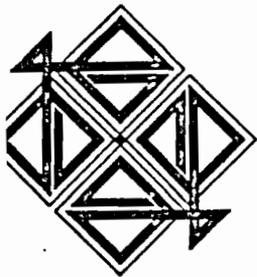


PAKISTAN
DEVELOPMENT SUPPORT TRAINING PROJECT
SECOND SIX- MONTH REPORT
JULY 1 - DECEMBER 31, 1984
USAID CONTRACT NO. 391-0474-C-00-3050-00



Academy for Educational Development

Development Support Training Project

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SECOND SIX MONTH REPORT

PART I - NARRATIVE

JULY 1 - DECEMBER 31, 1984

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

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I. EXECUTIVE SUMMARY

A. Major Progress Indicators

1. Management Training

- a. For public sector administrators: needs survey and planning completed for one course; consultants identified and preliminary plans made for three other modules or courses.
- b. For private sector managers: Chief Executives Conference carried out, Strategic Management Plan for Pakistan Institute of Management developed, consultant identified and preliminary plans made private sector management needs survey.
- c. A four-week, residential Intensive Trainer Development Program presented at Murree for 21 professional trainers from 10 different institutes.
- d. Assessment of Auditor General training centers and programs completed and draft plan submitted with recommendations for improvements.
- e. Basic training materials--both print and A/V--support requirements elicited from institutions and submitted to USAID.

2. English as a Second Language

- a. Curriculum designed for Intensive English as a Second Language course refined and improved based on experience of pilot course at Quetta.

- b. Second course with new curriculum presented in Peshawar, October-December.
- c. ESL Testing conducted in Lahore, Quetta and Peshawar, to over 300 training candidates.
- d. Curriculum developed for Continuing English for Academic Purposes, teachers trained, workshops conducted.

3. Participant Training

- a. 92 Participants processed of which 19 were for long-term courses, 73 short term; 78 were placed in training courses of which 60 departed for training, 12 are scheduled to depart; 6 PIO/P's were cancelled after placement confirmed, 3 participants declined for personal reasons, 2 were not cleared by GOP, one did not clear TOEFL.
- b. Various system improvements implemented to smooth processing.
- c. First Ministry of Education candidates processed and placed.

B. Problems Identified and Recommendations

1. Management Training

- a. Problem: Lack of specific program goals from GOP and USAID makes difficult meaningful dialogue about solutions, directions, goals.

Recommendation: Plan series of discussions with AID, GOP and Contractor built around issues and designed to arrive at goals and priorities; identify consultant to work with Establishment Division on development of national manpower training goals.

- b. Problem: Role and responsibility of DSTP Steering Committee continues unclear.

Recommendation: Contractor work with committee chairman on alternatives for committee role then call meeting for discussion and selection of specified responsibilities vis a vis DSTP.

2. English as a Second Language

- a. Problem: Role of ESL in DSTP over life of entire project is unknown thus impossible to develop long term plans.

Recommendation: Analyze ESL needs based on last year's experiences, decide on long term goals, design extension of ESL program for life of DST project.

- b. Problem: English Language Specialist time spread too thinly over variety of activities in widely separated geographic areas.

Recommendation: Concentrate major ESL activities in Islamabad; add a permanent, full time Program Coordinator to ESL staff.

3. Participant Training

- a. Problem: Lack of understanding, information, and complex nomination process still plague GOP selection procedures.

Recommendation: USAID and Contractor must redouble efforts to explain AID regulations and goals of training program, to elicit relevant information for efficient placement, and to persuade officials to speed-up the over-all process.

II. PROJECT ACHIEVEMENTS

A. Management Training Development

The overall strategy for the Management Training activity is to work toward the goal of raising managerial competence through the government's training institutions. With the institutions, the strategy is to help them redefine the objectives of their various courses, to redesign curriculum, introduce new methodology and supporting materials, and retrain trainers to implement the new courses.

To carry this out, the following activities were undertaken:

1. For Public Administrators

Survey and Planning for Basic Management Skills and Competencies Course - NIPA/Karachi.

ADL consultants Dr. Don Meals and Mr. John Bell worked with NIPA/Karachi staff and Director I.A. Khan in conducting a needs assessment and designing a 12-day course in management practice and skills. This program with 8-10 years experience. NIPA/Karachi plans to conduct this course at least twice a year.

Consultants Identified and Preliminary plans made for:

Advanced Management Skills for Executive Managers, with NIPA, Karachi

Management Information Systems and Uses module for Advanced Management training course at NIPA/Lahore

Local Government and Rural Development module for Advanced Management training course at NIPA/Lahore

2. For Public-Private and Private Sector Managers

Chief Executive Officers' Conference - PIM.

ADL consultants Robert Wilson and Robert Terry worked with PIM staff in implementing this

conference at the Sheraton Hotel in Karachi, November 10-15. The conference was attended by 21 CEO's and Chairmen of Pakistan public and private corporations and focused on increasing competitive advantage through strategic planning and management.

Strategic Management Plan, PIM.

ADL consultant Dr. Arnold Winstein worked with the PIM Director, staff, and corporate clients in the development of this strategic plan for PIM's 3-5 year development. This plan will be submitted to PIM Director and staff January 31, 1985, and after their review a meeting will take place with an ADL consultant to agree on specific roles and responsibilities in implementation.

Consultant Identified and Preliminary plans made for:

Private Sector Management Needs Survey with PIM, to be undertaken in early 1985

3. For Management Trainers

Intensive Trainer Development Program, Murree, presented by AED for 21 trainers from 10 different institutes. The purpose of the ITDP was to increase the skills, and competencies of the participants in conducting needs assessments, designing curricula, presenting sessions, evaluation, and in a variety of methodologies. The program October 7-November 1, 1984 will be completed with a 10-day follow through program March 23-April 4, 1985.

Auditor General Training Assessment. ADL consultants Robert Terry and Owen Murray completed an assessment of the Auditor General training centers and programs and have submitted a draft report with specific recommendations for overall improvement. Auditor General senior staff have reviewed the draft report, commented on it factually, and the final report will be delivered by January 31, 1985.

4. For Institutional Development

Training and Audio-Visual Materials and Support for the Institutes.

AED identified basic materials - books, journals, articles, required of the training institutes up to the amount of \$3000 each institute. Additionally, each institute was asked to identify its audio-visual support requirements and its plan for effectively using these supports in their training activities. Based on these plans requests for support will be developed for USAID.

Consultation with Institute Directors.

During the past six months at least three consultation meetings have taken place with institute directors at PIM, PASC, NIPA/Lahore and NIPA/Karachi and with Deputy Director Anwar at PARD. The purpose of these meetings has been to identify 1984-85 program requirements and review staff, materials, and institute development plans to which DSTP might respond with support.

New Training Program Manager.

Mr. Rahat Saghir has joined AED's staff as the Training Program Manager. His major responsibility is to coordinate the work of program consultants with the training institute requirements and to make sure task orders are fulfilled as requested. Mr. Rahat attended the 4-week ITDP and served as coordinator of that program. He has taken the responsibility of managing the materials development program and has met with all the institute directors at least twice in the past three months.

B. English As A Second Language

1. Intensive English for Academic Purposes (IEAP)

Curriculum development. With the assistance of EIL curriculum consultant Ray Clark, the curriculum used

for the Quetta "pilot" IEAP course in May-June was refined. Further modifications have shown that the basic plan is sound, is well liked by students and teachers, and, has the flexibility to adjust to different time frames. The curriculum has three major components - listening, structure and reading - which will be supplemented by a writing component to meet the needs of an upcoming course. This activity is believed to be successful because:

- o relatively inexperienced teachers have been able to use the material with little training
- o students have found the materials interesting and challenging
- o initial results from IEAP courses show significant TOEFL score increases
- o the materials have proved to be flexible, allowing variations in course length and intensity
- o students in a wide range of proficiency levels (400-550 TOEFL) have found the curriculum useful

Teacher Orientation. Two teachers have been training in the use of the IEAP curriculum and taught an IEAP class. Both teachers will continue to work with IEAP programs and have proved to be excellent ESL instructors.

IEAP Classes. A second IEAP class was conducted in Peshawar at PARD for 13 candidates from Ag. University/ Peshawar and from P&D. The eight week program appears to have been successful. Students were very happy with the course and all showed significant increases in TOEIC scores.

2. Testing

Testing activities during this six-month period included the following.

TOEIC - Sept. 26-27, Lahore. In response to a request from Arthur D. Little consultants, the TOEIC test was administered to two groups of trainees at the Audit and Accounts Training Institute in Lahore with the following results:

	GROUP A	GROUP B
-200		5
200-399	3	16
400-599	17	3
600-799	3	1
800+	1	1
	<hr/> 24	<hr/> 25

Only 4 of these trainees scored over 600 which correlates roughly to a TOEFL score below 500. This indicates that there is a predictable problem for training where English is the medium of instruction.

TOEFL - November 25-26, Quetta. At the request of the Planning and Development Department of the Government of Baluchistan, two TOEFL exams were administered at the Agricultural Training Institute. This is an excellent facility with a cooperative staff.

The results of the tests were as follows:

TOEFL SCORE	NUMBER OF PERSONS
-399	48
400-499	69
500-549	25
550-600	7
600+	<hr/> 1
	150

299 - 610 score range

Seventy-eight percent of the candidates scored under 500; 16% scored in the range of "trainables", 500-549; and, only 5% cleared the magic 550. These results clearly reflect the depth of the language problem in Baluchistan, and indicate IEAP efforts will not touch the great majority of potential candidates.

TOEFL - December 23-24, Peshawar. Three TOEFL sessions were administered to a total of 130 potential candidates at the PARD assembly hall. The results of the tests have not yet been received. The number of people who took the test seems to indicate the growing awareness of the need for the TOEFL score. In addition, the word is out that this is a "no-fee" TOEFL.

3. Continuing English for Academic Purposes (CEAP) and Karachi PACC Institution-Building

Curriculum development. During the visit of the EIL curriculum consultant in July, a three-level CEAP curriculum was developed. The curriculum has been used in teacher training sessions, but has not yet been tested in the classroom. The "advanced" level of the curriculum will be modified to lower material costs.

Administrative coordination. The PACC administrators in Karachi, Quetta and Peshawar have been extremely cooperative and generous with their time spent discussing program details and options. They have handled all arrangements for teacher training workshops, and in Quetta even arranged for transport when it could not be provided by AID.

Program design. The primary concern is development of a fee and logistical structure for the CEAP courses that will allow them to become self-sustaining. The design has been worked out for the initial level of the CEAP, but has not yet been tested since none of the courses have started. It has become clear that a special course design and curriculum must be developed for Karachi since their audience is much different.

Teacher training. Two 3-4 day teacher training work-shops have been developed for the PACCs. Both workshops were conducted in Quetta, Peshawar and Karachi during this period. The workshops have focussed on practical aspects of language acquisition methodology, and specific classroom techniques. Procedure emphasises teacher/trainee presentation of "micro-lessons" for practice and discussion. Future workshops will continue to emphasise practical applications, but focus on specific techniques for teaching structure, listening, reading and writing. Upon request, a workshop has been prepared to introduce teachers to applied linguistics. No specific plans for presentation of the course have been made.

Materials. Teacher resource materials and sample texts have been supplied in limited quantities to all Centers. Texts for the CEAP class have been provided for Quetta and Peshawar. It is felt that the most effective way to introduce teacher resources is during the training workshops.

In sum, work with the PACCs has been moderately successful. The purpose of this activity is to develop PACC capability to offer more advanced academic English courses, and, to develop a cadre of Pakistani teachers capable of teaching such courses. If successful, this activity will provide an opportunity for potential DSTP candidates to study EAP at lower levels than we are now touching with IEAP. The teacher training and support activities are going well. The next step is to get a program actually started.

C. Participant Training

1. Overview

- a. 92 participants were processed. Of these 19 were long-term and 73 were short-term. (Appendix 1.)
- b. Placement of 78 participants was made: 60 participants departed for training;

12 participants are scheduled to depart; 6 PIO/Ps were cancelled after participant's placement was confirmed: 3 participants declined to depart due to personal reasons; 2 were not cleared by GOP and one did not clear TOEFL.

- c. Forty different United States universities and training institutions, and three "Third Country" institutions, were utilized.

2. Pre-Departure Processing

- a. To make the pre-departure formalities simple, shorter and more efficient standard form letters and memoranda were developed. Pre-departure formalities were simplified to bring in line with the requirements of Participant Handbook No. 10. For example, participants' detailed medical examination report on Form 157 "Medical Examination of Visa Applicants" from the U.S. Embassy approved doctors was eliminated and replaced by a simple medical fitness certificate from any qualified registered doctor in the government hospital.
- b. To smooth the departure of participants from Baluchistan as well as from NWFP all the participants now report to AED/Islamabad for completion of pre-departure formalities and orientation. Previously, participants from Baluchistan were required to report to Liaison Office, Karachi resulting in extra work for LO/Karachi, lost correspondence, excessive number of phone calls between USAID/Karachi and AED/Islamabad to process the participants.
- c. An orientation package coordinated with the Washington orientation was developed which include a Passport Leaflet/Welcome letter/and a Washington D.C. map indicating location of AED/W and hotel. Appendix 2.

- d. On-the-job training period for the Islamabad Participant Training Assistant and for one secretary was successfully completed. They familiarized themselves with the various training forms and the procedural steps needed in handling the participant training programs in the United States and the Third Countries, pre-departure formalities and orientation etc.

3. Placement and Monitoring

- a. Major achievement was the successful placement of over 200 Participants since the beginning of the program, 78 in the past semester
- b. Services begun to Ministry of Education candidates for long-term training with placement of four students who will begin their academic work this coming spring term. Details are still being discussed concerning division of responsibility between the Pakistan Chancery and AED for support and monitoring of the students. An effective reporting system to the MOE through AID is also being developed.
- c. Washington D.C. based Placement staff now number seven with addition of a new Program Assistant.

III. PROBLEMS/CONSTRAINTS EXPERIENCED

A. Constraints

The Project's first work plan covered the period included in this Report, July 1 to December 30, 1984. While most of the activities proposed were either accomplished or begun, a few provided not to be feasible or were delayed for other reasons. They include the following:

1. Management Development Training

a. Trainer Development Clinics

As a result of experience at the Intensive Trainer Development Program, it was realized that the proposed trainer clinics would be too advanced for the level at which most staff at management institutes work. Perhaps after a core group of trainers is built - 100-150 - the one week trainer clinics in such areas as needs assessment, presentation and design skills, and evaluation will be appropriate. In the meantime, they were cancelled.

b. Training Materials Development

Due to scheduling problem the consultant identified to work on materials development was unable to come. We will now attempt to contract with that person for work in May or June in developing materials specific for ITDP programs.

c. PARD Management Training Assistance

For a number of reasons, anticipated technical assistance was not achieved. Confusion over whether or not a NIPA was to be established at PARD, lack of specific requests for aid, lack of management training staff to train, all contributed to making assistance not feasible during the past semester.

d. Training Institution Development Workshops and Conferences

Though a number of ideas were explored for workshops or conferences planned for institution directors, none were implemented. Difficulties in arranging compatible dates for consultants and the directors, miscommunications, travel tie-ups all were involved in delaying realization of these plans. They will be tried again in the coming semester.

e. Management Development Materials Clearinghouse

Due to illness of consultant and DSTP coordinator Dr. Robert LaPorte, this project postponed to the first 1985 semester.

2. English As a Second Language

a. Continuing English for Academic Purposes (CEAP) Classes

To be offered by the PACCs in Quetta, Peshawar and Karachi, these classes were not implemented as planned. The curriculum was completed and demonstrated in teacher training workshops but actual classes were not mounted. The difficulty of persuading PACCs to offer a new course for a more limited clientele is the basic cause of the delay. Although DSTP offered to subsidize the course through its first year, client pressure on PACCs to continue with basic conversation courses forces utilization of all resources on that one activity. Discussions are continuing to find ways to make CEAP a stable, permanent activity available to middle-level speakers who wish to sharpen their English skills in order to enter higher education classes.

b. Local ESL Specialist

Since long term directions for the program have been difficult to define, describing the job of a Local ESL Specialist has been impossible. Attempts to locate such a person were postponed until the goal, need and position tasks can be seen more clearly.

B. Problems

1. Management Training

a. Goals and Directions

Goals and directions for this segment of DSTP are still in a process of clarification. It is too evident that the government of Pakistan has not only the most general goals for its

public administration training institutions. Efforts to define more specific goals and objectives are continuing.

This problem is exacerbated by a similar vagueness on the part of USAID. The lack of clear definition on the part of both major partners in the project stops them from engaging in any meaningful dialogue about solutions, directions, and, of course, goals.

The major area in which some agreement and specificity is needed concerns institutional development--the activities which develop staff, make more efficient the institution's organization, upgrade director's skills, furnish equipment for better support of training efforts. Such efforts are more expensive and less visible than the mounting of training courses. However, without accomplishments in this area, curriculum and course development will falter when expatriate instructors are withdrawn.

b. DSTP Steering Committee

The role and responsibility of the DSTP Steering Committee remains unclear. Composed of training institution directors and representatives of USAID and the Establishment Division's Training Wing, the committee has not met during the past semester. Its chairman sees no purpose to a meeting without an agenda and evidently no agenda items have been proposed. With the absence of priorities expressed by either USAID, Establishment Division or the DSTP Steering Committee, both advocacy and support of management training progress is weak and unclear.

2. English as a Second Language

a. Long Term Program Goal

What is to be accomplished by the ESL program over the longer period of the contract is still not clearly defined. Immediate goals and

priorities have been clarified during the past semester. As the contractor understands them, they are:

- To provide intensive EAP training to selected government officials who are nominated for higher education in the U.S.;
- To assess whether or not in-country language training is as effective as that given in the U.S. for the above candidates.

ESL Specialist's time, when not devoted to curriculum development, teacher training or supervision of an intensive EAP, is not effectively utilized because other activities are on an ad hoc basis between intensive courses and the long term goal of these activities is not clearly defined.

b. Effectiveness of Specialist's Efforts

If there is indeed a long term direction for ESL under DSTP, the present 18 month term of the ESL Specialist appears far too short. Most of the effort during the past year has been placed on testing, curriculum development and course presentation. These activities will cease with the departure of the ESL Specialist at the end of the coming 6-month period. No provision is known to the contractor for continuing either long or short term goals of the program.

One person covering teacher training, testing, course development, program coordination and administration in widely separated parts of Pakistan means little consistency of effort and poor time utilization.

3. Participant Training

- a. The greatest overall problem in this program is not one of operations but of strategy and planning. In the majority of nominations by the

GOP, there does not appear to be a thoughtful selection of training that will enhance the officer's future career. Nor do the candidates chosen appear to be the best qualified who will make the most of training at this particular point in their careers.

- b. A recurrent problem is Participants' unrealistic expectations concerning their status as AID-sponsored students in the U.S. Maintenance allowances for long-term Participants allow them to live as a student but not at the standard of living an official is normally accustomed to. Money continues to be the biggest single Participant complaint, and often a serious problem.
- c. Short lead time creates tensions and lack of efficiency at every point of the process. DSTP has not yet enjoyed the USAID minimum of advance notice required for orderly processing and placement. During the past semester an average of only 48 days was available for placement while USAID generally asks for 90 to 150 days.
- d. Some departing participants, especially from Baluchistan, are not cleared by GOP after their placements are confirmed and call forward letters issued. Other participants for personal reasons decline to depart for training. In neither case is timely notification received from EAD/GOP. These situations create great problems because all the pre-departure arrangements, i.e. flight reservation/ticket, IAP-66A or travellers check etc. cannot be held up until definite word is received.
- e. EAD/GOP approval for extension of the program of in-training participants are not received on time. This results in the termination of their program or participants return to Pakistan due to not receiving GOP approval in time to notify the training institution.
- f. GOP sends nominations to USAID without specifying clear training objectives resulting in ambiguity of objectives in the PIO/P and a placement problem.

- g. Often names of the candidates in the EAD nomination letter do not tally with the names on their Passports and National I.D. Card. This confuses and delays the issuance of travellers checks, air tickets and the U.S. visa. It also creates a dilemma for AED/W because they prepare allowance checks before the participants arrival in the U.S. New checks in the correct name of the participant as it appears in his passport and I.D. Cards must be prepared because the checks with different name than the passports are not acceptable by the banks.

