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EVALUATION OF PHASE I
of the
DEVELOPMENT SUPPORT TRAINING PROJECT
USAID/PAKISTAN

SUMMARY REPORT

VOLUME I
of Three Volumes

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Conducted by

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ACRONYMS AND ABBREVIATIONS

ADL	- Arthur D. Little, Inc.
AED	- Academy for Educational Development
AETR	- Academic Enrollment and Term Report
AFT	- Application for Training
AID	- Agency for International Development
ANE	- Bureau of Asia and the Near East (of A.I.D.)
ARD	- Office of Agriculture and Rural Development (of USAID)
AZRI	- Arid Zones Research Institute
CIELS	- Center for Intensive English Language Studies
CSA	- Civil Service Academy
DSTP	- Development Support Training Project
DSTP Core	- Training activities financed by the DST project (as distinct from training financed by other USAID projects)
E&E	- Office of Energy and Environment (of USAID)
EAD	- Economic Affairs Division (of Ministry of Finance and Planning)
EDAS	- Entrepreneurial Development and Advisory Service
EIL	- Experiment in International Living
EL Specialist	- English Language Specialist
ELT	- English Language Training
ESF	- Economic Support Fund
ESL	- English as a Second Language
GMAT	- Graduate Management Aptitude Test
GOP	- Government of Pakistan
GRE	- Graduate Record Examination
HB-10	- AID Handbook Ten (regulations on participant training)
HBCU	- Historically Black Colleges or Universities
HRD	- Office of Human Resources Development (of USAID)
HRT	- Human Resources and Training (a division of HRD)
IAP 66A	- A U.S. Government form required to obtain a visa for study in the U.S.
IBA	- Institute of Business Administration (of the University of Karachi)
ICMT	- In-Country Management Training
ILO	- International Labor Organization
LOP	- Length of Project
LUMS	- Lahore University of Management Sciences
MOE	- Ministry of Education
MOST	- Ministry of Science and Technology
MS	- Graduate degree, Master of Science
MSI	- Management Systems International

NELI	- National English Language Institute
NIPA	- National Institute of Public Administration
NWFP	- North West Frontier Province
OD	- Organizational Development
OIT	- Office of International Training (of AID)
P&Ds	- Planning and Development Departments (of the provincial governments)
PACC	- Pakistan-American Cultural Center
PAD	- Pakistan Audit Department
PARD	- Pakistan Academy for Rural Development
PASC	- Pakistan Administrative Staff College
PETI	- Private Enterprise Training Initiative
PhD	- Graduate degree, Doctor of Philosophy
PIET	- Partners for International Education and Training
PIM	- Pakistan Institute of Management
PIO/P	- Project Implementation Order - Participant
PPTP	- Pakistan Participant Training Program
PSIC	- Punjab Small Industries Corporation
PT	- Participant Trainee
PTA	- Participant Travel Authorization
PTMS	- Participant Training Management System (data base used by OIT)
PTP	- Participant Training Program (the HRD data base)
S&T/EY	- Office of Energy, Bureau of Science and Technology (of A.I.D.)
SPELT	- Society of Pakistan English Language Teachers
SJIC	- Sind Small Industries Corporation
TCT	- Third Country Training
TOEFL	- Test of English as a Foreign Language
TOTP	- Training of Training Professionals
UGC	- University Grants Commission
UNDP	- United Nations Development Program
USAID	- U.S. AID Mission (to Pakistan)
USIS	- U.S. Information Service
WAPDA	- Water and Power Development Authority
YIPS	- Youth Investment Promotion Society

TABLE OF CONTENTS

	<u>Page</u>
LIST OF ACRONYMS AND ABBREVIATIONS	i
TABLE OF CONTENTS	iii
PREFACE	iv
I. INTRODUCTION AND OVERVIEW	1
II. OVERSEAS PARTICIPANT TRAINING	4
A. Background and Findings	4
B. Conclusions and Recommendations	5
C. Summary of Recommendations	9
III. ENGLISH LANGUAGE TRAINING	10
A. Background and Findings	10
B. Conclusions and Recommendations	11
C. Summary of Recommendations	14
IV. IN-COUNTRY MANAGEMENT TRAINING AND INSTITUTIONAL STRENGTHENING	15
A. Background and Findings	15
B. Conclusions and Recommendations	16
C. Summary of Recommendations	19
V. ASSISTANCE TO DISADVANTAGED PROVINCES	20
A. Background and Findings	20
B. Conclusions and Recommendations	20
C. Summary of Recommendations	22
VI. LESSONS LEARNED	23

15

PREFACE

Management Systems International (MSI) of Washington, D.C. was commissioned by AID/Washington to conduct this evaluation study during the last few months of the fifth and last year of Phase I of the Pakistan Development Support Training Project.

The evaluation accordingly took place over the period of September 12, 1988 to January 13, 1989 within the following time frame: three-plus weeks in Washington, D.C. preparing for and initiating the study; ten weeks in Pakistan conducting the study and writing the draft report; and two-plus weeks back in Washington, D.C. editing and completing the final report for submission to USAID.

The evaluation was both retrospective, assessing Phase I, and forward looking, providing guidelines for the design and operation of the forthcoming Phase II of the project.

The entire evaluation is contained in three volumes.

- I. SUMMARY REPORT. This discusses all aspects of the team's findings and recommendations and can be treated as a free standing document.
- II. DETAILED REPORT. This provides readers with information supporting the team's findings, analyses and recommendations.
- III. APPENDICES. Includes additional detailed information useful for someone desiring a full understanding of the team's work.

The evaluation team was composed of four senior associates of MSI: Robert Abramson (Team Leader), John Blumgart, Robert Morris and Samuel Cooper, all of whom had substantial overseas experience working in developing countries, including Pakistan. The fifth member was C. David Esch of AID/Washington Office of International Training, who joined the team for the last four weeks of the study in Pakistan. Technical support for the team was provided by MSI President, Lawrence Cooley, Vice-President, Anthony Schwarzwald, and staff members Timothy Alexander and Bonnie Daniels.

The evaluation study could not have been completed without the very considerable help and cooperation, herewith gratefully acknowledged, which was provided to the evaluation team by the following:

- The staff of USAID/Pakistan (especially Andra Herriott, Deputy Chief, and David Sprague, Chief, Office of Human Resources Development);
- The staff of the contractor and subcontractors (especially Peter Boynton, James Frits and John Tabor (and his team) of AED; Bonnie Barhyte, Laurie Emel and Janet Paz-Castillo of EIL; and Robert Terry of ADL);

- The Government of Pakistan and its training institutes and other involved Pakistani organizations and individuals (especially A. Ghafoor Mirza, Joint Secretary and Nargis Sethi, Section Officer, Economic Affairs Division, Ministry of Finance);
- The Secretary to the evaluation team, Mrs. Catherine Williams, and the Data Entry Specialist, Mrs. Luz Merkel;
- The local hire interviewers of the evaluation team: Dr. Shamsa Riaz Ahmad, Dr. Mohammed Aijaz, Mr. Anis Ahmed and Ms. Zara Ahmad; and
- The MSI office staff in Washington, D.C., including Joan Favor, Mimi Coleman, Dan Conway, Rose Johnson and Deborah Dub.

I. INTRODUCTION AND OVERVIEW

In the 1950s and 1960s USAID provided substantial funding and technical assistance to Pakistan in establishing its major management training institutes, and in the 1970s continued assistance for training of public managers through the Government Administrative Staff Improvement (GASI) Project. Thus, the Development Support Training Project (DSTP), begun in December 1983, should be viewed as a continued expression of USAID's interest in helping Pakistan to develop its managerial resources.

The DSTP project was designed to upgrade the managerial and technical expertise of Pakistani men and women in the public and private sectors who are involved in planning, development and implementation of Pakistan's priority social and economic programs. This very large and complex project is composed of four complementary and inter-related components, each of which could have been a project in itself. They are:

- Overseas participant training
- English language training
- In-country management training and institutional strengthening
- Management and technical training for special target groups including the private sector, women and less advantaged provinces.

The project has just now completed the fifth and final year of Phase I (December 1983 to December 1988) and is about to enter the second five-year period of Phase II (December 1988 to December 1993).

The project has undergone spectacular growth over the last five years, predominantly in the component of overseas participant training, with the level of project funding increasing from an original \$10 million to \$75 million and the life of the project extended to December 1991. It is now anticipated that the project will be extended to December 1993 (for a ten year life) and that total funding of \$140 million might be provided. A major reason for the project's expansion is its strategic importance in the development of Pakistan's human resources and the further strengthening of management in the country's public and private sectors. In this connection, the DSTP has been included in USAID's 1988-1993 Country Development Strategy Statement, which is related to GOP's Seventh Fifth Year Plan.

The prime contractor for the project is the Academy for Educational Development (AED), which has sub-contracted with the Experiment in International Living (EIL) to provide services in the participant English language training and Arthur D. Little (ADL) to provide assistance in management training.

In 1985, an interim evaluation of the project concluded that the performance of the project and the contractors was satisfactory or better for all components. The present Evaluation Team has also concluded, based on its extensive investigations, that the project's performance (and that of the contractors) over the five year period of Phase I has been most satisfactory, especially considering some of the constraints which had to be faced.

All but one of the project output targets for Phase I have been exceeded by a wide margin as shown in Table 1.

Despite the successful outcome of Phase I, certain major improvements could be made in the design and activities of Phase II of the project. Recommendations have therefore been made directed at the following areas:

- Systematizing and streamlining the total participant system with a view toward building the GOP's capability, over time, to manage the program, and installing the necessary policies, procedures, systems and computerized data base;
- Focussing increased priority on improving in-country management training; institutionalizing and expanding private sector and women's training programs; strengthening additional key management training institutes; doing more in the way of consulting for organizational change; providing new assistance in project management training; and focussing on issues of institutionalization and sustainability of programs already developed;
- Strengthening the English Language Training program and the staffing and operations of the Center for Intensive English Language Studies; and provision of options for institution building during Phase II which would strengthen the long-term viability of Pakistan's English language training capability.

Chapters II through IV summarize the team's main findings and recommendations on the various components of the project: Participant Training, English Language Training, In-Country Management Training, Assistance to Disadvantaged Provinces. Recommendations are listed in approximate priority ranking within each of the project components. Each recommendation also includes the estimated cost, staffing implications and timing associated with its implementation. For the most part, recommendations were measured against their contribution to the three themes outlined in the previous paragraph. Chapter VI discusses some general lessons learned from this evaluation study.

TABLE 1
DSTP PHASE I OUTPUTS, 1984-88

Output Indicator	Initial Output Target	Revised Output Target	Actual Output
1. Public and private sector managers trained in-country in new or revised management programs	1,622	1,622	2,072
2. Short courses and workshops designed, developed, tested and integrated into host country institutions	34	78	107
3. Pakistanis from both public and private sectors trained in-country as professional trainers	50-75	50-75	725*
4. Training institutions strengthened through technical assistance, faculty development and commodities	4	4	13
5. Participants trained in management or technical subjects in U.S. or third country training programs	228	3,725	4,000+ (estimated)
6. Women trained in-country in management and entrepreneurship	None	None	215
7. Pakistanis taught English for academic purposes (preparatory to academic training overseas)	None	None	669
8. Number of tests of English as a Foreign Language given	None	None	8,500 (estimated)
9. Secondary school graduates from Makran Region of Baluchistan offered special ESL and vocational/academic training programs in the U.S.	None	None	51

* Includes some who attended more than one program.

20

II. OVERSEAS PARTICIPANT TRAINING

A. Background and Findings

The overseas participant training component has grown at a phenomenal rate over the last few years in sharp contrast with original targets. Originally anticipated outputs for the five years of Phase I were for only 228 public and private sector managers to be trained in management and/or technical subjects within the USA or third countries. However, by the end of Phase I the USAID's participant training unit (HRT) had processed over 4,000 participants for training overseas, an increase of almost twenty fold over the project's initial output target. If participants continue to be processed for overseas training at the current rate of 1,300 to 1,500 per year, some 11,000 to 12,000 Pakistanis will have been trained overseas by the end of Phase II making the DSTP one of the largest training projects in the world.

More than two-thirds of the participants go for short-term training (often of less than three months duration) and fewer than one-third for long-term academic programs. Other training statistics of importance are the following:

- About 10 percent of participants are from the private sector (and the figure is growing);
- Fewer than 8 percent are women (a figure needing to be enhanced, mainly from the private sector);
- About 15 percent are trained in third countries;
- Almost 50 percent are studying public administration, management, economics, or related subjects, with the remainder studying technical subjects;
- Over 300 participants from Ministry of Science and Technology and Ministry of Education are in academic programs (Masters, PhD) funded by the GOP;
- About 40 percent of all participants are buy-ins to DSTP's processing/placement capability from USAID technical projects, thereby making the project responsible for all of the USAID's participant training activities; and
- It is estimated that in Phase II, 50 percent of all DSTP participants will be buy ins from USAID's agriculture projects alone.

The project's participant training component has been quite successful and has made good progress towards upgrading Pakistan's managerial and technical skills. A great number of managers and scholars have received (or are receiving) academic training which will contribute to the long term development of the country. The skill level of managers and technicians has been enhanced through short term training programs.

And good will for the U.S. has been built through the training and study tours provided. Furthermore, the team's interview survey of some 144 participants and supervisors revealed that, by and large, overseas training was related to participants' jobs and is being utilized.

The rapid, almost explosive, growth in the number of overseas participants, although impressive, has also produced a number of problems in its wake. For example, the almost unremitting pressure to process and place great numbers of participants as quickly as possible has tended to crowd out the time needed to adequately plan and develop the formal policies and procedures (and computerization) required to systematize and manage operations properly.

Unfortunately, the project design for Phase I did not provide for a sustained long term effort to strengthen Pakistan's training institutions. Consequently, limited attention has been given to building Pakistan's capability to manage its international training program and to do proper needs assessment and training planning.

More work also needs to be done at streamlining and shortening the GOP's system for nominating and USAID's processing of participants. Both systems are very lengthy and complicated and can result either in delays of placements by as much as one to two years or else in extremely short lead times for finding proper (and quality) placements.

To cope with these problems and to improve systems and management of the process, a number of significant innovations have been made by USAID/HRD over the past year. They include:

- Expanding involvement of GOP/Economic Affairs Division in training planning;
- Holding regular monthly meetings with AED to resolve outstanding issues;
- Developing a computerized participants data base;
- Establishing nomination deadlines and minimum TOEFL and GRE/GMAT scores in the annual training plan;
- Reducing the number of PIO/Ps processed with less than minimum TOEFL scores; and
- Initiating a follow-up survey of returned participants.

B. Conclusions and Recommendations

Within the context of the issues and problems summarized above, and keeping in mind the actions already being undertaken, the evaluation team makes the following recommendations. The top five recommendations are considered to be of greatest priority. Many are integral parts of a broader package. Therefore, the impact of individual recommendations will be diluted if the other parts are not implemented. This is particularly true of recommendations 3, 4 and 5.

- (1) Building GOP capability in Managing Participant Training: In Phase II, continue with the process, already started in Phase I, aimed at building GOP capability over time to plan and manage its own participant training program, including responsibility for needs assessment, preparation of training plans, document collection and development of a pool of pre-qualified candidates. The approach taken should emphasize collaboration and policy meetings and dialogue with the GOP and should provide technical assistance and training to GOP counterparts. The process should start with the DSTP core group of participants and be expanded to other USAID funded projects once a realistic system is established. It must be recognized that this capability building process will be a gradual one that will probably take two to three years to complete.
- (2) Document Collection: The long range goal should be to build Pakistani capability in this area and to streamline the participants processing system. An important element of this should be that the collection of documents should be fully completed before any documents are forwarded by USAID/HRD to AED for placement. The team's strong preference would be that all necessary documentation be collected by GOP and sent to USAID/HRD along with nomination letters. A second choice, which would be considerably less desirable, would be that the minimum documentation be collected and sent by GOP, including candidates' TOEFL and GRE/GMAT scores. Under a third option, USAID/HRD would continue to collect all documentation of candidates before forwarding complete sets to AED; however this is not recommended by the team.
- (3) Policies, Procedures, Responsibility and Communication: Through a collaborative effort with AED, and involving the GOP wherever appropriate, HRD should develop a complete set of formal written policies and procedures to provide guidance for operating the participant processing system. Furthermore, at the outset of Phase II, HRD and AED should jointly clarify and demarcate in writing their respective areas of responsibility, including establishment of appropriate channels of communication to be utilized, monitored and revised as the project evolves.
- (4) Professional Staff Assistance for DSTP Project Officer: Because of the enormous growth and complexity of the project and the expansion of participant training as a component of most of USAID's projects, a new position of deputy/assistant to the DSTP Project Officer should be established. This professional position calls for a person, preferably American, skilled in office administration who would provide the daily supervision and training of the HRT processing staff which is currently ~~lacking.~~ The assistant would also have a major job to do initially in developing new systems and procedures and an automated data base as management tools.

- (5) Automated Data Base: A common and unified participant data base should be developed for HRD and AED, building on the strengths of the systems already being used. It is suggested, in this connection, that a systems analyst be retained to do the necessary development work in building the joint data base and that plans be made to add two data entry clerks, when needed, in order to maintain the data base. The new data base could be used to create and fill out standard forms and could also result in a very useful reporting system that would utilize diskettes rather than written reports to provide relevant and timely financial and other information to USAID project officers and other concerned persons.
- (6) Information Meetings: A series of informal meetings should be scheduled with USAID Technical divisions and projects in which HRD/AED services, functions, policies/procedures and reporting systems will be clarified and subsequently modified as needed.
- (7) EIL/Washington, D.C. Staffing Needs: EIL/Washington, D.C. should be allowed to expand its placement staff immediately by some six positions (5 program specialist and one senior program specialist) so that the desired case load of 85 participants per specialist can be reached. The current case load of over 100 participants per specialist does not allow adequate time to provide the quality placements and participant support and program monitoring that are the aims of the DSTP project. Furthermore, any future staff adjustments called for should be as timely as possible and based on systematic review and agreed formulas.
- (8) Well-written PIO/Ps: A procedure for producing well-written PIO/Ps should be firmly established as the basis for quality placements of participants. Regarding placements from technical projects, the training section of the PIO/P should be written by the USAID project officers and contractors who have expertise in the subject area and knowledge of the appropriate U.S. educational institutions.
- (9) Follow-up Surveys and Career Tracking: The extremely valuable program of follow up surveys of participants should be continued but the relative roles and responsibilities of HRD and AED should be clarified to avoid duplication of effort. Further, a career tracking element should be added to current activities to determine the impact of training on individual careers and on the Pakistani institutions/organizations involved.
- (10) HRD Private Sector Cell: The HRD Private Sector Cell should verify the validity of the documents that it receives in support of applications for training and it should collect all documentation (to save time) before forwarding the packet to the case officers.

- (11) Participant Orientation: Pre-departure orientation in Pakistan should be expanded to two full days with USAID paying for any participant travel expenses involved. Also, the orientation in Washington, D.C. should be expanded to a minimum of three days to better prepare participants for their educational experience and to develop more in the way of cross cultural and U.S. survival living skills.
- (12) Participant Debriefing: There should be more emphasis and promotion given to end-of-training debriefings for academic participants in Washington, D.C. Debriefings are important not only for revealing any unresolved participants problems (financial or otherwise) but also for identifying the strengths and weaknesses of the study/academic programs just completed and of AED's placement and support systems.
- (13) Private Sector Training for Women: As a means of focusing attention and raising the priority of private sector training for women, HRD should establish a special sub-project within DSTP ("Women's Private Sector Training"), with its own sub-budget and training targets. This step should be accompanied by a vigorous policy dialogue with the GOP to secure cooperation directed towards achieving the target of 25 percent participation by women in the 1990 Participant Training Plan. Also, the Women in Development officer in HRD should become a full time position to give impetus to the effort.
- (14) Third Country Training: Improved monitoring and support services should be provided for participants in third countries, especially if the number of such participants continues to increase. Additionally, waivers must be sought from AID/OIT before sending participants for training to countries not included in AID's Geographic Code 941.
- (15) Monitoring and Evaluation Unit. A separate unit within the project is not recommended at this time. This assumes that the team's recommendations which are relevant to the objectives of a unit will be accepted and implemented. If this is not the case, HRD should review the situation in a year and reconsider the advisability of establishing a unit.
- (16) Other USAID Training Operations: Some USAID technical divisions (e.g., Agriculture and Energy) have set up training cells or training manager positions to take care of their unique requirements. However, the evaluation team does not recommend that these training operations be combined or merged with HRD since there is no real duplication of effort and since these operations cater for special purpose needs of the projects involved.

TABLE 2
SUMMARY OF RECOMMENDATIONS

PARTICIPANT TRAINING

RECOMMENDATION*	ESTIMATED COST (in dollars)		ADDITIONAL STAFFING	IMPLEMENTATION TIMING
	UNIT	TOTAL		
1. <i>Building GOP Capability</i>	<i>21,845/pm</i>	<i>240,295</i>	<i>TA: Advise on implementing program</i>	<i>11 pm** over 2 years starting 3/89</i>
2. <i>Document Collection</i>	<i>323/pm</i>	<i>47,473</i>	<i>3 file clerks</i>	<i>147 pm 5 yr start 3/89</i>
3. <i>Policies and Procedures</i>	<i>21,845/pm</i>	<i>21,845</i>	<i>TA: Advise on writing policies and procedures</i>	<i>1 pm start 3/89</i>
4. <i>Staff Assistant</i>	<i>1,666-8,333/pm</i>	<i>100,000-500,000</i>	<i>Assistant to Deputy Chief</i>	<i>60 pm start 3/89</i>
5. <i>Automated Data Base Common Data Base Needs Analysis</i>	<i>4,833/pm 5,000/pm</i>	<i>7,250 5,000</i>	<i>TA: Local hire TA: Local hire</i>	<i>45 days start 2/89 25 days start 2/89</i>
6. <i>Information meeting</i>	<i>None</i>	<i>None</i>	<i>Use EIL staff</i>	<i>2/89</i>
7. <i>EIL staffing</i>	<i>4,183/pm 3,984/pm</i>	<i>242,647 1,189,395</i>	<i>1 Sr. Prog. Spec. 5 Program Spec.</i>	<i>358 pm 5 yr start 2/89</i>
8. <i>PIO/Ps written</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>Start 3/89</i>
9. <i>Career Tracking</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>Start 3/89</i>
10. <i>Private Sector Cell</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>Start 2/89</i>
11. <i>Participant Orientation Pre-depart Arrival</i>	<i>98/participant 440/participant</i>	<i>127,400 308,000</i>	<i>None None</i>	<i>Start 4/89 Start 4/89</i>
12. <i>Participant Debriefing</i>	<i>235/participant</i>	<i>94,000</i>	<i>None</i>	<i>Start 6/89</i>
13. <i>Private Sector Females</i>	<i>1,000/pm</i>	<i>54,000</i>	<i>1/2 time person becomes full time</i>	<i>54 pm/5 yr Start 6/89</i>
14. <i>Third Country Training</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>
15. <i>Monitoring Unit</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>
16. <i>ARD and E&E</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

* High priority recommendations are shown in bold print.

** Person months.

III. ENGLISH LANGUAGE TRAINING

A. Background and Findings

English language proficiency in Pakistan has experienced a long term decline since Independence due to: (a) shifting GOP policies regarding the status of English in the educational system; (b) quantum increases in demand for and enrollment in instructional programs at overtaxed facilities; and (c) a deterioration in English language educational and training standards.

Therefore, the DSTP includes a strong English language training component as a means of preparing Pakistani candidates for participant training. For reasons of suitability and cost, it opted to conduct such training in Pakistan rather than in the U.S. After two years of unsuccessful experimentation with local facilities, USAID established a special purpose American facility in Islamabad, the Center for Intensive English Language Study (CIELS) to serve the needs of DSTP. It also settled on Test of English as a Foreign Language (TOEFL) as the basic means of measuring proficiency for CIELS trainees.

CIELS is the heart of the ELT program. It is managed and staffed by native English speakers under the supervision of an ESL specialist. While emphasizing language training, its' sessions of 8-10 weeks also help to introduce trainees to American culture, customs and life styles. Counting both CIELS and pre-CIELS sessions, some 669 trainees have gone through the program since 1984.

The TOEFL testing system is used to determine eligibility for entering CIELS (minimum score of 440) and for graduating (530 for MA-bound candidates and 550 for PhD). The TOEFL team is staffed by part time expatriate employees under the direction of a Coordinator and arranges to give tests at various locations of GOP candidates, as required by their agencies. Testing has risen dramatically over the course of the project; 8,500 potential candidates will have been tested by the end of 1988.

The demands of operating CIELS and the TOEFL testing program have absorbed most of the energies of DSTP's ELT staff. Accordingly, institution building activities already given low priority in the Phase I design, have been undertaken only as time permitted.

Major findings as regards the ELT component of the project are the following:

- The output of qualified CIELS graduates has expanded to accommodate increases in the participant training program itself and as a result of improved monitoring by USAID.
- The effectiveness of this very successful program has increased and is now reaching a broad spectrum of applicants. The proportion of CIELS trainees qualifying for study abroad has increased from 35% to 51%. Moreover, trainees with lower entry

scores are being accepted because gains per session in proficiency have increased.

- The failure rate at CIELS is still quite high but is due in part to extenuating circumstance. For example, high potential lower scoring candidates including lower eschelon GOP officials have been admitted, thus making DSTP a less elitist program.
- CIELS costs are reasonable in comparison to estimated U.S. costs (\$7.46 vs \$13.10 per teaching hour).
- Turnover of CIELS staff is a chronic problem due to the spouse status of most of the instructors.
- There is a mismatch between those who qualify for study abroad and those who are actually nominated and sent. For the first eleven sessions, only 46% of successful graduates were nominated for training following completion of ELT.
- CIELS graduates in the U.S., according to a 1988 "needs survey," give it high marks for not only preparing them linguistically but for scholastic and cultural preparation. Interview results suggest that more emphasis on comprehension and spoken English may be required.
- The TOEFL mechanism is an efficient and flexible testing procedure.
- Institutional development of ELT in Pakistan has received very modest but useful attention.

B. Conclusions and Recommendations

These are organized in two sections: those applying to the existing CIELS and TOEFL activities and those dealing with institution building opportunities which are strongly recommended for inclusion in Phase II.

- (1) Strengthen Existing Programs: Recommendations (a), (b) and (c) below are considered to be of highest priority.
 - (a) CIELS Coordinator: The position of CIELS Coordinator, now filled by a spouse, should be added to the AED staffing pattern to strengthen the stability and depth of CIELS staffing.
 - (b) Mismatch: Steps being taken by USAID to reduce the mismatch between successful CIELS candidates and candidates selected for participant training should continue to be pursued vigorously.
 - (c) Fellowships: DSTP should negotiate with the GOP for the inclusion of MA-level ESL fellowships in support of the Evaluation Team's institution building recommendations (below).

- (d) Length of Sessions: CIELS Sessions should be lengthened to 10-12 weeks subject to an evaluation after two sessions.
- (e) Needs Survey: EIL should conduct additional "need surveys" of trainees in the U.S. as a means of further improving CIELS curriculum and methodology.
- (f) Data Base: The CIELS data base should be integrated with that of AED/HRD.

(2) Institution Building for Phase II

The recommendations below are designed to support the strengthening or establishment of Pakistani ELT capacity over time. Criteria for selection of options are: (a) probability to make improvements in Pakistan's basic ELT system or (b) continue support to successful ELT centers and potential new ones. The recommendations should be viewed as points of departure for further investigation, analysis and costing. A more detailed assessment of the team's recommendations should be carried out early in Phase II by an EIL consultant over a 3-4 month period. This assessment should serve as a basis for Phase II project output and funding decisions. The following recommendations are in order of priority. Recommendations (a), (b), (c) and (d) are considered to be of highest priority:

- (a) I.D. Coordinator: Implementation of the following recommendations would require the services of a full time person to plan, negotiate and monitor the activities. The position should be designated as Institutional Development Coordinator and be filled preferably by a Pakistani with an appropriate background in ELT, behavioral sciences and project design.
- (b) University English Language Centers: Continue support in conjunction with the Asia Foundation for the successful completion of the program to establish five or six English Language Centers at selected universities. The Centers, headed by an expatriate director, are providing remedial instruction for college and university students. Current emphasis on math and science majors is broadening to other disciplines. The Centers are mostly separate from the English departments and are achieving department status with budget and staff integrated into those of the universities. The first of the Centers is in the process of shifting to Pakistani leadership. Continued AID/Asia Foundation support over some 4-5 years would complete the institutionalization of the Centers at five or six universities.
- (c) SPFLT: Strengthen the work of the Society of Pakistan English Language Teachers (SPFLT) to serve the needs of the ELT profession throughout the country. On a shoestring, voluntary basis, SPFLT is pioneering with seminars,

in-service training, specialized workshops and a professional newsletter. DSTP support would permit it to expand and enrich its services to the ELT community at all levels of the profession.

- (d) NELI: Encourage and support, as necessary, the mission of the National English Language Institute (NELI) to improve and modernize the teaching of English in the secondary school system. NELI, created less than two years ago by the federal Ministry of Education, has a staggering task to arrest and reverse the system's decline through teacher training, modernization of textbooks and materials, curriculum reform, etc. Its first major effort is focussed on teacher training and it is conducting a course for "master teachers" (trainers of teachers). NELI is currently receiving assistance from USIS, the Peace Corps and ELT fellowship through DSTP. USAID should encourage the MOE to provide NELI with adequate staffing and budget. In addition, USAID should monitor NELI's progress and provide, in consultation with USIS, further assistance as may be possible.
- (e) PACCs: Continue assistance to the privately run Pakistan-American Cultural Centers in Baluchistan and NWFP. Their afternoon and evening programs offer high quality instruction to large numbers of younger, middle class Pakistanis and Afghan refugees. Both are headed by dynamic and enthusiastic directors whose MA-level training has been financed by DSTP. Priorities for USAID assistance are funding to permit the centers to expand programs to more fully meet demand and to upgrade program quality (build or rent larger facilities, increase the number of qualified teachers, fund teaching materials, library and resource center). To accomplish the foregoing, USAID would need to allow funding to expand facilities and negotiate arrangements with the PACC's headquarters in Karachi to assist the two branches directly.
- (f) New ELT Program: Initiate an evening ELT program using the facilities at CIELS. With the CIELS facilities vacant after 4:30 pm each day there is the opportunity to establish a high quality ELT facility in the evening hours for the Islamabad/Rawalpindi area. The feasibility of this idea, probable market for its services and prospects for self financing after the completion of DSTP should be explored in the follow-on assessment proposed in the introduction to this section.
- (g) Coordinating Meetings: The practice of holding fairly regular coordinating meetings on ELT activities by the relevant donor agencies should be resumed.

TABLE 3
SUMMARY OF RECOMMENDATIONS
ENGLISH LANGUAGE TRAINING

RECOMMENDATION*	ESTIMATED COST (in dollars)		ADDITIONAL STAFFING	IMPLEMENTATION TIMING
	UNIT	TOTAL		
1. Strengthening Existing Programs				
a. Recruit CIELS Coord.	110,000/yr	550,000	5 person years	Full time from 4/89
b. Lengthen CIELS sessions	None	None	None	Start 2/89
c. Reduce graduate/selection mismatch	None	None	One person month per year	Continue present efforts
d. Conduct "needs surveys"	None	None	None	Annually each April
e. Integrate CIELS/HRD data base	None	None	One person month	Start 3/89
2. Institution Building				
a. In-depth assessment	21,845	65,535	3-4 person months	Start 3/89
b. I.D. Coordinator	22,000/yr	110,000	5 person years	Full time from 4/89
c. English language centers	None	500,000	None	4 yrs starting 6/89
d. SPELT	None	100,000	None	4 yrs starting 6/89
e. NELI	None	To be determined	None	To be determined
f. PACCs at Quetta and Peshawar	None	200,000	None	4 yrs starting 6/89
g. Provide ESL fellowships for M.A.s	15,000/ scholarship	150,000	None	2 per year/5 yrs
h. Supplementary ESL program at CIELS	None	50,000	None	4 yrs starting 6/89
i. Coordination meetings	None	None	1/2 per month per year	4 meetings per year starting 3/89

* High priority recommendations are shown in bold print.

31

IV. IN-COUNTRY MANAGEMENT TRAINING AND INSTITUTIONAL STRENGTHENING

A. Background and Findings

The In-Country Management Training (ICMT) component focuses on the strengthening of Pakistan's public and private sector management training institutes, many of which were established in the 1950s and 1960s with USAID assistance. After an initial boom period, these institutes went into a state of relative decline in the 1970s for various reasons related to the turbulent environment and upheavals that Pakistan was confronting during that period.

However, these institutes did experience a very positive turn around in their importance and impact in the early 1980s. This was related to: the linking of promotion to in-country training; the emergence of a major program of assistance provided through DSTP; and the funding by USAID of the foreign exchange costs of foreign study tours of the institutes' advanced management programs.

The resurgence of the training institutes enabled the ICMT to play a very important complementary role to the overseas Participant Training component which was afforded the highest priority during Phase I implementation. During Phase I, 2,072 managers have been trained through 107 programs, including 215 women, 659 private sector persons and 297 professional trainers.

The ICMT element has gone from being, originally, the central thrust of the DSTP to playing a more secondary role. Nevertheless, the evaluation team found the ICMT component of the project to have been exceptionally successful and one which it believes has returned substantial impact for the investment involved. One of the major reasons for the excellence of this program has no doubt been the very strong and competent team of Pakistani management specialists and outside short-term expatriate consultants fielded by AED to plan, develop and manage each major area of focus of the ICMT program.

The ICMT has very successfully organized its activities into various program elements including: (1) Public Sector Institutions; (2) Private Sector; (3) Women's Programs (Managerial and Entrepreneurial); and, (4) Training of Training Professionals Programs. The institutional strengthening assistance for its target institutions (e.g., the four NIPAs, especially those at Lahore and Karachi, the Pakistan Institute of Management, and the Training Wing of the Pakistan Audit Department) is very rightly focused on the following:

- Program (curriculum) development--modernizing existing programs (such as the Advanced Management Courses) or installing new programs/modules (e.g., MIS, project management training); also included is enhancement of research and consulting capability;

- Faculty development--through training of trainers, internships with visiting consultants and overseas training placements, both academic and short term;
- Commodity assistance--computers, books, journals, training equipment;
- Strategic planning/institutional improvement exercises (completed for three institutions to date).

Of special importance is the fact that over the last two years the ICMT program has moved very extensively into the special USAID target areas of private enterprise training and women's programs. Women managers and entrepreneurs have been very enthusiastic about these programs. Also the private enterprise training program has been well received and there is great demand for more programs in the areas of family business, strategic planning for small businesses, and training for the managers and district officers of the development finance institutions (resource organizations) who make loans to and advise budding entrepreneurs.

Indicators of the positive impact of the ICMT program include: (a) the very favorable responses of trainees/participants, heads of training institutes and senior Government officials; (b) the number, variety and quality of the training programs offered (exceeding all targets); and (c) signs of the building of institutional capability through transfer of responsibility for the delivery of new training programs and modules to local institutions.

The ICMT program has reached a stage of development where the impressive gains of the last few years need to be consolidated. Thus, serious planning and activity must take place to ensure the institutionalization and long-term sustainability of the various programs that have been initiated. This will be necessary to ensure both the quality and quantity of training provided in Pakistan. Continued progress in this direction should be the DSTP's most important development objective.

B. Conclusions and Recommendations

The following recommendations are listed in order of priority. Recommendations 1-7 are considered to be highest priority.

- (1) Funding and Staffing Support: In order to build upon the excellent progress made in Phase I, it is recommended that there be some increase in funding and staffing in Phase II beyond the presently planned levels of support to ICMT. Additional resources in Phase II should come from all of the following:
 - (a) The shift of a modest amount of funding from the DSTP's Participant Training component to ICMT to finance four additional Pakistani professional staff who are needed in the areas of women's programs, private enterprise training, consulting and organization development, and training materials development;

- (b) The reservation for ICMT of additional required person months of expatriate consulting services that have already been set aside for Phase II;
 - (c) Increased use of Pakistani trainers who have been prepared in earlier iterations of ICMT programs;
 - (d) Reduction of AED/ICMT professional staff time as some of the present programs are progressively institutionalized in Pakistani organizations; and
 - (e) Similar release of time as the new AED field staff positions release AED/ICMT professionals from some of the logistics burden involved in mounting programs.
- (2) Private Enterprise Training: Give high priority and expanded assistance to entrepreneurial and managerial development through enhanced Private Enterprise Training Initiative programs.
 - (3) Women's Programs: Give similar high priority and expanded assistance to building an institutional base for women's managerial and entrepreneurial programs.
 - (4) Consulting and Organizational Change: Widen the ICMT mandate beyond training only to combine this with more of the consulting and organizational change activities which have played such an essential role in institution strengthening in Pakistan. Try to develop a few government centers of excellence (e.g., Pakistan Audit Department).
 - (5) Project Management Training and Contracting Out: Give high priority to and expand activity in the area of project management training, with stress on financial management aspects. Consider the feasibility of partnership arrangements and/or contracting out to local management consulting organizations of management training courses.
 - (6) Institutional Homes: Target more research, training of trainers, consulting and followup and other institutional strengthening activities in order to identify and prepare institutional homes for transfer of the various ICMT programs and activities.
 - (7) CSA and PASC: As targets of opportunity open up, initiate modest programs of assistance to the Civil Service Academy and the Pakistan Administrative Staff College in order to reach the very important top and entry levels of the elite Federal Civil Service. The foregoing needs to be done to enhance the overall strategy for modernization of the Pakistan Civil Service and its capability for planning and managing priority development programs and projects.

- (8) Quetta and Peshawar NIPAs and PARD: Increase somewhat the very modest present involvement with the NIPAs in Quetta and Peshawar, which serve the disadvantaged provinces. In this connection also try to initiate working relationships and some assistance to the Pakistan Academy for Rural Development and its programs for rural development administration and provincial civil servants. Of advantage is the fact that the Director of PARD is also the Director of NIPA/Peshawar.
- (9) Established Management Training Institutes: Continue current levels of support for the established public and private sector management training institutions presently receiving assistance (NIPAA at Karachi and Lahore, PIM, PAD Training Wing).
- (10) Local Trainers: Increase the utilization of local trainers, especially ICMT/TOTP alumni, as a central element in supporting other ICMT programs and in preparing for transfer of ICMT capabilities to Pakistani institutions in Phase II.
- (11) ICMT and Overseas Participant Training: Through coordination and discussion, bring the ICMT and Participant Training components of DSTP into greater supportive roles of each other, e.g., participant training support of overseas training needs of faculty of public and private institutions with whom ICMT is working; and ICMT support of recruitment and selection for better use of private sector business and management scholarships provided under DSTP.
- (12) Management Training for USAID Projects: Implement, through consultation and joint planning, greater use of ICMT capabilities and programs in support of the in-country management training needs of the other USAID projects.
- (13) Local Case Materials: Increase attention to development of local cases and other materials, manuals and self-study guides, and audio-visuals in support of capacity enhancement and institutionalization.

TABLE 4

SUMMARY OF RECOMMENDATIONS

IN-COUNTRY MANAGEMENT TRAINING AND INSTITUTIONAL STRENGTHENING

RECOMMENDATION*	ESTIMATED COST (in dollars)		ADDITIONAL STAFFING	IMPLEMENTATION TIMING
	UNIT	TOTAL		
1. Funding and staff support for recommendations 5-9 and 11* a. Pakistan professionals b. Short term U.S. TA			4* 296 person months	
2. Private enterprise programs expansion	1,458/pm	83,106	1 full time local prof.	57 pm/5 yrs start 4/89
3. Women's programs institutionalization	1,458/pm	83,106	1 full time local prof.	57 pm/5yrs start 4/89
4. Consulting and original change initiatives	1,458/pm	83,106	1 full time local prof.	57 pm/5 yrs start 4/89
5. Project management training & contracting out	—	To be determined	None*	Start 3/89
6. Institutional homes for activities	—	To be determined	None*	Start 2/89
7. Assist CivServ Acad. & Pak. Adm. Staff College	None	None	None*	Start 6/89
8. Additional assistance to Queta Peshawar NIPAs & PARD	None	None	None*	Start 4/89
9. Continuation of current level of assistance to NIPAK, NIPAL, PIM & PAD	None	None	None*	Continuing activity
10. Develop local case materials	1,450/pm	83,106 local prof.	1 full time Start 4/89	57 pm/5yrs
11. In-country management training for USAID projects	None	None	None*	Start 3/89
12. Utilization of local trainers	None	None	None	Continuing activity
13. Coordination of ICMT and oversees participant training	None	None	None	Continuing activity

* High priority recommendations are shown in bold print.

* Additional staffing to implement ICMT recommendations will be provided: (a) by 4 local professionals recommended to be hired, and (b) from the Phase II budget provision of an additional 61 person months of short term U.S. consultants (296 person months total) above and beyond Phase I budget.

V. ASSISTANCE TO DISADVANTAGED PROVINCES

A. Background and Findings

DSTP has provided appreciable assistance to strengthening the management training institutions, the NIPAs, in Baluchistan and NWFP. In addition, the project has been the vehicle for financing a highly experimental private sector training activity for young residents of Baluchistan Province.

In 1986, in response to the growth of anti-American influence among Baluch students and youth, USAID initiated a private sector scholarship program in the remote and impoverished Makran Division. Given the low educational standards of that region, the scholarships provided for two months of in-country orientation and language studies, a further year for English language instruction and strengthening of academic skills, and two years of undergraduate or vocational schooling leading to a vocational certificate or a two year associate degree. 250 Makrani responded to scholarship publicity of whom 55 were selected and 48 departed for overseas training in April 1987.

In 1988 the program was handled somewhat differently owing to pressure by local, provincial and federal officials to extend the competition to the province as a whole. In the second program (Baluchistan II) nearly 1,100 applicants competed for 55 scholarships (allocated among the six Divisions of the province in proportion to population with ten scholarships reserved for women). The winners departed for the U.S. in July-August 1988 and most of them are now in ELT.

Major findings are as follows:

- In political and publicity terms, the two programs appear to be a success and additional training cycles of this kind enjoy support within the province and the GOP.
- The development impact of the program cannot be assessed until more of the trainees have returned and resumed their careers.
- The Makran program was extraordinarily labor intensive for both USAID and AED due to its experimental nature and special requirements. Despite these efforts, it is unlikely that more than 50% will reach their originally planned academic goals, which, by and large, were overly ambitious.

B. Conclusions and Recommendations

- (1) Political or Development Objectives. USAID should decide, in planning future area-specific training programs, whether the political or development objective has priority. U.S. training is important for the former, while in-country training seems preferable for the latter.

- (2) Overseas Training. If overseas training is to continue, more realistic planning is required so that: (a) the selection process can be completed in time to allow for careful placement and (b) a more rigorous in-country ESL/cross cultural and academic preparation program can be organized. This in-country program should serve a screening as well as training function. Also, in the light of previous experience, USAID needs to lay out precise standards, procedures and achievement objectives and be prepared to defend them. Given the lead time necessary to accomplish the above, USAID may need to consider skipping the 1988/89 cycle and begin laying plans for the following year.
- (3) Training in Pakistan. If provincial development is the main objective of future programs, this aspect of the DSTP should be restructured to provide training in Pakistan rather than the U.S.; thereby by-passing cultural and linguistic hurdles and offering probably a more relevant training experience. Such restructuring would require, among other things, renegotiation of the activity with the GOP, identification of appropriate training (probably private) training facilities and agreement on training objectives as well as the levels and length of each program. Negotiation and planning a Pakistan program would also necessitate its postponement to the 1989/90 calendar.
- (4) Recommended Program. For cost, workload and development considerations, a Pakistan program is recommended over further overseas training.
- (5) Job Placement on Return from Training. Planning should include measures to increase the likelihood that trainees will return to the province and find appropriate private sector jobs.
- (6) NWFP. This province, also disadvantaged, appears to merit a similar private sector program.
- (7) Women Candidates. The 20% set aside for women candidates should be increased as quickly as possible to 33%.

TABLE 5
SUMMARY OF RECOMMENDATIONS
ASSISTANCE TO DISADVANTAGED PROVINCES

RECOMMENDATION*	ESTIMATED COST (In dollars)		ADDITIONAL STAFFING	IMPLEMENTATION TIMING
	UNIT	TOTAL		
1. If Baluchistan III agreed upon: Special 6-month in-country language/orientation program for 100 candidates	1,200,000**	3,600,000	U.S. Coordinator 8 person months	Start 11/89 for Fall '90 placement—3 cycles
2. If in-country training option agreed to: <i>College/vocational training in Pakistan; 55 trainees for 2 years</i>	<i>2,000/student/year; 1,200/month for coordinator</i>	<i>220,000 plus 14,400-28,800</i>	<i>Pakistan Coordinator 12-24 person months for subprojects</i>	<i>Start 5/90 for Fall '90 placement—3 cycles</i>
The following three recommendations apply to either options 1 or 2:				
3. Bonding and job identification measures	None	None	None—part of task of Coordinator	See above
4. Repeat programs for NWFP in-country (same as 2 above)	226,000	452,000	See 1. and 2. above	Start 11/90 or 5/91—2 cycles
5. Increase participation of women	None	None	None—part of task of Program Coordinator	Same as above—2 cycles

- * High priority recommendations are shown in bold print.
- * Rough estimate extrapolated from Baluchistan II special program costs; does not include cost of overseas training (funded in FY1989 Training Plan).
- ** Assumes fellowships of \$2,000/student/year (Pakistan Embassy est.) plus cost of Program Coordinator.

239

VI. LESSONS LEARNED

Among the important lessons learned from this evaluation of the DSTP project are the following:

- (1) The press and urgency of the operational needs of a program often push institutional development and capability building activities to the sidelines. In the case of overseas participant training, the constant pressure to send an ever-increasing number of Pakistanis to the U.S. for training has not allowed for enough time to help build GOP capability to plan and manage the program. Similarly, the demands of operating the CIELS and the TOEFL testing program have required most of the energies of the contractor's CIELS/EIL staff in this area, thereby reducing time available to help develop sustainable Pakistani institutions to take over English language training for the long run. The lesson here is that while operational requirements must certainly be met as the first step, parallel activity aimed at institutional development and host country capability building must be an integral part of project implementation from the beginning. Unfortunately this objective was not an integral part of Phase I, thus limiting the project's long-term developmental impact.
- (2) Private sector organizations and associations can do many things previously left only to Government. The DSTP provides good examples of this point as witnessed by the vital role of private organizations (e.g., EDAS, LUMS, Enterprise Forum, etc.) in the Private Enterprise Training Initiative and Women's Programs and by the role of the PACCs and SPELT in English language training. The lesson is that resource allocation and operational responsibilities are best made based on a pragmatic assessment of the comparative capacities of the public and private sector.
- (3) A.I.D.-funded development projects should be given higher visibility within the recipient country. Many Pakistanis, both on the street and in high places, are not at all aware that USAID is contributing significantly to national development through funding and technical assistance provided for the training of thousands of Pakistanis abroad and in country. As another point, many participants sent overseas for training perceive USAID/HRD as strictly a local Pakistani run operation. More publicity for this project and its benefits and a more visible presence on the part of American staff would no doubt better serve both the developmental and the political objectives of the U.S. in Pakistan.

(4) Significant improvement activities within a project can be initiated, based on initial findings, even while the evaluation study is still underway and the final report not yet completed. In the DSTP, for example, various improvements recommended have already been acted upon before submission of the final report. Examples are:

- CIELS English language training sessions have been lengthened;
- Official steps are already underway to reduce the mismatch between those trained at CIELS and those sent abroad for training;
- The USAID/HRD participant follow-up survey questionnaire is now being extensively revised;
- USAID/HRD has already scheduled, starting in February 1989, informational/clarification meetings on participant training with USAID technical divisions, contractors and AED;
- The GOP Economic Affairs Division is initiating steps to secure more involvement of the provinces in needs assessment and training planning; it is also holding meetings with the Establishment Division to simplify procedures and clearances.

Thus, the evaluation process itself can and does set in train important improvement actions which should be encouraged and not held up awaiting formal submission of the final report.

