Dr Greenfield's lecture on administrative theory. Dr Greenfield's discussions here focused on fostering education development in Pakistan through the continued professional development of returned USAID scholars. Over 100 Pakistani participants have been funded by the Development Support Training Project to study various field of education. These participants have completed short-term technical training as well as Masters and Doctorate degrees.

US-lecture

Dr. William D. Greenfield, Professor in Educational Policy at Portland State University, Orego. will be in Karachi on (Dec. 12) he will deliver a lecture entitled "educational policy: strategies for organisational change". A specialist in administrative and leadership theory in education, Dr. Greenfield will give a talk to academicians and other interested persons at 5.00 p.m.—APP.



Dr. William Greenfield, Professor of Education, Portland State University seen with Ms. Michelle R. Bayda of USIS and the Principal Mrs. G. Nizami of Happy Home School. On Dr. Greenfield's visit to the school the students presented a national dress show.



Dr. William D. Greenfield speaking on "educational policy" at American Center on Thursday. — The News photo

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Annex 1.
Return-from-Training Questionnaire

PDF #:
PIO/P #:

RETURN-FROM-TRAINING QUESTIONNAIRE

USAID has made a considerable investment in your future. Please complete the following questionnaire to help USAID improve the future of its international training programs. We are most interested in any academic training you have attended on a USAID scholarship. If you have not attended an academic program we are interested in the last technical program you have attended on a USAID scholarship.

1. Name and Designation:
2. Gender: Male _____ Female _____
3. Date of birth:
4. Mailing address:
5. Telephone; Residence _____ Work _____
6. Public or Private sector:
7. Current employer address:
8. Type of USAID training: Academic _____ Technical _____
9. Length of your training in months:
10. Title of your training course:
11. Institution and country of training:
12. Number of USAID training programs you have attended.
13. Degree or Certificate you received following training.
14. Have you taken the opportunity offered by your scholarship for professional memberships?
15. Please indicate if you would like to meet other US-trained Pakistanis to share experiences, discuss professional issues and problems or make professional contacts.

Please rate the following statements on a scale of 1 to 5

- 1 NOT TRUE
- 2 MARGINALLY TRUE
- 3 TRUE
- 4 VERY TRUE
- 5 EXTREMELY TRUE

16. The training program offered excessive theoretical information.
1 2 3 4 5
17. The training program offered excessive practical information.
1 2 3 4 5
18. The training program offered the correct mix of theoretical and practical information.
1 2 3 4 5
19. In your judgement, your placement in an appropriate training program was professionally successful.
1 2 3 4 5
20. The training program was conducted at your level of professional expertise.
1 2 3 4 5
21. Most of your training program was directly related to your work.
1 2 3 4 5
22. Your training offered general information that you will apply to specific areas of your work.
1 2 3 4 5
23. Your training was satisfactory, however, you have been transferred or professionally placed so that your training has become less relevant.
1 2 3 4 5
24. If you are in the private sector, your training had an impact on your enterprise (such as increased profits, better management etc.).
1 2 3 4 5
25. You expect your training to contribute to a promotion.
1 2 3 4 5
26. You feel your training will contribute to improving your personal status in Pakistan.
1 2 3 4 5
27. (If you wrote a thesis or dissertation) You were satisfied that the research you conducted will contribute to Pakistan's development.
1 2 3 4 5
28. (If you wrote a thesis or dissertation) All or part of your thesis or dissertation is being published in Pakistan.
1 2 3 4 5
29. You feel that you were trained by experts that understand the transition you will have to make from US training to conditions in Pakistan.
1 2 3 4 5
30. You are concerned that your training will not easily translate to conditions in Pakistan.
1 2 3 4 5

31. You feel that your training will contribute to Pakistan's development.
1 2 3 4 5
32. You believe that your training or similar efforts will facilitate the transfer of technology and know-how to Pakistan.
1 2 3 4 5
33. Your supervisor acknowledged your training in a positive manner.
1 2 3 4 5
34. Your supervisor is receptive to new ideas you have gained from training.
1 2 3 4 5
35. Your co-workers indicated that they are happy you have received a USAID scholarship.
1 2 3 4 5
36. Your co-workers have been interested in new ideas you gained from training.
1 2 3 4 5
37. Since returning to Pakistan, you have been able to pass on information from your training to your co-workers.
1 2 3 4 5
38. Since returning to Pakistan, you have experienced resentment or jealousy over your USAID training.
1 2 3 4 5

Narrative

The following space and the back of this page should be used to make comments and observations. Your critique will be useful for evaluating international training programs. USAID is particularly interested in understanding how your training contributed to improving your circumstances in Pakistan. We would also like to know about your most significant achievement related to your USAID training.