IV. RECOMMENDATIONSA. Management Training

1. To USAID
 - a. Through a series of discussions with specific agendas, and perhaps exchange of relevant papers, clarify with GOP (Establishment Division and Ministry of Production) their goals and commitment for management training, and agree on methods and resources required to fulfill the goals.
 - b. After the above accomplished, with the contractor identify specific priorities and targets for development including such alternatives as private sector training, women, special programs for Baluchistan or NWFP, etc.
2. To Establishment Division
 - a. Define the training goals of the public administration training institutes;
 - b. After training goals defined, identify priorities for accomplishment;
 - c. Confirm resources and actions GOP will undertake to support contractor/AID efforts to carry out above.

3. To the Contractor

- a. Assist AID to structure discussions, and presentations to the Establishment Division to arrive at mutually acceptable goals for management training. The Contractor in its monthly meetings with USAID, and with the development of action proposals, can assist USAID in identifying areas in which more specific targets are needed.
- b. If the Establishment Division thought it appropriate, identify a consultant to work with the Division to identify goals and priorities for the development of GOP managers and management institutes.
- c. Working with the chairman of the DSTP Steering Committee, clarify the committees desired role and responsibilities.

B. English as a Second Language

1. To USAID

- a. Analyze needs for ESL as they have emerged in past year and decide on long term goals and future priorities for the program.
- b. Design extension of ESL program to meet the needs and goals chosen, and to continue ESL support as long as DSTP is operative.
- c. Concentrate Intensive English for Academic Purposes (IEAP) training efforts in Islamabad which would result in a stronger course that could be more carefully monitored and developed for maximum effectiveness. The English Language Specialist's time would be better utilized and available resources for teacher support would be greater. Further, students are likely to gain more from the training when they are away from their jobs and can devote full time to language learning.

- d. Add a full time, permanent ESL Program Coordinator position to the staff. If the program is to continue including the such varied activities as testing, teacher training, curriculum development and course supervision, the ESL Specialist needs a professional assistant who can take over the teacher supervision and course management responsibilities.

2. To Contractor

- a. Develop a systematic method to assist USAID analysis of future ESL needs and define long term goals.
- b. Identify consultant expert assistance to design longer ESL program as support for life of DST project.

B. Participant Training

1. To USAID

- a. Undertake increased efforts to inform GOP of the USAID allowance system and constraints it will place on living style of officials who become participants.
- b. Continue pressing GOP to define specific training goals for participants so PIO/P's may be written with knowledge of what kind of training is relevant and will further the participant's future career.
- c. To avoid problems created by late issuance of GOP "No Objection Certificate", notify GOP Economic Affairs Division that a Participant's training program will automatically be cancelled if GOP clearance is not received one week prior to establish Call Forward date.
- d. When requests for extension of a Participant's training period are sent to GOP, USAID should state that if no response is received by a certain date, USAID will assume that the extension has GOP approval.

2. To Government of Pakistan

- a. As recommended in the previous six-month report, the GOP participant nomination process must be streamlined. Specific persons must be identified and trained at each level to oversee the flow of information and documents upward and downward.
- b. The "Participant Nomination Form" to be devised by the contractor should accompany the EAD nomination to USAID, and the PIO/P to the Contractor.
- c. Stress should continue to be placed on the English Language competency requirement with TOEFL made mandatory for all who wish to be nominated for courses longer than two months.

3. To the Contractor

- a. To help in the understanding of the "student life" Participant's will undertake in the U.S., a Pre-Departure Handbook should be prepared for distribution prior to arrival in the U.S.
- b. A new Participant Nomination Form should be devised to elicit training goals and specific uses for training.
- c. The contractor should consider placing time limits on the acceptance of nominees for placement. As volume grows, short placement notice makes it more impossible to serve all requests.

V. ADMINISTRATIVE REPORT

A. Contracting Actions

1. Prime Contract

During this reporting period the following amendments were issued:

Amendment No. 3, signed June 19, 1984, adding \$2,500,000 to the participant training line item.

Amendment No. 4, signed July 23, 1984, adding \$33,000 to the participant training line item.

Amendment No. 5, dated August 7, 1984, adding \$73,000 to the participant training line item.

These amendments brought the total funding for participant training to a total of \$5,726,000 and Rs.10,000,000. The new grand total of the contract was increased to \$9,704,135 and Rs.20,227,212.

2. Subcontracts

There were no changes made in the subcontracts with Pennsylvania State University or the Experiment in International Living. The subcontract with Arthur D. Little was finalized on October 22, 1984, following approval by USAID/Pakistan.

B. Personnel

1. U. S. Personnel

All principal personnel continued to work on the project as planned during this reporting period.

In the Academy's Home Office, Laurie Treleven left the employ of the Academy on November 30, to accept the position of Program Specialist for EIL, where it was felt her skills and experience would be better used.

During the month of December home office secretarial support was provided by temporary staffing, while recruitment of a permanent project secretary proceeded.

For the Experiment in International Living's Participant Training Unit, all staff named in the previous report continued on the project. There were the following additions or changes in responsibilities during this reporting period.

Nuzhat Ahmad, promoted from Administrative/Program Assistant to Administrative Services Coordinator on November 1, 1984.

Lynne Guerrette, promoted from Program Assistant to Program Specialist on November 1, 1984.

Laurie Treleven assumed the position of Program Specialist for the Ministry of Education program on December 1, 1984.

During December plans were made for the entire combined staff of the Academy and EIL in Washington to move into a new suite adjacent to the Academy's main Washington offices.

2. U. S. Personnel Support in Pakistan

Two rooms and a storeroom formerly occupied by another tenant were vacated and released for AED use at the Islamabad building. Furnishing orders were placed with AID, approved and are expected in early 1985. The Participant Training office is scheduled to move into one of the rooms. The other will be a conference/orientation room for use by all activities of the project.

3. Pakistani Long Term Professional Staff

No change from previous report.

4. Pakistani Short Term or Local Hire Professional Staff

Two American native speaker language instructors employed for Intensive English for Academic Purposes courses in Quetta and Peshawar. There are:

Mrs. Roberta Cunningham, Quetta
Mrs. Madleen Miller, Peshawar

5. Pakistani Administrative Staff

No change from previous report.

6. Level of Effort Summary

From project inception through December 31, 1984, the following level of effort has been provided:

	<u>Person-Months</u>
Home Office Staff--Professional	19.5
Home Office Staff--Non-Professional	19.5
Consultants--Professional	4.2
Field Staff--Professional	22.8
Field Staff(Pak)--Professional	21.75
Field Staff(Pak)--Non-Professional	24.
Subcontractor Staff--Professional	93.6
Subcontractor Staff--Non-Professional	4.7

(*Note: The previous report incorrectly allocated the time of two EIL participant program assistants to the non-professional category.)

C. Procurement of Training Equipment, Supplies and Materials

The Academy continued to acquire and ship a variety of equipment and materials to Pakistan to support in-country training activities. Major acquisitions consisted of a closed circuit video system, overhead projection equipment, film and slide projection equipment. See Appendix 4 for further details.

SUMMARY OF CONTRACT EXPENDITURES THROUGH DEC. 31, 1984, BY LINE ITEM

<u>Category</u>	<u>Budget</u>	<u>Actual through 12/31/84</u>
1. Salaries and Wages	174,831	176,158
2. Fringe Benefits	45,456	45,802
3. Consultant Fees	23,100	22,679
4. Travel & Transportation	43,296	18,654
5. Other Direct Costs	113,261	45,380
6. Indirect Cost	131,016	83,341
7. Overseas Allowances	20,166	20,922
8. Equipment	66,865	5,155
9. Subcontracts	629,985	426,085
10. Subcontracts G & A	12,600	8,522
11. Fixed Fee	23,321	16,747
12. Participant Trng.		688,224
TOTAL:		<u>1,557,669</u>

Note: According to USAID Controller Dean Pratt, rupee expenditures are not aggregated according to the contract budget line items. Thus, retrieving the totals is not easily done. FM could furnish them upon special request of the Project Manager.

APPENDIX

PAKISTAN TRAINING AND RESOURCE MATERIALS

MANAGEMENT TRAINING MATERIALS

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
	Learning From Conflict	10.50
	Assessment Center - Guide for HRD	9.95
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0	Study Listening	135.00	
.	Teacher's Manual to above	6.50	
0	Point of View	178.80	3 or 8
0	English Structure in Focus	194.20	
	Teacher's Manual	2.96	
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5	Science and Technical Reader	103.65	
	English for Acad & Tech Purp	25.42	
5	Transitions - Student Book	89.40	
5	" - Work Book	44.40	
	" - Teacher's Manual	13.42	
0	English Structure in Focus	485.50	
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Tapes to Adv Listening Comp	44.81
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Practical Guide to Teaching of ESL	95.00
Improving Aural Comprehension	397.50
Teacher's Manual to Above	29.50
Tape to Improving Aural Comprehension	137.50
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	Beginning Tape II	24.50
	Intermediate Tape I	14.75
	Intermediate Tape II	24.50
	Intermediate Tape III	46.50
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	TOEFL Test Kit	17.00
)	ALA TOEFL Course	20.00
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Public Administration Review - 3 years	40.00
Rural Reconstruction Review	6.91
<u>Total</u>	<u>86.91</u>

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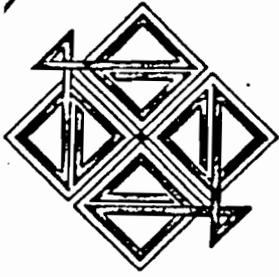
EQUIPMENT

Texas Instruments 12-digit calculator	\$69.90
Book Cartons for Shipping	31.25
Microfiche Printer	1325.00
File Cabinet	293.70
Weber-Costello Felt Eraser	4.98
<u>Total</u>	1745.03

MATERIALS

MOB Package	73.50
Higher Education Directory - EIL	24.70
Pakistan Letterhead	153.00
Participant Training Forms - 2 part	180.00
Looseleaf & Reference Annual Set - 13 vols.	534.00
Course in Urdu	26.65
Course in Urdu	66.66
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Mark Maker w/ Board	112.00
Ampad Easel Pads	28.86
Solid Oak Easel	84.00
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SECOND SIX MONTH REPORT

PART II - APPENDICES

JULY 1 - DECEMBER 31, 1984

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

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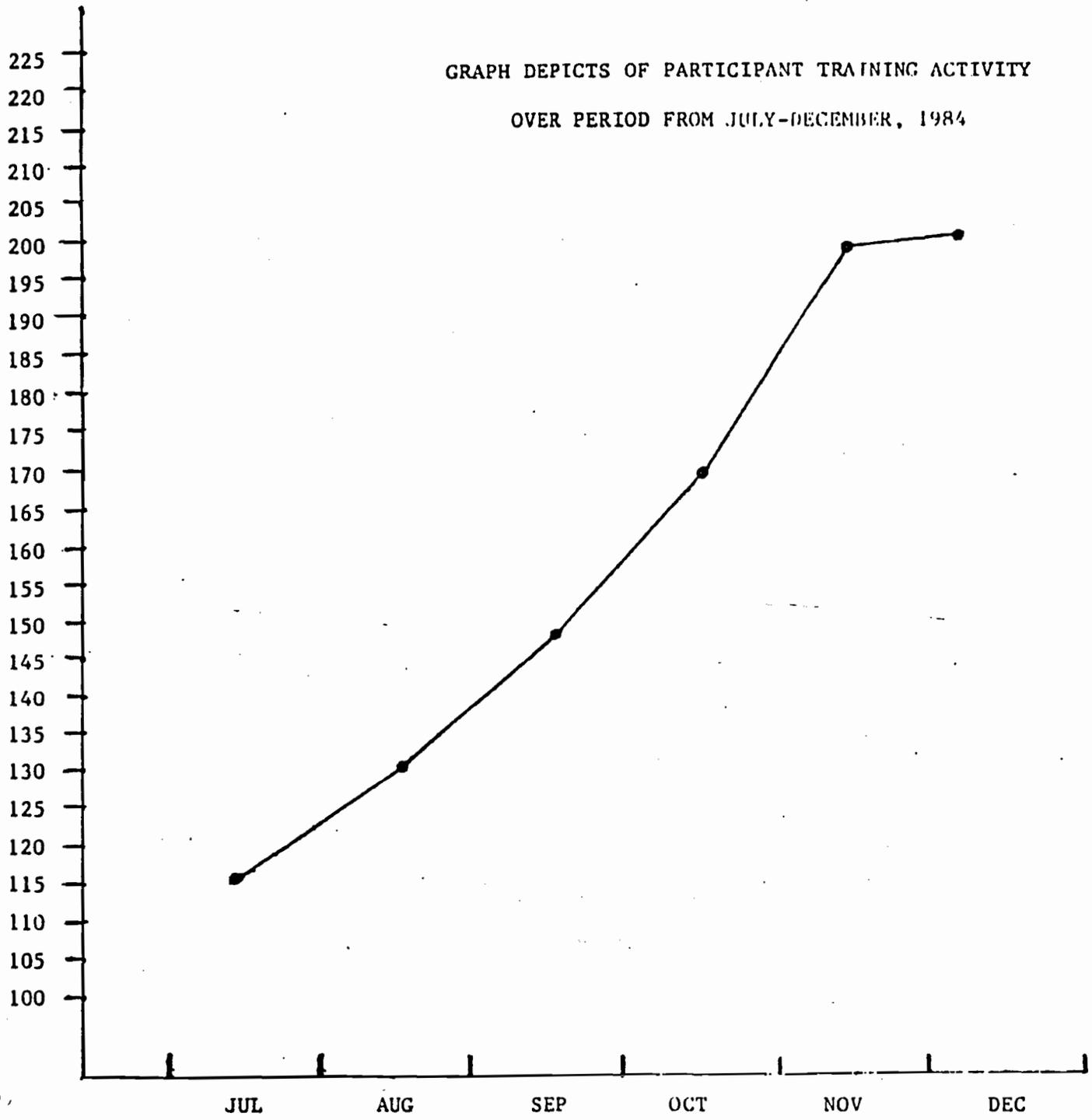
Report of The Intensive Trainer Development Program

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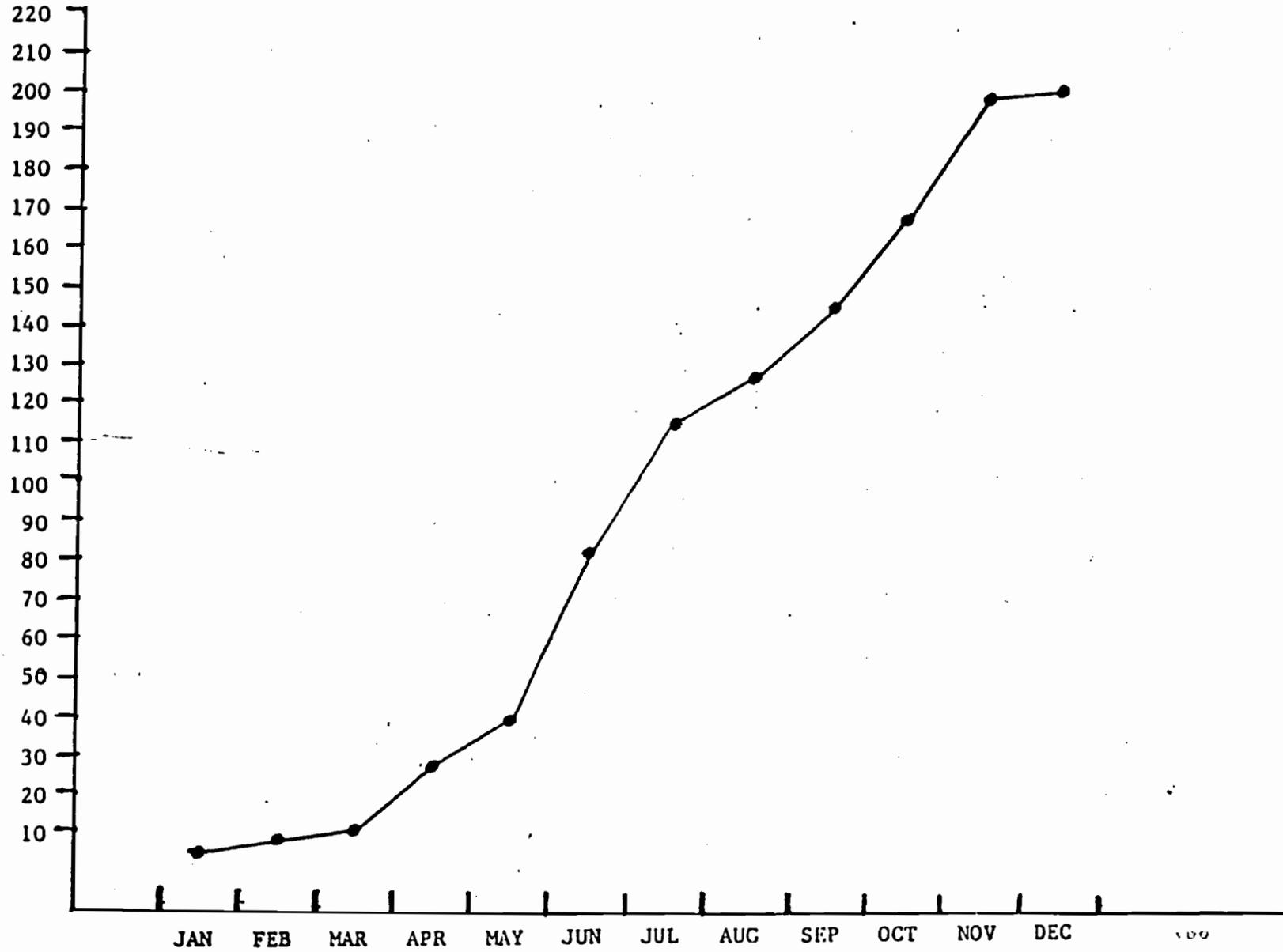
Consultancy Report - Raymond C. Clark, August 1, 1984