EVALUATION OF PHASE I
of the
DEVELOPMENT SUPPORT TRAINING PROJECT
USAID/PAKISTAN

DETAILED REPORT

VOLUME II
of Three Volumes

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ACRONYMS AND ABBREVIATIONS

ADL	- Arthur D. Little, Inc.
AED	- Academy for Educational Development
AETR	- Academic Enrollment and Term Report
AFT	- Application for Training
AID	- Agency for International Development
ANE	- Bureau of Asia and the Near East (of A.I.D.)
ARD	- Office of Agriculture and Rural Development (of USAID)
AZRI	- Arid Zones Research Institute
CIELS	- Center for Intensive English Language Studies
CSA	- Civil Service Academy
DSTP	- Development Support Training Project
DSTP Core	- Training activities financed by the DST project (as distinct from training financed by other USAID projects)
E&E	- Office of Energy and Environment (of USAID)
EAD	- Economic Affairs Division (of Ministry of Finance and Planning)
EDAS	- Entrepreneurial Development and Advisory Service
EIL	- Experiment in International Living
EL Specialist	- English Language Specialist
ELT	- English Language Training
ESF	- Economic Support Fund
ESL	- English as a Second Language
GMAT	- Graduate Management Aptitude Test
GOP	- Government of Pakistan
GRE	- Graduate Record Examination
HB-10	- AID Handbook Ten (regulations on participant training)
HBCU	- Historically Black Colleges or Universities
HRD	- Office of Human Resources Development (of USAID)
HRT	- Human Resources and Training (a division of HRD)
IAP 66A	- A U.S. Government form required to obtain a visa for study in the U.S.
IBA	- Institute of Business Administration (of the University of Karachi)
ICMY	- In-Country Management Training
ILO	- International Labor Organization
LOP	- Length of Project
LUMS	- Lahore University of Management Sciences
MOE	- Ministry of Education
MOST	- Ministry of Science and Technology
MS	- Graduate degree, Master of Science
MSI	- Management Systems International

NELI	- National English Language Institute
NIPA	- National Institute of Public Administration
NWFP	- North West Frontier Province
OD	- Organizational Development
OIT	- Office of International Training (of AID)
P&Ds	- Planning and Development Departments (of the provincial governments)
PACC	- Pakistan-American Cultural Center
PAD	- Pakistan Audit Department
PARD	- Pakistan Academy for Rural Development
PASC	- Pakistan Administrative Staff College
PETI	- Private Enterprise Training Initiative
PhD	- Graduate degree, Doctor of Philosophy
PIET	- Partners for International Education and Training
PIM	- Pakistan Institute of Management
PIO/P	- Project Implementation Order - Participant
PPTP	- Pakistan Participant Training Program
PSIC	- Punjab Small Industries Corporation
PT	- Participant Trainee
PTA	- Participant Travel Authorization
PTMS	- Participant Training Management System (data base used by OIT)
PTP	- Participant Training Program (the HRD data base)
S&T/EY	- Office of Energy, Bureau of Science and Technology (of A.I.D.)
SPELT	- Society of Pakistan English Language Teachers
SSIC	- Sind Small Industries Corporation
TCT	- Third Country Training
TOEFL	- Test of English as a Foreign Language
TOTP	- Training of Training Professionals
UGC	- University Grants Commission
UNDP	- United Nations Development Program
USAID	- U.S. AID Mission (to Pakistan)
USIS	- U.S. Information Service
WAPDA	- Water and Power Development Authority
YIPS	- Youth Investment Promotion Society

TABLE OF CONTENTS

	<u>Page</u>
LIST OF ACRONYMS AND ABBREVIATIONS	i
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vii
PREFACE	ix
I. INTRODUCTION	1
A. Purpose and Scope of the Evaluation	1
B. Methodology and Technical Approach	1
C. Background and Overview of the Project	4
II. PARTICIPANT TRAINING: UNITED STATES AND THIRD COUNTRY	12
A. Overview	12
B. Project Environment and Growth	16
C. Participant Processing System	18
D. Survey Results	26
E. Needs Assessment and Training and Plans	38
F. USAID/HRD Organization and Operations	41
G. Findings and Recommendations: USAID/HRD	46
H. AED/EIL Organization and Operations	56
I. Findings and Recommendations: AED/EIL	64
J. Data Bases	66
K. Participant Training for Private Sector Women	70
L. Participant Training Costs	71
M. Third Country Training	77
N. Monitoring Unit	79
O. Other USAID Training Operations	81
III. ENGLISH LANGUAGE TRAINING	83
A. Background	83
B. The English Language Training Program (ELT)	85
1. Center for Intensive English Language Studies (CIELS)	85
2. Evaluation and Testing	86
3. Outreach and Institution Building	86
C. Findings	87
D. Conclusions and Recommendations for Phase II	89
1. Strengthening the Existing Program	89
2. Institution Building Recommendations	90

45

	<u>Page</u>
IV. IN-COUNTRY MANAGEMENT TRAINING (ICMT) AND INSTITUTIONAL STRENGTHENING	97
A. General Background and Overview	97
1. Historical Considerations	97
2. Major Areas of ICMT Activity	98
3. General Level of ICMT Activity	99
4. Level of Support to ICMT	100
B. Public Sector Institutions	102
1. Overview	102
2. NIPAs at Karachi and Lahore	103
3. NIPA/Quetta	105
4. PARD/NIPA/Peshawar	106
5. Civil Service Academy	107
6. Pakistan Administrative Staff College	108
7. Pakistan Audit Department	108
8. Consulting/Organizational Change - Dimensions of Institutional Strengthening	110
C. Private Sector Initiatives	111
1. Introduction	111
2. Pakistan Institute of Management	112
3. Lahore University of Management Sciences	115
4. Institute of Business Administration, University of Karachi	116
5. Private Enterprise training Initiative	117
D. Women's Management and Entrepreneurship Programs	123
1. Overview	123
2. Sample Survey of Trainees	124
3. Findings	125
4. Conclusions and Recommendations	126
E. Training of Training Professionals	127
1. Introduction	127
2. Impac of TOTP Program	128
3. Improving the TOTP Program	129
4. Materials Development	130
5. Institutionalization	130
6. Conclusions	131
7. Recommendations	131
F. Priorities for Phase II	132
V. ASSISTANCE TO DISADVANTAGED PROVINCES	135
A. Background	135
B. The Makran Project	135
C. Baluchistan II	136
D. Future Area-Specific Programs	137
E. Findings	137
F. Conclusions and Recommendations	137

LIST OF TABLES

<u>Table Number</u>		<u>Page</u>
1	DSTP Phase I Outputs, 1984-1988	8
2	Number of Participants Processed for Training in U.S. or Third Countries, 1984-1988	10
3	Number of DSTP In-Country Training Programs Conducted and Persons Trained, 1984-1988	11
4	Questionnaires -- Type of Respondent	14
5	DSTP Training Placements by Year	17
6	Participant Characteristics	27
7	Lead Time Interval by Academic and Non-Academic Participants	28
8	Participants in Orientation by Location and Academic and Non-Academic Training	29
9	Trainees Satisfaction with Training Subject by Academic and Non-Academic Participants	30
10	Academic Trainees Opinion of Quality of Support Provided by EIL	30
11	Relationship of Training to Job by Academic and Non-Academic Participants by Sector	31
12	Purpose of Training	32
13	Utilization of Training in Current Job by Academic and Non-Academic Participants and by Sector	33
14	Impact of Training on Career by Academic and Non-Academic Participants and Sector	34
15	Usefulness of Training in Managerial and Technical Areas by Sector	35
16	Impact of Training on Performance (Supervisors Survey) . .	35

Table
Number

Page

Page

17	Participant Performance Relative to Non-Trainees (Supervisors Survey)	36
18	Supervisors Preference for Academic vs. Non-Academic Training	36
19	Supervisors Preference for In-Country vs. Overseas Training	37
20	Sample Size of Participant Expense Data	72
21	Doctoral Participant Costs, Time and Averages	72
22	Masters Participant Costs, Time and Averages	74
23	Non-Academic Participant Costs, Time and Averages	75

48

LIST OF APPENDICES
(included in Volume III)

- I. Scope of Services
- II. Outline of Major Issues
- III. Major Materials Reviewed
- IV. Four Interview Questionnaires
 - IV-A Participant Call Record Sheet
 - IV-B Academic Training Participant Questionnaire -
Currently Training in U.S.
 - IV-C Call Record Sheet
 - IV-D Supervisor Questionnaire
- V. Two In-Country Short Term Questionnaires
 - V-A In-Country Short-Term Participant Questionnaire
 - V-B Women Management and Entrepreneurial Trainees
- VI. Questionnaire for AED and its Subcontractors
- VII. Questionnaire for Private Contractors and Universities
- VIII. List of Persons Interviewed
- IX. A Brief Resume on the Problems and perspectives on O/ARD Training, Report by Bedh P. Upreti
- X. Excerpts of 1989 Training Plan
- XI-A - USAID Letters to Participant Candidates Advising of GOP
XI-D Nominations and Requesting Required Documents
- XII. USAID Follow-up Letter Requesting TOEFL Scores
- XIII. AED Letter Requesting Restatement of Training Goals
- XIV-A Examples of Inadequate Training Descriptions in PIO/Ps
and
XIV-B
- XV. Example of USAID Response to Nominee Inquiry
- XVI. USAID Follow-up Survey of Returned Participants; Letter and Questionnaire
- XVII. Tabulation of Replies to USAID Survey

- XVIII. AED Follow-up Survey of Returned Participants; Letter and Questionnaire
- XIX. Pre-departure Orientation, Letter and Programs
- XX. Washington Orientation Program
- XXI. Student Address Reply Form
- XXII. Program of Study
- XXIII. Average Monthly Cost of Academic Training Programs
- XXIV. Follow-up of CIELS Graduates
- XXV. Sample Survey of In-Country Workshops for Women Managers and Entrepreneurs

50

PREFACE

Management Systems International (MSI) of Washington, D.C. was commissioned by AID/Washington to conduct this evaluation study during the last few months of the fifth and last year of Phase I of the Pakistan Development Support Training Project.

The evaluation accordingly took place over the period of September 12, 1988 to January 13, 1989 within the following time frame: three-plus weeks in Washington, D.C. preparing for and initiating the study; ten weeks in Pakistan conducting the study and writing the draft report; and two-plus weeks back in Washington, D.C. editing and completing the final report for submission to USAID.

The evaluation was both retrospective, assessing Phase I, and forward looking, providing guidelines for the design and operation of the forthcoming Phase II of the project.

The entire evaluation is contained in three volumes.

- I. SUMMARY REPORT. This discusses all aspects of the team's findings and recommendations and can be treated as a free standing document.
- II. DETAILED REPORT. This provides readers with information supporting the team's findings, analyses and recommendations.
- III. APPENDICES. Includes additional detailed information useful for someone desiring a full understanding of the team's work.

The evaluation team was composed of four senior associates of MSI: Robert Abramson (Team Leader), John Blumgart, Robert Morris and Samuel Cooper, all of whom had substantial overseas experience working in developing countries, including Pakistan. The fifth member was C. David Esch of AID/Washington Office of International Training, who joined the team for the last four weeks of the study in Pakistan. Technical support for the team was provided by MSI President, Lawrence Cooley, Vice-President, Anthony Schwarzwald, and staff members Timothy Alexander and Bonnie Daniels.

The evaluation study could not have been completed without the very considerable help and cooperation, herewith gratefully acknowledged, which was provided to the evaluation team by the following:

- The staff of USAID/Pakistan (especially Andra Herriott, Deputy Chief, and David Sprague, Chief, Office of Human Resources Development);
- The staff of the contractor and subcontractors (especially Peter Boynton, James Frits and John Tabor (and his team) of AED; Bonnie Barhyte, Laurie Emel and Janet Paz-Castillo of EIL; and Robert Terry of ADL);

- The Government of Pakistan and its training institutes and other involved Pakistani organizations and individuals (especially A. Ghafoor Mirza, Joint Secretary and Nargis Sethi, Section Officer, Economic Affairs Division, Ministry of Finance);
- The Secretary to the evaluation team, Mrs. Catherine Williams, and the Data Entry Specialist, Mrs. Luz Merkel;
- The local hire interviewers of the evaluation team: Dr. Shamsa Riaz Ahmad, Dr. Mohammed Aijaz, Mr. Anis Ahmed and Ms. Zara Ahmad; and
- The MSI office staff in Washington, D.C., including Joan Favor, Mimi Coleman, Dan Conway, Rose Johnson and Deborah Dub.

I. INTRODUCTION

A. Purpose and Scope of the Evaluation

As indicated in the official Scope of Services (see Appendix I) the purpose of the evaluation was two-fold. First, review project progress and goal achievement to date, including an update of the 1985 interim Evaluation and an assessment of current constraints and opportunities. Second, and probably most important, provide guidance for the design of Phase II of the project including practical recommendations for improving the project's operations and delivery of services.

The scope of the evaluation was to cover all of the project's major components: management training and institutional strengthening, participant training and English language training. Special attention was to be given to determining how the project could be modified to make in-country training and participant training more effective for women, the private sector, less advantaged provinces and other special target groups. The major issues to be addressed are shown both in the Scope of Services and in a brief outline of Major Issues developed by the evaluation team (see Appendix II).

B. Methodology and Technical Approach

The methodology and technical approach utilized by the evaluation team was comprised of the following elements:

1. Review of Documents: A multitude of documents were reviewed by the team, including project paper, amendments, various reports (e.g. the 1985 Interim Evaluation), planning documents and studies, and related papers, books and articles. These documents were provided by AID/Washington, USAID/Pakistan, the contractor and sub-contractors, government agencies, the training institutions, various private sector and women's organizations and bodies and other concerned organizations and individuals. A listing of the main materials reviewed is contained in Appendix III.

2. Overseas Participant Questionnaires: Four structured interview questionnaires were employed, as listed below, with all interviews in Pakistan conducted by a well qualified high level team of trained Pakistani interviewers:

<u>Category of Questionnaire</u>	<u>No. of Interviews</u>
Academic Training Participant Questionnaire (Returnees)	42
Academic Training Participant Questionnaire (Currently Training in US) (telephone interviews conducted by evaluation team and two Washington-hired interviewers)	19
Non-Degree Training Participant Questionnaire (Short-term Overseas Training)	63
Supervisor Questionnaire (supervisors of returned participants)	<u>20</u>
Total (versus 107 called for in the Scope of Services)	<u>144</u>

The interviews conducted in Pakistan were apportioned more or less evenly among the major centers of Islamabad, Lahore, Karachi, Quetta and Peshawar. Although scientific random sampling was desired by the team, it proved impossible since selection had to be made from incomplete lists of returned participants, and not all returned participants were that accessible.

Copies of the four questionnaires are displayed in Appendices IV-A through IV-D.

3. In-Country Short Term Participant Questionnaires: Two questionnaires were employed. First, 26 former participants from DSTP sponsored In-country Management or Trainer Development Programs were interviewed (in Islamabad, Lahore and Karachi) by the same team which interviewed returned overseas participants. Second, a sample of 30 women participants, evenly split between DSTP-sponsored Management and Entrepreneurial Programmes was interviewed (in Islamabad, Lahore and Karachi) by an experienced interviewer who was hired for that purpose. Copies of the two questionnaires are displayed in Appendices V-A and V-B.

4. Questionnaires for AED and the Sub-Contractors: Seven comprehensive questionnaires on various project issues were filled out in writing by Academy for Educational Development (Boynton, Frits, Tabor), Experiment in International Living (Redlinger, Barhyte, Emel) and Arthur D. Little (Terry). A copy of one such questionnaire is displayed in Appendix VI.

5. Other Questionnaires: Six university or private contractors for USAID projects filled out a questionnaire which dealt with the issues of USAID project buy-ins to participant training under the DSTP Project. A copy of this questionnaire is displayed in Appendix VII. Also the Deputy Chief of the USAID/Office of Human Resources Development and Training (Project Officer, DSTP Project) completed a special questionnaire dealing with project issues.

6. Interview Guides: Several interview/discussion guides were developed for use in the data gathering process with Government agencies, training institutions, USAID Officials and private sector representatives.

Experience showed the advantage of making selective (rather than comprehensive and page by page) use of them as tools and checklists for the interviews. This latter procedure was then followed.

7. Interviews and Field Visits: A great number of interviews were conducted with key individuals who have been involved with the project and its various components and activities. Interviewees included people from Government and its agencies, training institutions, private sector representatives, USAID and project personnel, other donor agencies, the contractor and sub-contractors and many others who were related to the project. Interviews were held in Washington, D.C., by telephone to other parts of the U.S., and in Pakistan through visits to Lahore, Karachi, Peshawar and Quetta as well as in Islamabad. Among the main institutions and bodies visited were all four National Institutes of Public Administration at Lahore, Karachi, Quetta and Peshawar, the Pakistan Institute of Management, Pakistan Audit Department, Audit and Accounts Training Institutes at Lahore and Quetta, Civil Services Academy, Pakistan Administrative Staff College, University of Karachi Institute of Business Administration, Lahore University of Management Sciences, University of Peshawar, NWFP Agricultural University and University of Engineering and Technology, Pakistan Academy for Rural Development, National Bank of Pakistan Management Development Center, Pakistan Society for the Advancement of Training, Pakistan American Cultural Centers at Quetta, Peshawar, Karachi, National English Language Institute, Society of Pakistan English Language Teachers, British Council, USIS, Asia Foundation and University Grants Commission. A list of the persons interviewed in each organization is displayed in Appendix VIII.

8. Examination of Total Participant Training Process and System: This included a careful scrutiny and analysis of such areas as needs assessment, training planning, nomination, selection, clearances required, documentation, orientation, placement, management of the U.S. and third country participant training program and support services, post training management, re-entry, utilization and follow-up. Buy-in arrangements were also looked at. This examination included many discussions with the following: GOP, EAD and Establishment Division, Federal Ministries including Ministries of Science and Technology and Education, Provincial Planning and Development Departments and other user Departments, training institutions, USAID/HRD and USAID Technical Divisions and Projects, AED and EIL personnel both at the Home Office and in Pakistan, and other related organizations and individuals.

9. Briefings and Review Meetings: After the initial meeting on October 13, 1988 with the USAID Mission Evaluation Committee to discuss the scope and approach of the evaluation study, informal weekly meetings to report on progress were held with USAID/HRD. A formal mid-term review meeting was then held with USAID's Evaluation Committee on November 20 where progress to date and possible areas of recommendations were discussed. Communication with the Mission in this respect was very good.

Following submission in the second week of December of portions of the draft final report along with a debriefing summary, review and briefing sessions were held with the GOP/EAD on December 13, and with USAID management on December 13 and 14. The Team subsequently received

comments from USAID which have been fully taken into account in the preparation of this final report.

C. Background and Overview of the Project

Historical Antecedents¹

Since its birth as a nation in 1947, following the partition of British India, and continuing on up through the years to the present time, Pakistan has been plagued with a dearth of well trained and experienced senior civil servants. Consider that at time of partition only about 100 members of the former elite Indian Civil Service and Indian Police Service elected to cast their lot with Pakistan.

Furthermore, the Pakistan Civil Service followed the British generalist tradition of giving preference to bright young persons with an academic background in liberal arts and the humanities. Over the years only a very small percentage of the new recruits had a background in public administration, business administration, economics or the hard sciences. Also, experience or training in development administration was virtually non-existent as the stress was on the traditional subjects of law and order administration, tax collection and judicial administration.

However, since the 1950s the Government has taken a number of steps to build the managerial competence of its officials both through training abroad as well as through in-country training following the creation of a national network of educational and training institutions in management and public administration. USAID has played a signal role in this institution building process since, throughout the late 1950s and early 1960s, it assisted the GOP with funding and technical assistance in establishing the National Institutes of Public Administration (Lahore, Karachi, Dacca), the Pakistan Administrative Staff College, the Pakistan Academy for Rural Development, the Institute of Business Administration at University of Karachi and the Department of Administrative Sciences at University of the Punjab. At the same time, in a parallel development, the UNDP/ILO and Ford Foundation, in the 1950s and 1960s, assisted in the creation and development of the Pakistan Institute of Management in Karachi, catering for private and public enterprise sector managers.

In the period between 1969-1980, USAID continued to provide training assistance for civil servants in the public administration field through the Government Administrative Staff Improvement (GASI) Project, but on a somewhat reduced scale. During this tumultuous period, especially in the early 1970s, it should be noted that the scope of Government operations and services changed and expanded dramatically when the Bhutto administration nationalized a large segment of private industry. This drastic action placed a heavy burden of new managerial responsibility on the shoulders of an insufficiently manned and trained civil service and also put more demand and great stress on Pakistan's inadequately funded

¹ This section of the report on historical background is based, in large part, on DSTP project documents including the latest request for proposals for Phase II of the project.

also put more demand and great stress on Pakistan's inadequately funded and staffed management training institutes who were supposed to carry out the daunting task of training many more new managers and upgrading existing ones. Needless to say neither the civil service nor the management institutes found that they had the capability and the resources to cope satisfactorily with their added responsibilities.

Another important factor that should be kept in mind is that over the years the environmental context of Pakistan has not been favorable to the emergence of a stable and development oriented system of public administration and management. Witness the traumatic series of events including the 1965 and 1971 wars with India and subsequent loss of the eastern wing of the country (which became Bangladesh), the instability of the Bhutto period of the 1970s with the forced nationalization of many private sector institutions, and, finally, the martial law era under President Zia (1977 - 1988) which inhibited not only economic growth but also the development of democratic institutions and a sense of national unity and purpose.

Additionally, Pakistan at present is confronting the severe problems of excessive population growth (3.1%) an archaic and tradition-bound education system, structural problems in the economy and the national tax system, inadequate agricultural productivity, energy problems and short falls, a very low literacy rate (27%), and until recently, only a half-hearted commitment to allowing the energy and creativity of the private sector to contribute to national development. All of the foregoing are constraints to development that public and private sector managers must become better equipped and trained to handle. In this connection, some public and private sector leaders have noted that the recent five year plan (1983 - 1988) partially failed to meet its targets because of the shortage of trained managers and technical personnel with the ability to plan, implement and evaluate development initiatives and programs.

However, on a more encouraging note, the GOP in the same Sixth Five Year Plan (1983 - 1988) gave due recognition to the importance of human resource and manpower development as critical to initiating and sustaining economic growth. Recently the private sector has also been encouraged to play a more significant development role and to share in the training opportunities afforded through the DSTP Project. It also appears that the GOP is committing more of its own resources and alleviating some of the constraints to the development of the private sector.

Birth and Development of the DSTP Project

It is against this historical background outlined above that in 1983 the GOP and the USAID Mission entered into an agreement, as part of USAID's Economic Assistance Package to Pakistan, which established the Development Support Training Project (DSTP). In terms of its purpose, the project was designed to upgrade the managerial and technical expertise of Pakistani men and women in the public and private sectors who are involved in planning, development and implementation of Pakistan's priority social and economic programs.

The DSTP Project comprises the following four complementary and interrelated components:

- (1) in-Country training of public and private sector managers and institutional strengthening of local public and private sector management training institutions;
- (2) participant placement/training for all USAID project (including buy-ins to the DSTP) through which participants are sent for long and short term training in the USA and third countries;
- (3) training in English as a second language (ESL) to (a) increase candidates' English language proficiency for U.S. institutional placement, and (b) increase the effectiveness of national institutions to teach ESL; and
- (4) management and technical training for special target groups including the private sector, women and less advantaged provinces (including vocational/technical training and institutional development in Baluchistan and NWFP).

Originally the planned funding for the project was set at a rather modest \$10 million and the life of the project was set at five years, to terminate in 1988. However, due to the DSTP's success over the first few years as assessed by an interim evaluation, the identified needs of Pakistan and further requests by the GOP, project funding was increased through five amendments during the period April 1986 to September 1988 by a total amount of \$65 million resulting in a new funding level of \$75 million along with an extension of the life of the project to December 31, 1991. Most of this additional funding provided for the project, it should be noted, was earmarked for overseas participant training, with the exception that \$10 million was set aside in September 1988 for construction costs, equipment and some operating expenses for the new Lahore University of Management Sciences.

In justification of the present and proposed levels of funding and effort, both the GOP and USAID during 1987-1988 determined that successful priority USAID projects such as DSTP should be continued in the 1988-1993 development program since DSTP is considered of strategic importance in the development of Pakistan's human resource and the further strengthening of the country's public and private sectors. In this connection the DSTP project was therefore included in USAID's 1988-1993 Country Development Strategy Statement, which is related to the GOP's Seventh Five Year Plan. It is further anticipated that the project will ultimately be extended to December 1993 and that total funding of \$140 million will be provided.

In December 1983, USAID entered into a contract with the Academy for Educational Development (AED) to provide the technical services called for under each component of the project. AED in turn entered into sub-contracts with Arthur D. Little (ADL) and Experiment in International Living (EIL) to provide services in the areas of management training and ESL training. An earlier sub-contract with the Institute of Public Administration of Pennsylvania State University, as regards management

training services, was terminated by mutual agreement in December 1986 after two years of work.

The initial contract with AED was for three years and subsequently amended on June 30, 1986 to cover an extension of another two years with an expiration date of December 18, 1988. Following the solicitation and examination of proposals by USAID for the first two year portion of Phase II of the Project (December 1988 - December 1990), the present contractor, AED, was awarded the contract with the option for an extension to five years (to December 1993). Under the new contract, Winrock International has joined EIL and ADL as a subcontractor to provide placement and in-country training services for trainees from USAID's agricultural projects.

An interim project evaluation, carried out in late 1985 with its report issued in April 1986, concluded that project progress was satisfactory or better for all DSTP components. The principal recommendations of the evaluation were that the project termination date should be extended to 1990 or later and that additional funding should be provided for all components, with relatively more emphasis than in the past to be given to in-country training, institutional strengthening and English language training.

The interim evaluation also identified constraints to project success that needed to be addressed such as inadequate staffing for the existing level of effort; policy, jurisdictional and procedural problems within the GOP; lack of a comprehensive human resources development planning process or needs assessment; vagueness of private sector objectives; and the need to focus training on USAID's priority sectors and involve USAID's technical divisions more in training planning.

D. Phase I Outputs

In the original project paper of March 1983, initial output targets and measures were established for the five years (of Phase I) and then revised upward with the project amendment of June 30, 1986 and the additional increments of funding provided.

Table 1 compares initial and revised output targets with the actual outputs of Phase I of the project. As can be readily seen, the project has been very successful in not just meeting but in exceeding by a large measure all of the output targets that were established for it. Additionally, the project has produced some very useful outputs (e.g., women trained, Pakistanis trained in English for Academic purposes, TOEFL tests given) for which separate targets were not set initially.

TABLE 1
DSTP PHASE I OUTPUTS, 1984-88

Output Indicator	Initial Output Target	Revised Output Target	Actual Output
1. Public and private sector managers trained in-country in new or revised management programs	1,622	1,622	2,072
2. Short courses and workshops designed, developed, tested and integrated into host country institutions	34	78	107
3. Pakistanis from both public and private sectors trained in-country as professional trainers	50-75	50-75	725*
4. Training institutions strengthened through technical assistance, faculty development and commodities	4	4	13
5. Participants trained in management or technical subjects in U.S. or third country training programs	228	3,725	4,000+ (estimated)
6. Women trained in-country in management and entrepreneurship	None	None	215
7. Pakistanis taught English for academic purposes (preparatory to academic training overseas)	None	None	669
8. Number of tests of English as a Foreign Language given	None	None	8,500 (estimated)
9. Secondary school graduates from Makran Region of Baluchistan offered special ESL and vocational/academic training programs in the U.S.	None	None	51

* Includes some who attended more than one program.

Tables 2 and 3 give more detailed breakdowns of the training outputs of the project during Phase I. Table 2 indicates that about 50 percent of those processed for overseas participant training were from the DSTP core project, 40 percent were buy-ins from USAID's technical projects (mainly agriculture), and 10 percent were from the Ministries of Education and Science and Technology (funded by the GOP). Less than 8 percent of participants were women. Table 3 on in-country management training shows a trend away from the more traditional training of civil servants to the newer areas of training of professional trainers, women and private sector managers.

TABLE 2
NUMBER OF PARTICIPANTS PROCESSED FOR TRAINING IN
U.S. OR THIRD COUNTRIES, 1984-88*

<u>Project:</u>	<u>Academic</u>			<u>Non-Academic</u>			<u>Grand Total</u>		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. DSTP	493	82	575	1598	239	1837	2091	321	2412
2. On Farm Water Mgt.	54	0	54	218	0	218	272	0	272
3. Irrigation Systems Mgt.	101	1	102	421	1	422	522	2	524
4. Popula. Welfare Plng.	2	0	2	20	14	34	22	14	36
5. Tribal Areas Dev.	0	0	0	16	0	16	16	0	16
6. Malaria Control II	3	0	3	67	0	67	70	0	70
7. Rural Electrifica.	13	0	13	226	0	226	239	0	239
8. Primary Health Care	0	0	0	21	3	24	21	3	24
9. Energy Plng. & Dev.	26	0	26	69	1	70	95	1	96
10. Baluch. Area Dev.	23	0	23	3	0	3	26	0	26
11. Forestry Plng. & Dev.	11	0	11	73	0	73	84	0	84
12. Mgt. of Ag. Res. & Tech.	96	1	97	233	1	234	329	2	331
13. Food Security Management	47	0	47	182	5	187	229	5	234
14. Frontier Area Dev.	0	0	0	2	0	2	2	0	2
15. Energy & Environ.	0	0	0	5	0	5	5	0	5
16. Ag. Sup. Serv. Proj.	26	3	29	88	5	93	114	8	122
17. Min. of Education	52	14	66	1	0	1	53	14	67
18. Min. of Sci. & Tech.	303	20	323	0	0	0	444	20	464
Grand Total	1250	121	1371	3243	269	3512	4493	390	4883

* Source: USAID/Pakistan HRD Participant Data Base. These figures show the number of participants for whom PIO/Ps were prepared by HRD and forwarded to AED. The number of participants actually placed in educational institutions will be somewhat lower, however, since some PIO/Ps are cancelled or not acted upon for a variety of reasons (e.g. the participant cannot be spared, etc., etc.).

107

TABLE 3
 NUMBER OF DSTP IN-COUNTRY TRAINING PROGRAMS CONDUCTED
 AND PERSONS TRAINED, 1984-1988

Programs Conducted During 1984-1988

Years	1984	1985	1986	1987	1988	Total
<u>Programs</u>						
Public Sector	1	8	2	4	11	26
PIM & PETI	1	3	2	10	11	27
TOTP	1	3	7	11	19	41
Women's Development	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>8</u>	<u>13</u>
Total	3	14	12	29	49	107

Persons Trained During 1984-1988

Years	1984	1985	1986	1987	1988	Total
<u>Programs</u>						
Public Sector	18	148	39	74	194	473
PIM & PETI	21	81	46	325	186	659
TOTP	21	42	133	204	325	725
Women's Development	<u>0</u>	<u>0</u>	<u>21</u>	<u>54</u>	<u>140</u>	<u>215</u>
Total	60	271	239	657	845	2072

- Notes:
- 1) Source: AED, Islamabad
 - 2) TOTP programs include programs specially conducted for Institutes and women
 - 3) One PIM/PETI conference in 1987 included 160 participants
 - 4) PIM = Pakistan Institute of Management
 - 5) PETI = Private Enterprise Training Initiative
 - 6) TOTP = Training of Training Professionals

123

II. PARTICIPANT TRAINING: UNITED STATES AND THIRD COUNTRIES

A. Overview

As is the case with other components of the evaluation, this section both reviews the work done in Phase I and provides recommendations for the operation of Phase II of the DSTP. Therefore, the evaluation contains some recommendations that were not issues in the first five years, (e.g. institutionalizing needs analysis and training plans within the GOP). As a *forward looking evaluation*, this document, although concerned with what has happened in Phase I, is much more concerned with what should be the shape and design of Phase II. As another starting point, the evaluation has attempted an assessment of the impact of training on the participant's careers as well as on their sponsoring organizations.

Since a major goal of this evaluation is to provide future guidelines for Phase II, it is hoped that some recommendations will be applicable to many of USAID's future training subcomponents of its development projects. Whether it is within USAID, or within the host government, the primary objective of training is to develop specific individual skills, knowledge and attitudes and to modify, for the better, institutional behavior patterns. Thus, the key element of a good training system is matching individuals (given their education, work experience and capabilities) with the proper training program, either academic or non-academic. All of this effort, and the supporting systems, should result in improved work productivity..

Ideally, any USAID funded participant training project and/or activity should be designed to accomplish the following programmatic and operational objectives:

- The host country, as a result of USAID training activities and technical assistance, will have developed over time, the capability to plan and manage its own domestic and international training program, including the preparation of needs analysis and formulation of training plans.
- Efficiently operated training programs will have been created, built upon complete and timely collection of participant documentation. The closer to the nomination that documentation is collected, the more efficient the nomination process will be. Ideally, full documentation would be submitted to USAID by the GOP along with the candidate's nomination.
- The establishment of a pre-qualified pool of trainees to draw upon for overseas training will have been created. The creation of such a pool is a goal that large long term training projects strive to achieve, whether the participant goes for academic or non-academic training.

- A procedure for producing well written PIO/Ps will have been developed as a basis for quality placements of participants. All training projects should produce PIO/Ps with sufficient specificity to permit those making the placements to select the training institutions which best meet the needs of the candidate and the sponsoring organization.
- For countries with a high volume of activity, formal written policies and procedures will have been established to provide the operational stability needed. Ideally, these policies and procedures do not hamper the operation but rather enhance it by providing the parameters and guidelines needed by those who serve the system.
- Where there are multiple sections and organizations working on the training project, areas of responsibilities will have been clarified and demarcated and appropriate channels of communication will have been established to be monitored and revised as the project evolves. These conditions are essential to the smooth operation of complex organizations such as USAID Missions and their training projects.
- A system for reviewing and adjusting staffing levels will have been established in order to deal with changes in the project's level of operation. It is especially important in labor intensive training projects, that these staffing adjustments be timely and, if possible, based on agreed upon formulas.

To evaluate the projects' operational effectiveness, the team examined the following:

- Training needs analysis, planning for training and the nomination process.
- The degree of utilization and value of the orientation programs offered to participants.
- The quality of AED support to participants.
- The relevance of DSTP-sponsored training activities to participant and institutional needs.
- The utilization of training upon completion.
- The organization and operations of HRD and AED.

Based on the outcome of each review and the general objectives outlined above, recommendations were made on the structure and conduct of the next phase of the DSTP.

To gather data, two types of interviews were conducted. One series was based on questionnaires and involved the following groups:

- Participants currently in training in the United States.
- Participants in both long and short term training who have returned to Pakistan.
- Supervisors of returned participants.

Participants still in training in the U.S. were interviewed via telephone. Returned trainees were interviewed by a team of interviewers employed in Pakistan who visited Lahore, Karachi, Quetta, and Peshawar in addition to its work in Islamabad. The number of questionnaires completed are shown in Table 4.

TABLE 4
QUESTIONNAIRES BY TYPE OF RESPONDENT

	Number	%
Currently in Training	19	13
Academic Returnee	42	29
Non-academic Returnee	63	44
Supervisor	<u>20</u>	<u>14</u>
Total	<u>144</u>	<u>100</u>

The second group interviewed consisted of:

- A. USAID contractors in Pakistan.
- B. USAID section chiefs and project officers and liaison officers.
- C. USAID/HRD staff.
- D. AED/EIL staff.
- E. Representatives of the GOP.

The USAID staff and contractors were all interviewed in person in Pakistan. Exceptions to this were interviews with the EIL staff who were interviewed in Washington D.C. One EIL staff member was interviewed by telephone in the U.S. Over 35 persons were interviewed in this phase of the evaluation.

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The reason for including the USAID contractors in the survey is that those who have training components in their contracts (except for TIPAN) are required to use the DSTP placement network. This arrangement is referred to as a *buy-in*.

The DSTP involves not only USAID and its contractors in the process, but also the federal and provincial governments of Pakistan. The GOP agencies and provinces collaborate with USAID, though in some cases they act independently, in writing training plans. The GOP is solely responsible for selecting, screening and processing nominees to the point where a nomination letter is forwarded to USAID. The participant training portion of this evaluation is concerned primarily with those activities that take place on the USAID/AED/EIL side of the training process. There are several reasons for this. First, the Pakistani side of the process has been the subject of evaluations and recommendations for years by both domestic and foreign consultants. Little noticeable change has occurred as a result of these studies. A recent study by Dr. Upreti provides a current description of the process followed by the provincial governments (see Appendix IX). He recommends that the process followed by the provinces, while time consuming and tortuous, be accepted as a given and allowed for in the training process. Second, given the amount of data to be collected and evaluated, time simply did not allow the luxury of a detailed review of an area over which USAID has no functional control.

Another item that falls within the scope to this evaluation is a review and update of the interim evaluation conducted in 1985. The interim evaluation made the following recommendations pertaining to participant training:

1. USAID seek, through a covenant to the project agreement for the extension of the project, GOP action to streamline the participant training nomination and selection process so as to achieve timely results.

Update: This issue is not best treated in a contract covenant. However this is an issue that is kept in the forefront of negotiations, even at the ambassadorial level. HRD has done virtually everything within its control to affect change in these processes.

2. All short term training activities need much more careful planning and scrutiny to assure that they will provide worthwhile training outcomes for the trainees and their employers.

Update: HRD continues to monitor short and long term training. However the volume of short term training slots prevents the type of scrutiny envisioned in this recommendation. New recommendations are made below which expand the monitoring activities for both short and long term trainees.

3. AID needs to establish who is responsible for monitoring training impact, and establish a process for insuring that this function is carried out in a manner that assists HRT, GOP, and the contractor in assuring that DSTP resources are being effectively utilized.

Update: HRD has established a full time monitoring office with responsibilities for follow-up contact with returned participants. The office is capably staffed and has just completed its first tranche of surveys. The findings will soon be evaluated and distributed to decision makers in the GOP as well as USAID who need the information for policy decisions. The office continues to survey returned participants on a regular basis.

4. AID should review its English language requirement for short-term training to determine if changes could be made without impairing training effectiveness.

Update: HRD has reviewed its English language requirements for short term training. The review included discussions with ESL instructors and those who deliver short term training services. It was decided that the existing policy is well conceived and did not merit change.

B. Project Environment and Growth

As is the case with most dollar assistance to Pakistan, the DSTP is funded by the Economic Support Fund (ESF). The overall assistance level is established based on strategic considerations while individual projects are to be implemented with development objectives in mind. These two objectives, while not inherently in conflict, often are not completely compatible. Frequently there are two points of discrepancy. First, overall funding levels for a project can exceed host country managerial and administrative absorptive capacity. Second, pressures build for a rapid disbursement of project funds as an important aspect of broader political objectives. Not surprisingly, both concerns have been a feature of the DSTP.

While the need to make a number of placements rapidly has not set aside the development goal of making quality placements, it has affected the operation and results of the program. For example, short lead time for finding training opportunities and late enrollments in the academic year have continually plagued the program's operation, impinging on the quality of the placements made. However, although the new USAID/AED contract still calls for a high number of placements each year, the emphasis will be on ensuring quality placements.

The project has grown at a phenomenal rate. Its initial budget was for \$10,000,000 for five years. It has now grown to \$75,000,000.¹ By the third year, placements had exceeded the original five year goals set for the project by 20 per cent. Buy-ins, placement services provided to USAID's technical projects, have accounted for a significant proportion of the growth in placements over the entire five year period. Table 5 shows the training goals and placements by year.

¹ Of which \$10 million is for Lahore University of Management Sciences.

TABLE 5
DSTP TRAINING PLACEMENTS BY YEAR a/

1984	Placements	Carried Forward <u>b/</u>	Total Enrolled	Contract Maximums <u>c/</u>	Surplus Placements <u>d/</u>
1984	131	0	131	225	-94
1985	331	28	359	300	59
1986	854	75	929	750	179
1987	1,319	307	1,626	1,300	326
1988	1,000	570	1,570	1,600	-30 <u>e/</u>

a/ Source AED.

b/ Carried Forward is the number of participants placed in one contract year who were still in training in another contract year.

c/ Contract Maximums is the maximum number of placements plus carry overs called for in the contract for a given year.

d/ Surplus Placements is the difference between the contract maximums and the total enrolled.

e/ 1988 figures are estimates.

Given the motives, political as well as developmental, behind the DSTP, the continued expansion and the time constraints that it has been implemented under, the numbers show that it has been a highly successful program. Scholars have been and are being trained which will contribute much to the long term development of Pakistan. Good will has been created through the various training activities that have been funded, e.g. long and short term training and study tours. The skill level of technicians and managers has been enhanced through short term training programs. The USAID Mission in Pakistan, AED and EIL can be justifiably proud of accomplishing such a herculean task. In later portions of the evaluation the report examines the impact of the program on management and professional skills.

However, this success has not been without a price. That price was a measure of ill-will generated by a long impersonal process that is viewed by some participants as cumbersome and indifferent to their needs (see Table 7 of Participant Survey below). Another problem comes from placements that do not meet the participants' needs and/or expectations. (see Table 9 which shows that over 30% of all participants were dissatisfied with their training).

The fact is that the nomination process used in international training is very complicated, and at times appears repetitive. At the crucial point in the process when a participant is preparing to depart Pakistan, a number of procedures are imposed by the GOP and the U.S. Government which can potentially cause the participant to miss his or her training opportunity literally within hours of departure (see Chart D

below). The recommendations in the balance of this chapter will, it is hoped, contribute to a diminution of these negative impacts.

C. The Participant Processing System

The in-country participant processing and departure system is very lengthy and complex. Participants, HRD and AED staff, as well as members of the GOP do not fully understand all of the steps and processes and paperwork a potential participant must go through before departing for training. Everyone seemed to understand a part of the process, e.g. from whom a piece of paper needs to be obtained or where to send the participant next. But few people could explain all of the steps to the evaluators. In order to prepare the reader for discussions and recommendations which follow in this section, a detailed picture is presented in the following charts and discussion.

The in-country processing can be divided into four stages for easier understanding and presentation. The four stages will be presented in four charts, they are:

- (a) GOP nominates the participant;
- (b) USAID processes the nomination;
- (c) The contractor, AED, processes the nomination; and
- (d) The participant prepares to depart Pakistan.

In this section, the evaluation team's understanding of the complete process for a public sector academic participant will be presented and discussed. This is probably the most complex of the four major types of training, (i.e. public sector academic and technical, and private sector academic and technical). Each chart is divided into several columns, each representing the major organizations involved in the processing system. At the right of each chart is an estimate of the time it takes for participants or their paperwork to go through each step of the process.

GOP Nominates Participants

The system begins (see Chart A) with USAID developing and issuing the *training plan* or annual catalog of USAID suggested training opportunities. The training plan is received at the Economic Affairs Division (EAD), where the plan is distributed to the federal ministries and provincial governments. Also, when USAID issues supplementary letters announcing selected courses throughout the year, the GOP follows a similar process.

In the case of the provincial governments, once the training plan and supplementary course announcements are received by a Provincial Planning and Development Department these documents are then distributed to the various provincial departments. Then a provincial department proposes a candidate for training which sets in motion a process which contains at least 30 different and identifiable transactions at the provincial level. The process is eloquently described and diagrammed by Bedh P. Upreti in

Appendix IX A Brief Resumé on the Problems and Perspectives on O/ARD Training. Upreti points out that the case he followed finally required 30 signatures and was physically handled by 38 people. All of this takes place before the nomination is processed by EAD.

The ministries and the provincial governments submit nominations through EAD and the Establishment Division. From this process comes a letter nominating one or several participants for an academic program. The letter names the participant(s), describes the major field of study and the anticipated length of program. At this point, the participant can collect the nomination letter and hand carry it to HRD. If the letter is handled in the normal manner, EAD mails the letter to USAID. The letter is received and logged in USAID's C&R office, where a copy is made. C&R routinely sends a copy to the Project Officer and the original is sent to the HRD Training Officer. This completes the GOP nomination.

Section E shows how the abovementioned process can be strengthened. It recommends that USAID work with the GOP to institute a simplified needs assessment and training planning process for DSTP-funded trainees. (Projectized participant training is presumably preceded by a needs assessment and training plan as part of the project design process.)

USAID Processes

Chart B picks up with the nomination being received at USAID by the Project Officer and the Training Officer. If the nomination was hand carried by the participant, by passing C&R, the Project Officer does not get a copy, the original goes to HRT. Once the nomination is assigned to the proper HRT case officer,² the nominee's name and preliminary data is entered into the Pakistan Training Program System (the HRT database). HRT's case office then determines with the Project Officer, i.e., Health, Energy, if the nominee fits the training criteria for which he/she has been nominated. After the record is entered, the nomination goes to the case officer to start the file and send a letter to the participant requesting any missing documentation. The letter requests the nominees for academic training to take the TOEFL, GRE or GMAT examinations, submit copies of school transcripts (marksheets) and to obtain letters of recommendation. A copy of this letter, including a copy of the nomination letter is sent to EAD, the processing contractor, AED, and, if appropriate, to the USAID Regional Liaison Office.

Upon receipt of the letter, if not before, the participant begins the process of learning the TOEFL and GRE/GMAT schedules, and then taking the tests. The single most important score, for processing the academic participant through the system, is the TOEFL. Some participants take the test prior to being nominated, and are able to provide HRD their results

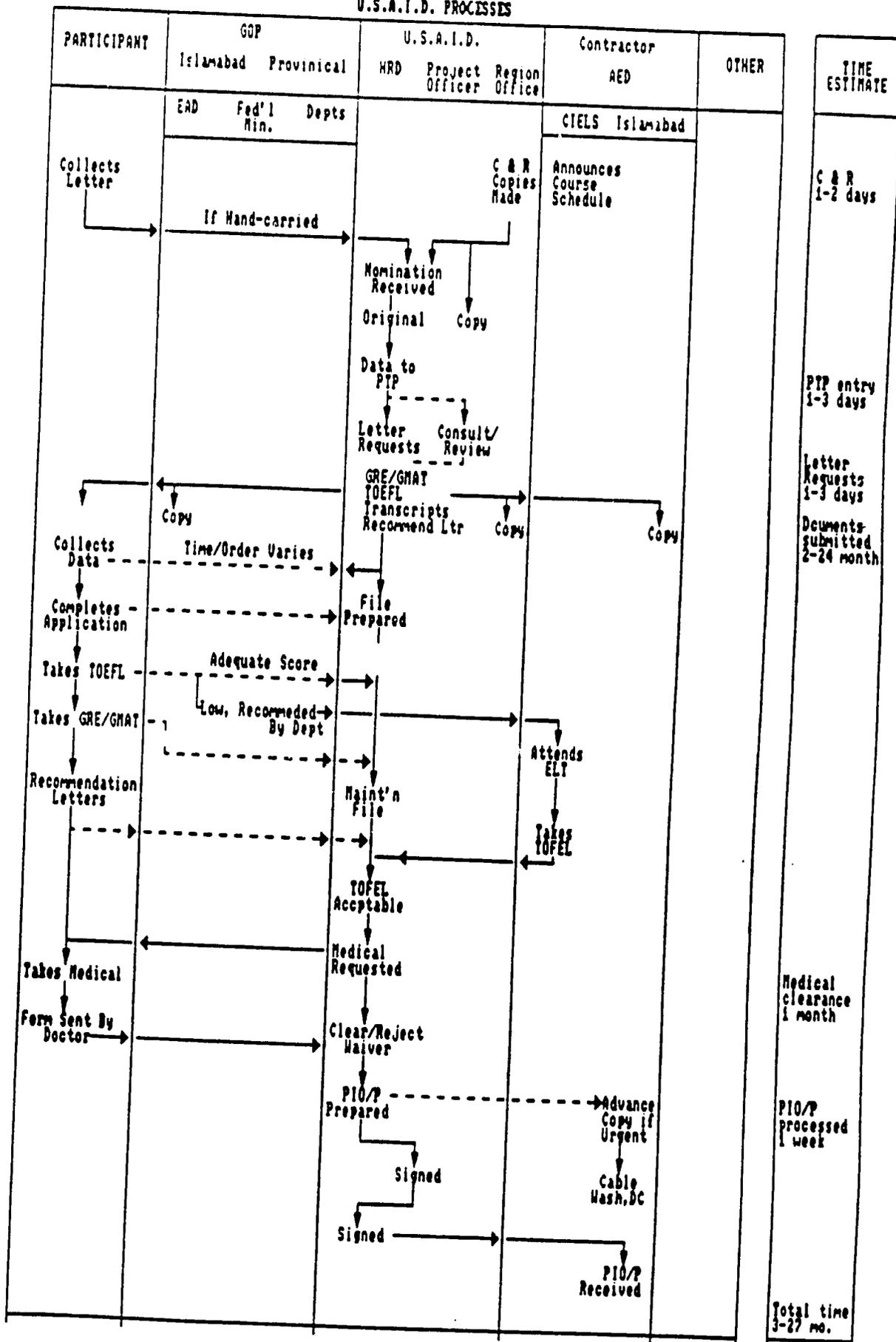
² "Case officer" refers to employees in HRT (for Training) -- a Division of HRD/USAID and AED/I who are charged with monitoring and processing given categories of participants.

PUBLIC SECTOR
DSTP PARTICIPANT PROCESSING

ACADEMIC

CHART B

U.S.A.I.D. PROCESSES



early in the process. When HRD learns that the score is below the 530 or 550 call forward level for long-term training,³ they send the participant a letter recommending and inviting them to enter the Center for Intensive English Language Studies (CIELS) program.⁴ The participant takes this letter to their department and an official nomination letter to take English language training is sent to CIELS and usually the participant enters the next available session.

While the participant is taking these tests, the case officer maintains the file in a pending status. The nominations are received by HRT at various times of the year and with varying amounts of lead time before a program is to begin. These variations, coupled with the different test schedules, results in the case officer needing to have and closely maintain an adequate *tickler* system in order to manage their pending files.

