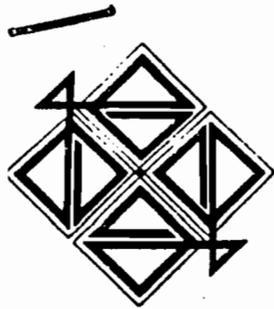


PAKISTAN
DEVELOPMENT SUPPORT TRAINING PROJECT
FIRST SIX-MONTH REPORT
DEC. 19, 1983 - JUNE 30, 1984
USAID CONTRACT NO. 391-0474-C-00-3050-00



Academy for Educational Development
Development Support Training Project

SIX MONTH REPORT

Part 1 - Narrative

Dec. 19, 1983 - June 30, 1984

Contract No. 391-0474-C-00-3050-00

Office: No. 56, St. 88, 6th Ave. (Ataturk) G-6/3, Islamabad, Pakistan
Mailing Address: P.O. Box 1973, Islamabad, Pakistan
Telephone: 822-906, 824-858

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EXECUTIVE SUMMARY

A. Major Progress Indicators

1. Management Training

- a. Standard Needs Survey instrument developed, over 100 persons in 5 different public administration and management training institutions interviewed in Peshawar, Lahore and Karachi. Conclusions show near unanimous agreement that the institutions are facing a severe staff crisis because of inability to recruit qualified staff, lack of staff development program, frozen salary structure, lack of incentives similar to like positions in other organizations. The staffing problem affects all activities of the institutions. Those interviewed also agreed that relations with federal government need clarification, training methodologies need updating, training resources and equipment need replacement, purpose and goals of institutions need clarification and validation, management skills needed by public administrators must be identified in order to develop a relevant curriculum.
- b. The above results and AED conclusions were presented to a Steering Committee of institution directors and plans were made for a joint presentation to USAID and the Establishment Division, GOP.
- c. Workshop held for directors and key faculty of various training institutions to discuss organizational and administrative problems as well as curriculum development guidelines. It was the first workshop in history of Pakistan at which both directors and faculty of varied institutions met each other as equals and discussed topics all had in common. The most important result of workshop was the opportunity for the participants to speak together as colleagues without artificial institutional barriers. (See Workshop Report, Appendix A)

- d. DSTP coordinators from AED consortium partners -- Robert LaPorte of Pennsylvania State University and Robert Terry from Arthur D. Little Co. -- visited all institutions and developed work plan suggestions to utilize the resources and skills of their respective organizations.
- e. Six-month Work Plan completed and submitted to AID/HRT and GOP Establishment Division. See Appendix C.

2. English as a Foreign Language

- a. Resource survey and analysis of English language teaching in Pakistan completed and PACC/Karachi identified as possible permanent resource to deliver English for Academic Purposes courses.
- b. Three TOEFL tests administered in Quetta, Peshawar, and Islamabad. The first two were for provincial government officials who were nominated for training in U.S. or third country. The Islamabad test was held primarily for Ministry of Education nominees for advanced overseas training. Test administration carried out by team of ESL specialists cooperating with DSTP English Language specialist.
- c. Curriculum developed for experimental English for Academic Purposes course to help nominees who scored too low on TOEFL to be admitted to U.S. universities. The goal of the course is to test a curriculum designed to raise scores to acceptable levels.
- d. Teacher identified and trained for experimental course.
- e. Six week course implemented in Quetta and completed for 13 Baluchistan nominees who scored between 450 and 500 on original TOEFL.
- f. Six month Work Plan completed and submitted to USAID and GOP Establishment Division for comment and approval.

3. Participant Training

- a. Placement and monitoring unit organized in AED/Washington, staff recruited and trained, materials revised, tested and evaluated.
- b. Pre-departure Processing unit organized in AED/Islamabad, procedures developed, and processing transferred from USAID/Islamabad April 15, 1984.

- c. At USAID request, DSTP staff undertook processing and monitoring functions for University of Illinois participants, and those from the GOP Ministry of Education.
- d. Data base computer system developed in Washington for detailed tracking of every participant before, during and after training. University and short course placement information entered in resource data bank for instant recall.
- e. Placements were few during the first three months but almost doubled monthly in April, May and June. 87 participants were either placed or in the process of placement investigation as of June 30, 1984.
- f. 65 participants were funded under the DSTP -- 20 long term, 35 short term for United States training, with an additional 10 short term for Third Country training.
- g. Participants were also placed for the following AID projects: On-Farm Water Management, 12; Tribal Areas Development, 1; Primary Health Care, 5; University of Illinois, 4.

4. Administration

- a. All principal personnel designated in AED proposal were assigned to DSTP and undertook duties within first month of contract.
- b. Both home office in Washington D.C. and field office in Islamabad organized and in full operation.
- c. Pakistan professional and support staff hired. Field office staff complete for first phase of operations.

B. Problems Identified and Recommendations

1. Management Training

- a. Problem: Lack of federal government focus for official policy clarification, goal setting, training effectiveness standards and evaluation, creates situation which will seriously slow the effectiveness DSTP assistance to training institutions surveyed thus far. ^

Recommendation: Explore the needs of a wider variety of training institutions with a view toward broadening the scope of DSTP to include the newer GOP training academies created within the last few years as well as private sector institutions.

2. English As A Second Language

- a. Problem: Lack of goal clarity for ESL component within the DSTP beyond meeting immediate needs.

Recommendation: Detailed discussions with AID to produce a written memorandum outlining policy guidelines for the ESL component.

- b. Problem: Provincial government departments unwilling to release candidates from work to attend intensive ESL classes.

Recommendation: Policy level meetings at AID-GOP level, as well as AID-Provincial level to stress the importance of releasing candidates to participate in the ESL classes, and make such "full time" participation a condition for presenting the course.

3. Participant Training

- a. Problem: Lack of sufficient information regarding individual participant's training objectives so participant can be placed in a relevant program.

Recommendation: USAID should redouble efforts to elicit detailed information from nominating agency or participant so PIO/P can be a realistic and useful working document.

- b. Problem: Restricted nature of excursion air fare tickets causes involved problems when a participant's plane from Europe is late and thus misses the domestic connection from New York to Washington or elsewhere in U.S.

Recommendation: USAID tickets should be written in a way that the domestic portions can be inter-changeable with other airlines than PanAm, which has few domestic flights.

II. PROJECT ACHIEVEMENTS

A. Identification of Pakistan Management Training Needs and Resources

1. Needs Assessment Approach

The goal of this section of DSTP is to strengthen both management training programs and the institutes which offer them. For this reason, in our needs assessment approach it was important to focus on content (to answer questions concerning what the specific programs being offered are and how effective they are), and on context (the nature of the institutes offering the programs and how effective they are). This balance between content and context called for not only an examination of the work being done, but also an awareness of the training staffs, their values, commitments, and relationships in their work.

The five training institutes designated as priority by USAID/HRT and GOP's Establishment Division and selected for a thorough needs assessment are:

- o National Institute of Public Administration/Karachi
- o National Institute of Public Administration/Lahore
- o Pakistan Administrative Staff College
- o Pakistan Academy for Rural Development
- o Pakistan Institute of Management

The first four institutes are supported by the Establishment Division and serve public managers in government. The Pakistan Institute of Management is supported by the Ministry of Production and targets managers in public and private corporations as its major client interest.

To gain the variety and depth of response wanted, we designed a 10-statement, scaled instrument which allowed respondents to identify on a 7-point scale their perspective on critical areas of institute work and development. (See Appendix A). After each rating, follow-up questions elicited specific information as to his/her rationale for the rating.

Over 100 persons were interviewed. Three or four days were spent in assessment at each institute. All available staff were interviewed. The interview with each staff member was generally 45 minutes to one-hour. A lengthy 2-3 hour discussion and interview was held with each Institute Director. All research staff were interviewed in groups of 3-5. Additionally, in small groups both present and past participants were also interviewed. Influential persons from the community who

were familiar with the work of the institute, aware of Pakistan training requirements, and in positions of influencing or affecting the views of others at the federal, provincial, or community level about the institutes and its programs, were also interviewed.

2. Needs Assessment Results

The needs assessment yielded much information as well as a perspective to view each institute individually and in comparison with each other, to review the training "system" for managers in Pakistan which these institutes represent. In addition to understanding and identifying the problems, issues, and priorities of institute and program development, a number of other results were gained:

- Information Base: A beginning information base was developed. It will continue to grow with each activity and program done with each of the institutes over the life of the project. This information base will serve to form and direct project objectives.
- Learning Model: The needs assessment approach reflects a model congruent with what the best management training institutes are themselves attempting to accomplish with their clients. The DSTP task is to support the institutes to generate valid information about their needs, to explore alternatives for improvement of their institute and program, and to commit themselves to action on these alternatives for improvement. This learning model, together with the resources available to DSTP, constitute its approach to development.
- Set Priorities: Working with the institute directors and staffs enabled them to identify more clearly their immediate and long-range priorities. Those priorities which fall within the range of DSTP work plan objectives are now the agreed upon targets for change. These targets focus on both program and institutional development.

3. Major Priorities - Management Training Institutes

The priorities identified by the training institutes were remarkably similar in depth and order.

- a. Staffing: All institutes identified a crisis in staffing, a crisis which they felt was being ignored and responded to ineffectively. They do not have enough trainers. The quality

of trainers on staff or available is poor. The staffing shortage is due to lack of attractive employment benefits, the decreasing status of teachers at training institutes and increasing status of trainers in public and private corporations. Lack of aggressive and creative recruiting, and a severe shortage of competent trainers in the market place were also cited as causes.

- b. Programs: The demand from participants and clients for better quality, more effective programs is great and increasing. The response of the institutes has so far been considerably less than they would like or the environment demands. Staff availability and skills, together with limited materials and program designs, severely restrict program objectives and comprehensiveness.
- c. Materials: Training materials, journals, books, audio-visual supports are outdated and inadequate. The kind of programs required for Pakistan public and private sector development cannot be achieved with such materials.
- d. Institutional Development: There are no planned development programs for the institutes at the federal or provincial levels, and the institutes themselves have very limited and sketchy strategies. The Federal Government is unclear in its expectations of what training can achieve or the standards it is committed to developing. There is a sense of waiting throughout the system, a waiting for others to act. There is a strong need for a catalyst within the GOP, or the institutions.

4. Major Priorities - Public Sector Management Programs

As a result of the needs assessment process, DSTP staff focused on the different needs of public managers -- those managers in government responsible for implementing Pakistan's development programs. At present NIPA/Karachi, NIPA/Lahore, and soon PARD, and NIPA/Quetta are responsible for each implementing a 4½ month advanced management course. All persons to be promoted to the position of Joint Secretary are obligated to attend. This course places a major demand on the staff and resources of each institute, and is presently seen by institutes and participants as requiring significant upgrading. Pakistan Administrative Staff College has a similar five-month course that is required of all persons posted to Additional Secretary and Secretary positions.

Academy

From the time civil servants leave Pakistan Civil Service/to their involvement in the advanced management course, the government neither requires nor formally requests that management training

be provided during this 15-year period. There is a strong need expressed by the institutes to develop effective courses for middle-managers. The two major priorities identified for public managers are: to identify more clearly the training needs of managers at all levels in government service, and to strengthen present advanced programs as well as create appropriate new middle-management courses.

5. Major Priorities - Private Sector Management Programs

The Pakistan Institute of Management's major commitment in management training is to working managers in public and private corporations. Interviews with general managers and personnel managers in eight public and private corporations revealed they see PIM as the primary source for training for their managers and as the institute which must provide the leadership for what management must learn in the coming years. PIM is anxious to respond to current training needs which are significantly growing, and to future needs which will require new and improved programs at the middle-level and senior-level. The needs assessment indicated that DSTP can importantly support private and public sector development by support to PIM both strategically in the development of its 3-5 year plan, and in developing staff and resources to implement its plans.

6. Needs Assessment Survey Reporting

a. DSTP Steering Committee

Prior to the contract award, a steering committee for the project was formed by the directors of the Public Administration institutions and representatives of the Establishment Division. The director of the Administrative Staff College, as the most senior and highest Civil Service ranking appointment, acts as Chair.

At the completion of the Needs Survey, ASC Principal designate, Dr. Tariq Siddiqui, called a meeting of the Steering Committee May 16. Arshad Abdullah, Director of PIM, was added to the group.

DSTP coordinators for two of AED's consortium partners in management training were present for the meeting. They are Dr. Robert LaPorte, Pennsylvania State University's Institute of Public Administration; and Robert Terry, senior consultant in the Arthur D. Little Management Education Institute Inc.

AED resident staff presented the results of the Needs Survey (See Appendix A) after which considerable discussion took place. While there seemed to be general agreement with the results and the course of action AED outlined, there was no clear decision to move ahead. The Chair asked the directors to submit comments and suggestions on various ideas in the AED proposal. At this writing, none has been received and little subsequent activity has taken place.

b. Establishment Division -- USAID

Plans were made for another report of the Needs Survey at a joint meeting with USAID Project Manager Jon Gant and Establishment Secretary Ijlal Zaidi. New charts and summary documents were prepared for the meeting which was tentatively set for July 12, 1984.

7. Work Plan

- a. Based on the Needs Survey and subsequent discussions, a six-months Work Plan was developed for proposal to USAID and Establishment Division in early July. The Work Plan emphasizes institutional development as well as the priorities outlined by each institution during the survey.
- b. The Work Plan also includes projects in collaboration with PIM to reach into the private sector, as well as one other training institution outside the public administration group.
- c. The complete Work Plan is included in Appendix C.

B. English As A Second Language

1. Needs Assessment Activities

The purpose of the needs assessment in this component was to determine: a) the resources available to train DSTP candidates in English, and, b) the potential for developing these resources to meet the special needs of AID participants. More specifically, the focus was upon those institutions currently offering ESL direct teaching programs, ESL teacher training, or, offering support services for ESL programs.

Program factors considered included the following:

- ** program design, size, schedule, etc.
- ** student or participant profile
- ** teacher skills and training
- ** curriculum
- ** materials used
- ** facilities and equipment
- ** services offered by support agencies

Since only 4 of the institutions contacted offer direct English language training (ELT), it is not possible to give a consistent assessment of all program factors. It should also be noted that a few institutions were contacted principally to gain perspective on the need for ELT and potential resources.

ISLAMABAD

British Council - Michael G. Elenton, Dr. Simon Cole

British Council activity in ELT is focused upon strengthening the teaching skills of college level English teachers through workshops and ELT specialists working with the Open University. The British Council representatives have taken a leading role in trying to coordinate the efforts of the expatriate agencies with the policies and directions of the Ministry of Education and the University Grants Commission.

The participant training program of the British Council has seen a decrease in the English skills of its candidates. Although the report and evaluation of test scores indicates that: a) some candidates could not be placed due to low English scores, and, b) consideration might be given to direct ELT in Pakistan, there are no immediate plans to implement this. The overall significance of the British Council to the DSTP is their perspective and experience with ELT in Pakistan.

USIS - Marilyn Johnson, Director; David Queen, ELT Officer

The main activities of USIS in the ELT area involve: a) support of the Pakistani American Cultural Centers (PACC) in Karachi, Quetta and Peshawar, and, b) general support for other public and private ELT programs. This support takes the form of teacher training workshops offered directly through PACC; participation in other workshops and conferences upon invitation; and, supply of USIA ESL materials. There is no direct teaching program, although this has been discussed. There is no direct subsidy to PACC English programs.

The relevance of USIS to ELT for AID candidates could be significant. They have some interest (locally) and apparently resources which might be applied to direct English language training. In May discussions were held between David Queen, Bruce Lohof of U.S. Educational Foundation (USEF), and the DSTP English Language Specialist concerning the possibility of a joint USIS/USEF/AED venture to offer English for academic purposes on the premises of USEF/Islamabad. Progress on this is pending clarification of AED/ELT efforts and combined contributions of USIS and AED.

In sum, cooperation with USIS may be a determining factor in developing an on-going capability for specialized ELT relevant to DSTP candidates. There is a precedence for this combination in West Africa where AID and USIS cooperate to provide ELT for AID participants.

Asia Foundation - Frank Dines, Director; Carla Grissman, ELT Specialist

The Asia Foundation has become involved in the ELT scene through its cooperative program with the University Grants Commission (UGC) to provide ELT for students at the University of Baluchistan. This program is described in more detail in the section on Baluchistan. The Islamabad office coordinates activities with the UGC, and cooperates with British Council, USIS and the U.S. Educational Foundation on general matters related to English training. Their broader plan is to work with the UGC in developing "English Service Units" throughout the university system. This project is designed to improve the level of English among university students. Although it does not have any immediate relevance to DSTP candidates, it is undoubtedly part of the long-term solution.

U.S. Educational Foundation - Dr. Bruce Lohof

The Foundation's connection with ELT to date has been administration of the TOEFL test and the provision of ELT consultants through the Fulbright exchange. Bruce Lohof is one of the participants in the impromptu ELT coordinating group which meets monthly - i.e. British Council, Asia Foundation, USIS, AED and USEF. Dr. Lohof also assisted the Quetta TOEFL in February as an outside observer from an official TOEFL institution. Dr. Lohof has discussed the possibility that USEF could begin a direct ELT program aimed specifically at English for academic purposes (EAP). USEF can provide 2 classrooms, office/resource room, and administrative supervision. Needed from USIS and AID would be: teacher(s) salary for initial courses, teaching materials, program design, and technical supervision. The advantage to DSTP candidates would be a quality on-going program in Islamabad where teachers, and resources are readily available.

University Grants Commission (UGC), MOE - Anjum Ryazul Haq

The Secretary of Education, Dr. Afzal, and Ms. Anjum Ryazul Haq of the UGC repeatedly express a commitment to developing the level of "functional" ELT in Pakistan. Their efforts focus on the following areas at present: a) Master Teachers' Workshop - sponsored by the UGC and offering a diploma through the Open University, this 6 month course is operated with the assistance of the British Council, primarily for university English teachers; b) Annual Language Teachers Conference - sponsored by UGC to provide a forum for the discussion of current topics in language teaching; c) English Service Units - English remedial programs for university students operated in conjunction with the Asia Foundation; d) the English Language Center - in the planning stages this Center will coordinate teacher training, curriculum design, and the English Service Units. Other projects involve college and university curriculum revisions. Since there is no direct teaching of English, and all efforts are aimed at development of ELT in the university and primary/secondary levels of Pakistani education, these programs do not appear relevant to the needs of DSTP at this time.

National Institute of Modern Languages - Col. Qureshi

The National Institute of Modern Languages (NIML) teaches functional English at three levels to 100-150 students each 16 week semester. The first level is primarily oral English; the second brings in some reading and writing; and, the third level emphasizes these areas. Col. Qureshi has a very practical view of language teaching, and long experience teaching with military training institutions. Considering the size of the classes (30-50 students), the teachers do quite well. The institute is under-staffed, and has limited resources in terms of materials and facilities. In spite of this, brief observation and general opinion seem to indicate that NIML does a very creditable job in teaching English.

The relevance for DSTP candidates is limited.

- a. The standard course is 16 weeks, 5 hours per day which makes it unavailable to most DSTP candidates.
- b. NIML currently turns away 60-70% of applications because of limited classroom and teacher resources.
- c. NIML has no connections in Baluchistan or NWFP, and focuses it's attention on Islamabad.

QUETTA

Pakistani American Cultural Center - Mervyn Angelo

The PACC in Quetta has been in operation 4 years and has about 180 students with 100 more on the waiting list. There are five regular teachers with a few others available to substitute. The program consists of one class hour a day, 5 days a week for about eight weeks. The curriculum is based upon the INTERCOM series and uses little supplementary material. The Center runs classes from 3:30 PM to 5:30 PM. A new building has recently been renovated for PACC use. It now has the atmosphere of a language school. All things considered the Center might provide a base to build on for DSTP/ELT activity. Although current programs offer general English, academic English programs could be developed and located here.

The greatest constraint to activities at the PACC is the difficulty in finding qualified teachers. The teachers now employed are satisfactory for a general course with a set curriculum, but are not prepared for teaching academic English. Availability of other teachers in the Quetta area is doubtful. PACC has been trying for four years to recruit teachers with little success. If this problem can be overcome the PACC could become the site for on-going EAP classes in Baluchistan.

University of Baluchistan: UGC/Asia Foundation - Carla Grissman

This program comes the closest to the kind needed for DSTP candidates. It is intended to upgrade the English skills of science students at the university. Classes run 5 hours a week throughout the semester. The core text is AMERICAN KERNEL LESSONS and is supplemented freely with handouts from other texts and exercises developed by the teachers. As well as Ms. Grissman, there are two other Pakistani teachers who were recruited from within the university system. The greatest constraint on this program is also the difficulty in finding teachers. There are currently 180 students in the program. It has doubled in size in two years, and could easily double or triple in the next year but no teachers have been found to cover the additional classes. As a model and a source of experience this project is highly relevant to the DSTP/ELT program. However, the teacher shortage and other factors complicate direct cooperation between this program and DSTP at this time.

PESHAWAR

Pakistani American Cultural Center - Samuel Pitt

The PACC English program in Peshawar is similar to the operation in Quetta. It has over a hundred students in classes one hour per day

five days per week. The INTERCOM series is used as the basic text divided into six levels. Teachers are somewhat more available in Peshawar, but again this is a constant problem. The location of the PACC in a remote section of the city was unfavourable, but a new site has been found that should alleviate this. A factor to be considered in both the Peshawar and Quetta PACC's is the large number of Afghan refugee students. Their presence made it necessary for the Peshawar PACC to move its location once previously. Pakistani students are usually at a different level than the refugees and it is difficult to have them both in the same classes. Government officials find it inappropriate to share classes, or even the building, with refugees. Afghan motivation for learning English, however, is very high and they flood the classes in both cities. This could continue to be a community relations issue in both Peshawar and Quetta. The Peshawar PACC does offer some potential for development of DSTP/ELT.

Pakistan Academy for Rural Development - S.W. Anwar, Dep. Director

The PARD does not have an English program and is unlikely to run one, but is of interest because it has an excellent location and good classroom facilities. The TOEFL test in Peshawar was conducted at this institution. Informal discussions with Mr. Anwar indicated that there might be a possibility of running DSTP English classes here.