GRAPH DEPICTS OF PARTICIPANT TRAINING ACTIVITY
OVER PERIOD FROM JULY-DECEMBER, 1984

APPENDIX 1



GRAPH DEPICTS GROWTH OF PARTICIPANT TRAINING ACTIVITY
OVER PERIOD FROM JANUARY THROUGH DECEMBER, 1984



	<u>NAME</u>	<u>PART-#</u>	<u>TYPE OF TRAINING</u>	<u>CALL FORW. DATE</u>	<u>PROGRAM START DATE</u>	<u>PROGRAM END DATE</u>	<u>FIELD OF TRAINING</u>	<u>TRAINING FACILITY</u>
1.	Abbasi, Mansoor-Ul Huda	80,018	academic	Jan. 06, 1985	Jan. 10, 1985	Dec. 31, 1987	Hydrology/Engineering Geology	Colorado St. Univ.
2.	Abdullah,	80,308	technical	Jul. 11, 1984	Jul. 16, 1984	Aug. 24, 1984	Management/Human Resources	Arthur D. Little Mgt. Inst.
3.	Afridi, Mohammed Ali	80,000	academic	Aug. 15, 1984	Aug. 20, 1984	Jul. 31, 1985	Management	USDA Graduate School
6.	Afridi, Taj Mohammed	84,300	technical	Jun. 05, 1984	Jun. 11, 1984	Aug. 10, 1984	Water Management	Colorado State University
5.	Afridi, Zafar Shah	86,305	technical	Aug. 22, 1984	Aug. 27, 1984	Sep. 14, 1984	Health/Management	Mgt. Sciences for Health Center
4.	Ahmed, Kabeer	80,344	technical	Aug. 27, 1984	Sep. 04, 1984	Oct. 12, 1984	Agriculture	USDA (Univ. of Idaho)
7.	Ahmed, Mahbub	80,334	technical	Jul. 18, 1984	Jul. 22, 1984	Aug. 17, 1984	Communication	Cornell University
1.	Ahmed, Mushtaq	80,014	academic	Aug. 26, 1984	Aug. 21, 1984	Aug. 31, 1986	Agric. Econ. & Planning	New Mexico State University
1.	Ahmed, Musaffar	80,311	technical	Jun. 09, 1984			Management	World Trade Center
0.	Ahmed, Riaz	82,901	technical	Jul. 12, 1984	Jul. 12, 1984	Jul. 28, 1984	Land & Water Management	Study Tour
1.	Ahmed, Siraj	80,305	technical	Jun. 05, 1984	Jun. 11, 1984	Aug. 10, 1984	Water Management	Colorado State University
2.	Ahmed, Zafar	86,300	technical	Apr. 25, 1984	Apr. 26, 1984	Jun. 14, 1984	International Health, Population	Univ. of Conn. Hlth Cntr
3.	Ahmed, Akbar S.	80,903	technical		Mar. 10, 1984	Mar. 21, 1984	Rural Development	
4.	Ahmed, Ali	86,301	technical	Apr. 25, 1984	Apr. 26, 1984	Jun. 14, 1984	International Health, Population	Univ. of Conn. Health Center
4.	Ahmed, Naseem	80,323	technical	Jul. 13, 1984	Jul. 09, 1984	Aug. 17, 1984	Public Enterprise	Harvard Inst. for Int'l Dev.
4.	Ahmed, Nazir	80,340	technical				Food Technology	
4.	Ahmed, Sohail	80,027	academic	Jan. 06, 1985	Jan. 08, 1985	Dec. 30, 1986	Public Admin.	Carnegie-Mellon University
4.	Ahmed, Syed Iftikhar	82,900	technical	Jul. 13, 1984	Jul. 12, 1984	Jul. 28, 1984	Land & Water Management	Study Tour
4.	Akhtar, Afsaal	80,321	technical	Jun. 17, 1984	Jun. 18, 1984	Jul. 28, 1984	Marketing Management	Int'l Marketing Institute
4.	Akhtar, Rashida	86,303	technical	Jul. 03, 1984	Jul. 08, 1984	Aug. 04, 1984	Health/Dev.Prog.Plan&Des,	Univ. of North Carolina
4.	Ali, Musrat	80,329	technical	Jul. 07, 1984	Jul. 09, 1984	Aug. 24, 1984	Teacher Training	USC/Wash. Public Affairs Center
4.	Ali, S. Mohammed	80,915	technical		May. 20, 1985	Jun. 14, 1985	Management	Asian Inst. of Management
4.	Altaf, Zafar	80,333	technical	Aug. 05, 1984	Aug. 06, 1984	Aug. 19, 1984	Management/Human Resources	NIL Inst. Int'l Programs
4.	Amjad, Mohammed	80,019	academic	Jul. 13, 1984	Jul. 02, 1984	Dec. 11, 1985	Public. Admin.	Syracuse Univ.
4.	Ansari, Allah Nawaz	82,907	technical	Jul. 13, 1984	Jul. 13, 1984	Jul. 28, 1984	Water/Land Management	Study Tour
4.	Ansari, Arif Masood	80,016	academic	Aug. 26, 1984	Aug. 21, 1984	Aug. 10, 1986	Soil Science	Iowa State Univ.
4.	Arsin, Abdul Ghaffar	82,310	technical	Sep. 01, 1984	Sep. 02, 1984	Oct. 06, 1984	Soil/Water Cons. Mgt.	Utah State Univ.
4.	Arsin, Mohammed Afsaal	80,904	technical	Aug. 26, 1984	Aug. 27, 1984	Dec. 01, 1984	Computer	Asian Institute of Technology
4.	Asmatullah, Khan	89,001	academic	Aug. 12, 1984	Aug. 14, 1984	Jul. 11, 1987	Ext. Educ. VO-Tech.	Univ. of Illinois
4.	Attique, Mohammed	80,327	technical	Jul. 15, 1984	Jul. 16, 1984	Aug. 24, 1984	Human Resources Management	Arthur D. Little Trg. Inst.

31.	Awan, Mohammed Ashraf	80,921	technical		May. 20, 1985	Jun. 14, 1985	Management	Asian Inst. of Mgt.
32.	Bakheh, Rasool	89,504	technical	Sep. 02, 1984	Sep. 09, 1984	Dec. 30, 1984	Nutrition & Biochem.	Univ. of Illinois
33.	Baluch, Ali Mohammad	83,002	technical	Oct. 03, 1984	Oct. 07, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
34.	Bangulzai, Mohammed U.	82,302	technical	Jun. 11, 1984			Irrigation Management	
35.	Bashir, Mohammad	83,000	technical	Oct. 03, 1984	Oct. 03, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
36.	Bhatti, Bashir Ahmad	80,324	technical	Sep. 22, 1984	Sep. 24, 1984	Oct. 06, 1984	Management	World Trade Center
37.	Cheema, Imran Afzal	80,007	academic	Aug. 08, 1984	Aug. 13, 1984	Jul. 30, 1985	Public Administration	Pennsylvania State University
38.	Cheema, Mohammed Sadiq	82,902	technical	Jul. 13, 1984	Jul. 12, 1984	Jul. 28, 1984	Land & Water Management	Study Tour
39.	Doosay, Noor	80,342	technical	Aug. 05, 1984	Aug. 06, 1984	Aug. 19, 1984	Management/Human Resources	NTL Institute
40.	Durrani, M. Shakeel	80,910	technical		May. 27, 1985	Jun. 26, 1985	Management	Asian Inst. of Mgt.
41.	Farooq, Khawaja Moh.d	80,320	technical	Jun. 09, 1984	Jun. 10, 1984	Jun. 13, 1984	Business	World Conf. on Small Business
42.	Gilani, Sajjad Hussain	80,015	academic	Jan. 06, 1985	Jan. 08, 1985	Dec. 30, 1986	Development Econ./Public Admin.	Carnegie-Mellon University
43.	Gola, Anis Ahmed	80,010	academic	Aug. 27, 1984	Aug. 27, 1984	Feb. 27, 1986	Management/Administration	Western Michigan Univ.
44.	Hameed, Raja Abdul	80,004	academic				Project Planning & Design	
45.	Haq, Faheem-Ul	80,911	academic	Aug. 25, 1984	Aug. 27, 1984	Aug. 03, 1985	Indust.Mgt.,Econ.Dev.	Asian Inst. of Technology
46.	Hassan, Naveed	80,002	technical	Aug. 22, 1984	Aug. 21, 1984	Aug. 30, 1985	Financial Management	Bowling Green State Univ.
47.	Hassan, Taryab	80,348	technical	Sep. 22, 1984	Sep. 22, 1984	Oct. 05, 1984	Management	World Trade Center
48.	Hatam, Mir	89,500	technical	May. 28, 1984	May. 25, 1984	Aug. 25, 1984	Soybean Agronomy	University of Illinois
49.	Hussayun, Mehroo	80,312	technical	May. 13, 1984	May. 16, 1984	Aug. 10, 1984	International Health	Boston Univ., Sch. of Pub. Hlth
50.	Hussain, Abdullah Khadim	80,913	technical		Jul. 23, 1984	Aug. 08, 1984	Education	
51.	Hussain, Munawar	82,309	technical	Aug. 08, 1984	Aug. 12, 1984	Sep. 15, 1984	Water Management	Utah St. Univ./Intl. Irrig. Ctr
52.	Hussain, Mushtaq	80,901	technical	May. 11, 1984	May. 13, 1984	Jun. 08, 1984	Contracts	Int'l Law Inst., Afr. Dev. Bank
53.	Hussain, Tajjummul	89,506	technical	Jan.	Jan. 15, 1985		Agric.Chem./Human Nutrition	Univ. of Illinois
54.	Idris, Kunwar	80,314	technical	Sep. 22, 1984	Sep. 24, 1984	Oct. 06, 1984	Mgt. Skills Devel.	World Trade Center
55.	Intiaz, Talat	80,316	technical	Jul. 05, 1984	Jul. 09, 1984	Aug. 17, 1984	Interior Design	NY School of Interior Design
56.	Intiaz, I. A.	80,345	technical				Management	
57.	Iqbal, Parvez	80,306	technical	Jun. 05, 1984	Jun. 11, 1984	Nov. 07, 1984	Tax Administration	Univ. of Southern California
58.	Iqbal, Rais	80,330	technical	Jul. 09, 1984	Jul. 09, 1984	Aug. 24, 1984	Training	USC/Wash. Public Affairs Center
59.	Iqbal, Rana Javed	88,300	technical	Sep. 19, 1984	Sep. 24, 1984	Nov. 16, 1984	Population Prog. Mgt.	Univ. of Calif./San Francisco
60.	Islam, Manzoor-Ul	80,905	technical	Aug. 25, 1984	Aug. 27, 1984	Dec. 14, 1984	Computer Application	Asian Institute of Technology
61.	Ismail, Mohammad	80,017	academic	Jan. 06, 1985	Jan. 08, 1985	Dec. 30, 1987	Plant Physiology	Pennsylvania State Univ.
62.	Ismail, Syed Mohammad	80,313	technical	May. 17, 1984	May. 20, 1984	Jul. 11, 1984	Government Management	USDA Grad.Sch.George Mason Univ

* 64.	Jabeem, Surraya	80,341	technical	Aug. 03, 1984	Aug. 06, 1984	Aug. 19, 1984	Development Leadership	NTL Institute
* 65.	Jamali, Sikander Nayat	80,353	technical				Management	
* 66.	Janjua, Samia	80,355	technical	Oct. 11, 1984	Oct. 15, 1984	Nov. 08, 1984	Obstetrics & Gynecology	Seminar Tour
* 67.	Javed, Riaz	82,001	academic	Sep. 24, 1984	Sep. 23, 1984	Aug. 10, 1986	Agric./Irrigation Eng.	Utah State University
* 68.	Javed, Khalid	80,322	technical	Jul. 10, 1984	Jul. 11, 1984	Jul. 24, 1984	Management	A.O.Little Trg.Inst.
69.	Jumani, Khan Mohammad	86,304	technical	May. 14, 1984	May. 14, 1984	Jun. 08, 1984	Health Care	University of Hawaii
* 70.	Kamaluddin,	80,916	technical		May. ; 1985		Management	Asian Inst. of Management
71.	Karim, Abdul	80,011	academic	Aug. 27, 1984	Aug. 27, 1984	Feb. 28, 1986	Mgt./Administration	Western Michigan Univ.
* 72.	Kasi, Ata Mohammed	80,914	technical	Aug. 25, 1984	Aug. 27, 1984	Apr. 06, 1985	Computer Mgt.	Asian Inst. of Technology
* 73.	Kasi, Mohammad Irfan	80,336	technical				Public Mgt. Development	Univ. of Conn.
* 74.	Kasi, Intias Hussain	80,032	academic		Apr. , 1985		Pub. Admin.	American Univ.
75.	Khajjak, Abdul Ghani	82,305	technical	Jul. 07, 1984	Jul. 08, 1984	Jul. 28, 1984	Irrigation Mgt.	Utah St.Univ.Int'l Irrig. Ctr.
76.	Khalifa, Tahir Ahmad	80,918	technical	Jan. 13, 1985	Jan. 14, 1985	Mar. 08, 1985	Management Dev. Trg.	Asian Inst. of Mgt.
77.	Khan, Abdul Hamid	80,315	technical	Aug. 08, 1984	Aug. 13, 1984	Sep. 14, 1984	Suprv.& Eval, Pub. Adm. Mgt.	CEOPA
* 78.	Khan, Abdul Qadir	86,308	technical	Aug. 22, 1984	Aug. 27, 1984	Sep. 14, 1984	Health/Management	Mgt. Sciences for Health Ctr.
* 79.	Khan, Abdul Qayum	83,001	technical	Oct. 03, 1984	Oct. 07, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
80.	Khan, Abdur Rauf	80,331	technical	Jul. 18, 1984	Jul. 20, 1984	Aug. 17, 1984	Communication	Cornell University
81.	Khan, Aftab Ahmad	82,903	technical	Jul. 13, 1984	Jul. 12, 1984	Jul. 25, 1984	Land & Water Management	Study Tour
82.	Khan, Anwar Ahmad	80,008	academic				Public Administration	Penn State Univ.
* 83.	Khan, Intias Ahmad	80,343	technical	Sep. 26, 1984	Oct. 01, 1984	Oct. 26, 1984	Management/Orgl. Devt.	Univ. of Pittsburgh
* 84.	Khan, Mir Afzal	80,917	technical				Industrial Mgt.	Asian Inst. of Technology
* 85.	Khan, Mohammad Aslam	80,031	academic	Aug. 19, 1984	Aug. 24, 1984	Aug. 31, 1985	Dev. Economics	Vanderbilt Univ.
86.	Khan, Mukhtar Ali	80,318	technical	Jun. 10, 1984	Jun. 11, 1984	Nov. 07, 1984	Tax Administration	Univ. of Southern California
87.	Khan, Musseerat Ali	80,912	technical		Jul. 23, 1984	Jul. 27, 1984	Education	ICET World Assembly
* 88.	Khan, Riaz Ahmad	80,902	technical		Mar. 10, 1984	Mar. 16, 1984	Rural Development	Study Tour
89.	Khan, Sher Afzal	80,035	academic				Agriculture	
90.	Khattak, Jehangir Khan	89,508	technical		Jun. 05, 1985		Soil Science	Univ. of Illinois
91.	Khitran, Sardar A.B.	86,302	technical	Apr. 25, 1984	Apr. 26, 1984	Jun. 14, 1984	Health & Population	Univ. of Conn. Health Center
92.	Latif, Sajjad	80,005	academic	Aug. 21, 1984	Aug. 27, 1984	Feb. 28, 1986	Mgt. Development	University of Wisconsin/Madison
93.	Lahri, Ahmed Bukah	80,023	academic	Aug. 19, 1984	Aug. 27, 1984	Aug. 10, 1985	Rural Development	University of Wisconsin
94.	Lothi, Abdul Perooq	89,502	technical	Jun. 03, 1984	Jun. 01, 1984	Sep. 20, 1984	Horticulture	University of Illinois

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97.	Malik, Habib-Ur Rehman	80,332	technical	Jul. 18, 1984	Jul. 20, 1984	Aug. 17, 1984	Communication	Cornell University
98.	Malik, Mohammad	80,317	technical	Jun. 09, 1984	Jun. 10, 1984	Jun. 13, 1984	Business	World Conf. on Small Business
* 99.	Marri, Saeedullah	80,351	technical				Human Resources	Utah State Univ.
100.	Marwat, Khan Bahadar	89,003	academic	Aug. 12, 1984	Aug. 15, 1984	Aug. 30, 1987	Weed Science Taxonomy	Univ. of Illinois
* 101.	Makan, Chulam Abbas	80,350	technical	Sep. 30, 1984	Oct. 01, 1984	Dec. 12, 1984	Manpower Trg.	Utah State Univ.
102.	Memon, Abdul Rahman	80,328	technical	Aug. 20, 1984	Aug. 23, 1984	Nov. 10, 1984	Management/Human Resources	Arthur D. Little Trg.Inst.
* 103.	Memon, Mohammad Nawaz	83,003	technical	Oct. 03, 1984	Oct. 07, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
104.	Mengel, Chulam Server	80,013	academic	Aug. 27, 1984	Aug. 27, 1984	Aug. 31, 1985	Organization & Methods	Western Michigan Univ.
105.	Mirza, Javed	82,303	technical	Jun. 14, 1984	Jun. 11, 1984	Jul. 27, 1984	Irrigation Management	Colorado State University
106.	Mohammad, Sheikh Dost	82,904	technical	Jul. 13, 1984	Jul. 12, 1984	Jul. 28, 1984	Land & Water Management	Study Tour
* 107.	Muhammad, Moor	80,034	academic	Jan. 09, 1985	Jan. 12, 1985	Dec. 30, 1987	Plant Breeding	Louisiana State University
108.	Musaffar, Taskeen	80,310	technical	Sep. 27, 1984	Oct. 01, 1984	Nov. 09, 1984	Tax Administration	U.S. IRS, Int'l Advisory Serv.
109.	Naeem, Jamila	80,325	technical	Aug. 08, 1984	Aug. 13, 1984	Sep. 14, 1984	Management/Human Resources	CEDPA
* 110.	Nisar, Sheikh Parves	80,349	technical	Sep. 30, 1984	Oct. 01, 1984	Dec. 12, 1984	Manpower Trg.	Utah State Univ.
111.	Opal, Munawar	80,009	academic	Aug. 27, 1984	Aug. 27, 1984	Aug. 31, 1985	Public Administration	Western Michigan Univ.
112.	Paracha, Saifullah Khan	80,319	technical	Jun. 10, 1984	Jun. 10, 1984	Jun. 11, 1984	Business	World Conf. on Small Business
113.	Parvaiz, Waheed	80,022	academic				Rural Development	Univ. of Wisconsin
114.	Rabbani, Arjumand Bano	80,326	technical	Aug. 08, 1984	Aug. 13, 1984	Sep. 14, 1984	Management/ Human Resources	CEDPA
* 115.	Rathore, Aftab Iqbal	80,033	academic	Aug. 15, 1984	Aug. 17, 1984	Jun. 30, 1985	Tax Administration	Harvard Law School
116.	Rehman, Abdul	80,906	technical	Aug. 25, 1984	Aug. 27, 1984	Apr. 06, 1985	Computer Mgt. Info. System	Asian Institute of Technology
117.	Rehman, Fayyaz-Ur	80,908	technical				Industrial Management	Asian Inst. of Technology
118.	Rehman, Fazal-Ur	80,309	technical	Jul. 14, 1984	Jul. 18, 1984	Oct. 31, 1984	Accounting	U.S. General Accounting Office
119.	Rizvi, Khalid Ali Shah	80,003	academic	Aug. 28, 1984	Aug. 31, 1984	Aug. 30, 1986	Financial Management	Point Park College
120.	Saadat-Ullah,	80,038	academic				Business Management	
121.	Saeed, Mohammad Arshad	80,020	academic	Jul. 05, 1984	Jul. 06, 1984	Jun. 15, 1985	Public Policy & Mgt.	Harvard Inst. for Int'l Dev.
* 122.	Safdar, Chulam	86,307	technical	Aug. 22, 1984	Aug. 27, 1984	Sep. 14, 1984	Management/Health	Mgt. Sciences for Health Center
* 123.	Sahibzada, Imtiaz Ahmad	80,339	technical				Management	World Trade Center
124.	Saleem, Amjad	82,304	technical	Jun. 11, 1984	Jun. 11, 1984	Jul. 27, 1984	Irrigation Management	Colorado State University
125.	Samad, Sajida	80,300	technical	May. 02, 1984	May. 07, 1984	Jun. 08, 1984	Family Planning & Health	CEDPA
126.	Sethi, Mohammad Saleem	80,021	academic	Aug. 27, 1984	Aug. 30, 1984	Feb. 28, 1986	Financial Management	Western Michigan Univ.