When the appropriate TOEFL level is achieved, the HRT case officer sends a letter requesting the participant to take the required medical exam. The participant goes to a doctor under contract to USAID, where the exam is completed and a report sent to HRT. The HRT medical officer reviews the exam results and approves, rejects or recommends a waiver to the Project Officer. When the medical clearance is complete the case officer prepares the PIO/P. If the lead time until program start is short, a copy of the unsigned PIO/P may at this point be sent to AED marked as "ADVANCE COPY." AED in turn immediately notifies EIL in Washington, D.C. that action is imminent on this case. At the same time, the PIO/P moves through the relevant project office and HRD for the required signatures. This part of the process is completed when the signed PIO/P and copies of the pertinent documentation are sent to AED/I.

The team's evaluation presents specific findings and makes recommendation related to USAID processing in Section F, below.

Contractor Processes

Chart C looks at AED/EIL's role in the processing system. When the signed PIO/P is received by AED's Islamabad office (AED/I), a copy is quickly dispatched via the next courier package to EIL in Washington for placement.

If lead time is short and a telex has not previously been sent to EIL/Washington (EIL/W), one is sent. The AED case officer reviews the documentation and sends the participant a letter requesting any documents that are still missing at this point. As the participant collects and sends data to AED, it is usually forwarded to EIL/W on a piecemeal basis. Experience has taught AED to try not to create any delays in the flow of information between the Mission or the participant and the placement staff at EIL/W.

³ 530 for MA candidates, 550 for Ph.D. candidates.

⁴ Public sector nominees only.

EIL/W initiates placement as soon as they believe they have adequate documentation to complete school applications and make an adequate representation to an academic admissions office. EIL/W will prepare and submit simultaneously three to five applications; this is a procedure required by AID training regulations. The number and nature of the schools chosen will depend on the training objectives and the strength of the credentials and test scores submitted. For long-term trainees, one of the five applications will go to an HBCU if appropriate training is offered there.

When a decision by a university is received at EIL/W, usually by mail, they notify AED/I. If the decision is negative, additional applications are submitted to other schools. If the decision is positive, EIL/W will collect responses from the other schools, reach a decision, and send AED/I the *call forward* message.

Findings and recommendations on this phase of the process will be presented in Section H, below. If the participant has made it this far, he or she has yet to encounter possibly the most complex set of hurdles in the system. These hurdles and steps are presented in Chart D.

Participant Prepares to Depart

The system continues with AED/I receiving the Call Forward telex. A Call Forward letter is quickly prepared and sent to seven different offices, as well as the participant. The participant signs the conditions of training and mails the letter back to AED/I for the file. A U.S. immigration application form (IAP 66A) is completed for the visa application and sent to HRD with a copy of the Call Forward letter.

The HRD case officer pulls the appropriate file and reviews it to see if it is complete. If the file is incomplete, immediate action is taken to collect the missing documentation. When the file is complete, a travel request form is filled out and, with a copy of the PIO/P, is sent to USAID's Travel Section. The IAP 66A is signed by the Training Officer and the DSTP Project Officer, and then returned to AED. The USAID travel office prepares and sends to AED the Participant Authorization to Travel (PTA or P form). AED then sends a letter to the Bank of America, in Islamabad, which then prepares and issues a T-Form, i.e. a form required for State Bank of Pakistan clearance and travelers checks. If the participant will not be coming to Islamabad, the P and T forms are sent to the appropriate USAID Regional Liaison Office to assist the participant to complete his/her processing. If the participant will be in Islamabad, then AED takes the P and T form, with the passport and nomination letter to the State Bank for endorsement of the P-Form.

The endorsed P-Form is then returned to the USAID Travel Section by AED for arrangements for the airline ticket. All this time, AED is keeping track of the progress with a *tickler* filing system, so as not to lose a case--or a participant in the process. Sometime during the process the participant has obtained a *no objection certificate* (NOC) letter from the releasing government department. Then he/she collects all of the endorsed forms and completed documents, proceeding to the Bank of America

for travelers checks, the Consulate for visa, and the airline ticket office. At this point, the participant departs for training... if pure exhaustion hasn't set in or if something has not gotten misplaced or misrouted in the process.

As participants receive their call forward telex or telephone call from AED, they begin the process of departing for their training. Chart D, presented this complicated and involved process. These last steps are encountered by both academic and non-academic participants, and for some have to be accomplished in less than two days. This process is compounded by limited hours at the State Bank and at the U.S. Consular offices, as well as the holidays of the two governments (both anticipated and some which can not be anticipated, i.e. political or religious holidays being declared). An even further complication arises for those participants who do not come to Islamabad for final processing. All of their documents have to be sent to the A.I.D. Regional Office, telexes sent through Bank America, and they have to process their IAP 66As through the Consular offices in Karachi or Lahore.

During 1987 and 1988 HRD and EAD discussed the barriers encountered during departure, including the number of separate organizations which have to sign-off or endorse the participants documents. EAD has been receptive to some suggestions offered by DSTP. At two points a proposal to eliminate the P-Form was presented through EAD to the State Bank, but it was rejected by the Bank. Overall, there have been few changes over the past few years and the system remains complicated and involved.

On the HRD-AED side of this problem, the recent physical move to the same building by both organization will reduce the small time lag which has existed for the signing of the IAP 66A form. While this has not been a major problem, it will improve the system.

Recommendations:

1. At the national level: HRD and EAD should continue to explore options and alternatives at the national level, which will reduce the number of separate steps and different organizations involved.
2. At the provincial level: After AED field representatives are in place for some time, not less than six months, each representative should develop a schematic diagram (similar to the Charts presented earlier) of the final processing steps in that particular region. The representative should then develop a set of actions which could realistically be implemented over the following year to simplify the system and reduce the number of steps required. This approach builds on the representative's new knowledge, requires them to understand and document the nomination process, and provides a unique set of actions for each region. The schematic diagrams and plans would then be reviewed by the DSTP Project Office and a final plan developed and implemented for each region.
3. At the USAID level: For participants being processed by a Regional Liaison Office, the documents required in the Regional Office can be prepared before the *call forward* is sent. The documents can be sealed in an envelope and sent to the regional office for unopened retention in

safe-keeping until the *call forward* is received by the nominee. When the nominee presents himself for processing for departure the packet can be opened and departure processing quickly initiated.

D. Survey Results

The following section summarizes the results of the participant trainee surveys conducted in the course of the evaluation as noted in Table 4.

The project has had a positive impact on participants and their supervisors. This conclusion is derived from conducting 144 interviews with participants and their supervisors. Individual face-to-face interviews were conducted, in order to obtain more direct information and provide the opportunity for responses to be explored and elaborated. Interviews were conducted with 19 participants in the U.S. who are currently in academic training and 105 returned participants in Pakistan. The returned participants included 42 who had attended academic degree programs and 63 who returned from non-academic training (short term technical programs or non-degree training). The returned participants were asked to identify their supervisor. The interviewers were able to contact 20 supervisors, primarily from the public sector; these supervisors managed 63 former participants. The following tables present the findings from the interview surveys.

Table 6 presents a breakdown of the participants included in the survey. There were a total of 104 males and 20 females (17%); 102 participants were from the public sector and 22 from the private sector; 14 people (63%) of the private sector and 49 people (48%) from the public sector attended non-academic programs.

TABLE 6
PARTICIPANT CHARACTERISTICS

	Females	Males	Average Age	Academic		Non-Academic		In Training	
				PU a/	PR b/	PU a/	PR b/	PU a/	PR b/
Baluchistan	0	9	31.7	7	0	0	0	1	1
Federal Area	4	17	41.0	12	0	9	0	0	0
NWFP	0	11	38.0	2	0	7	0	2	0
Punjab	6	40	38.3	11	1	18	3	10	3
Sind	10	27	35.0	7	2	15	11	1	1

- a/ Public sector employee.
b/ Private sector employee.

Most of the participants, came from two regions, Punjab and Sind (67%). The oldest participants, on the average, came from the Federal Areas and the youngest were the men from Baluchistan. USAID participants in general tend to be in the mid-thirties age group and the above data supports the Agency norm. Thus, most completed college or secondary schooling at least 10 years prior to entering or completing their training. Therefore, they were into their careers and yet have many years remaining in which to apply their skills and knowledge.

Table 7 presents the lead time participants stated that it took between significant events in the pre-departure process. The data is based on the interviewees' memory (and perceptions in some cases) of time which elapsed between significant events in processing and departure from Pakistan. While there may be some inaccuracies, the data does present an interesting view.

TABLE 7
LEAD TIME INTERVAL BY ACADEMIC AND NON-ACADEMIC PARTICIPANTS

	<u>Days Between Approval and Departure</u>		<u>Days Between Call Forward and Departure</u>	
	Academic	Non-Academic	Academic	Non-Academic
1-7	10	14	16	17
8-14	5	3	11	12
15-21	4	7	13	16
22-28	0	0	2	0
29-35	6	19	5	4
36-42	1	0	1	0
43-48	3	2	4	1
Over 48	30	18	5	2

The largest number of responses from academic participants came at either end of the spectrum of the number of days between approval and departure. The largest number, 30 people, or 51% of the academic participants, responded that it was over 48 days (just over six weeks). Forty-eight days is really a rather short period of time between approval and departure. The minimum call forward for academic participants according to HB-10 is 180 days or six months.

Non-academic participants presented a different picture. They fall into three groupings: 1 - 14 days (27%), 29 - 35 days (30%) and over 48 days (29%). This could be anticipated. If the participants were processed with a very short lead-time, then the 1 - 7 and 8 - 14 days could reflect the hasty placement and departure which were referred to by many people during this evaluation. The second and third groups represent the more normal and non-crisis situation. The 29 - 35 days represent participants who are processed with a one month lead time. This is short and not within HB-10 guidelines of 90 days lead time for non-academic or

technical training. The third group, over 48 days, is more the norm and where a larger percentage of participants should be.

The number of days between the *call forward* and actual departure from Pakistan presents a different picture. Seventy percent or 40 of the academic participants who responded (57 responded of the 61 in the sample), recalled that they had between one and 21 days. While 87% or 45 of the non-academic participants (52 responded of the 63 in the sample) recalled the 1 - 21 time period. The most noteworthy figure is the 16 academics, (28%) and 17 non-academics (33%) who stated they had less than one week.

Table 8 indicates where participants attended orientation. AED/I sends an invitation to attend a predeparture orientation to each participant. Some participants attend an orientation session in Pakistan as well as one in Washington, D.C., while other participants don't attend either. A remarkable 85% of the academic participants (52 of the 61 people) attended an orientation session in Washington, DC. Twenty-five of the academics stated that they had attended an orientation session in Islamabad.

TABLE 8
PARTICIPANTS IN ORIENTATION BY LOCATION
AND ACADEMIC AND NON-ACADEMIC TRAINING
(Number)

Location	Academic	Non-Academic	Total
Islamabad	25	22	47
Washington, D.C.	52	53	105
Other	3	1	4
No response	0	0	0

Returned participants made some practical comments on how the orientations could be improved.

- More information on financial matters, e.g. costs of food and housing, how to cut corners by using second-hand books or using photocopying.
- How to select university courses and how to find housing.
- Warnings about *homesickness* and what to do about it and information on *how to bring my family members over to the U.S.*
- *Films shown in Washington, D.C. orientation would have been more useful in the Islamabad orientation.*

Turning to the *participant satisfaction* with the subject in which they received training, a summary of the responses are displayed in Table 9.

TABLE 9
 TRAINEES SATISFACTION WITH TRAINING SUBJECT
 BY ACADEMIC AND NON-ACADEMIC PARTICIPANTS
 (Number)

	Academic	Non-Academic
Satisfied	45	41
Dissatisfied	13	22
No Response	3	0

Of the 124 participants, 69% (86 people) stated that they were satisfied with their training and the subject in which they were trained. Of the academic participants, 73% (45 people) stated they were satisfied with the training. Of the non-academic participants, 65% were satisfied and 34% (22 respondents) were dissatisfied.

Table 10 presents the opinions of 61 academic participants on the quality of EIL's support while in training (19 in-training and 42 returned). Combining the categories of *very good* and *good* EIL was given a positive rating by 73% of the participants. The in-training people rated EIL higher than the returned participants, 89% vs 67%. Participants who responded *very good* or *good* frequently made no specific positive comments. For these participants, the interviewers usually proceeded to check *no suggestions for improvements* of EIL services they checked, *it was good*.

TABLE 10
 ACADEMIC TRAINEES OPINION OF QUALITY OF EIL PROVIDED SUPPORT

	In-training	Returned	Total
Very good	10	4	14
Good	7	24	31
Poor	1	13	14
No response	1	1	2

Thirty percent of the returned participants stated that EIL had provided *poor* support during their training. The evaluation team also looked into the causes for the *poor* ratings. In most situations, the participants criticisms were understandable, i.e. they did not get

86

approval for something that they believed they should have received or they had health insurance reimbursement problems or other non-academic problems. In one case, the participant stated EIL had not made a correct school placement. A check of the record revealed that the participant had to be placed without having taken the GRE. During the first term, the participant took the GRE, received a good score and obtained his own acceptance in a Boston area university. The next year, EIL assisted the participant to transfer, after receiving USAID concurrence. EIL continues to experience problems with placements because many Pakistanis do not want to take the GRE or GMAT. They say, just get me into any school. On the whole, EIL appears to be doing a very good placement job, given the information, records and amount of time it is given.

The survey went on to explore the participants' perception of their training and its relationship to their jobs. Table 11 is one part of the measurement of impact of the training. If the training is not related to work (as it was for 4.5% of the interviewees) then there is little possibility of the training having an impact.

TABLE 11
RELATIONSHIP OF TRAINING TO JOB
BY ACADEMIC AND NON-ACADEMIC PARTICIPANTS BY SECTOR

Relationship to work	Academic		Non-academic		Total	
	Public	Private	Public	Private	Public	Private
Closely related	21	1	22	9	43	10
Somewhat related	17	2	22	5	46	7
Not related	0	0	5	0	5	0

For 92% (106 people) of the 111 responses, their training was *closely* or *somewhat* related to their work. This shows that in only 5% of the cases was the training badly off the mark. At the same time, it is difficult to assess the range of responses in the *somewhat* category. This implies that while past performance has been quite good, there is room for improvement in the future.

Non-academic training is generally aimed at being more closely work related and it appears that the DSTP is achieving this goal. Refining the figures a little more shows that in the public sector, 89%, stated that the training was *closely* related or *somewhat* related for an equal number of participants, i.e. 22 people. On a percentage basis, 59% of the private sector stated that the training was *closely* related to their work, while only 46% of the public sector stated this, an indication that private sector placement is more efficient.

This data reflects what the respondents are experiencing at that time. Most likely their response is strongly related to their current position/assignment. Collecting data over time and from random samples of

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participants would help to establish more accurately trends and norms. Hopefully, this data will be provided through the follow-up surveys now being undertaken by HRT.

Responses of participants and their supervisors to questions related to the purposes, utilization and perceived impact of training on careers, are presented in the next six tables. The twenty supervisors were asked the purpose for which they *usually send* participants for training. The responses of the supervisors, who together supervised 63 participants, are presented in Table 12.

TABLE 12
PURPOSE OF TRAINING - (SUPERVISORS SURVEY)

Purpose	Number <u>a/</u>
Improve performance	16
Prepare for promotion	4
Other	5

a/ The total is greater than the number of respondents because several made multiple responses.

Sixty-four percent of the supervisors stated that the purpose participants were *usually sent for training* was to improve performance. Sixteen percent of the supervisors stated the purpose of training was to prepare the person for promotion.

Table 13 presents the returned participants perception about the level of utilization of their training in their current job. The data in this table is based on answers to *would you say you have used your training in your current job?* Eighty percent of the returned participants, academic and non-academic, stated that they utilized their training *very much* or *somewhat*. Only 11% (12 people) mostly in the public sector, stated that they were making *very little* utilization of their training. Only one person from the private sector, who had received academic training, stated *very little* utilization of training.

One public sector employee gave two responses to a question about how helpful the training was to carrying out their management responsibilities. The person stated that the training was, *very helpful personally as an individual*; and *no help at all as a trained individual of the organization*.

Another public sector participant stated that the training was only *somewhat helpful* because *differences in environment do not allow full application of the training in work here*.

TABLE 13
 UTILIZATION OF TRAINING IN CURRENT BY
 BY ACADEMIC AND NON-ACADEMIC PARTICIPANTS AND SECTOR
 (Number)

Utilization	Academic		Non-academic		Total	
	Public	Private	Public	Private	Public	Private
Very much	8	0	14	4	22	4
Somewhat	24	2	22	10	46	12
Very little	3	1	8	0	11	1
None	3	1	5	0	8	1

On the more positive side, another public sector participant from a university stated: *It has improved my quality of performance and teaching.* While a non-academic private sector participant stated that *he has not had time/opportunity to use his technical skills.*

Responses, on a percentage basis, were more positive (either *very much* or *somewhat*) for the private than the public sector. This may be due to the fact that private sector participants may feel, and be, more in control of their careers and work, than people in the public sector. Public sector staff members appear to be frequently assigned positions or transferred to positions, with little regard for previous experience or training. The public sector responses to this question may reflect this situation. This does not mean that the value of the training is lost, for it may well be more fully utilized in a future position.

Returned participants were next asked to assess the impact training has had on their career. They were asked *would you say that the training ...received has advanced your career a lot, somewhat or not at all.* Table 14 presents their responses. Fifty-one percent (54 people) stated that the training had advanced their careers *a lot* or *somewhat*, while 49% (51 people) stated that there had been no impact on their career advancement. The public sector, again, responded stronger in the negative to this question than the private sector. Of the public sector, 39% of the academic participants (15 people) and 59% of the non-academic (29 people) stated that the training had no impact on their career.

TABLE 14
 IMPACT OF TRAINING ON CAREER
 BY ACADEMIC AND NON-ACADEMIC PARTICIPANTS AND SECTOR
 (Number)

Advanced Career	Academic		Non-academic		Total	
	Public	Private	Public	Private	Public	Private
Much	5	0	3	1	8	1
Somewhat	18	2	17	8	35	10
None	15	2	29	5	44	7

The length of time a participant has returned from training may change his response to this question. However, 43% (45 people) public and private sector participants stated that their careers had been *somewhat* impacted by their training. Fifty-five percent (10 people) of the private sector participants answered *somewhat*, while only 40% of the public sector was able to make the same response. The high proportion of public sector employees (51%) who indicated training had no effect on their careers contrasts with 39% of private sector employees who similarly responded and suggests that overseas training is better recognized and rewarded in the private sector.

Returned academic participants were also asked to rate the helpfulness of their training to their *current management responsibilities* and to their *current technical responsibilities*. Their responses are presented in Table 15. Seventy-nine percent (33 people) stated that the training was *very helpful* or *helpful* in carrying out their management responsibilities. A similar percentage (76% or 32 people) stated that they found the training was *very helpful* or *helpful* in carrying out their technical responsibilities. Eight people (19%) stated that the training was *not helpful* in carrying out their management responsibilities. However only 5 people (12%) made a similar statement that the training was *not helpful* for carrying out their technical responsibilities. The fact that 79% of the public sector participants found the training useful contrasts with the 51% who said it had no impact on their careers and suggests that the public sector does not integrate training with career development. If this conclusion is valid, it further suggest a need for changes in GOP personnel regulations.

TABLE 15
USEFULNESS OF TRAINING IN MANAGERIAL AND TECHNICAL AREAS BY SECTOR
(Number)

	Academic		Non-academic		Total	
	Public	Private	Public	Private	Public	Private
Very useful	10	0	18	0	28	0
Useful	20	3	12	2	32	5
Not useful	7	1	4	1	11	2
No response	1	0	4	1	5	1

That almost 17% of the respondents found their training not useful in carrying out their management responsibilities may be related to the fact that these were academic participants and their training may not have contained much of a managerial focus. This negative response suggests that short-term management training might be included as a part of all academic training. However, the percentage and the number of participants is not large enough to support a strong case for more management training.

Most supervisors, (75%) stated that returned participants were in the job for which they were trained. This percentage is very close to the participants response in Table J-9, where 80% responded that they utilized their training *very much* or *somewhat*. The study design did not provide for interviewing all of the returned participants under a particular supervisor. This would have allowed for cross tabulation between supervisors and returned participants. Subsequent evaluations or specially designed follow-up studies should include this tabulation.

Table 16 presents the supervisors responses on the impact of training.

TABLE 16
IMPACT OF TRAINING ON PERFORMANCE - (SUPERVISORS SURVEY)

Performance	Number ^{a/}
Greatly improved	5
Somewhat improved	15
No improvement	1

^{a/} There was one questionnaire with two responses.

81

Does training have an impact? According to the twenty supervisors it does. In Table 17 the supervisors rate the performance of returned participants against that of non-trainees. A notable 95% of the supervisors stated that the relative performance was either *much better* (24%) or *somewhat better* (71%).

TABLE 17
PARTICIPANT PERFORMANCE RELATIVE TO NON-TRAINEES
(SUPERVISORS SURVEY)

Relative Performance	Number
Much better	7
Somewhat better	12
About the same	1
Worse	1

Tables 16 and 17 are perhaps the most significant indications of the value of DSTP funded participant training in terms of its impact on the productivity of the trainees and, by the same token of the GOP. The results are particularly noteworthy in that their source is more critical and dispassionate than the views of the trainees themselves.

The survey also asked the supervisors if they preferred academic or non-academic training. Table 18 presents the responses. Sixty-five percent stated that they preferred non-academic training to academic training. The 35% - 65% (non-academic vs academic) response is remarkably close to the ratio which the project currently is experiencing.

TABLE 18
SUPERVISORS PREFERENCE FOR ACADEMIC VS. NON-ACADEMIC TRAINING

Preference	Number
Non-academic	13
Academic	7

The 65% non-academic rate may also suggest that most supervisors need and want well trained people on their staff at the earliest opportunity. This percentage is higher than the team anticipated since several GOP and some USAID Project Officer interviews indicated a desire to shift more training slots to academic training. This difference may indicate that supervisors are more concerned about the day-to-day operation while some



people in the GOP and USAID are more concerned about institutionalization and the long term value of training in Pakistan.

Supervisors made the following comments about preferring non-academic training:

- *if trainees are sent for long term training, their positions cannot be filled due to long recruitment process, so this causes dislocation of government work; and*
- *not able to release the incumbent for long time...the one senior level officer in the unit; and*
- *most of the people who go from this organization have already basic and post-graduate qualifications and therefore need concentrated or intensive training in particular fields; and*
- *the availability of man-power makes it necessary to send fewer to receive long-term training.*

The supervisors were requested to indicate their preference for *in-country* training vs. *overseas* training (Table 19). Eighty-five percent preferred *overseas*. This high percentage supports what the team heard throughout the study, i.e. Pakistanis prefer and value the experience of *overseas* training. The questionnaire did not relate the above response, academic vs non-academic, to *overseas* vs. *in-country*; they were asked as separate and distinct questions. The relationship between the two could be revealing.

TABLE 19
SUPERVISORS PREFERENCE FOR IN-COUNTRY VS. OVERSEAS TRAINING

Preference	Number
In-country	3
Overseas	17

Supervisors said the following things about their preference for *overseas* training:

- *training within country is limited and scope can be widened by sending them overseas, (frog in the well); and*
- *in-country training is budgeted, no need for any assistance, need USAID help for overseas training; and*
- *foreign training has wider horizon and this experience is very useful.*

On the other hand, another supervisor favored in-country training by telling the interviewer that: *a person can only perform well if he has adequate knowledge of his job requirements and therefore in-country is favored.*

In summary, the survey results provide the evidence and support for declaring that overall, DSTP is having a positive impact and is well received by participants and their supervisors. The surveys also point to changes which can be made in Phase II. Specific recommendations for improvement of DSTP will be made in the following sections of this report.

E. Needs Assessments and Training Plans

Developing a country's human resources includes manpower planning, matching the individual's needs with a planned program (both academic and non-academic), placement in an appropriate training program, and improved performance in the workplace. If the investment in human capital is to be fully effective, the decision making process should reflect informed judgments, knowledge of needs (current and future), as well as awareness of the available supplies and resources to meet the needs. Donors may play a critical role in assisting a government to develop a modern human resource development process; however, the system must become over time the responsibility of the host government.

This section will examine the current procedures being followed by the GOP and USAID with respect to identifying participant training needs and the formulation of training plans to meet those needs. Each of the team's findings in this respect is followed by recommendations for improving the process.

Findings:

Development of the training needs assessment and planning process as it is now carried out by USAID and the GOP is primarily the responsibility of the technical project officers and their contractors in collaboration with their Pakistani counterparts. Within the 13 to 18 projects served by HRD, the number of training slots is generally specified in the project paper. The specifics of the annual plans are then worked out between the contractor/project officer and their counterparts in the GOP ministries and provinces. The discussions involved in *working out* the training plan are as close as most projects get to making needs assessments. Two exceptions to this are the Ministry of Agriculture, Seed Certification Section and the Agriculture University at Faisalabad which undertook the assessments at the urging of USAID/ARD. However, DSTP funded participant training usually based its training plan on requests received in previous years and no needs analysis is involved.

The technical project plans and the DSTP plans are then written into a single USAID annual training plan by the HRD office. (Excerpts of the 1989 Training Plan are shown in Appendix X.) The annual plan is then presented to the Economic Affairs Division (EAD) of the GOP for review and approval. It is then forwarded through EAD to the ministries and the provincial Planning and Development Departments (P&Ds). The P&Ds in turn

forward the relevant parts of the plans to the involved department secretaries. From here they are distributed, through a training section officer, to the offices responsible for the nominations. GOP ministries and departments do not take any responsibility for doing a needs analysis or developing the training plan.

To assist the GOP to develop improved skills in training needs assessment and training planning, several changes should be considered for Phase II of the DSTP.

Recommendations:

A priority objective for Phase II should be that within two years, the GOP, will have increased its capability and responsibility for conducting training needs analysis and preparing training plans. While the process should be started with DSTP Core, once a realistic system is established, it can be expanded to other USAID funded projects. Beginning with the DSTP Core, it would:

- Maintain the momentum of the technical projects (i.e. non-DSTP) implementation schedules while introducing the concept of planning and training into the departments where projects are in place.
- Introduce planning and needs analysis at the ministerial level as well as at the departmental level beginning a top down acceptance of the process.

Such a step would, of course, encounter problems. Three approaches which will reduce the problems are: collaboration, training and technical assistance. A collaborative approach between USAID and the GOP should be used for defining (later refining) and implementing a new system with ministries and departments. They should understand the benefits of the new system, how it will assist them in working with all donor funded training, and how they can propose realistic and operationally useful training plans. Providing in-service training sessions to develop departmental needs analysis skills and knowledge of training plans will also reduce the problems.

HRD currently does not have the capacity nor the manpower to undertake the additional tasks required to implement this system or assist the GOP. Thus, technical assistance should be utilized to focus GOP and USAID efforts, with emphasis on system definition, implementation steps and procedures; as well as to assist with meetings and conduct the necessary in-service training, both for the GOP and USAID. HRD discussed this approach with Sind P&D in 1987 and they accepted in principle a technical package. However, EAD established a commission to review the proposal and no further action has been taken. All of this may not be accomplished in one year or two; this is a long term process. It will require a long term commitment on the part of both USAID and the GOP to achieve this goal.

The first product of the new system should be a GOP generated 1990 training plan for DSTP-Core participants. If the process begins early in 1989, a 1990 plan will be developed during the year through a series of

meetings and training sessions. The first participants could depart Pakistan in early August 1990 under the 1990 training plan (academic and non-academic).

The actions shown below are recommended to initiate a process which will result in an improved GOP manpower planning process including needs assessment and training plans. The actual sequence will have to be determined jointly by the USAID, the GOP and individual provinces. The guiding principle in establishing a new system is: keep it simple and uncomplicated.

Step 1. Meet with the GOP (Islamabad and the Provinces) to set expectations and give a vision of what the new system will look like, i.e. needs assessments, developing a *pool* of candidates and training plans. (February - April 1989)

Step 2. Meet with GOP Section Officers (Foreign Training) to introduce them to training needs assessment and the model for a practical and simplified system for the 1990 training plan. This would be a 2 - 3 day workshop to review skills needed in needs assessment, how to develop a training plan and establish time standards regarding participant training processing. (April - June 1989)

Step 3. Submit Plans to EAD (1 August 1989); EAD reviews and makes nominations in final 1990 Training Plan (1 September 1989). Participant documentation collected by GOP. The 1990 Training Plan and completed participant documentation submitted to DSTP (30 September 1989); incomplete files not accepted.

Step 4. Establish participant files in HRD and begin processing for placements to start mid 1990.

Step 5. Review meetings between HRD and EAD to evaluate the successes and problems on the 1990 Training Plan (March - April 1990) and announce the 1991 Training Plan process and progress. This review may be combined with a second training session (see Step 2) on needs assessment training plan development and academic credential analysis.

Step 6. Submit Training Plans to EAD (1 August 1990); EAD reviews and makes final 1991 Training Plan. Training Plan and participant documentation submitted to DSTP Project Officer (1 September 1990).

Step 7. Establish participant files in HRD and begin processing placements to start in August 1991. (October - December 1990).

This system has several key annual events. They are: (a) review annual expectations and provide some training in a March meeting, (b) submission in August to EAD of the draft Annual Training Plan and its finalization by the GOP by September, and (c) DSTP processing of the participants from October to December for placements starting in August the following year. This system should reduce many of crises currently experienced throughout the system and bring a more systematic approach to DSTP training. It will also establish a planning and nomination process

within the GOP to prepare participants for overseas training with more complete documentation.

F. USAID/HRD/T Organization and Operations

Overview Process

The HRD office has the primary mission of managing the DSTP and the training activities of the technical divisions in USAID. While operating within the guidelines of Handbook Ten (HB-10), HRD has considerable latitude to set training policy, establish and enforce deadlines, draft and implement procedures and, when circumstances so justify, to make exceptions to its procedures. HRD is the contact point with the GOP on training related issues. As described in section E above, HRD puts the annual training plan together and negotiates its acceptance and implementation by the GOP. HRD receives training nominations from the GOP, screens them, collects documents, handles their processing through USAID and forwards them to AED.

Operations and Organization

The organizational relations between HRD and its participant training organization (HRT) is shown below in Schematic 1. The staff have the following major responsibilities in the area of participant training. Mr. Ahmed, Ms. Sufi, Mr. Butt and Mr. Nasir are responsible for processing the nominations that are assigned to them. Each staff member is assigned specific projects for which that person is responsible with respect to that project's participant training activity. This is to provide continuity to the process. Mr. Nasir is also responsible for automatic data processing. Mr. Butt doubles as the office manager and Ms. Sufi has general responsibility for women's programs. Dr. Jaffar directs the TOEFL testing program, integrating it with the GOP nominating procedures, and conducts the returned participant follow-up survey. Dr. Quddus is responsible for reviewing and clearing the medical reports. The private sector project coordinator is responsible for complete management of the recruitment, screening and processing of participants and forwarding their nominations to the case officer of the private sector participants.

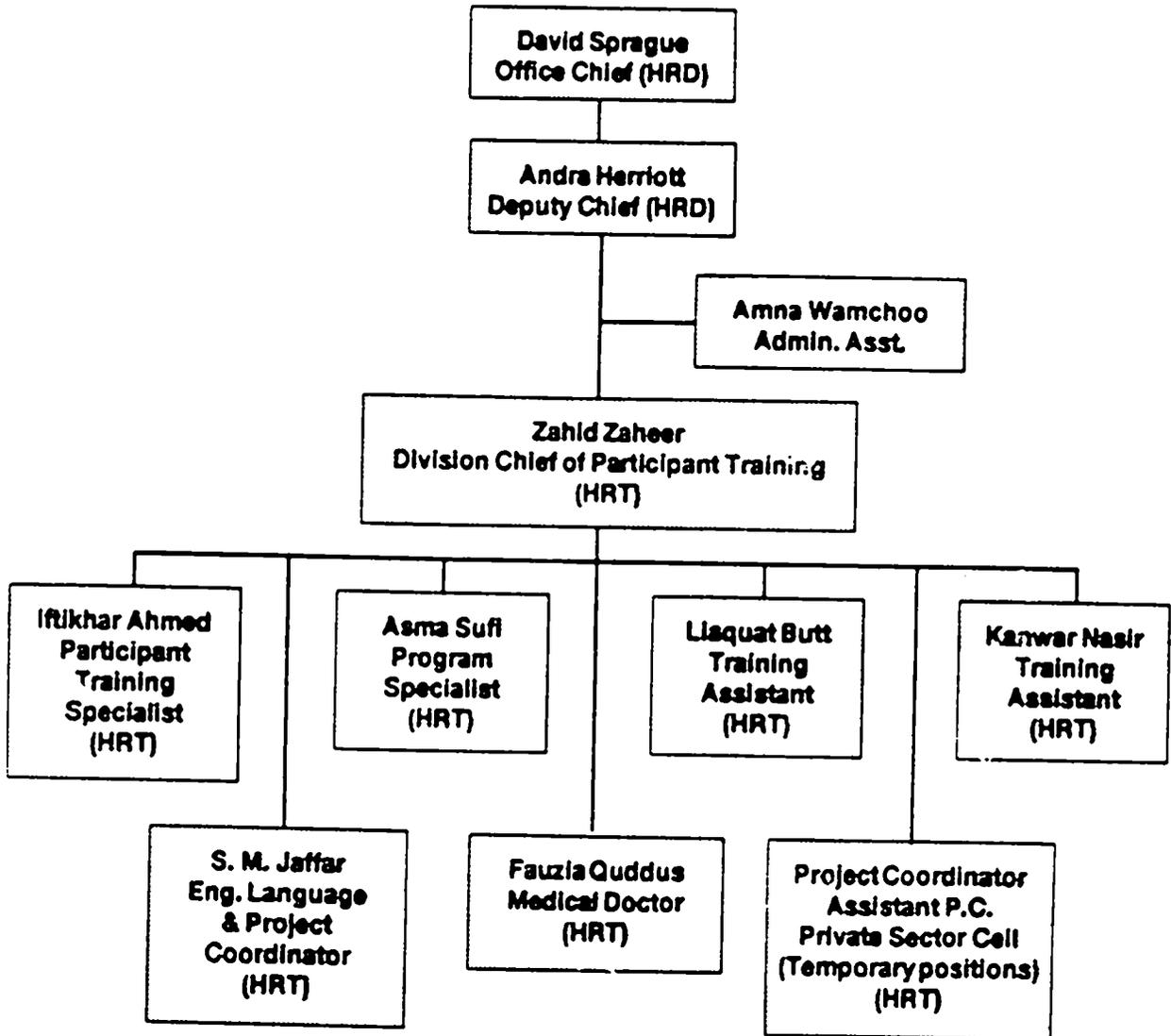
HRD Operations

Academic Training:

The flow of paper, in USAID, pertaining to academic training nominations is shown in Schematic 2.

SCHEMATIC 1

HRD/HRT ORGANIZATION CHART



The organization is supported by six secretaries.

2/2

SCHEMATIC 2

PROCESSING STEPS FOR NOMINATIONS TO ACADEMIC PROGRAMS
MORE THAN THREE MONTHS IN DURATION

STEP

1. EAD -- (nomination letter)
 2. C&R -- Copy to project officer
 3. Zahid Zaheer HRT -- Reviews for appropriate field of training, duration and etc.
 4. Kanwar Nasir -- Enters in data base; assigns computer.
 5. Case officer -- Reviews for missing documents.
- (Letter requesting missing documents, Appendices XI and XII)
 6. Applicant -- Documents
 7. Case officer -- Writes PIO/P (PIO/P plus all documentation)
 8. Technical project officer)
F&M office) Review and sign PIO/P.
Deputy Chief HRD)
(Document package)
 9. Zahid Zaheer -- Reviews and signs PIO/P.
(Document package.)
 10. Case officer -- (Document package) -- Copy of PIO/P to file
 11. AED sends documents to EIL for placement when EIL informs AED placement is made
 12. HRT case officer -- (Medical authorizations form)
 13. Applicant -- (Applicant gets physical and mails forms)
HRT medical officer -- (Reviews and clears. Informs case officer.)
 14. Case officer -- Informs AED
 15. Medical cable sent out
-

The letter sent in Step 5 asks the candidate to submit all of the documents required for placement. These documents are:

- TOEFL score
- GRE/GMAT score
- Mark sheets (notarized)
- Application for Training (AFT)
- Diplomas (notarized)
- Letters of recommendation (3)
- Photographs (4)

Step 6, the collection and submission of documents by the candidate, requires from three months to in excess of a year depending entirely on the candidate. At this point progress in the nomination process is entirely up to the candidate. If no response is received from the candidate, follow-up letters are sent. If after one year no response is received the candidate's department is notified that his scholarship has been cancelled. However, if any response is received the time for submission of documentation is extended. Thus this step can take more than a year.

Nominations are managed under the following policy guidelines:

TOEFL score minimums:

500 for non-academic programs more than three months in duration and self placed academic candidates. (Note: self placed academic candidates scoring below the minimum for the degree sought must agree to pay for any required language training.)

525 for MS candidates.

550 for PhD candidates.

GRE/GMAT score minimums:

1000 GRE for MA/MS scientific

550 GMAT for MS Business Administration and Finance

1000 GRE for PhD

Medical Reports

A medical report is required of all candidates. Those who do not pass the medical examination are permitted to attend training upon their signing a waiver concurred in by EAD and USAID.

Deadlines

The deadline for a short course is three months before its commencement date if it is listed in the training plan.

Or:

If training commencement date falls between:

Nominations are required at USAID by:

1 March and 1 June
1 June and 1 September
1 September and 1 December
1 December and 1 March

1 January
1 March
1 June
1 September

The deadline for academic nominations to arrive in USAID is April 15.

Exceptions:

Self placements occur when a candidate secures his own admission to an acceptable university program. Upon presentation of his letter of acceptance, HRD confirms the nomination. When the confirmation is received HRD waives all of the documentation requirements except the TOEFL and medical clearance. Candidates who are self-placed and who have a TOEFL score of less than the minimum required by HRD must sign an agreement that if they need ELT they will pay for it themselves and take it on their own time. The agreement also states that if a participant loses his full time graduate student status for English Language Training (ELT) or any other reason, he/she also loses his maintenance allowance until he is re-instated or the scholarship is cancelled.

Occasionally, TOEFL minimums are waived at the request of the GOP, the project officers or the HRD executives. GRE/GMAT tests requirements are sometimes set aside for the same reasons.

Short Term:

The organization and flow of work on short term training is practically identical to that of long term training except the amount of documentation is reduced. For training activities of less than three months duration no TOEFL is required. There is no requirement for mark sheets, diplomas, letters of recommendation or GRE/GMAT score. The main document that short term training requires is an application for training (AFT). It is sufficient for the issuance of the PIO/P and forwarding the candidates packet to AED for placement. Often this is accomplished in a matter of days.

Private Sector:

HRT has a special cell that handles the promotion, recruitment and screening of the DSTP private sector placements. These are the unstaffed Project Coordinator/Private Sector positions in Schematic 1. These two slots are usually staffed on a contractual basis for the time necessary to complete the aforementioned tasks. The steps that the cell follows are:

- Advertise in Pakistan's English language newspapers offering merit-based academic scholarships and non-academic training opportunities. The advertisements detail selection criteria, application procedures, documentation required and application deadlines.
- Review applications for complete documentation and drop incomplete applications.
- Sort files by sex and provincial capital and enter them in data base.

97

- Submit a complete list of nominees and their firms to EAD.
- Conduct a first screening of candidates to determine whether or not the training requested fits DSTP private sector goals.
- Invite candidates who have been accepted for further screening to take a TOEFL test. Regret letters are sent to the remainder.
- Conduct the TOEFL test.
- Contact those who pass the TOEFL test and invite them to an interview. An AFT is included in the letter. Regret letters are sent to those whose scores were below the cut off point.
- Interview candidates with a team consisting of one or two representatives of EAD and one from HRD.
- Evaluate interviews using a scoring system and make selections.
- Submit the list of recommended/approved candidates with field of study and TOEFL score to EAD for review and GOP approval.
- Send letters of acceptance following receipt of the approved list of candidates from EAD. Those applying for academic training must take the GRE/GMAT and have their scores sent to USAID/HRT.
- Forward the files to the case officers.

The foregoing procedures are generally completed in six months time and with some modifications can provide complete nomination packets to the case officers allowing them to draft the PIO/Ps and forward them to AED for placement immediately. The program for participant training for women in the private sector is discussed in Section K below.

G. Findings and Recommendations USAID/HRD

Findings: Project Development and Implementation Status

The DSTP, has expanded dramatically and provides services beyond initially anticipated levels. There are reasons for this. The project, which started with a \$10,000,000 budget for five years has evolved into a \$75,000,000 project with the LOP extended for another two years with the expectation that this represents the start of a full Phase II of an additional five years. Needless to say, it is difficult enough to manage this type of growth, let alone simultaneously plan and develop systems. Therefore, expansion has frequently been ad hoc, reactive and without a long range plan. Some responsibilities among staff members have been undefined and shifting to accommodate emerging circumstances. Occasionally, compromises were made to resolve management and administrative problems. However, a remarkable number of participants -- between 1,500-1,700 each year -- have been processed!

The level of activity has now stabilized. Even though it is at a project high, now is the time to regroup, systematize operations and correct the omissions of the past. That is not to say that this process has not begun. Under the present leadership, major advances have been made in the operations and management of the project. The following changes have been made in the past year and have not only had a significant impact on the project but indicate the direction that change can be expected to take. The most significant innovations in the past year are:

- Development of a team concept related to USAID projects.
- Initiating monthly staff meetings between HRD and AED.
- Developing and operationalizing an electronic data base.
- Expanding the involvement of EAD in the planning process, including planning sessions involving provincial personnel.
- Including nomination deadlines and minimum score requirements for TOEFL and GRE/GMAT tests in the annual training plan (an innovation which has been accepted by the GOP).
- Initiating a follow-up survey of returned participants.
- Reducing the number of PIO/Ps that have inadequate TOEFL scores.

Conclusion:

The participant training unit of the DSTP has grown very fast. HRD's ability to plan and implement the needed management systems has been stretched. DSTP is now at a point of convergence of need, opportunity, and leadership dedicated to improved management. This bodes well for the future of the DST Project, their GOP counterparts and the implementation of the recommendations in this evaluation.

We turn now to a series of specific findings and recommendations. These are based upon the participant and supervisors survey results, interviews with GOP at the federal and provincial levels, as well as observations and interviews within the USAID Mission including project officers and contractors.

Document Collection Finding:

Upon receipt of a nomination from the GOP/EAD and its entry into the data base, the HRT case officer sends the candidate a form letter (Appendices XI-A and XI-B) informing him of his nomination for training and asking him to submit the needed documentation (see section C above for a diagram of these activities). Enclosed with the letter is an Application for Training if one has not been submitted with the nomination. HRT also sends follow-up letters, but they only ask for the TOEFL and GRE/GMAT scores if the nomination is for academic training but not for any of the other documentation (Appendix XII). There are two points to be made at this juncture:

First, the initial letter asks for all required documentation and that it be submitted to USAID/HRD. This in itself is good. It informs the candidate that he has been nominated, that additional documentation is needed and where the documents should be sent. However, there are several problems with the current letter. The letter is ambiguous, not well written and contains no deadlines for submitting the documents. It gives full credit for a free graduate education or short term training opportunity to the Government of Pakistan and does not recognize USAID as the funding source. An alternative set of letters is suggested in Appendix XI-C, XI-D.

Second, HRD forwards the nomination packet to AED for processing as soon as an acceptable TOEFL score is submitted (see Charts C and D above), which may occur before the rest of the requested documentation has been received by HRD. Receipt of an adequate TOEFL score is HRT's trigger to write the PIO/P. AED, upon receipt of the PIO/P, then issues a second letter requesting the missing documents. The result is that some candidates become confused due to the two similar letters asking for the same data.

The AED letter includes a formatted request for a restatement of the candidates training goals (Appendix XIII). AED promptly forwards the pieces of the nominees documentation as they are received to EIL/W. The candidate's documentation continues to have the potential for being: (a) scattered among the various educational institutions that the nominee has attended, (b) still in nominee's possession, or (c) at HRT or AED/I or in EIL/W. This continuum of data collection, from nomination to placement, appears to contain redundant steps and fragmented efforts, all of which goes counter to the ideals of clearly demarcated areas of responsibility and having the document collection located as close to the nomination as possible.

The rationale for forwarding incomplete packets has been that it gives EIL a head start on doing research for placements. While true in some specific cases, it may have slowed the placement process down. This is true for two reasons. First, the global nature that the collection of documents has taken, slows down the communications between the participant and case officer or program specialist. Second, one of the most important documents used by U.S. universities for selecting students are the mark sheets. These are often the last documents submitted. If a major goal is quality placements, then an immediate disadvantage exists when placement activities begin without the mark sheets being available when placement is attempted.

Recommendations:

USAID should implement a policy where candidate files are forwarded to AED only when they are complete. Its implementation will, by locating all document collection in the GOP (or HRT), eliminate duplication of effort and confusing communications to the candidates.

Generally, the earlier in the nomination process the documents are collected the better. First, what needs to be collected should be

reviewed at all levels of the nomination process to determine the nominee's capability (for academics the GRE or GMAT's can assist). All GOP candidates should put together a packet of documents for the GOP; at that time the marginal effort in putting together a complete packet would be relatively small. Second, it would be much more efficient than having multiple requests for the same documents sent from different agencies several months in the future.

There are several ways to approach document collection. Three options are listed below. The first two would shift the responsibility for receiving the TOEFL and GRE/GMAT scores, as well as receiving copies of the mark sheets back to the GOP process. The third option leaves the existing system intact but requires the adoption of the aforementioned policy of no incomplete packets being forwarded to AED for processing.

The best procedure would be to have all data collected BEFORE nominations are accepted by USAID. The applicant would be required to take the TOEFL and GRE/GMAT before nomination by his department. This would involve testing all those who want to be considered for foreign academic training, include taking the TOEFL or GRE/GMAT tests. This would create a pool of pre-qualified nominees on which the provinces and ministries can draw for training.

In order to fully implement this option, the Provincial Planning and Development Departments (P&Ds) would have to require complete sets of supporting documentation before forwarding nominations to EAD. During the team's interviews, the provincial P&D Departments stated they liked the idea of a *pool* of pre-qualified candidates. They said it would speed up the nomination process and reduce frustration in the province about unfilled training slots. The Establishment Division reported that they have a pool for senior officials but there is no evidence that it is in use. One of WAPDA's organizational units already requires that its nominees pass the TOEFL before they can be considered for overseas academic training. Thus, the WAPDA system could be adopted or modified for use in other departments. Also, the provinces collect some supporting documents in the nomination process. They use a provincial T form which tells the candidate what documentation he must submit to his department to be nominated. By working through the GOP/HRD planning meetings (recommended in section E above) the requirement for complete documentation being collected in the GOP can be initiated and institutionalized. Adoption of this approach could reduce the time between when an academic nomination is received by USAID and when the candidate is placed, to approximately three months. The process now takes from nine months to over a year depending on when an adequate TOEFL score is presented and or a GRE/GMAT test is taken.

The second best alternative would be to require that ALL nominees, for which the TOEFL, GRE or GMAT are required for placement, submit their scores as a condition of nomination to EAD. Again, the WAPDA example can be followed, with the addition of the GRE/GMAT requirement. HRT would then collect the balance of the documentation when it received the nominations.

Shifting the requirement for collection of complete documentation to the GOP side of the nomination process has several significant advantages. First, it places the TOEFL, GRE or GMAT into the GOP nomination system. This additional information can be used by the GOP to improve their selection and nomination process. (Non-U.S. educated decision makers may benefit from briefings on how to read and understand scores for decision-making.) Second, it stops nominations of candidates who lack sufficient English language skills. Third, nominees would take the required tests while the planning process (as recommended in section E) is going on, thereby saving time. It would also permit a better utilization of the CIELS program. Fourth, by having the provinces and EAD accept responsibility for these activities, HRD is helping them develop the institutional capability to manage their own training programs.

The third best alternative is to continue to accept nominations as they have been, but HRD not forward them to AED until the packet is complete. The accumulation of documents can be facilitated by an improved follow-up form and letters, plus the implementation of routine reports which remind officers of pending actions and outstanding documentation (also see Data Bases, section J). Clearly HRT would require several additional filing clerks to keep up with the intake of all the necessary documents.

Findings: Policies and Procedures

One of the unintended results of the expansion of the numbers of participants has been a lack of attention given to the preparation of written policies and procedures. Although general guidance is furnished in Handbook Ten and HRD receives occasional training notices from AID/W, there is no codified manual adopted to the circumstances and practices of the program in Pakistan which can be referred to for daily use. Interviews with HRT staff persons indicated that the absence of such a manual hinders operations by adding an element of uncertainty or ambiguity to the tasks of the individual case officers. As they informed the team, they tend to rely on previous experience or their best judgement when confronted with a given issue. This can result in a lack of uniformity in handling similar problems. Another possible result is that in the absence of standardized procedures, case officers are more exposed or susceptible to pressure from outside sources, including GOP agencies or from sources within the Mission itself, to make exceptions to Mission policy.