Peshawar University, English Department - Dr. Daud Kamal

The English department is primarily concerned with the teaching of literature although Dr. Kamal has become involved in some ESL teaching due to the increasing need among students. Dr. Kamal expressed some interest in cooperating with an AED English program if it could be held during their summer break. At that time he said there might be teachers available and interested. During the regular school year, he doubted that any teachers would have the time. It should be noted that contacts were made with Edwards College, Islamic College, Jinnah College, PARD and Peshawar to seek candidates for teaching DSTP/ELT classes. Only Peshawar University responded.

USIS/Peshawar - Bob Dixon

Although Mr. Dixon had recently arrived in country, he was aware that USIS/Peshawar received many inquiries about English language training. His primary concern with ELT is with the PACC although there is no clear connection. USIS does not give a grant to PACC.

LAHORE

British Council - William Campbell

Mr. Campbell is an enthusiastic proponent of developing a direct teaching program at the British Council in Lahore. To date no interest has been shown by London, but Mr. Campbell feels if they do decide to develop a program it will be at this location. Mr. Campbell is an excellent resource and one of the respected experts on ELT in the country. He also noted the decline in English standards.

USIS/Lahore - Alan Stallings, Bob Gibbons

Again, there is no direct ELT program, but some interest in the idea. Both men thought that USIS would be talking more about establishing a program in Lahore, but had no idea when something would actually happen. They receive many inquiries about ELT and feel there is a need.

Civil Services Academy - Dr. Rashid Shah, Manzoor Ellahi

This visit was made at the suggestion of Bruce Lohof, USEF. Dr. Rashid participated in a USEF program and was involved in some ESL programs in the States. The Civil Services Academy is responsible for pre-service training for the Civil Service. All classes are in English and traditionally the selection of candidates precluded any problems with English. More recently the problem has surfaced, and Mr. Ellahi suggested that they might have to provide English training in the near future. They would be interested in any assistance that could be provided.

KARACHI

Pakistani American Cultural Center - Azeem Shah, Dir. Plann. & Dev.

The PACC/Karachi operates five centers in Karachi and administers the Peshawar and Quetta centers. In Karachi they teach close to 15,000 students per year and still do not meet the demand. Between 80 to 100 part-time teachers are employed. The regular program runs one hour per day, five days a week. The INTERCOM series is used here as in all PACC's. The course is broken into 6 levels each lasting eight weeks.

The operation is run totally by part-time staff. Even Ms. Shah as Director of Planning and Development and in practice a full-time administrator, does not receive a full-time salary. PACC/Karachi program is very well organized, yet run with minimal resources. The teachers observed were good to excellent. They had the skills one would expect in a modern ESL classroom.

This institution appears to provide the best option as a base for developing the DSTP/ELT program. The goal would be to develop the PACC/Karachi capacity to provide EAP in Karachi and extend this capacity to Quetta and Peshawar as required by the DSTP program. While there are difficulties to be overcome, this is probably the best hope there is for developing institutional support for the Quetta and Peshawar programs. Ms. Shah pointed out that only with basic support could the PACC get involved with this project. She said at present they do not have the capacity in time, staff or energy to take on more than they already have.

USIS/Karachi - William Jones

As with other USIS centers, Karachi is aware of the demand for English and supports the activities of the PACC indirectly. Mr. Smith sits on the PACC board and takes an active interest in the operation. He was equally supportive of the idea that DSTP candidates could be trained at PACC, if the necessary support were provided.

Needs Assessment: Conclusions:

1. English for Academic Purposes (EAP), appropriate for DSTP candidates, is not presently offered by any institution in Pakistan.
2. The demand for 'functional' English language training is great. The few institutions with active programs do not have sufficient resources in terms of teachers, space and classroom materials.
3. While trained ESL teachers do exist, most are employed by the universities or colleges, or are otherwise unavailable because of family and cultural constraints.
4. The need for English language training in Baluchistan and NWFP is clear since these provinces have less of an English speaking environment in the schools and work place.
5. Demand for English training in Baluchistan and NWFP is further aggravated by the presence of more than a million Afghan refugees settled nearby, many of whom are looking for English training and have utilized PACC classes when possible.
6. PACC/Karachi is apparently the only feasible candidate for development of EAP capability because:

- a. The Karachi Center with 15,000 students, and over a hundred teachers during the year is the largest, most experienced ESL training institution in the country;
- b. it has access to good teachers, previous experience with special "outreach" programs, institutional interest and support from USIS;
- c. it currently has centers in Quetta and Peshawar.

The "pool" of teachers and trained ESL people is the critical factor. Karachi and the Karachi PACC are more likely to find the staff needed because of the number of educated English speakers available in the area.

2. Diagnostic Testing and Results

The "institutional" TOEFL examination was offered in Quetta in February, in Peshawar in April, and in Islamabad in June for DSTP candidates. The testing was undertaken to accomplish the following purposes:

- a. Determine candidates immediately qualified for university training;
- b. assess the need for special English language training among DSTP candidates; and,
- c. identify candidates with low English scores that the provincial government might want to replace before submission of credentials to EAD.

A summation of results for Quetta and Peshawar follows*

Test Score Ranges	Quetta (89)	Total %	Peshawar (87)	Total %	Combined (176)	Total %
0 - 399	18	20.2%	6	6.9%	24	13.6%
400 - 449	17	19.1%	23	26.4%	40	22.7%
450 - 499	23	25.8%	17	19.5%	40	22.7%
500 - 549	18	20.2%	29	33.3%	47	26.7%
550 - 599	10	11.2%	6	6.9%	16	9.1%
600	3	3.4%	6	6.9%	9	5.1%

*Results for Islamabad not yet received.

Interpretations would seem to indicate the following:

- a. The majority of the candidates in both sites scored below 500, thus showing a need for further English training;
- b. the next largest group scored less than 550 in both locations which means additional language competence is necessary to allow placement at quality institutions in the U.S.

Informal analysis of the data also shows a third factor not apparent in the numbers. Many of the candidates scoring 550 or above were high level officials unlikely to be slated for degree training. There are many ways to look at these numbers, but the data seems to bear out what observers have predicted: approximately 50% of the candidates for long-term programs will need English language training.

3. Curriculum and Methodological Development

a. Development of Curriculum Outline for Intensive English for Academic Purposes.

A narrative of objectives and related activities was developed to guide work with the class instructor in developing daily lesson plans, and, provide a framework for further review and development. The outline was used as the reference for choosing texts and working with the instructor on questions of teaching techniques that could be employed.

b. Preparations for IELT Course in Quetta

Pedagogical preparations began with a review of basic ESL techniques with the instructor, Mrs. Bobbi Cunningham. Fortunately, her experience was such that no formal training was needed. Texts were reviewed and discussions focused upon the relationship between the curriculum outline, the texts and the daily lesson plan format. The format breaks lessons into a matrix of skill areas and class periods. To keep a record of the course, the instructor will prepare daily lesson plans a week in advance, and then note results during the week as they are presented. The curriculum outline, daily lesson plans and text selection were complete for class start May 19.

c. Preparations for the visit of the Curriculum Consultant in July.

Lessons and page numbers from the three books used in the course are noted in the lesson plan matrix. The matrix and notations will be used to review the curriculum with the curriculum

consultant in July. After discussions with the consultant, the matrix will be revised and completed with language competencies for each lesson broken down by skill areas. Listing competencies, rather than reference to specific texts, will allow substitution of other materials, and, clarify lesson objectives for the teacher.

- d. Teaching and training materials ordered, received and inventoried.

Based on the needs assessment, the EAP curriculum outline, and AID's apparent goals, classroom texts, cassette tapes, and teacher training materials were ordered. Some additional materials were ordered by the curriculum consultant at EIL - Vermont. The criteria for ordering classroom texts were that the materials should:

- ° be for use by intermediate to advanced adult learners
- ° focus on English for academic purposes skill areas
- ° be "transparent" - i.e. usable without detailed explanation by an experienced teacher
- ° have content related to science and technology.

Class sets of listening, reading and writing books were ordered from several sources to test out content suitability and teacher usability as EAP courses are developed. Teacher training texts were ordered to provide standard references, and handbooks on practical classroom techniques and ideas. (See Appendix D).

4. Pilot Course

The pilot course in intensive English for academic purposes mentioned on page 14 was begun in Quetta on May 19. Thirteen students were selected with the cooperation of the Planning and Development Division of the Government of Baluchistan from the list of TOEFL candidates scoring between 450 and 500. The general purposes for offering the course at this time were to:

- a. respond to the needs of the provincial government to raise the scores of some of their candidates for long-term training;
- b. assess the effectiveness of a short intensive EAP program in raising the scores of the candidates.

The program objective was to raise the scores of the students to qualify for degree training under DSTP. The ALI/GU test was used to evaluate this since TOEFL could not be given at the time. The qualifying scores on ALI/GU are 70-80 which correlates roughly to 500-550 on TOEFL.

The program design had the following features:

- a. 120 hours of classroom instruction, 4-5 hours per day, 5 days per week for 6 weeks;
- b. EAP curriculum focused upon listening, reading and writing skills related to university study;
- c. low student to teacher ratio encouraging a high level of student activity and interaction with the teacher (maximum of 15 students projected for 15:1 ratio)

The curriculum and lesson plans are discussed earlier in this report. The curriculum outline and sample lesson plans are attached to give an idea of general and specific activities. (See Appendix E).

Plans for evaluating the effectiveness of the course included the following activities:

1. The TOEIC exam was given at the beginning and the end of the course.
2. The ALI/GU exam was also given at the close of the course.
3. Practice TOEFL tests were given weekly to check student progress.
4. Daily lesson plans were carefully annotated and a final report prepared by the instructor for review with the curriculum consultant and the specialist in July.

The success of the course will be measured by the number of students scoring in the 70-80 range on the ALI/GU.

It was extremely fortunate Ms. Roberta Cunningham was available to teach this course. She is a skilled, experienced teacher with training in ESL and a high level of energy. Since the course was completed as this report was being written, no formal evaluation has yet been done. However, student comments and observations have shown that there was much enthusiasm and hard work in the class. If the project and the class achieve their expectations, it will be in no small part due to the skill and energy of Ms. Cunningham.

C. Participant Training

See separate volume for data, charts, bio-information of participants processed and/or placed.

III. Problems/Plans for next Semester

Although not called for in the contract, AED staff developed a detailed work plan for the remainder of the calendar year based on needs surveys and discussions which took place during the first half of the year (See Appendix C).

The six month Work Plan varies somewhat from the tentative plans described in the original DST project paper, the RFP, the subsequent AED proposal and the contract.

In the Management Training activity, the original plans appear to describe a project in which many courses were presented throughout the country under project sponsorship. Collaboration with various training organizations is described so local trainers would be able to reproduce the courses after a pilot presentation.

The AED Work Plan differs from this conception in two major ways. First, the Needs Survey and accompanying discussions with both USAID and GOP officials emphasized AED would be more effective working through existing institutions instead of presenting courses as a separate entity. Thus the Work Plan focuses on developing courses within existing institutions, and on institutional development. The only courses AED proposes as a separate entity are those unanimously requested to aid and support the training staffs of the institutions.

A second departure concerns the collaboration with existing training staffs and the goal of their independent presentation of material after a pilot presentation. AED's initial assessment of the training institutions is that they neither have sufficient staff nor competent staff to reproduce new training programs after only one exposure. The upgrading of existing staff will need to be done over time and will require the cooperation of the GOP and USAID as well as the tutelage of DSTP professional trainers. As noted previously, the staff crisis in the institutions must be solved before any meaningful, long term staff development plan can be implemented.

AED plans to work with existing staff as much as is possible, involving them in both planning and presentation to the extent time and competencies allow. If and when new staff members are hired AED will offer comprehensive training of trainers assistance.

In the English as a Second Language activity, the original documents envisaged the development of centers to teach English for Academic Purposes. Unfortunately the needs and resources survey in this area revealed a situation similar to that found in management training. English teaching is limited to conversational, basic English. The level of teaching

competency varies widely but is generally of a low level. The official interest in teaching English in colleges and universities has diminished with the emphasis on Urdu. The existing institutions (PACCs primarily) find their largest audience for conversational English. They will need considerable support and motivation to persuade them to undertake a new course aimed at a limited clientele. The Work Plan proposes continued DSTP presentation of intensive English for Academic courses in Quetta and Peshawar, and development of experimental EAP courses in Karachi's PACC if acceptable to that institution.

The major problem facing Participant Training staff, both AID as well as the Academy, has been the painfully slow process by which nominees move through the GOP approval system. The result is very short time lines to arrange placement and get the participant to his course. The loser from this process is the participant himself. He doesn't get the best placement possible after consideration of many alternatives, but often the placement that can be arranged in the fastest time.

To continue discussion on this and many other matters, AED plans to bring Washington-based Participant Training Placement Manager Kevin Schieffer to Pakistan in the coming semester. It will allow him to gain firsthand knowledge of the Mission's program and GOP training priorities.

IV. RECOMMENDATIONS

A. Management Training

The management training institution needs assessment clearly indicated an immediate and sustained effort to support management development in Pakistan's government and its private and public sectors is needed. This support can best be made through Pakistan's training institutions by strengthening and developing their organizations and programs. Based on the assessment, and staff experience with management development efforts in the United States and Third World countries, following is recommended:

1. USAID

- a. There should be a balance between resource development and training programs. Training activities are designed to increase the skills of the institute staff but the materials should be on hand to make the courses effective. Such development is expensive and requires a sustained commitment. USAID should allocate the budget to support resource development activities along with the training programs the AED contract supports.

As a first step, USAID should allocate from project funds a basic grant to each training institute for materials and audio-visual aids. A corollary step would be grant support for establishment of a materials development center to aid all training institutions in the development and dissemination of relevant management training materials.

- b. Policy guidelines should be issued to clarify the priority, if any, to be given to private sector training activities as compared to those of the GOP.

It would also be helpful if the guidelines would address the scope and extent of government sector participation considered appropriate. In addition to the Establishment Division's public administration institutions, requests for DSTP support have come from numerous other government training institutions, such as the WABDA Academy, National Banking Institute, Auditor General, and similar organizations. Although GOP has no exact count of all the training groups organized in recent years, it is evident there are many more than there are Establishment Division institutions.

- c. USAID should allocate from the participant training DSTP funds a definite number of Ph.D., MA, and short-term courses that could be used by training institutes, present and future staffs. This allocation should be based on the projected staff requirements of the institutes for the next 3-5 years.
- d. USAID should request the Government of Pakistan to state its goals and objectives for management development to meet Pakistan's development needs and programs in the next 5-10 years. DSTP should then be aligned to support those goals and objectives.
- e. USAID should then review all of its project training programs and determine how they can best support and collaborate in meeting GOP goals and objectives in development.

2. Government of Pakistan

- a. A national policy on management training requirements in the public and private sectors to implement Pakistan's development objectives should be developed.
- b. A relationship with management institutes that supports and encourages institutional development, staff excellence, and program relevance should be implemented.
- c. Increased commitments of time, people, and resources to improve institutes are required.
- d. GOP should assess the quality of its training institutes and programs and establish criteria based on management skill competencies required as well as manpower needs.
- e. The GOP should set, or require that the institutes set, performance evaluation criteria for all training institution personnel. An effectiveness evaluation system should also be developed to assess the results the organizations achieve with their training programs.

3. Contractors

- a. This contract is highly dependent on the successful and effective use of short-term consultants. USAID's experience in the use of short-term consultants indicates many shortcomings. The contractors need to understand more clearly what contributes to effectiveness and success of short-term consultants and implement methods that support these learnings.

B. English As A Second Language

1. USAID

In surveying the resources and needs of English language training over the last 6 months, it has become evident that there is a need and desire for English training in a wide range of government departments and agencies. Most of these needs fall outside the scope of the DSTP project. However, the need for language training for DSTP candidates is directly linked to the overall need for English language training resources and opportunities within the public sector. It is proposed that USAID considers assisting efforts already underway toward providing a base for functional English language training through the university system and other public agencies by exploring how it might be of assistance to the following existing programs:

- a. University Grants Commission. For some years now the UGC has proposed the establishment of an English Language Resource Center whose function would be teacher training, curriculum development, and coordination of special English Language Units set up throughout the university system. The first of these Units is the UGC/Asia Foundation project at the University of Baluchistan. While the immediate prospect that DSTP candidates would benefit from this project is low, it is a good plan for attacking the problem of English training in the universities that educate the officials who eventually will come to USAID as candidates. This project will be expanded to Multan this year with the addition of two Asia Foundation English language specialists.
- b. National Institute for Modern Languages. This institute, administered by the military, is the only government agency that has an effective direct English language training program in operation. As mentioned earlier in this report, the Institute appears to have an effective but overworked and under-resourced structure. Its students come primarily from government agencies and strengthening its program would improve the resources for ELT within the government system.

Such support would address the larger problem of providing public sector agencies with opportunities for effective English language training. Explorations should be made to determine where, why, what and how this assistance could become part of a lasting solution to the problem of upgrading ESL in Pakistan.

C. Participant Training

1. USAID

- a. The specific criteria for English Language competence needed by Participant Training nominees should be clarified by USAID and the GOP. While most universities will not accept a foreign student with a TOEFL score below 500, there are some that will make exceptions. This poses a dilemma for both USAID and GOP. Should funds be invested in a nominee with proven lack of English speaking ability even though the university says it will take him as is? Should USAID set arbitrary standards for acceptance which must occasionally be bent by GOP insistence? As the program enters its second six months, a middle ground and clear policy would be helpful for the understanding of placement specialists, as well as all who handle the various required documents.
- b. Those who write the PIO/P should spend additional time researching the training needs of those who are being nominated by GOP. While GOP departments are habitually vague about such needs, USAID cannot afford to be. Placement in a relevant and cost effective training program depends on the understanding the Placement Specialist has of the nominee's goals and needs. When vague, general statements are used to indicate the broadest possible academic field, the chances increase geometrically that the nominee will not be satisfied with his placement, and will not get what he anticipated from his training effort.
- c. USAID should make its regulations clear to GOP nominees concerning travel/per diem. Most GOP officials are accustomed to more liberal regulations when they travel on official business. They consider Participant Training as official and assume they will receive similar treatment. AID policy equates participants to students and pays them accordingly. This difference must be clearly explained to all GOP officials handling participants so later misconceptions may be avoided.

2. Government of Pakistan

- a. The participant nomination process must be streamlined. Specific persons at each level must be identified to oversee the flow of information and request for nominations downward, and the documentation of nominees upward to EAD. The present complex process guarantees delay, confusion, and misunderstanding. It results in very little time allowed to process a nominee and/or place him in an effective program.

- b. The requirement for English language fluency should be announced to all who aspire to participant training overseas. The requirement for proof of fluency should also be made clear. TOEFL is the only test accepted by the majority of higher education institutions and it should be emphasized as a necessary prerequisite for application.

3. Contractor

- a. The contractor should consider placing time limits on the acceptance of nominees for placement. During the past six months heroic efforts have placed people with as little as 3 to 5 days notice. This will not be possible in the future as the volume increases. Guidelines should be issued spelling out the parameters of the possible for both USAID and GOP information and guidance.

V. ADMINISTRATIVE REPORT

A. Contracting Actions

1. Prime Contract

The contract between the Academy for the Development Support Training Project and USAID/Pakistan took effect on December 19, 1983. The contract has a duration of three years, subject to extension to five years provided funds are available and the Academy and USAID/Pakistan are mutually agreeable. The total initial contract budget was \$3,978,135 and Rs.10,227,212, of which \$2,034,575 and Rs.9,842,141 were obligated.

On March 1, 1984, Amendment No.1 of the contract was executed, providing funds from nine separate USAID project accounts for participant training. A total of \$3,153,000 and Rs.10,000,000 were added, bringing the total budget for \$7,131,136 and Rs.20,227,212 of which \$5,187,575 and Rs.19,842,141 have been obligated.

Amendment No.2, dated April 30, 1984, provided for a modification in the AID offices responsible for making payment to the Academy.

2. Subcontracts

Consistent with the Academy's proposal to USAID/Pakistan, following the signing of the Prime Contract, the Academy proceeded to negotiate subcontracts with its consortium partners, as follows:

a. Experiment in International Living

The EIL subcontract was signed on April 3, 1984, for the establishment of a Participant Training Unit for the project and the provision of technical assistance for the strengthening of the teaching of English as a second language in Pakistan. Prior to that date EIL operated with a letter of authorization from the Academy. The EIL contract provides a budget of \$1,177,658 of which \$381,349 has been committed and \$796,309 is to be added when funds become available assuming program priorities remain unchanged. EIL is to provide the Academy with 22.65 person months of technical assistance effort in support of the ESL component of the project, 196 person months in support of the participant training function, plus nine person months of overall planning and management support.

b. Arthur D. Little International, Inc. (ADL)

During the first six months of project activity ADL operated under negotiated letter agreements pending completion of the negotiation of a formal subcontract. The ADL subcontract will provide for a total of 48.6 person months of technical assistance activity and 21.6 person months of overall coordination, planning, and management to ensure the most efficient and effective use of ADL resources in Pakistan. A total of \$775,757 has been tentatively budgeted for the ADL activity, which will concentrate on the management training component of the project, particularly in the more highly technical areas of management. \$214,437 is to be committed initially, until further funds become available.

c. Pennsylvania State University (PSU)

The PSU subcontract was signed on April 2, 1984. It provides a budget of \$113,780, of which \$29,199 has been obligated. A total of 23 person months of effort is provided of which six represent coordination and management activity and 17 in-country technical assistance. PSU's effort will focus on the management training aspects of the project.