Annex 2.
Post-Training Questionnaire

PDF #:
PIO/P #:

POST-TRAINING QUESTIONNAIRE

USAID has made a considerable investment in your future. Please complete the following questionnaire to help USAID improve the future of its international training programs. We are most interested in any academic training you have attended on a USAID scholarship. If you have not attended an academic program we are interested in the last technical program you have attended on a USAID scholarship.

1. Name and Designation:
2. Gender: Male _____ Female _____
3. Date of birth:
4. Mailing address:
5. Telephone; Residence _____ Work _____
6. Public or Private sector:
7. Current employer address:
8. Type of USAID training: Academic _____ Technical _____
9. Length of your training program:
10. Title of your training course:
11. Institution and country of training:
12. Number of USAID training programs you have attended:
13. Number of months since you returned from USAID training:
14. As a result of your USAID training, are you a member of a professional organization?
15. Have you had a promotion since returning from training? Yes _____ No _____

Please rate the following statements on a scale of 1 to 5

1 NOT TRUE

2 MARGINALLY TRUE

3 TRUE

4 VERY TRUE

5 EXTREMELY TRUE

16. In your judgement, placement in an appropriate training program was successful.
1 2 3 4 5
17. You have been able to use most of your training in Pakistan.
1 2 3 4 5
18. Your training has contributed to professional advancement such as a promotion, greater responsibilities, increased pay or a change to a better job.
1 2 3 4 5
19. Your training has had an impact on your enterprise (such as increased profits or better management).
1 2 3 4 5
20. You feel your training has helped to improve your personal status in Pakistan either socially or professionally.
1 2 3 4 5
21. The cultural and social experience of your training abroad has been more important professionally than the information you gained from your course(s).
1 2 3 4 5
22. You have maintained social or professional contacts made while you were in training.
1 2 3 4 5
23. Information from your training program is still relevant to you and the work you do.
1 2 3 4 5
24. Your training has become more relevant as time passes.
1 2 3 4 5
25. Your training has become less relevant as time passes.
1 2 3 4 5
26. Your training has become out-dated.
1 2 3 4 5
27. You believe your training will be useful five (5) years from now.
1 2 3 4 5
28. You believe your training will be useful ten (10) years from now.
1 2 3 4 5
29. You have not been able to utilize your training as much as you wished but you expect to use it more in the future.
1 2 3 4 5
30. If you have not been able to use your training, it has been due to bureaucratic impediments.
1 2 3 4 5
31. If you have not been able to use your training, it has been due to lack of technology.
1 2 3 4 5

32. If you have not been able to use your training, it is because you have encountered resistance to new ideas or change.
1 2 3 4 5
33. If you have not been able to use your training, it has been due to lack of working capital.
1 2 3 4 5
34. Your training was satisfactory, however, you have been transferred or professionally placed so that your training has become less relevant.
1 2 3 4 5
35. You feel that your training contributes to Pakistan's development.
1 2 3 4 5
36. You believe that your training and similar efforts will facilitate the transfer of technology and know-how to Pakistan.
1 2 3 4 5
37. (If you wrote a thesis or dissertation) All or a portion of your research is being published in Pakistan.
1 2 3 4 5
38. (If you wrote a thesis or dissertation) You have been satisfied that the research you conducted has contributed to Pakistan's well-being or development.
1 2 3 4 5
39. (If you wrote a thesis or dissertation) The subject of your thesis or dissertation was a topic relevant to conditions in Pakistan.
1 2 3 4 5
40. Your supervisors have been receptive to new ideas you gained from training.
1 2 3 4 5
41. Your co-workers have been interested in new ideas you gained from training.
1 2 3 4 5
42. You have been able to introduce new ideas and concepts from USAID training to your co-workers.
1 2 3 4 5
43. You have experienced resentment or jealousy because of your USAID scholarship.
1 2 3 4 5