Further, case officers stated that they had no written procedures covering the circumstances under which scholarships are cancelled, including the routine to be followed and those to be notified. Similarly, the circumstances and the process for retiring participant files need to be spelled out.

The new electronic data base provides an opportunity for improved management of the nomination process within HRT. The data base system is still being defined and full implementation only recently begun. Several HRD staff stated that they have no knowledge of computers and further that they are not interested in learning. This attitude can be tempered with counselling and training. The recommended centralized data base system

discussed in section J below will ameliorate much of this problem but the problem will continue until all the staff are computer literate.

According to the team's interviews with the staff of both organizations, there appears to be a need for greater procedural congruence between HRD and AED. While each uses Handbook Ten for basic policy, there remains a wide range of subsidiary issues that have not been precisely defined nor responsibilities for dealing with them clearly delineated. As an example, procedures should specify which organization is responsible for collecting the documents noted in section G and the responsibilities of each, once the *Call Forward* letter is issued. There two organizations have worked closely and well together using memoranda and meeting notes in lieu of agreed joint procedures. As the project enters Phase II, the time may be right for a series of meetings between the two organizations, including the new AED sub-contractor, Winrock International. As the HRT staff is presently working at nearly full capacity, additional help will be needed to write up the present and the new procedures.

Recommendations:

It is good when an organization maintains its flexibility and avoids becoming hidebound by rules, regulations, policies and procedures. However, the near absence of rules and guidelines also has its perils. The HRD staff needs the guidance of written procedures and policies, and the case officers deserve the protection such guidelines provide. Thus it is recommended that HRD develop policies and procedures along the following lines:

- Establish deadlines for following up on the first letter requesting documentation.
- Determine the number of follow-up letters to be sent and at what intervals.
- Increase the use of standardized letters to improve efficiency.
- Determine how a scholarship can be cancelled and the system to be followed.
- Determine how to close a participant or nominee's file.
- Establish rules and procedures on TOEFL and GRE/GMAT scores. Also establish an exceptions system, including documentation of exception decisions. This will protect the case officer from recriminations over verbal requests from project officers or representatives of the GOP.
- Develop a calendar program as part of the new data base which would inform the operator as to lapsed time since the last action on a particular file.

- HRD and AED should initiate Phase II with a series of policy and procedures meetings. The purpose of the meetings would be to develop and agree upon the policies and procedures that will be operational in Phase II of the DSTP. Given the recommendations for restructuring made above, these meetings will have to deal with new approaches and new roles for both organizations. The development of the policies and procedures cited above would require approximately one person month of technical assistance, conducted either by someone currently employed by OIT or who is experienced in this area.

Findings: PIO/P Training Section

In order to write an effective training description for a PIO/P, technical knowledge and an acquaintance with the U.S. education system is required. In most cases, page 2 of the PIO/P is written only by the HRD case officers for both DSTP Core candidates and other project related nominees. The case officers frequently do not have the necessary knowledge or experience and some project officers claimed they did not know they were allowed to write the training description of the PIO/P. For example, one project officer said *I'd like to write the entire PIO/P but they (HRD) won't let me.*

A PIO/P for academic training should contain sufficient detail and technical information to better guide the EIL placement specialist for selecting the most appropriate universities and programs to receive applications. Appendix XIV-A is an academic PIO/P which demonstrates this problem. It stipulates only a Ph.D. in economics, providing no guidance in the field of economics that the participant should be enrolled in. Non academic training PIO/Ps are similarly lacking adequate guidance. A custom designed study activity or an observation tour should be described in sufficient detail to guide the placement. For standard or off-the-shelf courses the name and address of the course or institution must be included. Appendix XIV-B is an example of a request for a specific short course but the institution is listed as, *any suitable institute.*

All candidates are requested to complete an Application for Training in which they specify training objectives and aims. This is intended to support, not substitute for the PIO/P. However, the participant's statement is often verbatim, instead of an adequately prepared page 2 of the PIO/P. If the PIO/P is inadequate when received at AED/Islamabad, they request the participant write another set of training objectives which is then forwarded to EIL, along with the AFT and PIO/P. In general, page 2 of the PIO/P is not benefiting from the people who can best write it, i.e. the project officers and or the technical contractors.

Recommendation:

The USAID Mission should adopt a policy that the training portion of the PIO/Ps (page 2) for non-DSTP participants, should be written primarily by the technical section. HRT would prepare page 2 per the EAD nomination

letter, which will then be elaborated upon at the project level and reviewed at the time of the signing of the PIO/P. The PIO/P should be prepared by someone with a background or knowledge of the subject in which the training is to take place and with experience in U.S. higher education. USAID contractors have expressed, not just a willingness but a desire, to contribute their expertise to help in this aspect.

For the DSTP Core candidates, the PIO/P would continue to be written by the case officers and reviewed by the Deputy Chief of HRD. Case officers' skills and knowledge to do this should be further developed through a series of in-service training sessions. The training can be provided by EIL placement staff who are ultimately responsible for translating the PIO/Ps into placements. This can be supplemented by selected well planned tours to U.S. higher education institutions and exposure to U.S. career counseling and placement workshops.

Findings: HRT Staff

HRT is in a state of organizational flux. Staff have been added and others replaced; a new automated data base has been put in place; a reorganization with expanded responsibilities has been recommended; and written policies and procedures should be forthcoming. In addition, as well as having overall management responsibilities, the Deputy Chief of HRD is the Project Officer for the DSTP. These overall responsibilities place such demands on the Deputy that he cannot spend quality time with his staff. For these changes to be fully implemented, aggressive leadership and creative supervision will be needed at day-to-day operational levels to see these changes through to a positive end.

Another problem faced by the HRT staff is the maintenance of the case files. This problem is due in part to two moves (three different locations) within less than one year. It also appears to result from instances of case officer and clerical staff indifference and carelessness as well as work and case overload. A simple test was conducted to examine the situation. A handful of files was taken from a drawer and checked. We found that letters to and from candidates were misfiled or not filed at all. One person's documents, were loose in another candidate's file.

USAID Karachi and Lahore liaison officers informed the team that they send communications to HRD by registered mail only to learn much later that they are either not delivered by the postal service or cannot be found in the HRT office. While numerous reports were received of lost documents this is an issue that by its very nature is difficult to document.

Ideally, communications with candidates and responses to their inquiries should be timely and cordial. The team felt that some of the HRD letters that were reviewed (Appendix XV is an example) could have been more user friendly. We also understand that, in some cases, several weeks can pass before an inquiry is answered.

Recommendations:

The DSTP has grown too large for the Deputy Chief of HRD working alone to give it the necessary close daily supervision required. To accomplish the restructuring recommended in this evaluation and to raise the standard at which the office now operates, an assistant to the Deputy Chief of HRD should be hired. The person should be an expatriate, skilled in office administration, who would provide the daily supervision currently missing. He/she should understand the value and use of an automated data processing system as a management tool; be able to provide staff training and form the staff into a forward looking, skilled, and effective work force. This person could be the American point of contact for candidates coming to USAID and set in motion the execution of the procedural changes previously recommended.

Findings: Technical Projects and HRD/AED Meeting

Many USAID project officers and contractors do not understand the HRD/AED relationship. A few perceive the project with a degree of dissatisfaction and there is general ignorance on the part of many project officers and their technical contractors. Few are aware of the options and responsibilities regarding participant training and even fewer understand the function, problems and operation of the PPTP office in Washington, D.C. Only a few project officers and contractors stated they receive or were aware of routine reports generated by EIL/AED or of the system available to obtain project financial statements within the Mission.

The project contractors, in particular, feel frustrated because they frequently know the candidates personally and could assist on a personal level (friend to professor) with getting the applications approved. They also stated they have had to assist candidates get through the last week of clearances, (see Chart D). Several contractors believe their in-country expertise and back-home organization could be utilized to better benefit the participant and therefore their project.

Recommendations:

To clear the air and fix responsibilities for writing page 2 of the PIO/P, as recommended above, a meeting of the project officers, section chiefs, AED administrators and EIL administrators should be called and chaired by the Mission Director. The Mission Director's involvement would help to assure the attendance and attention of those the meeting is intended to affect. The meeting's agenda would include:

- A brief review of the planning process for training as it is and as it will be when the recommendations of this evaluation are implemented.
- A review of the placement process, roles and responsibilities and how these will change.

- A comprehensive status report be handed out by HRT/AED/EIL on all nominations for training including where they are in the process and why.
- A presentation of the current reporting system used by AED/EIL including whom in USAID is sent what documents and how frequently.
- Presentation and implementation of the policy that Page 2 of the PIO/Ps be written fully developed prior to signing at the project level.

Beyond the meeting, HRD should expand the Mission Training Orders to include the recommended changes. HRD/AED should develop a brochure/pamphlet/policy paper for distribution to new project officers and contract staff in which the policies and procedures are explained.

Findings: HRT Private Sector Cell

The Private Sector Cell has been doing a quality and timely job of screening and processing applications. However, discussions with staff members on the Cell's operations to date pointed to a few shortcomings. For example, the first round of correspondence with potential candidates did not result in collecting all the documentation needed for the screening and nomination process necessitating later communication with the applicant and prolonging the process. A second shortcoming was the lack of verification of the documents submitted by the applicants.

However, these shortcomings have been recognized by USAID/ARD and steps have been taken to remedy the problems in the 1988-89 recruiting cycle. Therefore, the team notes that its recommendations regarding (a) solicitation of complete documentation and (b) verification of supporting documents are being incorporated into the planning for the 1988-89 recruiting cycle.

Recommendations:

1. HRD should continue its plan that all documentation needed for private sector academic placement should be collected prior to the interview.
2. Documents submitted by candidates must be scrutinized for authenticity. This will require additional temporary staff support which should be budgeted for in Phase II. If necessary, training on documentation verification should be provided. One document which can be used to verify employment and identity is a copy of a candidate's income tax return.

Follow-up Survey Findings:

HRD has recently initiated an on-going follow-up survey of returned participants. The first survey focused on participants who had returned prior to January 1, 1988. The survey instrument (Appendix XVI) is now being sent to all academic and non academic returned participants three

107

months after the scheduled end of their training. The results of the first survey have been tabulated and are in Appendix XVII.

Concurrently, AED/I, to satisfy its contractual obligation, is conducting a mail survey of returned participants. Their survey instrument (Appendix XVIII) is much briefer and represents duplication of effort, as noted by recipients of both.

Recommendation:

HRD and AED should discuss the follow-up surveys situation and roles/responsibilities be clarified. It is recommended that the follow up survey be continued and expanded into a career tracking system for both a randomly selected group of participants, and a structured group of trainees, representing research and training institutions, be added. The career tracking system would include the following:

- Returning participants from institutions of interest to USAID would be selected for career tracking. This will provide information on the career impact of training and on their institutions through time.
- A random selection should be made of all returned participants. This second group would be a control group for comparison to group one.
- Selections should be made retroactively to include persons who have already returned from training.
- Participants who are selected in the future would be notified of their selection while still in training. This will allow including a special end of training interview/orientation. The interview/orientation should collect the missing baseline data and be oriented to the career tracking system (including future communications and questionnaires).
- Annual or bi-annual interviews should be conducted to monitor career progress.

H. AED/EIL Organization and Operations

Overview

USAID has contracted with AED to provide administrative support in the processing, placement and monitoring of Pakistan participants funded by the DST/P. AED is responsible for: all communications between their office, the Mission and the overseas training institutions (U.S. and third country); communications with the participant through part of the nomination and placement process; and is the official link between the Mission and the participant during the training program. It is responsible for conducting pre-departure orientations in Pakistan, providing for a cross-cultural and logistics orientation in Washington, D.C., as well as making payments to the universities, short term training institutions and participants.

The Academy's main office is in Washington, D.C. with a field office in Islamabad. AED/W provides the overall administrative support for their contract, and the EIL subcontract, gives administrative support to their staff and is the financial manager of the contract. AED/I, which is staffed by expatriate and Pakistani staff, receives nominations from USAID, is the conduit through which all communication and participant documentation flows to Washington, reports participant activities, and conducts follow-up interviews. AED has subcontracted the delivery of placement, arrival orientation and monitoring services to EIL. The EIL staff working in this project are housed in the AED/W offices and key professional staff make occasional visits to Islamabad for purposes of coordination.

The Mission has mandated that its technical divisions channel their placements through HRD using AED's services through a *buy-in* feature. The two major exceptions to this procedure are the TIPAN project, which is fully managed by the University of Illinois, contract and the S&T/EY contract for the Energy and Environment (E&E) section, which is also a *buy-in* for E&E's technical placements.

Organization and Operation

For the purposes of this part of the evaluation only the offices directly involved in participant placement will be considered. They are the EIL/W and the AED/I. The offices will be treated in the order that they fit in the communications flow (see Chart C).

AED/Islamabad

AED/I is the lynch pin organization in the process between a candidate being nominated and a participant being placed. It is the channel through which candidates' applications pass to Washington, D.C. resulting in their eventually becoming participants. At present it is responsible for:

- Maintaining a data base of the candidates whose files are forwarded from HRT;
- Collecting missing documentation from candidates;
- Providing initial program information to participants;
- Facilitating the flow of information between Washington, D.C., the USAID Mission and the GOP;
- Providing pre-departure orientation to participants; and
- Expediting the departure of each participant from Pakistan.

AED/I is the in-country channel that connects the participants to USAID. Requests from participants ranging from permission for their family to join them, to approvals for the purchases of computers, to extension of their scholarships, all flow through and are processed by AED/I back to HRD/T. Servicing requests such as these constitute the main body of work done by AED/I. They also provide the pre-departure orientation, coordinate departure formalities for all participants, and handle budgeting and financial disbursements for third country study tours.

AED/I's participant training office organization is shown in Schematic 3.

The Operations Manager is responsible for the overall operation of the program; she also conducts the pre-departure orientations. The Director divides his time equally between directing the office and undertaking case work. The program specialists provide full-time case work and are supported by the clerks and typists. Each program specialist is responsible for data entry of his files into the AED data base.

AED/I is also responsible for pre-departure orientation, while EIL/W is responsible for providing arrival orientation. The pre-departure orientation session outline follows:

- Introduction to AED and USAID.
- Structure and functions of AED/Washington, D.C. and how it supports participants.
- Travel tips.
- Weather and food in the U.S.
- Culture and life in the U.S.
- Educational system in the U.S.
- Participant allowances and fees to the institution.

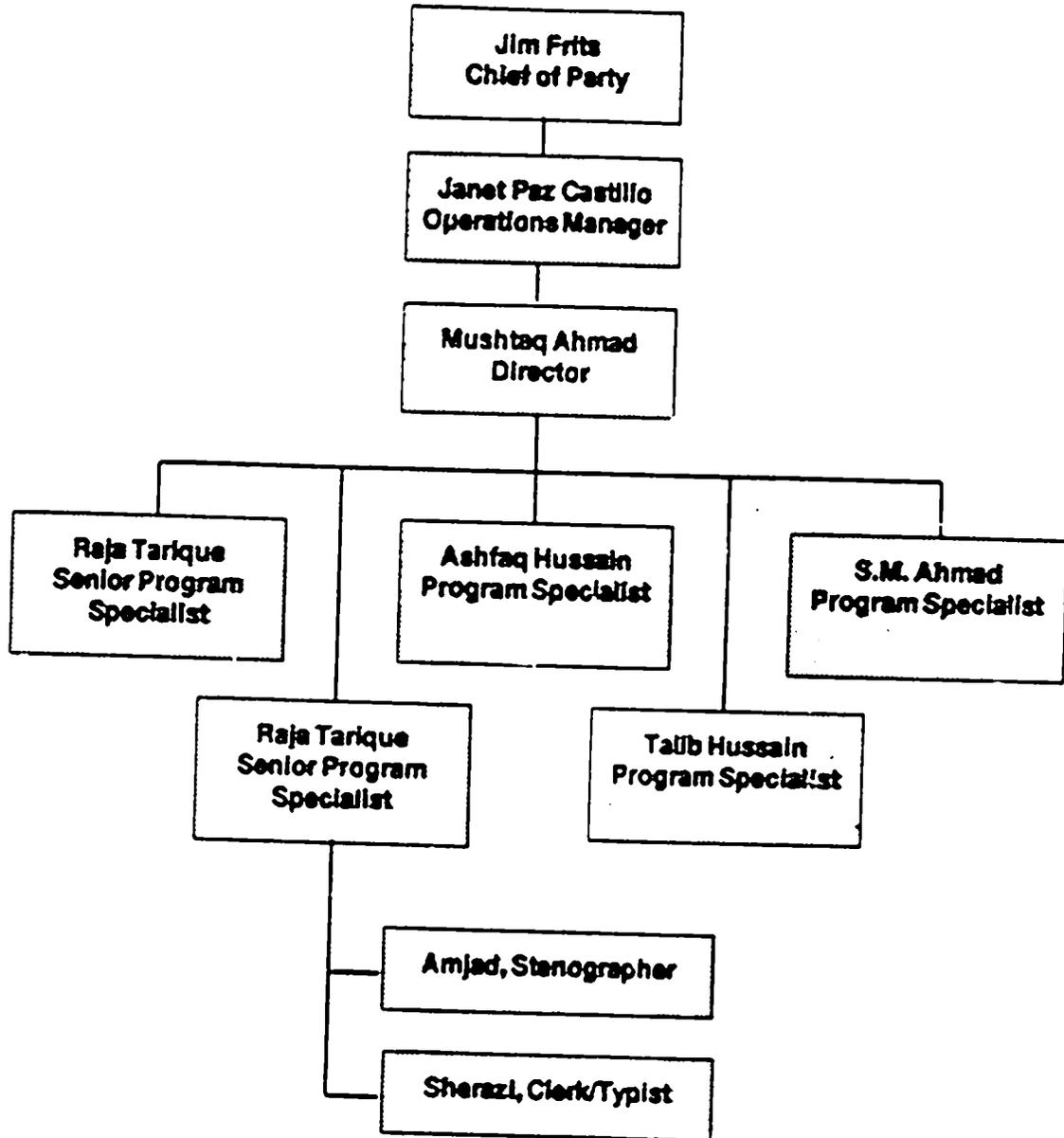
A copy of the pre-departure orientation program is in Appendix XIX.

EIL/Washington, D.C.

EIL is the action office in the total process, the cutting edge, so to speak. This is where the placements are made and the support provided for the participants. This office has the final responsibility in the DSTP placement process. They have to work with whatever documentation they receive, making the best placements justified by the available documents, often working with unrealistically short lead time and then provide moral and psychological support to the participant. They are also responsible for the State-side arrival orientation and they are the first official link for the participants in the communications chain back to the USAID.

Schematic 3

The AED/Islamabad Participant Training Organization



The organization of the EIL office is shown in Schematic 4.

Basically, EIL processes a nomination as previously presented in Chart C, section C. EIL receives the nomination from AED/I by telex for nonacademic programs, usually the same day they are forwarded from HRD, and by DHL for academic participants, usually the week after they are forwarded from HRD. The nominations are assigned to individual program specialists for placement according to the type of program, i.e. academic or nonacademic.

The process followed for Academic placements is:

- Week 1 Application packet is reviewed and if necessary an Incomplete Credentials Form is sent to AED/I.
- Week 2 Based on the PIO/P and AFT a search for suitable universities is begun.
- Week 2-3 A complete application is sent to up to five universities, including wherever appropriate a HBCU, and AED/I is informed.
- Week 7-8 Calls are made to universities to check the status of the applications and deal with any problems.
- Week 9 Based on the phone calls of the previous two weeks, additional applications are sent to other universities if appropriate.

Note: Progress into Week 2 activities is dependent upon the application packet containing adequate documentation. The most important documents and the frequency with which EIL estimates they are not included are:

Document	Percent of Time Missing
TOEFL	10-15
GRE/GMAT	75
Mark sheets	50

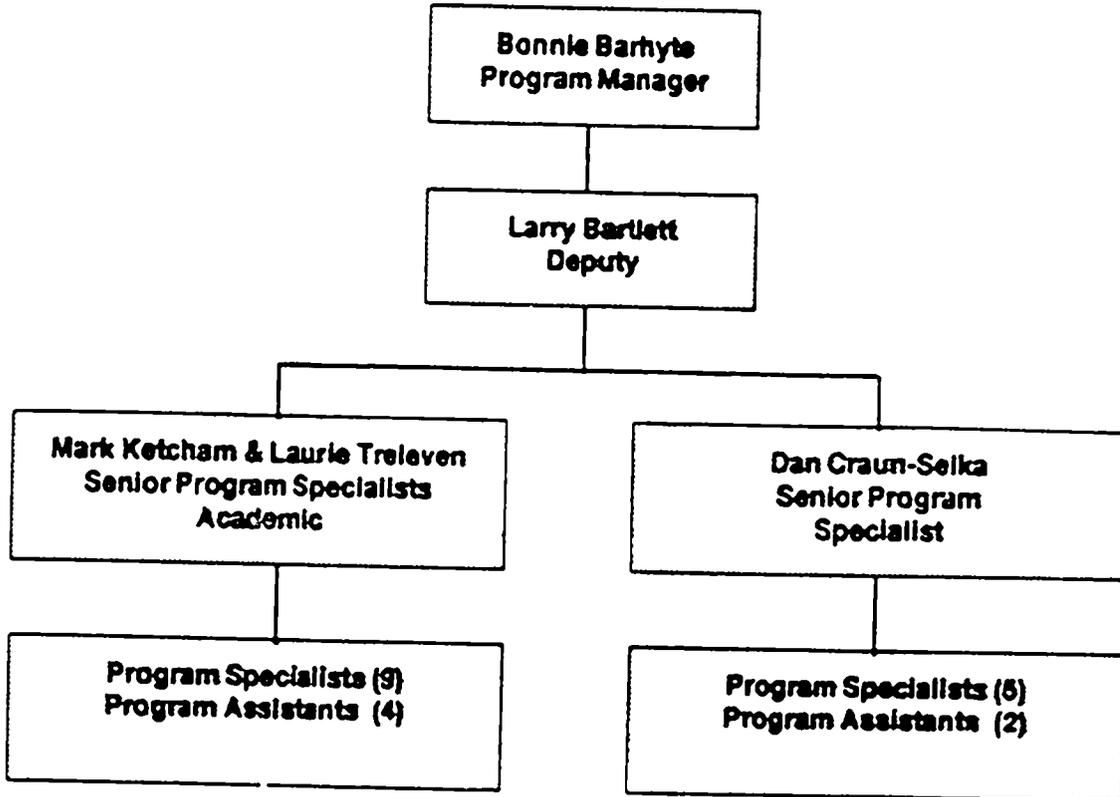
The omission of documents is sometimes intentional when HRD and AED/I are trying to speed up the placement process. EIL does try to place participants with inadequate documentation; however, rarely are they able to do so without the above mentioned key documents. Some universities and colleges do not require the GRE/GMAT, while other schools will issue conditional acceptances in lieu of mark sheets and TOEFL scores. But these schools are few and clearly do not offer the better programs.

When an applicant is placed in a program, EIL issues a *call forward* telex which is sent to AED/I. EIL then waits until they are advised of the participants' arrival date and orientation plan.

1/2

Schematic 4

The EIL/Washington, D.C. Organization



One vacancy exists for a Non-academic Senior Program Specialist.

112

The procedures followed for nonacademic placements are:

I. If a specific course is requested:

- Step 1. A telephone call is made to the training institution to reserve a space.
- Step 2. Documents required are requested from AED/I.
- Step 3. Confirmation of space reserved and call forward information is telexed to AED/I which notifies HRD.
- Step 4. If space is not available, a telex is sent to AED/I asking if a reservation in the next session is acceptable or whether alternatives should be explored.
- Step 5. Upon receipt of HRD approval, a call forward is issued.

II. If a specific course is not requested:

- Step 1. Research is done to identify placement options including *canned* programs or courses, a study tour or observational visits, specially designed courses or seminars, internships, or any combination of these.
- Step 2. If a specially designed program is used, three *bids* are obtained from qualified institutions.
- Step 3. Documents required are requested from AED/I.
- Step 4. Confirmation of space reserved and *call forward* information is telexed to AED/I.
- Step 5. If space is not available, a telex is sent to AED/I asking if a reservation in the next session is acceptable or whether alternatives be explored.
- Step 6. Upon receipt of HRD approval a *call forward* is issued.

EIL reports are the source of information used by AED and HRD. Examples of the reports EIL generates are the monthly status report and the weekly *call forward* report. There are two versions of the weekly report. The monthly report shows the status of all *in process* candidates by project. It is sent to AED/I which forwards it to HRD and the USAID project officers. A weekly report of Call Forward Dates is produced showing the candidates name, participant number, PIO/P number, *call forward* and orientation dates, school, city of training and program dates. This is submitted to AED/I.

EIL is responsible for providing orientation to all participants upon their arrival in the U.S.. The orientation is intended to be six hours long and is conducted in the EIL office. To accomplish this, the participants are allowed one day for orientation in Washington, D.C. They

are expected to leave for their training site that day or the following one.

The arrival orientation focuses on:

- What is expected of USAID participants.
- What services are provided by EIL and how to access them.
- The university to be attended.
- Financial terms of scholarship and explanation of allowances to be paid.
- Cultural adaptation.

Another responsibility of EIL is to monitor the progress of the participants' academic performance. Monitoring is done in the following steps:

- During orientation, the participant is given a form and stamped envelope addressed to the program specialist, which asks for his/her school address and phone number, academic advisors name and a list of first semesters courses (Appendix XXI).
- Mid way through the first semester a Program of Study is sent to the participant (Appendix XXII) for completion by higher academic advisor. A completed copy is subsequently sent to Islamabad. The courses in which the participant enrolls are monitored against this document. Changes in the Program of Study are cleared with the USAID.
- At least once each semester, all participants are contacted by telephone. EIL has a toll free telephone line, which is used by participants to contact their program specialist when needed.
- The EIL program specialist visits each participant once a year.

EIL is responsible for receiving, screening and forwarding requests and communications from the participant to USAID. Examples of these are:

- Collection and forwarding of documentation to support the move to America of the participant's family.
- Requests for approval of activities outside those funded in the PIO/P.
- Requests for computer purchases or other major equipment.
- Requests for program changes or extensions.

I. Findings and Recommendations: AED/EIL

Findings: EIL Staffing

The estimated number of participants for 1988 (including new placements and people in training who were placed earlier) is approximately 1530. EIL's three Senior Program Specialists, spending one third time in case management work, while the 14 Program Specialists each manage an average case load of 100 PTs and candidates. The former Chief of HRD stated in one USAID document that *We have allowed the AED [EIL] staff to expand at a judicious rate.*

EIL program specialists have not had adequate time to provide the anticipated support according to former participants. Participants made the following comments during the survey interviews: *nine out of ten times the (AED) advisor was in meetings; non-availability of the educational advisor...the one person assigned usually remained busy. They should have regional offices...to allow for personal contact and attention to problems on a personal level.*

Program specialists need adequate time to make quality placements, counsel and assist participants, respond to AED/EIL inquiries and insure participant progress and program completion. Unfortunately, EIL's current case-load of 100 participants involving both placement and case management per program specialist does not allow adequate time to provide the quality placements or participant support and program monitoring the project needs. This is not to say that EIL has not performed adequately; EIL's staff has done a remarkably good job, but it is extended beyond *good service capabilities*. Quality placements, support of participants and completion of A.I.D. required paperwork (Participant Data Forms, renewal of IAP 66As and Academic End of Term Reports) are not commensurate with the current heavy case load.

EIL has over two thirds of its case load in the short-term non-academic area and their staff provides both case management and placement. As shown in Section L, the average length of time in training of non-academic Pakistan participants is 36 days. This can be compared with the 1988 Agency average of 109 days (as reported by Partners in International Education and Training, A.I.D.'s Training Contractor which handles approximately 20% of the Agency's participants). This means EIL has to handle a majority of its cases for considerably shorter periods of training. Therefore, given the high ratio of non-academic and shorter term placements (which are more labor intensive than academic) it appears that EIL's case management ratio should be different than that of P.I.E.T.s.

Recommendation:

EIL should be allowed to immediately expand its Program Specialist staff to reach an average case load of 85 participants per specialist. There appears to be no reason to delay and/or phase in this expansion. This will mean adding six new staff members. At least one, will need to be a Senior Program Specialist to maintain a realistic span of control.

Findings: AED/I) Pre-departure Orientation

Participants are invited to the orientation by letter. The figures in section D, Table 8 above show approximately 38% of the interviewed returnees attended a pre-departure orientation. AED/I staff estimate that only 10% of all participants actually attend. While USAID/HRD has stated that it considers pre-departure orientation important, they do not provide any support for the participant to attend, i.e. pay for per diem or transportation.

Recommendation:

Expecting the participants to pay their own way to a pre-departure orientation and their expenses, may be unrealistic. If orientation is considered to be a crucial or important part of a participant's training program then USAID should provide in-country transportation and per diem for the participant to attend the orientation.

In addition, the pre-departure orientation should be expanded to two-to-three full days to allow for a more complete program. The expanded program should include role plays, small group discussion, films/videos and cross-cultural discussions.

Finding: Arrival Orientation (EIL/W)

EIL provides for the arrival orientation in Washington, D.C. Except for late arrivals, all participants are scheduled through Washington. According to section D, Table 8, approximately 87% of the participants surveyed attended the EIL orientation. However, the team was informed that the participant arrives in Washington and either goes directly to orientation or to a hotel, with orientation starting the next morning. Some participants receive only a fraction of the planned program when they arrive late on the day of orientation. Two factors affect the arrival orientation. One, USAID is trying to keep costs to a minimum. This limits the number of nights the participant can spend in Washington, DC, a city with a high per diem cost. Second, participants often alter their flight schedule for their own convenience and arrive late or on a day when no orientation is scheduled.

Recommendation:

The Washington, D.C. arrival orientation should be expanded to a minimum of three days. Not only should the program be expanded to develop more cross cultural skills and awareness, it should also focus on U.S. survival living skills, e.g. housing (finding and sharing accommodations), banking/checking, transportation and what to expect from EIL/AED. The orientation should be scheduled to allow for participant jet lag and initial cultural shock, i.e. do not schedule late afternoon events and include time for seeing some of the main attractions in Washington, DC.

Finding: Participant Debriefing (EIL/W)

Of the 42 returned academic participant surveyed, only six of the eight invited to Washington, D.C. for a debriefing, attended. The debriefings are important from two perspectives. First, it gives the participant and EIL an opportunity to review their relationship and for EIL to identify the strengths and weaknesses of its support system. Second, several participants reported outstanding insurance claims and other minor but irritating complaints, e.g. unsettled reimbursement issues or why they did not receive approval for certain items they requested.

Recommendation:

EIL should redraft the letter it sends to participants inviting them to Washington for debriefing. The letter should be more forceful and encouraging. It should be followed up by telephone calls encouraging the visit. Finally, if the participant refuses the visit, then a short debriefing should be carried out on the telephone.

A structured interview schedule should be developed for the debriefing. Perhaps the support section of the questionnaire used in this evaluation could assist in the design. An annual review of the debriefing findings should be held by the project officer.

J. Data Bases

Until last year, neither HRD nor AED/I had a fully operational automated data base. During 1987, AED established a pre-departure data base program, which is operational. In late 1987 HRD hired a case officer with knowledge and skills in the use of personal computers. He was first assigned to work with the Participant Training Management System (PTMS Version II) issued by OIT and the Office of Internal Management Resources (SER/IRM). After reviewing and attempting to use the PTMS system for several months, HRD decided to develop a pre-PTMS mission specific system called the Pakistan Training Program (PTP). PTP is designed primarily to meet the pre-PIO/P information needs of HRD and will feed the latest version of the PTMS data base once the nomination clears, e.g., TOEFL, medical exam, etc.

AED/W has maintained automated record systems since the beginning of the project. In December 1985 a computerized system was initiated and has been maintained since then. In September, 1988 the HRD case officer visited AED/W and, working with their Director of Finance and Systems, was able to convert the AED data base into a format compatible with HRD's PTP system. This conversion resulted in HRD having a data base with all participants processed during the life of the DSTP. Between September and December 1988, there has been an effort to insure data integrity by eliminating duplicate records and completing fields which were not utilized by AED.

The evaluation team reviewed the data bases and determined common and exclusive fields.

Common Elements to Both Systems - PIO/P number; participant name; gender; province; city; duration of the training and if long or short term; major field of study; status of processing by paperwork complete and events (AED uses a code system, HRD uses dates); sector (public, private, university); departure date; TOEFL score; GRE and GMAT scores; dates different documentation is received; name of the training institution; country of training; and a space for remarks.

Unique Elements to AED/I System - Date PIO/P and nomination received at AED and date forwarded to EIL/W; estimated completion date; degree level being pursued; non-academic participant claim data (date, claim amount and amount paid); and evaluation dates and forms.

Unique Elements to PTMS - Project number; HRT case officer; fiscal year record started; date of birth; employer name; visa number; date nominations received; medical form, clearance, cable date and waiver status; PIO/P date and amendments; and family information dates and names if joining participant.

Recommendations:

HRT and AED should build a common system and build on the strengths of the current system. A common system would reduce the number of items to enter, allow easier participant record monitoring by supervisors in both organizations, and is much easier today, given the move of both organizations in November, 1988 to the same building. Any new system should be fully capable of handling expected future growth and retain important information on past efforts. Specific recommendations are listed below:

1. Over the next two years, HRT and AED (including CIELS) should develop and utilize a common network or multi-user system in which both organizations would share the same data base (of which PTMS may be one part) for participant records. An outside computer programmer should be retained to assist in writing the new programs to merge the two systems and establish a new common system. Someone from outside is needed, since current staff have more than enough work, to accomplish the tasks in a reasonable period of time.

Initially the new system should be a minimal one, i.e. use the common fields and eliminate duplication. A division of data entry, between HRT and AED should be determined, e.g. as AED should be able to enter (read only) any data only after a PIO/P number is entered.

2. Use the PTMS system design as a model on how to reduce some of the data errors currently in the system, i.e. codes should be used instead of allowing each typist to spell in a unique manner. For example, using more codes (major fields of study, country codes, institution name/location codes for U.S. and third countries, and the phase of training, i.e. pre-departure, in-training and returned) would eliminate the problem of different case officer's spelling differently or calling something by a different name. These differences do not significantly matter on the individual record, but when attempting to use the data base for evaluative

or management purposes, the differences in spelling or naming presents a major problem.

3. A system needs to be developed to routinely report participant status to Project Officers. Given the state of telephone connections and most people's aversion to computer generated reports, HRD should consider providing each project with a bi-weekly or monthly diskette of participant data.

For example, a new diskette could be sent to each project officer every other week. The Project Officer could look up an individual participant record or select a report to be printed out. If the Project Officer noted missing or incorrect data, a form would be completed to notify HRD of the corrections. The forms and the return diskette would be sent to HRD several days later. Report programs could be developed for the project officer to print off hard copies of: individual participant data; reports on numbers trained vs. number in-training; or a list of participants returning within six months. The specific reports should be developed based on interviews/needs assessment with project officers.

4. Building upon recommendation number 3, the possibility should be explored with AED/W of providing diskettes of systems having compatible financial data on participant costs. In the new AED contract, AED/Washington will provide financial reports based on the Training Cost Analysis system. Consideration should be given, as they establish the new system, as to how it can be made compatible with Mission equipment.

If AED/W could send the data to AED/I on a diskette, it would be possible to enter it on the common data base where it could then be referred to by all appropriate users, i.e. project officers. Two financial reports could be developed for the project officers. One would show the amount committed to date via issued PIO/Ps compared to the total amount available in the PIO/T (the document used by USAID for reimbursing AED for its training costs). The second would show the actual expenses compared to the PIO/P and PIO/T levels. (Note: AED financial data is usually two-to-three months behind actual closing for very understandable reasons, i.e. there is an approximate two month time lag between the closing of accounts by AED and receipt of the report by Islamabad.) Project officers should be educated about the length of and reasons for the delays.

5. Training for both HRT and AED/I staff should be undertaken in how to maintain the data base system and the reasons for doing so. Staff should learn how to enter data and print routine reports. This is not DBase training, it is training in modern office skills and utilization of automated systems.

6. HRD's management should receive weekly computer generated management reports. These reports should include: the pending status for nominations in process (AED and HRD); counts by case officer of active cases being managed (in process and in-training); case officer specific reports on actions to be taken this week, i.e. case officer x will send 15 follow-up letters on missing marksheets and five letters for participants returning in six months; and trend(s) lines for case officers of time being taken

between nomination and issuance of PIO/P (this week compared to one month ago).

7. If a more centrally controlled system in HRT is desired, two recommendations are offered. First, if the new assistant to the HRD Deputy is hired, (see recommendations Section F), then all incoming responses should be addressed to the assistant and channeled, as appropriate, through data entry to the case officer. This would assist in keeping the data base current and provide the needed managerial control. The assistant would receive the weekly status report on outstanding files and provide direction on the required actions.

Second, if the data entry management system is to be centralized, (see recommendation 8), then additional staff would be needed to maintain the data base. It is recommended that two data entry clerks be planned for. One should be employed as soon as possible to work on the existing data base and to initiate the maintenance activities. As soon as the return flow of documents is channeled through the data base office then, if needed, the second data entry clerk would be hired.

8. Over the next two years, a more comprehensive multi-user system should be designed. The system should be reviewed from two points of view. One option is a highly centralized system, where all data is entered at one or a few central points. The other is a decentralized, multi-user and multi-entry system.

The centralized system provides immediate quality control and consistency of data entry. Case officers, program specialists and project officers would have *read only* and report generation capability. The decentralized system would create an access point for each case officer or program specialist. It would be more like the operations of a U.S. insurance company or U.S. airline office, with established limitations for each user level based on need to know and need to use principle.

Which ever system is chosen, the new system should do the following: eliminate manually filling forms, e.g. there would be a PIO/P generator which enters data into the form from the data base; allow for the generation of automated reports e.g. the visa log and preparation of Congressional Presentation Data; and provide a more extensive follow-up career tracking system.

9. Consideration should also be given to working with the GOP to develop a computerized training processing and manpower planning system within the GOP (related to recommendations in Section E, Needs Assessment and Training Plans). Eventually, the GOP would send nominations and documents with a supporting diskette. This would simplify data entry as well as transfer the technology and build a data base within the GOP.

K. Participant Training for Private Sector Women

Overview

Participation by women in DSTP was minimal during the first two years of the project. According to DSTP's interim evaluation, only 26 women were sent to the U.S. for training of whom only one was in a degree program. On the other hand, the evaluation noted that much groundwork had been laid for a major expansion of womens' participation in DSTP and USAID was encouraged to *move ahead vigorously*.

The subsequent three years (1986 to 1988) have indeed witnessed a major expansion of inclusion of women in the participant program. This has been due to several factors including (a) the interest and commitment taken by USAID leadership together with strong and imaginative staff support and advice, (b) a policy dialogue with the GOP, (especially EAD), leading to an agreement to raise the priority of overseas training for women and its allocation in DSTP funding, (c) emphasis on the private sector with its larger number of women having the background and potential for overseas training and a greater freedom to travel and study abroad. By contrast, with the possible exceptions of health and population, efforts to identify women for training in other USAID projects have had disappointing results due to their more limited role and numbers in the public sector and the disinclination of supervisors to push for their nominations.

A new approach was initiated in 1985 on an experimental basis. Notices were run in newspapers inviting women, meeting specified age, educational, professional, experience, career and language criteria to submit applications for short or long term training. The notices stimulated over 300 applications from which 20 academic and 20 non-academic candidates were selected by USAID and approved by the GOP. This exercise has been repeated annually on an expanding basis (modified and improved through experience) with the following results:

Private Sector Women Processed in DSTP

<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
40	67	82	94

Thus, the program has expanded rapidly since 1985. Moreover, it accounts for an overwhelming proportion of the total number of women participants sent abroad by USAID for training. For example, in 1986 DSTP funding accounted for 81% of all women participants; in 1988 it accounted for 90%. Conversely, these figures reflect the continuing low numbers of women being trained abroad by the rest of the USAID program.

Women still represent only a tiny percentage of total USAID participants, averaging 7.8% over the five year period. A recent study shows that while the absolute numbers of women participants increased between 1983 and 1988, they did so mainly in proportion to the general expansion of the program. Thus, women constituted only 6.7% of the total participant in 1985 but still only 6.8% of the total in 1988.

Findings:

The participation of women in overseas training has expanded dramatically since 1985, thanks mostly to the opportunities created by the DSTP private sector program. However, despite this increase, the proportion of womens' participation in total overseas training has remained mostly constant and has never reached 10%.

Non-academic training can be more readily accessed by Pakistani women, is often more relevant to the needs of business women and reduces such problems as academic accreditation or unwillingness to return. Not surprisingly, most of the women trained to date by DSTP are from main urban areas. A recent study notes that *the limited urban population producing female candidates for overseas training indicates that in-country opportunities targeting less educated women are needed.*

Recommendations:

a. The Administrator's December 1988 memorandum entitled *Women In the 1990 Participant Training Plan* should provide the impetus and policy guidance to substantially improve USAID's performance.

b. To achieve the 1990 plan that target 25% of participation be by women, will require a further dramatic increase in DSTP-financed women participants to approximately four times its present level. This must be accompanied by even greater proportional increases by the other sectors. Major contributions by the agricultural program, particularly by the Agricultural Sector Support Project, will be needed. As a means of focusing attention and raising the priority of private sector training for women, HRD should establish a special sub-project within DSTP (*Womens' Private Sector Training*) with its own sub-budget and training targets.

c. Agreement and cooperation by the GOP will obviously be essential to the success of the effort. It will require vigorous *policy dialogue* by USAID management combined with follow up discussions during the implementation of the new DSTP Training Plan system (see Section E). Additional discussions and negotiations will also be required for each non-DSTP project and the contractor staff.

d. The WID Officer positions in USAID should be strengthened by cutting back on other responsibilities so that they can focus more specifically on WID matters. The Assistant WID Officer in HRT should devote full time to WID responsibilities, and her other tasks be reassigned.

L. Participant Training Costs

Participant training costs were obtained from AED/W's records. AED assigns a control number to each participant when his/her record is opened. This number was used to cross reference participant data (project number, dates of training and type of program) with the costs incurred in relation to their training program. These costs do not include AED's administrative or overhead costs.

This section will focus on participant costs as of September 30, 1988, for U.S. completed programs, both the academic and non-academic. The data was not made available to the team until late in the study, which did not allow much time for analysis. The following tables and discussion are based on a sample of 122 records. Table 20 presents a breakdown by type of program and the source of funding.

TABLE 20
SAMPLE SIZE OF PARTICIPANT EXPENSE DATA

Program Funding	Doctoral	Masters	Academic	Total
DSTP Core	5	16	24	45
Buy-ins	3	17	57	77
Total	8	33	81	122

The related costs will be presented by the type of program the participant attended, i.e. doctoral, masters or non-academic, as well as being broken out by the funding source, i.e. DSTP Core and Buy Ins. The first type of program for which participant cost will be presented, is the doctoral or Ph.D. This will be followed by data on masters degree and non academic participants.

Finding: Doctoral Degree Programs

Eight doctoral participants is not a very large sample and therefore may not be representative of the programs of participants still in training. Table 21 presents the data for the doctoral degrees.

TABLE 21
DOCTORAL PARTICIPANT COSTS, TIME AND AVERAGES

	Costs		Time	
	DSTP Core ----- (\$)	Buy-ins -----	DSTP Core ----- (months)	Buy-ins -----
Average	29,610	21,552	32.0	39.8
Range	16,737-66,401	9,537-32,706	12.1-44.8	34.7-43.1
Cost per month in training	926	541		

125

The average cost of the five DSTP funded participants is \$29,610, which is over \$8,058 higher than the average for non DSTP participants. It should be noted that one DSTP participant cost \$66,401 for approximately 45 months of training. If this high cost participant is eliminated, the average for DSTP would come down to \$13,010.

Comparing the Per Month of Training Cost with other studies reveals that Pakistan costs are considerably lower. (N.B. The following calculations also exclude contractors administration and overhead costs) OIT has produced a table of *Average Monthly Costs of Academic Training Programs* for the period December 1, 1982 to November 2, 1988 which is found in Appendix XXIII. The average for a doctoral program agency-wide was \$1,260 per month of training and for the Asia region \$1,481 and \$1,229 for the Near East Region. Compared to a 1987 study of 22 doctoral participants funded by Jakarta Mission, the Islamabad costs are also considerably lower. The average cost per month of training for Indonesia was \$1,460 (without airfare), while the average cost per doctoral participant of \$64,362. The average amount of time in training for an Indonesian doctoral participant was 44.1 months.

The length of time in training for the Islamabad participants sampled, was rather short. For DSTP participants the average was 32 months or 2 years and eight months as compared to 39.8 months or 3 years and almost four months for non-DSTP. A doctoral degree in the U.S. is generally obtained within 3 - 5 years or 36 - 60 months. Of course, this varies with the field of study and the entrance credentials of the participant. The time in training for A.I.D. funded participants sampled is considerably lower than expected. This is probably due to the fact some participants must have had very good standing before being funded by DSTP or where *picked up* into AID funding status already pursuing their degree, e.g. participants sample included some with only twelve months of training.

Recommendation:

In using this table, the reader is reminded that the number of doctoral participants is rather small, i.e. 8 total, DSTP 5 and 3 non DSTP. Basically, there should be little difference in the per month of training cost between a masters and doctoral degree except for the cost of the research and time in training. A doctoral program should be higher due to more costly research and the length is reflected in additional maintenance and tuition paid. In calculating the PIO/P budget amount for a participant, HRD should use the data for the masters degree participants (see next section) rather than the above data.

HRD frequently uses a budget of \$64,800 for a doctoral program. This figure is probably very realistic, if the participant is going to complete the degree in 4-5 years. However, if the degree is going to take between 3-4 years, then a lower budget, such as \$55,500 - \$58,300, could be used.

Finding: Masters Degree Programs

Cost data for thirty-three participants who obtained a masters degree was sampled. The sample was split between the DSTP project, 16, and the non DSTP projects, 17. The findings are presented in Table 22, below.

TABLE 22
MASTERS PARTICIPANT COSTS, TIME AND AVERAGES

	Costs		Time	
	DSTP Core ----- (\$)	Buy-ins -----	DSTP Core ----- (days)	Buy-ins -----
Average	29,108	30,678	32.0	39.8
Range	16,737-66,401	9,537-32,706	12.1-44.8	34.7-43.1
Cost per Mth in training	926	541		

The difference between the two sources of funding is much closer for these participants than for those in a doctoral program. The DSTP funded participants, on the average cost \$1,570 less than buy-ins funded participants. DSTP participants are also taking only 18 months, while buy-ins participants are taking 22.5 months to complete their programs.

The range of costs for the DSTP participants is considerably wider than the other group, but the range of time is less. The range of costs results in the DSTP participants costing more on a per month of training basis, at \$1,619 compared to \$1,362. This is very close to the reported Asia Region costs of training on a per month of training basis, \$1,632 or the Near East Cost at \$1,308. The Indonesia cost was reported as being \$1,710 per month of training, with an average time in training of 25.1 months. So Pakistan's expenses is similar to the ANE averages and less in cost and time than Indonesia.

If the *per month of training cost* figures are annualized they would be \$19,428 for DSTP and \$16,344 for non DSTP participants. This data suggests that the current HRD planning figure of \$34,000 for a masters degree of eighteen months, is probably reasonable.

Recommendation:

No significant changes should be considered in this area. Participants in these programs should continue to be monitored to insure completion as quickly as possible. HRD should monitor the trends, both cost and time to insure that they continue within current ranges.

164

Finding: Non-Academic Training

The expenses and time in training for non academic participants are calculated on a per day basis (rather than per month as for academic participants) and presented in Table 23 for the 81 participants sampled. The data presents the usual wide range of costs and time found in previous cost/time studies of non academic (also called technical training or short-term).

TABLE 23
NON-ACADEMIC PARTICIPANT COSTS, TIME AND AVERAGES

	Costs		Time	
	DSTP Core ----- (\$)	Buy-ins -----	DSTP Core ----- (months)	Buy-ins -----
Average	3,941	5,394	36	36
Range	333-21,316	729-19,634	3-273	4-135
Cost per Day in training	107	145		

OIT is in the process of having a study completed on the *Duration and Cost of Technical Training Programs*. The draft report indicates the overall average duration technical training was 37 days, at an average cost of \$5,491. The following data was reported for specific types of training:

	<u>Classroom Training</u>	<u>Observational Tours</u>	<u>On-the-Job Training</u>
Average Duration	40 days	30 days	24 days
Average Cost	\$5,716	\$5,198	\$1,786

DSTP has a lower cost and time average than buy-ins funded participants and DSTP was below the cost average in the OIT study. This conclusion is influenced by the frequency of short, 14 days, observational foreign study tours for participants primarily from the NIPAs. The high cost programs for DSTP, \$21,316, were incurred by those who studied at Oregon State University for three months in a Food Processing program. The high cost program for other projects, was a 3.4 month study tour in *irrigation machinery*.