B. Personnel

1. U.S. Personnel

All principal personnel specified in the Academy's proposal to USAID/P were subsequently designated as key personnel in the resulting contract, and all are at work as planned. They are:

<u>Name</u>	<u>Position</u>	<u>Affiliation</u>	<u>Dates of Service</u>
James C. Frits	Chief of Party	AED	1/30/84 - present
Richard Vittitow	Management Training Specialist	AED	1/ 9/84 - present
Peter L. Boynton	Project Coordinator	AED	12/19/83 - present
David Hopkins	ESL Specialist	EIL	1 /16/84 - present
Wendy Redlinger	EIL Coordinator	EIL	12/19/83 - present
Robert Terry	ADL Coordinator	ADL	12/19/83 - present
Robert LaPorte	PSU Coordinator	PSU	12/19/83 - present

In addition, the Academy's home office staff consists of:

<u>Name</u>	<u>Position</u>	<u>Dates</u>
Beverly Jones	Asst. to the Coordinator & Logistics Support Manager	12/29/83 - 6/27/84
Martha Malcolm	Logistics Support Manager	6/28/ 84 - present
Angela Bradley	Budget and Fiscal Assistant	12/19/83 - present
Laurie Treleven	Project Secretary	3/12/ 84 - present

Principal roles of the Academy's home office staff are to:

- ° manage relationships with subcontractors;
- ° recruit, orient, contract and field short-term staff employed by the Academy directly;
- ° coordinate travel arrangements for all AED personnel and subcontractors traveling to Pakistan;
- ° maintain liaison with the management training professional community;
- ° administer financial aspects of participant training organized by the EIL participant training unit;
- ° process consultant fee claims and expense statements;
- ° monitor expenses against budget;
- ° procure project equipment and materials;
- ° produce portions of regular reports to USAID/P;
- ° provide research support to the field office.

The Participant Training Unit has been staffed by EIL as follows:

<u>Name</u>	<u>Position</u>	<u>Dates</u>
Kevin Schieffer	Participant Training Manager	1/16/84 - present
Alexander Patico	Program Specialist	2/13/84 - present
Julie Iselin	Program Specialist	2/27/84 - present
Nuzhat Ahmad	Administrative Assistant	1/12/84 - present
Lynne Guerrette	Program Assistant	5/25/84 - present

These EIL staff are based in the Academy's Washington office and are thoroughly integrated into the home office operation, although they work under the direction of the EIL coordinator based at EIL headquarters in Brattleboro, Vermont.

2. U.S. Personnel Support in Pakistan

a. Housing

As planned, USAID/Pakistan has provided furnished housing for all three resident specialists. The quality of USAID support in this area has been excellent.

b. Islamabad Office

The Academy has occupied a USAID-leased house formerly occupied by the Embassy medical unit. USAID has provided basic office furniture, equipment, and telephone line, and the Academy has arranged for installation of a PABX and telex. The Academy pays for utilities and rent.

c. Other Support in Pakistan

USAID support during the start-up phase of the Academy's contract has been excellent, as has that of the Government of Pakistan and the various concerned training institutions. All services specified in the Academy's contract have been provided as planned. The Academy is especially appreciative of USAID's providing cable facilities until Pakistan Telephone and Telegraph completes the telex installation in the Academy's office.

Dick Vittitow has arranged for Urdu language lessons and the project is reimbursing him for their cost.

3. Pakistani Long-Term Professional Staff

The Academy has been fortunate in identifying a number of highly and appropriately qualified Pakistanis for professional level positions.

Mr. Ather Usmani was contracted on April 16, 1984, to serve as Participant Training Program Administrator in Pakistan. Mr. Usmani joined the Academy's local staff after many years of direct service to USAID/Pakistan as a participant training specialist.

Mr. Mushtaq Ahmad began work June 20 as Participant Training Assistant. Mr. Ahmad previously worked in a training capacity at the Australian Embassy.

Mr. Kazim Ali Khan joined the Academy's local staff on April 1, 1984, as Senior Administrative Officer. He is responsible for the overall administration of the field office under the supervision of the Academy's Chief of Party. Mr. Khan previously served in a similar capacity for the office of the World Bank and the Ford Foundation in Pakistan.

4. Pakistani Short-Term Professional Staff

A highly qualified, retired Civil Service official, Dr. Aftab Ahmed was retained on a consulting contract to advise the Chief of Party and the Management Training Consultant on procedures and policies of the Pakistani Civil Service. The short term contract expired May 31, 1984.

5. Pakistani Administrative Staff

<u>Name</u>	<u>Position</u>	<u>Date of Employment</u>
Arshad Mahmood	Secretary	May 2, 1984
Hafiz Obaidullah	Messenger	May 9, 1984
Mohammad Abdullah	Driver/Clerk	May 9, 1984
Ashfaq Husain	Secretary	June 6, 1984

6. Level of Effort Summary

During this reporting period the Academy and its partners have provided the following level of effort:

	<u>Person Months</u>
° Home Office Staff -- Professional	10.51
° Home Office Staff -- Non-Professional	5.40
° Consultants -- Professional	.02
° Field Staff -- Professional	14.30
° Field Staff (Pak) -- Professional	2.08
° Field Staff (Pak) -- Non-professional	6.01
° Subcontractor Staff -- Professional	25.04
° Subcontractor Staff -- Non-professional	7.02
	<u>Total: 70:38</u>

C. Procurement of Training Equipment Supplies and Materials

During this period the Academy purchased and shipped the following types of equipment and materials to support in-country training activities:

- ° Easels, flipcharts, markers
- ° Management training resource materials
- ° ESL training course materials
- ° ESL curriculum resource materials
- ° General background materials on Pakistan and its development

In addition, subscriptions were begun to a number of management training and public administration magazines and newsletters; key articles from these will be provided to Pakistani counterparts.

A detailed list of instructional and resource materials purchased to support the training functions can be found in Appendix E.

APPENDICES

Appendix A

Needs Survey Instrument

Needs Survey Results Presentation

AED Recommended Course of Action

Workshop Report

Appendix B

Documents prepared for Establishment Division Presentation

Appendix C

AED Six Month Work Plan

Appendix D

Books, Materials, Resources Acquired

Appendix E

Curriculum Outline, Samples Lesson Plans -- Quetta Pilot Course
English for Academic Purposes



Academy for Educational Development

Development Support Training Project

SIX MONTH REPORT

PART II - APPENDICES

Dec. 19, 1983 - June 30, 1984

Contract No. 391-0474-C-00-3050-00

Office: No. 56, St. 88, 6th Ave. (Ataturk) G-6/3, Islamabad, Pakistan
Mailing Address: P.O. Box 1973, Islamabad, Pakistan
Telephone: 822-906, 824-858

APPENDICES

Appendix A

Needs Survey Instrument

Needs Survey Results Presentation

AED Recommended Course of Action

Workshop Report

Appendix B

Documents prepared for Establishment Division Presentation

Appendix C

AED Six Month Work Plan

Appendix D

Books, Materials, Resources Acquired

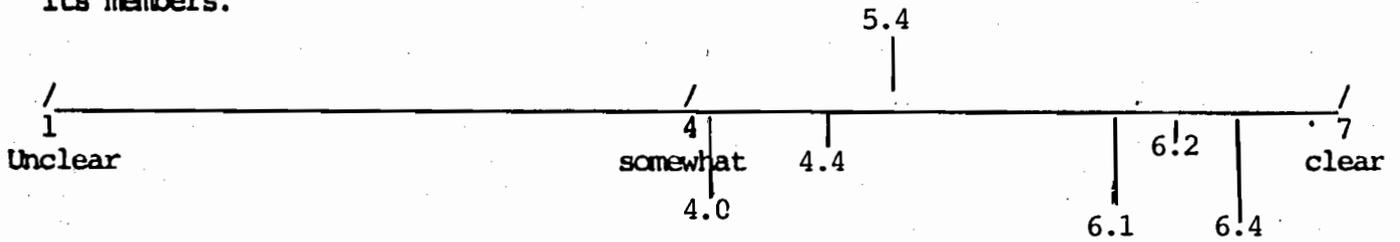
Appendix E

Curriculum Outline, Samples Lesson Plans -- Quetta Pilot Course
English for Academic Purposes

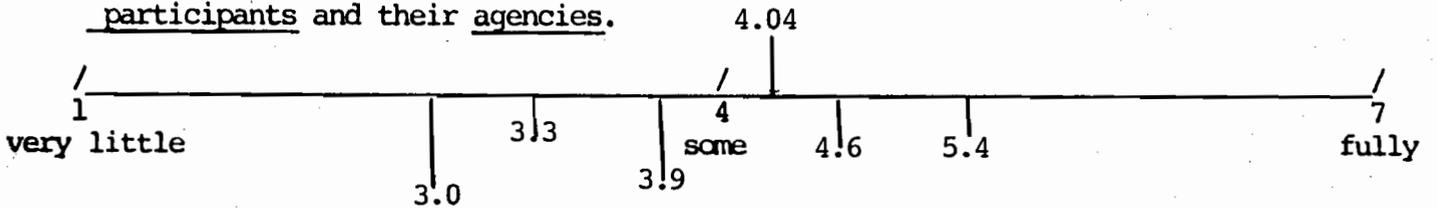
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INSTITUTIONAL NEEDS DIAGNOSIS

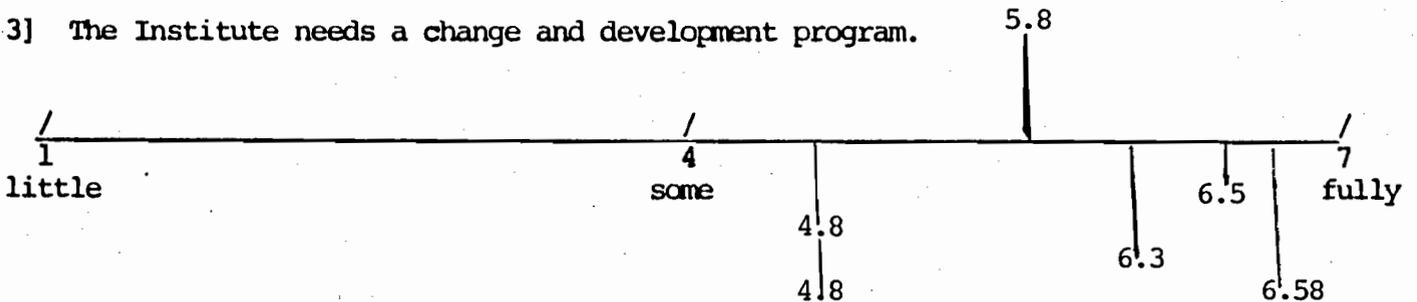
1) The goals (mission) of the Institute are clearly defined and supported by its members.



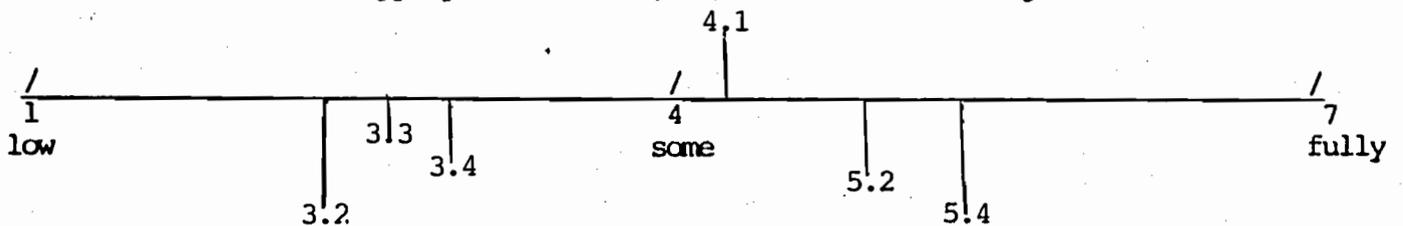
2) Courses and curriculum of Institute are based on real learning needs of participants and their agencies.



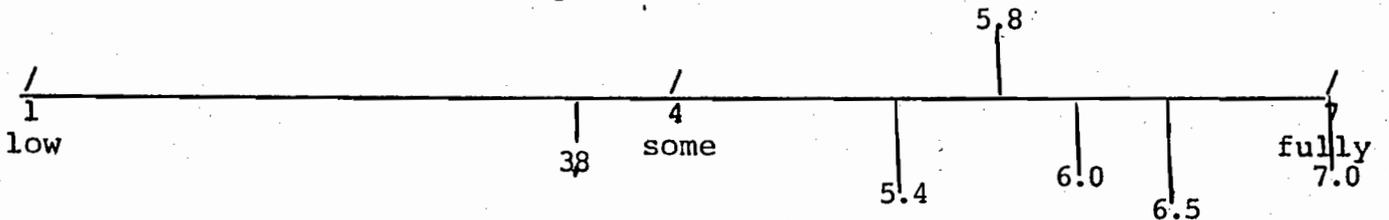
3) The Institute needs a change and development program.



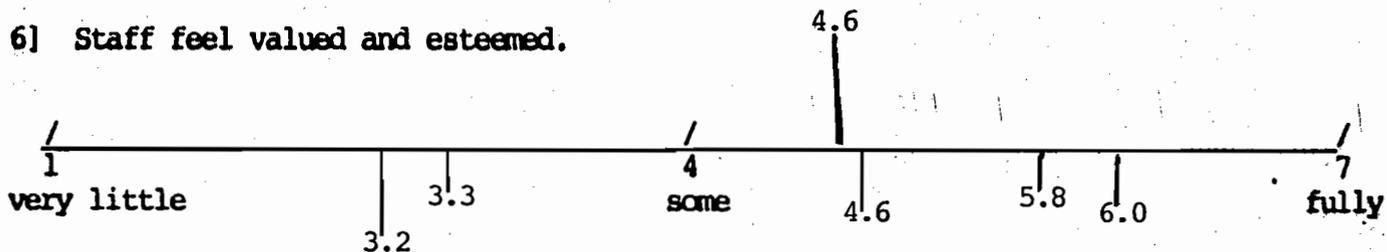
4) The staff have the appropriate skills, abilities and knowledge to do their tasks.



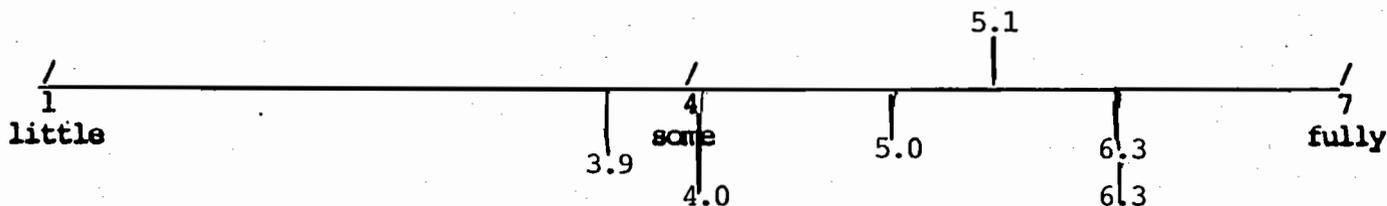
5) In this Institute members freely communicate their ideas.



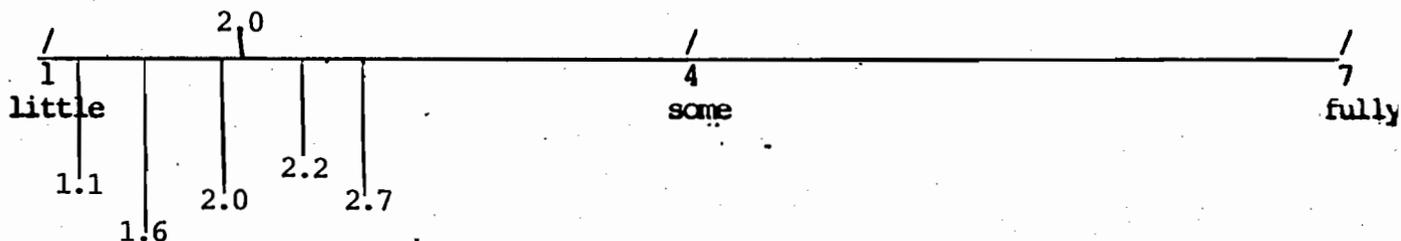
6) Staff feel valued and esteemed.



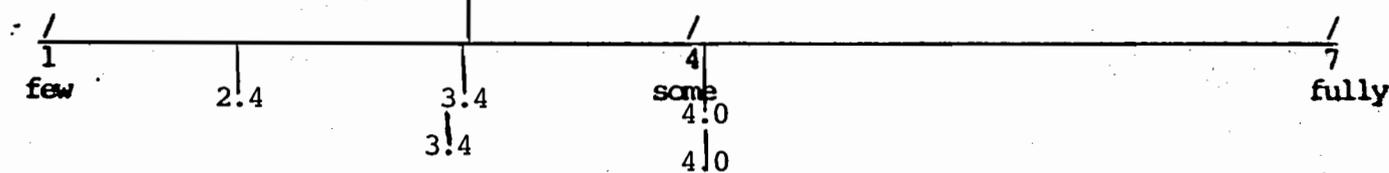
7) Institute members feel satisfied with the results of their work.



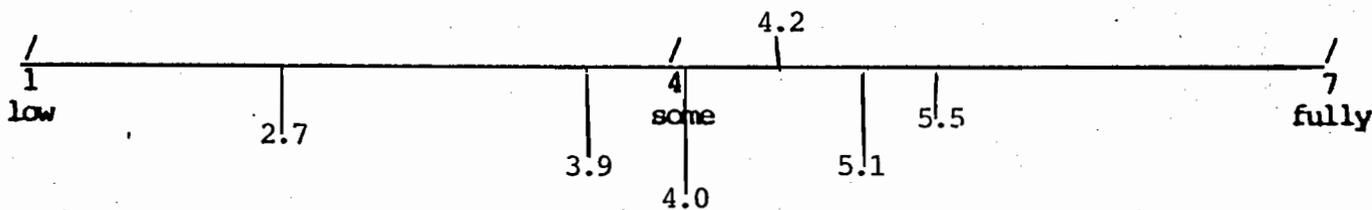
8) The Institute has the amount of human resources needed to meet the demands of the next 3-5 years.



9) The Institute has the adequate technical and material resources to meet its training objectives (eg projectors, books, case studies, etc.)



10) The Institute has the skills to anticipate future needs and plan accordingly.



NEEDS SURVEY RESULTS

..... as presented by AED at Steering Committee meeting May 16, 1984.

The Needs survey applied a standard instrument to over 100 respondents who were asked to react to a series of statements, placing their degree of agreement or disagreement on a scale of one to seven. After choosing their place on the scale, respondents were asked to explain why they did so. A detailed conversation usually ensued on the issue posed in the statement. Interviewees included institution directors, faculty, staff, present and past participants in both long and short term programs, and influential persons outside the institution who have had some knowledge or contact with it.

1. Goals

The range of opinions is due to the inability some saw in carrying out goals, not understanding them. Many equivocated when faced with this issue. All were able to repeat the basic goals of the institution, which is very unusual in our opinion. But doing something about the goals was a different problem.

2. Courses based on real learning needs

Most respondents recited various ways staff members adapted to needs once participants were present and the course underway. They inquired into perceived needs, and tried to adjust to them. None cited ways to learn of real needs prior to beginning of the course. We heard of few needs surveys on a regular basis before courses begin.

All respondents seemed to appreciate the value of information concerning learning needs and regretted they couldn't do a better job in this area.

3. Change and development program

General agreement that changes are needed -- different kinds for different institutions. Those whose answers cluster in the mid-area have begun some changes or development programs and the NEED isn't as great, even though nothing may yet be accomplished.

4. Staff have skills for tasks

Most felt staffs are doing the best they can but need more training, personal development opportunities. Most said staff and faculty need to be better, have more support. Interestingly, short courses seemed to be better supported and are created to use specific skills of staff and faculty. The mandated long term management courses often include subjects for which staff need further updating and/or instruction.

5. Communicate freely

In almost all cases respondents said there was freedom to express ideas, make suggestions, speak to Director on any subject. It was remarkable to us that so many express complete satisfaction with both formal and informal communications systems. In this one instance, the informal system seemed to have broken down, and there has evidently been no replacement for that informal sharing of information on a regular basis.

6. Staff feel valued and esteemed

While most staff and faculty felt valued and esteemed by their participants, and often by the administration of the institution, they did not feel valued by those outside. They saw the rigid salary structure, the lack of incentives, as a tangible measure of the low value placed on their services. Some people perceived low value and esteem because they were not utilized were not assigned any meaningful work, but spent most of their time filling with make-work.

7. Satisfied with results of work

Low scores indicate a feeling on the part of many that faculty and staff have become excessively involved in administering training, not doing training. Many said there was no time or support for action research on which to base training. They expressed most satisfaction when there were opportunities to interact with the participants.

8. Human resources for next 3-5 years

Literally no one felt the institutions have the human resources to carry on "for the next 3 to 5 days, let alone years". Some characterized the situation as a "crisis". Some said the institutions should be closed and not forced to limp along and waste the senior officer-participants' time. Blame was usually placed on federal government rigidity, lack of chances for advancement, frozen salary structure, incentives lagging behind banks and other comparable training institutions -- all caused trained and experienced people to leave their jobs even though many regretted doing so.

The lack of incentives or perquisites was perceived to contribute greatly to the lack of esteem the positions held in the eyes of participants and those outside the institutions.

They saw the lack of government support as proof that no matter what was said in publicity government actions were proof they didn't value training or something would be done.

This was the single most discussed subject, and came up one way or another in discussion of all issues.

9. Adequate material resources

No one felt his institution had adequate materials and technical resources. This was especially felt among faculty but was also noted by participants. There was general agreement that books and technical journals are much needed. Both participants and faculty pointed out the need for Pakistan-specific materials. The lack of modern audio-visual equipment was also noted by both participants and faculty.

10. Anticipate future needs and plan

Most felt institutions have the skills to plan but it is nearly useless to do so because it is nearly impossible to implement plans. People said, "Plan for what?" The answers were wholly in the context of the staff crisis. Faculty and staff see themselves in day to day operations. The concept of planning seemed to them superfluous because of lack of government support, incentives, stimulus. Most felt they couldn't do more than are doing with present resources.

Close

Again I want to emphasize that these were the what people told us, they are their perceptions of reality. Our survey's purpose was to assess what the people who work in the institutions feel about them, and how others associated with them see their work. Someone outside the institutions may actually prove the "real truth" is different than presented here and that is very possible. This, however, was "the truth" as the respondents saw it.

In addition to asking for response to the statements, we also asked directors, faculty and staff persons to prioritize the needs as they saw them. The following received almost unanimous agreement as being the highest priority:

1. staff recruitment, salary, incentives, advancement and development;
2. strengthening library and audio/visual resources and the competency to use enhanced capability.

The following issues were seen as priorities by some but not all:

- Goal clarification and implementation
- Role and relationship of training institutions to federal government.
- Transport

AED ASSESSMENT OF NEEDS SURVEY RESULTS

While the discussions on each of the statements elicited interesting ideas and suggestions, there were a few that seemed most important to a consideration of the future -- both of the Institutions and the Development Support Training Project. Both Mr. Vittitow and myself formed opinions and reactions as we reviewed the information collected during the survey. We would like to share some of our thoughts with you based on a selection of the issues in the survey.