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		technical	Jul. 07, 1984	Jul. 08, 1984	Jul. 28, 1984	Irrigation Mgt.	Utah St. Univ. Int'l Irrig. Ctr.	
128.	Shah, Khalida	80,303	technical	Apr. 06, 1984	Apr. 06, 1984	Apr. 13, 1984	Manpower Planning & Development	World Bank, Econ.Dev.Inst.
*129.	Shah, Miam Hussain	88,301	technical	Sep. 04, 1984	Sep. 09, 1984	Oct. 10, 1984	Management	U. of Conn Health Ctr.
*130.	Shah, Paigham	89,000	academic				Agronomy	Univ. of Illinois
131.	Shah, S. Iqbal	89,505	technical	Jan. 06, 1985	Mar. 1985		Ruminant Nutrition	Univ. of Illinois
132.	Shah, S. Basit Ali	89,501	technical	Jun. 03, 1984	Jun. 01, 1984	Aug. 30, 1984	Administration & Dairy	University of Illinois
*133.	Shah, S. G. Murtaza	80,352	technical	Sep. 26, 1984	Oct. 01, 1984	Oct. 26, 1984	Management/Orgl. Devt.	Inst.Trg.& Org.Devl/U.of Pittsb.
134.	Shah, Syed Shaukat A.	80,907	technical	Aug. 26, 1984	Aug. 27, 1984	Dec. 14, 1984	Computer Application	Asian Inst. of Technology
*135.	Shaikh, Mohammad Ali	83,004	technical	Oct. 03, 1984	Oct. 07, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
136.	Shamin, Asher Hussain	80,006	academic				Public Administration	
137.	Sheikh, Ali Mohammad	80,307	technical	Jun. 05, 1984	Jun. 11, 1984	Nov. 09, 1984	Tax Administration	Univ. of Southern California
*138.	Sherdil, A. Z. K.	80,344	technical	Sep. 26, 1984	Oct. 01, 1984	Oct. 26, 1984	Management/Orgl. Devt.	Univ. of Pittsburgh
139.	Shuaib, Mohammad	80,304	technical	May. 30, 1984	Jun. 04, 1984	Jul. 13, 1984	Manpower Analysis	U.S. Bureau of Labor Statistics
140.	Siddiqi, A. Jamil	89,507	technical		May 1985		Agricult. Economics	Univ. of Illinois
141.	Siddiqi, Saeed-ul Hassan	89,503	technical	Jul. 01, 1984	Jul. 02, 1984	Sep. 30, 1984	Screen. Prot. Syst.in Cereals	University of Illinois
142.	Swati, Zahoor Ahmad	80,025	academic	Aug. 12, 1984	Aug. 14, 1984	Jul. 31, 1987	Plant Breed.& Genetics	Univ. of Illinois
143.	Syed, Zahoorunisa	80,301	technical	May. 06, 1984	May. 07, 1984	Jun. 08, 1984	Family Planning & Hlth Devel.	CEDPA
144.	Tareem, Ghulam Mustafa	82,300	technical	Aug. 08, 1984	Aug. 12, 1984	Sep. 15, 1984	Water Management	Utah St.Univ. - Int'l Irrig.Ctr.
145.	Tariq, Mohammad	89,002	academic	Aug. 12, 1984	Aug. 13, 1984	Aug. 15, 1985	Agric. Mech.	Univ. of Illinois
146.	Umami, Mohammad Ali	80,900	technical	May. 11, 1984	May. 13, 1984	Jun. 08, 1984	Contracts	Int'l Law Inst., Afr.Dev.Bank
147.	Yousaf(Tousuf), Mohammad	82,301	technical	Aug. 08, 1984	Aug. 12, 1984	Sep. 15, 1984	Water Management	Utah St.Univ. Int'l Irrig.Ctr.
148.	Yousufzai, Anvar H. K.	80,001	academic				Development Economics	Vanderbilt University
149.	Zaidi, Mohammad Saeed	83,005	technical	Oct. 03, 1984	Oct. 07, 1984	Nov. 17, 1984	Irrigation	Utah State Univ.
150.	Zubair, Afaheen	80,302	technical	May. 06, 1984	May. 07, 1984	Jun. 08, 1984	Family Planning & Hlth Devel.	CEDPA

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1.	Abbas, Zafar	82,311	technical				Irrigation	Utah St/Int'l Irrig. Ctr.
2.	Ahmad, Ejaz	81,002	academic				Account./Audit.	
3.	Ahmad, Musaffar	80,920	technical		Nov. 24, 1984	Dec. 06, 1984	Public Admin.	Study Tour
4.	Ahmad, Shabbir	81,001	academic	Jan. 06, 1985	Jan. 10, 1985	Dec. 31, 1990	Vet. Pathology	Washington State Univ.
5.	Ahmed, Akbar S.	80,923	technical		Jan. 29, 1985	Jan. 31, 1985	Rural Dev.	Seminar/Hyderabad, India
6.	Ahmed, Ishtiaq	80,036	academic	Jan. 06, 1985	Jan. 11, 1985	Dec. 31, 1986	Public Administration	American Univ.
7.	Ahmed, Mushtaq	92,300	technical	Mar. 27, 1985	Apr. 01, 1985	Jul. 19, 1985	Dams Safety Insp.	U.S. Army Corps of Engineers
8.	Ahmed, Zahoor	82,315	technical	May. 08, 1985	May. 12, 1985	Jun. 29, 1985	Irrigation	Utah St/Int'l Irrig. Ctr.
9.	Amin, Mohammed	80,369	technical		May. 30, 1985	Jul. 12, 1985	Administration	A.D. Little Inst.
10.	Anwar, Syed Mohammad	80,362	technical	Nov. 25, 1984	Nov. 26, 1984	Dec. 21, 1984	Public Administration	Obs. Tour
11.	Awan, Mohammad Ashraf	80,921	technical		May. 20, 1985	Jun. 14, 1985	Management	Asian Inst. of Mgt.
12.	Baloch, Khawiso K.	91,900	academic				Agriculture	Int'l Rice Research Inst.
13.	Bugti, Abdul Razaq	90,902	technical		Nov. 11, 1984	Nov. 24, 1984	Disease Control	DTEC
14.	Chatto, Maseem Hussain	80,363	technical				Community Devel.	
15.	Chughtai, Sardar M. Saleem	90,903	technical		Nov. 11, 1984		Disease Control	DTEC
16.	Fuad, Mir	80,368	technical	Jan. 03, 1985	Jan. 07, 1985	Jun. 07, 1985	Tax Admin.	USC/Inst. of Tax Admin.
17.	Gill, Mohammad Arshad	91,902	academic				Plant Path/Agronomy	U. Phillipines/IRRI
18.	Gul, Mahboob	82,312	technical	Dec. 26, 1984	Dec. 31, 1984	Jan. 18, 1985	Agriculture	Colorado St/ISARD
19.	Rameed, Abdul	82,314	technical	May. 08, 1985	May. 12, 1985	Jun. 29, 1985	Irrigation	Utah St/Int'l Irrig. Ctr.
20.	Hussain, Masir	80,373	technical				Tax Administration	U.S.C./Inst. Tax Admin.
21.	Hussain, Syed Rabeeb	80,356	technical		Oct. 24, 1984	Nov. 02, 1984	Agricultural Stat's	USDA/Stat. Rep. Serv.
22.	Iqbal, Zafar	80,367	technical	Jan. 03, 1985	Jan. 07, 1985	Jun. 07, 1985	Tax Admin.	USC/Inst. of Tax Admin.
23.	Ishaque, S. M.	80,357	technical		Oct. 24, 1984	Nov. 02, 1984	Agricultural Stat's	USDA/Stat. Rep. Serv.
24.	Jamali, Jan Mohammed	80,366	technical				Community Devel.	
25.	Javed, Masudah	80,919	technical		Oct. 22, 1984	Oct. 28, 1984	Women's Affairs	
26.	Kaleem, Muhammad Yusuf	81,000	academic	Jan. 04, 1985		Dec. 31, 1990	Public Admin.	Penn State University
27.	Khan, Abdul Majid	90,900	technical		Nov. 11, 1984	Nov. 24, 1984	Disease Control	DTEC
28.	Khan, Theanullah	80,365	technical				Community Devel.	Study Tour

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30.	Khan, Muhammed Afsal	80,339	technical	Oct. 24, 1984	Nov. 02, 1984	Agricultural Stat's	USDA/Stat. Rep. Serv.
31.	Khan, Shamsheer	80,374	technical	Feb. 06, 1985	Feb. 11, 1985	Apr. 05, 1985	Management U.Pitte/ITOD
32.	Khan, Sher Afsal	81,004	academic	Jan. 06, 1985	Jan. 04, 1985	Dec. 31, 1990	Civil Engineering North Carolina State University
33.	Khanuja, Ghulam-Ullah	82,307	technical	Jun. 06, 1985	Jun. 10, 1985	Jul. 26, 1985	Water Management Colorado State Univ.
34.	Larik, Khalid Ahmad	83,006	technical		Jan. 1985		Water Management Colorado St.U./ISWR
35.	Latif, Muhammed	83,008	technical	Sep. 04, 1985	Sep. 08, 1985	Oct. 12, 1985	Soil & Water Mgt. Utah St. U./Int'l Irrig. Ctr.
36.	Lodhi, M. Sharif Ahmad	90,904	technical		Nov. 11, 1984	Nov. 24, 1984	Disease Control DTEC
37.	Malik, Bashir Ahmed	80,358	technical		Oct. 24, 1984	Nov. 02, 1984	Agricultural Stat's USDA/Stat. Rep. Serv.
38.	Mann, Riaz Ahmad	91,903	academic				Plant Path/Agronomy U. Phillipines/IRRI
39.	Masud, Nawab Khan	83,007	technical	Sep. 04, 1985	Sep. 08, 1985	Oct. 12, 1985	Soil & Water Mgt. Utah St.U./Int'l Irrig. Ctr.
40.	Memon, Ayaz Ali	80,360	technical		Oct. 24, 1984	Nov. 02, 1984	Agricultural Stat's USDA/Stat. Rep. Serv.
41.	Pitafi, Mohammed Saleh	82,316	technical				Irrigation
42.	Qureshi, Mohammed Munir	80,037	academic		Aug. 1985	June 30, 1985	Tax Admin. Harvard Law Sch.
43.	Rajput, S. Sabir	80,922	technical		Feb. 04, 1985	Mar. 15, 1985	Rural Development Int'l Inst.Rur.Reconst
44.	Rashid, Kazi Abdur	80,370	technical	Feb. 07, 1985	Feb. 11, 1985	Apr. 05, 1985	Management Univ. of Pitte./ITOD
45.	Rashid, Rukhsane	80,371	technical		Apr. 29, 1985	Jun. 21, 1985	Trg. of Trainers Community Devel.
46.	Rashidi, Pir Sibghatul. S.	80,364	technical				
47.	Rahman, Abdul	92,301	technical	Mar. 27, 1985	Apr. 01, 1985	Jul. 19, 1985	Dam Safety Insp. U.S. Army Corps of Engineers
48.	Saeed, Muhammad	81,003	academic	Jan. 01, 1985	Jan. 07, 1985	Dec. 31, 1990	Agronomy University of Wisconsin
49.	Salariza, Mohammed Ayub	86,306	technical	Feb. 02, 1985	Feb. 04, 1985	Feb. 15, 1985	Management/Health MEDEX Program, Univ. of Hawaii
50.	Salzem, Mohammed	91,901	academic				Agriculture Int'l Rice Research Inst.
51.	Sattar, Abdul	90,905	technical		Nov. 11, 1984	Nov. 24, 1984	Disease control DTEC
52.	Shah, Shah Hussain	82,317	technical	Dec. 26, 1984	Dec. 31, 1984	Jan. 18, 1985	Agriculture Intl.Sch.for Agri.& Res.Devt./CSU
53.	Shaikh, Gul Hassan	90,901	technical		Nov. 11, 1984	Nov. 25, 1984	Disease control DTEC
54.	Sheikh, Mansoor Ali	80,372	technical		Jul. 17, 1985	Oct. 1985	Auditing General Acctg Off.
55.	Soomro, Javid Ahmad	82,308	technical	Jun. 06, 1984			Water Management Colorado St. Univ.

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STATISTICAL ANALYSIS

<u>AGE</u>		<u>SEX</u>		<u>EMPLOYER</u>	
26-30	7%	MALE	94%	GOP	50%
31-35	14%	FEMALE	6%	UNIV.	9%
36-40	15%			PROV. GOV'T	39%
41-45	13%			PRIV. SECT.	9%
46-50	14%			PUBL. SECT.	19%
51-55	11%				
56-60	3%				
61-65	1%				
UNKNOWN	23%				

TYPE OF TECH. TRAINING

IN-CLASS PRGM.	38%
STUDY TOUR	20%
PRGM. & FIELD VISIT	42%

DEGREE OBJECTIVE

PhD	6%
M.A.	13%
Non-Degree	81%

TOEFL SCORES

500-525	1%
526-550	4%
551-575	5%
576-600	1%
600+	3%
No score rep.	86%

PROVINCE

Baluchistan	17%
Punjab	44%
Sind	31%
NWFP	48%

COUNTRY OF TRAINING

U.S.A.	75%
3rd Country	25%

DURATION OF TRAINING

1 Month or less	40%
1-3 Months	27%
3-6 Months	9%
6-12 Months	9%
1 year or more	15%

* Calculations are based on a total of 205 participants.

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PROGRAM MANAGER
ACADEMY FOR EDUCATIONAL DEVELOPMENT
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COUNTER IF HE IS HOLDING AN ENEVELOPE FOR YOU FROM
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IF NOT, TAKE A ROOM IN THE HOTEL, CALL KEVIN SCHIEFFER OR
MS. NUZHAT AHMED AT PHONE 862-1900 THE NEXT MORNING.

Schedule Effective Sunday
Serving Listed Washington, D.C. Accommodations

Depart Dulles	Depart Sheraton	Depart Shoreham	Depart Washington Hilton	Depart Mayflower	Depart Capitol Hilton	Arrive Dulles
4:50 A	5:50 A	5:55 A	6:00 A	To Dulles By Reservation Only One Hour Reservation Required Call 685-1400	6:15 A	6:58 A
5:50 A	6:50 A	6:55 A	7:00 A		6:15 A	7:58 A
6:50 A	7:50 A	7:55 A	8:00 A		6:15 A	8:58 A
7:35 A	8:50 A	8:55 A	9:00 A		8:15 A	9:58 A
8:35 A	9:50 A	9:55 A	10:00 A		10:15 A	10:58 A
9:35 A	10:50 A	10:55 A	11:00 A		11:15 A	11:58 A
10:35 A	11:50 A	11:55 A	12:00 P		12:15 P	12:58 P
11:35 A	12:50 P	12:55 P	1:00 P		1:15 P	1:58 P
12:05 P	1:20 P	1:25 P	1:30 P		1:45 P	2:28 P
12:35 P	1:50 P	1:55 P	2:00 P		2:15 P	2:58 P
1:05 P	2:20 P	2:25 P	2:30 P		2:45 P	3:28 P
1:35 P	2:50 P	2:55 P	3:00 P		3:15 P	3:58 P
2:05 P	3:20 P	3:25 P	3:30 P		3:45 P	4:28 P
2:35 P	3:50 P	3:55 P	4:00 P		4:15 P	4:58 P
3:05 P	4:20 P	4:25 P	4:30 P		4:45 P	5:28 P
3:35 P	4:50 P	4:55 P	5:00 P		5:15 P	5:58 P
4:05 P	5:20 P	5:25 P	5:30 P		5:45 P	6:28 P
4:35 P	5:50 P	5:55 P	6:00 P		6:15 P	6:58 P
5:05 P	6:20 P	6:25 P	6:30 P		6:45 P	7:28 P
5:35 P	6:50 P	6:55 P	7:00 P		7:15 P	7:58 P
6:05 P	7:20 P	7:25 P	7:30 P		7:45 P	8:28 P
6:35 P	7:50 P	7:55 P	8:00 P		8:15 P	8:58 P
7:05 P	8:20 P	8:25 P	8:30 P		8:45 P	9:28 P
7:35 P	8:50 P	8:55 P	9:00 P		9:15 P	9:58 P
8:05 P	9:20 P	9:25 P	9:30 P		9:45 P	10:28 P
8:35 P	9:50 P	9:55 P	10:00 P		10:15 P	10:58 P
9:05 P	10:20 P	10:25 P	10:30 P		10:45 P	11:28 P
9:35 P	10:50 P	10:55 P	11:00 P		11:15 P	11:58 P
10:05 P	11:20 P	—	—		—	—
10:35 P	11:50 P	—	—		—	—
11:05 P	12:20 A	—	—		—	—
12:05 A*	On Request	—	—		—	—
12:35 A*	On Request	—	—		—	—

Dulles International Airport
Schedule Effective Monday thru Friday
Serving Listed Washington, D.C. Accommodations

Depart Dulles	Depart Sheraton	Depart Shoreham	Depart Washington Hilton	Depart Mayflower	Depart Capitol Hilton	Arrive Dulles
4:50 A	5:50 A	5:55 A	6:00 A	To Dulles By Reservation Only One Hour Reservation Required Call 685-1400	6:15 A	6:58 A
5:20 A	6:20 A	6:25 A	6:30 A		6:45 A	7:28 A
5:50 A	6:50 A	6:55 A	7:00 A		7:15 A	7:58 A
6:20 A	7:20 A	7:25 A	7:30 A		7:45 A	8:28 A
6:50 A	7:50 A	7:55 A	8:00 A		8:15 A	8:58 A
7:35 A	8:50 A	8:55 A	9:00 A		9:15 A	9:58 A
8:05 A	9:20 A	9:25 A	9:30 A		9:45 A	10:28 A
8:35 A	9:50 A	9:55 A	10:00 A		10:15 A	10:58 A
9:05 A	10:20 A	10:25 A	10:30 A		10:45 A	11:28 A
9:35 A	10:50 A	10:55 A	11:00 A		11:15 A	11:58 A
10:35 A	11:50 A	11:55 A	12:00 P		12:15 P	12:58 P
11:05 A	12:20 P	12:25 P	12:30 P		12:45 P	1:28 P
11:35 A	12:50 P	12:55 P	1:00 P		1:15 P	1:58 P
12:05 P	1:20 P	1:25 P	1:30 P		1:45 P	2:28 P
12:35 P	1:50 P	1:55 P	2:00 P		2:15 P	2:58 P
1:05 P	2:20 P	2:25 P	2:30 P		2:45 P	3:28 P
1:35 P	2:50 P	2:55 P	3:00 P		3:15 P	3:58 P
2:05 P	3:20 P	3:25 P	3:30 P		3:45 P	4:28 P
2:35 P	3:50 P	3:55 P	4:00 P		4:15 P	4:58 P
3:05 P	4:20 P	4:25 P	4:30 P		4:45 P	5:28 P
3:35 P	4:50 P	4:55 P	5:00 P		5:15 P	5:58 P
4:05 P	5:20 P	5:25 P	5:30 P		5:45 P	6:28 P
4:35 P	5:50 P	5:55 P	6:00 P		6:15 P	6:58 P
5:05 P	6:20 P	6:25 P	6:30 P		6:45 P	7:28 P
5:35 P	6:50 P	6:55 P	7:00 P		7:15 P	7:58 P
6:05 P	7:20 P	7:25 P	7:30 P		7:45 P	8:28 P
6:35 P	7:50 P	7:55 P	8:00 P		8:15 P	8:58 P
7:05 P	8:20 P	8:25 P	8:30 P		8:45 P	9:28 P
7:35 P	8:50 P	8:55 P	9:00 P		9:15 P	9:58 P
8:05 P	9:20 P	9:25 P	9:30 P		9:45 P	10:28 P
8:35 P	9:50 P	9:55 P	10:00 P		10:15 P	10:58 P
9:05 P	10:20 P	10:25 P	10:30 P		10:45 P	11:28 P
9:35 P	10:50 P	10:55 P	11:00 P		11:15 P	11:58 P
10:05 P	11:20 P	—	—	—	—	
10:35 P	11:50 P	—	—	—	—	
11:05 P	12:20 A	—	—	—	—	
12:05 A*	On Request	—	—	—	—	
12:35 A*	On Request	—	—	—	—	

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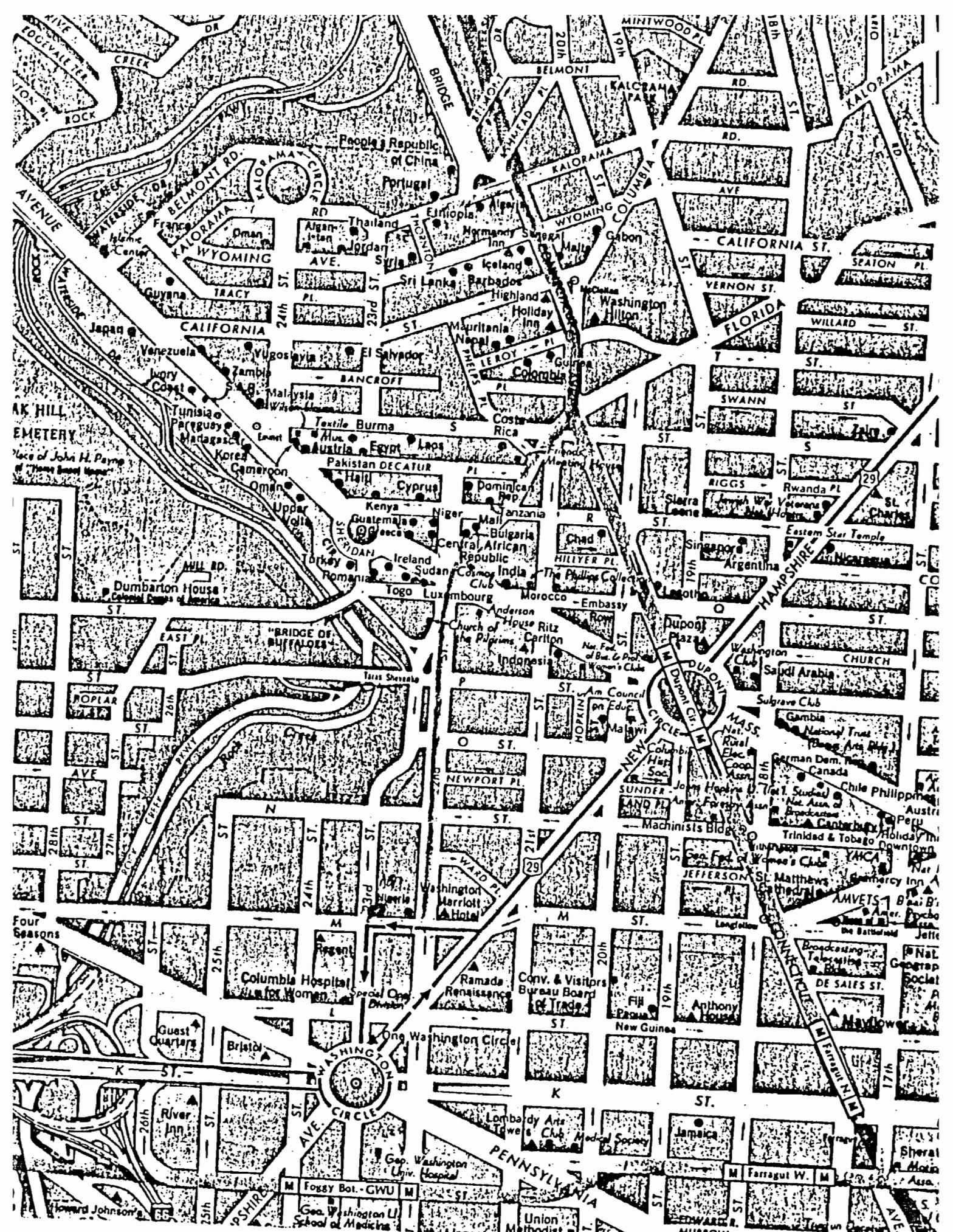
Dulles International Airport
Schedule Effective Saturday and Holidays
Serving Listed Washington, D.C. Accommodations