In 1985, Development Associates, Inc. conducted a cost study for OIT based on 1984 participant data. The cost per month of training ranged, in the DAI study varied, from \$636 to \$8,469. A similar wide range of costs is observed in the data above. The DAI Study average was \$2920 for

127

1984; if this is inflated at 6% per year, the 1988 average would be \$3,686. This would be very close to the DSTP average calculated from the sample. The Jakarta cost study had a range for short-term training of \$2,608 to \$11,507, with a average time range per project, between one month and 3.7 months.

The average length of training for non-academic participants results in a workload for HRT similar to that of an academic participant. It has been U.S.A.I.D.'s experience that non-academic participants require a heavier staff time input than an academic participant, e.g. many more individual appointments and arrangements have to be made for observational tours and on-the-job training. These factors led U.S.A.I.D. to mandate the use of training cost analysis by all projects/users and contractors, such as AED. In the future they will report all expenditures so that costs can be analyzed by type of training, i.e. academic and technical with a breakdown within the technical by observational tour, on-the-job training and short-term classroom training (as well as a separate report for administrative costs). The evaluation team understands that AED will adapt its financial system to provide these required reports in the new contract.

Recommendation:

The length of time in training, on the average, should be lengthened by sending more non-academic participants for longer and more meaningful periods of training. The one month figure of average time in training for both DSTP and other projects seems very limited considering the great amount of effort required by HRT and the contractor to plan this type of training. The evaluation team wonders about the value of many programs which are just one and two weeks in length considering, the interference of jet lag and cultural adjustment on the participants. The team understands that EAD recently sent the DSTP project officer a letter recommending the minimum length of a training program be three weeks. The team supports this recommendation.

Finding: Administrative Costs

The scope of the evaluation did not include this area. However, the team noted that under The Phase II contracts AED will be required to report administrative cost using AID's uniform system entitled Training Cost Analysis. This is a significant improvement over Phase I.

Recommendation:

The new Training Cost Analysis system will provide HRD with an opportunity to monitor at a greater level of detail the administrative and programmatic costs of providing both long term and short term training to Pakistan. When approximately one year of data are collected, HRD should consider undertaking a study to analyze trends and to compare costs with other comparable programs.

128

M. Third Country Training

Overview

Third country training (TCT) procedures for selection, processing and management are very similar to those used for training in the United States. This section will focus on the differences and the unique aspects of such training. The number of participants being trained in third countries (neither in Pakistan nor in the U.S.) is growing for the DSTP project and the projects which use AED/EIL for placement and monitoring. The greatest growth has been in the non-academic areas of public administration, management and various fields of agriculture. Participants have been trained in over 25 countries with the Philippines and Thailand being the largest recipients. In the future perhaps as much as 15-20% of all training placements will be in Third countries.

Interviews with participants and GOP officials revealed a strong bias toward training in the U.S. rather than *another country*. DSTP staff have encountered participant reluctance and some resistance to being sent for academic training in a third country. These values and beliefs will probably continue until there are enough people who have had positive third country experiences. Therefore, DSTP will probably continue to see more non-academic TCT than academic training.

In most cases, the training country and institution have been identified by the Project Officer or project contractor. Thus, AED and EIL do little research work for the placement. EIL will make recommendations for alternative training programs if the nomination can not be placed in the program suggested. If the trends continue (i.e. more TCT) AED/EIL may be required to take a more proactive role in researching and identifying quality training programs in third countries.

Communications

The largest single challenge and barrier to TCT is communication. Timing and distance play a different role for each country where the placement is to take place. This requires different responses in Pakistan and the U.S. The GOP, HRT, AED/EIL staffs are all familiar with programming participants on a U.S. time schedule (e.g. academics for August or January starts), but few staff members are familiar with institutions in Kenya or Indonesia. If the institution has already received DSTP participants, this eases the task of placement and monitoring.

EIL finds it easier to deal with established institutions, which have defined procedures and schedules, rather than study or observation tours which require individual ad hoc meetings. Institutions have telexes, whereas individuals or small businesses may initially only be contacted by telephone and at certain times of their day. Letters and delivery services may not always be reliable, which contributes to the uncertainty and problems of placing participants quickly in third countries.

Time and distance also, effect the ability of the contractor to monitor a participant's program. In the U.S. participants know that EIL and AED, may visit them during their program. But in other countries, they are on their own. AED generally has identified a contact person at each institution whose name is provided to participants. But this person is not an employee or under contract with AED, so the participant may receive minimal support or monitoring. In some cases, the person identified has been transferred and EIL has encountered difficulties identifying a new contact person.

Some participants mentioned that not only were they trying to learn something in their training program, but they were also having to learn about one or more new cultures, e.g. Chinese and Malaysian. New cultures, cities and institutions always present cross-cultural challenges and problems for participants. In the U.S. the EIL orientation is designed to address American characteristics. However, there is no such program (nor would it be very cost effective) for each of the 25 countries to which participants have been sent.

Recommendations:

1. USAID's located in countries receiving participants should be sent a copy of the PIO/P and an arrival cable in compliance with HB-10. This assists the receiving mission if they need to respond to any crisis or problems which may arise. This is especially important in countries receiving a large number of participants (e.g. Philippines and Thailand)
2. Per HB10, a waiver is required from AID/W wherever training is proposed in countries not included in Geographic Code 941. Waiver must be on a case-by-case basis except for a project specific institution. The USAID has been reticent to seek such waivers due to its concern about possible delays or missed deadlines. The systems proposed throughout this report should permit more forward looking planning (and hence the processing of such waivers) since they are an Agency requirement.
3. Improved monitoring and support for participants in TCT academic programs will be required if the number of participants continues to increase. As the numbers increase, more problems can be anticipated and appropriate planning and programming should take place. This may include contracting with a resident organization to provide support and monitoring where the numbers are significant, i.e. Manila and Bangkok (in the new AED contract, Winrock staff already in Bangkok will assist in this function). The most likely problems to be encountered, according to some returned participants, will be participant emotional problems, family related situations (illness, death of relatives or problems of family separation).

An improved monitoring and support system should include:

- An in-country organization to contact 24 hours per day (not an individual, who may be traveling or otherwise unavailable);

- An established procedure in writing, for participants to follow on who and when it is appropriate to contact the monitoring organization;
- A written procedure on how the monitor should assist the participant and how/when to report participant progress including AETR's;
- Establish a routine for at least annual oversight visits by the Mission or its contractor to countries where DSTP is sending a significant number of participants. Such visits, which could also be made by Project Officers, would include monitoring organizations, in order to review problems and increase the knowledge and information base for future participants coming to the same country.

N. Monitoring Unit

Monitoring and evaluation are essential parts of responsible and effective project management. It is the responsibility of the Project Officer to monitor the progress of the project he manages. The DSTP is the largest project of its type in the world. While it is possible for a well supported Project Officer to manage and monitor this project the Project Officer in this case does not have such support. Further, the DSTP consists of three separate entities, i.e. participant training, ELT and ICMT. In this evaluation recommendations are made which would provide full time assistants to oversee the participant training and the ELT. Proper monitoring and evaluation is dependent upon the adoption and implementation of these recommendations. If they are not adopted, it will be necessary to create a monitoring and evaluation unit. Given that such a unit would have both staff and budget ramifications, it is the opinion of the team that the project should be properly staffed rather than adding a monitoring and evaluation unit.

The team assessed the DSTP's capacity to generate the data needed to monitor and evaluate the performance of it's component parts and it's ability to do such work. Further, the team explored the need for establishing a monitoring and evaluation unit within DSTP. In making the above assessments the team considered the main functions of monitoring and evaluation. They are:

1. Establish evaluation criteria which would measure:
 - The impact of training on the careers of the participants and the institutions in which they work.
 - Improvement in the capacity and performance of the ICMT and ELT institutions.
 - The impact of specially targeted programs on the participants as well as the development process.

2. Monitor key criteria of project performance such as:
 - All aspects of the participant training process.
 - The relevant cost effectiveness of individual project components.
3. Develop information systems necessary for sound management decisions such as:
 - Trends in the nature of participant nominations and placements (e.g. academic vs. non-academic, third country vs. US, changing areas of technical emphasis etc.)
 - Workloads factors and their implications for future staffing levels.

The operation of the DSTP was evaluated in terms of how well these criteria were being met.

Findings: Monitoring and Evaluation Unit

The findings of this section are based on the assumption that the relevant recommendations made in this evaluation will be adopted and implemented in a timely manner.

HRT, with the establishment of the unit for follow-up activities headed by Dr. Jaffar, now has the means and organization to conduct the surveys needed to evaluate the impact of the DSTP both on participant careers and their institutions. With the initiation of the career tracking recommendation in section G this monitoring activity will be completely in place.

HRD has, through its contractors, initiated strategic planning activities in three of its ICMT institutions which, inter alia, establish criteria for evaluating the capacity and performance of these institutions. The evaluation team is recommending that additional strategic planning exercises be initiated in the other ICMT institutions. This activity can easily be monitored by the contractor and through the contractors regular reports now prepared and submitted to USAID.

Performance of the English language program may be monitored by tracking changes in the output of CIELS, the percentage of trainees who achieve acceptable TOEFL scores, and the proportion of CIELS graduates who are sent abroad for training. Data on these changes are gathered and reported regularly by the testing and evaluation personnel of the ELT section and by HRT's English Language Coordinator.

Addition of a full time assistant to the Deputy Chief, who would be responsible for managing the DSTP placement office and staff, as recommended in section G will provide the monitoring capability needed for the DSTP placement operations and staff. The person's job description should include responsibilities for utilization of automated data bases

and personnel supervision and evaluation. This addition will provide for the monitoring and evaluation of the HRT offices performance that appears to be lacking. Developing and implementing the policies and procedures recommended in section G will make the HRT office more efficient and more easily monitored. This step combined with the supervision and use of the electronic data base as a management tool provided by the assistant to the DSTP, will make the office more efficient and at the same time allow staffing adjustments to be made in response to fluctuations in the projects's operational levels.

With the establishment of the unified data base recommended in section J, HRD/AED should have the capability to effectively monitor trends in participant nominations and placements. Monitoring these trends will also allow HRD and it's contractors to plan for adjustments in their staff level and to maintain quality placements by keeping case loads at optimum levels. Electronically generated reports will be possible on short notice and on a regular basis when the data base is operational and being used as a management tool. At present EIL generates many of the reports that can serve as the basis of the monitoring activities.

With the implementation of the recommendations listed above, particularly added staff, the Deputy Chief will then have the time and the information needed to monitor the overall performance of the project and its component parts. Therefore, the team does not feel that the establishment of a monitoring and evaluation unit serves the purposes of the DSTP and any further consideration should be dropped at this time. However, if these recommendations are not adopted then it would behoove the DSTP to consider the creation of a separate monitoring unit.

0. Other USAID Training Operations

1. Agriculture and Rural Development (ARD)

ARD has established a training cell to manage its' private sector training activities known as the Agricultural Sector Support Project (ASSP). This cell is similar in design and function to the cell in HRT that handles the private sector training. The major difference between the two is that the ARD cell is a year round operation while the HRT cell operates for six months only.

The cell is responsible for:

1. Publicizing the program.
2. Collecting documentation.
3. Verifying and screening applications.
4. Interviewing applicants.
5. Developing lists of candidates to be forwarded for placement.

2. Energy and Environment (E&E)

E&E has recently advertised for an Energy Training Manager. This position had existed before and is now being refilled. It will be concerned with Coal Exploration, Energy Planning and Training, and Conservation and Renewable Energy Resources projects, all of which have training components. Like many such positions, its responsibilities go beyond strictly training. It will also be responsible for editing, data base management and project development. In the field of training it will be involved in planning, developing training opportunities for the private sector, institutional strengthening, and monitoring training nominations. It will also be responsible for *pushing* nominations through the GOP side of the process while working with the placement contractor planning and setting up training programs. It will be the final author of the training plan for the Energy Wing of WAPDA and be the general manager of the training activities. This person will have some of the responsibilities of project officers or contractors in other sections and of the provincial representatives to be hired by AED. The position is neither duplicative nor redundant. Indeed as more responsibility for needs analysis and training planning is shifted to the GOP, people in such positions will have changing and more important roles, preparing the GOP to do its own planning and needs analysis.

III. ENGLISH LANGUAGE TRAINING (ELT)

A. Background

Since Independence there has been a serious decline in English language proficiency in Pakistan. The decline is attributed to: (a) a deterioration in English educational and training standards, (b) quantum increases in demand for and enrollment in instructional programs at overtaxed facilities and (c) shifting GOP policies regarding the status of English in the educational system.

Accordingly, the 1983 Project Paper recognized that a strong English language component would be indispensable to the attainment of the project's broader manpower and institutional development objectives and its plans for conducting training in the U.S. and other English speaking environments. The project also opted--for reasons of suitability and cost--to conduct such language training in Pakistan rather than in the United States.

The original project design also saw the language training component as an opportunity for institution building. Local English training organizations--e.g. the Pakistan-American Cultural Centers (PACCs) at Quetta and Peshawar and a centrally designated institution at Islamabad--would be strengthened to enable them to turn out the number of trainees, with the requisite language skills, in line with the targets set forth in the project. Thus, during the project's first two years, as noted in the interim evaluation, the efforts of the contractor were divided between: (a) activities to build Pakistani ELT capability while (b) running an ad hoc series of intensive language courses at three locations for a growing number of nominees. This approach ran into a number of practical difficulties. First, the PACCs' facilities and staff were already overtaxed by their on-going programs and they were disinclined to allocate space and their best instructors to training DSTP candidates. Second, the task of setting up and staffing special courses at separate locations was inefficient, time consuming and produced poor results in terms of enrollment and output of qualified candidates.

In 1985 USAID decided to put the needs of the participant training program first. The project would concentrate the ELT effort at Islamabad with the establishment of a special purpose American staffed facility, i.e. CIELS (Center for Intensive English Language Studies). Such an arrangement would help to assure the quality control and technical rigor aimed at raising trainee proficiency rapidly while increasing the number of trainees per session who would be put through the system. Institution building would take a distant second place to the demands of preparing participants. The foregoing strategy is essentially the one that has continued into the present.

USAID's present approach does not, nor is intended, to address the very real needs in Pakistan for strengthening English language education. The problem is a massive one and mirrors many of the problems ascribed to the country's educational system as a whole. As a 1986 USIA report summarized:

"Rapid expansion of the educational system as well as inconsistent educational policies have caused a fall in the standards of English in Pakistan. President Zia-ul-Haq's policy of gradually phasing out English as a medium of instruction in secondary schools by 1989 may damage English teaching as much as Bhutto's nationalization of the educational system did. English teachers in general lack an adequate command of the language and an effective methodology to teach it. Because of their poor background in English, teaching candidates avoid the subject, forcing colleges of education to admit unqualified candidates to fill slots. Inadequate texts and examinations contribute to the problem....."

This theme was reiterated on many occasions in the course of the team's visit. For example, the Vice Chancellor of the University of Peshawar bemoaned the decline in language standards and the obstacles created thereby for Pakistanis seeking to advance and compete in scientific, technical and business subjects. In another instance, the team was informed that a special program of tutoring and instruction in English has been introduced for entry level trainees at the Civil Service Academy due to deficiencies in their earlier education.

Conceptually, there are several approaches that are being taken to address the English language problem. One is to upgrade the proficiency of English training in the secondary school system through improved colleges of education, provincial extension centers, curriculum bureaus and textbook and examination boards of the provincial governments. This is a staggering task considering the post-independence expansion of the secondary student population to approximately 2.5 million pupils attending thousands of schools. Recognizing the problem, the federal Ministry of Education has only recently established the National English Language Institute (NELI) to initiate a long term program of upgrading ESL teacher training, curricula, textbooks and test instruments. A second GOP action is upgrading English language training for selected diploma or M.A. level teachers and to utilize their talents as teachers at University based English language Centers. This approach is being followed by the British Council (which offers an intensive course for college teachers) and the Asia Foundation which has established four centers (supported to an extent under DSTP), concentrating on science and technology students - who expect to go abroad for further training at the MS/PhD levels. A third approach to be considered would be to reorient the curricula of the English departments at selected universities away from traditional preoccupation with literature and the classics and toward the study of language training and linguistics. Another approach, which would complement one or more of the foregoing, would be for USAID to assist the work of SPELT (Society of Pakistan English Language Teachers), a private, voluntary association of English teachers based in Karachi, which aims at strengthening linkages and standards at all levels within the profession. Finally, another option is working directly with private adult education and bodies like the Pakistan-American Cultural Centers and various commercial language schools. Clearly, each of the foregoing approaches

has its advantages and drawbacks in terms of thinking about ways to strengthen Pakistani capacity in English in Phase II of DSTP.

B. The English Language Training (ELT) Program

The ELT program is a discrete component of the DST project. It includes three major activities: (1) CIELS, which only trains public sector employees, (2) testing and evaluation (mainly administering and grading the TOEFL examination for DSTP applicants) and (3) outreach and institutional strengthening. The program operates under the supervision of an English Language Specialist (EL Specialist), an employee of EIL, who also serves as EIL's field representative in Pakistan. In addition to coordinating and supervising the three activities, the EL Specialist effects liaison with AED on new trainee enrollment and trainee performance at CIELS, with USAID (HRD) on special ELT requirements (see below) and with assisting, as time permits, activities designed to support other English language training programs in Pakistan. The resident staff is supplemented from time to time by short term EIL personnel to supplement teaching staff in conducting workshops, preparing teaching materials or to "pinch hit" for unexpected vacancies in the CIELS course.

1. CIELS

CIELS, which has recently relocated to more spacious quarters, represents the heart of the DSTP/ELT program. Initiated in early 1986, it operates under the guidance of the EL Specialist and the immediate supervision of a Coordinator with a staff of 8-10 American or American-educated trainers. The latter, mostly native speakers, are usually non-professionals in ELT who are trained locally, at CIELS. Using locally adapted instructional and audio-visual materials in an American classroom setting, CIELS provides a disciplined, pragmatic and intensive exposure to American English. The staff also introduces discussions and materials on American culture, customs and life styles. The Center includes classrooms, offices, a teachers room for workshops and materials preparation, and a resource library.

The students at CIELS sessions are divided into three to five sections of some 15 students, with each of four classes taught by an American (or American-educated) instructor. Sessions are 8-9 weeks in duration and include (with holidays) about 25 hours of classroom training per week. The curriculum emphasizes reading, structure, writing and comprehension skills with an emphasis on participatory interaction between teacher and students and among students. The curriculum also aims at skills needed to function effectively in a U.S. academic setting, e.g. taking notes, writing exams, doing and writing up research, study habits, etc. Instruction and practical exercises in research and writing have recently been added to the curriculum. The Center's output has expanded since its inception, mostly in response to the growth of the participant training program itself (an average of 54 students per session over the past four sessions as compared to 41 for the first four). Much credit for this growth is due to the appointment by USAID/HRD in 1987 of an English Language Coordinator to interface with the GOP agencies and to facilitate the administration of TOEFL exams and the recruitment of USAID project funded candidates needing language training. A further increase is

planned at the new facilities which could increase capacity to 75 students per session. These figures compare favorably with the 13 students per session average enrollment in the pre-CIELS program. In all, 528 trainees attended one or more of the Center's 14 sessions over the past three years while attendees during the first two years totaled only 141.

2. Testing and Evaluation

The testing and evaluation function is intrinsically related to CIELS since its main purpose is to evaluate the English language capability of persons recommended for long term (over three months) participant training and to determine whether they are (a) already qualified (over 530 on the TOEFL),¹ (b) need upgrading at CIELS (above 440) or (c) are not proficient enough to participate. The number of applicants for testing (candidates from all "buy ins", all DSTP candidates, including private sector, Ministry of Science and Technology and Ministry of Education candidates, and special needs classes) has risen dramatically through the years. It will total some 8,500 by the end of 1988. This year alone over 2,500 Pakistanis have already been tested on 55 occasions.

Management of a volume of testing and test scoring of this magnitude has led to the formation of a TOEFL team headed by a Coordinator and three or four monitors/scorers, all expatriates (to avoid the possibility of favoritism). These are part time jobs involving periodic travel to test sites on demand. All monitor/scorers are also trained to serve as substitute CIELS teachers when needed. The test is administered in batches of up to 100 or more applicants at various locations around the country. Arrangements for assembling the applicants and for organizing the local facilities are made by HRD's English Language Coordinator in coordination with the relevant GOP and private sector agencies. Candidates are given orientation and take the exam in the presence of the Coordinator and one or more monitors. Completed tests are hand scored by the monitors and results normally made available to interested parties within two weeks. However, when necessary, HRD can act on the results within two working days.

In addition to testing potential AID and GOP applicants, the TOEFL team responds to requests arising from special needs. For example, in 1988 special tests were selected and/or developed for testing candidates for the Baluchistan Scholarship Program.

3. Outreach and Institution Building

On occasion the ELT staff also provides services in support of other USAID programs in Pakistan. For example, it developed curricula and trained teachers for the TIPAN (Transformation and Integration of a Provincial Agricultural Network) project which runs its own ELI program and provided technical assistance to the English language program for AZRI (Arid Zones Research Institute).

¹ Candidates for non-degree must score 500; Ph.D. candidates 550.

Given the priority assigned by USAID to servicing the participant program, only modest attention is being devoted to institution building. Much of the latter consists of participating occasionally in other ELT programs such as the teacher training course given by the University Grants Commission. Some support is also being given to the PACCs in Peshawar and Quetta including instructional and office equipment and publications. Most importantly, DSTP has funded M.A. level training for the two PACC Directors at EIL's School for International Training in Vermont.

C. Findings

1. The output of qualified CIELS graduates has expanded to accommodate increases in the participant training program itself and as a result of improved monitoring by USAID/HRD.
2. The effectiveness of the program has increased and it is believed to be reaching a broader spectrum of applicants. While only about 35% of the students attained test scores adequate for eventual academic study in the U.S., in the pre-CIELS program, the corresponding figure for CIELS' first 12 sessions is 46% and it averages 51% for the three most recent sessions. This growth has been achieved despite declining entry scores of new candidates (a function of the number of high scorers who have already been sent abroad). CIELS can accept more nominees with lower entry scores because learning rates have increased and it thereby provides training opportunities to a broader range of public sector employees. CIELS trainees are now averaging gains of four points a week - better than comparable programs in the U.S.
3. The failure rate at CIELS is still quite high but is in part a reflection of extenuating circumstances. As indicated in the previous paragraph, 49% of the last three sessions did not reach acceptable (TOEFL 530) scores. Although this compares favorably with the 64% figure of the pre-CIELS period, the figure is still high. It is due in part to a deliberate policy of admitting high potential candidates (those related to an ongoing GOP/USAID project) who tested relatively low (450 - 474) on the TOEFL. Many of these achieve proficiency gains of six points a week or more. A majority of trainees in the most recent session attained 530 or better. A higher proportion of successful graduates has been achieved by lengthening recent sessions by two weeks.
4. Costs of CIELS training appear to be reasonable. A comparative study of English language training for AID participants world wide, was carried out by the Academy for Educational Development in late 1986 under a separate contract. The study found the CIELS program at \$7.46 per teaching hour to be the third most expensive of five comparable in-country programs (Pakistan, Mali, Somalia, Tunisia, Yemen) and much cheaper than comparable U.S. training (Georgetown University's American Language Institute at \$13.10).
5. Turnover of teachers is a chronic problem at CIELS, given the dependent spouse status of all of the staff except for the EL Specialist. Half of the teachers for the summer (1989) session will be new.

6. There is a mismatch between those who qualify for study abroad and those who are actually nominated by the GOP and sent. CIELS enrolls a lot of candidates for language training who are not subsequently nominated as participants. In fact, over the first eleven sessions (January 1986 - March 1988) only 83 of the 179 qualified CIELS graduates (46%) actually went into training in the U.S. Some of these departed many months after completing CIELS. There is need for a stronger linkage between participant nomination procedures and language training procedures so that (a) candidates presented to CIELS have already been cleared for study abroad and (b) those passing the TOEFL actually get sent. Major recent improvements in this situation are noted in the following section.

7. CIELS graduates who go on to U.S. training give it high marks for language, scholastic and cultural preparation but suggest areas for further improvement. EIL conducted a "needs survey" in 1988 sending questionnaires to 350 academic participants in the U.S. (both CIELS graduates and those who had passed the TOEFL on their own). The first 114 responses have subsequently been tabulated and evaluated (32 from CIELS graduates and 82 others, many of whom are private sector).

The following percentages of CIELS graduates judged that their training had been "very helpful" or "somewhat helpful" in the following nine performance categories:

<u>Category</u>	<u>Percentage of responses very or somewhat helpful</u>
Pass the TOEFL	100
Get along on a social level with Americans	90
Understand cultural differences	97
Participate in academic discussions	90
Take notes	80
Write exams	75
Write research papers	71
Do library research	75
Organize your studying effectively	83

However, most respondees also indicated they had problems understanding spoken English (66%) and speaking English (81%) when they began training in the U.S. These results correlate in part with the replies of the six CIELS graduates included in the evaluation team's participant training survey. All six indicated the quality of the CIELS program was "good" or "excellent" but three of the six felt that more emphasis should be placed on listening comprehension.

8. The TOEFL testing mechanism is an efficient and flexible mechanism for examining the English capabilities of candidates for participant training. It also serves as a means of providing back-up staff to plug temporary vacancies at CIELS.

9. The institutional development aspect of ELT, while useful, takes a very distant second place to testing and training USAID participants. CIELS and the TOEFL exams are special purpose U.S. creations. Their aim is to help USAID and the GOP select and train Pakistanis to get an

140

education and function effectively in the U.S. The incompatibility of ELT institution building and meeting the immediate language skill building and cultural orientation needs of the training program was recognized in 1986 with the creation of CIELS. The continuation of the TOEFL/CIELS activities and more emphasis on ELT institution building are separate Phase II issues.

D. Conclusions and Recommendations for Phase II

1. Strengthening Existing Programs

The CIELS and the TOEFL team have proven themselves as cost-effective and efficient mechanisms for screening and training potential Pakistani participants and performing other language and testing tasks for USAID. The recent evaluation of CIELS training by graduates currently in the U.S. is particularly striking and positive. CIELS and TOEFL testing should continue as important components of DSTP Phase II. The following steps should be taken to increase CIELS effectiveness:

- The position of CIELS Coordinator should be added to AED's long-term expatriate staff and filled by an American native speaker ESL Specialist as soon as circumstances permit. The continuity of the CIELS Coordinator position is extremely critical to the functioning of CIELS (and to a well designed participant training program) during Phase II. A long term professional CIELS Coordinator would appreciably strengthen the stability and depth of CIELS staffing and permit the EL Specialist and CIELS Coordinator to cover each other's work during the frequent periods of staff turnover or special requirements. Otherwise CIELS operations are at risk should the director (a spouse) leave unexpectedly. Recruitment should begin now so that the person in place before the current Coordinator departs post.
- CIELS should be authorized to lengthen, on an experimental basis, its sessions to 11-12 weeks on the understanding that the change will be evaluated after the first two sessions to determine the pros and cons of the revised schedule.
- EIL should conduct additional "needs surveys" of new CIELS graduates studying in the U.S. as a means of continuing to evaluate and improve the Center's curriculum and methodology. The first might be done in the spring of 1989 and be repeated annually thereafter. In the meantime, survey results suggest that more emphasis be given to speaking and comprehension skills especially during the closing weeks of the sessions.
- Steps should be taken to further reduce the mismatch between successful CIELS graduates and candidates selected for participant training. Fortunately, a number of steps are already being taken by HRD. As indicated in a recent memo (see Appendix XXIV), HRT's English language and follow-up coordinator is pressing GOP agencies to only propose nominated candidates for admission to CIELS and fellowships as well as also to nominate

1491

for training the backlog of GOP officers who have successfully completed their work at CIELS.

- As a means of accomplishing the foregoing and in order to compile more meaningful project records, the CIELS data base and that of AED/HRD should be integrated.
- DSTP should continue to support participant training fellowships for M.A. level training in ESL studies and linguistics to develop the personnel needed to implement the Team's institutional development recommendations, as discussed below.

2. Institution Building for Phase II

In parallel with continued support to the CIELS and TOEFL activities, Phase II of the project should devote special attention to strengthening or creating Pakistani capacity in English language training over the long haul. Based on its travels, observations and discussions, the evaluation team has identified for USAID consideration several attractive opportunities. The main criterion used by the team for selecting its recommendations was whether, in its judgment, the proposed activity was likely to improve the basic ELT system in Pakistan -- that is, to raise its standards of instruction, modernize its methodology and improve the materials it uses. The team believes that action on the first three recommendations could make an appreciable difference in these respects. The next two recommendations, while they do not address problems within the system, are nevertheless of value because they would continue DSTP support to dynamic, well led ELT centers in Baluchistan and NWFP and would experiment with a new dimension for the facility at CIELS to serve Islamabad/Rawalpindi. The remaining two recommendations concern coordination and management. However the second, the appointment of an Institutional Development Coordinator, is critical to the execution of all the others.

The recommendations below should be viewed as points of departure for further investigation, analysis and costing. More detailed work is needed on each of them to prepare them for USAID review and decision. This work should go forward promptly after Phase II of the project has been put in place.

To this end, an in depth assessment of the team's recommendations should be carried out by a person knowledgeable in ESL subjects and having a strong background in the behavioral sciences, project design and institutional development. The review would include analysis and recommendations on: (a) purpose and value of the proposed activities and their relationship to ELT institution building objectives in Phase II of DSTP; (b) nature and background of proposed activities including their leadership, management, constraints on performance and growth potential, (c) analysis of the actual or potential markets or audiences the proposed activity or institution would serve, (d) interrelationships between proposed activities and the current or potential role of other donor assistance, (e) assistance needs and requirements of the institution, how such assistance would affect their development and their plans for generating local resources to be self-sustaining over a specific time

frame and, (f) budgets and funding recommendations, if any, to HRD and GOP regarding content and level of AID support. It is recommended that the assessment be carried out by an EIL consultant over a three to four month period at an approximate cost of \$40,000. The team's Phase II institutional recommendations are given below in order of priority:²

A. Continue Support for University English Language Centers

This program, now completing its sixth year of operations, was initiated at the request of the University Grants Commission (the GOP body charged with guiding and funding university development) with assistance from the Asia Foundation. More recently USAID (through DSTP) has supplemented Asia Foundation funding with a grant of \$256,500 while the British Council is contributing separate but parallel support. USIS has also assisted by providing two teaching fellows.

The scheme involves establishing English Language Centers at selected universities -- University of Baluchistan (Quetta), Bahauddin Zakariya University (Multan), the University of Peshawar and the University of Engineering and Technology (Lahore). Plans call for the establishment of additional Centers at Islamabad (Quaid-e-Azam University) and/or the University of Karachi. The Centers have full departmental status, are included in the Universities' budgets and are staffed by teachers who are graduates of the British Council's ELT Diploma Course (many of whom have also gone on to M.A.s in ELT in the U.K. under British Council fellowships). The Centers are headed initially by a U.S. ESL expert selected and funded by the Asia Foundation. The Foundation also funds two program coordinators (administrative and academic) based in Lahore.

The Centers, which are usually separate from the English departments, provide English instruction for the universities' math and science majors -- subjects in which English proficiency is critical for graduate work. In effect, the program is a remedial one which compensates for deficiencies in the English programs of the secondary system. The more advanced Centers are expanding their services to students from additional departments such as business administration. The Center at Multan, the one furthest along, has reached the point at which a Pakistani Director is about to replace the American with the latter staying on in an advisory capacity during a year of transition.

The team recommends that DSTP Phase II explore further support to the English Language Centers in partnership with the Asia Foundation. Over its six years the program has made slow but significant progress in raising language proficiency at the graduate level despite a volatile student situation at many of the campuses and despite the protracted nature of local academic procedures. Joint AID/Asia Foundation support over Phase II would see the completion of staffing of the Centers with Pakistani directors and teachers and their establishment within university structures and budgets. A system of competent and well

² Appointment of an Institutional Development (ID) Coordinator, while listed last, would be a pre-condition for implementing the other recommendations.

established English Language Centers could also complement investments in the proposed Institutional Excellence Project by addressing its English language needs.

A.I.D. funding could help to finance the costs of two or three center directors, equipment and the provision of in-country and overseas training. AID should also consider providing a long term ESL instructor for the UGC's highly successful Diploma Course if that is not renewed by the British Council two years hence. It is expected that all of these activities could be supported within a global figure of \$500,000 over the course of Phase II.

B. Provide Support to Society of Pakistan English Language Teachers (SPELT)

SPELT is a Pakistan-wide voluntary, professional organization of ESL teachers at all levels who are pooling their own resources to raise standards and address problems of ELT in Pakistan. Started in 1984, its membership has grown to over 250 -- many in Karachi, its headquarters, but also at other locations, especially Lahore and Peshawar. With imaginative and energetic leadership, SPELT is carrying out a number of valuable activities despite a shoestring budget financed mostly from membership dues. These include: (a) the conduct of a series of seminars on key ELT subjects in Pakistan, (e.g. syllabus design, evaluation of course materials, ELT testing), (b) an annual in-service course for upgrading English language school teachers, (c) monthly academic sessions on ELT topics and (d) distribution of a quarterly and annual newsletter. The organization is thus providing a professional linkage for ELT practitioners in both public and private sectors for the purpose of sharing experiences, discussing issues and disseminating new techniques.

At this point SPELT, which is presently located in its Chairman's home, has reached the limits of what it can do with no office, meeting facilities or permanent staff. Its ability to become accredited to issue ELT diplomas is also contingent on having permanent quarters. It is proposed that under Phase II of DSTP, USAID assist SPELT to establish itself as a national organization, strengthen its services to ELT teachers, and establish professional linkages with other ELT bodies -- especially those of the U.S., U.K. and South Asia. A five year grant of up to \$100,000 would finance the rental of facilities, furnishings, a small secretariat and some funds for publications, workshops and travel expenses. A detailed budget should be prepared for USAID's consideration through discussions between SPELT and the proposed EIL consultant. Planning arrangements should examine ways for SPELT to generate additional revenues through consulting services, language instruction, the sale of publications and other means, taking into consideration the needs of the Pakistani ELT community.

C. National English Language Institute (NELI)

The National English Language Institute (NELI) was established in May 1987 in response to the Federal Ministry of Education's concern at the decline of ELT standards in the secondary school system. Operating under MOE's Curriculum Department, NELI was set up as a semi-autonomous expert

body with a broad mandate to overhaul and initiate work on practically all areas of ELT including: (a) teacher training, (b) textbook and materials development, (c) curriculum development, (d) measures to improve testing and evaluation and (e) ELT research and development. Its capacity to perform its enormous mission is hampered by being greatly understaffed (two professionals in lieu of the six plus an administrative assistant called for in the original plan) and by the overzealous oversight exercised by the Curriculum Department.

After a period of preparation and planning, NELI selected teacher training as its initial priority. It launched in December 1988 its first three-month in-service course for some thirty "master trainers" (trainers of teachers) selected by the provincial ministries of education. The aim is to achieve a multiplier effect by having each master trainer in turn train thirty local teachers for a total of 900. NELI wishes to conduct two such courses a year to achieve a theoretical annual output of 1,800 teachers. Further down the road, NELI hopes to undertake activities in textbook and materials development, the establishment of standards for teaching certificates, incentive schemes for professional improvement and applied ELT research.

In addition to its budget from the MOE, NELI is the beneficiary of DSTP-funded scholarships to the Regional English Language Center (RELC) in Singapore, the services of an ESL Peace Corps Volunteer and a recently released International Media Guaranty (IMG) grant amounting to the rupee equivalent of \$590,000. The grant is managed by USIS and its initial tranche is financing the master trainer course.

NELI represents an imaginative and promising approach toward dealing with deeply embedded deficiencies and weaknesses in the ELT system at the secondary level. USAID, in consultation with USIS, should press the MOE to provide NELI with the professional staff and the budget necessary for it to tackle its mandate in a responsible manner. USAID, through the proposed ID Coordinator, should monitor NELI's activities and progress and provide, as necessary, further short and long term ESL fellowships for master teachers trained at NELI. Over the longer term, assistance in other fields (e.g. materials development, curriculum revision, applied research) may be needed to complement the support being provided by USIS.

**D. Continue to Assist Pakistan-American Cultural Centers
in Baluchistan and NWFP**

The Centers are branches of the private Pakistan-American Cultural Center which is headquartered in Karachi. Both are part time (afternoon and evening) operations. Enrollment (400-450 per term) has soared since they opened in 1978-9 with applications running at 150% or more of capacity. Their record has been outstanding for providing relatively high quality instruction to large numbers of younger, middle class Pakistanis and Afghan refugees. Both are headed by dynamic and enthusiastic directors whose MA-level training in ESL has been financed by DSTP. The teaching staff of part-timers, often graduates of the Centers, is highly motivated and of good quality. The Peshawar Center has been asked to open satellite centers in other NWFP communities. A few items of audio visual

and teaching equipments and materials have been provided to the Centers by CIELS with DSTP funding.

Continued support for the Centers would mesh well with other USAID priorities which include: (a) giving special attention to broadening opportunities for residents of Baluchistan and NWFP (including Afghan refugees), (b) supporting the private sector, (c) providing English language opportunities for applicants for DSTP and Baluchistan private sector scholarship competitions, (4) increasing the proficiency of pre-CIELS public sector candidates, and (e) building on the accomplishments of earlier DSTP assistance.

The priorities of the Centers are to: (a) expand programs to more fully meet demand and (b) upgrade program quality. Verifiable measures of success in the first category would be: (a) funding to build or rent larger facilities at a suitable location (in the case of Quetta the addition of another story to the existing building is suggested) and (b) increase the number of qualified teachers and retain existing ones by offering more competitive salaries. Quality improvement would be obtained by access to modern teaching materials, a library, establishment of a resource center/language lab and increased opportunities for ESL training for the teaching staff. The latter could be accomplished through the provision of an ESL-trained Peace Corps Volunteer, through arrangements with the English Language Centers at the Universities of Peshawar and Baluchistan or the provision of DSTP fellowships. Subject to a needs analysis, another potentially beneficial change would be to put the programs and staff of the Centers on a full time basis. The team recommends that Phase II of DSTP fund the costs of upgrading and the expanding the Centers -- an expenditure of perhaps \$100,000 for each over the five year period. Income from tuition and other service should assure future sustainability.

The team recognizes that funding for furnishings and facilities (rental or construction) is presently outside the scope of DSTP as currently constituted. However, present limitations or the lack of such facilities is a major constraint for the growth of the PACCs (and, as indicated above, SPELT). The team suggests that Phase II of DSTP take a more flexible position on this matter where it is part of an overall scheme for institutional development.

A procedural obstacle to such support is PACC/Karachi's administrative control over their branches' receipts, expenditures and academic schedules and its proprietary insistence on centralized decision-making (it recently turned down a \$10,000 USIS grant to the Quetta branch for Afghan refugees). Thus the acceptability of USAID support to the two Centers is very much in question under the current set-up, although the prospective appointment of a new executive director at PACC/Karachi may make a difference. If not, the reorganization of the branches as independent entities in the context of a program of DSTP assistance is a question that should be discussed and evaluated by the EIL consultant.

E. Initiate An Evening ELT Program Using the Facilities at CIELS

As discussed earlier, CIELS is wholly devoted to serving DSTP. As such, its facilities are vacant after 4:30 pm each day when its last class closes. Judging by the response of other localities and subject to the findings of a needs analysis, it is likely that a high quality ELT facility operating in the evening hours for the Islamabad/Rawalpindi area would be in high demand and could generate revenues adequate to meet its costs. DSTP linkage could be established by including TOEFL and pre-TOEFL courses for potential participants whose proficiency does not yet meet CIELS entry standards. Availability of qualified teachers would have to be explored, although it is believed that there are a number of graduates of UGC's Diploma Course in the area. These and other questions would be considered by the EIL consultant.

Depending on consultations with headquarters in Karachi, the facility might be constituted as the Islamabad/Rawalpindi branch of the Pakistan-American Cultural Center or it might function independently. The organization of the proposed facility, fitting it into the physical layout at CIELS, recruitment of teaching and administrative staff, preparing organizational documents, rules and regulations would be among the initial tasks of the proposed Institutional Development (ID) Coordinator (see below). The talent of AED's management training staff could be utilized to assist on management questions while the advice and experience of the EL Specialist and CIELS staff would be available on technical ones. Possibilities for utilizing the ESL Peace Corps volunteers as advisors or master instructors should be explored. A modest amount of DSTP funding would be necessary to finance start-up costs.

If the facility is successful, it should be well positioned to continue after the completion of Phase II, either in Islamabad or in Rawalpindi. Subject to GOP views, it could offer special courses for preparing Pakistani public sector candidates for study in English speaking countries.

F. Resume ELT Coordinating Meetings

The practice of holding fairly regular meetings on ELT activities by appropriate donor agencies should be resumed. Attendees should include USAID, AED/EIL, USIS, Peace Corps, Asia Foundation, the British Council and perhaps others. In addition to facilitating coordination, such meetings would improve the sharing of information and strengthen inter-agency cooperation.

G. Establish Post of I.D. Coordinator

Implementation of the Phase II recommendations would require the services of a full time person to plan, negotiate and monitor the activities. The team suggests the position be designated as Institutional Development (ID) Coordinator. The incumbent would work in tandem with the CIELS Coordinator under the supervision of the EL Specialist. He/she, preferably a Pakistani, should have background and training in institutional development in the third world as well as ELT skills. Pending the identification of a suitable candidate, the AED contract should be tapped to start provide technical assistance by a short term expatriate.

IV. IN-COUNTRY MANAGEMENT TRAINING (ICMT)

A. General Background and Overview

1. Historical Considerations

Pakistan's shortage of experienced and well-trained administrators and managers has been a problem since Independence. The network of management training institutions established in the late 1950s and early 1960s with the help of USAID faced several major tasks. They were to: (a) train a critical mass of modern public administrators and managers who were development--as well as law and order--oriented and (b) prepare their trainees to cope with the substantial growth in managerial responsibilities resulting from the nationalization of many segments of the private sector in the early 1970s.

However, after initial successes in the 1960s, the management training institutions generally declined in status (and performance) in the 1970s. The institutions found it difficult to retain many of their best staff, partly because of greater financial and other rewards that could be found elsewhere both within and without the country. At the same time, in the case of the National Institutes of Public Administration (NIPAs) and the Administrative Staff College, government officials would try to avoid being sent for training, and there was even the popular saying that "NIPA" stood for "No Important Posting Available."

However, in the 1980s three events led to a very positive turn around in the status, importance and impact of the management training institutions.

First, reflecting his military experience, President Zia, recognized the value of training throughout a person's career. Therefore, in 1983 the GOP began to link promotion for middle level and senior level officers to training. That is, as a condition for an official at Grade 19 level (Deputy Secretary, Federal Government) to be promoted to Grade 20 (Joint Secretary, Federal level or Secretary, Provincial level) he/she must first satisfactorily pass the 16-18 week Advanced Management Course at one of the NIPAs. Similarly, as a condition for an official at the Grade 20 level to be promoted to Grade 21 (Additional Secretary, Federal level), he/she must satisfactorily pass the five month Advanced Course of the Pakistan Administrative Staff College or National Defense College. As a result of this policy, as one might expect, the management training institutions have since had no trouble at all in attracting very high calibre officials into their training programs. Getting higher calibre faculty is, however, still a constraint because salary levels are still not high enough but the situation is improving.

Second, since 1983 USAID has funded the Development Support Training Project. One of the most important components of this project focused on helping to strengthen the established government training institutions, especially through contributions to improvement and expansion of their programs and enhancement of faculty capabilities.

The DSTP added considerable support to the GOP's goal of producing a very substantial number of civil servants trained in modern management systems and practices. The overseas participant training part of the project also became a major source of upgrading for public and private managers as well as for the faculty of the management training institutions.

Third, USAID has, since 1986, funded the foreign exchange per diem costs of NIPA participants who are sent on two week foreign study tours duration as a regular part of the program of each Advanced Management Course. The opportunity to go on a foreign tour and study government and administration in such places as China, Japan, Australia, Europe and Africa has added considerably to the charm and drawing power of the NIPA training programs.

In short, the cumulative effect of these developments has been to move the management training institutions back on to center stage where they can once again play a significant role in upgrading managerial skills in Pakistan.

2. Major Areas Of ICMT Activity

In-country Management Training (ICMT) was originally planned to be the major component of the DSTP. Public sector training through the government's management training institutions was the primary ICMT focus. In its first five years of operation, 1983-1988, ICMT has continued to expand though not nearly as dramatically as the overseas participant training component which has become the project's dominant area of activity. ICMT has also moved extensively into the special target areas of private enterprise training and programs for women but only to a limited extent as regards assistance to training institutions in the disadvantaged provinces.

The many initiatives undertaken in ICMT are generally divided into several categories: (a) Public Sector, (b) Private Sector, (c) Women's Programs and (d) Training of Trainers. These four obviously overlap but are conveniently organized into these categories for discussion purposes. The contractor's Director of Management Training coordinates the work of a very enthusiastic and highly motivated team of four well-trained and highly-qualified Pakistani Management Training Specialists each of whom has leadership responsibility in one of the areas mentioned above.

The main thrust in the public sector, for example, is in training and development activities for the government management training institutions, notably the four NIPAs (especially those at Lahore and Karachi), the Pakistan Institute of Management and the Training Wing of the Pakistan Audit Department. Assistance is focused, and rightly so, on: (1) modernizing existing programmes (such as NIPA/Lahore's Advanced Management Course) or installing new programmes (e.g. MIS programs at NIPA/Karachi and NIPA/Lahore) and (2) faculty development activity through such means as training of trainers, interning with visiting consultants and overseas training placements - both academic and short term. Also, three institutions (PIM, PAD and NIPA/Karachi) have been helped

towards re-vitalizing themselves with strategic planning, a very useful activity that should be pursued further. In addition the project provides commodity assistance such as computers, books and journals for the libraries of these institutions and training equipment such as projectors and video equipment.

Recommendation

Another possible area of activity for ICMT could be that of providing project management training support to priority projects in Pakistan (e.g. in agriculture, irrigation, energy, health, etc). These could be other donor or locally funded projects as well as the USAID funded projects which are already receiving assistance from the DSTP through buy-ins. ICMT could do much to enhance the impact of all of these projects through its training programmes.

Therefore, USAID and, AED should give consideration to and (if deemed feasible) actively support project management training for the managers and other key personnel of these priority projects. The training could be carried out by DSTP-assisted training institutions (such as the NIPAs) or else directly by AED, perhaps in collaboration or partnership with local management consultants or firms. The concept here is that the training of these project personnel would very much serve the overall DSTP objective of upgrading the management skills of those Pakistani's who are planning and managing priority development projects.

NIPA/Karachi, for example, has already had experience in conducting project planning and management courses and it and the other training institutions could well become very interested. As an alternative or complementary option more DSTP-assisted functions such as the proposed project management training could be contracted out to local management consulting firms. This would be one means of finding institutional homes for some of the ICMT initiatives. This strategy would also provide for support, institution building and a monitoring/quality control base through AED for the period of institutionalization.

3. General Level of ICMT Activity

Finding: The ICMT program has provided training to some 2,072 full-time participants (managers and trainers) in the 109 programs it has conducted from May of 1984 through December of 1988. This output contrasts very favorably with the original target of 1,622 participants set in the Project Paper of March 1983. A more detailed breakdown is available in Table 3 of Chapter I, Introduction.

There was an initial major jump in programs and trainees in the second year (1985) from three to 14 programs and from 60 to 271 participants (Table 3). Then program activities plateaued for the next year (1986). At that point there was a change of leadership and the appointment of a new Director of ICMT which was coincident with a subsequent great increase in activity. To illustrate, the number of programs offered more than doubled to 29 programs in 1987 and then again rose by more than a third to 49 in 1988. The number of participants trained almost tripled to 657 in 1987 and increased again by almost a

third in 1988. Further growth will be much slower, though, as the human and financial resources available are fully utilized under present plans.

Finding: All stated objectives as regards number of participants trained and numbers of training programmes conducted have been exceeded substantially over the five year period of Phase I. The ICMT has achieved far more than the original Logical Framework forecast for outputs. In fact, the variety of programs and interventions and numbers of participants and institutions reached since the Interim Evaluation of 1985 has been very impressive.

The combination of formal training carried out along with informal consulting and coaching/counseling that AED personnel and consultants provide to client organizations is most important. The organizations interviewed indicated that these inputs were significant contributions to their organizations and, in fact, had also led to more formal association in new programs and initiatives. Instances of such activity in the private as well as the public sector were encountered.

Conclusion: The increase in training activity by the contractor has actually strengthened the quality of the programs offered. It is evident from the comments of interviewees that one reason for this was the excellent team of Pakistanis put together to coordinate and develop each of the major areas of focus of ICMT.