3. Change and Development Program

We were especially interested in the responses to this statement. Almost everyone agreed that some kind of a change and development program would be beneficial, but almost none were clear about what it might be. There seemed to us a sense of waiting, postponement, until some clarifying event might take place. Many appeared unable to let their imaginations free to visualize how their institution might be different. With one exception, people in the institutions showed the evidence of constraints in their answers to this statement.

4. Staff have appropriate skills to do tasks

Reactions to this statement surprised us. There was near unanimous expression of need for updating and skill development yet no apparent plans -- no matter how modest -- to do something for or with faculty and staff. We also were surprised that there was very little individual effort by faculty or staff to keep themselves up to date. There was this general agreement of such a need --but it seemed to us that in many cases low morale, or lethargy, have set in and it is something merely to talk about but not do.

8. Human Resources for next 3-5 years

As we said before, this is the most discussed issue discussed. We have been amazed and troubled by the unanimity of agreement that a very severe faculty/staff personnel problem exists. It was obvious to us that many respected faculty and staff persons have resigned for better jobs in the last year or two. It is obvious that only one or two faculty positions are filled in most of the institutions. The reliance on a shaky quest-lecturer system is obvious.

Solutions to the problem are also obvious. Everyone had a solution, but unfortunately they differed widely. There not only was no agreement among the institution directors, there was no unanimity among others either. Directors had differing solutions, but all their ideas had one

thing in common -- reliance on the federal government to change the structure. Federal government officials with whom the problem was discussed, felt, on the other hand, that it was largely a management problem which the directors themselves could solve with real dedication.

We became aware that committees have investigated this same problem in the past, as well as the present. But so far the institutions appear to us to be frozen in place.

We agree that this is the single most important issue facing the public administration and management training institutions, and one which will substantially affect the ability of the DSTP to be helpful. Because this problem overshadows all others, we do not at this time see how we can recommend to AID that significant resources be expended on a system that appears to be paralyzed and unable, or unwilling, to help itself.

9. Technical, Material Resources

In looking at the responses to this statement, again we agree with the majority. Technical and material resources are needed, but you need people to use resources -- people who are trained to plan courses for new equipment, people to read journals, live, stimulating staffs to utilize resources. Few institutions have faculty or staff now who can take advantage of elaborate audio/visual equipment. While we received various requests for equipment, there was no plan for seeing it in the context of curriculum. When questioned, those who requested equipment admitted that faculty and staff did not presently have the skills to plan courses with such equipment.

It seems to us that the equipment and materials needs are a part of the overall staff issue. Without the solution to the one, there is little need for the other.

Overall, we were very impressed by the potential we saw in the institutions. Our focus here has been on the problems only because we feel strongly that there are a lot of people who really want the institutions to improve and succeed with their new mandates. The major group among these are the participants! They, by and large, expressed great support for the faculty and staff and want them to be in a position to fulfill the role they have been assigned.

The institutions are now more important than they have been in years. Their potential for influencing the course of development is hampered only by their effectiveness and energy.

No one has more to say about how that potential can be realized than the people in this room. We are hopeful the major issues will be resolved and we have some ideas about how to proceed if those issues are solved.

AED SUGGESTED PLAN FOR ACTION

***** 16th May 1984

I. To Strengthen the Major Training Institutes

A. Training Institute Management Development

1. Training Program for Director's in Strategic Planning

- To visit and assess training institutes in different countries as an approach to examining different functional models as reference to own institute;
- in a training setting (Malaysia) and in work with other managers to explore present training institute mission and goals;
- to develop an institutional strategic plan responding to Pakistan's needs for managerial competence;
- to examine areas of collaboration with other directors and institutes in acting on strategic institutional plans.

Team Field Visits to: Singapore, Thailand, India, Indonesia, South Korea and Sri Lanka. July 15-18

Strategic Planning Session: Kuala Lumpur, Malaysia, July 19-28.

2. Steering Committee Meetings

1. Task -oriented sessions focused on institution building and DSTP activities; (every 6 weeks)
2. Training and problem-solving sessions on management and organization development issues for institute directors. (every 12 weeks with external consultants)

Examples: organizational development strategies; team-building efforts; management tools; action research approaches.

3. Expert Consultation for Institutes and Directors

- Program Development
- Corporate Planning
- Marketing
- Organization and Staff Development
- Other Areas

B. Staff Development

1. Conduct immediate review of present staff recruitment issues and determine specific ways DSTP resources can be used to support national and institutional recruitment efforts.
2. Develop specific staff development plans with each training institute with a focus on:
 - In-service training;
 - conducting programs and projects involving consultants as co-trainers;
 - foreign programs.
3. Develop training-of-trainer programs for long and short-term staff persons.
 - advanced programs;
 - specific skill programs;
 - part-time trainers and consultants programs.
4. Expand staff abilities where appropriate to include consultancy and research skills.

C. Curricula Design and Materials Development

1. Review and work with staff to redesign and develop management courses.
 - Develop new courses based on identified needs;
 - Upgrade present management courses and develop new methods of presentation to make courses more effective;
 - increase staff design skills.

2. Materials Development.

- Examine immediate materials need and recommend appropriate support especially in management development areas;
- train staff in materials development skills especially in generating Pakistani relevant materials;
- assist in development of strategy for materials center to support institutes and programs in work with managers.

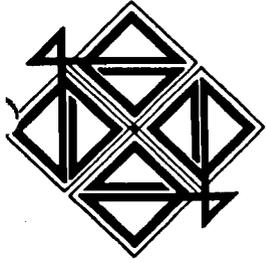
II. To initiate projects that increase managerial competence in development activities.

A. Projects involving integrated activities between organizations and divisions.

1. Training and consultation with projects directed at increasing managerial effectiveness.
2. Collaborative work with other training support projects focusing on management support.

B. Single-agency development projects.

1. Organization and management development efforts to strengthen an organization's competence in development activities.
2. Consultancy and research activities that provide learning and experience for broader application activities.



Academy for Educational Development

Development Support Training Project

REPORT OF THE MIDDLE MANAGEMENT PROGRAM AND CURRICULUM

DEVELOPMENT WORKSHOP

ISLAMABAD, MAY 29 AND 30, 1984

An Educational and Training Activity

of

The Development Support Training Project

Convenors: James Frits, Chief of Party, DSTP
Dick Vittitow, Management Training
Specialist, DSTP

**Facilitators/
Consultants:** Robert C. Terry, Jr. Arthur D. Little and
Company Coordinator for DSTP.
Robert LaPorte, Jr., Pennsylvania State University
Coordinator for DSTP.

Office: No. 56, St. 88, 6th Ave. (Ataturk) G-6/3, Islamabad, Pakistan
Mailing Address: P.O. Box 1973, Islamabad, Pakistan
Telephone: 822-906, 824-858

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INTRODUCTION: Background and Rationale

The DSTP: Mission and Goals

On December 19, 1983, the United States Agency for International Development awarded the Development Support Training Project (DSTP) contract to the Academy for Educational Development (AED). AED, working with its sub-contractors, the Arthur D. Little International (ADL), the Experiment in International Living (EIL), and The Pennsylvania State University (PSU), immediately began to develop the conceptual base and took specific steps in Washington, DC, and Islamabad to activate this project. Chief of Party James Frits and Management Training Specialist Dick Vittitow arrived in Islamabad in mid-February 1984 and undertook, as one of their first assignments, a needs assessment survey of five training institutions in Pakistan -- the Pakistan Administrative Staff College, NIPA/Lahore, NIPA/Karachi, the Pakistan Academy for Rural Development, and the Pakistan Institute of Management. Concurrently, Frits and Vittitow initiated a series of discussions with the Training Wing, Establishment Division, the Office of Human Resources and Training, USAID/Islamabad, among others.

In mid-May, 1984, Frits and Vittitow presented the findings of their needs assessment to the Training Institution Directors' Steering Committee and representatives of the Establishment Division. At that meeting, the mission and goals of the DSTP were presented. The mission is as follows:

- o to increase both public and private sector management competence in accomplishing Pakistan's development goals.

To pursue this mission, two goals were established:

- o to strengthen training institutions through the development of

- .. institute management
 - .. staff (training, consultancy and research)
 - .. curricula and materials
- o to initiate and support projects that increase managerial competence in development activities.

Workshop Rationale

There were three purposes for holding the workshop. The first was to have both directors and training faculty examine their individual and collective experiences with management training in Pakistan and to focus on the issues and problems which have confronted them over the years. Pakistan has had a long history of management training dating back to the 1950s. Mobilizing both domestic and foreign resources, successive governments have developed the present management training system. However, during the past three decades, there have been few opportunities for administrators and instructors to systematically dissect and analyze their experiences and candidly and frankly to discuss mutual problems and issues that have and continue to confront them. This Workshop, therefore, was seen as a vehicle for examining a particular aspect of the management training experience in Pakistan and to chart out a course of action and agenda items for future workshops.

In addition, this workshop and its timing was viewed as critical for another purpose. It is Government's intention to expand management training capacity in the country by establishing two new institutions -- NIPA/Peshawar and NIPA/Quetta. Before new institutional development occurs, however, there is a need to examine and analyze accumulated institutional development experience so as to avoid the mistakes of the past and gain important insights into how both new and existing institutions might exploit emerging opportunities in a systematic fashion.

Finally, the third reason for the workshop was to provide a forum for sharing experience and information among the established training institutions so that if appropriate, these institutions could make adjustments in their administration and curriculum development so as to better serve the needs of their clients. As the findings of the workshop reveal, the participants individually realize existing problems and what might be the appropriate responses to solve these problems, but whether or not they take individual or collective action to solve existing problems remains to be seen. The comment "we know all these things" must also be tied to the question "but do we do all these things" in interpreting the results of this workshop.

The Workshop's Goals and Tasks

Five goals were posed for the workshop participants:

- o to offer a challenge and opportunity for trainers and administrators with different experiences and perspectives to strengthen middle management training in Pakistan
- o to support participants in testing old assumptions and proposing new ideas for public and private sector management training
- o to support collaborative efforts of individuals and institutions in increasing management competence in Pakistan
- o to assist training institutions, old and new, in analyzing the tasks of management programs and curricula and to design applications relevant to the development of Pakistan and its people
- o to support the sense of urgency with which training institutions must assertively respond to the global demands for social transformation in the 1980s

Two specific tasks were assigned to the workshop participants:

- o development of guidelines
 - for administration
 - for curriculum and course development of middle management programs
- o bar-chart specific tasks in each area required for implementation

Format

The workshop was divided into 19 sessions (see attached workshop program). Some sessions were devoted to program administration while others focused on curriculum development. Several group reporting sessions were scheduled so that all participants could benefit from sessions that were held concurrently. When "ideal situations" (both administrative and curriculum) began to be translated into reality, mixed sessions of both administrators and instructors were held. The cumulative, graphic result of the workshop is contained in the Bar Chart of Program and Curriculum Development Activities presented below

SESSION DISCUSSIONS AND FINDINGS

To summarize and highlight the results and findings of the individual sessions, and to capture the essence of these sessions, this section will focus primarily on the work sessions, with some input from the reporting sessions. Consequently, attention will be given to sessions III, IV, VI, VII, IX, X, XI, XIV, and XV (see attached workshop program).

Session III: Characteristics/Needs of Participants

This session was attended by administrators and focused on the following question: "Based on your experience, if you had no resource constraints, what would your 'ideal' NIPA be like?" They were asked to examine specifically the following topics -- (a) participant profile data, (b) learning styles, (c) organizational requirements, (d) individual participant needs, (e) how does managerial training satisfy participant and sponsoring agency needs, (f) what managerial techniques should be acquired by participants, and (g) any other issues/questions.

Participant Profile Data

A series of data regarding participants were discussed:

- o age: although participants' range in age from 35 to 55, the 'ideal' bracket is 35 to 45 years
- o origins: participants come from both federal and all provincial governments
- o educational background: some have BAs, some have MAs, a few are matrics, and a very few are non-matrics (principally from Baluchistan). The 'ideal' background would be the MA level
- o sex: the female-male composition of participants reveals a 5 per cent, 95 per cent ratio (female to male) presently. In spite of efforts by the Government, the administrators predicted that this high proportion of males to females will continue for some time
- o years of service in government: 15 to 20 years is the 'ideal'. Presently, it is 15 to 35 years
- o type of service: it is mixed - District Management Group, Secretariat Group, Police, Accounts, etc. All these officers need a common management core and a common management language.
- o language: although officers still use English (the last census of Federal employees - 1980 - revealed that 62 per cent of all Federal employees reported English as a language they spoke), Urdu is becoming a common language, and in some provinces, such as Baluchistan, it is the language of government at the district and below level
- o organizational sponsors: participants come from the Federal Government, the provincial governments, the public enterprises, and the armed forces.

Learning Styles

The conclusions of the session regarding learning styles of participants included:

- o mixed methods (i.e. lecturettes, group exercises, case studies, etc.) are best

- o limit the quantity of reading assignments (officers with 15 years or more of service are "out of the reading habit")
- o educational techniques which stimulate group interaction should be utilized
- o the use of daily assignments is difficult -- there are physical limitations to accomplishing these assignments.

Needs of Sponsoring Agencies

Several observations regarding this subject were made by the session members:

- o little is known about these needs, consequently, training is "routine"
- o the stimulus for offering management training stems from government's directive requiring all grade 19 officers must complete the management training program at one of the NIPAs in order to qualify for promotion to grade 20
- o defining sponsoring agency needs and designing programs to meet these needs should be a high priority
- o NIPAs should be transformed from "No Immediate Post Available" to "New Idea Producing Agencies".

Needs of Individual Participants

The session members observed the following:

- o trainees must know how various government organizations function in relation to economic forces
- o trainees must know about various regions of the country, such as Baluchistan and Azad Kashmir
- o more should be done to prepare trainees for re-entry into their sponsoring agencies or their new postings
- o the most common "hope" of the trainees was for promotion after training
- o the most common "fears" of the trainees was the possibility of sudden transfers during training (this fear is less now than in the past) and for the families left at home.

Recommendations of the Session

The recommendations of this session focused upon what the Establishment Division should do, including:

- o establishing a committee on training needs to assess, through interviews, the needs of nominees (grade 19 officers) and sponsoring agencies
- o rotating faculty of the NIPAs and officers of the Training Wing, Establishment Division (both types of individuals would gain experience and would become aware of each other's responsibilities and constraints)
- o the forecasting of the needs of training clients over a 10-year period
- o the fostering of program specialization among the NIPAs, and
- o improving logistics and facilities at the NIPAs.

Session IV: Core Managerial Knowledge, Skills and Values/Attitudes

This session was attended by instructors who discussed the question: "Based on your experience, if you had no resource constraints, what would your 'ideal' middle management program be like?" In its answer, the group was asked to consider a program's (a) knowledge core, (b) skills core, (c) values/attitudes core. For (a), (b), (c), they were instructed to develop separate check lists (prioritized) of subjects that should be taught to or acquired by middle managers.

Discussion began by examining whether or not the knowledge-skills-values/attitudes breakdown was appropriate. As the following findings reveal, the "check list" developed mixes knowledge-skills-values/attitude but also reveals that this scheme still has merit in defining curriculum.

Next, defining middle management was tackled. Instructors from PIM indicated that they are involved in transforming specialists (engineers, accountants, etc.) into managers. NIPA instructors, on the other hand, stressed the fact that the NIPA clientele is so diverse that it is not the case of providing management training

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to specialists but providing training to generalists whose responsibilities and duties vary considerably even though they may hold the same grade (19) and title (Deputy Secretary). A Deputy Secretary in a staff agency would have duties quite different than his/her rank/title counterpart in a line agency. Consequently, there is a need for (a) functional management training (in areas such as health, education, etc.), (b) territorial/area management training (divisional/district/tribal area administration), and (c) management training for administrators from attached departments. The implication was that the 'ideal' core curriculum should address the varying needs of all participants and all sponsoring agencies.

Focusing upon generalists (who constitute the majority of the NIPA clientele), the session participants listed the following "needs" that a NIPA curriculum should satisfy. They categorized 13 as including both imparting knowledge and acquiring skills, two dealt only with values/attitudes, three were only knowledge based, while two dealt only with training in skills:

Knowledge & Skills

- o how to deal with the public
- o human relations skills
- o ability to conceptualize
- o Pakistan's socio-economic development and strategies
- o socio-cultural and socio-economic realities of Pakistan's depressed and affluent areas
- o comparative administration, both theoretical and practical (through site visits ala PASC)
- o local government and rural development
- o corporate management
- o Islamic orientation
- o information management
- o systems approach to management

Knowledge only

- o computer management
- o introduction to the legal system, including administrative law
- o organizational theory

Skills Only

- o communication skills
- o decision-making/problem solving

Values/Attitudes

- o concern for the public
- o personal motivation

- o public policy and analysis
- o sectoral (i.e., industrial, agricultural, etc.) development

Because of time constraints, no attempt was made to prioritize. However, one participant (supported by another) stressed that the "ability to conceptualize" coupled with "public policy and analysis" were indispensable knowledge and skills that all officers should acquire through middle management training.

Session VI: Training Methods and Material Development

This second instructors session discussed the most appropriate methods for (1) the knowledge core, (2) the skills core, and (3) the values/attitude core). It also focused on what materials exist, what materials can be shared among institutions, and what materials must be developed for the knowledge, skills and values/attitudes cores.

Regarding methods, all three core areas should use

- o lecturettes
- o cases
- o discussion/syndicate groups
- o field visits

For the knowledge and skills core areas, the methods should include

- o critical incidents
- o role playing
- o games/problems (including attachments)

Materials that exist include articles, foreign case studies (at PIM) and country-specific case studies (at PASC and NIPA/Lahore), critical incidents, and problem exercises. The idea of sharing materials was endorsed and the session recommended that a clearing house be established (perhaps by the Establishment Division) to facilitate the interchange. Materials that must be developed

include country-specific

- o management games
- o cases
- o texts
- o field work methods
- o participant materials

Session VII: Evaluation Methods

The second administrators session focused on (1) how to measure a participant's performance, (2) how to evaluate a training program, when and how to integrate evaluation results into the curriculum, and (3) how to evaluate instructors.

Some general issues regarding evaluation were presented. The session group agreed that (1) evaluation of participants was essential for government purposes and for the participant him or herself, (2) very narrow/specific/course-rated evaluation should occur, and (3) there was a need for pre-training and post-training assessment of participants.

Participant performance evaluation during training should involve evaluation

- o through faculty observation
- o of questions asked by participants in class
- o of participation in class discussions,
- o of performance regarding such assignments as
 - book reviews
 - other essays
 - research papers
- o of the department presentation each participant must make
- o of group performance whereby groups gather, analyze, present information to an organization for which the work was performed
- o same as above but with a local government body as opposed to a government agency

- o through peer evaluation (at the end of training -- similar to INTAN, the Pakistan Military, and PIM),
- o by tutors in tutorial group activity
- o through self-appraisal/analysis
- o by all the instructors
- o by the director
- o through use of standardized tests at the end of each course
- o of more than one evaluator and from more than one evaluation perspective
- o that maintains confidentiality for the participant

The directors also suggested that participants who receive good to excellent overall evaluations should be given a salary increase. This would also apply to instructors. A monetary incentive to perform well would stimulate the participants as well as the instructors to strive for excellence.

The training program evaluation discussion produced guidelines and recommendations, including

- o participant evaluation through use of an objective questionnaire upon course completion
- o participant review of each class with the director (at end of class)
- o at end of class, participant review of the class with the director and the instructors
- o alumni evaluation of the program after three to five years
- o tabulating the results of evaluation tabulations to recommend training policy changes to Establishment Division

Regarding the evaluation of instructors, the group suggested

- o use of participants' evaluations
- o peer (instructor) evaluation
- o examination of students' progress in instructor's courses (by director)
- o evaluation of instructor's performance in courses and overall performance by director

- o review of professional contributions, including articles written, invited lectures, ability to design new courses, research activities, consulting activities
- o review of professional development activities, including courses taken (abroad and in Pakistan), professional memberships, and secondment/ deputation assignments
- o evaluation of communication skills
- o evaluation of accomplishment of special assignments in the institute
- o evaluation of the demand for an instructor's courses

Session IX: Translating the "Ideal" Training Delivery System into Reality

This session began the major task of translating the "ideal" into reality. Along with Sessions X, XI, XIV, and XV, the workshop also used a "mixed" session approach with administrators and instructors working together instead of in separate groups.

Session IX tried to identify the tasks involved in program development (administrative/logistical) and to sequence these tasks, giving indications of how long each takes to accomplish. Here, the realities of time and resources were interjected to produce realism in the exercise. The group produced the following prioritized list of tasks/activities with an approximation of the time it took to accomplish them:

<u>Activity</u>	<u>Time</u>
o appoint director	immediate
o define mission and role of institute and faculty	2 months
o provide institutional arrangements	1 month
o select site	12 months
o define scope/size (capacity) of institute	2 to 3 months
o develop courses	6 to 12 months

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o define faculty requirements/needs - subject specialities, number, mix between core and adjunct	6 to 12 months
o provide facilities	12 to 24 months
o recruit faculty	continuous
o recruit support staff	6 months
o develop faculty	continuous
Totals: 11	47 to 72 months

As these activities were identified, the group stressed several requirements for institutional development. They included:

- (1) the need for strong leadership on the part of the director
- (2) explicit mission and legitimacy for the institute
- (3) clear policy regarding governance and policy making vis-a-vis the institute and its sponsoring agency, and
- (4) the importance of ensuring that the institute satisfies the training needs of its individual and organizational clients

Session X: Translating "Ideal Type Core Curriculum into Reality

The tasks proposed to this mixed group of administrators and instructors included identifying what activities are involved in core curriculum development, how they should be prioritized/sequenced, and how long each activity takes to accomplish. Considerable discussion took place regarding the importance of needs assessment, involving both potential clientele (Grade 19 officers and equivalent) as well as their sponsoring agencies. The discussions produced the following prioritized list of tasks/activities:

<u>Activity</u>	<u>Time</u>
o design/conduct needs assessment	3 months
o define/develop program objectives	½ month
o design modules (phases) and tracks	1 month

<u>Activity</u>	<u>Time</u>
o define linkages between and within modules	½ month
o develop courses	2 months
o decide duration of program	no time given; would depend upon accomplishment of previous five tasks
o develop/select course methodology	1 month
o develop/select course materials	1 month
o allocate (within program) faculty and staff resources	no time given
o design/develop evaluation/feedback process and methodology	½ month
o develop reiteration process	no time given
Totals: 11	9 and a half months

Session XI: Elements of a Position Description (Job Specs) for a Faculty Member to Implement the "Ideal Type Curriculum"

In this session most attention was given to the qualities and skills needed by a faculty member to implement the "Ideal Curriculum". Six major skill and competence areas were identified.