Depart Dulles	Depart Sheraton	Depart Shoreham	Depart Washington Hilton	Depart Mayflower	Depart Capitol Hilton	Arrive Dulles
4:50 A	5:50 A	5:55 A	6:00 A	To Dulles By Reservation Only One Hour Reservation Required Call 685-1400	6:15 A	6:58 A
5:50 A	6:50 A	6:55 A	7:00 A		6:15 A	7:58 A
6:50 A	7:50 A	7:55 A	8:00 A		6:15 A	8:58 A
7:35 A	8:50 A	8:55 A	9:00 A		8:15 A	9:58 A
8:35 A	9:50 A	9:55 A	10:00 A		10:15 A	10:58 A
9:35 A	10:50 A	10:55 A	11:00 A		11:15 A	11:58 A
10:35 A	11:50 A	11:55 A	12:00 P		12:15 P	12:58 P
11:35 A	12:50 P	12:55 P	1:00 P		1:15 P	1:58 P
12:05 P	1:20 P	1:25 P	1:30 P		1:45 P	2:28 P
12:35 P	1:50 P	1:55 P	2:00 P		2:15 P	2:58 P
1:05 P	2:20 P	2:25 P	2:30 P		2:45 P	3:28 P
1:35 P	2:50 P	2:55 P	3:00 P		3:15 P	3:58 P
2:05 P	3:20 P	3:25 P	3:30 P		3:45 P	4:28 P
2:35 P	3:50 P	3:55 P	4:00 P		4:15 P	4:58 P
3:05 P	4:20 P	4:25 P	4:30 P		4:45 P	5:28 P
3:35 P	4:50 P	4:55 P	5:00 P		5:15 P	5:58 P
4:05 P	5:20 P	5:25 P	5:30 P		5:45 P	6:28 P
4:35 P	5:50 P	5:55 P	6:00 P		6:15 P	6:58 P
5:05 P	6:20 P	6:25 P	6:30 P		6:45 P	7:28 P
5:35 P	6:50 P	6:55 P	7:00 P		7:15 P	7:58 P
6:05 P	7:20 P	7:25 P	7:30 P		7:45 P	8:28 P
6:35 P	7:50 P	7:55 P	8:00 P		8:15 P	8:58 P
7:05 P	8:20 P	8:25 P	8:30 P		8:45 P	9:28 P
7:35 P	8:50 P	8:55 P	9:00 P		9:15 P	9:58 P
8:05 P	9:20 P	9:25 P	9:30 P		9:45 P	10:28 P
8:35 P	9:50 P	9:55 P	10:00 P		10:15 P	10:58 P
9:05 P	10:20 P	10:25 P	10:30 P		10:45 P	11:28 P
9:35 P	10:50 P	10:55 P	11:00 P		11:15 P	11:58 P
10:05 P	11:20 P	—	—		—	—
10:35 P	11:50 P	—	—		—	—
11:05 P	12:20 A	—	—		—	—
12:05 A*	On Request	—	—		—	—
12:35 A*	On Request	—	—		—	—

SORRY NO REFUNDS
 Tickets Valid thru April 30, 1989



Effective May 1, 1984
WASHINGTON FLYER



APPENDIX 3

AGENCY FOR INTERNATIONAL DEVELOPMENT
PAKISTAN PARTICIPANT TRAINING PROGRAM

APPLICATION FOR TRAINING

RT A. To be completed by the candidate. If not type-written, use capital letters.

Full name (as on national ID card) : _____

Official Designation & Address : _____

Permanent Address : _____

Telephone No. _____

Date of Birth _____

Sex	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Marital	<input type="checkbox"/> Single	<input type="checkbox"/> Single
Status	<input type="checkbox"/> Married	<input type="checkbox"/> Married

Place of Birth _____

Passport Number, if any : _____

Name and address of person to be notified in any emergency : _____

Telephone No. _____

Relationship of this person to candidate : _____

Proposed Field of Study : _____

Particular Emphasis Desired : _____

Degree or non-degree : _____

If degree, specify : _____

Employment Record:

Titles of Posts held	Date of Service	Name & Address of Organization	Type of Organization (Indicate whether Public/Private/Joint Enterprise)	Brief description of your duties indicating personal responsibilities
Present Post :				
Last two Posts (a) (b)				

PART B. Statement and Declaration by the Candidate :

(Great care should be taken in completing this section as it will influence the nature of the training to be provided if the application is accepted.(Consult your Head of Department about its completion).

1. Give a brief description of the overall work of your Ministry/Department or organization and the service it provides :
2. Describe in greater detail your duties and responsibilities including your supervisory functions. (Relationship to other employees and kinds of employees, field duties, if any, and other details concerning your present position.)
3. What work do you expect to be doing on your return home after training?

4. How will training be of benefit to you in carrying out your duties upon your return?

Signature _____

PART C. Statement by candidate's Director or Head of Department on the kind of training required.

Name : _____

Official Designation : _____

1. How is this training related to the program of activities of your organization?

2. What basic skill or knowledge should participant know at end of training?
(How to do what)?

3. Do you recommend any special subject emphasis to attain the knowledge or skills mentioned above?

4. If the participant is to be trained on special equipment, please indicate whether it will be available for his/her use on return?

Signature : _____

Date : _____

BEST AVAILABLE COPY

APPENDIX 4

APPENDIX
1984 PAKISTAN TRAINING AND RESOURCE MATERIALS
MANAGEMENT TRAINING MATERIALS

<u>Quantity</u>	<u>Title</u>	<u>Cost</u>
<u>Addison-Wesley Publishing Co.</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	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
1	The Art of Managing Managers	13.95
1	Guide to Effective Management	9.95
1	Management Development Through Training	14.95
1	Entrepreneurship	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 Organiz Dev-MBO	9.95
1	Consultation	25.00
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 Developmt	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 Organiz Developmt	8.50
1	Interpersonal Peacemaking	8.50
1	Managing Stress	7.00
1	Asserting Yourself	6.95
1	" "	2.50
1	The Inventurers	8.95
1	Personal Vitality	12.95
1	Strategic Marketing	26.95
1	<u>You're in Business</u>	<u>9.95</u>
	Subtotal includes 20% discount + delivery	689.73

UNIVERSITY ASSOCIATES

1	Management of Organizational Behavior	22.95
1	Organiz 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	<u>Learning Through Groups</u>	<u>12.95</u>
	SUBTOTAL	1,212.65

WORLD BANK

1	Bureaucratic Politics & Incentives Mgt Rural Dev	3.00
1	Monitoring Systems and Irrigation Management	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
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
2	<u>World Development Report 1984</u>	<u>40.00</u>
	SUBTOTAL	86.00

56

MISCELLANEOUS

1	From Strategic Plng to Strategic Mgt	53.95
1	Bureaucratic Politics & Incentive in Mgt	3.00
1	Monitoring Systems & Irrigation Maganement	5.00
1	Comparative Study of Mgt & Organization	10.00
1	People Centered Development	16.50
1	Management Consulting: Guide to the Profession	25.65
1	Management Develop Progs: Lessons of Success	13.95
3	Development by People	95.60
3	Bureaucracy & The Poor	79.60
1	Development: Contribution Toward Theory	16.50
3	Managing a Mangement Development Institution	136.80
	Training Agric & Rural Development 1981	26.00
	Center for Creative Leadership Pub	3.50
	Career Guide to Profess Assns	19.95
	Petersen's Guide to Undergraduate Study	14.00
	Graduate Programs & Admissions Manua	124.90
	Graduate Record	43.00

Sub Total 687.90

UNIVERSITY OF UTAH MBO MATERIALS

Organizing	14.00
Planning	14.00
Controlling	14.00
MBO I	14.00
<u>MBO II</u>	<u>14.00</u>
SUBTOTAL	70.00

HOLT, RINEHART & WINSTON

<u>Urbanization in the Third World</u>	<u>39.55</u>
SUBTOTAL	39.55

PERIODICAL SUBSCRIPTIONS

Human Resource Management - 1 year 40.00
Public Administration Review - 3 years 40.00
Rural Reconstruction Review 6.91

SUBTOTAL

86.91

ESL MATERIALS PURCHASED IN 1984

CAMBRIDGE UNIVERSITY PRESS

55	Teaching and Learning Languages	439.48
30	Study Listening	135.00
1	<u>Teacher's Manual to above</u>	<u>6.50</u>
	SUBTOTAL	580.98

EDUCATIONAL SOLUTIONS

5	<u>SET OF Algebricks</u>	<u>92.75</u>
	SUBTOTAL	92.75

NEWBURY HOUSE PUBLISHING CO.

30	Point of View	178.80
70	English Structure in Focus	679.82
6	Teacher's Manual 5 FREE	2.96
15	The Grammar Book	336.90
50	Science and Technology Reader	416.90
2	English for Acad & Tech Purp	25.42
15	Transitions - Student Book	89.44
15	" - Work Book	44.44
2	" - Teacher Manual	13.42
1	Set of tapes for Transitions	19.12
50	Rdng English for Academic Study	335.62
36	Advanced Listening Comp	349.57
3	Tapes to Adv Listening Comp	141.93
1	Mod. 1-7 Listen & Learn	62.44
1	Tape 1-7 Listen & Learn	52.22
1	<u>Teacher's Manual to Listen & Learn</u>	<u>2.96</u>
	SUBTOTAL	2,751.96

HUTCHINSON PRESS

20	Examining English Book I	160.06
20	" " Book II	<u>79.70</u>
	SUBTOTAL	239.76

PRO LINGUA

56	Language Teaching Techniques	357.50
55	Index Card Games	330.00
30	Lexicary	172.50
20	Grammar Handbook	120.00
50	Smalltown Daily	375.00
6	Experiential Lang Teaching Techniques	57.00
30	ESL Miscellany	375.00
	<u>Shipping</u>	<u>34.50</u>
	SUBTOTAL	1,821.50

OXFORD UNIVERSITY PRESS

10	<u>Practical Guide to Teaching of ESL</u>	<u>96.70</u>
	SUBTOTAL	96.70

UNIVERSITY OF MICHIGAN PRESS

80	Reader's Choice	671.25
65	English Sentence Structure	427.42
80	Improving Aural Comprehension	596.25
6	Teacher's Manual to Above	26.73
3	Set of Cassettes to Imp Aur. Comp.	412.50
50	Writing is a Thinking Process	337.50
5	Teacher's Manuals to above	
	<u>Postage</u>	<u>51.10</u>
	SUBTOTAL	2,522.75

UNIVERSITY OF MICHIGAN-ENGLISH LANGUAGE INSTITUTE

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
	<u>Shipping</u>	<u>7.94</u>
	SUBTOTAL	145.94

LINGUA HOUSE

20	<u>LAMP</u>	<u>198.54</u>
	SUBTOTAL	198.54

UNIVERSITY OF PITTSBURGH

50	Developing Basic Writing in ESL	297.50
25	PESL	298.75
	<u>SHIPPING</u>	<u>16.71</u>
	SUBTOTAL	612.96

PRENTICE-HALL

45	Who Done Did It?	461.87
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
30	Modern English: A Practical Guide	397.16
25	<u>Insights Into English Structure</u>	<u>306.00</u>
	SUBTOTAL	1,208.38

LONGMAN PRESS

50	American Kernel Lessons - beginning	272.50
75	" " " - intermediate	408.75
50	" " " - advanced	272.50
Tapes to American Kernel Lessons:		
2	Beginning Tape I	49.00
2	Beginning Tape II	93.00
2	Intermediate Tape I	29.50
2	Intermediate Tape II	49.00
2	Intermediate Tape III	93.00
2	Advanced Tape I	49.00
2	Advanced Tape II	93.00
5	Teacher's Manuals to AKL - beg.	30.75
5	" " " int.	29.25
5	" " " adv.	<u>29.25</u>
	SUBTOTAL	1,498.50

EDUCATIONAL TESTING SERVICE

490	TOEFL Tests 402 tests used	3576.00
4	<u>TOEFL Test Kit</u>	<u>68.00</u>
	SUBTOTAL	3,644.00

REGENTS

65	ALA TOEFL Course	1,423.00
5	ALA TOEFL Course - Teacher's	540.00
30	<u>Picture It</u>	<u>162.40</u>
	SUBTOTAL	2,125.40

HARCOURT, BRACE & JOVANOVIICH

15	Modern English I	174.25
15	Modern English II	174.25
1	Set of tapes for Vol I	10.95
1	<u>Set of tapes for Vol II</u>	<u>5.95</u>
	SUBTOTAL	405.40

MCGRAW-HILL

30	<u>Index to Modern English</u>	<u>147.25</u>
	SUBTOTAL	147.25

EQUIPMENT

Texas Instruments 12-digit calculator	\$89.90
Book Cartons for Shipping	31.25
Microfiche Printer	1325.00
File Cabinet	293.90
Weber-Costello Felt Eraser	4.98
<u>Total</u>	1745.03

MATERIALS

MBO Package	73.50
Higher Education Directory - EIL	24.90
Pakistan Letterhead	153.00
Participant Training Forms - 2 part	180.00
Looseleaf & Reference Annual Set - 13 vols.	534.00
Course in Urdu	26.65
Course in Urdu	66.66
Point Maker Easel	53.50
Point Maker Chalkboards	57.00
Mark Maker w/ Board	112.00
Ampad Easel Pads	28.86
Solid Oak Easel	84.00
Typewriter Ribbons	59.80
Map of United States	10.00
<u>Total</u>	1,327.87

Equipment Ordered and/or Sent to Pakistan

<u>Item</u>	<u>Mod</u>	<u>Qty</u>	<u>Date</u>	<u>Tot</u>	<u>Source</u>
Padholders	186PC	40	91284	208.00	Ginn's
Parker Pens	Jotter	100	92584	240.00	Stott's
GEtaperecorders	413 22C	2	82584	89.00	Bells
KODAK					
Slide Proj.	B-2AR	1		290.00	Ritz Cam
5"SldProj Lens	178-4503	1		30.00	
SldProj Case	AV1263714	1		77.72	
SldProj Lamps	13-126-03175			97.50	
Univ. Trays	64-139-0034	5		43.95	
BELL & HOWELL					
16mm Proj	2592 AX	1	91284	680.00	Total AV
Proj Lamps	ELC	5		129.75	
Dust Cover	1			22.50	
Reels	2			23.00	
Speaker Cover	078146	1		67.90	
APOLLO					
Overhd Proj.	LiteMate	1		519.20	Hargrove
Overhead supplies					
Arkwright transp., pens				362.22	Visual Syst.

SONY

5 system TV #KV2072 1 11.84 575.00 B. T. Supply

SHARP

7-system VCR #VC-477E 1 698.00

NATIONAL PANASONIC

VideoCamera WVP-55 PAL 1 650.00

Powersupply for camera PK-A789S 1 85.00

TDK

Videotapes E-180 10 75.00

SUBTOTAL 5,022.24

APPENDIX 5

STATUS OF CONSULTANT ASSISTANCE TASK ORDERS--JULY 1--DEC. 31, 1984

N u m b e r	Task Description	S t a t u s
005--Mgt. Trng., Training of Trainers	To design and implement intensive 4-week residential training of trainers course. Two consultants (AED)	Task completed. Final report on file.
006--Mgt. Training, Auditor General Dept. Assessment	Two consultants to conduct systematic assessment of AGD's training plans, facilities and staff capabilities with recommendations for improvements (ADL).	Initial Assessment completed, draft report submitted for AGD comment, final revised report to be completed early 1985.
007--Mgt. Training, Manager Skill Needs Survey	Develop basis for long range survey of what public managers identify as their skill needs. (PSU)	Delayed til 1985 due to Dr. LaPorte's illness.
008--Mgt. Training, Materials Clear- inghouse Dev.	Develop plan for Material Clearinghouse, define details after survey of all institutions, and recommend how to operate such a cooperative venture. (PSU)	Delayed til 1985 due to Dr. LaPorte's illness.
009--Mgt. Training, PIM Chief Execu- tive's Conference	Implementation of PIM Chief Executive's Conference, course design and support materials planning. Two Consultants (ADL).	Course implemented on schedule. Final report on file.
010--ESL, Master Teacher for Peshawar	Conduct intensive English for Academic Purposes course, administer TOEFL test, supervise other instructors as necessary.	Course completed as scheduled. Final report on file.
011--Mgt. Training, Materials Develop- ment.	Survey management training materials used thus far in Pakistan, recommend others, adapt to special needs of country.	Delayed due to schedule confusion with consultant.

N u m b e r	Task Description	Status
012--Mgt. Training, Basic Skills and Management Competencies(NIPA/Karachi).	Design and implement basic mgt. course for public officers with approximately 8 years experience. Two consultants (ADL).	Needs survey and planning completed Course to be presented Feb.1985
013--Mgt. Training, MIS and Computer Uses(NIPA/Lahore)	Design and implement course to help public officers manager and use information through office systems and computers. Two consultants(ADL).	Scheduled for Jan-Feb. 1985.
014--Mgt. Training, Private Sector Mgt. Training Needs Survey.	To survey needs and plans of private sector organizations for management training. One consultant (ADL).	Scheduled for Jan. 1985.
015--Mgt. Training Training of Trainers Support and Follow-Up.	Replaced by No. 019 and 020	VOID
016--ESL Curriculum Revision	One consultant to work with English Language Specialist on revision and lengthening of intensive English for Academic Purposes course (EIL).	Scheduled for January, 1985

MEMO

November 20, 1984.

TO: James C. Frits, Chief of Party
Dick Vittitow, Director, Management Programs,
Islamabad.

FROM: Robert Terry and Robert Wilson, ADLittle

SUBJECT: Consultants' Report - Chief Executive Officers' Conference,
Karachi, November 10-15, 1984.

The first Chief Executive Officers' Conference in Karachi conducted jointly by PIM and ADL MEI, seems to have been a resounding success.

I. Participants:

The participants consisted of 20 men, carefully screened to assure that they were all chairmen, chief executive officers or managing directors of private firms or public enterprise corporations. The "final" sign-up list contained 24 names evenly split between the public and private sectors. Due to last minute cancellations, we lost a few participants and our carefully-sought balance. In the event, however, balance proved to be unimportant; differences more frequently lay along the "large organizations vs. small" axis, rather than between public.

II. Faculty:

The conference brochure billed a 3-man staff - Abdullah, Terry and Wilson. But during detailed planning, we all recognized the importance including specific attention to building effective management teams. We also recognized the skills of Dick Vittitow in group dynamics training. Thus, we drafted him into the conference staff. He participated actively in all design and daily staff meeting and managed the small group and planning sessions on team-building. His contributions were important, and should be included more formally in conference planning and marketing for 1985.