Conclusion: In-Country training, of course, by its very nature opens up the opportunity to reach a much wider spectrum of the target community with programs that are relevant and locally developed. Lower program costs permit the handling of larger groups while institution building, geographic, promotional and other developmental concerns are potentially more attainable. This is especially the case in trying to reach special target groups such of private entrepreneurs, women and managers from disadvantaged provinces.

Furthermore, the purpose of enhancing positive attitudes regarding the United State is well served. This purpose is not achieved solely through actual experience in the United State, but also by participation in USAID-funded in-country programs as well.

Conclusion: The general overall response to the ICMT has been overwhelmingly positive. This was determined in interviews with present and former trainees, personnel of government and private agencies who have sent participants for training and personnel of government management training institutions who have been both a channel and source for this training and other cooperative interventions.

4. Level of Support to ICMT

Finding: The DSTP management training and institutional development activities conducted in Pakistan are widely considered the most consistently successful aspects of the very successful DSTP program. For example, at the time of the Interim Evaluation Report of 1985, the success and importance of the ICMT component, which was considered underfunded, was well recognized. In fact, a strong recommendation was

made for increasing its funding level significantly relative to the funding provided for participant training.

However, when the first expansion of funding for DSTP was approved in April 1986, the vast majority of that funding increase went to participant training, not to ICMT. This has continued to be the case and it appears it will continue to be so in the foreseeable future. In fact, an examination of the projects funding levels through the March 28, 1988 Project Amendment show that participant training grew almost ten fold over the life of the project as compared with a roughly four fold increase for the technical assistance required for in-country management training and ESL training.

Conclusions and Recommendations: Despite the funding limits referred to above, ICMT, in fact, seems to be getting exceptional mileage out of the human and financial resources available to it and its activities appear to have become both more extensive and more successful. It has generated even more demand for its services than was foreseen at the time of the Interim Evaluation. Also, many key Pakistani officials who were interviewed have said that too much emphasis has been placed on overseas training and that Pakistan will benefit more from a shift of resources to in-country management training. This can be tailored and made more relevant to local circumstances and Pakistani institutions and faculty will also be further developed in this process and an indigenous and sustainable training capability ensured.

Up to the present time the ICMT has been able to handle almost all of the requests for assistance that have been forthcoming. But it now appears to be near the maximum level of program activity which it can reasonably be expected to provide without jeopardizing the quality of its products. If some of the very important training institutions such as the Civil Service Academy, Administrative Staff College, PARD and others were to request additional technical assistance and training services, the contractor would find it very difficult, if not impossible, to deliver the services required. This estimate takes into consideration that the program has been successful in transferring some of its professional work to the full direction of Pakistani institutions and has good prospects for several other such transfers in the near future. It also takes note that a bit more time of the ICMT professional staff will be freed up when the anticipated AED provincial representatives, called for in the 1989 budget, take up some of ICMT staff responsibilities for the logistical support of training activities throughout Pakistan. However, the conclusion must still be that additional staff is required for the ICMT.

It is therefore recommended that the staffing strength of the AED ICMT team be increased by an additional four local hire management training specialists in order to handle its heavy work load. A full time staff member is needed to spearhead and coordinate the burgeoning programs of women's management and entrepreneurship programs. An additional management training specialist (with consulting skills) is needed to work in the area of helping the training institutions in strategic planning and organizational development work and in doing the training/consulting work involved in building Government centers of excellence in such bodies as the Pakistan Audit Department and other

interested and key organizations to be targeted. A second private sector training specialist should be added to the staff because of the many promising new initiatives and heavy demands for service in that very exciting area. And a new training materials development specialist should be hired to support all AED/ICMP programs.

A second recommendation, underpinning the first, is that since the ICMT component continues to be underfunded, in both absolute and relative terms, USAID should review the allocation of DSTP resources and make a small shift in funding from the participant training component to the ICMT component. This would fund the additional local staff and expatriate consultants required as well as the costs of the additional training programmes and related commodities that will be needed.

It is beyond the scope of this evaluation to determine the exact places or items in the participant training budget from which transfers could be made to the ICMT component. We would anticipate that a brief study and review by USAID should be able to pinpoint rather quickly the areas where relatively small reductions could be made. However, it is apparent that it would not take very many Ph.D or Masters degree training slots, valued at \$68,000 and \$47,000 each respectively, to reach a total of say, \$500,000 or \$1,000,000 (or even more as required) that could be usefully put to work in further building up the ICMT.

Third, we also recommend that the contractor again briefly review the ICMT programme and give his best estimates as to what additional resources in the way of staffing; facilities, commodities, etc. would be required to strengthen the ICMT component. This would permit: (a) an expansion of its program to meet the present demand and (b) initiation of new initiatives that appear to be in the offing. The timeframe for these estimates should be at least the next two years if not longer.

B. Public Sector Institutions

1. Overview

Over the years, strong central policy direction and coordination of the public sector management institutes has not been forthcoming from the GOP Establishment Division. Also, AED's attempt to create a special board of relevant officials to carry out this function met with no success.

As a consequence, and in recognition of the considerable autonomy of the management institutes and their boards, it became apparent to AED that an individualized assistance program would have to be prepared for each institute.

AED/ICMT has therefore had relative independence to explore and develop its program separately with each of the institutes. This is probably an important reason for the extent of its success in the short period involved. Coordination with the central government above the level of the institutes is carried out by USAID/HRD primarily through the Annual Training Plan review process discussed earlier. No other formal clearances are needed by AED to carry out its work with the institutes, except for the sanction of USAID for its program of activities as the

contractor. Overall this seems to have worked out quite well for AED and provided it with a considerable amount of flexibility in generating and responding to targets of opportunity.

Initially the intention was for AED to play a technical assistance role with a number of major civil service training institutions. It soon became evident that the character and content of interest in DSTP among the institutions differed substantially and after some effort to relate to a number of them, it was decided to focus on those that were most interested and ready for innovation and change.

The degree of success of this approach in the public sector activity of this project is demonstrated best by indicators in two areas. One indicator is in the numbers and variety and quality of the training programs provided through the cooperating Pakistani management training institutions.

Second, and more important from a long-term perspective, are indicators of institutional strengthening of these institutions and enhancement of their capabilities to sustain the training programs and methods introduced. The nature of institution strengthening activity has varied by institution and opportunity but has included program development, faculty development, strategic needs assessment and planning, enhancement of research and consultant capabilities and commodity support (e.g. training equipment, books, computers and other materials).

Conclusion: The public sector initiative has been very successful as regards both of the indicators mentioned above. Consequently the areas still needing improvement, in the opinion of the evaluation team, are relatively minor compared to what has been accomplished.

The following is a discussion of each of the major ICMT organizations and the team's view of their contribution.

2. National Institutes of Public Administration at Karachi and Lahore

AED's initial intention was to give emphasis to establishment of complementary but not duplicated capabilities in the NIPAs so that they might benefit from one another's expertise and the training capability that each developed in more specialized areas. It became evident, however, that there was considerable competition and a certain lack of cooperative contact among the NIPAs. There was also a substantial difference as regards their interest and capability in working with AED. These points have represented substantial constraints to the USAID's and AED's original operational concept for working with the NIPAs.

Findings: Initially, USAID and AED decided to focus efforts at the NIPAs in Lahore and Karachi. Some of the programs introduced developed specialization in each of the organizations. Others allowed for some duplication while encouraging cooperation and a sharing of experience in their implementation. This seems to have been an effective strategy as the evaluation team encountered indications that there are increasing

exchanges of NIPA instructors (e.g. from Karachi to Quetta and from Lahore to Peshawar) as well as training of one another's faculty.

One of AED's major efforts in NIPA/Karachi was that of creating a center of expertise and training in the utilization of computers as a management tool and as an instruction and training tool. A Management Information Systems program was also introduced which later became a major module in the long-term programs at both Karachi and Lahore, where it is now completely transferred to the responsibility of the local faculty.

NIPA/Karachi was also helped to develop a long range strategic plan for institutional improvement and was additionally assisted in giving training in project planning and management. Arthur D. Little (ADL) has had the major role in establishing these areas of competence and apparently has done an exceptional job in this. The evaluation team also encountered widespread knowledge of, and interest in, this work among other institutions.

AED focus in NIPA/Lahore includes development of a clearinghouse for instructional materials. Although each of the other organizations felt they should be built up similarly, this concentration of effort appears to be the most efficient utilization of resources at this time. A great deal of assistance has been provided, including materials development workshops, case writing workshops, and equipment support. The Director of NIPA was sent on a tour of clearinghouse operations in the United States and this seems to have been of considerable value. The approach taken appears to have been a sound one. Other institutions have been sending their personnel to these specialized sessions. From comments made, it seems probable that there will be an increasing exchange of such critically short material as locally focused professionally developed case studies.

NIPA/Lahore has also been assisted to restructure its four month Advanced Management Course through action research methodology and has been helped to develop competence in running Training of Training Professionals workshops.

Both of these NIPAs have also been helped, in terms of training techniques, to move from reliance on the lecture method to using more experiential and participatory methods.

Finally, in terms of additional responsibilities, it now appears likely that beginning in 1989 the NIPAs will not only train Grade 19 officers about to be promoted to Grade 20 but will also initiate a new long course for middle management Grade 18 officers (Section Officer level) who are being prepared for promotion to Grade 19 (Deputy Secretary Federal level). AED will no doubt have the opportunity to assist the NIPAs in design of this new course.

Recommendations: As was done with NIPA Karachi, its sister institution at NIPA/Lahore should also be assisted by AED/ADL with a strategic planning exercise for institutional development. Follow up assistance should also be provided to NIPA/Karachi to help it to implement

further the action plans that emerged from its 1985 strategic planning exercise.

3. NIPA/QUETTA

The NIPA in Quetta, founded in February 1987 by a very dynamic Director, is the newest of the NIPAs and is using rented facilities until its own building complex is completed in 1990-1991. The Director, Ahmanullah Khan, has been serving as a one-man faculty, drawing on guest speakers and visiting faculty from the other training institutes in order to staff the four Advanced Management Courses and three short courses he has mounted in the first two years of the institution's life.

AED has not been involved with the institution programmatically, because of the lack of permanent staff, but it has provided assistance in a number of other ways. This has included helping the Director to secure Pakistani short-term faculty for courses, informal visits and contributions by visiting AED consultants to training programs, and commodity support in the form of training equipment and books. The Director has also been sent on a study tour of institutions in the United States under the DSTP overseas training program.

The informal support provided to this institution, not necessarily related to systematic program development, is worthy of further comment. In several of the institutions visited in the course of this study, it was mentioned that such assistance had, in one way or another, been extended by the AED Director of Management Training or one of his senior staff or visiting consultants and that this was considered of importance by the institution in creating a basis for further relationships and cooperation. Although the NIPA/Quetta Director indicates he has been unable to recruit permanent professional staff, as yet, because of the remoteness and lack of amenities in Quetta, he has actually done very well in developing a program based around very competent adjunct and visiting faculty. However, in terms of institution building and continuity, he does need to acquire at least a few permanent professional staff on site and AED, because of its contacts, can possibly assist him in this regard.

Conclusion and Recommendation: NIPA/Quetta should be strongly supported as it is making a definite contribution to training and building managerial capability in a disadvantaged province. Although it is a national institution, drawing participants from all over Pakistan, 100 of the 150 managers it has trained in its first two years have been individuals who are either Baluchi or else posted and working in Baluchistan.

It is therefore recommended that AED continue and further extend its program of assistance to NIPA/Quetta in some or all of the following areas:

- a strategic planning exercise for institutional development;
- recruitment of core professional staff;
- provision of visiting AED consultants/trainers, when possible;

- provision of training equipment, computers, books journals and other materials.

4. PARD/NIPA/PESHAWAR

NIPA/Peshawar, (NIPA/P) which is also a relative newcomer, having started operations in 1985, is rather unique in several respects. Although housed at the Pakistan Academy for Rural Development (PARD), it is a separate wing of that institution, with whom it shares a Director.

PARD itself, which came into operation in 1959 and has the largest training complex in Pakistan complete with a 40,000 volume library, has two other wings -- the original wing devoted to rural development administration and community development, and the Provincial Services Academy (PSA), created in 1969, devoted to training the provincial civil servants from all four provinces of Pakistan.

NIPA/P, as well as offering the long Advanced Management courses for mid-career officers, has the distinction of being the first NIPA to offer management training in a number of specialized areas -- e.g., hospital administration and environmental management. It is also now very interested in securing help in launching a course in urban management and administration, which will then become a regular program offering.

Because of perceived lack of interest in the past, AED's assistance to NIPA/P over the years has been slight. Some of the professional staff (now six in number) have participated in AED's Training of Trainers Workshops, one person is receiving DSTP-sponsored academic training in the U.S., and some commodity assistance has been given in terms of books, journals, a press and a photocopy machine. Additionally, the Director, Mr. Abdullah, was provided, under DSTP auspices, with a custom designed four week study tour of U.S. training institutions and governmental jurisdictions, a tour which he later praised very highly in terms of the AED/EIL programming of it. The evaluation team understands that such programming is difficult and time consuming but it is without a doubt the most effective service that can be provided very senior people with special needs and a short time in which they can get away. This sort of programming demonstrates very well how participant training can make a major contribution to institutional strengthening of in-country management institutes.

Conclusions and Recommendation: NIPA/Peshawar not only is making a contribution to training managers in a very important but disadvantaged province, the NWFP, it is also an innovative wing of the PARD, which is the oldest and largest public sector training institution in Pakistan.

It is therefore recommended that the AED take advantage of the PARD/NIPA Director's newly expressed enthusiasm and interest in receiving technical assistance following his recent successful overseas study tour in the U.S. AED should initiate further contacts with the institution and expand its program of assistance in some or all of the following areas as targets of opportunity emerge:

158

- assist the Director with technical assistance in planning and conducting a new course in Urban Administration at NIPA/Peshawar;
- assist with a strategic planning exercise for institutional development of the entire PARD/NIPA complex;
- provide technical assistance in program development/revision for the NIPA, the Provincial Services Academy and the rural development administration wing of PARD;
- continue with faculty development for PARD/NIPA through training of trainer programs and through help in planning for necessary overseas participant training -- short term and academic; and
- continue with required commodity assistance (books, journals, training equipment, computers).

5. Civil Service Academy

There have been few contacts and little in the way of requests for help to the DSTP project from the Civil Service Academy (CSA) over the years. Possibly this has been so because most of the instruction at CSA is by visiting or adjunct faculty who are not permanent staff with whom to relate.

However, recent contacts at CSA by the evaluation team have revealed that CSA is making some new and serious efforts to professionalize its curriculum and the quality of its instruction. Three chief instructors have been appointed recently in the areas of public administration, economics and Pakistan studies and these professional staff members, as well as the Principal himself, seem interested in improving the CSA program and in securing training for the instructional staff.

Finding and Conclusion: Working through the NIPAs and PIM, the project's ICMT program is limiting itself largely to influencing the training of mid-career civil servants. However, the CSA is focused upon the civil service entry level and in training the new high status probationers who will be the key people in leadership positions in Government over the next five to fifteen years. As important as this group is to future development, and the length of time most will be in service, it would appear very worthwhile to try to develop some working relationships and training activity with the CSA.

Recommendation: It is recommended that the contractor, AED, make a special effort to initiate relationships with the CSA Principal and professional staff that might lead to one or more of the following institutional strengthening activities:

- Review and assist in revising the main 7-1/2 months probationers course, using an action research methodology similar to what was used at NIPA/Lahore;

- Assist the CSA in a strategic planning and institutional improvement exercise; and
- Provide faculty development assistance for CSA staff through training of training professionals courses and/or short term overseas participant training.

6. Pakistan Administrative Staff College (PASC)

The Pakistan Administrative College in Lahore is the premier government management training institution. Senior civil servants must attend the major five month course here before promotion to the highest ranks of the service.

This was one of the institutions approached under the early AED policy of trying to work with all of the major management training institutions. However, since the PASC does not tend to ask for help, there has been infrequent contact and AED has tended to focus on those institutions which were more enthusiastic about utilizing DSTP resources. Further, PASC had been receiving special course assistance over the years from other donors such as the World Bank Economic Development Institute, the U.N. and the British Government (through the Royal Institute of Public Administration).

Findings: The needs at PASC are less well defined. However, evaluation team interviews there indicated not only need but potential for cooperation. The institution has, in fact, tried to avail itself of DSTP services, and 4 staff members have been on short term overseas training. PASC, as with the CSA, reports having made several participant training requests to the GOP Establishment Division but without any results. On a more positive note, a few PASC personnel have attended AED's Training of Training Professionals programs at other institutions.

Conclusion and Recommendations: The use and attempted use of DSTP resources and the relatively cordial discussions held by the evaluation team with the principal suggest that conditions may have changed sufficiently enough for AED to once more attempt to establish a relationship. For example, the new Vice Principal/Director of Research, indicated that he would like to see a revision done of PASC's major five months program. Because of what may be a possible change in the situation at PASC, it is therefore recommended that AED attempt again to establish a better level of contact with this very important institution to ascertain if it could help with program revision, special course interests, training of trainers or some other important area. Otherwise, AED's work is not really complete; it is now working with institutions that cater to the middle level civil servants but not with the entry level bureaucrats (CSA) nor those at the apex (PASC).

7. Pakistan Audit Department (PAD)

As noted previously, there is evidence that the assistance given the NIPAs has had an impact both in terms of enhancement of programs in place and the introduction of new programs that have contributed to

strengthening those institutions. However, the Pakistan Audit Department and its Training Wing, among the government management institutions assisted, has proven to be the star example of what can be accomplished given imaginative interventions by ICMT, and need, interest, resources and outstanding leadership at the institution assisted. PAD has followed up with remarkable single-mindedness and perseverance on all of its DSTP-assisted initiatives: its strategic plan, training for all levels of its management, and start up of various structural and system improvements.

The PAD is unique within the ICMT group since it focuses on in-service training for its own agency and its country-wide auditing and accounting functions, whereas the NIPAs are more generally concerned with services to a wide spectrum of functional agencies and departments. This unique quality may also be an important factor influencing the degree of impact it has been possible to achieve or, at least, concentrated the impact so that it is much more evident.

Further, this is the agency which has gone the furthest beyond training in utilization of ICMT resources in support of institutional strengthening. That is, there have been structural and operational changes in the agency directly traceable to ICMT consultation activity. Most strikingly this has been carried beyond the training institutes into the Pakistan audit system in general.

Among other indications of impact and institutional strengthening is the rapid movement towards institutionalization and complete transfer to in-house trainers of activities such as the Executive Development for Top Managers Program. An impressive innovation by PAD has been its making the greatest possible use of officials sent out under DSTP participant training by requiring a stint of at least a year as instructor in one of the training institutes before return to their operational divisions.

Conclusions and Recommendations: The question now arises as to whether or not the best utilization of USAID resources is served by cutting back or ceasing assistance to this institution and applying assistance elsewhere. In the opinion of the evaluation team, dropping PAD would be a disservice to DSTP program objectives. Continuing a relationship, at least for the immediate future, will be useful not so much in terms of what further ICMT can offer to PAD, though that is still significant, but in terms of how PAD can now serve as a vehicle and a demonstration model for achieving similar impact elsewhere.

We are therefore recommending that a modicum of additional training and consulting assistance of an organizational development nature be provided so that PAD can truly become a 'governmental center of excellence'. In addition to the example PAD will set, it might well also be the sponsor or co-sponsor with AED of conferences on topics related to achieving effective organizational change. Another possibility is that AED provide expatriate consulting assistance to work with PAD so that its experience could become the topic of a major publication or at least a series of local case studies that would assist with materials development in Pakistan. In any event, AED should formally set aside time and resources to analyze what it has accomplished here and what if any of

these or other directions might be followed to maximize the future impact of this success story.

8. Consulting/Organizational Change Dimensions of Institutional Strengthening

Finding: AED/ICMT impact on Pakistani organizations has been greatest where it has had the opportunity to combine both training and consulting/organizational change initiatives. The strategic planning exercises carried out with PAD, PIM and NIPA/Karachi which combined both training and consulting/organizational change approaches have had a dramatic affect on those organizations. For example, of PAD has gone beyond its training institutes to influence the structure and systems and climate of the organization itself.

PAD could well become a center of government excellence to serve as a model to other government organizations. It also serves as a model of what can be done when ICMT can take a multi-facted approach to institutional strengthening.

AED experiences a constraint in its organizational strengthening capability because it is limited largely to carrying out training activities only. The evaluation team agrees with the interim evaluation report that training alone is an inadequate intervention if the goal is significant organizational change. Failure to recognize the limitations of training in institutional strengthening works against attaining training's maximum potential effect. Similarly, there is a related sentiment within AED that it must get closer to the working innards of organizations assisted in order to have the greatest impact. Given the successful record of ICMT initiatives so directed this would seem an accurate appraisal. AED by its mandate can do a certain amount of such consulting/organizational change interventions within the six designated government management training institutions who are its main clients.

However, some of these institutes are not at present interested in such interventions while other government agencies outside this group and some private organizations offer opportunities for such consulting inputs to complement and enhance training inputs.

Conclusion and Recommendations: AED should be permitted and encouraged by USAID to expand its mandate to go beyond training in order to provide to carefully selected organizations the consulting and organizational change work, using strategic planning, OD and other change methodologies, that will enable the organization to engage in self diagnosis and arrive at action plans for improving its structure, systems, human resources and overall performance.

The strategy would be to keep this thrust relatively small in scope, developing only a few centres of organizational excellence whose effects, nevertheless, could be widespread as these bodies could serve as models for other public sector entities to emulate. The PAD could be such a body and, in fact, already seems to be moving in that direction. By following this approach which recognizes that training can only go so far, USAID

would have the chance to get more in the way of organizational results and better management of key development programs and projects.

Of course the adoption of this activity would require the resource commitment of at least one Pakistani staff professional and possibly some of the time of other staff members. These commitments should be written into Phase II of the program.

C. Private Sector Initiatives

1. Introduction

From the initiation of the DSTP, private sector activities were anticipated to be a component of the program. Initial efforts, however, were predominately directed towards, assistance to the public sector. A particular focus was placed on providing training through, and enhancing the capabilities of, the governmental management training institutes. As that element of the program became more established, it was possible to shift more focus upon the other priority areas such as private sector training.

Initiatives related to this sector had already been taken at the Pakistan Institute of Management (PIM) as that organization provided services to both private enterprise and public enterprise organizations. The three other major thrusts that evolved to address the private sector were the Training of Training Professional program (which serves both public and private sector clientele) programs designed for women managers and entrepreneurs, and the series of programs developed more recently under the Private Enterprise Training Initiative (PETI).

There has been an increase in management training in general in the private sector in recent years but it still is only a beginning. Most respondents with whom the need was discussed gave responses that do not differ greatly from the conclusions of the 1982 survey by PIM of management training activity in Pakistan. That is, the need is overwhelming and the availability of training is very limited. In the PIM study only 19% of the executives in the year studied had attended any type of management training. Further, more than half of these were executives of multinational corporations or state enterprises. The indication of the dearth of such training among smaller organizations is even more dramatic when you consider that this survey was only of larger corporations which are more likely to have access to and use management training.

Recommendation:

USAID and AED should increase their activity in support of management training for the private sector. In addition to working with established channels, AED should, where these are not meeting needs, or serving target groups, institute such activities on its own and develop institutional homes for these initiatives as interest emerges. Though the latter is perhaps the more difficult route, it will contribute to:

- Reaching a broader segment of the truly indigenous private sector;
- Helping women managers and entrepreneurs; and
- By choice of location, reaching the disadvantaged provinces.

2. Pakistan Institute of Management (PIM)

The Pakistan Institute of Management, (PIM) based in Karachi but with a branch in Lahore, is a semi-autonomous body now attached to the Federal Ministry of Production that falls somewhere between the private and public enterprise sectors and serves both audiences. Participants attend its programs from private sector firms and state enterprises and, very occasionally, from government agencies as well.

PIM was established in 1954 and for almost twenty years received significant assistance first from UNDP/ILO and then from Ford Foundation/Harvard Business School. PIM's management training services became increasingly important, during this period of time while a significant industrial base was beginning to be established in Pakistan with its attendant needs for managers with advanced management training. PIM is the leading management institute in Karachi and has trained more than 50,00 executives through several thousand iterations of short courses of one to three weeks in duration. In this manner it has been one of the major catalysts for the transfer of management technology from more developed countries.

Its programs are now generally aimed at middle to higher level executives but it has, over time, added more courses for somewhat more junior levels. The current pyramid of courses, present and planned, is comprehensive and well designed. It has had a significant strategic planning exercise for institutional improvement, with assistance from AED/Arthur D. Little consultants, and the results have been good although not as successfully implemented as at PAD.

PIM has had cooperative arrangements with AED/ADL since the earliest days of DSTP. These DSTP-funded consultants have introduced or enhanced major programs such as PIM's senior short courses in Strategic Human Resources Management and Strategic Marketing, its Advanced Management Programme and its highly successful and visible annual Chief Executive Officers course. Faculty development has also been a product of these interventions by the consultants. PIM does acknowledge that it must do more to build up its rather weak consulting and research and publication functions and also strengthen its alumni relations.

Finding: There is a problem as regards the Chief Executives Conference. In USAID and AED's estimation it has not been successful from the standpoint of institutionalization since the client organization, PIM, has not taken over full responsibility for the program, which has been running for five years with ADL assistance. USAID and AED are therefore considering terminating assistance to this portion of their assistance to PIM. However, in the opinion of PIM this successful program may well fold

without continuing input in the short run from the expatriate consultant provided by ADL as lead trainer.

PIM further contends that it has only recently had personnel who were suitable for taking over this responsibility and suggests that AED/ADL should continue the assistance for at least two more years to assure effective transfer. During that period of time, the PIM staff members involved would, under the tutelage of the ADL consultant, not only co-train in the course but also serve as consultant interns and in a related activity develop credibility as consultants through helping Pakistani firms develop strategic plans and profiles. The relevant PIM staff have had less than one year of practice, so far, in this regard, although a very successful start at this was made recently, under the guidance of the ADL consultants, with trips to Karachi firms and firms in the USA.

Conclusion and Recommendations: The Director of PIM makes it clear that he believes the prestige of the Arthur D. Little, Inc. name associated with this program is a major draw to his audience of chief executives. He would undoubtedly be happy to accept this situation indefinitely. The evaluation team believes, however, that he is now convinced of the need to prepare to take over this program.

The evaluation team has been somewhat ambivalent on what to recommend in this perplexing case considering that the over-dependency of PIM on external consultants is a situation which must be ended.

However, also to be taken into account is the fact that major inputs have been made on this very important course with a well established and recognized institution which also has a significant (although under-utilized) alumni group. Rather than jeopardize the considerable investment already made, it is consequently recommended that it is worth the effort to carry on this effort with PIM a bit further. Upon commitment by PIM of specific individuals to work with the ADL consultant as co-trainers and consultant interns over the next two years, USAID and AED should commit to continuing support for that period but set as a condition that there be a review of compliance and progress at the end of the first year. It should be made clear that under no circumstances would support continue for the Chief Executives Conference beyond the two year period prescribed. (In the unlikely event that PIM would not comply with the conditions described above, then USAID/AED/ADL should review other possible institutional homes for this very critical Chief Executives conference.)

Further, ADL consultants, should work directly and closely with the designated PIM co-instructors in preparing them in all the topic areas of the Course since they will be gradually assuming total lead responsibility for running the course. The PIM Management Counselors should also be given further guided consulting experience over the two year period in helping Pakistani firms develop strategic plans and profiles. This must be done or otherwise they will have no credibility when they face the Chief Executives in the annual Chief Executives Conference and discuss the strategic planning process and how it should be carried out in local firms.

If the above recommendations are accepted then there is a related special need that requires immediate and substantial attention, as mentioned just above. This is a commitment to the development of a consulting skills capability within the entire PIM faculty group, not just for those conducting the Chief Executives Conference. It is recommended that AED/ADL consultants devote some time to this thrust as it is considered crucial to providing the experience and credibility that will be necessary for PIM to successfully continue all of its senior management courses on its own, regardless of the training and facilitating skills the PIM co-instructors may acquire while carrying out training.

Finding: For reasons similar to those noted above for the Chief Executive Officers Conference, USAID and AED are considering reducing or eliminating participation in the senior Strategic Management Courses at PIM.

Recommendation: AED/ADL should complete their assistance with the human resource management and marketing modules and also help with the introduction of the remaining two modules in this series, i.e. strategic financial management and production management. PIM has now secured a staff member to participate on the financial management side, which is the best indication of a new commitment to taking over these programs, and is actively searching for a qualified staff member to be the lead person on the production management side.

Additional Recommendations:

- AED should explore with PIM the possibility of its becoming an institutional home in Karachi for some of the Training of Training Professionals (TOTP) programs that have been mounted so successfully by AED throughout Pakistan. NIPA/Lahore is well on its way to becoming the institutional base for many TOTP efforts co-sponsored with AED in the Lahore area and PIM, if it displays sufficient interest, could well play a similar role in the Karachi area.
- In connection with the foregoing, opportunities should also be extended to PIM staff, particularly junior staff, to build their training skills through participation in AED's TOTP workshops.
- At the same time, opportunities should continue to be made available to PIM staff, as in the past, to be certified as instructors through relevant short-term overseas training programmes in the U.S.
- AED/ADL should also encourage PIM and provide the necessary guidance to making greater use of its very large and influential alumni in the marketing of its courses and in securing ideas for new directions and programmes to make PIM's offerings more relevant to the needs of its clients.

166

- Finally, AED/ADL, as requested, should assist PIM to update its strategic plan and to follow up on previous action plans for institutional improvement.

3. Lahore University of Management Sciences (LUMS)

LUMS, only the second private university in Pakistan to be granted such a charter, promises to become a leading institution in private sector management training. It is a new institution created in 1986 at the initiative of Pakistani businessmen and with their funding support and hence has an orientation to being "a businessman's business school". It emphasizes use of the case method in teaching and has prepared over a hundred local Pakistani cases.

Programs at LUMS' Graduate School of Business Administration, its first school to be established, popularly known as the Lahore Business School, include a master's degree in business administration (with 45-50 persons per year admitted) and shorter programs of two to three weeks in its Executive Development Program. The latter program is designed to serve and bring together active businessmen to enhance skills and share experience.

DSTP is already very much involved in LUMS, what with ten million dollars provided for construction of a new campus and for current operating expenses, including faculty support, equipment and library.

Conclusions:

The evaluation team was highly impressed by the LUMS management, its faculty and students and its program of offerings and believes that minimal additional involvement by DSTP can play an important role in support of this very worthwhile institution. Other than the funding of building construction and some operational support already being provided by USAID, LUMS greatest need is in the area of faculty development.

Although LUMS is very proud of the quality of its present faculty, its overall faculty picture is described by its current Dean, Canadian James Erskine, as its potential "Achilles heel". The LUMS leadership anticipates that, because of the opportunities, challenge, variety and prestige offered by the institution, in the long-run it will be able to attract the quality of persons it needs. But there are still major holes in staffing right now. They are very strong in finance and accounting and relatively strong in MIS, economics, business communication and business law.

Weaknesses and shortages of faculty are to be found in the areas of marketing, production/operations management and business policy and strategy. This situation results from the fact that in the past year there has been a loss of seven major faculty persons and the replacement of only two. LUMS is still awaiting the return of two faculty members who were sent to the US for Ph.Ds under the DSTP program, which has made a valuable contribution to strengthening the institution in this regard.

Recommendations:

USAID, in collaboration with AED, should contribute to faculty development at LUMS by:

- Continuing to provide PhD scholarships under DSTP for LUMS faculty;
- Encouraging the participation of LUMS junior faculty in AED's TOTP programs to enhance teaching skills;
- Exploring with LUMS the possibility of USAID funding a faculty exchange program with American business administration schools to provide short term (up to a year) faculty for LUMS until it has developed a sufficient number of its own local faculty. A variant of this option would be to fund the return of outstanding Pakistanis who are teaching or working in the USA to teach for short periods of time. Some of these individuals may then be encouraged to remain in Pakistan, meaning that this would be a good investment in institution building; and
- Providing LUMS with the names and addresses of DSTP participant training alumni who have acquired business degrees in the USA and might be candidates for teaching at LUMS.

4. Institute of Business Administration (IBA) University of Karachi

The IBA is a rather autonomous unit of the University of Karachi. That is, it operates under its own board and the major involvement of the university is in the issuance of diplomas. This has some important advantages as the Director with considerable effort and a dedicated staff has been able to keep his doors open even as the university shuts down for long periods because of strikes or student unrest.

IBA is one of the major sources of trained managers for the private sector in Pakistan through its MBA, Diploma, certificate and Executive Development Programs. Over 1000 persons a year (400 day and 600 evening students) are studying in its programs. The evaluation team encountered several well trained persons around the country who graduated from IBA, including one of AED's senior professionals and the Director of PIM.

The institution has a long history of USAID support. It was founded in 1955 as a business school affiliated with the Wharton School and then received assistance in the 1960s from University of Southern California Business School. It received financing of more than 10 million dollars in the 1950s and 1960s. It has continued to thrive and to receive sizable support from the Government of Pakistan.

Finding and Conclusion:

Last year IBA was nominated to become one of the 'Centers of Excellence' to be assisted by USAID. IBA faculty were quite proud of this but apparently will be disappointed as it appears that this project will focus on university centers in the areas of science and technology.

An important area where DSTP can make a useful contribution to IBA with minimal involvement required, is in the area of faculty strengthening. USAID would thus be protecting the large investment it has made in IBA over the years.

IBA is now down from a high of 15 PhDs on its staff to one full-time and one retired person teaching part-time. The IBA leadership has submitted candidates for a number of DSTP announced training opportunities in 1985, 1986 and 1987 without receiving one scholarship. It did receive one Ph.D. scholarship for 1988. Apparently these nominations do not get through the University Grants Commission, which is a matter which IBA should take up in the appropriate quarters. Perhaps USAID can help by making informal inquiries when it meets with the UGC on other matters.

Recommendations:

USAID and AED should re-establish more frequent communication with IBA and do the following:

- Assist with a plan for multi-year IBA faculty development and provide IBA with scholarship opportunities through DSTP;
- Encourage participation of IBA junior faculty in AED's TOTP program (including case writing) in order to develop training skills and a more experiential approach to teaching; and
- Explore the possibility of working with IBA in the strengthening of PETI courses, as has been done successfully with LUMS faculty.

5. Private Enterprise Training Initiative (PETI)

a. Introduction

The Private Enterprise Training initiative, started in early 1987, is one of DSTP's fastest growing and most exciting areas and has great potential for future expansion. Although recently initiated, it can already begin to lay claim, in the opinion of the evaluation team, to early impact and success.

There are four basic approaches that PETI has taken. One is through direct training conducted by AED in courses it designs and offers. Another is through training of trainers. A third is working through intermediary organizations, enhancing or developing courses and training staff. The fourth is through formal and informal consultation and coaching in all of these activities. AED has mounted successful efforts with apparent good impact using all of these approaches. It also seems to have selected well when deciding which particular approach to use.

Nevertheless, there probably should also be more consulting activity taking place in order to have a greater impact on private sector institution strengthening. Although AED has a mandate to do so in its public sector activities with the governmental management training institutions, it is not clear if it has the same mandate to become engaged in organizational strengthening activities of this type in the private sector. It has done some of this however to a limited extent, e.g., in helping to develop the Karachi Enterprise Forum and in consulting with Punjab Small Industries Corporation. Still much more consulting could be done which would strengthen capabilities of private institutions to utilize and institutionalize the various PETI programs.

b. Assistance to Resource Organizations

One of PETI's first initiatives was that of providing assistance to the intermediary resource organizations who provide support to small scale enterprises and entrepreneurs. The seminars, workshops and consultancies that have made up this effort have been highly rated by those taking part in them. More importantly there is already evidence that the organizations which have sent participants are benefiting from this support. Further, some transfer and institutionalization have already taken place.

Administrators from client organizations such as the Punjab Small Industries Corporation, Sind Small Industries Corporation, Regional Development Finance Corporation and Small Business Corporation have all been very pleased with the training their personnel have received. They seem convinced that this activity has helped their officers to work more effectively with small entrepreneurs and to train others to do so.

These organizations are enthusiastic and supportive of efforts of their employees to move forward through internal programs PETI has helped to design, which spreads this experience more widely through their organizations and to the small entrepreneurs they serve through pre-investment counselling and post-investment support services. This indicator is further supported by the growing demand for both more iterations of the present courses and for PETI advisory assistance in mounting such training through their offices in the field.

An example of this demand occurred recently when all five of the intermediary organizations that had sent trainees to the PETI Trainer-Motivator Course for Managers of Resource Organizations requested assistance in establishing or enhancing their capacity to train their personnel and borrowers. To assure commitment, a detailed plan was requested by AED to be submitted by the end of January. Within two weeks the first plan was received for a well thought out "Educated Youth Entrepreneur Development Program" aimed at bringing familiarity with basic principles of opening and running a small business to this priority underemployed segment of the population. This new program is to be conducted by officials of the Youth Investment Promotion Society (YIPS) with AED consultation on implementation. The YIPS objective is for this to lead to establishment of their own in-house training institute to continue this work.

The decision by AED to focus on intermediary organizations has been a substantial success. Early testing with direct delivery of training to small scale enterprises and entrepreneurs did not work out well initially according to managers interviewed from involved Pakistani institutions. These managers, such as the head of the Punjab Small Industries Corporation, have since become strong supporters of the present approach. There is the additional advantage to this approach in that from the start a home for institutionalization of this training is built into the intervention.

The beneficiaries of investment credit have traditionally been the larger organizations who could provide extensive collateral for any loans. Part of the objective of the present program was to help financial officers to see themselves as development workers. The intermediary organizations servicing the small-scale borrowers are thus seen as the target area of greatest need.

Activities are now aimed at two levels in the intermediary organizations. The first is at the field level providing training to field officers of such agencies as the Punjab Small Industries Corporation. These are the persons who then work with and counsel and train the entrepreneurs.

The second level is that of central office personnel and the supervisors of the field officers. Their training through PETI as 'trainer-motivators' will eventually institutionalize a source of such training permanently in the organization. Important to this has been the simultaneous development and revision of training and consulting guides for the District Development Officers.

Another indicator of the impact of these early efforts is that those intermediary organizations first involved are sending more persons from various levels for training. Also, additional organizations with intermediary financial support and advisory functions for small scale enterprises are participating in the most recent iterations of the PETI training.

c. Strategic Planning for Small Business

Direct delivery of training to entrepreneurs has been more successful and had more impact with somewhat larger small business than those just mentioned above which might better be considered 'micro-businesses'. The Strategic Planning for Small Business Seminar for instance, two to three days in length, which is being delivered to the leadership of these somewhat larger organizations, has been very well received. ADL has been providing technical support for this new PETI venture which started in December 1988, with one of the instructors involved being a faculty member from LUMS. It is anticipated that this pilot seminar will be only the first of many such to be delivered in the Punjab area.

d. Family Business Program

The Family Business Program is another PETI program which is presented directly to the target audience of businessmen. It has had an impressively positive reception from its start. The strong tradition in Pakistan of family ownership and management of companies presents some special problems that are dealt with in the seminars in such areas as professionalization of management, short-term versus long-term outlook, flexibility of decision-making, receptivity to innovation, and succession planning.

One indicator of success in PETI is the rapidity with which various initiatives find a home and are effectively transferred and institutionalized. It appears that the Family-owned Business Program may set a record in this regard with versions of it being offered by two different groups in two cities in late 1988 and early 1989. The development phase of this program was assisted by participant training through a trip to the USA for local interns/consultants to get expert advice and to participate in a family business course there.

The identification of the family business characteristic as an extremely important component in any comprehensive entrepreneurship assistance program for Pakistan is also a prime example of another important factor in the success of these programs. That is, it is critical to have local professionals who are working with AED deeply engaged in the identification, development and implementation of programs in general and especially where differences in local traditions and culture play an important role. This is probably a good place to also make note of how impressed the evaluation team has been in general with the collegial relationships that exist between the American and Pakistani staff within DSTP/AED.

e. Enterprise Forum

The Enterprise Forum, another body assisted through PETI, is an association of businessmen formed in Karachi to overcome one of the principal constraints to business development in the country. That is the tradition of entrepreneurs to work in relative secrecy and isolation from one another. There are few channels by which they can share their experience and knowledge with one another. Institutions such as the Chamber of Commerce are principally the vehicle of large business. The Forum is designed to provide a group of successful persons in the private sector to whom new or troubled entrepreneurs can turn for advice on problems they are having.

The creation of the Forum is to a large degree the joint product of local business and AED and ADL personnel. The program is just about to start and is based on a great deal of planning, preparation of a constitution and panel of experts and formal registration under the Societies Act. The members of the executive committee interviewed seemed dedicated -- and included a member who has been one of the first to help institutionalize the Family Business Seminar which he attended and now will help to fund privately.

The Forum has extensive plans for the future including training programs and publications. The potential is there but substantive assistance to other entrepreneurs is still to be given and so the concept, although apparently sound, is yet to be tested in Karachi.

f. Entrepreneurial Development and Advisory Service

Another group of entrepreneurs in Lahore have formed the Entrepreneurial Development and Advisory Service (EDAS). This body is focused on small to medium size entrepreneurs but shares many of the objectives of the Karachi Enterprise Forum. It is the product of purely Pakistani initiative though some of its directing members have since attended PETI training programs and are very interested in joint sponsorship and becoming a future home of some PETI training initiatives.

EDAS has begun actively assisting its target community much more quickly. It has not found that business community to be nearly so reticent as the previously mentioned expectation of the Karachi community. EDAS is averaging several calls per day from entrepreneurs with problems and the demand for its services is growing quickly. These inquiries are brought to the attention of members with expertise in the problem area and the advise is handled on a very personal basis.

In fact, it may be that the Karachi Enterprise Forum would find it useful to look at EDAS's experience for ideas in becoming established and building a trusting clientele. Both organizations nevertheless seem potential homes for institutionalization of PETI initiatives over time. EDAS, in particular, could become the institutional home for the series of strategic planning seminars for small business.

g. Modular Training for Improved Productivity Program

Based on a 1987 needs survey, PETI has also established a Modular Training for Improved Productivity Program. The purpose of this effort is to prepare and introduce training modules, manuals and materials in such areas as financial analysis and management, marketing strategies, and production planning and control for use by a variety of entities, such as PETI itself as well as the resource organizations catering to small business described earlier.

The approach appears very well thought out and executed. It provides a maximum of flexibility and adaptability and allows for the short time periods and need for training close to the workplace which greatly affect participation by members of the target groups.

h. Other Programs

There are other programs which focus on specific sectors that are under development by PETI. The results of the first Agri-business Development Program suggest this approach will be highly successful. There are expectations of even more refined targeting, e.g. to dairying, poultry, fisheries and horticulture, in the future. LUMS is one of the institutions participating but the program seems likely to have a much broader audience through a variety of public and private sector

organizations and financial institutions providing credit to small scale enterprises.

Conclusions:

A major factor in AED's ability to offer programs which are consistently successful from their early stages seems to be the amount of effort it puts into researching needs (e.g. in the case of small scale enterprises) and carefully developing programs and materials before launching an intervention. Another factor seems to be its close monitoring of participant response and continual redevelopment and refining of courses.

Further, AED's willingness to begin these efforts on its own when immediately suitable co-sponsors are not identifiable has added to its flexibility and effectiveness. There is, however, ample indication that AED is constantly looking for good institutional homes, or ones that can be developed, for those programs that are designed to be carried on into the future.

Another area of significant present and potential impact has been AED's successful networking of large numbers of resource persons both in Pakistan and abroad. The AED team seems to have made very good use in the PETI programs of its experience and contacts in working with public sector organizations and the Pakistani and expatriate trainers associated with those efforts.

The multitude of interactions among these programs is in fact a bit bewildering to someone coming in from the outside, as in the case of this evaluation team. However, it is evident that PETI, training of trainers, the women's program and the overseas participant training program are being effectively utilized in support of one another. In the private sector as well as the public, the impact of these on one another and the audiences served is evident from interviews and observation.

PETI programs are successful at a pilot level. They are already in demand for expansion. The early favorable response has made it possible to begin charging fees for some activities, which suggests that they could become self-supporting and more easily institutionalized over time. Many programs appear to be just at a take-off stage but shortage of human and financial resources many slow down the implementation of present plans. The evaluation team believes, however, that some, and preferably substantial, expansion of PETI programs beyond the pilot stage should be undertaken to provide a better assurance that these activities can be institutionalized. USAID should make a considerable effort to find the support needed to build on this very promising beginning.

The PETI programs, and especially the extent of their success, is not well enough known even within USAID. These programs should be publicized and given a great deal more attention and a more aggressive attitude taken by the AED team in seeking support for these and other of its in-country management training efforts.

Recommendations:

1. USAID should provide additional funding and staff support (e.g. a second management training specialist) to AED's Private Enterprise Training Initiative so that it can expand its assistance substantially to its various target groups and programs listed below:

- Trainer-motivator and other programs for managers and field officers of the various resource organizations (PSIC, SSIC, etc. etc.);
- Strategic Planning Workshops for Small Business Enterprises;
- Family Business Program;
- Agri-Business Programme;
- Karachi Enterprise Forum; and
- Entrepreneurial Development and Advisory Service (EDAS), Lahore

2. AED should continue with its efforts to locate institutional homes for its private enterprise training initiatives, following up on potential homes in PSIC, EDAS and other bodies.

3. USAID and AED should continue to support and provide overseas participant training through DSTP for Pakistani trainers, consultants and interns who are contributing to the PETI effort.

D. Women's Management and Entrepreneurship Programs

1. Overview

In-country activities for women managers and entrepreneurs were initiated under AED auspices in late 1986 with a two week workshop for 21 mid-level women managers. The meeting was preceded by a preliminary "needs analysis" which helped to guide the program. In 1987 a more extensive analysis was carried out by AED. It indicated how broadly women are involved in small business enterprise in Pakistan. It also noted that the Pakistani religious and cultural environment was less restrictive in regard to women in business than in the public sector because the former pursuits are considered to provide more privacy and autonomy.

In 1987-88, guided by the foregoing, AED sponsored five additional workshops involving 91 participants (two more are planned for late 1988). In addition, three training sessions have been held for 52 present or potential entrepreneurs. Other outputs have been introductory training of six Pakistani interns as potential future trainers and the accumulation of experience and data on potential Pakistani sponsors of the activity.

The management course started out with two week sessions. The needs analysis indicated that a general introductory program was appropriate, modified to meet Pakistani circumstances. The course thus presented an overview of standard management topics with special modules on assertive

communication, woman as managers and career development. The style and approach is highly participatory and varied and includes a number of learning techniques (lecturettes, group discussions, learning games, films, etc.). Trainees were offered opportunities to suggest modifications in the program and provided written evaluations on the last day. Due to comments suggesting the sessions be shortened, it was decided to experiment with compartmentalizing the program into three four-day modules in 1988.

The entrepreneurship workshops of two-three weeks in length are very similar in approach and include a number of management topics relevant for small business owners. In addition, emphasis is placed on achievement motivation as well as a number of technical topics such as project planning, costing and pricing, financial management and marketing. The third and final course of the present series was aimed at potential entrepreneurs rather than persons who have already gotten started.

The workshops have largely been attended by residents of Karachi and Lahore, where all have been held to date, although a few have come from other localities. Organizational arrangements for most of the sessions have been shared with a Pakistani women's organization, the Association of Business, Professional and Agricultural Women (ABPAW). The training staff has consisted of expatriate consultants supplemented by Pakistani trainers employed by AED. In the case of the entrepreneurial series, the consultant was an Indian women's entrepreneurship specialist. As noted, six Pakistani interns have received some exposure to training content and methodology. They represent a first step toward developing a cadre of Pakistani trainers. The identification and strengthening of a Pakistani organization to run the activity continues to be an elusive problem. ABPAW has limited capability and motivation to serve as a Pakistani sponsor and other women's groups appear to be inappropriate or ephemeral.

2. Sample Survey of Trainees

As a means of assessing the design and impact of the workshops, and for obtaining suggestions for the future, the Evaluation Team arranged a random sample survey of 30 management and entrepreneurship women trainees. The survey was conducted by a Pakistani interviewer October 31 - November 13, using a questionnaire prepared by the team (see Appendix XXV for details). The survey group included trainees from Islamabad (3), Lahore (10) and Karachi (17); 15 of the foregoing had attended one or more of the management workshops and an equal number one of those on entrepreneurship. Virtually all participants came from the higher strata of Pakistani urban society and had higher education degrees (B.A. or better).

The general reaction of respondents to the workshop experience was overwhelmingly positive. All 30 indicated that the workshop had met or exceeded their expectations and that they would recommend future workshops to other women in similar positions. Most of the trainees (17) saw the workshops as a means of helping them "to do their current job better" and as a means of compensating for lack of previous training or experience. The managers mentioned goal setting, decision making, time management and leadership as particular skills enhanced by the workshops

while the entrepreneurs referred to marketing, finance, feasibility study skills and "how to get started". Two thirds of the respondees cited self-analysis and better self-awareness as a major output.