(1) Basic Communication

Basic communication skills are required especially in making verbal presentations. The ability to listen is especially important. In relation to participants and in working with other faculty and administrators skills are needed in giving and receiving feedback

(2) Facilitation

The faculty person needs to know how to facilitate learning and to work as a team member as well as know how to help a task group work effectively.

(3) Appreciation of own potential and valuing of self-development

The faculty person should be committed to working on his own growth and development. There should be a dedication and commitment to the profession. He or she should demonstrate a personal dynamism in their work

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(4) Knowledge of Specialized Areas

It was agreed that a faculty member must be firmly grounded in specialized subjects. Those suggested as important are: administrative and behavioural sciences, development economics, and research and quantitative methodology.

(5) Problem-Solving and Decision Making

The faculty member must be skilled in using problem-solving and decision-making techniques in the institution, in his or her work situations, and in instructional activities with participants.

(6) Effective Leadership

The faculty member must be able to demonstrate effective leadership both as a model and in helping the institution maintain its creativity and focus on excellence.

It is recognized that the kind of faculty member as outlined above is seldom found. An on-going training-of-trainers program is required and the institute must provide specific support, counselling, and improvement. The director should take an active interest in each faculty member's growth and provide the resources, supports, and encouragement required.

Sessions XIV and XV: Tasks and Priorities for Curriculum Development and Tasks and Priorities for Program Development

Although these were two separate sessions, the task assignment was identical:

- to design bar charts, one for curriculum development and one for program development. As a consequence of these two group activities, some modifications were made in the time allocations made for tasks under both topics.

INTEGRATION OF WORKSHOP FINDINGS

Session XVII: Tasks and Priorities for Program and Curriculum Development

The last workshop exercise involved developing a bar chart integrating program and curriculum tasks that must be accomplished

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to initiate a middle management training program. The resulting bar chart follows on page 16a.

Commentary

Starting from point "zero", with a commitment to provide strong leadership, good institutional arrangements, quality faculty and staff resources, the workshop's "best guess" as to how long it would take to offer a high quality middle management program was nine months. If the director is in place and institutional arrangements have been completed, this time frame can be reduced to seven months. Once the size and scope of the institution is defined, and after the needs assessment has been conducted and analyzed, if faculty have been recruited, it takes about four months to develop the modules, integrate them, develop courses, methodology, and materials, and begin the first program. It must be stressed, as it was during the Workshop, that the "up front" input of information (needs assessment) and human resources (administrative, instructional, and support) are critical for the development of a high quality management training program. Institutional arrangements "up front" facilitate as well as drive the process.

In addition, as the Workshop pointed out time after time, the estimation of demand for training and the nature of that demand (the job relatedness of the training) are areas where information is lacking even among the existing training institutions. The requirement to develop a data base which provides this information is a critical first step for new training institutions and an important step for established institutions as they begin the process of improving their service delivery to individual and organizational clients.

CONCLUSIONS OF THE WORKSHOP: THE NEXT STEPS

The Middle Management Program and Curriculum Development Workshop was the DSTP's first training improvement endeavour. It was a modest first step in this multi-year project. As such, it was experimental, perhaps a bit tentative, and, given the pressures of time, not as refined in its approach as its planners wished. It was also a "getting to know one another" exercise -- for both the DSTP staff as well as some of the directors, instructors, and government officials who attended. In the concluding sessions (XVIII and XIX) where the goals and tasks of the workshop were reviewed and closing comments were made, some "mixed" emotions were voiced regarding the value of this exercise. Valid points were raised regarding the extent to which any new ideas were presented. Certainly, old ideas and existing training problems and practices were aired and consensus was reached regarding the problems that training institutions presently face.

Obviously, there are few "quick fixes" and certainly no instant panaceas that will provide immediate solutions to the problems facing management training in Pakistan. If there were, the need for the DSTP and the resources it can bring to bear to assist training institutions in their pursuit of excellence would be substantially less than either the Government of Pakistan, USAID, or the DSTP itself have estimated.

If there is a need for the DSTP and its resources, and no one at the workshop voiced any reservations on this point, then the next questions are what to pursue and how to pursue it. Recommendations that emerged from the workshop were to:

- (1) convene additional workshops on the critical issues facing the training institutions. Among others, these issues include needs assessment, faculty development, and curriculum redesign;
- (2) to pursue systematically the issue of needs assessment with the co-operation of the Training Wing, Establishment Division and the O & M Division, Cabinet Secretariat. With Government

co-operation and DSTP resources, a systematic, scientific needs assessment involving potential participants and sponsoring agencies can be designed, implemented, analyzed, and made available to the training institutions;

(3) refine the integrated bar chart of program and curriculum development tasks that must be accomplished to provide high quality management training programs. Workshop participants realized their limitations in guessing the time required to complete many of the tasks identified. Further thought and information/experience exchange would be useful to both the DSTP and the training institutions themselves; and

(4) the development of a (middle) management training curriculum matrix - a step that session IV could not take due to time constraints. What do managers "need to know", "be able to do", regarding the learning needs listed on pages 8 and 9? What are the learning needs and priorities for managers? Our collective "best thoughts" based on experience could be incorporated in such a matrix and tested once the needs assessment is completed.

Other recommendations regarding the next steps to be taken would be greatly appreciated by the DSTP as we go forward in developing our plan of work for the forthcoming years.

MIDDLE MANAGEMENT PROGRAM AND CURRICULUM DEVELOPMENT

WORKSHOP

ISLAMABAD - May 29 and 30, 1984

MONDAY, May 29

- 8:30 - 8:45 I INTRODUCTION TO WORKSHOP
1. Welcome (J.Frits)
 2. Introductions - Participants and Institutions
 3. Logistics
- 8:45 - 9:15 II GOALS AND TASKS OF WORKSHOP (D.Vittitow)
1. Goals
 - a. To offer a challenge and an opportunity for trainers and administrators with different experiences and perspectives to strengthen middle - management training in Pakistan;
 - b. To support participants in testing old assumptions and proposing new ideas for public and private sector management training;
 - c. To support collaborative efforts of individuals and institutions in increasing management competence in Pakistan;
 - d. To assist training institutions, old and new, in analysing the tasks of management programs and curricula and to design applications relevant to the development of Pakistan and its people;
 - e. To support the sense of urgency with which training institutions must assertively respond to the global demands for social transformation in the 1980's.
- 11

2. Tasks

- a. Development and guidelines
 - for administration
 - for curriculum and course development of middle - management programs
- b. Bar-chart specific tasks in each area required for implementation.

9:15 - 10:30 III CHARACTERISTICS/NEEDS OF PARTICIPANTS (R.Terry)
(ADMINISTRATORS SESSION)

TASKS: Based on your experience, if you had no resource constraints, what would your "ideal type" NIPA be like, examining specifically the following topics

- a. Data/learning styles
- b. Organizational requirements
- c. individual participant needs
- d. how does managerial training satisfy participant and sponsoring agency needs?
- e. what managerial techniques should be acquired by participants?
- f. any other issues/questions?

9:15 - 10:30 IV CORE MANAGERIAL KNOWLEDGE, SKILLS (R.LaPorte)
AND VALUES/ATTITUDES
(INSTRUCTORS SESSION)

TASKS: Based on your experience, if you had no resource constraints, what would your "ideal type" middle management program managerial,

- a. knowledge core be like
- b. skills core be like
- c. values/attitudes core be like

For (a), (b), and (c), develop separate check lists (prioritized) that should be taught to or acquired by middle managers.

10:30 - 10:50 TEA BREAK

10:50 - 12:30 V REPORTS FROM SESSIONS III AND IV
[20 minute reports]

12:30 - 13:30 LUNCH ON YOUR OWN

13:30 - 14:05 VI TRAINING METHODS AND MATERIAL (R.Terry)
DEVELOPMENT
(INSTRUCTORS SESSION)

TASK #1: Knowledge Core

Based on session III,

- a. What methods are most appropriate and why?
- b. What materials exist, what materials can be shared among the NIPAs, what materials must be developed?

TASK #2: Skills Core

Based on Session III,

- a. What methods are most appropriate and why?
- b. What materials exist, what materials can be shared among the NIPAs, what materials must be developed?

TASK #3: Values/Attitudes Core

- a. What methods are most appropriate and why?
- b. What materials exist, what materials can be shared among the NIPAs, what materials must be developed?

13:30 - 14:05 VII EVALUATION METHODS (R. LaPorte)
(ADMINISTRATORS SESSION)

TASK #1: How should a participant's performance be measured? Examinations? Exercises? Other?

TASK #2: How should training programs be evaluated? When? How can evaluation results be integrated into the curriculum?

TASK #3: How should instructors be evaluated?

14:05 - 14:35 VII REPORTS FROM SESSIONS VI AND VII
[15 minutes each]

14:35 - 14:55 TEA BREAK

14:55 - 15:30 IX TRANSLATING "IDEAL TYPE TRAINING DELIVERY SYSTEM INTO REALITY (R. Terry)
("MIXED" SESSION)

TASKS:

1. What are the tasks involved in program development (administrative/logistics)?
2. Sequence these tasks and give indication of how long each takes to accomplish.

14:55 - 15:30 X TRANSLATING "IDEAL TYPE" CORE CURRICULUM INTO REALITY (R. LaPorte)
("MIXED" SESSION)

TASKS:

1. What tasks are involved in core curriculum development?
2. Sequence these tasks and give indication of how long each takes to accomplish.

14:55 - 15:30 XI ELEMENTS OF A POSITION DESCRIPTION (D.Vittitow)
 (JOB SPECS) FOR A FACULTY MEMBER
 TO IMPLEMENT THE "IDEAL TYPE"
 CURRICULUM
 ("MIXED" SESSION)

1. What are the basic elements?

15:30 - 15:45 XII REPORTS FROM SESSIONS IX, X, AND XI
 [5 minutes each]

END OF FIRST DAY: DINNER ON YOUR OWN

TUESDAY, May 30

8:30 - 8:45 XIII BRIEF REVIEW OF FIRST DAY (Terry/LaPorte)

8:45 - 9:30 XIV TASKS AND PRIORITIES FOR (R. LaPorte)
 CURRICULUM DEVELOPMENT
 (MIXED SESSION)

TASK: Develop a Bar Chart of tasks
 that must be accomplished to
 initiate a middle management
 training program.

8:45 - 9:30 XV TASKS AND PRIORITIES FOR PROGRAM
 DEVELOPMENT
 (MIXED SESSION)

TASK: Develop a Bar Chart of tasks
 that must be accomplished to
 initiate a middle management
 training program

9:30 - 9:50 XVI REPORTS FROM SESSIONS XIII AND XIV
 [10 minute each]

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- 9:50 - 10:30 XVII TASKS AND PRIORITIES FOR PROGRAM (Terry/LaPorte)
AND CURRICULUM DEVELOPMENT
(GROUP SESSION)
- TASK: Develop a Bar Chart integrating
program and curriculum tasks that
must be accomplished to initiate
a middle management training
program.
- 10:30 - 10:50 TEA BREAK
- 10:50 - 11:30 XVIII REVIEW OF GOALS AND TASKS (Vittitow)
(GROUP SESSION)
- 11:30 - 12:00 XIX CLOSING SESSION (Frits)
(GROUP SESSION)

ATTACHMENT-B

LIST OF PARTICIPANTS

	<u>Name</u>	<u>Designation</u>	<u>Department</u>
1.	Dr. Neelofar Asghar	Instructor	NIPA, Peshawar
2.	Mr. S. M. Anwer	Deputy Director	PARD/NIPA, Peshawar
3.	Mr. Muzaffar Ahmad	Joint Secretary	Training Wing, Establishment Division, Islamabad.
4.	Mr. M. A. K. Beg	Director	PARD/NIPA, Peshawar
5.	Mr. M. A. Chaudhry	Director General	O & M Division, Islamabad.
6.	Mr. Jim Frits	Chief of Party	AED/Islamabad.
7.	Mr. John Gant	Chief	HRT/USAID
8.	Mr. Abdul Ghafoor	Chief Instructor	NIPA/Karachi.
9.	Mr. Najmul Hussain	Chief Management Consultant	PIM/Karachi.
10.	Dr. Masuma Hassan	Director	Public Admin. Section, O & M Division, Karachi.
11.	Mr. S. Dawar Hussain	Chief Instructor	NIPA/Karachi
12.	Dr. Robert LaPorte	Consultant	PSU
13.	Mr. Javed Musharaf	Deputy Secretary	Cabinet Division, Rawalpindi
14.	Mr. Shahid Majid	Instructor	NIPA/Lahore.
15.	Mr. Sajid Qureshi	Senior Management Counsellor	PIM/Karachi
16.	Mr. Robert Terry	Consultant	ADL
17.	Mr. Tirmizi	Deputy Director	PIM/Lahore
18.	Mr. Dick Vittitow	Training Specialist	AED/Islambad.

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BACKGROUND FOR MEETING WITH SECRETARY ZAIDI AND JON GANT

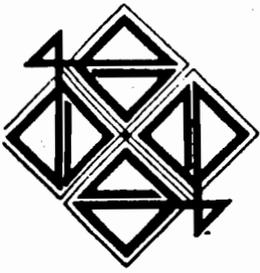
INSTITUTIONAL QUALITIES	DESIRED ATTRIBUTES	PRESENT ATTRIBUTES*	POSSIBLE CHANGE STRATEGIES TO REACH DESIRED STATES
1. PHILOSOPHY & VALUES	- strategy related, based in culture & traditions, valued, dynamic, challenging;	- No felt sense of values or philosophy of contributing to external needs such as Pakistan's development. No shared values to motivate directions of institute.	Institutes' staff, Bd of Governors review basic purpose and values of Institute Est. Division review its purpose in light of GOP needs.
2. STRATEGY (Mission & Objectives)	- clear, supported, relevant, realistic, timely, time-bound;	- No overall strategy for system or institutes. Present objectives neither challenging nor meaningful	Est. Div. clarify GOPs management mission & Goals. Require each institute to develop management strategy to carry out GOP goals.
3. STRUCTURE (Organization, systems, and procedures)	- strategy related, relevant, flexible for tasks, efficient, unique;	- Generally seen as inflexible, unchanging through the years. Lack of clarity and much ambiguity about Fed and institutional roles and responsibilities.	Modernize organizational procedures based on both Est. Div. and Institutes' requirements.
4. LEADERSHIP & MANAGEMENT	- strategy related; flexible, educative, task and people oriented, visionary, modeling	- Leadership/management styles not connected to unique demands of strategy for institution. Staff highly dependent on style and goodwill of Director. Institutes don't practice what they preach.	Est. Division set institutional performance criteria with each Director for 2-3 year period as basis for continued tenure.
5. HUMAN RESOURCES	- valued and cultivated, challenging, involving, rewarded, competent, collaborating, achieving;	- Staff want to be stretched and challenged, but most are passive about future. Many don't view work at institute central to their life's work.	To eliminate ambiguity in Est. Div. role, each institute should negotiate its requirements based on staff development needs.
6. PROGRAMS	- tied to objectives, client-oriented, based on competence, flexible, valued, relevant, contributing.	Many courses done by outsiders with staff as observers. Programs described by participants as lacking challenge and practical skills.	Based on strategic plans, designs should be practical, skills oriented. May ask institutes to bid for contracts.
7. FEEDBACK & EVALUATION	- strategy-related, valued, influential, valid-information based, timely, shared.	Institutes highly sensitive to participate feedback. Everyone in <u>system</u> knows what is wrong, no one is willing to do anything about it.	Performance standards and criteria should be set and external evaluation conducted based on criteria. Incentives should be awarded to institutes' exceeding performance goals.

* As summarized from the Needs Assessment Survey

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PLAN FOR REVITALIZATION OF GOP PUBLIC ADMINISTRATION TRAINING INSTITUTION

	SYSTEM PROBLEMS	SYSTEM CHANGE TARGETS	CHANGE SUPPORT
1.	Institution personnel work in a vacuum without understanding of an overall conceptual framework for training as a contribution to Pakistan's development	Each Institute's Board of Governors and staff to update basic purposes and values. Estab. Div. review and update its purpose in light of Pakistan's development needs, and the mission and goals for GOP's managers.	DSTP fund conferences, workshops, retreats, facilitators, as needed.
2.	Training requirements are unclear. No one knows how many managers with what skills are needed in what sectors at what levels in what regions to meet GOP goals.	Establishment Division must set clear manpower and training requirements with priorities to meet GOP development plans.	DSTP & Estab. Div. collaborate on "Govt. Managers' Needs and Numbers Project" to analyze manpower and training requirements so Estab. Sec. can set priorities.
3.	Training institutes do not have the staff, materials, and curricula to meet present demands let alone the development requirements set by the GOP.	Resources and support must be provided by Establishment Division to meet new mandates and tasks.	If needed, DSTP can furnish consultant expertise for Estab. Div. to determine resource and support requirements, define necessary policy changes to meet new mandate. Each institute negotiates its requirements with Estab. Div. based on staff development needs.
4.	Training institutions are tired and appear to be asleep, most courses are boring.	The training institutes must be revitalized and charged to meet these targets and requirements creatively.	Based on info. from "Govt. Manager's Needs and Numbers Project", Estab. Div. provides achievable targets and standards for performance by each institution for 2-3 year period which will be basis for Directors' continued tenure.
5.	Training institutes, their managers, and staff work without strategies or performance criteria which contributes to a lack of purpose and lack of being valued.	Institutes must develop management strategies and establish performance criteria for staff and institute. Establishment Division approves criteria.	To dev. vital, challenging, implementable management plans, with staff performance criteria and performance incentives, DSTP supports institutes' efforts with consultant expertise as needed, staff training programs, research and planning support.
6.	Performance and achievement are not encouraged, acknowledged, or rewarded by the government. Institute personnel are paid no matter how good, bad or indifferent they are.	Establishment Division must evaluate institutes, programs, management and staff to determine if performances criteria being met. Incentives given to those institutes and staff meeting their criteria.	DSTP furnishes Estab. Div with evaluation design experts, specifications for external evaluation contractor to conduct evaluation and development action plans based on results.



Academy for Educational Development

Development Support Training Project

DEVELOPMENT SUPPORT

TRAINING PROJECT

SIX MONTHS WORK PLAN

JULY 1, 1984 TO DECEMBER 31, 1984.

Office: No. 56, St. 88, 6th Ave. (Ataturk) G-6/3, Islamabad, Pakistan
Mailing Address: P.O. Box 1973, Islamabad, Pakistan
Telephone: 822- , 824-858

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6-MONTH WORK PLAN

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INTRODUCTION

The activities described on the following pages are the result of five months of study, assessment and analysis. In both the Management Training and English as a Second Language sections, a detailed survey of resources, interviews with a wide variety of concerned persons -- both Pakistani and American, discussions, meetings, presentations, took place. The lengthy process in each category is described in the Six Month Report of Academy activities in Pakistan.

These two activities, with Participant Training, are guided by the Mission statement for the Development Support Training Project:

"To increase both public and private sector competence in accomplishing Pakistan's Development goals".

The Mission emphasizes Pakistan's development, furthering its aims, increasing its capability to solve the problems of population that is overwhelming the nation's capacities.

Within this over-all mission, the following goals narrow the focus to the specific areas of concern for which the project was conceived:

1. To strengthen management training institutions through development of:
 - o institutional management
 - o staff and faculty
 - o curricula and materials
2. To initiate and support projects that increase managerial competence in development activities.
3. To develop a competent placement and support service for Pakistani officials who travel to the U.S. or third countries for technical training or advanced degrees.
4. To strengthen the capability of Pakistani officials to utilize English for academic learning by developing appropriate curriculum, testing, and developing institutions to offer courses for this purpose.

The analysis which resulted in the activities included in the following proposed Work Plan was carried out within the parameters of the Mission and goals above. The activities described are beginnings which are expected to be continued through the next three years. They set the stage for longer and more detailed activities which will impact Pakistan's development to a greater degree. Since the goals are long term and cannot be accomplished in a short period, the activities too must be assessed from an over-all view.

Nor will the goals be accomplished without significant Government of Pakistan cooperation. After the past five months of study, it is evident that the project enjoys goodwill but has not yet benefited from the kind of understanding that will make meaningful all the activities possible. This too is a part of the future which is hoped for as a result of continued activities, continued discussions, presentations, modifications and adjustments.

USAID cooperation and support has been outstanding. AED hopes for continued understanding and patience since the administrative requirements of the AID bureaucracy don't always match the needs of training programs. Making the "fit" between a stabilized, formal bureaucratic structure and the volatile nature of training planning and implementation, continues to be difficult at times.

The Academy's consortium partners will be major resources for the activities described. Both Arthur D. Little Company and the Pennsylvania State University will furnish consultant expertise to the Management Training activities. EIL English language specialists will have an important role in curriculum development for the English for Academic Purposes courses.

Evaluation and assessment has been built-in each of the activities. It is planned that on-going evaluation will serve to build a base for over-all assessment on an annual basis.

PROGRAM: MANAGEMENT TRAINING

Introduction:

The following objectives are designed to carry out the DSTP mission and goals:

Objectives:

1. Institutional Development:

Design and implement an institutional development plan for major training institutions in Pakistan.

2. Management Development:

Through training programs and courses, strengthen management competencies in the public/private enterprise sectors.

3. Training Development:

Through training programs, strengthen the basic skills and abilities of trainers who train public and private sector managers.

The three objectives relate to an overall strategy and varied approach for increasing managerial skills and competence in both the private and public sectors. Institutional development is aimed at strengthening the capabilities and resources of government public administration and management training institutions to meet GOP training requirements. Management Development allows DSTP to provide immediate support to institutes in implementing programs for managers especially in the private sector. Training Development will increase staff skills and standards in all phases of training delivery in the various training institutes.