III. Objectives and Teaching Style:

Our objectives for the program were:

1. To transmit new knowledge about a major management technology;
2. To practise planning and management skills;
3. To encourage formulation of new attitudes; and
4. To learn how these CEOs assess the usefulness and potential for their companies and Pakistan of ADL's strategic management methodology.

We attempted to carry out these objectives in a variety of ways. We introduced a unified system of management, planning, and human resources development for diverse organizations; we limited our pure lecture time; we divided the conference into four small groups (which worked together throughout the six days) and gave them a series of structured tasks; we introduced them to both theory and practice of group interaction skills; and, we supported the presentations with copious handouts - diagrams, check lists, templates, analytical tools, and article reprints.

We used throughout the week a major teaching case, "National Development Corporation", written by ADL MEI. It is set in an unnamed country having characteristics very similar to those of Pakistan. Participants reacted to it positively. The case proved to be "rich" in offering realistic data and challenges to apply analytic techniques, both quantitative and qualitative, in corporate planning, finance, technology, human resources management, and organization.

Our style of teaching was built on the assumption that we have a series of concepts and practices proven useful in other parts of the world; we then asked the CEOs to judge whether these ideas seemed adaptable to their own Pakistani environment? We believe that our assumption, explained during the opening session, established credentials for our materials without insisting that ADL's ideas need be adopted wholesale. By frequently referring back to that base line, we believe they were required to relate new experiences to old as our concepts unfolded. In the end, they reported to us that the concepts for the most part were "very applicable to Pakistan".

IV. Contacts and Schedule:

Without going into details (the starting agenda is attached), let us just say that the logic system presented was built around the ADL approach to Strategic Planning and Strategic Management at both Business Unit and Corporate levels. This framework provided the opportunity to logically link in materials on organization planning, human resource management, deployment of technology, measurement and rewards systems, policy formulation and objective setting. To get a feel for the relative time devoted to these topics, please refer to the attached minute-by-minute log kept of the course by, Mr. Inam Kemal of PIM. This show how we adjusted our original agenda as the conference unfolded each day.

V. Accomplishment and Feedback:

We announced at the beginning of the course that each participant would be expected to report his reactions at the end of the week. This was carried out during a 2-hour session on the final afternoon. We asked the participants to structure their responses around four questions:

1. How applicable is this material to Pakistan?
2. What immediate "next steps" do you plan to take to apply this material in your own business?
3. What other kinds of support do you, as CEO's need?
4. What suggestions do you have for future CEO conferences like this one?

Responses to the first question were encouraging. Almost all agreed that some or all of the concepts of strategic management were applicable. The private sector representatives (one of the few times differences arose) believed that competitive analysis tools were readily useable, especially those related to ADL's strategy oriented definitions of business and industry. CEOs from the public sector believed the concepts should be applied, but felt that education about strategic management is needed at the ministerial level, to help their government supervisors to understand the rationale of differential performance criteria.

The "next steps" question, posed by Dick Vittitow, proved useful. It forced CEOs to think concretely about the adoption process. Most spoke about orientation briefings (by themselves, by PIM, or by ADL) for their boards and senior management teams. As they thought more about it, PIM's possible role began to grow. In fact, that became the most frequent answer to the 3rd question as well.

The last question concerning suggestions for change in this conference covered a wide range. Some wanted the course longer; others shorter; still others wanted it the same length, but with more (or less) material. Several suggested presenting the same material, but to a team of managers at various levels within each company. Some also suggested that the faculty supply more "school solutions" to the problems presented.

At the feedback session as well as in the hours that followed, we received the most warm, complimentary reports. Considering how much time the CEOs devoted, and how hard we worked them, we think that was remarkable. The emphasis and materials on team building proved more welcome and successful than we had anticipated. It is also notable that no CEOs defected through the week as sometimes occurs.

VI. Faculty Evaluation:

On Friday, the PIM-ADL-AED staff spent about 3 hours debriefing, spelling out some follow-up activities, and making plans for 1985. Among the general decisions reached were these:

1. Hold a similar CEO conference in Karachi at the Sheraton during November next year. Set the dates by December 15, 1984 and announce it formally early next year.
2. Select 4-5 participants from this 1984 conference for individual follow-up by Arshad Abdullah, to enrich our immediate feedback. This should be done within the next one or two weeks.
3. Hold a luncheon meeting among this year's participants, within 3-4 months, to do 3 things:
 - a) Reinforce implementation,
 - b) Obtain feedback with perspective,
 - c) Beginning marketing through them for 1985.
4. Within the six-day format, slightly change the time allocations for various topics
5. Begin training Mr. Zavar Zubair and/or others to take a more active roles in teaching next year's seminar.
6. Prepare "school solutions" to the course problems to enrich the teaching notes on the case.
7. Rewrite the "In-basket" exercise (not used this year) to sharpen its applicability to strategic management issues.
8. Add a session or two on "Country Analysis", to focus on problems in applying this logic system to specific economies. Recognize in Pakistan the role of the powerful "black or underground economy".

Specifically, ADL agreed to do the following:

1. Participate in next year's conference;
2. Support PIM by training its staff in improving their consultancy skills over the next 6-8 months;
3. Combine with PIM (if requested) to make client calls on 1984 participants and 1985 candidates; and,
4. Prepare a bibliography of materials on Strategy, Management and Human Resources to enrich PIM's library.

We will also stand by to help PIM conduct "one-company" seminars on planning, if requests arise.

This has been an exciting opportunity for both of us. We found the group challenging, responsive and receptive. We found working with Dick Vittitow and Arshad Abdullah stimulating and productive. We gained as much as we contributed.

PLANNED
SCHEDULE

PIM - ADL CHIEF EXECUTIVE OFFICERS CONFERENCE - 1984

	1 SAT. 10TH	2 SUN. 11TH	3 MON. 12TH	4 TUES. 13TH	5 WED. 14TH	6 THURS 15TH
9	1 OPENING: INTRODUCTIONS OUTLINE	5 REVIEW FEEDBACK: ISSUES	9 REVIEW APPLY TO PAKISTAN	13 TECHNOLOGY & STRATEGY	17 REVIEW AND FEEDBACK: IN- TRAY	21 ORGANIZATION ISSUES
10	ISSUES AND EXPECTATIONS	DISCUSSION: ONE COMPANY	FINANCIALS		MANAGEMENT: STRA- TEGIC HUMAN RESOURCE MGT. PLNG.	
10:30		TEA	BREAK			
11	2 STRATEGY: ROLE, CONCEPTS	6 MATURITY	10 GROUPS: NDC STRATEGY & MANAGEMENT	14 MANAGEMENT POLICY	18 CORPORATE PLNG & PORTFOLIO ANALYSIS	22 ADAPTATION & APPLICATIONS IN PAKISTAN
12	NDC CASES A,B	MGT. SYSTEMS, SKILLS, STYLES				
1		PRAYER	AND	LUNCH	BREAK	
2	3 DISCUSS CASES A,B	7 GROUPS: APPLY CONCEPTS	11 GROUPS REPORT	15 GROUPS: IN- TRAY EXERCISE	19 GROUPS: NDC CASE C	23 CONFERENCE SUMMARIES
3						
4	INDUSTRY CONCEPT		MANAGEMENT: OBJECTIVES			
4:30		PRAYER	AND	TEA	BREAK	
5	4 GROUPS: DEFINE NDC INDUSTRIES	8 COMPETITIVE POSITION	12 NDC CASE C	16 MANAGEMENT: TEAMS & PROCESS	20 GROUPS REPORT	24 CLOSING: MINISTER
5:55		PRAYER	BREAK			
6:10	GROUPS REPORT	EXERCISE & DISCUSSION		HRM SELECTION & APPRAISAL	HRM REWARDS & DEVELOPMENT	RECEPTION
EVENING	REVIEW NDC	STRATEGY CARDS		DINNER	RECEPTION	

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REPORT OF THE
INTENSIVE TRAINER DEVELOPMENT PROGRAM

OCTOBER 7 - NOVEMBER 1, 1984

CECIL HOTEL, MURREE

SUBMITTED BY:

Mr. Mandel Lerner
Dr. Marion S. Vittitow
Trainers/Consultants

CONSULTANCY REPORT - RAYMOND C. CLARK, AUGUST 1, 1984.

The purpose of my consultancy to the AED DST Project in Pakistan was to assist the English Language Specialist from EIL in his efforts to provide an effective English for Academic Purposes Program for Pakistani participants.

I assisted him in four principle ways:

I reviewed the work done to date - principally the intensive course just completed in Quetta; I reviewed his work plan; I got a limited but useful first-hand look at the overall project and the present situation and condition of English as a second language in Pakistan; finally, I gave some advice on the modification of the intensive English curriculum and I wrote a a three-level curriculum for an extensive English for Academic Purposes Course.

After a brief visit to the PACC in Karachi we went to Quetta where we spent one week discussing the project and work plan in general, evaluating the completed intensive course, and assessing the situation in Quetta through visits and discussions at the PACC and the University of Baluchistan. We came to Islamabad on July 19 to do further refinement of the work plan and begin curriculum development. July 24-26 we travelled to Peshawar to investigate the feasibility of an intensive course there and to discuss the establishment of an extensive course at the PACC. During the final 6 days of my stay in Islamabad I wrote the curriculum for the extensive course.

Throughout my three-week visit, David Hopkins and I spent several hours a day discussing the project. I was able to provide some useful technical expertise on matters such as testing, materials, and curriculum design, but perhaps more importantly I served as a sounding board against which David clarified many of his own ideas, and I was able to offer a second opinion on a variety of issues from student needs and motivation to institutional and teacher resources.

I would summarize by offering some of my own observations:-

1. The essential strategic issue seems to be the matter of offering programs to meet immediate needs and/or building towards a long-range capacity to offer English for Academic Purposes through existing Pakistani institutions such as the PACCs.
2. I concur with the essential soundness of the present plan to meet immediate needs through intensive programs directly administered by AED and at the same time to build an indigenous capacity in which the PACC system can offer extensive English for Academic Purposes programs in the years to come.
3. The need and motivation for English among Pakistanis is high. The need is especially strong in English for Academic Purposes because the existing opportunities for English are in the area of general English only. One exception to this observation is the University of

Baluchistan where the English language Center is offering English for Academic purposes successfully and apparently intending to expand this offering.

4. The PACCs have shown interest and a cooperative attitude toward adding English for Academic purposes to their offerings. Although there is potential at the PACCs, they definitely need guidance and strengthening, especially in the areas of teacher training and curriculum implementation.
5. The position of Local Program Specialist is definitely needed not only to assist the English Language Specialist in developing intensive and extensive courses, but also to carry on the effort when the English Language Specialist's contract is completed. The sooner this person can be brought on, the better.
6. In addition to bringing on a local program specialist, the project will definitely benefit if the contract of the English Language Specialist can be immediately extended by at least six months - preferably an additional year. The two specialists will need this time together to ensure that there will be no slippage when the English Language Specialist leaves.
7. The intensive program at Quetta was indeed highly successful as indicated by the progress in the TOEIC. Fortuitously, an outstanding

teacher was available, but this success can be continued as long as there is attention to teacher training and on-going supervision. It should be noted, however, that the supply of highly trained ESL teachers in Pakistan is severely limited, underling the importance of building a skilled cadre of teachers for the coming years. Again, PACCs seem to be the best places for building this cadre.

8. Because there are a number of players on the present ESL scene in Pakistan, it would be desirable to hold a professional conference with representatives from USIS, PACC, AED/AID, University of Baluchistan and others to discuss and coordinate the overall up-grading of ESL in Pakistan.
9. Among the issues to be discussed in a conference such as the one described above is the growing number of Afghan refugees enrolled in PACCs. At Peshawar, 70% of the student body is Afghanis. At Quetta, three of the teachers are Afghanis. If this trend continues, the original intention, and hence the effectiveness of the PACCs can be weakened, thereby detracting from AED's effort to help strengthen the PACCs.

Finally, I would like to express my thanks to the AED staff for their support. The working facilities, living arrangements and cooperative support have been excellent. My only recommendation is that consultants who do not come directly to Islamabad should receive per diem and a briefing immediately upon arrival. In most

cases, however, arrival will be in Islamabad and so this will not be a problem.

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REPORT OF
THE INTENSIVE TRAINER DEVELOPMENT PROGRAM

A four week "Intensive Trainer Development Program" was conducted at the Cecil Hotel in Murree from October 7 to November 1, 1984. As the first of its kind, the program brought together 21 participants from 10 different training institutes or programs throughout Pakistan. The program was initiated as an initial response to the request for a new, less traditional approach to training. It was hoped that those who participated in the program would form an important network of people who would share a common language and similar skills, methodologies and strategies for training.

The program focused on five major areas of developing training:

- 1) Needs assessment;
- 2) Designing training;
- 3) Methods and techniques;
- 4) Presentation; and
- 5) Evaluation

Additionally it focused on three dimensions of trainer development:

- 1) Knowledge development;
- 2) Skills and competence development; and
- 3) Attitude change.

I. TRAINING APPROACH

The four-week "Intensive Trainer Development" program presented a unique approach to training. Among its unique aspects are the following:

- 1) It is based on the principles of adult learning - it utilizes the past and present experiences of the participants and focuses on real life issues or problems that have been identified by the participants in the form of learning needs;
- 2) It is participant-centered - attention is given to creating an atmosphere and utilizing methods which involve the participants in their own learning process. The trainer is a "facilitator" of that learning experience, rather than a "teacher" who solely passes on information;
- 3) It is focused on an experience-based model of learning - research tells us that there are a series of steps that people go through while learning:
 - a) Awareness;
 - b) Understanding;
 - c) Ability to form generalizations and recognize the meaning in learnings; and
 - d) The ability to act upon learnings gained.

For the fullest learning to occur the learner must be helped to focus on the experience they are undergoing. The four-stage process involves the learner in exploring:

- a) Their reactions to, or feelings about, the experience;
- b) What they learned from the experience;
- c) How these learnings relate to past experiences or what generalizations could be made from the learnings; and
- d) What possible ways the learnings could be applied to their real life situations or how they may wish to act/ behave differently based upon their learnings.

Any experience that occurs during the workshop is seen as a potential for learning whether it be a structured experience (such as a lecture or a role play or a planned group discussion) or an emerging experience (such as deciding whether or not to have a field trip or holding a discussion about a subject that comes up during the course of the program).

Each method or technique is treated as a "tool for learning" - a lecture or a film doesn't end when the speaker has finished or the movie has been completed; the four stages of reacting to the experience, identifying learnings, generalizing learning, and exploring application follows in order to complete the process of learning;

- 4) It involves people in a process of self-development - each individual is offered the opportunity of building within themselves new knowledge and skills pertaining to helping others to learn. One's assumptions are tested, values examined, and ways of perceiving and acting explored. Feedback and critiquing are offered. Attitudes are changed, and new behaviors emerge. The individuals' own personality, and the situation in which the person will be working, influence the planning and implementation of individual self-development plans and of work re-entry and monitoring plans;
- 5) It offers a systematic exploration and practising of the components involved in designing a training activity or event - the five primary components of assessing, designing, presenting, coordinating and evaluating a training activity or event are specifically explored. Each individual then practises designing and conducting a 30-min. training activity (in a team of three) and finally a 1-hour training experience (alone), with appropriate critiquing accompanying each experience. Finally the design is improved upon and revised;
- 6) It attempts to relate learnings to potential application in one's back-home situation - since the culture of each training institution is unique, and the experience and capability of each participant differs, the potential for application of this approach varies. A variety of ways to assess the usefulness and possible transfer of methods, techniques and strategies is utilized. The changes in participant abilities is tracked. The potential of the institution program to try the new approaches and behaviors is explored with its director or administrator. Groups from various regions explored how to work together and support each other; each person chose a "partner" within the region to call upon and to reflect with. Every participant constructed a plan of action (for the next 6 months) listing the activities related to this training program that they wanted to introduce institutionally or further develop personally. An analysis of successes, non-successes and alternatives for adopting within these re-entry plans will form the basis of the projected follow-up program.

II. LEARNING GOALS AND CONTENT

A. Needs Assessment

Data on the needs of participants was gathered in four different ways:

- 1) A series of individual interviews prior to the training;
- 2) Information from the participants registration form;
- 3) Individual and group assessment during the first days of training, and
- 4) Various interviews and self-reports during the program.

1. Two weeks prior to the training at Murree, 10 individual participants from 6 institutions (all of the participants selected at that time) were interviewed regarding their individual and organizational needs and expectations from the training program. Those needs were:

- Learn to use and practise a systematic approach to training.
- Learning new methods to facilitate change and the learning of new behavior
- Assist participants in the application of new learnings and behavior
- Improve basic communicative skills in working with people (e.g. listening, feedback and group dynamics)
- Build a sense of vision/ideals within trainers
- Enhance the self-worth, competence and self-satisfaction of trainers as a professional group
- Build a support network of a cadre of trainers with similar skills, methodologies, and strategies for change
- Gain institutional support for applying new methods and skills
- Develop new materials
- Design and conduct training for a variety of participant needs and behaviors
- Learn how to collect data to determine training needs
- Practise new training skills
- Fit training methodology with institutional goals
- Learn training evaluation techniques
- Learn how to get "unstuck" from past learning - beyond the theoretical to the applied - from concepts to action
- Examine attitudes, assumption about learning, change and development
- Learn about coordination of training (i.e., records, follow-up)
- Learn about training in various regions and institutions of country
- Examine various options for follow-up of training from institutions (i.e. consulting, research)
- Examine consulting skills and models

These identified needs plus those shared by directors, served as the basis for formulating this program's goals and design. Wherever possible, participants were informed when their learning needs would not be met in the upcoming training program (e.g. quantitative

research methodologies, overhead projector methodologies).

2. Along with the letters to participants prior to the training a registration form asked what individual expectations were and what the expectations of the organization sending them were. Responses fell into the following categories:

Individual Expectations

- Training methods
- Be able to design and conduct practical workshops
- Methods - modern training techniques
- Upgrade knowledge and skills of teaching
- Assess training needs
- Refining of skills especially communication skills
- Concept development and shaping of ideas
- Learning transfer
- Evaluation
- Benefit from knowledge and experience of others

Expectation of Organization

- Develop skill and techniques for training programs
- Design new programs
- Better trainer/manager

3. During the second day individuals responded to two questions: What do I wish to learn (skills, knowledge, attitudes, etc.) and what are the expectations of my institution for my participation from this program. Small groups met and discussed needs. The responses were combined as a list for the total group and compared with weekly learning goals and design constructed by the trainers. Almost all of the group's list was reflected in the goals and design, and mutual agreement was reached between the participants and training staff as to the program content. Several areas which would not be addressed were identified.
4. Throughout the training, (at the end of each week, during and after various activities), participants were asked what more, different, less needed to be covered during the program. Changes were made accordingly, when agreed upon by the total group.

II. B. OVERALL COURSE GOALS

1. Learn and practise a systematic approach to training.
2. To examine, practise and apply an experience based, participant centered approach to training.
3. To relate training methods and strategies to existing conditions, needs and resources in each individual institution.
4. To build a support network of a cadre of trainers with similar skills, methodologies and strategies for facilitating learning.

II.C. INTENSIVE TRAINER DEVELOPMENT PROGRAM
MURREE OCT. 07 TO NOV. 01, 1984.
SCHEDULE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY & SATURDAY
Formal opening	- Learning Needs	- Experienced based learning	- Need Assessment interview other methods	- Communications model - Using an expert/quest Visit of expert	
Getting acquainted	- Adult learning norms	- Communications skill - Personal inventory - Training model	- Group dynamics	- Evaluation of the week	
Designing training Setting objectives Learning & motivation Facilitating	- Climate setting - Norms setting - Goal agreement - Lecturette - Facilitating - Role playing	- Selecting methods - Evaluating an activity - Designing a training activity (team)	- Presentation of a activity	training 30 minutes Evaluation of week	
Orchestrating training. Managing difficult or different participants. Processing learnings Case study	- Evaluation using a film - Designing a training activity (individual)	Presentation of a experience	1 1/2 HR. Training	- Review of learnings - Redesigning, presenting & training - Coordinating training	
Self-development plan Design contracting experience	- Contracting with Directors/Administrators	- Bank home action plan - Re-entry - Back home stress management	- Designing evaluation - Evaluation of program	- Closing ceremony - End of program.	