The trainees rated the benefits of the workshops as follows: All except two indicated their job skills had improved, especially organization, management, delegating tasks and personnel. A number of the managers (8) noted improvements in their ability to allocate time while the entrepreneurs (7) laid more stress on improved accounting and financial management skills. Members of both groups (14) felt the workshops had helped in their personal development, self-realization and motivation. Twenty seven of the respondents indicated they had utilized their training "very much" or "somewhat". Similarly, twenty-four responded that the training had helped them to advance their careers "a lot" or "somewhat". Six thought their chances for promotion or personal advancement had improved and 16 thought the workshops had strengthened their professional capabilities and/or self realization.

Suggestions for improvements in future courses included spending more time on personnel and human relations aspects of management (e.g. marketing, employee relations, strengthening self-assertion) and on finance, accounting and legal subjects including the preparation and presentation of loan applications. Members of both groups pointed to the need for continuing liaison and assistance as they sought to apply what they had learned (follow-up sessions, formation of a network of graduates). There were a number of suggestions for improvement in seminar organization and procedures including more efficient advance preparations and publicity (see Appendix XXV). A few trainees referred to the need for increased participation by Pakistan instructors, more use of Pakistani-specific materials and case studies and for expatriate instructors to relate their expertise to the Pakistani environment. It was also felt that involvement of expatriates would be needed for a further period until a Pakistani cadre had been trained. Interestingly, several participants from both groups expressed the hope that similar courses be offered in local languages for less advantaged women managers and entrepreneurs in smaller communities.

3. Findings

1. After a very slow start, a series of workshops by women for women managers and/or entrepreneurs has gotten underway. Some 215 trainees have been introduced to a range of new subjects, techniques and concepts, through involvement in a total of 13 workshops.

2. The contractor should be commended for successes achieved to date with respect to the design and organization of the program, the selection of first rate expatriate instructors and, above all, assembling a well qualified and motivated Pakistani staff. The latter are fast becoming proficient in the skills workshop delivery. A shortcoming so far has been the lack of Pakistani-adapted instructional materials including case studies.

3. The increased number of programs presented in 1988 has taxed the contractor's staff resources and could, if continued, affect the organization and quality of future workshops.
4. Reaction to the workshops by the participants has been exceptionally favorable and enthusiastic, a tribute to the quality of their content and presentation and reflecting the dearth of such training opportunities in Pakistan.
5. Workshop benefits are perceived by participants as occurring at two levels, technical and personal. Technically, attendees thought their professional capabilities had been strengthened in such skills as planning and decision making (managers) or such areas as marketing and finance (entrepreneurs). Personally, both group attested to gains in personal growth such as self-confidence and ability to communicate and deal with others.
6. An important output of the workshops -- partly current, partly potential -- has been the initiation of training and practical experience for six Pakistani internes now serving on a volunteer basis. Well educated and highly motivated but still quite inexperienced, they constitute an incipient staff resource for the program's future.
7. The two series of workshops, while beneficial in and of themselves, have yet to grow roots in Pakistani soil. After over two years of experience with ABPAW and contact with other women's groups, an institutional "home" for the project is still not in sight.
8. As a consequence, there has been little follow up or continuity to the workshops to reinforce the initial experience. Nor has much attention been given to building a network of workshop alumni for mutual support or of identifying contacts which entrepreneur trainees could call upon for advice and problem solving.

4. Conclusions and Recommendations

1. Subject to progress on institutionalization (see recommendation seven below), the management/entrepreneurship workshop for women should be continued over the span of Phase II at about the current level. This would maintain the continuity and visibility of the program and would increase its pool of graduates and supporters. Continued utilization of the earlier expatriate instructors would be highly desirable.
2. If the foregoing recommendation is accepted, AED should add a full time professional Pakistani woman executive to its management training staff to spearhead the program, drawing fully on the talents of its able Pakistani consultants.
3. The Phase II program should give high priority to workshops at the capitals of the lagging areas - Quetta and Peshawar. Subsequently, workshops should be held for Rawalpindi and Islamabad.

4. The number of volunteer internes should be increased to at least double the present six drawing on talented graduates of future workshops. Short term overseas training opportunities under DSTP should be made available to current internes to assist in their professional growth. AED should promote the most able of the internes to consultant status as soon as they are qualified, thereby encouraging them to stay with the program.
5. The next two-three years of the program should give special attention to preparing local instructional materials including case studies, to enrich and increase the relevancy of both series of workshops. As the program expands and diversifies, translation of such materials into Urdu should be initiated.
6. At the earliest opportunity courses should be designed for less advantaged women, possibly including courses in smaller communities. It is noteworthy that many of the women who have taken these courses, themselves coming from the middle and upper classes of society, did express the opinion that less advantaged women, who were struggling to make a living, should have the opportunity to benefit from these managerial and entrepreneurial workshops which should probably then be run in local languages.
7. Lack of an institutional base for the program is perhaps its key weakness. In the further absence of identifying women's groups with sufficient interest and competence in the subject, the creation of a new organization should be explored. AED should commission a "feasibility study" by a small group of women social leaders, managers and entrepreneurs to look into the conditions that would need to be met for a successful initiative and the steps that would have to be taken. Members of AED's Pakistani management/entrepreneurship staff could serve as the study group's secretariat and report drafters. If the study is positive, AED should be prepared to make available some of its Pakistani staff and internes to the new organization and AID should help to cover the new body's start-up costs.

E. Training of Training Professionals

1. Introduction

The Development Support Training Project since its inception has contributed to the training of management trainers both through its overseas participant training activity and in its in-country programs. This has included service to both public and private sector trainers representing a wide variety of organizations.

Training of trainer elements are found in most ICMT programs whether by that name or not. Most institutionalization efforts as well involve formal or informal training of trainer activities. Training trainers to train others is not, however, a widespread activity in Pakistan. Even professional organizations of professional trainers provide little in the way of such activity to enhance the capabilities of their members.

Though formal training of trainers programs began in the first year of the DSTP project, demand for these programs and their growth in the past few years has been dramatic (see Table 3 in Chapter I, Introduction). One TOTP program was held in 1984 and three in 1985. Seven were held in 1986, eleven in 1987 and this number increased dramatically to 19 in 1988 for a grand total of 41 programs over the life of Phase I. The number of participants (725 total) increased similarly, with the number trained in 1988 (325) almost tripling the number trained in 1986. This great demand for TOTP programs is itself one indicator of the impact of this type of training.

Part of the stimulation for this growth is the natural result of the need for specialization as the demand grew. The 1987 schedule included programs in training evaluation and needs assessment, training design, materials development, presentation and consulting skills, and audio-visual production in addition to a general program. The 1988 schedule added sessions focussed on the needs of experienced senior trainers from both private and public sectors, and evening seminars to encourage networking and sharing among alumni and leaders in the training community.

Another interesting shift is seen in the composition of trainees for all ICMT programs. The initial split in 1984 between numbers of managers trained and numbers of trainers trained was two-thirds to one-third. In 1988 that split was roughly three-fifths to two-fifths, the beginning of a shift to more preparation of the persons who will be engaged in training of managers rather than the managers themselves.

Through TOTP, the DSTP program started to build the status and recognition of professional trainers and to contribute to the goals of strengthening institutions and enhancing and speeding the transfer of training activity to those organizations.

2. Impact of TOTP Program

Aside from the demand there are other indications of impact from this ICMT activity, although this is more difficult to measure than projects in which output can be counted in irrigation systems, or miles of road constructed, food production increased, or immunizations given. Outputs such as training programs developed and delivered, trainers trained, materials produced, and training programs institutionalized are more indirect in nature but can have an important present and future impact on the community and organizations served.

The basic trainer of trainers course, while it will still be offered by AED, is also now offered completely independently in NIPA/Lahore by former participants in the TOTP program. Based on the response to its first iteration this year, that institution plans to offer it four times in 1989.

The various TOTP seminars are also beginning to strengthen one another. Two persons who last year attended ICMT's Master Trainer Workshop for Materials Adaptation led this year's materials development

course which focused on adaptation of tools and resources to the Pakistani context.

Interviews with a sample of former participants from various TOTP programs reported overwhelmingly positive response to the training. The one person who said the training had not helped him as a trainer then indicated that was not his job and he had attended for 'self-improvement'. A common comment related to these courses was the statement in one form or another that they had provided new ideas and "opened avenues to improving the present system". All indicated they would recommend the programs they attended. Several, though, indicated they rated a program 'very good' instead of 'excellent' because it was too short in duration.

Many of the interviewees said they found training of trainers to be a unique experience for them and commented on the lack of such programs and the need for them in Pakistan. Several indicated they thought AED should make a greater effort at making the training more widely known and regionally available. Others suggested more local examples and materials be used along with more Pakistani co-trainers.

3. Improving the TOTP Program

The comment just above also coincides with the complaint of some of the expatriate consultants, including some of those most frequently used, that the interns or co-trainers they expected were often not provided. They felt they could have much more impact than at present if more of these persons were available and there was more opportunity to work with them. Suggestions included that the co-trainers be involved and given more preparation before arrival of the consultant and that there be more pre-program preparation together by bringing the consultant in earlier.

AED seems to be giving increasing attention to the use of its programs for the development and utilization of junior trainers. Some go through a progression from intern to assistant trainer, to co-trainer to lead trainer. One problem is having enough iterations of a program to do this, which is another advantage if there is a substantial increase in the present schedule.

Several respondents thought there should be more homogeneity in the backgrounds and experience of each training group. This issue would seem on its way to solution with the wider range of programs TOTP is now offering for new trainers, experienced trainers and senior trainers. There were also suggestions for receiving more information in advance of the courses for familiarization and preparation.

Another direction AED is taking which should help both with focusing training activity and increasing impact is the movement to more 'project based' training. That is, trainer trainees develop specific action plans, their bosses will be invited in for critiques of these, commitment is sought and followup meetings are held in various cities or at the workplace.

Another followup activity, one-day sessions with alumni in various parts of the country, has been well and enthusiastically attended. It demonstrated how important developing and maintaining alumni contact is for reinforcement, course promotion, trainer recruitment and case material development.

4. Materials Development

The great majority of the trainees interviewed thought the level of the materials used in the programs they attended were of the right level for them. Only two thought they were too advanced and one that they were too simple. This does not seem much of a problem but, again, the diversification of programs into several levels should help ameliorate it.

The importance of making the program and materials relevant to Pakistan has already been referred to as a concern of participants. ICMT programs focusing on this have been noted. Given the present plans, ICMT will become a major source of development of training materials with these characteristics.

5. Institutionalization

Finding homes for and institutionalizing the capacity to train and develop managers will be a major final indicator of the value of the DSTP effort in Pakistan. Of course, not all activities need or are intended to be institutionalized. This is especially true for some of the consulting and organizational development efforts. Neither will this apply to programs AED/ICMT finds are of lesser value or less acceptable and which may be dropped in the interest of providing more energy and resources to the institutionalization of more promising activities.

Institutionalization will be the major challenge for Phase II of the DSTP project. Some organizations such as the Pakistan Society for the Advancement of Training would seem, at first glance, very appropriate as an institutional home for the TOTP programs but a second look indicates that it does not appear to have the staff and other resources to take this on. Some of the other training institutes, such as NIPA/Lahore and NIPA/Karachi and possibly PIM may also be good candidates to become institutional homes in the future for all or part of the TOTP programs. Among the numerous other possibilities, ICMT alumni may form themselves into operational groups to institutionalize and offer some of the training they have acquired. In any event Phase II will allow time to explore possibilities and take the appropriate steps for institutionalizing TOTP. Institutionalization of the materials development activity may go in several directions since DSTP is involved with several institutions developing capacity in this area including a clearinghouse for training materials at NIPA/Lahore and research and case-writing activity at the Lahore University of Management Sciences. EDAS and the Enterprise Forum are other possibilities for some of this activity.

6. Conclusions

AED/TOTP has now created a variety of training of trainer programs that address very well the needs of a number of training institutions and levels of professional trainers. It is a valid question, however, as to whether this strong and successful beginning can be sustained sufficiently long to achieve the maximum impact and institutionalization possible. There is no doubt, however, that the expansion anticipated in such areas as the Master Trainer Series and alumni networking will surely play particularly important and helpful roles in institutionalization.

The investigations of the evaluation team also turned up the need for professional help in the area of materials development. These functions are now carried out by the professionals in each area, support staff activity being largely focused on arranging for air tickets, supplies and program finances. More of professional staff time could be directed to their respective content areas if such a specialist was available.

At the present time, there is a good deal of formal and informal training of trainers activity going on in other ICMT programs falling outside of TOTP, such as in PETI and the women's programs. Some of this is probably necessary because of its special character or efficiencies in handling it with the staff already engaged. There appears, however, to be some opportunity to utilize generic elements of TOTP developed programs and materials to enhance training of trainers in a wider spectrum of the ICMT portfolio.

Again, as with other training programs discussed, consulting skills development should be seen as an integral part of making training efforts more effective in achieving organizational change. This area should become an even more prevalent part of the preparation of training professionals. A start has been made at institutionalizing this, as at PIM, but AED will want to leave behind even more sources of such preparation.

7. Recommendations

1. The TOTP program during 1987-1988 has been very active and very effective and we recommend that assistance to this activity be continued at about its current level of operation;
2. With appropriate support funding from USAID, AED should add the professional position of materials development specialist to the staff. The responsibilities of this person would cut across all ICMT functional groups and he/she would provide technical support to AED professionals in developing, editing and producing a variety of instructional and teaching materials, training guides, case studies and other aids in all areas of AED/ICMT operations. This position is badly needed as right now the professionals in all areas must carry out these functions themselves (which takes time from other professional work) and they could well use expert help in this area. Once such a person is hired, he/she could receive additional training from AED's expatriate materials development consultants and possibly also receive short term training overseas through DSTP.

3. As discussed above, AED/ICMT should encourage appropriate linkages among its components so that the valuable lessons learned in its TOTP program are transferred to and utilized in other parts of the ICMT such as the women's programs and PETI, where training of trainers programs have been mounted or will be mounted in the future.

4. AED/ICMT should continue with and strengthen its thrust on consulting skills development. This should be a major part of its TOTP program because of its relevance in assisting the process of organizational change.

5. AED should acquire and review the software package that has been developed at USAID/Dacca for the special requirements of record keeping on in-country training projects. This package, if found relevant, may be able to assist AED in improving its system for keeping track of its various programs, statistics and alumni.

F. Priorities for Phase II

In this section of the report we summarize earlier conclusions and make recommendations regarding the level of effort and appropriate priorities for the portfolio of programs falling under the project's in-country management training effort.

Recommendations to USAID and AED/ADL

1. Continue with the present level of effort as regards the fairly mature and well established public and private sector management institutes such as NIPA/Lahore, NIPA/Karachi, Pakistan Audit Department Training Wing and Pakistan Institute of Management.

Assistance to the highly successful Training of Training Professionals program should also be continued at about the current level.

Also continue with the present level of assistance, which is very small, to the more recent NIPAs at Quetta and Peshawar, keeping in mind that some additional assistance should be provided to these newer institutions as they mature.

2. When targets of opportunity open up, as new circumstances indicate they most probably will, initiate modest programs of assistance to the Civil Service Academy and the Pakistan Administrative Staff College. These two institutions train the very important bottom and top levels of the civil service, which DSTP is not yet influencing but should be in terms of maximizing the return from its training efforts. CSA and PASC, respectively, train the elite civil service probationers, on the one hand, and, on the other, the senior officials at the top whose attitudes and managerial skills influence whether or not modern ideas and management practices are accepted in important public sector programs and projects. If it turns out that either of these institutions is receptive to more than modest assistance, it should be offered even if its means reducing, to some degree, the level of effort in some of the other public sector institutes mentioned in 1. above.

3. Once again, as targets of opportunity develop, initiate a new program of modest assistance to the Pakistan Academy for Rural Development (which also houses NIPA/Peshawar). Any opportunity that arises to give significant assistance to this large scale and prestigious institution should be seized upon, considering the importance of its rural development administration effort (and the project personnel it trains) and the fact that it also trains generalist provincial civil servants.

As regards Recommendations (1), (2) and (3) above, it is feasible for all of the above mentioned public and private sector institutions and programs to continue to be assisted at about the same level of effort through the work of the AED/ICMT team of local professionals and through approximately the same number of person months of expatriate consulting services as was provided during Phase I.

The additional person months of expatriate consulting services required for CSA, PASC and PARD (possibly three to four months each, or nine to twelve months for two years) could be taken from the 66 months of additional person months for expatriate consulting services that has been provided for Phase II. While Phase I provided for 225 person months of expatriate consulting services for ICMT, Phase II is providing for 291 person months.

4. Give high priority to and expand assistance to the following programs, which represent newer and exciting efforts of the project with high potential for good payoff:

- (a) the Private Enterprise Training Initiative;
- (b) Women's Management and Entrepreneurial Program;
- (c) Consulting/organization development services to establish governmental centers of excellence, such as PAD;
- (d) Project Management Training Services (to be provided through the NIPAs or directly by AED and private sector partner organizations).

These high priority efforts, it is suggested, can be supported in the following manner:

- Through an increase of 4 persons in the level of AED/ICMT staffing: adding one additional professional in the area of PETI; hiring one new full-time professional for the Women's Programs and one for the Consulting for Organizational Development and Project Management Training Programs; hiring a new training materials development specialist (a professional post to support all AED/ICMT programs).

- Through the 66 additional person months of expatriate consulting services that will be available in Phase II. If 9 to 12 months are used for new initiatives with public sector institutions (CSA, PASC, PARD) this will still allow from some 54-57 most of consulting services that can be used to support the four high priority initiatives described above. However, if more consulting service is required than is anticipated, it should be provided even if this means reducing the level of assistance to some of the more established public sector institutes (as mentioned in (2) above).

5. Special Notes: The current status and needs of IBA, University of Karachi and Lahore University of Management Sciences were discussed in this report. However, it is not believed that any special program of assistance needs to be provided to these institutions other than minor assistance in helping to upgrade faculty through overseas participant training and participation in AED's programs for training professionals.

V. ASSISTANCE TO DISADVANTAGED PROVINCES

A. Background

The DSTP allowed for some preference to disadvantaged provinces such as Baluchistan, and the NWFP. In particular the project's in-country management training should "...focus on provincial and local level project management especially in the relatively less developed provinces of NWFP and Baluchistan." The Pakistan Academy for Rural Development (PARAD) was to be the primary training institution for the NWFP, while the University of Baluchistan, the proposed NIPA at Quetta and the Railway Academy were to provide training for Baluchistan.

The interim evaluation of November, 1985 indicated that little progress had occurred in these directions during the first two years of the project. Obstacles were: (a) the lack of GOP resources to develop the NIPA at Quetta (or another at Peshawar), (b) resistance by PARAD to participation in project activities, and (c) lack of qualified nominees for training. It urged that "provincial level management training should be a major priority area in the next phase of DSTP".

Since then, as indicated in the Chapter V above, the project has made appreciable progress in building up the capabilities of the management training institutions in Baluchistan and NWFP and they in turn have begun making a contribution to meeting management development needs of those provinces. In addition, DSTP has funded a specially designed and innovative participant private sector training activity aimed at providing education and skill-building opportunities for young Baluchi residents, beginning with the remote and impoverished Division of Makran.

B. The Makran Project

The Makran scholarship program, initiated in late 1986, reflected USAID's desire to undertake a high visibility, private sector training activity in Baluchistan intended to, among other things, engender good will toward the U.S. The impetus for the project was, in part, due to the difficulties being encountered with the Baluchistan Area Development Project (BALAD)--an extensive activity aimed at developing roads and agriculture in the southwestern Divisions of the province, including Makran. Consultations with GOP and local authorities showed that there was strong support for an effort that would provide preferential training opportunities for the historically deprived Makran Division.

The program was designed to enable 50-60 young Makrani residents to upgrade their skills and capacities through overseas training so that they could participate more effectively in the development of Baluchistan. To this end, AID agreed to provide special scholarships permitting nominees up to a year to bring their English and basic academic skills up to an acceptable level followed by up to two years more for training at U.S. vocational schools or at junior or community colleges for associate degrees. Criteria for selection included age, minimal English capability and educational background and private sector career goals relevant to the province's development needs.

Planning for the project began in May 1986 with a "needs assessment" that involved consultations with local officials, school teachers, parents and students in the Makran Division. Later, in response to radio and newspaper publicity, some 250 applications were received and winnowed down by USAID to about 100 candidates who were then invited to Quetta for tests and interviews in October. Fifty five of these were selected with GOP concurrence and 51 entered a specially developed two month English language, math/science and cross cultural orientation program organized by USAID and AED/I. The trainees departed Pakistan in April 1987, most of them for up to a year of further English studies although a few were sufficiently qualified to start their academic/vocational training immediately. At present, of the original group of 49 who departed Pakistan, four have dropped out for various academic or personal reasons and about one half of the remainder are experiencing serious difficulties which may prevent them from qualifying for degrees. In spite of these complications, it is still too early to fully judge the success of this subproject.

C. Baluchistan II

The Makran program stimulated strong local pressure by the Province's other five Divisions and the provincial government to have the next competition not limited to Makran but conducted on a province-wide basis. Agreement with USAID and the GOP on this point led to the announcement in February 1988 of a Baluchistan-wide Private Sector Scholarship Program. Fifty-five scholarships similar to the previous year's were offered for vocational or undergraduate study to be allocated to the Divisions of the province in proportion to their population with ten of the awards reserved for women. Residents meeting basic education, health and age requirements and with appropriate career objectives were invited to submit applications to their Division headquarters. Some 1,100 applications were received and initial selections were made at the Division level, reducing the list of applicants to 285. The latter were subsequently given TOEFL and math/science tests in Quetta and 104 high scorers selected for final interviews out of which the most promising 55 were chosen. Divided into two groups according to English proficiency, the candidates were given 2 to 3 weeks of administrative/medical processing and cultural orientation before departing for the U.S. in July/August 1988, the first group of ten to begin their academic/vocational studies, the second to enter language training for up to a year.

A problem with the foregoing method of selection was that the initial screening took place at the Division level and led to accusations of favoritism and student protests. The team's impressions differed as to the extent of this problem, but it tended to offset the potentially positive political image which was expected. On the other hand, the Baluchistan II nominees were a relatively better educated and more sophisticated group than the Makrani, a reflection of the much larger pool from which the contestants were drawn.

D. Future Area-Specific Programs

USAID has indicated it would consider two additional cycles of private sector training similar to Baluchistan II. In addition, the GOP has pushed for similar training exercises for NWFP and the interior of the Sind (Cholestran Desert). At one point, USAID had agreed to the former but not the latter while the GOP insisted on both. For the present the FY89 training plan includes only fifty overseas fellowships for Baluchistan trainees.

E. Findings

1. Apparently, the program has been an initial success--as evidenced by the enthusiasm of GOP and local officialdom and residents of Baluchistan. Anticipation of the next competition is high with the USAID Liaison Office in Quetta reporting receipt of a dozen or so written inquiries a day. But some observers also caution that the developmental and political success of the program can only be judged on the basis of how well the trainees do after they return.
2. An assessment as to the effect of the program on the lives of the trainees and the development of Baluchistan must necessarily await the return of a majority of the trainees.
3. The Makran program was an extraordinarily labor intensive effort for both USAID and AED. It involved a new and extensive selection procedure, a special in-country language/orientation program, unusual placement requirements and special counseling and monitoring services. AED estimated that its staff devoted 24 person months to the Makran activity alone over its first 17 months. By contrast, the Baluchistan II exercise has posed fewer difficulties owing to lessons learned from Makran and the more educated less insulated backgrounds of the trainees.
4. Despite the special efforts noted above, four of the original Makran group have dropped out and many are unlikely to reach their originally planned academic objectives, which needless to say, were overly ambitious. Clearly, USAID underestimated the cultural, linguistic and academic gap the Makrani were expected to surmount to function adequately in the U.S. The Makran experience has implications for future area-specific training efforts.

F. Conclusions and Recommendations

1. The Makran and Baluchistan II programs have dual objectives -- good will -- and understanding of the American way of life, and provincial development. Both have merit but USAID should decide their relative priority and plan future programs accordingly.
2. If an understanding of the U.S. is a major consideration, U.S. training is essential but better preparations for it are needed. HRD in conjunction with AED should conduct an in-house analysis to serve as a basis for the design of the next exercise. The analysis should include attention to the following factors:

- (a) Adequate lead time in forwarding nominations to AED/W so that placement can be done following a more thorough assessment of the trainees. Placement tends to be complex and time consuming and includes such factors as matching the education, background and objectives of Baluch nominees with the entry, credit transfer and degree requirements of U.S. institutions.
- (b) Preparation of a rigorous in-country ESL, cross cultural and academic orientation program with an appropriate TOEFL (say 450-500) requirement for final selection. The CIELS program could be the means of addressing the language needs of the trainees and be supplemented by evening or weekend cross cultural and academic skills preparation. A special pre-TOEFL course might have to be devised for the lower proficiency students. The in-country program should serve as a screening as well as a training function so as to identify those with inadequate academic background, personal adaptability or language skills. Thus the number of entrants should be substantially larger than those accepted. CIELS could allocate one of its sessions to the Baluchistan nominees as a group or they could be fed into the CIELS program in increments.
- (c) USAID needs to think through the standards, procedures and achievement objectives for the next exercise and see that they are adhered to. The program has raised unrealistic expectations of receiving degrees on the part of the trainees. The ground rules of the program were not sufficiently precise or uniform.
- (d) Given the time needed to complete such preparations, it would be best to skip the 1988/89 cycle so that a well designed and organized exercise can be executed in 1989/90 (see 3.b. below).

3. If development is the main priority, the program should be restructured to provide for training in Pakistan rather than in the U.S., thus by-passing the language and cultural hurdles and discrepancies in educational systems and more likely providing a more relevant training experience.

- (a) A Pakistan program would involve identification of appropriate (probably private) facilities to handle the trainees, the concurrence of federal and provincial authorities and the establishment of appropriate selection criteria and objectives for participation. Other issues to be examined would be the most appropriate level of training (academic vs. vocational) and its length.
- (b) The time needed for negotiating and planning a Pakistan program would necessarily postpone implementation to the 1989/90 academic calendar. Planning should be based on a feasibility study which would examine training priorities and the issues raised above.

4. Preparation for the next Baluchistan programs should include measures to increase the likelihood that trainees will return to the province after training and that they will obtain appropriate jobs. This implies having the Government of Baluchistan set up bonding procedures on the part of the trainees or his/her relatives and, to the extent feasible, the identification of a post training position by his/her employer.
5. On the basis of need and development impact, NWFP appears to merit a similar private sector program. USAID should again seek to initiate such a program once the kinks in the Baluchistan exercise have been ironed out.
6. The set aside of openings for women (roughly 20%) is a commendable feature of the program and should be maintained if not increased to one-third.

EVALUATION OF PHASE I
of the
DEVELOPMENT SUPPORT TRAINING PROJECT
USAID/PAKISTAN

APPENDICES SUMMARY REPORT

VOLUME III
of Three Volumes

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LIST OF APPENDICES

- I. Scope of Services
- II. Outline of Major Issues
- III. Major Materials Reviewed
- IV. Four Interview Questionnaires
 - IV-A Participant Call Record Sheet
 - IV-B Academic Training Participant Questionnaire -
Currently Training in U.S.
 - IV-C Call Record Sheet
 - IV-D Supervisor Questionnaire
- V. Two In-Country Short Term Questionnaires
 - V-A In-Country Short-Term Participant Questionnaire
 - V-B Women Management and Entrepreneurial Trainees
- VI. Questionnaire for AED and its Subcontractors
- VII. Questionnaire for Private Contractors and Universities
- VIII. List of Persons Interviewed
- IX. A Brief Resume on the Problems and perspectives on O/ARD Training, Report by Bedh P. Upreti
- X. Excerpts of 1989 Training Plan
- XI-A - USAID Letters to Participant Candidates Advising of GOP
XI-D Nominations and Requesting Required Documents
- XII. USAID Follow-up Letter Requesting TOEFL Scores
- XIII. AED Letter Requesting Restatement of Training Goals
- XIV-A Examples of Inadequate Training Descriptions in PIO/Ps
and
XIV-B
- XV. Example of USAID Response to Nominee Inquiry
- XVI. USAID Follow-up Survey of Returned Participants; Letter and Questionnaire
- XVII. Tabulation of Replies to USAID Survey
- XVIII. AED Follow-up Survey of Returned Participants; Letter and Questionnaire

- XIX. Pre-departure Orientation, Letter and Programs
- XX. Washington Orientation Program
- XXI. Student Address Reply Form
- XXII. Program of Study
- XXIII. Average Monthly Cost of Academic Training Programs
- XXIV. Follow-up of CIELS Graduates
- XXV. Sample Survey of In-Country Workshops for Women Managers and Entrepreneurs

APPENDIX I

SCOPE OF SERVICES

SCOPE OF SERVICES

I. Purpose of the Evaluation

This evaluation will be conducted near the end of Phase I of the Development Support Training Project (DSTP) and will assist the mission to prepare for Phase II. The evaluation will review and look at all phases of the Phase I training process (pre-training, in-training and post-training). This will include assessing the degree to which the project has achieved its objectives, collecting data and information on how the project can be modified for a more effective Phase II and providing guidance to the mission on how the selection and in-country processing of participants can be improved.

II. Background

The primary goal and purpose of DSTP has been to upgrade and strengthen management and technical expertise of Pakistanis in the federal and provincial governments as well as in the private sector who are involved in priority social and economic development programs. The DSTP provides funding for both short- and long-term training in a variety of management, administration, entrepreneurial and technical areas.

A previous evaluation described the project as successful and stressed four major approaches: (1) the assessment, evaluation, design and implementation of new and/or redesigned courses in management, finance and administration to meet the needs of specific public and private sector institutions in-country; (2) short-term (ST) and long-term (LT) priority management training in the US and Third Countries for federal and provincial officials; (3) the selection, based upon merit, of male and female private sector entrepreneurs from throughout Pakistan for both in-country and overseas training opportunities; and (4) an emphasis on the relatively less developed areas of Pakistan.

The DSTP has been primarily implemented by the Academy for Educational Development (AED) and its sub-contractors since 1983. The project has grown from two to four complementary and interrelated components. They are: (1) in-country training and institutional strengthening of local public and private sector management training institutions; (2) participant placement/training for all USAID projects (through "Buy-Ins" to

the DSTP) in which participants are sent for long (academic) and short-term (technical) training in the US and in Third Countries; (3) management and technical training for specially targeted population groups including private sector management, management training for women, and vocational/technical training and training for institutional development in Baluchistan; and (4) training in English as a second language (ESL) to increase candidates' English language proficiency for US institutional placement and increase the effectiveness of National Institutions to Teach ESL.

An interim evaluation was conducted in October-November 1985. The evaluation identified several potential constraints to project success such as: inadequate staffing for the existing level of effort; policy, jurisdictional and procedural problems within the GOP; lack of a comprehensive Human Resources Development planning process or training needs assessment(s); vagueness of private sector objectives; and the need to focus training on AID's priority sections and involve AID's technical divisions more in training planning. The GOP, mission and contractor have worked extensively on many of these constraints. The proposed evaluation, in part, would assist the mission to document the degree to which these constraints remain a critical factor to achievement of project success. It would also serve to develop new recommendations and guidance which will be tested and implemented, during Phase II, by the GOP, mission and project.

III. Statement of Work

A. Objectives

This second evaluation of DSTP will include but not be limited to the following:

1. Review project progress to date including current constraints and opportunities; update the 1985 interim evaluation; and identify and document the lessons learned.
2. Provide guidance for Phase II of the project. This shall include recommendations on how to institutionalize the assessment of training needs within the GOP, assess options for developing practical training plans and present alternatives on how to insure that the needs assessment and plans are used at the district and provincial level for timely selection and presentation of candidates.
3. Evaluate the need and options for setting up a unit within the project responsible for monitoring and evaluation during

Phase II. This shall include recommendations on determining the role and responsibilities for this unit.

4. Determine how, in Phase II, the project can be modified to make in-country and participant training more effective for women, the private sector and other project target groups.

B. Issues

Specifically, the evaluation analysis shall address the following issues:

1. What Evidence exists to date that the in-country programs developed and provided for management and English language training have been effective, relevant and appropriate to the needs of the GOP and training program participants?
2. To what extent have overseas training programs in the US and Third Countries been successfully tailored to the needs and requirements of the GOP and training program participants?
3. What are the key indicators in assessing the impact of participant training and institutional strengthening on providing a resource to the GOP's capability to formulate, plan and implement a National Management Development Policy and strategy? To what extent can this impact be strengthened and/or sustained?
4. What are the key performance indicators in assessing the degree to which project performance of USAID, the GOP and the contractor has contributed to the achievement of project goals and objectives?
5. What evidence to date that the GOP and USAID have adopted appropriate nomination and selection policies and procedures and how can future project activities be made more effective in providing a broad, national, equitable coverage of project target participants, including the private sector, females and "lagging" provinces?
6. Identify and analyze real or perceived constraints impeding achievement of project goals and objectives. Are the kinds of project inputs appropriate and sufficient to ensure project effectiveness? How can these constraints be successfully overcome in Phase II?
7. To what extent does the GOP policy of transferring personnel from one administrative agency to another affect the achievement of project goals and objectives? How do other

ministries, e.g. health, agricultural, S&T, energy, etc. view the impact of management training programs?

8. What evidence exists to date that long-term training programs have been more effective and relevant than short-term training programs? To what extent have training programs, as a whole, been useful to the participants in their positions with the GOP? How can training programs be made more relevant and appropriate in this regard?

9. To what extent have annual training targets been met? What percentages come from the project's target participant groups, e.g., private sector, female and from "lagging" provinces? How can Phase II design more realistic training targets to ensure the desired participation rates from these groups?

10. To what extent have the training participants and programs been monitored and evaluated to ensure the achievement of project goals and objectives? How can these functions be improved and institutionalized under Phase II?

C. Study Organizations

At a minimum, the following tasks will be conducted in the course of this evaluation:

1. Review of project documents and other related materials.
2. Sample survey of current and returned participants and their supervisors. Team might wish to build upon impact survey begun by USAID/HRD.
3. Interviews with current and past GOP officials involved with the project, especially at the provincial and district levels; AID personnel; contractor and subcontractor personnel in Pakistan, Washington, D.C. and home offices; a representative sample of at least 107 of the returned and current, in US, training participants and their supervisors; and in-country ESL training staff and experts.
4. Meetings and documentation of project impact on private sector and women.
5. Discussion and development of alternatives and options for Phase II of the project in the areas of institutionalization of training needs assessment(s); development of training plans which will be used at the federal, provincial and district level to select and nominate candidates; establishment of a project monitoring and evaluation unit; review language in

Phase II Proag that makes the first two areas a CP tied to future disbursements or acceptance by USAID of nominations for, e.g., 1990 and onwards.

D. Evaluation approach and methodology

The accomplishment of the above tasks will require a core team of four IQC contractors, supplemented by four Pakistani counterparts and an AID/W representative. The team is expected to review all pertinent background materials; design and utilize structured interview instruments, data collection forms and survey questionnaires; conduct in-depth interviews; gather statistics and data; and meet with key GOP officials to identify options and practical alternatives. The evaluation is to be conducted in both the US and Pakistan and will be coordinated and supported by the HRD office of the mission. Prior to completion of the evaluation, the team will conduct an interim briefing of mission staff and a final in-country briefing for project personnel, mission staff and GOP.

The Period of Performance will be approximately September to December 1988.

E. Team Composition

1. Positions to be filled by the IQC contractor (4).

(A.) Team Leader (1) - Responsible for overall coordination and direction of the team. Experience in developing countries in the area of training and development required, along with knowledge and previous experience working with USAID evaluation and documentation requirements. Responsible for compiling and editing the final draft evaluation.

(B.) Training/Evaluation Specialists (2) - Responsible for evaluating the effectiveness of the US and Third Country training and institutional strengthening component of the project; the effectiveness of participant placement/training for all USAID projects using the buy-in feature of DSTP. At least one of these people shall have experience and expertise with private sector training in a developing country.

(C.) Public Administration Specialist (1) - Responsible for assessing the public administration components of the project, as well as developing options for institutionalization of the training needs assessment(s), and training plan component of Phase II. Prior experience in public administration in a developing country (preferable Asia) is required.

2. Personnel from GOP or relevant institutions.

100

A. Training/Evaluation Specialists (3) - Responsible for assessing the US, Third Country and In-Country training and institutional strengthening component of the project and impact and effectiveness of DSTP at the provincial and district levels, this will include institutionalization alternatives for training needs assessment and training plans at the provincial and district levels, impact on women in management and the private sector.

B. English Language Training Expert (1) - Responsible for assessing the training process and effectiveness of the ESL component of the project; will develop alternatives and options for expanding the program if justified.

3. AID/Washington representative (1) - Responsible for guiding the team in the USAID evaluation and documentation requirements; provides expertise on current policies and procedures which affect the project, i.e., recent changes in handbooks; and assists the team in developing a realistic and reasonable approach to interviews, data collection and surveys. Will not be involved in the complete study, but will assist in early implementation and planning, and will visit Pakistan during the final phases of the evaluation (total estimated time 5 weeks).

4. Secretarial Support - Provisions are made in the budget for the team to hire their own secretarial support in-country. O/HRD can assist in this process and will provide work space, word processors, etc., in Islamabad.

IV. Report Requirements

The final report will include the following sections.

1. Table of Contents
2. Acronyms
3. AID Evaluation Summary (Part II)
4. Basic Project Identification Data Sheet
5. Executive summary, including a summary of findings, conclusions and recommendations and "Lessons Learned."
6. Body of the report, including main findings, conclusions, "lessons learned" and recommendations.
7. Appendices which should include, at a minimum, the following: Evaluation scope of work; evaluation methodology; interview instruments; possible training needs assessment materials; bibliography of documents used; supporting tables; and list of persons contacted.

An interim briefing involving at least the evaluation team will

be conducted for mission staff no later than two weeks into the evaluation and subsequently thereafter in at least 2 week intervals. If requested, the survey instrument shall also be discussed with evaluation or project committee members prior to being used in the field. A draft report for USAID review and comments will be submitted during o/a the 12th week and at least two full working days before the debriefing. The team will discuss its findings, conclusions, recommendations and lessons learned in the debriefing, which will be scheduled near the end of the 13th week. Based on the discussions at the debriefing, a final report draft (50 copies) will be prepared and submitted to USAID/Pakistan. This final report shall include revisions incorporated from prior reviews of an initial draft by USAID.

V. Work Schedule

Work in the US will be conducted during a 5-day week, in Pakistan, a 6-day work week is authorized. The evaluation will take place between September and December 1988. An initial 3 weeks in the US are scheduled for review of documents, development of questionnaire and survey instruments, distribution to US Participants, interview of a sample of US participants and development of an overall strategy and plan for the evaluation with the AID/W representative. The public administration expert will join the team for the third week. The evaluation shall be completed not later than December 15.

Individual members of the team will make every effort to coordinate simultaneous arrival times, to ensure that all members are involved in conducting the evaluation, in preparation of the final draft report and presentation of the evaluation findings to the mission and the GOP.

202

APPENDIX II

OUTLINE OF MAJOR ISSUES

MAJOR ISSUES

The following are a few of the issues determined from a review of background materials and initial interviews. They will be modified and added to through further consultations.

I. IMPACT ISSUES

- A. What has been the performance of USAID, the contractors and the government of Pakistan in carrying out the DSTP project?
- B. Have the skill levels of the participants trained been enhanced?
- C. What has been the impact of the training and institutional strengthening activities of the DSTP project on Pakistani organizations, institutions and enterprises?
- D. How can the improved performance of the Pakistani institutions resulting from DSTP activities be sustained after completion of the project?
- E. What has been the impact of DSTP on targeted groups and areas, i.e., women, private sector and lagging provinces?
- F. What are the relative advantages and disadvantages of long-term and short-term and in-country and overseas training. What should be the extent of emphasis on each?

II. PROJECT MANAGEMENT ISSUES

- A. How have the changes in focus, priorities and activity levels of the DSTP project affected the character and impact of the program?
- B. Are the staffing patterns and levels of personnel associated with DSTP appropriate for project objectives?
- C. Do USAID's technical divisions need to be more involved in development of training plans?
- D. How beneficial would be the creation of an evaluation and monitoring unit within the DSTP framework?
- E. How can USAID and DSTP contribute to resolving jurisdictional and procedural problems of the GOP relating to this project?

III. PAKISTAN SITED PROCESS ISSUES

- A. What policy decisions and changes are necessary in order to institutionalize manpower planning and needs assessment as the basis for federal and provincial level training plans and procedures?.
- B. What can USAID and the project do to encourage such changes?

- C. How can participant selection and nomination procedures be made more efficient and timely, e.g., by reducing the number of clearances?
 - D. In what ways, if any, can the role USAID and DSTP play in the selection/nomination process be improved?
 - E. How important and effective is pre-departure orientation provided by DSTP?
- IV. UNITED STATES SITED PROCESS ISSUES
- A. How well are the pre-training activities of reception and orientation meeting participant needs?
 - B. Have placement activities been successful and consistent with the objectives of the project?
 - C. Has the monitoring of, and reporting on, the participants been adequate?
 - D. Have DSTP counseling and support activities met the needs of the participants?
 - E. Should pre-departure debriefing and preparation for reentry be provided?
- V. REENTRY/PROFESSIONAL REINTEGRATION ISSUES
- A. What can USAID and the DSTP do to stimulate better planning among Pakistani agencies with respect to return placement and utilization?
 - B. What services, if any, should DSTP be providing to reintegrate the returnee with his or her home institution?
- VI. PARTICIPANT TRAINING UTILIZATION ISSUES
- A. Has DSTP training:
 - been appropriate?
 - been well utilized?
 - enhanced capabilities of Pakistani organizations?
 - contributed to career development?
 - B. Has non-return of participants, inability of institutions to utilize training, or GOP transfer policies had an important impact on utilization?
 - C. What is the extent of current follow-up activities with participants and are they adequate?
- VII. MANAGEMENT TRAINING AND INSTITUTION STRENGTHENING COMPONENT ISSUES
- A. What has been the impact of the in-country management training and institutional development activities?
 - B. What are the pros and cons of expanding these activities?

- C. How can in-country management training be strengthened and made better known and more accessible, especially to the private sector and women?

VIII. PRIVATE SECTOR COMPONENT ISSUES

- A. Are private sector objectives of DSTP clearly defined?
- B. To what extent are Pakistani organizations and individuals in the private sector involved with needs determination and design input in this part of the DSTP program?
- C. How well does the DSTP effort fit with GOP plans for greater support to private sector initiatives?

IX. ENGLISH LANGUAGE TRAINING COMPONENT ISSUES

- A. Are the English language training opportunities provided by DSTP adequately meeting the training program needs of participants?
- B. How has the DSTP program contributed to the English language teaching capacity of national institutions?

X. FOCUS ON WOMEN

- A. How can the concern for training opportunities for women be given more attention in needs analysis and the selection process?
- B. How can more women be recruited for, and involved in, the existing DSTP program?
- C. How can DSTP programs specifically for women be expanded?

APPENDIX III

MAJOR MATERIALS REVIEWED

MATERIALS REVIEWED

PROJECT DOCUMENTATION

Eighth Six-Month Report (July 1 - December 31, 1987): Development Support Training Project, Academy for Educational Development, submitted to USAID/Pakistan.

Ninth Sixth-Month Report, ibid.

Gunning, Shirley S. Private Sector Business/Management Scholarship Program for Male Candidates. July 15, 1987-February 28, 1988. Final Report. Islamabad.

Interim Evaluation of the Development Support Training Project, conducted by the National Association of Schools of Public Affairs and Administration through A.I.D./S&T/RD (November 21, 1985). (PD-AAT-124) (391-0474).

Participant Training Plans. Government of Pakistan/United States Agency for International Development. 1987, 1988 and 1989.

Project Grant Agreement Between the President of the Islamic Republic of Pakistan and the United States of America for Development Support Training. (April 7, 1983). (PD-AM-708)

Project Paper: Pakistan-Development Support Training (391-0474), (March 1983). (PD-AAM-675)

Project Implementation Reports. 9/30/88, 3/31/88, 9/30/87, Development Support Training. USAID, Islamabad.

Project Paper: Pakistan-Development Support Training (391-0474), March 1983. (PD-AAM-675) USAID, Islamabad.

Project Paper Amendment - Development Support Training (391-0474), (March 28, 1988). (PD-AAX-533)

Request for Proposal No. 391-0474-139. Development Support Training Project - Technical Assistance. July 13, 1988. A.I.D.

Semi-Annual Progress Report: Sept. 1988. Development Support Training Project. USAID/HRD. October, 1988.

Task Orders - Consultants, 1984-1988. AED/Islamabad.

Work Plan 1987: Development Support Training Project, Academy for Educational Development, submitted to USAID/Pakistan.

Work Plan 1988: Development Support Training Project, Academy for Educational Development, submitted to USAID/Pakistan.

REFERENCE MATERIALS ON PARTICIPANT TRAINING EVALUATION

An Analysis of A.I.D. Participant Training Projects, A.I.D. Evaluation Occasional Paper No. 12, Tom Moser and Laurel Elmer (June 1986). (PN-AAV-430).

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Evaluation of Participant Training Component Project (391-09296) "Strengthening Agricultural Research in Pakistan", Susan Gant (March 1986). (PD-AAU-841)

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Final Report: Evaluation of Training Support Services of A.I.D.'s Academic Participant Training Program, Development Associates, Inc. (May 25, 1981). (PN-AAS-998)

Review of Participant Training Evaluation Studies, A.I.D. Evaluation Occasional Paper No. 11, Tom Moser and Laurel Elmer. May 1986. (PN-AAV-288)

MATERIALS RELATED TO PAKISTANI INSTITUTIONS

Code of Ethics. Pakistan Society for the Advancement of Training. September, 1987.

Constitution and By-laws of the Enterprise Forum, April 13, 1988.

Khan, Irshad and Shahiruddine Alvi, Management Training in Pakistan, Pakistan Institute of Management, 1982.

Abdullah, Arshad. Correspondence with John Tabor outlining five-year support proposal for Pakistan Institute of Management, August, 1988.

Five-year Growth Strategy for the Pakistan Institute of Management. Arthur D. Little. 1987.

209

Management Training and Development Programme, July-December, 1988.
Pakistan Institute of Management.

Pakistan Society for the Advancement of Training, brochure, 1986.

Paracha, Saifullah Khan and Sardar Mohd. Sharif Khan. Pakistan Participants Training Programme: A Report on a Study Tour of the U.S.A. October, 1987.

Saeed, Syed Mumtaz. Managerial Challenge in the Third World. Praeger Special Studies. Pakistan edition. Academy of Ideas. Karachi, 1986.

Strategic Plan for 1986-1991. National Institute of Public Administration, Karachi. 1985.

OTHER MATERIALS

AED/EIL Participant training management files on individual participants (Review of a random selection)

Seventh Five-Year Plan (1988-1993). Government of Pakistan, Islamabad.

Khan, I. H., Ali Shahiruddin and Mozina Stane. Management Training and Development in Public Enterprises. International Center for Public Enterprises in Developing Countries. 1982.

Khan, Irshad H. and Ali Shahiruddin. Management Training in Pakistan: PIM Survey. Pakistan Institute of Management, 1982.

Government and Administration in Pakistan. Editor: Jameelur Rehman Khan. Published by Pakistan Public Administration Research Centre O & M Division, Cabinet Secretariat, Government of Pakistan, Islamabad, 1987.

Evolution of Pakistan's Administrative Systems: The Collected Papers of Ralph Braubanti. Editor: Jameelur Rehman Khan. Published by Pakistan Public Administration Research Centre, O & M Division, Islamabad, 1987.

Bureaucracy in Pakistan by Charles H. Kennedy. Oxford University Press, Karachi, 1987.

Management Training in Pakistan by Keith Gardiner, Peter Heyler and Carson Tucker. National Academy Press, 1983.

APPENDIX IV

FOUR INTERVIEW QUESTIONNAIRES

APPENDIX IV-A

PARTICIPANT CALL RECORD SHEET

Respondent # _____

**PAKISTAN DSTP EVALUATION
PARTICIPANT CALL RECORD SHEET**

Last Name: _____ First Name: _____

Ministry/Company: _____

Section/Division: _____

Office Address: _____

Province:

Respondent Type:

- | | |
|------------------|--|
| (1) Baluchistan | (1) Academic training participant - in Pakistan |
| (2) NWFP | (2) Academic training participant - in U.S. |
| (3) Punjab | (3) Academic training participant - in third country |
| (4) Sind | (4) In-country short-term training participant |
| (5) Federal Area | (5) Overseas short-term training participant |

Current Position/Title: _____

Age: _____

Sex: (1) Male (2) Female

Management Systems International has been selected by the U.S. Agency for International Development to evaluate the performance of the Academy for Education Development's Development Support Training Program (DSTP). A part of this evaluation involves examining their performance in placing and supporting trainees sent out of Pakistan for both short term and long term training. In addition, we have been asked to examine the nomination process within the government of Pakistan and how you have utilized your training since returning home. To accomplish this, the following set of questions have been developed to allow you to tell us of your experiences in being selected for training, how you were supported while abroad, and how you have utilized your training since returning to Pakistan. Your help with this evaluation will allow us to improve the training program for future Pakistan participants.