Although not specifically described in the activities below, the effort to clarify GOP desires for their training institutions and formulate goals, will be ongoing. The Needs Survey of the institutions cannot be seen as a totally completed project. The discussions and conversations will continue to assign priorities, find ways to meet legitimate needs realistically, and help with those that fit within the DSTP guidelines. Many of the activities proposed for the next six months are designed to continue this exploratory effort, and contribute to AED's over-all understanding of what will best meet project goals and GOP needs.

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I. Institutional Development

Based on AED's needs assessment of government public administration training institutions - Pakistan Administrative Staff College; National Institute of Public Administration in Karachi, Lahore and the proposed Peshawar and the Pakistan Academy for Rural Development-DSTP proposes development of a plan to quantify and qualify the Government of Pakistan's training requirements of public administration managers in meeting GOP development goals. It will focus on both the output requirements; (1) how many managers and at what levels are they required to be training in the next 3-5 years; and (2) identification of the specific skill and competency requirements which can realistically be met through training. This analysis will provide the following elements which constitute the basic frame work mandatory for effective institutional organization and curriculum development: (1) the manpower and skill requirements targets; (2) the trainer and institutional skills required to meet the target; (3) technical and material resources which need to be developed.

Activity 1. Negotiate and agree on institutional development plan

The staff will meet with the Secretary and Joint Secretary, Establishment Division to report on the training institute needs assessment conducted in the past three months. Discussions will focus on a strategy for institutional development and an action plan to structurally strengthen the training institutions. (When Establishment Division and AED have reached an agreed upon action plan, USAID will be asked to concur).

Objective

To elicit as much Establishment Division participation as possible in the institutional development of public administration training institutes.

Time Lines

June 1984 - Beginning negotiations on action plan
 July 1984 - If practicable exchange of memos with USAID concurrence

Evaluation

The completed memos of agreement between the Establishment Division AED, with concurrence by USAID, will constitute the successful completion of this activity.

Activity 2. Survey of manpower training needs designed and implemented in collaboration with the Establishment Division and/or one or more training institutions (e.g. NIPA/Lahore, or NIPA/Karachi and PARD).

Objectives

To design and implement a plan for identifying manpower requirements and specific training needs of managers who administer programs to meet Pakistan's development goals.

Time Lines

July 1984 - Design plan for study
 Sept 1984 - Identify consulting team and requirements
 November, December,
 January 1984-85 - Implement plan of study

Evaluation

The Chief of Party, based on the objectives specified in the design, will evaluate with the survey team, the effectiveness and completeness of the study.

Activity 3. Two 2-day work sessions on training institution development.

Presented for the Directors of Training Institutions. Those on the DSTP Steering Committee, or an expanded Directors' group, will attend. Experts from the US and Asia working on other DSTP projects will be asked to present these special sessions.

Objectives

To acquaint Directors of Training Institutes with strategies, methods, and requirements for developing and strengthening management training institutes in Third World environments.

Time Lines

September 1984 - First two-day session
 November 1984 - Second two-day session

Evaluation

The Directors will be asked to evaluate the sessions on the basis of their appreciation of the potential use and conceptual understanding offered in sessions.

Activity 4. Consultation meetings with Training Institute Directors

To develop support activities, programs, and expert consultation for staff, curriculum, and institute development, these 1/2 day meetings will serve to identify needs and agreed responses to those needs. (See II Activity 6, Page-13).

Objectives

To provide DSTP expert resources, curriculum, staff for institution development.

Time Lines

Monthly with each institution's director

Evaluation

Monthly summary reports of each meeting will describe problems and concerns being addressed and indicate actions taken in response. Each Director and the Management Training Specialist will jointly evaluate results of activities for institute.

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
<p>III. <u>Continuing English for Academic Purposes</u></p>					
<p>a. Curriculum Development</p>	<ul style="list-style-type: none"> o 1 week staff time o 1 week consultant time 	<ul style="list-style-type: none"> o draft continuing EAP curriculum o selection of classroom texts resources and teacher training materials 	<p>7/22</p>	<p>7/26</p>	
<p>b. Admin. Coordination</p>	<ul style="list-style-type: none"> o Approx 3 weeks 1 week in each location 	<ul style="list-style-type: none"> o Arrangements for teacher training & <u>continuing</u> EAP classes 	<p>8/84</p>	<p>12/84</p>	
<p>c. Program Design</p>	<ul style="list-style-type: none"> o approx. 3 weeks 1 week in each location 	<ul style="list-style-type: none"> o Class schedule & format suited to each site 	<p>8/84</p>	<p>12/84</p>	
<p>d. Teacher Training</p>	<ul style="list-style-type: none"> o 1 week planning & 1 week implementation at each site 3 weeks total 	<ul style="list-style-type: none"> o Identification of teachers interested in teaching EAP o Up-grading TESL skills of participants o Select 1 teacher for continuing EAP course 	<p>(Quetta) 8/11 (Peshawar) 11/23 (Karachi) 11/12</p>	<p>8/16 11/30 11/21</p>	
<p>e. Materials Resources</p>	<ul style="list-style-type: none"> o Provision of classroom texts, supplementary materials, and teacher training resources to the 3 PACCs for EAP course 	<ul style="list-style-type: none"> o Teachers familiarity with texts during teacher training workshops 	<p>(Quetta) 8/84 (Peshawar) 11/84 (Karachi) 11/84</p>		

PROGRAM:

ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
f. Class Implementation	o 1 week staff coordination time each site -3 weeks	o 10-15 students enrolled in the EAP class at each site	(Quetta) 9/18 (Peshawar) 1/85 (Karachi) 1/85		
8. Monitoring	o 3 days staff time at each site every 2 months after course start.	o Standard quality and progress in each EAP course			

IV. ACTIVITY: INSTITUTIONAL RESOURCE BUILDING

This activity will focus on developing the capability of the PACC in Karachi to offer intensive English for academic purposes courses in Quetta and Peshawar. The first step in this process is the development of the continuing EAP courses in the three centers. This is the initial step because it is less complex, fits into the existing PACC structure, can be implemented with minimal inputs of teacher training and materials, and, can utilize teachers and locations currently available to PACC. To make the next step towards implementing intensive EAP, the PACC will have to develop the institutional capacity to respond to the following questions:

- o What program design will meet the needs of DSTP candidates and fit into program time frames?
- o Where can qualified teachers be found to conduct "outreach" intensive EAP courses?
- o What materials and facilities are needed for conducting intensive EAP programs?
- o What administrative coordination, staffing, and training will be needed to implement an intensive EAP?

The activities specified below are designed to develop a response to these questions.

- a. Administrative Coordination, which will involve two steps:
 - 1) meet with the PACC to determine their interest and ability to develop cooperatively intensive EAP courses and, 2) work out the administrative details of coordination, staff, training and logistics related to this project.
- b. Teacher Resource Survey: an index card file of teacher resources in Quetta, Peshawar and Karachi will be developed which details TESL training, experience, and availability.
- c. Materials: classroom texts for intensive EAP, and teacher training resources will be provided and reviewed with PACC staff.

d. Formation of Working Group: a working group of PACC staff will be formed to deal with the questions of program design, curriculum review, teacher qualifications and training, and coordination required for an "outreach" intensive EAP program. The English Language Specialist and the PACC Director of Planning and Development will cooperate in chairing this group until an EAP program coordinator is identified.

e. Identification of Candidates for Master of Arts in Teaching (MAT) Degree Training or Short-Term Training in Teaching English as a Second Language (TESL):

The Specialist will work together with PACC to identify candidates who might be put forward as DSTP candidates for advanced TESL training in the US, or at RELC in Singapore. Persons selected would be suitable candidates for EAP program coordinators and intensive EAP instructors with PACC upon return, and would contribute towards the capability of PACC to offer this type of training.

Special Note on Evaluation

It will be particularly important to assess the progress of this activity over the next six-month period. The PACC system is the logical focus for development of EAP capabilities to assist potential DSTP candidates with English, and provide a base for intensive programs for Quetta and Peshawar. However, the PACC operates under a number of constraints which might affect its capability to develop a base for EAP training.

- a. All staff are part-time and there are no "career" positions in the system at this time.
- b. Difficulty in recruiting teachers and high turn-over in Peshawar and Quetta.
- c. Minimal administrative staff and equipment in all three locations.
- d. Large influx of Afghan refugees, (80% of students in Peshawar, 25%+ in Quetta).
- e. Community relations and image problems that are particularly acute due to refugee students and teachers.

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The ESL component of the DSTP can assist the PACCs in developing EAP capabilities, but is not in a position to resolve the issues mentioned above. The following evaluation criteria are to determine if the collaborative response from PACC justifies continued efforts.

1. PACC teachers can be identified in all three sites who have the potential for teaching EAP courses.
2. Administrative and staff time, resources and commitment promise to support activities envisioned.
3. Student demand for EAP, and particularly participation by public sector employees materializes.
4. Resolution to public relations issue over refugees.

Objective:

To begin development of PACC/Karachi's capability to conduct intensive EAP programs for DSTP candidates in Quetta and Peshawar on contract to DSTP.

Time Lines:

Admin. Coordination	Approximately 3 meetings 7/84-12/84
Teacher Resource Survey	7/84-12/84
Materials Inputs	8/84 for resource mats; 11/84 for teaching training materials
Formation of Working Group	formed by 9/84; monthly meetings thereafter
Identification of candidates for advanced TESL training	by 12/84

PROGRAM: ENGLISH AS A SECOND LANGUAGE

ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
V. <u>Institutional Resource Building</u> a. Admin. Coordination	<ul style="list-style-type: none"> o 14 days of staff time in 3 visits over this 6-month period 	<ul style="list-style-type: none"> o secure the co-operation of PACC to develop intensive EAP courses o develop plan for admin. coordination, staff time, training and logistics 	7/84	12/84	<ul style="list-style-type: none"> o 1-3 teachers for EAP identified at each site. o PACC admin. support adequate o 10-15 students enrolled in EAP course at each site
b. Teacher Resource Survey	<ul style="list-style-type: none"> o 10 days of staff time over next 6 months o secretarial assistance 5 days 	<ul style="list-style-type: none"> o compile index card file of teacher resources in Quetta, Peshawar and Karachi. 	7/84	12/84	<ul style="list-style-type: none"> o Refugee student issue resolved.
c. Materials	<ul style="list-style-type: none"> o Classroom texts and teacher training materials 	<ul style="list-style-type: none"> o provide PACC with adequate material resources to conduct EAP courses 	8/84	12/84	<ul style="list-style-type: none"> o Karachi EAP working group active and self-sustaining.
d. Formation of EAP working group	<ul style="list-style-type: none"> o 14 days of staff time concurrent with admin. coordination visits. 	<ul style="list-style-type: none"> o working group of PACC staff is formed to draft plan for development of EAP course 	8/84	12/84	
e. Identification of candidates for Master of Arts in Teaching ESL training.	<ul style="list-style-type: none"> o staff time concurrent with activities above 	<ul style="list-style-type: none"> o identify candidates for MAT training to strengthen PACC 	8/84	12/84	

V. ACTIVITY: DETERMINE THE NEED FOR A LOCAL PROGRAM SPECIALIST

It is anticipated that there may be a need for a "Local Program Specialist" to assist the English Specialist with the activities proposed for the next 6-12 months and to continue after the term of the specialist is completed. As the intensive and continuing EAP courses develop, and activities with PACC/Karachi progress, it will become increasingly difficult to cover all three locations adequately. In exploring the need for a Local Program Specialist, it will be necessary to project the needs and goals of English language training for the DSTP over the contract period and beyond. The steps involved in this activity would include the following.

- a. Goal Definition In discussion with USAID and GOP, determine the long-term goals for English language training as it relates to this project. This is essential to determine the staffing needed to accomplish current and future activities.
- b. Position Description. Assuming that the development of English language training will continue to play a significant part in the DSTP, the next step would be to explore the role that a Local Program Specialist would have, and write a position description.
- c. Candidate Search. The position would then be advertised as per policy, and an appropriate candidate selected.

Objectives:

1. Determine the need for a Local Program Specialist in the context of goals defined for the English language training component of the DSTP.
 2. Define the role of the Local Program Specialist and hire such a person if the need is indicated by the scope of activities projected for ELT.
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Time Lines:

Goal Definition	7/84-9/84
Position Description	9/84
Candidate search and hire	9/84-12/84

m & Activity	July	August	September	October	November	December
<p><u>H AS A 2ND LANG.</u></p> <p><u>ensive EAP</u></p> <p>Curr. Dev. (7/11-31)</p> <p>Teacher orient.</p> <ul style="list-style-type: none"> ◦ Peshawar (10/2-6) ◦ Quetta (10/16-20) <p>IEAP class</p> <ul style="list-style-type: none"> ◦ Peshawar (10/8 ----- (12/2) ◦ Quetta (10/21 ----- (12/16) <p>Monitoring -----</p> <p><u>sting</u></p> <p>TOEFL - Quetta (9/24)</p> <p>TOEFL - Peshawar (10/1)</p>						
<p><u>tinuing EAP</u></p> <p>Curr. dev. (7/11-31)</p> <p>Admin. coord. -----</p> <p>Program design -----</p> <p>Teacher trng.</p> <ul style="list-style-type: none"> ◦ Quetta (8/12-16) ◦ Peshawar ◦ Karachi (10/28-11/1) to be scheduled <p>Materials</p> <ul style="list-style-type: none"> ◦ Quetta (8/12-16) ◦ Peshawar ◦ Karachi (10/28-11/1) to be scheduled <p>CEAP class</p> <ul style="list-style-type: none"> ◦ Quetta (9/5) ----- ◦ Peshawar ◦ Karachi (1/85) <p>Monitoring (1/85)</p> <ul style="list-style-type: none"> ◦ Quetta ----- 						
<p><u>st. Resource</u></p> <p><u>lg. - Karachi</u></p> <p>Admin coord -----</p> <p>Tchr survey -----</p> <p>Materials -----</p> <p>Work group -----</p> <p>Adv. trng cand -----</p>						
<p><u>termine Need for</u></p> <p><u>al Prog Spec.</u></p> <p>Goal def. -----</p> <p>Pos. descr. -----</p> <p>Cand. search -----</p>						

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PROGRAM: PARTICIPANT TRAINING

The over-all goal of the Participant Training activity will be to continue refinement of a process for smooth administration of all the details necessary to send participants abroad for education or training. The transfer from USAID has been completed but there are still occasional areas of ambiguity or duplicative effort. Throughout the coming months the definition of roles will continue.

Basic placement processes in the Washington D.C. office have been completed. The coming months will see the implementation of these systems, and a greater capacity of the Washington staff to serve as placement research and suggestion specialists in addition to administrators of training arrangements.

The following are the major activities which will concern the Islamabad staff:

1. Pre-Departure Processing

Shorter, more efficient ways to smooth the departure of the participants will be sought. Ather Usmani, Director of Participant Training, will coordinate efforts to establish a systematic approach to pre-departure processing which will be followed by all staff in the future.

2. Pre-Departure Orientation

An orientation package coordinated with the Washington orientation will be planned and implemented for long-term participants. When possible, such participants will be brought to Islamabad and depart Islamabad for overseas. If necessary, orientation will be offered in Karachi when it is more efficient to gather a small group there.

3. Staff Training

The coming six-months will be an on-the-job training period for the Islamabad Participant Training Assistant, and secretarial support staff. They will be expected to learn all office routines which support participant training processing, how to interface with USAID and GOP, and complete familiarity with the various forms necessary.

Objectives

To develop a more efficient, systematic process for participant pre-departure requirements;

to plan and implement a concise but helpful pre-departure orientation;

to train new staff in the complexities of pre-departure processing.

Time Lines

Systematic Processing:	By Dec. 1984
Pre-Departure Orientation:	By Aug. 1984
Staff Training:	By Dec. 1984

Evaluation

Systematic processing will be reviewed and assessed by practitioners, errors will be tabulated and analyzed, and time spent on processing cases will be compared before and after implementation.

Pre-Departure orientation will be evaluated by Participant questionnaires.

Staff Training will be assessed by readiness of staff to take complete responsibility for Participant Training activities in the opinion of Participant Training Director and Chief of Party.

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
1. Pre-Departure Processing	o Continuous Staff Analysis	o Improved, more efficient processing system	July 1984	Dec. 1984	Before and after comparison of time spent on individual cases; assessment by practitioners.
2. Pre-Departure Orientation	o Staff Planning, Islamabad and Washington	o Short, helpful pre-departure orientation package	July 1984	Aug. 1984	Participant Questionnaires
3. Staff Training	o Part. Trng. Dir., Chief of Party, Admin. Director Planning and Participation	o Professional and efficient Part. Training Staff.	July 1984	Dec. 1984	Performance to be judged by standards set by Part. Training Director, Chief of Party and Admin. Director

Activity	July	August	Sept.	Oct.	Nov.	Dec.
-Departure Processing						
-Departure Orientation						
-Staff Training						

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APPENDIX D
 PAKISTAN TRAINING AND RESOURCE MATERIALS
MANAGEMENT TRAINING MATERIALS

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
1	Learning From Conflict	10.50
1	Assessment Center - Guide for HRD	9.95
1	Approaches to Training and Development	16.95
1	Helping Others Learn	7.95
1	Small Studio Video Tape Production	9.95
1	Designing Training Programs	18.95
1	Training for Results	9.95
1	Small Group Problem Solving	15.95
1	Taking Charge	8.95
1	Figuring Things Out	27.50
1	Personnel Administration	19.50
1	Increasing Productivity	8.95
1	Organizational Entry	8.95
1	The New Supervisor	10.95
1	The Supervisor and On-The-Job Training	10.95
1	The Supervisor as an Instructor	10.95
1	Communicating With People	9.95
1	Managing With People	9.95
1	An Intro to Basic Supervision of People	9.95
1	Management by Objectives and Results	9.95
1	Effective Business & Tech Presentations	10.95
1	Practical Guide for Superv Training & Dev	24.95
1	Supervising	21.95
1	Instructor's Manual to Supervising	11.95
1	Supervising Employees Effectively	9.95
1	Behavioral Supervision	9.95
1	Management - Competencies & Incompet	14.95
1	The Tools of Managing	9.95
1	The Human Side of Management	9.95
1	Results-Oriented Managing	9.95
1	Report Writing for Management	9.95
1	Writing for Results	10.95
1	24 Questions in Group Leadership	9.95
1	Interview'g Skills for Superv Personnel	9.95
1	Participative Management	9.95
1	Managing by Design	9.95
1	Making Decisions	18.50

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
1	The Art of Managing Managers	13.95
1	Guide to Effective Management	9.95
1	Management Development Through Training	14.95
1	Entrepreneuring	12.95
1	Strategic Plan'g in Emerging Companies	18.95
1	Corporate Cultures	14.95
1	Theory Z	12.95
1	Contemporary Issues in Mgt and Org Dev.	16.95
1	Practical Approach to Organ. Dev-MBO	9.95
1	Consultation	25.00
1	The Feel of the Work Place	9.95
1	Organizational Diagnosis	10.95
1	Organizational Development	8.50
1	Organizational Transitions	8.50
1	Building A Dynamic Corporation	8.50
1	Matrix	9.50
1	Team Building Issues Work Redesign	8.50
1	Organizational Dynamics	8.50
1	Multinational Organizational Development	8.50
1	Developing Organizations	8.50
1	The Organization in a Changing Environ	8.50
1	Process Consultation	8.50
1	Physical Settings and Organ. Development	8.50
1	Interpersonal Peacemaking	8.50
1	Managing Stress	7.00
1	Asserting Yourself	6.95
1	Asserting Yourself	2.50
1	The Inventurers	8.95
1	Personal Vitality	12.95
1	Personal Vitality Handbook	4.50
1	Strategic Marketing	26.95
1	You're in Business	9.95
1	Management of Organizational Behavior	22.95
1	Organ. Change Thru Effect Leadership	17.95
1	How Successful Managers Manage I	275.00
1	How Successful Managers Manage II	15.00
1	Four Essential Managerial Skills I	275.00
1	Four Essential Managerial Skills II	15.00
1	Effective Supervision	69.95
1	Human Relations Development	69.95
1	Leadership and Social Change	16.95
1	Structured Experience Kit	375.00
1	Deliv. Effect Training	16.95
1	Learning Thru Groups	12.95
1	Bureaucratic Politics & Incentives Mgt Rural Dev.	3.00
1	Monitoring Systems and Irri Mgmt	5.00
1	Comparative Study/Mgt & Org of Irr Projects	10.00
1	Decentralization in Dev. Countries	5.00
1	Managing the Public Service in Dev Countries	3.00

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
1	Successes & Failure in Mtg the Mgt Challenge	5.00
1	Trng for Pub Admin. & Mgt in Dev Countries	5.00
1	Domestic Resource Mobilization in Pakistan	5.00
1	Managing State-Owned Enterprises	5.00
1	From Strategic Plng to Strategic Mgt	53.95
1	Bureaucratic Politics & Incentive in Mgt	3.00
1	Monitoring Systems & Irrigation Mgt	5.00
1	Comparative Study of Mgt & Organization	10.00
1	People Centered Development	16.50
1	Mgt Consulting:Guide to the Profession	25.65
1	Mgt Develop Progs: Lessons of Success	13.95
8	Development by People	95.60
8	Bureaucracy & The Poor	79.60
1	Development: Contribution Toward Theory	16.50
8	Managing a Mgt Development Institution	136.80
1	Training Agri & Rural Development 1981	26.00
1	Center for Creative Leadership Pub	3.50
1	Career Guide to Profess Assns	19.95
1	Petersen's Guide to Undergraduate Study	14.00
1	Graduate Programs & Admissions Manual	24.90
1	Graduate Record	43.00
	University of Utah MBO Materials:	
1	Organizing	14.00
1	Planning	14.00
1	Controlling	14.00
1	MBO I	14.00
1	MBO II	14.00
	<u>ESL MATERIALS</u>	
30	Teaching and Learning Languages	239.50
30	Study Listening	135.00
1	Teacher's Manual to above	6.50
30	Point of View	178.80
20	English Structure in Focus	194.20
1	Teacher's Manual	2.96
15	Grammar Book	336.90
30	Language Teaching Techniques	195.00
15	Science and Technical Reader	103.65
2	English for Acad & Tech Purp	25.42
15	Transitions - Student Book	89.40
15	Transitions - Work Book	44.40
2	Transitions - Teacher's Manual	13.42
50	English Structure in Focus	485.50
50	Rdng English for Academic Study	335.50