Narrative

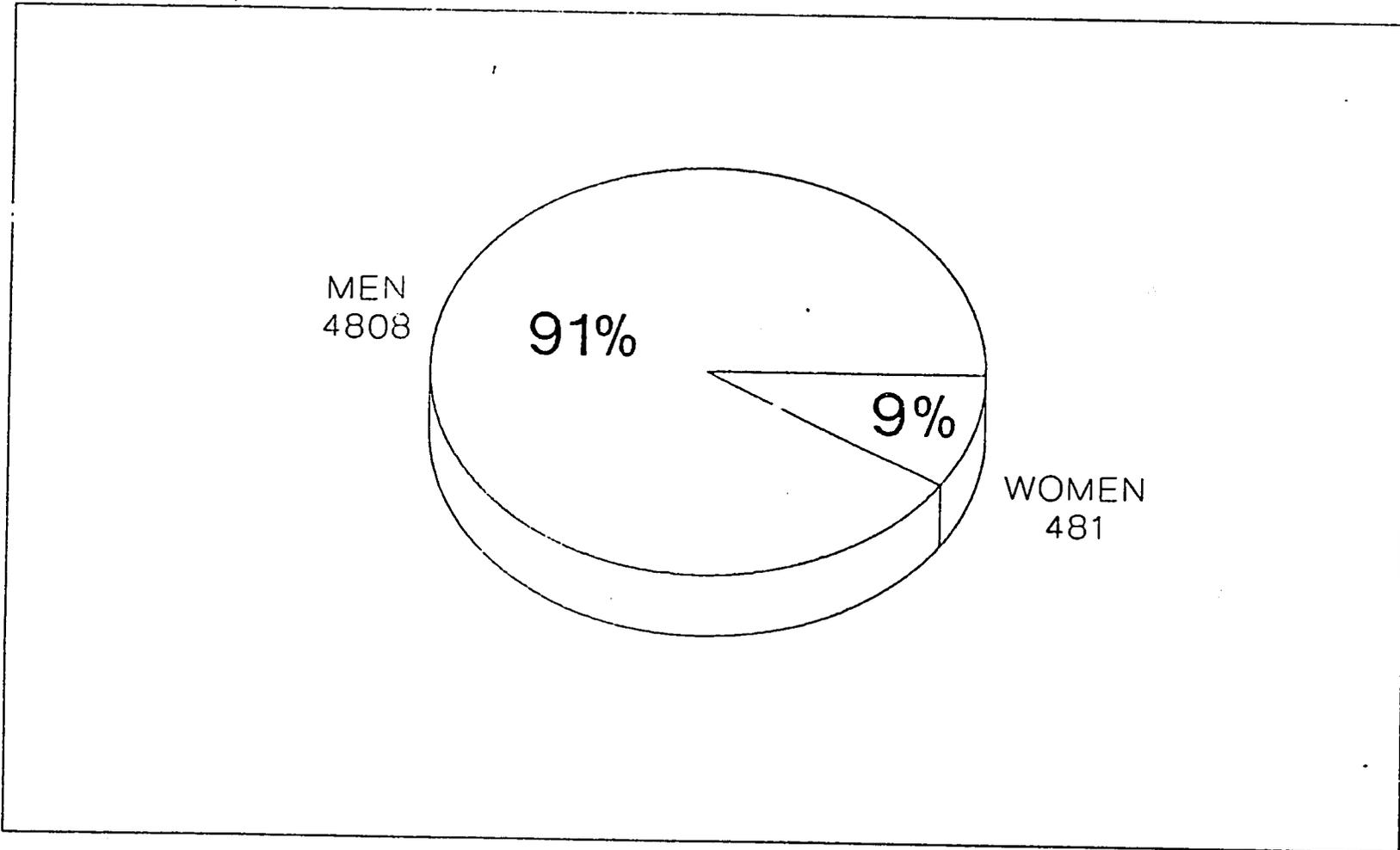
The back of this page should be used to make comments and observations. Your critique will be useful for evaluating international training programs. USAID is particularly interested in understanding how you feel your training contributed to Pakistan's development or improved your circumstances. We would also like to know about your most significant achievement related to your USAID training.