II.D. GENERAL WEEKLY LEARNING GOALS

Week One

1. To become acquainted with and apply an "experience-based" model of training;
2. To examine basic assumptions of adult learning;
3. To learn about and engage in team-building processes, including giving and receiving feedback;
4. To gain knowledge about and practice basic communication skills;
5. To find out about the backgrounds and resources of group members and determine ways they can contribute to the richness of the program;
6. To assess needs of participants and introduce different needs assessment techniques for use with others;
7. To learn about and experience how groups work and develop and how individuals react and relate.

Week Two

1. To examine and practice the components of a helping relationship, including facilitating people toward learning;
2. To develop an approach to learning about and observing different trainer and learning styles;
3. To design a training event with others and receive feedback on the design;
4. To illustrate and discuss a variety of training methods (e.g. role playing, lecturette, buzz groups, etc.);
5. To examine assumptions about the nature of people with whom one works.

Week Three

1. To explore training as a strategy in the process of change;
2. To learn and apply a systematic approach to designing training programs or workshops including: needs assessment, goal and setting, climate setting, goal agreement, learning activities and methods, and evaluating;
3. To continue designing, conducting, and critiquing training;
4. To examine the coordinating of a training experience;
5. To learn about and engage in evaluating.

Week Four

1. To identify principles and learnings from workshop which relate to work projects/problems;
2. To prepare participants to carry over learnings from the course to their work settings;
3. To develop a plan for continued growth and development on the individual, institutional and professional levels;
4. To examine the potential support and follow-up from A.E.D;
5. To design an evaluation approach and instrument for this course.
6. To involve institutional administrators with participants in the exploration of integrating news skills, knowledge and attitudes to the respective institutions/programs.

II. E. DAILY DESIGNS

WEEK 1

Sunday, October 7

- Formal opening.
- Get acquainted through a small group drawing experience.
- Introduce your group to the larger group.
- Share values, assumptions, and norms underlying the program.

Monday, October 8

- Share overall course goals.
- List both your learning expectations or needs and those of the institution which sent you - alone.
- Join in trios and merge ideas into one list.
- Join as total group and record each different learning need.
- Compare participants' list with the weekly learning goals and monthly schedule prepared by trainers (based on pre-course needs assessment interviews). Discuss differences, gaps, aspects which won't be covered in this program. Make changes and agree (as a group) upon the learning goals and the content schedule.
- Agree upon daily time schedule.
- Reflect on mornings work and evaluate satisfaction with the result/product and the way/process. Discuss what was learned about this approach to needs assessment and goal agreement.
- Address house-keeping issues with Hotel Cecil Manager. Form a "Recreation and Community Concerns" committee.
- Recall and build list of "Positive Aspects of an Adult Learning Experience". Compare participants list with Adult Learning handout (based on Malcolm Knowles).
- Discuss implications for trainer behavior based upon these concepts. Draw together a total list, "How I Should Act as a Trainer", to be duplicated as transformed into a self-inventory instrument for use in the third week.
- Build on group norms.

Tuesday, October 9

- Introduce new participant
- Learn about and practise one important communication skill, paraphrasing. Use the topic, "One way to increase participation among trainees is --" as the subject matter for the practice. Focus upon learnings about practising the skill of paraphrasing and learnings about the content matter.
- Acquaint participants to an Experience-Based Model of Learning.
- Explore how the experience-based learning model was used during the activity of paraphrasing.
- Recall methods and techniques we have used so far that carry through the four steps of the learning model (E-Experiencing, I-Identifying, G-Generalizing, A-Applying).
- Introduce the Nine Dots experience. Engage people in a conversation about perceptions and assumptions.
- Ask individuals, "What assumptions are you making that stopping you from being more creative in your work?"
- Handout McGregor's "Theory X and Theory Y" assumptions managers make about subordinates. Ask participants (in institutional groupings) to focus on one significant client and list the assumptions they make about that client (build a Theory P for their Pakistani client).

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- Discuss how our assumptions are helping us and hindering us in our work with those clients.

Wednesday, October 10

- Present a lecturette on group dynamics with emphasis on group roles.
- Give chances for all to select one role to practise during group discussions (Half the group practise while other half observe).
- Work in groups to explore our group norms - what norms have emerged and what norms should be adopted for an effective learning environment to exist? Join as a total group with representatives discussing and agreeing upon these norms.

Thursday, October 11

- In mixed groups, each assigned a different method or skill (paraphrasing, assumptions testing, group roles, building norms) examine and list how such methods/skill might be applied in the back home setting (where, when, how). Choose a facilitator. Share with rest of groups.
- Evolve a communications model focusing on the process of giving and receiving feedback.
- Reform the groups worked in that morning. Practise giving and receiving feedback to each member, including the group facilitator, about how their behavior/actions helped or hindered the group's work.
- Use the "5 squares" experience to learn about trust and cooperation while working non-verbally (another communication skill).
- Review and discuss the week's goals, designs, schedule and learnings and make suggestions for changes for next week.

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Friday, October 14

- Get reacquainted by sharing anything that happened this weekend that relates to your work in this program. Introduce last new member.
- Agree upon daily schedule change.
- Examine "Managing Training Cycle" handout to scan stages to be covered this week and next.
- Practise using behavior descriptions (another communications skill). Review "Basic Communications Skills" handout.
- Learn about and practise the art/skill of interviewing. Individuals interview each other about 1 key problem that their trainees/clients were having during training.
- Each individual wrote out the need or problem as identified during the needs assessment interview. A lecturette about transforming a training need/problem into a general learning objective was followed by individual and group practice of this process.
- The focus shifted to managing or facilitating training. All reviewed "Managing the Reporting Process". Small groups produced tips for the trainer in the following areas:

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- a. tips for giving directions re tasks
- b. techniques for "processing"
- c. questions to ask to focus on - E
- d. questions to ask to focus on - I
- e. questions to ask to focus on - G
- f. questions to ask to focus on - A
- g. criteria for forming groups.

Newsprint was prepared and hung around the room. All visited and read all "tips". Clarifications and additions were made. Groups processed how they had worked and gave each other feedback.

Monday, October 15

- Each participant was asked to write everything they knew about how people learned. Then a lecturette was offered which focussed on learning domains, learning styles, and the laws of learning. The underlying principles of learning were explored and a bridge between these principles and how to apply these to training was built.
- Based upon the learning domains, participants learned about and practised converting the general learning objectives (of Sunday, October 14) into specific learning objectives for focusing on knowledge, on skills and on attitudes or feelings. Teams who would design together tomorrow worked at this task together.
- The steps in designing a training experience were studied and the ways of gaining goal agreement for learning goals from participants was focused on. A review of why and how to build norms occurred.
- The skill of brainstorming was taught and then practised in exploring the environmental and the human dimensions of climate setting. The issue of motivation was also explored in this context.
- A lecturette was modeled in order to show how to make it participant-centered. The topic of the lecturette was "Selecting Methods in Training".
- The subject of trainer behavior or trainer interventions was pursued. The many levels and focuses of such facilitations were examined by recalling what had been done so far, and by focusing on the interventions being made at present.
- The role play method was used to explore problems while interviewing. Then the steps for preparing a role play situation were covered. Next the focus shifted to how to manage the role play as a learning tool. Participants who had used this method in their own institute helped design and implement this session.

Tuesday, October 16

- A friendly competition was set up between five groups each asked to brainstorm and list as many of the methods or techniques used in this program thus far, as they could. The trio who would design together later formed the teams.
- A further exploration of selecting methods occurred with emphasis on flexibility, simplicity, pacing and authenticity (both from the trainees and the trainers point of view).

- To prepare the participants to design their own 30-min training activity (in groups of three), the "Steps to Designing Training" was reviewed as was the "5 Easy Steps to Designing". The joys and problems of co-training was discussed.—Finally a design format was shared until understood.
- Discussion about how and what to critique about the upcoming designs and presentations took place. A set of guidelines was agreed upon.
- The trainers shared a set of assumptions, norms and details for designing tomorrow's learning activity. The learning need/problems were assigned to each trio: to review/refresh the participants about some aspect of -- (adult learning, paraphrasing, feedback, group roles, building norms, experience-based learning model, facilitating discussion groups).
- Training trios worked at their own pace to design and prepare to conduct their participant-centered training activity.

Wednesday, October 17

- Each trio presented their 30-min. activity. This was followed by a 15-min. critique of the learning experience. An overall critique was given by the trainers, with applause for all. Since a shift in schedule had been made to allow a Thursday as a free day, participants were shown what next week would encompass and the session was ended.

WEEK 3

Saturday, October 20

- With music in the background, participants were informed on the newsprint to enter in silence and think about last Wednesday (presentations). Each went off to reflect and write about "What I learned about myself".
- Meeting their presentation trios, they focused on "What we learned about designing" and "What we learned about conducting a training activity". Finally, they used an evaluation instrument to focus on how they had worked together as a group.
- Each of the three separated and 3 groups of 7 people formed and shared their trio groups learnings.
- The communication skill of describing feelings was reviewed and each group of 7 used this in giving feedback about their work together.
- Trios were asked to revise their designs as appropriate and turn in a copy for duplication.
- Managing different group members as a facilitator was explored. Each group made specific suggestions about what to say or do in responding to a participant who: talks too much, is bored, is reluctant to be there, is aggressive, is a clown, is less articulate than others, is shy, is a distractor.
- Attention shifted back to group dynamics and "what to observe in groups". Half the group worked on a task while the other half observed. After sharing observations, roles were reversed.

Sunday, October 21

- Meeting in institutional groups, people explored what general area they would focus on during their upcoming training presentation.

- In pairs, people acted as helpers by helping their partners to become clear about, "..... will be the specific of my one-hour training experience."
- A team of participants and one trainer presented the case study as a learning tool. An actual case study (short critical incident) was read and worked on in small groups with facilitators. Alternative solutions were shared. Then attention shifted to constructing and managing a case study. Finally ways that case studies were effectively being used in various institutions was reported.
- A self-directed learning experience was held in the afternoon. Several self-assessment inventories were completed, all course materials were reviewed and completed, and additional learning needs noted.

Monday, October 22

- Using a film as a learning tool was the first focus. People were given various assignments to be carried out prior to and then after the film. The content, "Meanings are in People" (a film on communications) was studied. Then various ways to use the film as a learning tool were explored.
- The conditions and guidelines for designing and presenting one's own one-hour training experience was shared and agreed upon. Critiquing criteria was established. All went their own way to prepare their design.

Tuesday, October 23 and Wednesday, October 24

- Each participant presented his/her 1-hour training experience. A 30-min. critique session followed.
- The trainers met with the trainees to explore generalizations about designing and presenting. Mr. Jim Frits joined this exploration.

Thursday, October 25

- Questions, reactions and comments about the designing and presenting process were entertained.
- Training as a strategy for change was discussed. Individual changes were charted and shared. Changes that had occurred in the group over the last 3 weeks were recorded and discussed.
- The Experience-Based Learning Model was reviewed and reinforced.

WEEKL 4

SUNDAY, October 28

- Individuals determined what they had learned and wanted to transfer to their institutions. Meeting in institutional groups they examined how they would approach their directors to inform him/her of what had been useful, and what support they would need to carry out their work and individual development.
- The problem-solving technique of Force Field Analysis was taught and then used to examine the cultural/institutional factors which would inhibit/encourage the use of techniques and approaches learned in this program.
- The group worked as a whole to design the learning activity to which the directors had been invited. Learning goals were established, the design constructed, and jobs and role assigned.
- Directors arrived and informal meals and talks occurred.

MONDAY, October 29

- The morning was spent with directors meeting with their participants from this program. Each team shared what had been useful and what support would be needed to institutionalize some of the changes that were desired. A report was presented by each team. Discussion shifted to visions for the future, and ended by looking at inter-institutional networking.
- Three 1-hour individual presentations were delivered and critiqued.

TUESDAY, October 30

- A review panel was established and the rest of the group divided into 3 groups. The task was to construct a format that could be used by everyone in the group as the basis of their re-entry and monitoring plan for the next 6 months.
- Each group delivered a presentation on their suggested format. The review board, using the criteria it set, chose the winning format.
- The best of all formats were merged into one format. Each person worked separately, moving to a helping pair or into institutional group as needed, to outline the activities they wished to carry out during the next 6 months which related to the transfer of learnings and continuing self-development. This re-entry plan will be reviewed and monitored during that time period and then brought by the individual to the follow-up program in April.

WEDNESDAY, October 31

- The why, how, when and what of evaluation was established and discussed.
- Small groups reviewed a number of specific evaluation formats, scales and instruments to see how questions were asked and how measurements could be codified.
- Each group designed one portion of the evaluation instrument to be used by the entire group to evaluate this training program.
- The evaluation instrument was filled out by each participant.

- Our final celebration was held that evening. .

THURSDAY, November 1, 1984.

- An ending ceremony was held which involved all participants and trainers.
- Certificates, group photos and pens were distributed by Mr. Jon Gant and Mr. Jim Frits.

III A. PROFILE OF INTENSIVE TRAINER DEVELOPMENT PROGRAM PARTICIPANTS

Course	Primary Role(s)					Time Employed (Years)	Recent Courses Attended	
	Institution	Location	Teacher/ Instructor	Researcher	Trainer			Course Developer or Supervisor
PIM (2)	KCR				✓	✓	1½	-
	KCR			✓			3	-
NIPA (3)	KCR				✓	✓	17	Islamic Eco. Case Studies
	LHR			✓		✓	3½	Case Studies
	LHR				✓	✓	11	Case Studies
Audit & Accounts (4)	KCR	✓					12	-
	LHR					✓	5 Mo.	-
	LHR	✓					1¾	Proj. Eval. & Audit
	PSH	✓					3	-
PARD (3)	PSH		✓				16	Manpower Pl. Skills in Res. Methods
	PSH		✓				6	Skills in Res. Methods Local Level Pl. Mgt
	PSH		✓				6	Skills in Res. Methods Local Level Pl. Mgt
NCRD (2)	ISD	✓	✓			✓	11 Mo.	-
	ISD	✓	✓			✓	2	-
On Farm Water Mgt. (2)	HYD	✓				✓	2½	Land Survey
	LHR	✓	✓				6	Quant. Methods of OFWM
ADB (2)	ISD	✓					10	Tr. of Trainers - 3 days
	ISD						1½	Office & Loan Proc; Cost Anal. & Budget Control
Primary Health Care Proj (USAID)	ISD	✓				✓	new	Nutrition and Health Curri. Dev.
Family Planning Assoc. of Pakistan	ISD		✓			✓	7 Mo.	-
AED	ISD			✓			new	Managerial Grid

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LIST OF PARTICIPANTS
INTENSIVE TRAINERS DEVELOPMENT TRAINING PROGRAM
MURREE OCTOBER 7 - NOVEMBER 1, 1984

S.No.	Full Name	Organization	Official Address	Residential Address
1.	Shamshad Ahmad Khan	Audit & Accounts Training Institute	Audit & Accounts Training Institute, S.K. Centre, Karachi Phone: 723139	A/462/L, North Nazimabad, Karachi-33. Phone: 623273
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3.	Zafar Mehmood Sheikh	Audit & Accounts Training Institute	Assistant Accounts Officer (Instructor), Audit & Accounts Training Institute, Lahore. Phone: 67581	179-B, New Chauburji Park, Lahore. Phone: 419922
4.	Ayub Sabir	Audit & Accounts Training Institute	Assistant Accounts Officer (Instructor), Audit & Accounts Training Institute, 2-Babar Lane, Peshawar Cantt. Phone: 72104	668 Sabir Manzil, Lalazar Colony, Landi Arbab Road, Peshawar Phone: 30062
5.	Agha Zafarullah Durrani	On-Farm Water Management Project, Government of Sind, Hyderabad.	On-Farm Water Management Project, 23-C Unit No.2, Latifabad, Hyderabad. Phone: 83385	Durrani House, H.No.161, Kalhora Colony, Hyderabad. Phone: 32711
6.	Amjad Saleem	Agriculture Department	On-Farm Water Management Training Institute, 13-KM, Multan Road, Lahore. Phone: 430023/430647	H.No.2, St.No.6, Mustafa Abad, Lahore.
7.	Sajid A. Kuraishi	Pakistan Institute of Management	Pakistan Institute of Management, Clifton, Karachi. Phone: 531217/531218	C-33, Block A, North Nazimabad, Karachi. Phone: 616183

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S.No.	Full Name	Organization	Official Address	Residential Address
8.	Azam Hashmi	Pakistan Institute of Management	Pakistan Institute of Management, Clifton, Karachi-6. Phone: 531217	Top Floor, Giddumal Bldg, Strachen Road, Karachi. Phone: 213743
9.	Zara Ahmad	National Centre for Rural Development	N. C. R. D., Park Road, Chak Shehzad, Islamabad. Phone: 824721/824529	H.No.2, St.9, F6/3-Islamabad Phone:824567/824721
10.	Mohammad Ikram Kayani	National Centre for Rural Development	Research Officer, NCRD, Park Road, Islamabad. Phone: 824529	H.No.54, St.68, G-9/3, Islamabad.
11.	Syed Dawer Hussain	NIPA	NIPA, Karachi Phone: 463038	III-B-14/9, Nazimabad, Karachi. Phone: 627262
12.	Rukhsana Rashid	NIPA	NIPA, 190-Scotch Corner, Upper Mall, Lahore. Phone: 870321-3	25-A, F.C.C., Muratib Ali Road, Lahore. Phone: 872838
13.	Shahid Majeed	NIPA	NIPA, 190-Scotch Corner, Upper Mall, Lahore. Phone: 870321-23	5-C, G.O.R. II, Bahawalpur House, Lahore.
14.	Fazli Karim Khalil	PARD	PARD, Peshawar Phone: 41171	Academy Town, Peshawar. Phone: 41171
15.	Aminullah	PARD	Research Associate, PARD, Peshawar. 41171/41172	Village Sheikh Keli, P.O. & Police Station Mathra, Tehsil & Dist. Peshawar.
16.	Muntazir Khan	PARD	PARD, Peshawar Phone: 41171/41172	Civil Bazar, Risalpur Cantt, Tehsil Nowshera, Dist. Peshawar. Phone: 53/73

No.	Full Name	Organization	Official Address	Residential Address
17.	Ehsan-ul-Haq Rana	ADBP	Staff College, ADBP Head Office, Islamabad. Phone: 822984/829090-99/227	H.No.680, St.6, G-9/3, Islamabad.
18.	Nazir Ahmad Tabassum	ADBP	Finance Department, ADBP Head Office, Islamabad. Phone: 822919	H.No.291, St:94, G-9/4, Islamabad.
19.	Sabiha Syed	Family Planning Association of Pakistan, Islamabad.	Family Planning Association of Pakistan, 42 Bazaar Road, G-6/1, Islamabad. Phone: 822461	H.No.68, St. 32, F-6/1, Islamabad. Phone: 823528
20.	Nasreen Bajwa	Primary Health Care Project (USAID)	National Basic Health Services Cell, Primary Health Care Project, St.No.65, H.No.3, F-8/3, Islamabad. Phone: 852651	H.No.799, St.No.64, G-9/4, Islamabad. Phone: 850817
21.	Aziz Ahmad Qureshi	Education Department, Government of Sind	Government Premier College, Nazimabad, Karachi Phone: 612824.(c/o NIPA, Karachi. Phone: 463018)	A-680/12, Gulberg, F.B.A., Karachi. Phone: 685541
22.	Rahat Saghir	Academy for Educational Development	Academy for Educational Development, No.56, St.88, 6th Ave. (Ataturk) G-6/3, Islamabad. Phone: 822906/824858	J31-A, Lane-4, Peshavar Road, Rawalpindi Cantt.
23.	Dr. Marion Vittitow	Academy for Educational Development, Islamabad.	Academy for Educational Development, No.56, St. 88, 6th Ave. (Ataturk). G-6/3, Islamabad. Phone: 822-906/824-858.	E-7, H.91, Street No.7, Islamabad. Phone: 823-412
24.	Mandel Lerner	Academy for Educational Development, Islamabad.	Academy for Educational Development, No.56, St.88, 6th Ave. (Ataturk). G-6/3, Islamabad Phone: 822-906/824-858.	4927, Muir St. San Diego, CA 92107 (619) 226-2041

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IV. SOME FINDINGS

The evaluation form which was designed and filled out by the participants, provides a number of important findings. One additional list of the reported changes that had taken place in the group during the first three weeks also provides interesting data.