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
6	Advanced Listening Comp	58.26
1	Tapes to Adv Listening Comp	44.81
1	GOD 1-7 Listen & Learn	62.44
-1	Tape 1-7 Listen & Learn	104.44
1	Teacher's Manual to Listen & Learn	2.96
20	Examining English Book I	184.06
20	Examining English Book II	95.10
30	Index Card Games	180.00
30	Lexicary	172.50
20	Grammar Handbook	120.00
30	Smalltown Daily	225.00
5	Experiential Lang Teaching Techniques	47.50
10	Practical Guide to Teaching of ESL	95.00
50	Improving Aural Comprehension	397.50
6	Teacher's Manual to Above	29.50
1	Tape to Improving Aural Comprehension	137.50
50	Writing is a Thinking Process	337.50
5	Teacher's Manuals to above	
3	English Placement Testing Package Form A	42.00
3	English Placement Testing Package Form B	42.00
3	English Placement Testing Package Form C	42.00
1	Tape to Above (Forms A, B, and C)	12.00
50	Writing is a Thinking Process	337.50
50	Reader's Choice	402.75
20	English Sentence Structure	125.10
20	Lamp	192.00
50	Developing Basic Writing in ESL ?	297.50
30	Who Done Did It?	286.80
1	Approaches to Acad Reading & Writing	9.95
1	Academic English	10.50
1	Understanding Academic Lectures	10.95
1	English for Academic Uses	11.95
50	American Kernel Lessons - beginning	5.45
50	American Kernel Lessons - intermediate	5.45
50	American Kernel Lessons - advanced	5.45

Tapes to American Kernel Lessons:

Beginning Tape I	24.50
Beginning Tape II	24.50
Intermediate Tape I	14.75
Intermediate Tape II	24.50
Intermediate Tape III	46.50
Advanced Tape I	24.50
Advanced Tape II	46.50

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<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
87	TOEFL Tests	696.00
1	TOEFL Test Kit	17.00
20	ALA TOEFL Course	20.00
1	ALA TOEFL Course - Teacher's	133.00
30	Picture It	162.40
	TOTAL:	<u>10533.32</u>

PERIODICAL SUBSCRIPTIONS

Human Resource Management - 1 year	40.00
Public Administration Review - 3 years	40.00
Rural Reconstruction Review	<u>6.91</u>
Total	<u>86.91</u>

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
Institutional Development. 1. Discussion with Est. Div. on Institutional Development Plan	<ul style="list-style-type: none"> o Meetings of staff with Est. Div. officials. 	<ul style="list-style-type: none"> o Outline of Plan o Estab. Div. participation in Institutional Development 	July 1984	Dec. 1984	
2. Survey of manpower requirements and training needs of GOP managers	<ul style="list-style-type: none"> o <u>Consultant Time:</u> 60 days o GOP research staff participation o <u>AED Staff Time:</u> Two weeks. 	<ul style="list-style-type: none"> o Analysis of manpower and training requirements in management development. 	Sept. 1984	Dec. 1984	On-going monitoring evaluation with consultants USAID and DSTP in early January 1985.
3. Two 2-day work sessions on training institution development	<ul style="list-style-type: none"> o <u>Consultant Time:</u> 4-6 days. o <u>AED Staff Time:</u> 4-6 days 	<ul style="list-style-type: none"> o Specific action plans and exchange of ideas on training institute development 	Sept. 1984	Dec. 1984	Specific feedback from Directors on results of sessions.
- Consultation meetings with Training Institute Directors	<ul style="list-style-type: none"> o <u>AED Staff Time:</u> 5 days per month 	<ul style="list-style-type: none"> o Decision on institute development activities, identification of consultants needed, courses to be developed. 	July 1984	Dec. 1984	Individual feedback on relevance of meetings from Institute Directors.

II. Management Development Program

The six-month objective is (1) to implement specific training courses that strengthen management competence in the private/public enterprise sectors and (2) to plan other courses in those areas, and (3) to strengthen the management of major training institutions.

Activity 1. Senior Executive Officers' Conference

This conference, for 24 general managers and above of Pakistani public and private corporations, will be designed and implemented by Arthur D. Little Company in collaboration with the Pakistan Institute of Management (PIM). The course content will focus on current and critical issues confronting Pakistani executive managers.

Objectives

- (1) to support the highest level managers in increasing management competence and direction of Pakistani corporations;
- (2) to strengthen PIM's role and resources in responding to such executive's management needs;
- (3) to expose executive management to PIM's resources thereby gaining easier access for PIM in training other managers;
- (4) to familiarize PIM and DSTP more fully with public-private enterprise management issues.

Time Lines

July 8-13	-	Development of SEO Conference Design
September	-	Review of design and preparation of materials
November	-	Implementation of Conference

Evaluation

Evaluation formats will be designed for use by the faculty and by participants - both of which will be included in final report in December.

Activity 2. Pakistan Institute of Management - Strategic Management Plan.

Arthur D. Little & Company consultants will work with the PIM Director and faculty to develop a 3-5 year strategic management plan to be used in setting objectives and allocating resources. The overall purpose is to monitor organization and staff development activities effectively and easily as well as develop external support for PIM's goals.

A strategic management plan for PIM will not only strengthen PIM's organizational focus on management development but will also strengthen DSTP's experience in strategic planning which will have applications for other organizations. The outcome for PIM will be a specific plan which the institution, its faculty and director, its supporters and the Ministry of Production can jointly use for guiding and monitoring PIM's development.

Objective

To develop and implement a strategic management plan that will include:

- definitions of PIM's mission in management development;
- a market survey and profile of PIM's market;
- potential resource links for PIM development;
- professional requirements of staff;
- finance strategy;
- organizational structure;
- performance monitoring and evaluation.

Time Lines

July 14-20	-ADL and PIM develop plan strategy.
July 20	-PIM begins data collection.
September	-PIM continues gathering data, consults with ADL.
December	-completes plan.

Evaluation and Monitoring

The Management Training Specialist will meet with the ADL consultant and PIM Director at the end of each phase of activity to monitor process. At the completion of the plan, the ADL and PIM Consultant will submit a report to the Management Training Specialist evaluating the activities in line with the stated objectives.

Activity 3. Develop or improve short-term courses offered at Pakistan Institute of Management.

With the Director and faculty after special consideration of the emerging strategic management plan, a review of the feasibility of offering or strengthening 3-5 short-term courses directed at increasing management competence, especially in the private sector.

Objective

To analyze the feasibility of external consultants and PIM staff designing and implementing 3-5 management courses focused on private sector management.

Time Lines

December 1984 -Review potential courses after the completion of the Senior Executive Officer's Conference and after the strategic management planning has started.

Evaluation

The Management Training Specialist will evaluate the selection of the 3-5 short-term courses proposed using 4 criteria: relevance to management development; contribution to development of PIM; client need for such programs; and potential for application.

Activity 4. Design an analysis of the public/private enterprise sector management requirements in Pakistan.

Some, or perhaps, most, of the data for this analysis will emerge from PIM's strategic management planning activities.

Objectives

To develop an analysis of the public/private enterprise management training need to serve as a base for planning use of DSTP resources.

Time Lines

The format for this analysis will be designed in December for implementation in early 1985.

Evaluation

The ADL consultants working on PIM's strategic management planning will write a brief evaluation report on the strengths and limitations of the proposed analysis.

Activity 5. Strategic management planning for directors of major training institutions in Establishment Division.

The Directors of Public Administration training institutions and the Director of PIM will visit training institutes in such countries as Sri Lanka, India, Thailand, and Singapore. They will report on their visits at a central training center such as INTAN, Malasia. At such a meeting the Directors will develop, with the help of trainers, strategic management plans for each of their institutions.

Objectives

- (1) To provide institute directors with an opportunity
 - (a) to visit similar training institutes in other countries in order to compare similarities and differences with own institute;
 - (b) to work jointly with other directors in a strategic management conference on how to develop a strategic plan;
 - (c) to develop such a plan for each institute;
- (2) to use the conference activity as a means for backhome continued planning and then implementation of strategic management plan;
- (3) to use strategic management plans as guidance for how the DSTP resources can support institutional development.

Time Lines

Fall 1984 (Directors will determine best timing).

Evaluation

The Directors will be asked to evaluate the workshop in relation to learnings and relevance. Follow-up questionnaires will be sent out after six-weeks to assess the effectiveness of the program.

Activity 6. Management development courses in government sector

AED will explore with institute directors the feasibility of revising or developing new management courses or program modules for government managers whose needs are known and not dependent on survey recommended on page 6. An example might be "Performance Auditing for Managers", directed at senior officers who have program responsibilities in provincial governments.

Objectives

- (1) To explore with directors approaches for up-grading their course and program offerings;
- (2) to test feasibility of offering 6-8 courses in 1985 at one or more training institutes to increase management competency at both provincial and federal government levels.

Time Lines

December 1984 - 6-8 courses will be identified for design and implementation in 1985. Explorations with directors will take place during monthly visits by DSTP staff in reviewing potential opportunities.

Evaluation

In their nominations of courses for the government sector the institute directors will be asked to evaluate the courses based on the 4 criteria AED is using for determining selection.

Activity 7. PARD-Develop Curricula and Present 2-3 Week Training Module for Middle Manager's Course.

Working with the "NIPA" training wing of PARD, consultants will design and present a module for the Middle Manager's course which can be used in other similar NIPA courses. The module might be in a subject area such as "Staff Development Skills", "Project Management" or "Financial Management". The area will be determined in collaboration with PARD staff.

Objectives

- (1) To design and present a 2-3 week training module increasing skills of government managers;
- (2) to design and test curricula that can be utilized in other similar NIPA programs;
- (3) to begin the first of a set of modules to up-grade the middle manager's curricula and materials.

Time Lines

November, December 1984 - Conduct needs assessment and design 2-3 week module.

Early 1985 - Present and evaluate module.

Evaluation

Trainers will set objectives for the module and through tests will evaluate success during and after the presentation of the module. Participants will be asked to identify specific learning gained from the module.

Activity 8. Management Development Materials Clearinghouse.

DSTP will begin to assess with training institutes the potential need and usefulness of a clearinghouse to circulate, publish, and develop management training and support materials. If the assessment warrants, a feasibility plan and requirements will be developed in support of a clearinghouse.

Objectives

- (1) To assess the need and feasibility of a clearinghouse for management support materials;
- (2) to explore various alternatives for responding to the critical lack of management materials available to Pakistan trainers.

Time Lines

September, October 1984. - Assessment of clearinghouse need and recommendations for development.

Evaluation

The written report on the assessment and feasibility of materials clearinghouse will be evaluated on the basis of a clarity of the problem statement, suggestions for response, and the practical application of the suggestions.

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
<p>.. Management Development Program.</p> <p>.. Senior Executive Officers Conference</p>	<ul style="list-style-type: none"> o Staff Time: 4 days supervision and review o Consultant Time: design 10 days; implementation 10 days; evaluation & follow-up 3 days. 	<p>(1) An increase of top-level management competence; (2) PIM's strengthened capability at senior level management training; (3) more access for PIM to public and private enterprise senior managers; (4) familiarization of PIM and DSTP with senior management needs and issues.</p>	<p>July 7, 1984</p>	<p>Nov. 30, 1984</p>	<p>Participant and consultant evaluations.</p>
<p>. Strategic Management Plan - PIM</p>	<ul style="list-style-type: none"> o Staff Time: 5 days in supervision and review 	<p>(1) A 3-5 year PIM strategic management plan; (2) a plan for determining staff and material resource management requirement; (3) a plan identifying priority market needs; (4) a plan furnishing guidance for external support and executive in development of PIM; (5) a model plan for application with other training institutes.</p>	<p>July 13, 1984</p>	<p>May 1985</p>	<p>Joint evaluation of ADL Project Consultant, PIM Director and Management Training Specialist.</p>

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
3. Development or improve 3-5 short-term courses offered at Pakistan Institute of Management.	<ul style="list-style-type: none"> o Staff Time: work with director and faculty to identify priority courses - 5 days 	<ul style="list-style-type: none"> o Identification of 3-5 priority courses in public/private enterprise management to strengthen PIM's training. 	Nov. 1984	Dec. 1984	ADL consultant, PIM Director, and Management Training Specialist will evaluate and recommend courses for DSTP 1985 work plan.
4. Design an analysis of the public/private enterprise sector management requirements in Pakistan.	<ul style="list-style-type: none"> o Meetings with PIM and DSTP consultants to design most appropriate approach to data gathering and analysis. o Staff Time: 4-5 days 	<ul style="list-style-type: none"> o An approach for gathering information about the public/private sector o More valid information about public/private sector management needs. o A plan to examine alternative approaches of support for the public/private sectors. 	Dec. 1984	Dec. 1984	ADL consultant, PIM Director, and Management Training Specialist will evaluate activities.
5. Strategic management planning for directors of major training institutions.	<ul style="list-style-type: none"> o Staff Time: 10 days planning; 8 days participation; 3 days follow-up. o Consultants: 15 days of consulting time. o Books and materials needed to support planning exercises and training. 	<ul style="list-style-type: none"> o Development of strategic management plans by each of the Directors of the Training Institutes. o Broadened knowledge of Training Institution Management. 	Nov. 1984	Dec. 1984	Participants, trainers and staff evaluations.

PROGRAM: Management Training

ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
6. Management Development courses in government sector .	<ul style="list-style-type: none"> o AED Staff Time: 5-10 days. 	<ul style="list-style-type: none"> o Identification with directors and staffs of 6-8 new courses to increase government management skills. o General plans and schedule for developing and presenting courses in 1985. 	July 1984	Dec. 1984	
7. PARD - Develop Curricula and present 2-3 week training module for Middle Manager's course.	<ul style="list-style-type: none"> o AED Staff Time: 5 days o Consultant Time: 40 days. o Materials development and printing of course materials. 	<ul style="list-style-type: none"> o Identification of management skills needed. o Module for use in PARD and other NIPA courses complete with new materials. o Up-grading of PARD staff skills in design of curricula materials and assessment. 	Nov. 1984	Dec. 1984	PARD staff and consultants will evaluate work based on their stated objectives for module.
8. Management Development Materials Clearinghouse	<ul style="list-style-type: none"> o AED Staff Time: 5 days. o Consultant Time: 40 days. 	<ul style="list-style-type: none"> o Analysis of need and recommendation for development of materials development clearinghouse. 	Sept. 1984	Oct. 1984	

III. Training Development

A. Activity I. Auditor's General Training Assessment

ADL will work with Training Division of Auditor's General to assess present training system and recommended plans and actions for up-grading quality of training centers.

Objectives

- (1) To assist the Auditor General in assessing their present training function and develop recommendations for improvement;
- (2) to develop a plan which will indicate possible DSTP approaches to strengthening A-G training;
- (3) to familiarize DSTP with work of A-G in training and test feasibility of support and work with other training groups;
- (4) to learn more about work of A-G in government, especially in performance auditing for public enterprise corporations and applications for general managers.

Time Lines

Analysis will be conducted in September, 1984.

Evaluation

Report by consultants and evaluation of their work by A-G training manager and staff on the basis of meeting the above objectives.

B. Activity 1. Intensive Trainer Development Program

For trainers working in both the public and private sectors, this "Training of Trainers" program will focus on skills and practice in: needs assessment; design of programs; methodologies; presentation skills; and program evaluation. The program will be 4 weeks residency for 24 participants. 12 participants for this course will come from the government public administration training institutes. The remaining 12 nominations will be invited from other training institutes, sectors (health, irrigation, agriculture), and private and public enterprise training departments. This program will be in two parts. An intensive two-week program in April or May 1985 to assess application of skills and provide further strengthening of trainer skills will be scheduled also.

Objectives

- (1) To provide basic, practical training skills and methodologies for immediate application in Pakistani training institutions;
- (2) to provide intensive training support for beginning trainers and opportunities for experienced trainers to up-grade their present skills in the design and presentation of training program;
- (3) to up-grade trainer standards and to demonstrate how experiential learning can be utilized to produce results in the skills and attitude learning areas.

Time Lines

Begin October 7, 1984, and end November 1, 1984.

Evaluation

All the participants will be asked along with the trainers to evaluate the program based on their reactions, skills and competencies and learnings, and relevance to backhome use.

Activity 2. Trainer Development Clinics

These basic skill clinics will be conducted one-week per month in different cities. Each week will focus on a different skill area.

<u>Skill Area</u>	<u>Date</u>
o Needs Assessment	- December, 1984
o Training Design	- January, 1985
o Training Methodologies & Applications	- February, 1985
o Presentation Skills	- March, 1985
o Evaluation Skills	- April, 1985

Programs will be available to all training institutes in both public and private enterprise sectors.

Objectives

- (1) To provide basic skills in specific areas to working trainers or those soon to be assigned as trainers;
- (2) to increase quality and standard of training by placing intensive emphasis on each major training skill;
- (3) to provide training experiences which can serve as the base for material development.

Times Lines

December 1984 begins first of series of weekly training programs to be conducted one-week per month through April 1985.

Evaluation/Monitoring

Formal participant evaluation will be designed by trainers. In addition, the trainer's report, and follow-up in the field to assess use of skills will indicate success of the clinics.

Activity 3. Materials Development

After the Intensive Trainer Development course and the Trainer Development Clinics, 5 sets of training materials will be developed for each of the specific trainer skill areas based on the experience of the course and clinics. These materials will be made available to participants in future courses and to training institutions.

Objectives

To develop training materials for use in training trainers in five basic 5 skills areas:

- o Needs Assessment
- o Training Design
- o Methodologies and Applications
- o Presentation Skills
- o Evaluation Skills

Time Lines

September 1984 A plan to collect materials used in the courses for development of package for each area.

November 1984 Materials from Intensive Course will be organized and edited.

December 1984 and from following months. Materials from the clinics will be collected and edited for use in training packages.

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Activity 4. Plan two trainer development courses for presentation in first six months of 1985.

Courses in Action Research for trainers, and Action Consultancy for trainers, will be planned for trainers of the management and public administration training institutes. They will focus on increasing skills in consultancy and research.

Objectives

- (1) To identify the requirements of two courses in research and consultancy for trainers;
- (2) to receive input on the course objectives from the staff and directors of the training institutes.

Time Lines

November, December - Plan the two courses, set dates, identify consulting requirements for 1985 courses.

Evaluation

The Management Training Specialist will evaluate this activity based on whether DSTP has been able to identify the level of need, the possible objectives for the courses, and the consultant requirements.

ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
<p><u>I. Trainer Development</u></p> <p>A.1. Auditor General Training Assessment</p>	<ul style="list-style-type: none"> o AED Staff Time: 5 days o Consultant Time: 2 consultants . 	<ol style="list-style-type: none"> 1. Report assessing present training function and recommendations for improvement. 2. A plan that will guide further DSTP involvement in financial and audit performance training. 	<p>Sept. 1984</p>	<p>Oct. 1984</p>	<p>Evaluation by A-G Dept. Director based on relevance of plan to needs and reports by consultants on effect of their work.</p>
<p>B.1. Intensive Trainer Development Program</p>	<ul style="list-style-type: none"> o Staff Time: 20 days o Consultant Time: 84 days o <u>Materials:</u> <ul style="list-style-type: none"> - Handouts - Audio-visual equipment o <u>Procurement:</u> <ul style="list-style-type: none"> - Movie Project - Slide Projector - Overhead Projector 	<ol style="list-style-type: none"> 1. Provision of basic training skills for immediate professional application. 2. Increased number of skilled trainers in Pakistan available to training institutions. 3. Higher trainer standards and model experience with quality training. 	<p>Sept. 1984</p>	<p>Oct. 1984</p>	<p>Participants evaluation; six-month assessments; trainer report; supervisor's report.</p>

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
2. Trainer Development Clinics	<ul style="list-style-type: none"> o Staff Time: 5 days o Consultant Time: 10 days per clinic 	<ul style="list-style-type: none"> o Increased basic trainer skills for trainers working in training institutions o Increased training standards in each of the major areas of trainer skills. 	July 1984	April 1985	Participant & trainer evaluations.
3. Materials Development	<ul style="list-style-type: none"> o AED Staff Time: 5 days. o Consultant Time: 30-40 days of materials development. o Materials: printing, design work, secretarial support. 	<ul style="list-style-type: none"> o Packaged training of trainers materials presently not available. 	Dec. 1984	May 1985	Training Management Specialist will evaluate the materials based on use in courses of application of materials by trainers.
4. Plan two trainer development courses for first six-months of 1985.	<ul style="list-style-type: none"> o Staff Time: 5 days 	<ul style="list-style-type: none"> o Two courses - <ul style="list-style-type: none"> (1). Action Consultancy (2). Action Research in 1985. 	Nov. 1984.	Dec. 1984	

DSTP CHRONOLOGICAL ACTIVITY LISTING - 1984

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PROGRAM AND ACTIVITY	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<u>I. Institutional Development</u>						
1. Discussions with Est. Division on Institutional Development Plan.						
2. Survey of manpower requirements and training needs of GOP managers.						
3. Two 2-day work sessions on training institution development						
4. Consultation meetings with Institute Directors						
<u>II. Management Development Program</u>						
1. Senior Executive Officers' Conference						
2. Strategic Management Plan - PIM						
3. Develop or improve 3-5 short-term courses offered at PIM						
4. Design an analysis of the public/private enterprise sector requirements in Pakistan						
5. Strategic management planning for directors of major training institutions in Est. Division.						
6. Management development courses in government sector.						

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PROGRAM AND ACTIVITY	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
7. PARD - Develop curricula and present 2-3 week training module for middle managers' course.						
8. Management Development Materials Clearinghouse						
II. <u>Trainer Development</u>						
A.1. Auditor General Training Assessment.						
B.1. Intensive Trainer Development Program.						
2. Trainer Development Clinics						
3. Materials Development						
4. Plan two trainer development courses for first six-months of 1985.						

PROGRAM: ENGLISH AS A SECOND LANGUAGEIntroduction:

The five activities proposed in this six-month work plan are:

1. Intensive English for Academic Purposes Training for Quetta and Peshawar.
2. TOEFL testing in Quetta and Peshawar.
3. Continuing English for Academic Purposes courses for Quetta, Peshawar and Karachi.
4. Institutional resource building for Karachi PACC.
5. Exploring the need for a local program specialist.