Total Completed Participants DSTP I-II

Count Description	Records	%
Total Completed Participants	5,289	
Men	4,808	91
Women	481	9
Academic	884	17
Technical	4,405	83
Men Academic	790	89
Women Academic	94	11
Men Technical	4,018	91
Women Technical	387	9
Public Sector	4,436	84
Private Sector	853	16
Men Public Sector	4,147	93
Women Public Sector	289	7
Men Private Sector	661	77
Women Private Sector	192	23
Men Technical Public Sector	3,554	86
Men Academic Public Sector	592	14
Men Academic Private Sector	198	30
Men Technical Private Sector	464	70
Women Technical Public Sector	242	84
Women Academic Public Sector	47	16
Women Academic Private Sector	47	24
Women Technical Private Sector	145	76

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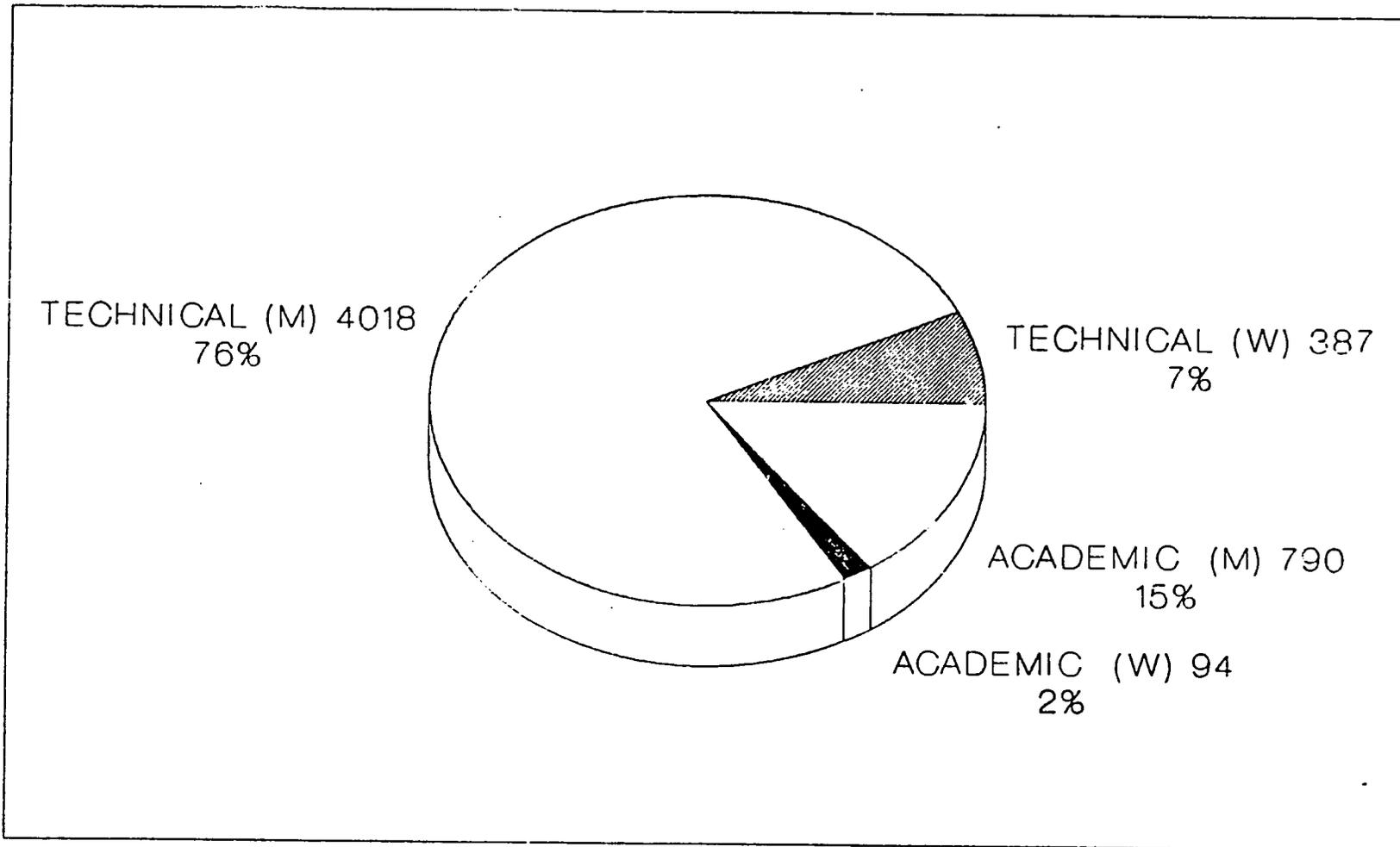
TOTAL COMPLETED MEN & WOMEN*



*June, 1992.