A. Content and Methods

While creating the instrument used for evaluating this program the participants listed the three areas of learning focused on in this program:

1. Concepts/knowledge/theories/information;
2. Skills; and
3. Attitudes, feelings and values.

The three charts following show:

- a. The content and methods taught and practised;
- b. The extent to which this was new learning; and
- c. The extent to which these were expected to be applicable to their work situation.

II. C. FACTORS EFFECTING THIS GROUP'S LEARNING

- An expressed dissatisfaction with present methods and results of training-
- Ambivalence toward traditional learning model; i.e., recognition that it doesn't produce much and attraction to participative adult learning, but fear of letting go of the "easy model of tradition".
- Heterogeneity of group (age, sex, experience, role and institution) provided an opportunity for appreciation of differences. Participants at first felt the mixture of the group would be a hindrance to their learning but at the end most reported that they felt it to be a helpful factor. The extent of the diversity made it difficult (particularly in the earlier part of the program) for the trainers to meet the felt needs of those who had been training longer, or who had a specific client group, about whom they were seeking answers
- Emphasis on communication skills and speaking in Urdu or other languages as needed aided this diverse group in its interactions
- Experiencing the trainer as a facilitator of learning rather than solely an imparter of knowledge was new for most participants
- Training (and consequently trainers) was reported as being a "dumping ground" and the image was felt as detracting from their creativity.
- Some trainees are coming to institutions for training and feel that there is nothing they can learn from instructors who are junior to them in rank and experience.
- Some institutions have a culture of everyone "doing their own thing" which tends to lead to individual freedom but also to preclude sharing new ideas and materials
- Lack of clarity existed in some institutions about how far a staff member could go in trying new approaches - what happens if a new approach backfires? Support for learning from mistakes was felt as limited or missing.
- Opportunities for being brought into the classroom as a trainer were often limited or took years ("of doing other work first.").

INFORMATION/KNOWLEDGE LEARNED

Concepts/Models/Theories

Degree Known before
Program

Degree Known Now

		Little	Some	Much	Little	Some	Much
3.1.	Cream off the top	15	5	1	-	-	21
3.2.	Buzz groups	10	8	3	1	8	12
3.3.	Trios/pairs discussions	7	1	4	-	2	19
3.4.	Total/large group discussion	3	8	10	-	2	19
3.5.	Fish bowl/group on group	18	2	1	-	4	17
3.6.	Norm building	6	13	2	-	2	19
3.7.	Adult learning	7	8	6	2	4	15
3.8.	Lecturette	3	4	14	2	6	13
3.9.	Critiquing	5	8	8	-	4	17
3.10.	Feedback	5	6	10	-	3	18
3.11.	Paraphrasing	10	6	5	-	2	19
3.12.	Films	7	6	8	7	4	10
3.13.	Reflections	8	7	6	-	7	14
3.14.	Experiential activities (e.g. 9 dots, squares)	15	5	1	-	11	10
3.15.	Brainstorming	7	6	8	-	5	16
3.16.	Gallery Walk/Observation	11	5	5	2	7	12
3.17.	Interviewing	6	5	1	1	4	16
3.18.	Friendly Competition	4	7	10	-	4	17

Note: The numericals represent the number of responses in each category from a group of 21.

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<u>SKILLS LEARNED</u>		Before Trng Program Degree of Achievement					After Trng Program Degree of Achievement					How applicable to your job Degree applicable to job					
Nature of Skill		Low		High			Low		High			Low		High			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
4.1.	Communication	2	2	6	5	6	-	-	1	10	10	-	1	-	6	14	
4.2.	Feedback	6	2	1	8	4	-	-	4	7	10	-	-	3	5	13	
4.3.	Interviewing	3	2	3	5	8	-	1	2	5	13	-	2	3	2	14	
4.4.	Facilitating	4	3	7	6	1	1	-	2	9	9	1	-	2	8	10	
4.5.	Self-Development	2	4	4	7	4	-	-	1	6	14	-	1	1	3	16	
4.6.	Listening	2	1	2	7	9	-	-	1	6	14	-	-	-	5	16	
4.7.	Climate Setting	6	1	3	2	9	-	-	2	2	17	-	-	3	-	18	
4.8.	Norm Setting	6	1	3	5	6	-	-	3	3	15	-	1	2	3	15	
4.9.	Group Participation	3	2	7	3	6	-	-	1	5	15	-	-	3	1	17	
4.10.	Others - Comments																

Note: The numericals represent the number of responses in each category from a group of 21.

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<u>ATTITUDES LEARNED</u>		Before Trng Program Degree of Achievement					After Trng Program Degree of Achievement					How Applicable to Your Job Degree Applicable to Job				
		Low		High			Low		High			Low		High		
Nature of Skill		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5.1.	Positive Behavior	-	2	2	7	10	-	-	-	7	14	-	-	-	4	17
5.2.	Co-operation	1	1	2	7	10	-	-	2	5	14	-	-	-	6	15
5.3.	Understanding	1	0	3	7	10	-	-	-	7	14	-	-	1	3	16
5.4.	Recognition	1	3	-	8	7	-	-	1	4	13	-	-	1	4	14
5.5.	Motivation	1	-	3	12	3	-	-	1	4	13	-	-	2	2	16
5.6.	Responsibility	-	-	3	6	12	-	-	-	4	15	-	-	-	2	18
5.7.	Punctuality	1	-	4	8	7	-	-	1	4	15	-	-	1	3	17
5.8.	Adaptability	1	-	3	12	4	-	-	1	6	13	-	1	-	4	15
5.9.	Sharing	1	-	4	8	7	-	-	-	6	15	-	1	3	2	15
5.10.	Encouragement	-	-	3	11	6	-	-	-	6	15	-	-	1	5	15
5.11.	Other/comments															

Note: The numericals represent the number of responses in each category from a group of 21.

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IV. B. GROUP REPORT OF CHANGES WHICH HAVE OCCURRED IN THIS
COMMUNITY OVER THE FIRST THREE WEEKS

1. More friendship
2. Encouragement from senior people
3. Genuine concern for and caring about others in the group
4. Moving from building norms, to adhering to or living out norms
5. Inhibitions and reservations replaced by more sensitivity to others - emergence of a group culture
6. From politeness and diplomacy all the time to some more productive and natural confrontations, with more acceptance of differences
7. An increased understanding and demonstration of another approach to learning
8. Know how to exchange ideas
9. Discovered ourselves - self development important
10. Now we are part of a community
11. Skills for paraphrasing and facilitating others toward learning
12. Trainers and participants both serving as models - love and affection rather than over-control and rigidity
13. Moving from understanding or awareness, through trying and acceptance, through application of various skills so that some have now become incorporated as natural and spontaneous responses
14. More cooperation and coordination with colleagues
15. Familiarity with different institutions
16. Clarity of objectives
17. Moved from notion that change probably couldn't occur, to seeing possibilities of change, to becoming overwhelmed with all needing to be changed, to hope about bringing about some change - the vision of a possibility of change
18. Beginning of a support system or network
19. More disciplined with less interrupting
20. More patience
21. Ability to compromise/accommodate to situations within and outside training environment
22. People tried out and expanded their various ways of acting and behaving
23. Discovered that we can learn from everything
24. Exchange of sympathy and empathy
25. Small group loyalties with large group
26. Sense of responsibility
27. Learning and fun as one
28. Greater acceptance of the unknown
29. Aware always of climate setting

30. Keep high productivity in sessions over a long period of time
31. Balanced yet pragmatic approach
32. Group recognition of accomplishment
33. Understanding of and development of own group dynamics
34. More giving of constructive feedback
35. Learning makes a person younger

C. FOLLOW-THROUGH AND FOLLOW-UP

Participants responded in writing to two questions relating to follow-through and follow-up. The questions and responses were:

What do you think will be the impact of this experience on your institutions?

- refined use of techniques
- change in existing techniques
- significant changes in handling existing courses and staff development
- more use of participatory methods
- integration of new techniques in course designs

What support do you feel is needed to transfer your learnings on your job/institution?

FROM YOUR INSTITUTION:

- staff development
- materials
- meeting with AED once a month
- colleagues support
- encouragement
- recognition
- opportunity
- delegation of authority to take some risks in introducing new techniques
- policy changes
- funds

FROM AED

- refresher courses
- training materials
- technical support

- visits of trainers from AED
- consultation materials
- A/V equipment
- more training programs
- feedback on my performance in the institute
- staff development support
- consultation meetings
- case studies and reading materials

IV.C. What did you find most useful in the course:

- The manner in which the course was executed and the various interventions made at various points
- We did share the knowledge of the senior fellow participants, learnings from many different people
- The concepts of group discussion was made more clear
- Got a chance to present ideas and myself which confirmed more confidence
- Clearly stated daily/weekly learning objectives
- The persistent use of feedback
- Have been introduced to new methods and techniques, knowledge and the importance of needs assessment surveys, group dynamics and especially participant-centered approach to learning. Will certainly contribute to my job situation and prospective programs/training courses
- Group cohesion
- Latest training techniques
- Group behavior
- Achievement of goals systematically
- The practice and design of learning interventions in a life like situation. The high degree of experience-based and job related andro-gogic style of the course. We not only learned.... but practised
- Techniques (like "Cream-of-the-top") which highly involved participants and kept them motivated
- Integration and cooperation between the participants; learning about different training departments

What were the major benefits you received?

1. Learned to involve the trainees to the full extent in learning
2. Learned to involve trainees in small and large groups to come up with own ideas
3. Physical and mental energies were utilized properly and no one could sit idle like listening lectures
4. Helped in self development
5. Learned to design, coordinate and critique a training experience
6. Concept of norm building which is so important in any training situation
7. Learned that an instructor must be purposeful, should know his stuff, be painstaking, enthusiastic, must have the right attitude toward class
8. I have gained the confidence to speak while expressing ideas before others
9. Know, share and develop personal contacts with other institutes
10. I managed to put some of my ideas about participant-centered learning to the test
11. I gained better insight into group handling, control and activity
12. I was able to practise many concepts which so far I had had a pedagogic relationship with only. This has given me a new confidence
13. Systematically exploring my capability regarding work awakened my dormant resources - logical thinking and implementing
14. Vision into new frontiers and creation of the will to change
15. Building up of a united concept of training, commitments to professionalism, visualization of benefits of mutual dependence, ie., building of a team of committed professionals
16. Objective thinking, systematically exploiting dormant resources, and creative application of a system's approach to experience-based learning
17. The methods and techniques are much more than my expectations and most useful for me in my future job
18. My exposure to the experience-based learning model was not new, but very different. The high point was that it was practised and not just talked about. We were made time and again to relate to the model practically and to design our presentations in that style which in itself was a reinforcement of the model

19. The techniques taught (while limited) were practised in complete thoroughness and every opportunity was given to debate their relatedness to "back home" work realities
20. It is a better way as compared to the traditional system of lectures for which trainees loose interest
21. It was a good approach to learn and practise a systematic approach to training in areas where the client's needs could be assessed during through different techniques and then practised successfully.
22. Because it was a participant centered approach, to me it was a natural way of learning. It is a more practical approach to learning
23. We can apply these methods to our back-home situation to a considerable extent and if the need arises we can make certain adjustments to fit these techniques into our system

There are 2 of us and to build this support network depends on us - let's see what happens -

V. REFLECTIONS AND RECOMMENDATIONS

A. Implications for Training and Training Institutions in Pakistan's National Development

1. There is increasing reliance on training by many organizations as a major change strategy toward the achievement of the goals of the 6th Five Year Plan.
2. The need and demand for the training of trainers is growing.
3. The growing need for administrative improvement requires more active, participative methods rather than dependence on ineffective lecture methods.
4. Trainer behavior, in addition to curriculum changes and adoption of effective methodologies, needs to be examined.
5. In order to develop individual and organizational training competence, a balance is necessary between in country training, on the job supervision, and out of country programs.
6. There is an increasing awareness among participants of training courses for a more problem-focused, practical, adult approach to learning.
7. Significant development of trainers requires a long-term systematic progression.
8. Pakistan's national development requires a network of professionals with a common set of learning tools pertinent to Pakistan.

B. Recommendations

1. The Intensive Trainer Development Program (ITDP) should be a major strategy for improving the management training capabilities within the public and private sectors. Without significant improvements in training throughout Pakistan the management ability of institutions to deliver effective service will be seriously hampered.

The goals for ITDP in Pakistan's National Development between now and the end of 1986 should be to develop a professional group of 75 trainers in the following categories:

5 Trainer/consultants (capable of training trainers and consulting with organizations around training and change strategies);

10 Master trainers (capable of working with trainer/consultants in training trainers); and

60 Quality participant-centered trainers.

This would require 3 additional ITDP's with 24 in each group. Starting in 1987 the ITDP could largely be handled by Pakistan's Trainer/consultants and Master trainers. Emphasis might shift to the development of organizational consulting skills to relate training to institutional change efforts.

2. The ITDP should be amended to include a component of on the job supervised learning. For successful adaptation and significant change in training to occur, the important growth during the off-site training sessions needs to be nurtured in the reality of institutional life. This can be accomplished by having short (3 day) "on the job clinics" in the individual institutions. Possible activities for the participants might include:

- Supervising on-going training sessions;
- Integration and support of new methods;
- Staff development;
- Special attention to institution efforts of Training of Trainers programs; or
- Network building among participants through collaborative training/learning efforts.

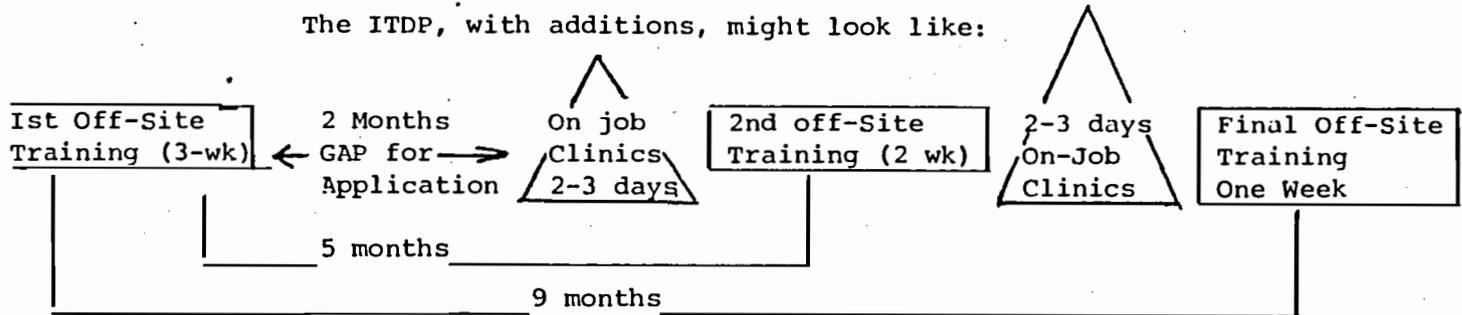
3. It is important to hold a 2-week follow-up for the ITDP in 4-6 months in order to:

- Review approaches, method and techniques that were utilized;
- Analyze the reasons behind successes and non-successes;
- Acquire new skills and
- Strengthen the linkage between individuals and institutions.

This should occur with or without the adoption of No.2 above. It is further suggested that "on the job clinics" be held for this group before the follow-up off site session. This would provide an opportunity to test out the value and viability of the expanded program suggested above.

Agencies should be invited to send only those past participants involved in, or expecting to be involved in, training to the follow-up.

The ITDP, with additions, might look like:



4. A series of 1-week "Introduction to Participant-Centered Learning" workshops be conducted 3-4 times per year. These workshops should be targeted for potential ITDP participants and administrators of training in the public and private sectors for the purposes of:

- Selection process for ITDP candidates;
- Exposure of trainers and administrators to a new approach;
- Opportunity for past ITDP participants to co-train with another population; and
- Opportunity for external training consultants to become familiar with local and AED program needs through co-training and co-designing.

5. Material and Equipment Support

An important need exists for materials to support the newly acquired learnings/knowledge and skills. Provision should be made for a library of training materials (perhaps located in 3-4 geographical locations). The library might initially include such basic books as:

1. The Adult Learner by Malcolm Knowles
2. Approaches to Training & Development by Dugan Laird
3. Process Consultation by Edgar Schein

As the library increased it would eventually include materials developed by Pakistanis and with specific relevance to Pakistan.

Appropriate equipment for effective ITDP training (i.e. portable chart stands/paper, vcr with cameras, duplicating equipment, typewriter, projectors, etc.) should also be made available for trainers/institutional use

C. Implication for AED

1. To manage those programs recommended in this report 3 additional ITDP's with on job workshops, several 1-week introduction workshops and material support centers AED needs to have adequate professional administrative staff.
2. A cadre of external training consultants need to be recruited for short term staffing. It would be helpful if this group be given an induction to the total IDTP program in the context of Pakistan.
3. Consideration needs to be given to how AED could facilitate the role of a Pakistan organization coordinating ITDP's in the future. The participants and institutions during this period could provide valuable guidance on this issue.
4. It was our experience at Murree that liaison between facilities staff and training staff before and during training was imperative for an effective program. Mr. Rahat Saghir did an exceptional job as Coordinator for ITDP and without his careful guidance and responsible attention to larger issues and small details there would have been many problems to unnecessarily detract from the program.
5. Attention needs to be paid to the selection of participants so that the problem of too much diversity is avoided. Specific groupings might be targeted for selection, e.g., those involved in rural development, those who are currently in research but who will be involved in training.

INDEX OF HANDOUTS USED

1. "Development is for Man, by Man, and of Man":
The Declaration of Dar-es-Salaam
2. Experience based learning model
3. The experiential learning cycle
4. Paraphrasing
5. Verbal communication
6. Feedback
7. Summary of basic communication skills for improving
interpersonal relationships
8. Personal goals: improving skills in face to face communication
9. Aspects of learning
10. Learning (laws of learning and underlying principles)
11. Learning styles as it relates to the classroom situation
12. Identifying learner/trainer styles
13. Group roles
14. Individual roles
15. Some general principles of group dynamics
16. Levels of concern in groups
17. What to work for in groups
18. Observation guide
19. Guide to group process observation
20. Group dynamics
21. Some criteria for assessing performance of groups
22. Observation sheet
23. Team development scale
24. Group norms definition
25. Suggested list of norms for effective task accomplishment
26. Suggested list of norms for effective processing of groups
27. Values
28. Assumptions about people
29. Suggestions for group members to develop participative groups
30. Suggested activities for facilitators serving a group
31. The facilitative trainer
32. Suggestion to the discussion leader
33. How should I act as a trainer? Self-rating inventory

34. Schmidt - Tannenbaun leadership continuum
35. Self-development planning sheet
36. An inventory of trainer interventions
37. Some difficult members and possible ways of coping
38. Difficult members of a group
39. Managing the reporting process
40. Tips on giving instruction for doing tasks
41. Criteria for forming various groupings
42. Questions to ask to focus on I - identity
43. Question to ask - Generalize
44. Questions to ask to focus on A - Apply (implication for action)
45. Dos and don'ts of a helping relationship
46. The helping relationship
47. Helping skills inventory
48. Women: the forgotten majority
49. Managing a training cycle
50. Data collection techniques
51. A diagnostic process model for need assessment
52. Guidelines for collecting and analyzing data and determining
53. Words used in setting general objectives
54. Active verbs in setting specific objectives
55. Steps in designing a training experience
56. Five easy steps to developing a dynamic design
57. Methods and techniques
58. Lecture/Lecturette
59. Using films
60. Role playing
61. Procedures for "Brainstorming"
62. Journal chart
63. Broken squares: Non verbal problem solving
64. Case study by Khalid H. Bokhari
65. Case method
66. Tips on selecting methods
67. What methods shall we use?
68. Cone of training experience

69. A model for a training design: selecting appropriate methods
70. A frame work for curriculum planning
71. The professional competencies of public manager
72. Design format
73. Guidlines for critiquing a training presentation
74. Training session critique form
75. Evaluation: reasons and formats
76. Evaluation: aspects, methods and focus of effectiveness, and measures of efficiency and relevance
77. How can we measure training and development
78. Evaluating internal classroom training
79. Evaluation instrument