The first two activities are designed to meet the immediate needs of DSTP candidates; the last three to develop the capability for English for academic purposes (EAP) training through the PACC system. The intensive EAP is a remedial English program for candidates who have already been identified for DSTP by the provincial government. It is expected that these programs will be effective in this regard. However, they do not address the needs of future candidates who have no access to EAP courses, nor do they leave behind any infrastructure to provide intensive EAP courses in the future.

The continuing EAP courses serve two purposes: 1) they provide access to EAP for future candidates, and, 2) they are an initial step towards building the capacity of the PACCs in EAP training. Activity four is designed to develop an institutional base for future intensive EAP that might be needed in Quetta or Peshawar. And, activity five focuses on the clarification of long-term goals and the need for further development in ESL training resources.

I. ACTIVITY: INTENSIVE ENGLISH FOR ACADEMIC PURPOSES

The intensive English for academic purposes (IEAP) is a short (6-8 weeks) course designed to improve English language competency rapidly. It focuses upon those language skills required for academic study -i.e. listening comprehension, writing and reading skills. Grammar and study skills are covered as needed in the context of these primary skill areas. The class will run 4-5 hours per day plus homework assignments.

An IEAP course will be offered in Quetta and Peshawar in the Fall of 1984. Following an administration of the TOEFL exam. in September and October the respective government departments will select priority candidates in the 450-500 range for this training. A class of 10-15 students is projected. Course development begun with the "pilot" IEAP class run in Quetta in May and June will be continued. The curriculum used for the course will be carefully reviewed and revised during the visit of curriculum consultant Ray Clark during July.

Objectives:

1. Increase the academic English proficiency of the candidates by 30-50 points on TOEFL, or equivalent test.
2. Provide the skills to deal with graduate academic work in English as indicated by:

- ** ability to take notes, organize information and answer questions on a technical lecture.
- ** completion of writing assignments typical of classwork in an American university.
- ** reading of academic and technical materials, skimming for information, and, comprehension of material in depth as required.

Evaluation

MEASUREMENT TOOLS

Practice TOEFL tests (weekly)

TOEIC (beginning/end)

TOEFL (beginning/end)

PERFORMANCE INDICATORS

consistent improvement in scores
over 6-8 week periodsignificant point increase
(30-50 points)significant point increase
(30-50 points)

The success of the intensive EAP course will be indicated by the number of class participants who improve their scores sufficiently to qualify for placement in a U.S. university.

Time Lines:

Curriculum Development

Initial TOEFL

Teacher Orientation

Class Implementation

Final TOEFL

Monitoring

Quetta

7/11-31

9/24

10/16-20

10/21-12/13

12/16

Beginning & end; as needed during course

Peshawar

7/11/-31

10/1

10/2-6

10/8-12/2

12/3

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ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
<p>I. <u>Intensive English for Academic Purposes</u></p> <p>a. Curriculum Development</p>	<ul style="list-style-type: none"> o 1 week staff time o 1 week consultant time 	<ul style="list-style-type: none"> o intensive EAP curriculum o continuing EAP curriculum o teacher training workshop plan o text and resource materials list for above 	7/11	7/31	
<p>b. TOEFL test & consultation with P&D on selection of students</p>	<ul style="list-style-type: none"> o 4 days staff time o 250 sets of TOEFL test o 1 good quality stereo cassette player 	<ul style="list-style-type: none"> o 30 students identified in the 450-500 TOEFL range for intensive EAP 	<p>(Quetta) 9/23</p> <p>(Peshawar) 9/30</p>	<p>(Quetta) 9/24</p> <p>(Peshawar) 10/1</p>	
<p>c. Teacher Orientation</p>	<ul style="list-style-type: none"> o 2 weeks staff time 	<ul style="list-style-type: none"> o complete review of curriculum and lesson plans with intensive EAP instructor 	<p>(Peshawar) 10/2</p> <p>(Quetta) 10/10</p>	<p>(Peshawar) 10/6</p> <p>(Quetta) 10/20</p>	<ul style="list-style-type: none"> o TOEFL Exam. before and after.
<p>d. Intensive EAP class</p>	<ul style="list-style-type: none"> o 20-weeks consultant time (teacher) o 15 sets of classroom texts o stereo cassette player 	<ul style="list-style-type: none"> o 50% of students qualify for degree training 	<p>(Peshawar) 10/8</p> <p>(Quetta) 10/21</p>	<p>(Peshawar) 12/2</p> <p>(Quetta) 12/16</p>	<ul style="list-style-type: none"> o TOEFL exam. before and after. o Practise TOEFL weekly to measure progress
<p>e. Monitoring</p>	<ul style="list-style-type: none"> o 10 days staff time 	<ul style="list-style-type: none"> o consultation with teacher 	start & finish of each course and as needed during program.		

II. ACTIVITY: TESTING

It is important that the project continue to offer the "institutional" TOEFL examination to assure the orderly selection of candidates for the DSTP.

- a. TOEFL clearly indicates those candidates qualified for degree training in the U.S.
- b. The test will identify candidates that the provincial government may wish to replace before submission to central government authorities for approval.
- c. Candidates in priority categories can be identified for English language training when necessary.

It is recommended that the test be given in both Quetta and Peshawar in September - October before the provincial government has submitted its candidates to EAD for approval. This would allow for substitutions of alternates, and, the planning of an intensive English for Academic purposes program when required.

Unfortunately, the regular TOEFL examinations will not replace special testing by DSTP because of the three months time lag between application and reporting of scores.

Objectives:

1. Identify candidates with sufficient English proficiency for degree training in a U.S. university.
2. Determine the level of candidates who may be offered English language training.
3. Give provincial government authorities information needed before forwarding candidates to EAD for approval.

Time Lines: TOEFL - Quetta 9/24
 TOEFL - Peshawar 10/1

PROGRAM: ENGLISH AS A SECOND LANGUAGE

ACTIVITY	INPUTS	OUTPUTS	EST. START	EST. END	EVALUATION
<p>II. <u>Testing</u></p> <p>a. TOEFL - Quetta</p>	<p>o 3 days staff</p>	<p>o determine candidates qualified for degree training.</p> <p>o identify students for intensive EAP</p>	<p>9/23</p>	<p>9/24</p>	<p>o official test 9/24</p>
<p>b. TOEFL - Peshawar</p>	<p>o 3 days staff time</p>	<p>o determine candidates qualified for degree training</p> <p>o determine the need for intensive EAP in Peshawar</p>	<p>9/29</p>	<p>10/1</p>	<p>o official test 10/1</p>

II. ACTIVITY: CONTINUING ENGLISH FOR ACADEMIC PURPOSES

The continuing English for academic purposes program will be an on-going course offered by the PACCs in Quetta, Peshawar and Karachi. It will be developed jointly with the PACCs, and have the following characteristics:

- o Classes will be offered one hour per day, five days per week divided into three 16-week semesters per year.
- o Intermediate, upper-intermediate and advanced levels of EAP will be specifically designed for students intending to study at the university level abroad, focusing on listening comprehension, reading and writing skills.
- o Teachers will receive special training in the teaching of these language skills.

After development inputs and a one-year subsidy, it is intended that this program become self-sustaining and a regular feature of the PACC's program.

The continuing EAP program is intended to offer potential DSTP candidates an opportunity to up-grade their English. It will be especially designed to meet the needs of future candidates. There is no such course functioning in Quetta, Peshawar or Karachi which meets these needs. The second goal is to build an institutional base for EAP programs. Again, there is no institution in Quetta, Peshawar or Karachi that currently has the capability to provide intensive or on-going EAP. Development of the continuing EAP at the PACCs is the first, low-cost step in building this capability.

It is critical to point out that the PACC will need an incentive to involve themselves in the development of an EAP course. At present, all PACCs operate with part-time, overworked staff. The demand for English training is so great that they admit less than 50% of the students who apply for their classes. They have no spare administrative capacity, and could increase their financial input more easily by simply adding teachers. To offer the EAP course means giving up teachers, classrooms, time and energy to a program that offers no immediate compensation.

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In order to secure the cooperation of the PACC, it will be necessary to reduce the risk of starting a new course, and, provide all the assistance necessary for development and implementation. Attention must be focused upon Karachi, as well as Quetta and Peshawar, since this is the administrative and decision-making center for PACC. Specific recommendations are as follows:

1. The DSTP will cover the cost of teachers' salaries, classroom and resource texts, and any other direct costs related to the development of one EAP class at each center. Total cost for year is estimated at not more than \$5000.
2. The English Language Specialist would assist PACC in all steps of planning and development of the EAP course as proposed below.
3. The Specialist would continue to offer assistance and support towards developing the EAP course into a valuable programmatic and financial addition to the PACC program.
4. The PACC would be encouraged to see the EAP course as needed and worthwhile public service through DSTP liaison with government bodies.
5. The English Language Specialist would offer the PACC consultation, teacher training, and material resources that would benefit their regular program as well as build their capability to offer EAP.

The specific activities involved include the following:

a. Curriculum Development

During the visit of the curriculum consultant in July, core materials, supplementary materials, and placement and testing tools will be selected. To assist the classroom teacher a course outline stated in terms of performance competencies will be developed.

b. Administrative Coordination

In cooperation with Karachi PACC, overhead, salary rates, and materials costs will be worked out to assure that expenses can eventually be covered by student fees.

c. Program Design

The specialist will work with the PACC's in Quetta, Peshawar and Karachi to develop course designs appropriate for local conditions in terms of class schedules, yearly calander, teacher qualifications, placement, testing, etc.

d. Teacher Training

An essential part of developing the course will be teacher training workshops offered in Quetta, Peshawar and Karachi to identify and develop teacher resources for this course.

e. Material Resources

Basic resources on the teaching of English for academic purposes will be provided, and, samples of classroom texts that might be used to supplement the curriculum.

f. Monitoring

Initially, the Specialist will monitor the progress of the continuing EAP. However, it is intended that PACC/Karachi would assume this responsibility as their resources are developed.

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Objectives: (for this six-month period)

1. To implement a continuing EAP course at the PACCs in Quetta and Peshawar, and prepare for implementation in Karachi.
2. To begin development of teacher and material resources at the PACCs in Quetta, Peshawar and Karachi so that they can eventually offer EAP without outside assistance.

Evaluation

The success of the continuing EAP course for this period will be shown by the following outcomes:

1. Enrollment in EAP classes at PACCs in Quetta and Peshawar is 10-15 students which theoretically proves the course can become self-supporting.
2. Student participation over the first six weeks shows high attendance and improvement on weekly tests.
3. Demand for the EAP course encourages PACC to expand its capacity to offer this program.

Times Lines:

	Quetta	Peshawar	Karachi
Curriculum Development	7/84		
Administrative Coordination	On-going	-----	
Program Design	8/84	-----	
Teacher Training	8/84	11/84	11/84
Material Resources	On-going	-----	
Class Implementation	9/84	1/85	1/85
Monitoring	Begin 9/84	on-going periodic	--

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CURRICULUM OUTLINE: HIGH-INTERMEDIATE LEVEL ELT

I. Purpose: This course will focus upon students who have attained an intermediate level of English language competence as indicated by TOEFL scores of about 450 - 500, (or equivalent ALI/GU scores). It will aim to improve their English competence such that they will:

1. score 500+ on TOEFL, (or ALI/GU equivalent)
2. be prepared for starting graduate level degree courses in the U.S.

II. Assumptions:

1. Students have an oral communicative competence that allows for direction, explanation and discussion in English.
2. Students have a basic knowledge of English grammar and understand the minimal terminology used to describe English sentence parts.
3. Intonation and stress patterns reflected by different pronunciation between Pakistani English and American English will interfere with, but not block, aural/oral communication.
4. The student can read an intermediate level English passage at a reasonable speed, answer general questions about the text, and, express the main ideas in writing.
5. Students are motivated to improve their English competence, and, have the time away from normal work routines to allow full effort to be focused on the course both during class and for daily extra assignments.

III. Components:

COMMUNICATION SKILLS: LISTENING COMPREHENSION AND DISCUSSION

A. Objectives: By the end of the course the student will be able to:

1. listen to oral passages typical of testing or classroom situations and respond with summarizing statements, general points and specific information where appropriate

2. extract significant information and data from oral passages or discussions, and: present organized notes, ask clarifying questions, and solve relevant problems.
3. take an active part in a group discussion and contribute towards the objective of the session - e.g. 'brain storming', problem-solving, generating alternatives, analysis, etc.

B. Activities:

1. Listening comprehension exercises based upon multiple-choice answer tests such as TOEFL and ALI/GU.
2. Aural comprehension activities requiring the extraction and utilization of ideas or specific data to answer questions or solve problems.
3. Task-oriented discussions that require the student to use the results or information gained to summarize, answer essay questions and solve problems.
4. Dictation exercises to verify listening skills and reinforce writing and grammatical competence.
5. Discussion of case studies related to both cross-cultural and work situations, and, the definition of a problem-solving model.
6. Brief oral presentations aimed to effectively communicate information and clearly articulate ideas.

GRAMMAR: SENTENCE STRUCTURE

A. Objectives: The student will be able to:

1. write clearly and accurately using complex sentence structure.
2. vary sentence structures to follow the basic elements of style and exposition.
3. identify and correct grammatical mistakes by rewriting or answering multiple-choice questions.
4. demonstrate the use of correct sentence structure in speech and writing.

B. Activities:

1. Review of the basic sentence patterns, substitutions, transformations and expansions.
2. Practice with multiple-choice questions of the type used on TOEFL and ALI/GU.
3. Exploration and practice with complex sentence structures, replacements, and other manipulations.
4. Writing exercises requiring the use of complex structures to articulate ideas and concepts, and, to present data.
5. Reading comprehension exercises which demand a clear understanding of more complex grammar.

READING COMPREHENSION**A. Objectives: The student will be able to:**

1. Read passages of college level English and answer comprehension questions of the multiple-choice or short essay type.
2. Extract specific data from a reading passage to solve a problem or complete a given activity.
3. Use a dictionary to develop vocabulary and insure comprehension.
4. Develop reading speed by reading for specific content, picking out key phrases and ideas.
5. Summarize, outline and rewrite the key ideas of a reading assignment.

B. Activities:

1. Practice with short passages and comprehension questions used in standard test formats.
2. Completion of data and problem-solving based upon getting specific information from a reading.
3. Vocabulary expansion by reference to English-only dictionary, guessing meaning from context, and, work with prefix and suffix systems.

4. Modified speed-reading exercises designed to help the student pick out key ideas and information.
5. Group discussion of reading passages to increase comprehension and understanding of vocabulary and ideas.
6. Outlining reading selections to provide insight into organization of written English.

WRITING

A. Objectives: The student will be able to:

1. Utilize the basic logical framework of English writing - e.g. chronological order, spatial order, generalizations and specifics, classification, comparison and contrast, analogy, cause and effect, etc.
2. Outline an idea for exposition and follow that outline in producing a final result.
3. Write descriptive, narrative, explanatory and analytical papers on familiar topics at a level acceptable at an American university.
4. Demonstrate an introductory knowledge of the format and approaches to university reports, term papers, and research papers - e.g. note taking, outlining, abstracts, etc.

B. Activities:

1. Daily writing assignments related to readings, discussions, culture, work, etc. designed to increase the students written "fluency".
2. Weekly assignments of an academic nature including reports, classpapers, descriptions, explanations, etc.
3. Exploration of the logical framework of English - e.g. chronological order, spatial order, etc.
4. Practice with advanced grammar and vocabulary as they relate to clear writing.
5. Work with the basic elements of style to emphasize clear and simple expression.
6. Notetaking, outlining, and report writing approaches

SAMPLE LESSON PLANS - QUETTA PILOT COURSE

	Communication Skills	Structure and Writing Skills	Reading Skills <u>Day 1</u>
Period I	<p><u>Paired Interviews</u>: Students interview each other w/ teacher participation. Students will help prepare a list of questions. Interviewees will summarize the interviewee's responses.</p> <p>Q: Vital statistics What agency? Future tasks activities, etc.</p>		
Period II	<p><u>TOEIC</u> - Diagnostic test</p>		
Period III			
Period IV		<p><u>Writing as a Thinking Process</u> Lawrence - Explanatory Exercises p. 13 #1 + 2 (3) (3) Complete for homework if necessary.</p>	

	Communication Skills	Structure and Writing Skills	Reading Skills. 2
Period I	<p>Improving Aural Comprehension</p> <p>Read & discuss p. 2 of student workbook. (T.7 parag. 1 Teacher Notes)</p> <p>Lesson 1, 2, 3 done quickly to introduce the procedures used in the book</p> <p>Homework: study vocabulary list Sub. 2 p. 2</p> <p>Note: Keep personal list of vocabulary words; place at end of Unit pp. 45-46.</p>		
Period II			
Period III			<p>Reader's Choice: - pp. 1 -</p> <p>I Non-press reading: Theme - pp. 142 w/ discussion, comprehension questions.</p> <p># Reading Selection; "Paragraph Reading: Theme - pp. 1-5"</p> <p>(A) introduction</p> <p>(B) students read & answer paragraphs 1-5</p> <p>Homework: Finish paragraphs</p>
Period IV		<p>Language - Discuss pp. 3 if done for homework.</p> <p>Continue explanatory exercises # 4 & 5</p> <p>Homework: Exercise 6.</p>	

	Communication Skills	Structure and Writing Skills	Reading Skills
Period I	<p><u>IAC - Lessons 4, 5, 6</u></p> <p>Rapid practice in writing progressively more difficult numbers from dictation.</p> <p>Homework: practice & study numbers vocabulary & pronunciation.</p>		
Period II			
Period III		<p><u>Reader's Choice</u></p> <p>I Discuss answers for Manilla exercises →</p> <p>II Word Study: Context Clues pp 3-5 exercises 1 & 2</p>	
Period IV		<p><u>Lawrence</u> -</p> <p>Correct & discuss homework p. 6.</p> <p>Begin preparatory exercises p. 24 <u>Active Recall</u> -</p> <p>p. 24-26 Pronoun Reference A, B, C, D.</p> <p>Homework complete at home if necessary</p>	

Ph

Skills

	Communication Skills	Structure and Writing Skills	Reading Skills
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4

Period I	<p><u>IAG -</u> Lesson 9 & 10 practice in telephone numbers and addresses. Lesson 1 - Statistical Data (parallel practice in writing statistical data from dictation).</p>		
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Period II			
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Period III			<p><u>Reader's Choice</u> "Learning" pp. 12-19. exercises 1-4. Service Teach is completed.</p> <p>Homework: Complete scanning exercise if necessary</p>
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Period IV		<p><u>Lawrence</u>: pp. 26-29 Combining sentences.</p>	
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Homework: rewrite the material into paragraph form. Time yourself + check time.

	Communication Skills	Structure and Writing Skills	Reading Skills
Period I	TOEFL - Practice Test 1 w/ tape recording		5
Period II	TOEFL		
Period III			<u>Reader's Choices</u> - Success scanning (review) Reading selection: "Cracked Earth" - Bellini pp. 26-28 (Introduction - Comprehension questions. Discussion of article). * Word Study - Context clues pp. 3-5 Answer & Success clues.
Period IV		<u>Laurel's</u> - "Making inferences" (inferences & implications) A, B, C	

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Homework: Continue lesson D, E, F.

Week of _____

Week 1

	I	II Reading	III Writing + Structure
Saturday	<p>Paired interviews with teacher participation. Students prepare a list of questions for interview (ex) What agency work for... How long? Total statistics, etc.</p> <p>Interviewer summarizes the interviewee's response.</p>	<p>TOEIC - Diagnostic Test</p> <p>Homework: Read introduction to <u>Improving Oral Comprehension</u> - Marley</p>	<p>Writing as a Thinking Process - Lawrence Explanatory Exercises p13 Exercises 1+2 (3)</p> <p>() Complete 3 for homework if necessary.</p>
Sunday	<p>Read & discuss p. 2 of Student market (T. 7 parag. 1 Teacher Text)</p> <p>Teacher reads <u>Text</u> - Numerical System pp. 3+4</p> <p>Lesson 2, 3 pronunciation list.</p> <p>H.W.: Study spelling & pronunciation list. Practice writing p. 46</p> <p>NOTE: Personal list of vocab words spaced after</p>	<p>Reader's Choice p1</p> <p>I. Non-prose Reading: Main - exercises 1+2 with discussions Compreh. Questions.</p> <p>II Reading Selection: "Agric. Rding: Main Idea" p. 20. 1. Introduction 2. Student, read & ans para. 1-5.</p> <p>Homework: Finish paragraphs.</p>	<p>Lawrence - discuss (3) if done for homework pp. 16-22</p> <p>exercise (3) 4 (5)</p> <p>() Complete 5 for homework.</p>
Monday	<p><u>Improving Oral Comp</u> Lesson 4 pp. 7-9 "Discriminating Between 'and' & 'but'"</p> <p>Lesson 5 "and" & "but" & "because"</p> <p>Homework: Lesson 7, 8</p>	<p>Reader's Choice II: Discuss answers for "Main Idea" exercises.</p> <p>I Word study: Context Clues pp. 3-5. exercises 1+2</p>	<p>Lawrence - discuss (5) if done for h.w. pp. 21-24</p> <p>exercises (5), 6.</p> <p>() Begin preparatory exercises if time allows. "Active Recall".</p>
Tuesday	<p><u>Oral Comp</u> - Lessons 6, 7, 8 (Review of the homework, million, billion)</p> <p>Homework - Lesson 11, 16</p>	<p>Reader's Choice</p> <p>I. "Scanning" pp. 17-19 exercises 1-4. Discuss each as completed.</p> <p>II. W. Complete scanning exercises if necessary.</p>	<p>Lawrence - p. 24-26</p> <p>Pronoun referents A, B, C, D</p> <p>() Finish at home if necessary.</p>
Wednesday	<p>TOEFL - Practice Test</p>	<p>Reader's Choice - Discuss scanning H.W. if necessary.</p> <p>Reading Selection: "Crowded Earth - Billions..." p. 26-28. Introduction - Compreh. Questions</p> <p>Discussion: Review Scanning.</p> <p>I Word study - Context Clues pp. 3-5. Answer & discuss clues.</p>	<p>Lawrence pp. 26 - "Combining sentences"</p> <p>Collect homework (D). A, B (C)</p> <p>() Finish at home if necessary.</p>

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