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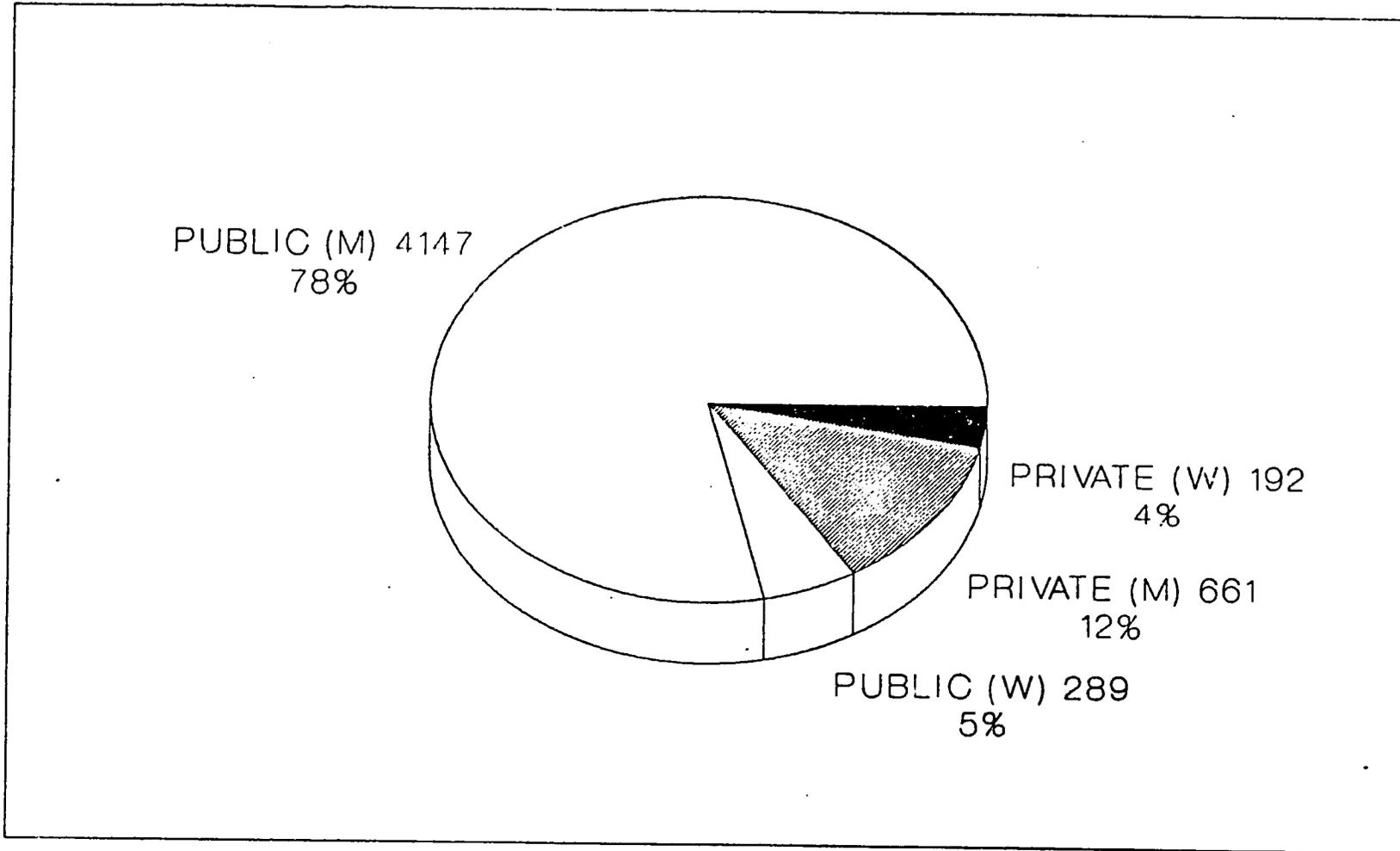
TOTAL COMPLETED MEN & WOMEN:
ACADEMIC & TECHNICAL (5289)*



*June, 1992.

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TOTAL COMPLETED MEN & WOMEN:
PUBLIC & PRIVATE SECTORS (5289)*



*June, 1992.

66.