DATE	TIME	RESULT	CONTACT

Interviewer: _____

SEX: (OBSERVATION)
(1) Male
(2) Female

Respondent # _____

PAKISTAN DSTP EVALUATION
ACADEMIC TRAINING PARTICIPANT QUESTIONNAIRE

BACKGROUND

1. Position/title prior to training: _____

2. Highest degree prior to training:

(1) B.A. or B.S.

(2) M.A. or M.S.

(3) Ph.D.

(8) Other... SPECIFY _____

Discipline: _____

3. Degrees received in training:

(1) B.A. or B.S.

(2) M.A. or M.S.

(3) Ph.D.

(8) Other... SPECIFY _____

Discipline: _____

4. University where training took place: _____

5. Date training began:

Month Year

6. Date training finished: _____
Month Year

7. Age when degree was awarded: _____

SELECTION

8. How did you first hear about this training opportunity?

- (1) Newspaper
- (2) Through department/organization where he works
- (3) A.I.D. circular
- (4) Friend, relative, acquaintance outside of department/organization which he works
- (8) Other... (SPECIFY) _____

9. Were you given adequate information about the requirements for participation in the DSTP program including application forms, the TOEFL, the GRE, etc.?

- (1) Yes (GO TO Q.10)
- (2) No (ASK Q.9A)

9A. (IF NO) Why do you feel this way? PROBE: What happened?
CIRCLE AS MANY AS APPROPRIATE.

- (1) Not given all the Pakistan application forms at the same time
- (2) Not told to take the GRE
- (3) Not told to take the TOEFL
- (8) Other... (SPECIFY) _____

10. We are interested in how you came to be a participant in this training program. Did you initiate action to receive training, did someone nominate you to his program with your knowledge, or or did someone nominate you to this program without your prior knowledge?
- (1) Initiated action
 - (2) Someone appointed you to this program with your knowledge
 - (3) Someone appointed you to this program without your prior knowledge
 - (4) Other... (Specify) _____
11. How long before the training began were you informed that your application had been approved?
- _____ days
12. How long before the training began were you given a departure date?
- _____ days
13. Was this amount of time adequate for you to do the things you needed to do prior to departure?
- (1) Yes (ASK Q. 14)
 - (2) No (GO TO Q.13A)
- 13A. (IF NO) Why not?
- (1) Not adequate to prepare family
 - (2) Not adequate to arrange personal affairs
 - (3) Not adequate to make travel arrangements, get ticket, visa, NOC, documents
 - (4) Not adequate to obtain things I needed to take with me or books for work, clothes, money, etc.
 - (5) Not adequate to wrap up job responsibilities
 - (8) Other... (SPECIFY) _____

13B. How many days do you feel you should have had to prepare for departure?

_____ (days)

14. Were there any delays in processing your application for the training or sending you abroad?

(1) Yes (ASK Q. 14A)

(2) No (GO TO Q. 15)

14A. (IF YES) What delays did you encounter?

15. In your opinion, how could the process for selecting or sending trainees abroad be improved?

(1) Process too lengthy, time consuming/repetitive clearance/streamline process

(2) Not kept informed of status/poor communication

(3) Better explanation of process/requirements

(4) Travel forms and visas - better process

(8) Other... (SPECIFY) _____

ENGLISH LANGUAGE TRAINING

16. Did you pass the TOEFL examination the first time you took it?

(1) Yes (ASK Q. 21)

(2) No

17. See attached page.

17. We would like to know what English language training you took specifically in preparation for this training program. Did you take...

	<u>YES</u>	<u>NO</u>
a. CEILS in Islamabad?	(1)	(2)
b. PACC (Pakistan-American Cultural Center)?	(1)	(2)
c. Other?... (SPECIFY) _____	(1)	(2)

17A. (IF YES) How many weeks did this training last?

_____ weeks
 _____ weeks
 _____ weeks

17B. Was the quality of this training excellent, good, fair or poor?

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

2/3

18. What was your TOEFL score before the English language training?

19. What was your TOEFL score after the English language training?

20. How, if at all, could the process of obtaining English language training be improved?

21. When you arrived in the United States, did you feel your English language skills were adequate?

(1) Yes (ASK Q. 22)

(2) No (GO TO Q.21A)

21A. (IF NO) Why not?

(1) American accent difficult

(2) Skills not as good as desired

(8) Other... (SPECIFY) _____

ORIENTATION

22. Did you attend an orientation in Pakistan?

(1) Yes (GO TO Q.23)

(2) No (ASK Q.22A THEN SKIP TO Q.27)

22A. (IF NO) Why not?

(1) Wasn't informed of one

(2) Didn't have time (SKIP TO Q.27)

(3) Other... SPECIFY _____

23. What organization gave the orientation?

(1) AED

(2) EIL

(3) USAID

(4) USIS

(8) Other... (SPECIFY) _____

24. Would you say the orientation prepared you for your trip very well, somewhat or not at all?

(1) very well

(2) somewhat

(3) not at all

25. Briefly describe the orientation that you received.

26. How do you think that the Pakistan orientation could be made more useful to you?
- (1) No suggestions for improvements/it was good
 - (2) Increase time
 - (3) Stress U.S. culture more
 - (4) Schedule/arrange orientation early
 - (8) Other... (SPECIFY) _____

27. Did you receive orientation in the country where you were trained?
- (1) Yes (GO TO Q.28)
 - (2) No (ASK Q.27A AND SKIP TO Q.34)
- 27A. (IF NO) Why not?
- (1) Orientation not offered
 - (2) Arrived too late
 - (8) Other... SPECIFY _____
(SKIP TO Q. 34)
28. Where was the in-country orientation you received given?
- (1) Washington, D.C.
 - (2) Other... (SPECIFY) _____
29. What organization gave the orientation?
- (1) AED/EIL
 - (2) Other... (SPECIFY) _____

30. Would you say the in-country orientation was very useful, somewhat useful, or not at all useful?

- (1) Very useful
- (2) Somewhat useful
- (3) Not at all useful

31. How many days did the in-country orientation last?

- (1) Less than one day
- (2) One day
- (3) 2-4 days
- (4) 5 days or more

32. Do you feel that the in-country orientation was too long, just the right amount of time, or not long enough?

- (1) Too long
- (2) Just right
- (3) Not long enough

33. What problems did you have while abroad that orientation could have better prepared you for?

34. How do you think that the in-country orientation could be made more useful to you?

- (1) No suggestions for improvement/it was good
 - (2) Increase time
 - (3) Stress U.S. culture more
 - (4) Talk about U.S. educational teaching style/grading system/study skills
 - (5) More emphasis on basic living -- food, housing, transportation, finances
 - (7) Orientation should be less negative, alarmist
 - (8) Other... (SPECIFY) _____
-

TRAINING

37. Do you think you were placed in the right university or do you think you should have been sent to a different university?

- (1) In right institution (GO TO Q. 37A)
- (2) Should have been sent to a different institution (ASK Q. 38)

37A. (IF DIFFERENT INSTITUTION) Which university?

37B. Why? DO NOT READ RESPONSES

- (1) Would have preferred to be in a university with a more vigorous/better program
- (2) Would have preferred a discipline not offered by the university I went to
- (3) Would have preferred to be in a university with a less rigorous program
- (8) Other... (SPECIFY) _____

36. How was the discipline that you studied chosen?

- (1) I selected it.
- (2) I selected it in collaboration with my supervisor/agency.
- (3) It was selected by my supervisor/agency alone.
- (8) Other... SPECIFY _____

37. Would you have preferred another discipline than the one you studied?

- (1) Yes (ASK Q. 37A)
- (2) No (GO TO Q.38)

37A. (IF YES) What discipline would you have preferred?

38. Was your training intended to help you do the job you had before the training better, to prepare for a different job, or for some other reason?

- (1) Help you do the job you had before the training better
- (2) Prepare you for a different job
- (8) Other... SPECIFY _____

39. Did you receive any supplemental training during your academic program such as mid-winter seminars, conferences, etc.?

- (1) Yes (ASK Q. 39A)
- (2) No (GO TO Q.40)

39A. (IF YES) What supplemental training did you receive?

40. Would you say that your overall training program was closely related, somewhat related, or that it was not related at all to the job you were supposed to be trained for?

- (1) Closely related
- (2) Somewhat related
- (3) Not at all related

41. Was there a management or planning component included in your training?

- (1) Yes (ASK Q.41A)
- (2) No (GO TO Q.42)

41A. (IF YES) Please describe the management or planning component in your training.

[illegible]

SUPPORT SERVICES

43. Overall, would you rate the support services that you received from your support agency - AED or EIL - as very good, good, or poor?

- (1) Very good
- (2) Good
- (3) Poor

SUPPORT SERVICES

44. During your training thus far, have you experienced serious problems, minor problems or no problems at all in the following:

	<u>Serious Problems</u>	<u>Minor Problems</u>	<u>No Problems</u>
a. Finances	(1)	(2)	(3)
b. Transportation	(1)	(2)	(3)
c. Housing	(1)	(2)	(3)
d. Academic	(1)	(2)	(3)
e. Legal	(1)	(2)	(3)
f. Health	(1)	(2)	(3)
g. Personal	(1)	(2)	(3)
h. Family	(1)	(2)	(3)
i. Any other problems?			

SPECIFY:

_____ (1) (2) (3)

41A. (IF SERIOUS OR MINOR) Did you inform your support agency - AED or EIL - of this problem?

<u>Yes</u>	<u>No</u>
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)
(1)	(2)

41B. (IF YES) Would you say their help was very good, good, or poor?

<u>Very Good</u>	<u>Good</u>	<u>Poor</u>
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)
(1)	(2)	(3)

INTERVIEWER COMMENTS: _____

206

45. In what ways, if any, could your support agency - AED or EIL - have served you better?

- (1) No suggestions for improvements/it was good
- (2) Should have been put in better/more appropriate school
- (3) Better/more communications/difficulty reaching staff
- (4) Better orientation -- general
- (5) Give better help on specific problems/provide specific information
- (6) Issues outside of AED's control
- (8) Other... (SPECIFY) _____

46. During your training did you have any contact with the organizations you work with in Pakistan?

- (1) Yes (ASK Q. 45A)
- (2) No (GO TO Q. 46)

45A. (IF YES) What contact? PROBE: From whom?

46. Do you feel this contact was sufficient?

- (1) Yes
- (2) No

POST-TRAINING

47. When it was time for you to return to the United States, were you invited to stop in Washington for debriefing with your program officer?

(1) Yes (ASK Q. 47A)

(2) No (GO TO Q.48)

47A. (IF YES) Did you go to Washington for the consultation?

(1) Yes (ASK Q. 47C)

(2) No (GO TO Q.47B)

47B. (IF NO) Why not? DO NOT READ RESPONSES.

(1) Didn't have time
(SKIP TO Q.48)

(8) Other... (SPECIFY) _____

47C. (IF YES) Would you say that that consultation was very useful, somewhat useful, or not useful at all?

(1) Very useful

(2) Somewhat useful

(3) Not useful at all

47D. Why do you feel that way?

48. What specific services do you think would be useful to provide to participants when they are ready to return to Pakistan?

49. Since your training has there been any follow-up contact from anyone connected with the training program?

(1) Yes (ASK Q. 49A)

(2) No (GO TO Q.50)

49A. (IF YES) What kind of follow-up contact has there been?

(1) Newsletters

(2) Follow-up questionnaires by USAID or AED/EIL

(3) Alumni/professional organizations

(4) Visits by USAID or AED/EIL staff

(8) Other... (SPECIFY) _____

50. We are interested in what happened to you when you returned to Pakistan after your training. Did you return to your old job, did you keep your old job but in a new location, were you transferred to a different job at the same level in your organization, were you promoted to another job within your organization, did you change employers and take a job at the same level, or did you change employers and take a job at a higher level?

(1) Returned to old job (GO TO Q. 51)

(2) Old job - new location

(3) Different job in same organization - same level (ASK Q. 50A)

(4) Promoted in same organization

(5) Changed employers - same level

(6) Changed employers - promoted

50A. (IF CHANGED JOBS OR LOCATION) How long after your return did this change occur?

- (1) Immediately upon return
- (2) Within 6 months
- (3) 7 months - 1 year
- (4) more than 1 year

51. Is the job you are currently in the job you were supposed to be trained for?

- (1) Yes (GO TO Q.52)
- (2) No (ASK Q.51A)

51A. (IF NO; Why not? PROBE: What happened?

52. Would you say you have used your training in your current job very much, somewhat, very little, or not at all?

- (1) Very much (Go to Q. 53)
- (2) Somewhat
- (3) Very little (ASK Q.52A)
- (4) Not at all

52A. (IF SOMEWHAT, VERY LITTLE, OR NOT AT ALL) Why haven't you used your training in your current job (more)? DO NOT READ CODE CATEGORIES. CIRCLE APPROPRIATE CATEGORY AND RECORD RESPONSE VERBATIM BELOW.

- (1) Lack of authorization from supervisor
- (2) Policies and procedures won't permit me to
- (3) I don't have the necessary tools and equipment
- (4) My current job does not require the skills I learned in the training
- (8) Other... SPECIFY (RECORD RESPONSE VERBATIM)

53. Would you say that the training you have received has advanced your career a lot, somewhat, or not at all?

- (1) a lot (ASK Q.53A)
- (2) somewhat
- (3) not at all (GO TO Q.54)

53A. (IF A LOT OR SOMEWHAT) How has the training advanced your career?

- (1) Been promoted
 - (2) Have increased responsibilities in old job
 - (8) Other... SPECIFY _____
-
-
-

231

54. Would you say that your training has been very helpful, helpful, or of no help at all in carrying out your current management responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all

54A. Why do you feel that way?

55. In your current job, do you feel you need more management training?

- (1) Yes (ASK Q. 55A)
- (2) No (GO TO Q. 56)

55A. (IF YES) What additional management training would be useful to you?

232

56. Would you say that your training has been very helpful, somewhat helpful, or of no help at all in carrying out your current technical responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all

56A. Why do you feel that way?

57. In your current job, do you feel you need more technical training?

- (1) Yes (ASK Q. 57A)
- (2) No (GO TO Q. 58)

57A. (IF YES) What additional technical training would be useful to you?

58. Are there any other comments you would like to make about any aspect of your training program that we haven't already covered?

APPENDIX IV-B

***ACADEMIC TRAINING PARTICIPANT
QUESTIONNAIRE - CURRENTLY
TRAINING IN U.S.***

SEX (OBSERVATION)
(1) Male
(2) Female

Respondent # _____

PAKISTAN DSTP EVALUATION
ACADEMIC TRAINING PARTICIPANT QUESTIONNAIRE -
CURRENTLY TRAINING IN U.S.

BACKGROUND

1. Position/title prior to training: _____

2. Highest degree prior to training:

(1) B.A. or B.S.

(2) M.A. or M.S.

(3) Ph.D.

(8) Other... SPECIFY _____

Discipline: _____

3. Degrees in training for:

(1) B.A. or B.S.

(2) M.A. or M.S.

(3) Ph.D.

(8) Other... SPECIFY _____

Discipline: _____

4. University where training: _____

5. Date training began: _____
Month Year

6. Date training expected to finish: _____
Month Year

7. Age: _____

SELECTION

8. How did you first hear about this training opportunity?
- (1) Newspaper
 - (2) Through department/organization where he works
 - (3) A.I.D. circular
 - (4) Friend, relative, acquaintance outside of department/organization which he works
 - (5) Other... (SPECIFY) _____
9. Were you given adequate information about the requirements for participation in the DSTP program including application forms, the TOEFL, the GRE, etc.?
- (1) Yes (GO TO Q.10)
 - (2) no (ASK Q.9A)
- 9A. (IF NO) Why do you feel this way? PROBE: What happened? CIRCLE AS MANY AS APPROPRIATE.
- (1) Not given all the Pakistan application forms at the same time
 - (2) Not told to take the GRE
 - (3) Not told to take the TOEFL
 - (8) Other... (SPECIFY) _____
10. We are interested in how you came to be a participant in this training program. Did you apply for this program yourself, did someone appoint you to his program with your knowledge, or did someone appoint you to this program without your prior knowledge?
- (1) Applied for program yourself
 - (2) Someone appointed you to this program with your knowledge
 - (3) Someone appointed you to this program without your prior knowledge

11. How long before the training began were you given a departure date?
_____ days

12. How long before the training began were you informed that your application had been approved?
_____ days

13. Was this amount of time adequate for you to do the things you needed to do prior to departure?

(1) Yes (ASK Q. 14)

(2) No (GO TO Q.13A)

13A. (IF NO) Why not?

13B. How many days do you feel you should have had to prepare for departure?

14. Were there any delays in the process of applying for the training or sending you abroad?

(1) Yes (ASK Q. 14A)

(2) No (GO TO Q. 15)

14A. (IF YES) What delays did you encounter?

15. In your opinion, how could the process for selecting or sending trainees abroad be improved?

ENGLISH LANGUAGE TRAINING

16. Did you pass the TOEFL examination the first time you took it?
- (1) Yes (ASK Q. 21)
- (2) No

17. We would like to know what English language training you took specifically in preparation for this training program. Did you take...

	<u>YES</u>	<u>NO</u>
a. CELLS in Islamabad?	(1)	(2)
b. PACC (Pakistan-American Cultural Center)?	(1)	(2)
c. Other?... (SPECIFY) _____	(1)	(2)

17A. (IF YES) How many weeks did this training last?

_____ weeks
_____ weeks
_____ weeks

17B. Was the quality of this training excellent, good, fair or poor?

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

100

18. What was your TOEFL score before the English language training?

19. What was your TOEFL score after the English language training?

20. How, if at all, could the process of obtaining English language training be improved?

21. When you arrived in the United States, did you feel your English language skills were adequate?

(1) Yes (ASK Q. 22)

(2) No (GO TO Q.21A)

21A. (IF NO) Why not?

ORIENTATION

22. Did you attend an orientation in Pakistan?

(1) Yes (GO TO Q.23)

(2) No (ASK Q.22A THEN SKIP TO Q.27)

22A. (IF NO) Why not?

(1) Wasn't informed of one

(2) Didn't have time

(3) Other... SPECIFY _____

(SKIP TO Q.27)

23. What organization gave the orientation?

(1) AED

(2) EIL

(3) USAID

(4) USIS

(5) Other... (SPECIFY) _____

24. Would you say the orientation prepared you for your trip very well, somewhat or not at all?

(1) very well

(2) somewhat

(3) not at all

25. Briefly describe the orientation that you received.

26. How do you think that the Pakistan orientation could be made more useful to you?

27. Did you receive orientation in the country where you were trained?
- (1) Yes (GO TO Q.28)
 - (2) No (ASK Q.27A AND SKIP TO Q.34)
- 27A. (IF NO) Why not?
- (1) Orientation not offered
 - (2) Arrived too late
 - (8) Other... SPECIFY _____ (SKIP TO Q. 34)
28. Where was the in-country orientation you received given?
- (1) Washington, D.C.
 - (8) Other... (SPECIFY) _____
29. What organization gave the orientation?
- (1) AED/EIL
 - (8) Other... (SPECIFY) _____
30. Would you say the in-country orientation was very useful, somewhat useful, or not at all useful?
- (1) Very useful
 - (2) Somewhat useful
 - (3) Not at all useful
31. How many days did the in-country orientation last?
- (1) Less than one day
 - (2) One day
 - (3) 2-4 days
 - (4) 5 days or more

32. Do you feel that the in-country orientation was too long, just the right amount of time, or not long enough?

- (1) Too long
- (2) Just right
- (3) Not long enough

33. How do you think that the in-country orientation could be made more useful to you?

34. What problems did you have while abroad that orientation could have better prepared you for?

TRAINING

35. How was the discipline that you studied chosen?

- (1) I selected it.
- (2) I selected it in collaboration with my supervisor/agency.
- (3) It was selected by my supervisor/agency alone.

(8) Other... (SPECIFY) _____

36. Would you have preferred another discipline than the one you studied?

(1) Yes (ASK Q. 36A)

(2) No (GO TO Q.37)

36A. (IF YES) What discipline would you have preferred?

37. Do you think you were placed in the right university or do you think you should have been sent to a different university?

(1) In right institution (GO TO Q. 38)

(2) Should have been sent to a different institution (ASK Q. 37A)

37A. (IF DIFFERENT INSTITUTION) Which university?

37B. Why? DO NOT READ RESPONSES

(1) Would have preferred to be in a university with a more vigorous/better program

(2) Would have preferred a discipline not offered by the university I went to

(3) Would have preferred to be in a university with a less rigorous program

(8) Other... SPECIFY _____

38. Is your training intended to help you do the job you had before the training better, prepare you for a different job, or for some other reason?

(1) Help you do the job you had before the training better

(2) Prepare you for a different job

(3) Other... (SPECIFY) _____

39. Have you received any supplemental training during your academic program such as mid-winter seminars, conferences, etc.?

(1) Yes (ASK Q.39A)

(2) No (GO TO Q.40)

39A. (IF YES) What supplemental training have you received?

40. Would you say that your overall training program is closely related to the job you're supposed to be trained for, that it is somewhat related to the job you're supposed to be trained for, or that it is not related at all to the job you're supposed to be trained for?

(1) Closely related

(2) Somewhat related

(3) Not at all related

SUPPORT SERVICES

41. During your training thus far, have you experienced serious problems, minor problems or no problems at all in the following:

41A. (IF SERIOUS OR MINOR) Did you inform your support agency - AED or EIL - of this problem?

41B. (IF YES) Would you say their help was very good, good, or poor?

	<u>Serious Problems</u>	<u>Minor Problems</u>	<u>No Problems</u>	<u>Yes</u>	<u>No</u>	<u>Very Good</u>	<u>Good</u>	<u>Poor</u>
a. Finances	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
b. Transportation	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
c. Housing	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
d. Academic	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
e. Legal	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
f. Health	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
g. Personal	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
h. Family	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
i. Any other problems?								
SPECIFY:								
_____	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)

INTERVIEWER COMMENTS: _____

246

42. Overall, thus far would you rate the support services that you received from your support agency - AED or EIL - as very good, good, or poor?

(1) Very good

(2) Good

(3) Poor

43. In what ways, if any, could your support agency - AED or EIL - have served you better?

44. Thus far, during your training, have you had any contact with the organizations you work with in Pakistan?

(1) Yes (ASK Q. 44A)

(2) No (GO TO Q. 45)

44A. (IF YES) What kind of contact? PROBE: From whom?

45. Do you feel this contact was sufficient?

(1) Yes

(2) No

APPENDIX IV-C

CALL RECORD SHEET

Respondent # _____

PAKISTAN DSTP EVALUATION
CALL RECORD SHEET

Last Name: _____ First Name: _____

Ministry/Company: _____

Section/Division: _____

Office Address: _____

Province: _____ Respondent Type: _____

- (1) Baluchistan (1) Academic training participant - in Pakistan
- (2) NWFP (2) Academic training participant - in U.S.
- (3) Punjab (3) Academic training participant - in third country
- (4) Sind (4) In-country short-term training participant
- (5) Federal Area (5) Overseas short-term training participant

Current Position/Title: _____

Age: _____

Sex: (1) Male (2) Female

Management Systems International has been selected by the U.S. Agency for International Development to evaluate the performance of the Academy for Education Development's Development Support Training Program (DSTP). A part of this evaluation involves examining their performance in placing and supporting trainees sent out of Pakistan for both short term and long term training. In addition, we have been asked to examine the nomination process within the government of Pakistan and how you have utilized your training since returning home. To accomplish this, the following set of questions have been developed to allow you to tell us of your experiences in being selected for training, how you were supported while abroad, and how you have utilized your training since returning to Pakistan. Your help with this evaluation will allow us to improve the training program for future Pakistan participants.

DATE	TIME	RESULT	CONTACT

Interviewer: _____

249

SEX (OBSERVATION)
(1) Male
(2) Female

Respondent # _____

PAKISTAN DSTP EVALUATION
OVERSEAS SHORT-TERM PARTICIPANT QUESTIONNAIRE
(RETURNEES)

BACKGROUND

1. Position/title prior to training: _____

2. Highest degree:

(1) B.A. or B.S.

(2) M.A. or M.S.

(3) Ph.D.

(8) Other... SPECIFY _____

Discipline: _____

3. Date training began: _____
Month Year

4. Date training finished: _____
Month Year

5. Age: _____

SELECTION

6. How did you first hear about this training opportunity?
- (1) Newspaper
 - (2) Through department or organization where he works
 - (3) A.I.D. circular
 - (4) Friend, relative, acquaintance outside of department in which he works
 - (8) Other... SPECIFY _____
7. Were you given adequate information about the requirements for participation in the DSTP program including application forms, the TOEFL, etc.?
- (1) Yes (GO TO Q.8)
 - (2) No (ASK Q.7A)
- 7A. (IF NO) Why do you feel this way? PROBE: What happened? CIRCLE AS MANY AS APPROPRIATE.
- (1) Not given all the Pakistan application forms at the same time
 - (2) Not told to take the GRE
 - (8) Other... (SPECIFY) _____
8. We are interested in how you came to be a participant in this training program. Did you apply for this program yourself, did someone appoint you to this program with your knowledge, or did someone appoint you to this program without your prior knowledge?
- (1) Applied for program yourself
 - (2) Someone appointed you to this program with your knowledge
 - (3) Someone appointed you to this program without your prior knowledge
 - (8) Other... (SPECIFY) _____

9. How long before the training began were you informed that your application had been approved?

_____ days

10. How long before the training began were you given a departure date?

_____ days

11. Was this amount of time adequate for you to do the things you needed to do prior to departure?

(1) Yes (ASK Q. 12)

(2) No (GO TO Q.11A)

- 11A. (IF NO) Why not?

(1) Not adequate to prepare family

(2) Not adequate to arrange personal affairs

(3) Not adequate to make travel arrangements, ticket, visa, etc.

(4) Not adequate to obtain things I needed to take

(5) Not adequate to wrap up job responsibilities

(8) Other... (SPECIFY) _____

- 11B. How many days do you feel you should have had to prepare for departure?

12. Were there any delays in the process of applying for the training or sending you abroad?

(1) Yes (ASK Q. 12A)

(2) No (GO TO Q. 13)

12A. (IF YES) What delays did you encounter?

13. In your opinion, how could the process for selecting or sending trainees abroad be improved?

(1) Process too lengthy, time consuming/repetitive clearance/streamline process

(2) Not kept informed of status/poor communication

(3) Better explanation of process/requirements

(4) Travel forms and visas - better process

(8) Other... (SPECIFY) _____

ENGLISH LANGUAGE TRAINING

14. Did your training require that you take the TOEFL examination?

(1) Yes (ASK Q. 14A)

(2) No (Skip to Q. 21)

14A. Did you pass the TOEFL examination the first time you took it?

(1) Yes (ASK Q. 21)

(2) No

15. We would like to know what English language training you took specifically in preparation for this training program. Did you take...

	<u>YES</u>	<u>NO</u>
a. CEILS in Islamabad?	(1)	(2)
b. PACC (Pakistan-American Cultural Center)?	(1)	(2)
c. Other?... (SPECIFY) _____	(1)	(2)

17A. (IF YES) How many weeks did this training last?

_____ weeks
 _____ weeks
 _____ weeks

17B. Was the quality of this training excellent, good, fair or poor?

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

252

16. What was your first TOEFL score?

17. What was your final TOEFL score?

18. How, if at all, could the English language training be improved?

19. When you arrived in the United States, did you feel your English language skills were adequate?

(1) Yes (ASK Q. 20)

(2) No (GO TO Q.19A)

(9) Not applicable - didn't go to U.S. (GO TO Q.20)

19A. (IF NO) Why not?

(1) American accent too difficult

(2) Skills not as good as desired

(8) Other... (SPECIFY) _____

ORIENTATION

20. Did you attend an orientation in Pakistan?

(1) Yes (GO TO Q.21)

(2) No (ASK Q.20A THEN SKIP TO Q.25)

200-

20A. (IF NO) Why not?

- (1) Wasn't informed of one
- (2) Didn't have time (SKIP TO Q.25)
- (3) Other... (SPECIFY) _____

21. What organization gave the orientation?

- (1) AED
- (2) EIL
- (3) USAID
- (4) USIS
- (8) Other... (SPECIFY) _____

22. Would you say the orientation prepared you for your trip very well, somewhat or not at all?

- (1) very well
- (2) somewhat
- (3) not at all

23. Briefly describe the orientation that you received.

24. How do you think that the Pakistan orientation could be made more useful to you?

(1) No suggestions for improvements/it was good

(2) Increase time

(3) Stress U.S. culture more

(4) Schedule/arrange orientation early

(8) Other... (SPECIFY) _____

25. Did you receive orientation in the country where you were trained?

(1) Yes (GO TO Q.26)

(2) No (ASK Q.25A AND SKIP TO Q.31)

25A. (IF NO) Why not?

(1) Orientation not offered

(2) Arrived too late (SKIP TO Q.31)

(3) Other... SPECIFY _____

26. Where was the in-country orientation you received given?

(1) Washington, D.C.

(2) Other... (SPECIFY) _____

27. What organization gave the orientation?

(1) AED/EIL

(2) Other... (SPECIFY) _____

28. Would you say the in-country orientation was very useful, somewhat useful, or not at all useful?

- (1) Very useful
- (2) Somewhat useful
- (3) Not at all useful

29. Do you feel that the in-country orientation was too long, just the right amount of time, or not long enough?

- (1) Too long
- (2) Just right
- (3) Not long enough

30. How do you think that the in-country orientation could be made more useful to you?

- (1) No suggestions for improvement/it was good
- (2) Make longer
- (3) Stress U.S. culture more
- (4) Arrange orientation earlier
- (5) More emphasis on basic living -- food, housing, transportation, finances
- (8) Other... (SPECIFY) _____

31. What problems did you have while abroad that orientation could have better prepared you for?

2-18

TRAINING

32. What type of training did you attend?

- (1) Study tour
- (2) Short course
- (3) Conference/Workshop
- (4) Other... SPECIFY _____

33. What was the subject of the training?

34. Where did the training take place?

- Institution: _____
- City: _____
- State: _____
- Country: _____

35. Briefly describe your training activity.

36. How was the subject that you studied chosen?

- (1) I selected it.
- (2) I selected it in collaboration with my supervisor/agency.
- (3) It was selected by my supervisor/agency alone.
- (8) Other... (SPECIFY) _____

37. Would you have preferred another subject than the one you studied?

(1) Yes (ASK Q. 37A)

(2) No (GO TO Q.38)

37A. (IF YES) What subject would you have preferred?

38. Was your training intended to help you do your current job better, prepare you for a promotion, or for some other reason?

(1) Help you do your current job better

(2) Prepare you for a promotion

(8) Other... SPECIFY _____

39. Would you say that your overall training program was closely related to the job you had prior to the training, that it was somewhat related to the job you had prior to the training, or that it was not related at all to the job you had prior to the training?

(1) Closely related

(2) Somewhat related

(3) Not at all related

POST-TRAINING

40. Since your training has there been any follow-up contact from anyone connected with the training program?

(1) Yes (ASK Q. 40A)

(2) No (GO TO Q.41)

40A. (IF YES) What kind of follow-up contact has there been?

(1) Newsletters

(2) Alumni/professional organizations

(3) Visits by USAID or AED/EIL staff

(4) Follow-up questionnaires by USAID or AED/EIL

41. How do you feel the training you have received has helped you?
- (1) Gave me additional skills
 - (2) Gave me a broader understanding of how my unit functions and the potential for improving it.
 - (8) Other... SPECIFY _____

42. Would you say you have used your training in your current job very much, somewhat, very little, or not at all?

- (1) Very much
 - (2) Somewhat
 - (3) Very little
 - (4) Not at all
- 42A. (IF SOMEWHAT, VERY LITTLE, OR NOT AT ALL) Why haven't you used your training in your current job (more)? DO NOT READ CODE CATEGORIES. CIRCLE APPROPRIATE CATEGORY AND RECORD RESPONSE VERBATIM BELOW.
- (1) Lack of authorization from supervisor
 - (2) Policies and procedures won't permit me to
 - (3) I don't have the necessary tools and equipment
 - (4) My current job does not require the skills I learned in the training
 - (8) Other... (SPECIFY) _____

43. Would you say that the training you have received has advanced your career a lot, somewhat, or not at all?

- (1) a lot (ASK Q.43A)
- (2) somewhat
- (3) not at all (GO TO Q.44)

43A. (IF A LOT OR SOMEWHAT) How has the training advanced your career?

- (1) Been promoted
- (2) Have increased responsibilities in old job
- (8) Other... SPECIFY _____

44. Would you say that your training has been very helpful, helpful, or of no help at all in carrying out your current management responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all
- (9) Not applicable - have no management responsibilities

44A. Why do you feel that way?

45. In your current job, do you feel you need more management training?

- (1) Yes (ASK Q. 45A)
- (2) No (GO TO Q. 46)

45A. (IF YES) What additional management training would be useful to you?

46. Would you say that your training has been very helpful, somewhat helpful, or of no help at all in carrying out your current technical responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all

46A. Why do you feel that way?

47. In your current job, do you feel you need more technical training?

- (1) Yes (ASK Q. 47A)
- (2) No (GO TO Q. 48)

47A. (IF YES) What additional technical training would be useful to you?

48. Are there any other comments you would like to make about any aspect of your training program that we haven't already covered?

APPENDIX IV-D

SUPERVISOR QUESTIONNAIRE

Respondent #

PAKISTAN DSTP EVALUATION
SUPERVISOR QUESTIONNAIRE

1. How many employees that you supervised have been sent for training through the Development Support Training Program?

2. What were their jobs? 2A. What training programs were they sent to?

JOB	TRAINING PROGRAM SENT TO

3. In general, were you very involved, somewhat involved, or not at all involved in the selection of participants for DSTP?

- (1) Very involved
- (2) Somewhat involved
- (3) Not at all involved

4. What was the process that was used for selecting employees for training under DSTP?

2/6/6

5. Were participants usually sent for training for the purpose of helping them do their current job better, or to prepare them for a promotion, or for some other reason?

(1) Help them do their current job better

(2) Prepare them for a promotion

(8) Other... SPECIFY _____

6. Did you have a role in choosing whether your employees received non-degree or academic training?

(1) Yes (ASK Q. 6A)

(2) No (GO TO Q.7)

6A. What was your role?

7. Did you have a role in choosing the discipline in which your employees were trained?

(1) Yes (ASK Q. 7A)

(2) No (GO TO Q.8)

7A. (IF YES) What was your role?

8. We are interested in what happens to trainees when they return from training. Typically, do they return to their old job, return to their old job in a new location, return to a different job at the same level in your organization, are they promoted to another job within your organization, do they change employers and take a job at the same level, or do they change employers and take a job at a higher level?

- (1) Returned to old job
- (2) Old job - new location
- (3) Different job in same organization - same level
- (4) Promoted in same organization
- (5) Change employers - same level
- (6) Change employers - higher level

9. Upon their return to Pakistan, are participants usually placed in jobs for which they have been specifically trained?

- (1) Yes (ASK Q. 10)
- (2) No (GO TO Q.9A)

9A. (IF NO) Why?

10. Would you say that participants' performance on the job after training is usually improved a great deal, improved somewhat, or not improved at all?

- (1) Improved a great deal
- (2) Improved somewhat
- (3) Not improved at all

10A. Please explain.

11. We are interested in your suggestions about how various aspects of this participant training program might be improved. First of all, what changes, if any, do you feel should be made in the selection process - including how potential trainees find out about the program, how they are selected, etc.?

12. Similarly, what other changes, if any, do you feel should be made in any other aspect of the participant training process?

13. Has a training needs analysis and training plan been developed for your Ministry?

- (1) Yes (ASK Q. 13A)
- (2) No (GO TO Q.14)
- (3) Don't know (GO TO Q. 14)

13A. (IF YES) Were you involved in this process?

- (1) Yes (ASK Q. 13B)
- (2) No (GO TO Q.14)

13B. (IF YES) How were you involved?

13 (C) Who did the training needs analysis and training plan?

Name _____ Designation _____

14. In general, would you say that the job performance of returned trainees is a lot better, somewhat better, about the same, or worse than the performance of people who have not received USAID training?

- (1) Much better
- (2) Somewhat better
- (3) About the same
- (4) Worse

14A. Why do you feel that way?

15. People have different opinions about the value of academic training versus non-degree training. For your particular section of your organization, what would be most useful to you - to have more people receive non-degree training or a smaller number of people receive academic training?

- (1) More receive non-degree training
- (2) Fewer receive academic training

15A. Why do you feel that way?

16. Likewise, people feel differently about the value of in-country training versus overseas training including third country training. For your organization, what would be most useful to you - to send more people for in-country training or to send more people to be trained overseas?

- (1) In-country training
- (2) Overseas training

16A. Why do you feel this way?

17. To your knowledge, do people trained in the USAID program share the information they gained or skills they learned with others in your organization - their boss, colleagues, or people that work under them - frequently, occasionally or not at all?

- (1) Frequently (ASK Q. 17A)
- (2) Occasionally
- (3) Not at all (GO TO Q. 18)
- (4) Don't know

17A. (IF FREQUENTLY OR OCCASIONALLY) Please give me some examples.

18. To your knowledge, have any people trained in the USAID program conducted any training activities since they returned for other people in your organization?

- (1) YES (ASK Q. 18A)
- (2) No (GO TO Q. 19)

18A. (IF YES) What training activities have they conducted? BE SPECIFIC.

19. Are there any other comments you would like to make about any aspect of the USAID training program that we haven't already covered?

INTERVIEWER: COMPLETE THE EMPLOYEE-SPECIFIC QUESTIONS (Q. 20-26) FOR EACH OF THE SUPERVISOR'S EMPLOYEES INTERVIEWED. (SEE SUPERVISOR CALL RECORD SHEET.)

EMPLOYEE-SPECIFIC QUESTIONS ABOUT: _____ Resp. # _____
(name)

20. Now I need to ask you a few questions specifically about one of your employees, _____, one of the DSTP trainees. Were you very involved, somewhat involved, or not at all involved in the selection of _____ for participant training?

- (1) Very involved
- (2) Somewhat involved
- (3) Not at all involved

21. Was _____ sent for training for the purpose of helping him do his current job better, to prepare him for a promotion, or for some other reason?

- (1) Help them do their current job better
- (2) Prepare them for a promotion
- (3) Other... SPECIFY _____

22. When _____ returned from training, did he return to his old job, return to his old job in a new location, return to a different job at the same level in your organization, was he promoted to another job within your organization, did he change employers and take a job at the same level, or did he change employers and take a job at a higher level.

- (1) Returned to old job
- (2) Old job - new location
- (3) Different job in same organization - same level
- (4) Promoted in same organization
- (5) Changed employers - same level
- (6) Changed employers - promoted

23. Was _____ placed in a job for which he had been specifically trained when he returned from training?

(1) Yes (GO TO Q.24)

(2) No (ASK Q.23A)

23A. (IF NO) Why not? PROBE: What happened?

24. Would you say that _____'s performance on the job after the training has improved a great deal, improved somewhat, or not improved at all?

(1) Improved a great deal

(2) Improved somewhat

(3) Not improved at all

(4) Don't know - was not his supervisor before the training

24A. Why do you feel this way?

25. To your knowledge, has _____ shared the information he gained or skills that he learned with others in your organization - his boss, colleagues, or people that work under him - frequently, occasionally or not at all?

(1) Frequently

(2) Occasionally

(3) Not at all

(4) Don't know

(ASK Q. 25A)

(GO TO Q. 26)

25A. (IF FREQUENTLY OR OCCASIONALLY) Please give me some examples.

26. Has _____ conducted any training activities since he has returned for other people in your organization?

(1) Yes (ASK Q. 26A)

(2) No (TERMINATE INTERVIEW)

26A. (IF YES) What training activities has he conducted? BE SPECIFIC.

Thank you very much for your time.

APPENDIX V

TWO IN-COUNTRY SHORT TERM QUESTIONNAIRES

APPENDIX V-A

***IN-COUNTRY SHORT-TERM
PARTICIPANT QUESTIONNAIRE***

SEX: (OBSERVATION)
(1) Male
(2) Female

Respondent # _____

PAKISTAN DSTP EVALUATION
IN-COUNTRY SHORT-TERM PARTICIPANT QUESTIONNAIRE

BACKGROUND

1. Position/title prior to training: _____
2. Highest degree prior to training:
 - (1) B.A. or B.S.
 - (2) M.A. or M.S.
 - (3) Ph.D.
 - (8) Other... SPECIFY _____Discipline: _____
3. Date training began: _____
Month Year
4. Date training finished: _____
Month Year
5. Age: _____

SELECTION

6. How did you first hear about this training opportunity?
 - (1) Newspaper
 - (2) Through department/organization where he works
 - (3) A.I.D. circular
 - (4) Friend, relative, acquaintance outside of department/organization which he works
 - (8) Other... (SPECIFY) _____

7. Were you given adequate information about the requirements for participation in the DSTP program?

(1) Yes (GO TO Q.8)

(2) No (ASK Q.7A)

7A. (IF NO) Why do you feel this way? PROBE: What happened?
CIRCLE AS MANY AS APPROPRIATE.

8. We are interested in how you came to be a participant in this training program. Did you initiate action to receive training, did someone nominate you to his program with your knowledge, or or did someone nominate you to this program without your prior knowledge?

(1) Applied for program yourself

(2) Someone appointed you to this program with your knowledge

(3) Someone appointed you to this program without your prior knowledge

9. Were there any delays in processing your application for the training or sending you to it?

(1) Yes (ASK Q. 9A)

(2) No (GO TO Q. 10)

9A. (IF YES) What delays did you encounter?

10. In your opinion, how could the process for selecting or sending trainees be improved?

TRAINING

11. What type of training did you attend?

- (1) Study tour
- (2) Short course
- (3) Conference/Workshop
- (8) Other.. (SPECIFY) _____

12. What was the subject of the training?

13. Where did the training take place?

Institution: _____

City: _____

14. Briefly describe your training activity.

15. How was the subject that you studied chosen?
- (1) I selected it.
 - (2) I selected it in collaboration with my supervisor/agency
 - (3) It was selected by my supervisor/agency alone
 - (8) Other... (SPECIFY) _____
16. Would you have preferred another subject than the one you studied?
- (1) Yes (ASK Q. 16A)
 - (2) No (GO TO Q.17)
- 16A. (IF YES) What subject would you have preferred?
- _____
17. Was your training intended to help you do your current job better, prepare you for a promotion, or for some other reason?
- (1) Help you do your current job better
 - (2) Prepare you for a promotion
 - (8) Other... SPECIFY _____
18. Would you say that your overall training program was closely related to the job you had prior to the training, that it was somewhat related to the job you had prior to the training, or that it was not related at all to the job you had prior to the training?
- (1) Closely related
 - (2) Somewhat related
 - (3) Not at all related

POST-TRAINING

19. Since your training has there been any follow-up contact from anyone connected with the training program?

(1) Yes (ASK Q. 19A)

(2) No (GO TO Q.20)

19A. (IF YES) What kind of follow-up contact has there been?

20. How would you rate the overall quality of the training you received?

(5) Excellent (4) Very good (3) Good (2) Fair (1) Poor

20A. Why?

20B. How do you feel the training you have received has helped you?

(1) Gave me additional skills

(2) Gave me a broader understanding of how my unit functions and the potential for improving it.

(8) Other... SPECIFY _____

20C. How would you grade the level of the material presented?

(1) Too advanced (2) About right (3) Too simple

20D. How would you grade the SUBJECT MATTER COMPETENCE of the instructor provided by USAID/AED for this training?

- (1) Outstanding (2) Very good (3) Fair (4) Poor
(5) Very bad

Why?

20E. How would you grade the PRESENTATION COMPETENCE of the instructor provided by USAID/AED for this training?

- (1) Outstanding (2) Very good (3) Fair (4) Poor
(5) Very bad

Why?

20F. Would you recommend this program for other persons?

- (1) Strongly recommend (2) Recommend (3) Not recommend

Why?

21. Would you say you have used your training in your current job very much, somewhat, very little, or not at all?

- (1) Very much
- (2) Somewhat
- (3) Very little
- (4) Not at all

21A. (IF SOMEWHAT, VERY LITTLE, OR NOT AT ALL) Why haven't you used your training in your current job (more)? DO NOT READ CODE CATEGORIES. CIRCLE APPROPRIATE CATEGORY AND RECORD RESPONSE VERBATIM BELOW.

- (1) Lack of authorization from supervisor
- (2) Policies and procedures won't permit me to
- (3) I don't have the necessary tools and equipment
- (4) My current job does not require the skills I learned in the training
- (8) Other... (SPECIFY) _____

22. Would you say that the training you have received has advanced your career a lot, somewhat, or not at all?

- (1) a lot (ASK Q.22A)
- (2) somewhat
- (3) not at all (GO TO Q.23)

23A. How has the training advanced or hindered your career?

- (1) Been promoted
- (2) Received other responsibilities
- (8) Other... (SPECIFY) _____

23. Would you say that your training has been very helpful, helpful, or of no help at all in carrying out your current management responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all

23A. Why do you feel that way?

24. In your current job, do you feel you need more management training?

- (1) Yes (ASK Q. 24A)
- (2) No (GO TO Q. 25)

24A. (IF YES) What additional management training would be useful to you?

25. Would you say that your training has been very helpful, somewhat helpful, or of no help at all in carrying out your current technical responsibilities?

- (1) Very helpful
- (2) Somewhat helpful
- (3) No help at all

255

25A. Why do you feel that way?

26. In your current job, do you feel you need more technical training?

(1) Yes (ASK Q. 26A)

(2) No (GO TO Q. 27)

26A. What additional technical training would be useful to you?

27. Are there any other comments you would like to make about any aspect of your training program that we haven't already covered?

256

APPENDIX V-B

***WOMEN MANAGEMENT AND
ENTREPRENEURIAL TRAINEES***

SEX: (OBSERVATION)
(1) Male
(2) Female

Respondent # _____

PAKISTAN DSTP EVALUATION
IN-COUNTRY SHORT-TERM PARTICIPANT QUESTIONNAIRE
(Women Management and Entrepreneurial Trainees)

BACKGROUND

- 1A. Name and Age _____ Province: _____
1B. Position/title prior to training: _____
1C. How long have you been working at your current job? _____

2. Highest degree:

- (1) B.A. or B.S.
(2) M.A. or M.S.
(3) Ph.D.

Other... SPECIFY _____

Discipline: _____

3. Title of Training course or courses taken

4. Date training began: _____
Month Year

5. Date training finished: _____
Month Year

25

SELECTION

6. How did you first hear about this training opportunity?

- (1) Newspaper
- (2) Through department/organization where he works
- (3) A.I.D. circular
- (4) Friend, relative, acquaintance outside of department/
organization which he works
- (8) Other... (SPECIFY) _____

7. Did you have any difficulties applying for this training?

- (1) Yes (Go to Q. 7A)
- (2) No (Go to Q. 9)

7A. Please explain: _____

8. Were you given adequate information about the forms you needed to complete to apply for this training, how to complete them, by when they needed to be completed, etc.?

- (1) Yes (GO TO Q.9)
- (2) No (ASK Q.8A)

8A. (IF NO) Why do you feel this way?

9. Where did the training take place?

Institution: _____

City: _____

10. Briefly describe your training activity?

11. Was your training intended to help you do your current job better, prepare you for a promotion, or for some other reason?

(1) Help you do your current job better

(2) Prepare you for a promotion

(8) Other... SPECIFY _____

12. Have you improved your business on your job skills as a result of *this training?

(1) Yes (Go to Q. 12A)

(2) No (Go to Q. 14)

12A. The areas of my business or my office functions that have improved are:

- (1) Sales
- (2) Organization/Administration
- (3) Marketing
- (4) Profits
- (5) Personnel
- (6) Production
- (7) Planning
- (8) Decision making
- (9) Management
- (10) Other SPECIFY _____

(11) Describe the improvements

13. Would you say you have used your training in your current job very much, somewhat, very little, or not at all?

- (1) Very much
- (2) Somewhat
- (3) Very little
- (4) Not at all

13A. (IF SOMEWHAT, VERY LITTLE, OR NOT AT ALL) Why haven't you used your training in your current job (more)? DO NOT READ CODE CATEGORIES. CIRCLE APPROPRIATE CATEGORY AND RECORD RESPONSE VERBATIM BELOW.

- (1) Course did not deal with the problems with which I need help
- (2) I had difficulty understanding the trainer
- (3) The course was irrelevant to my needs
- (8) Other... (SPECIFY) _____

14. Would you say that the training you have received has advanced your career a lot, somewhat, or not at all?

- (1) a lot (ASK Q.17A)
- (2) somewhat
- (3) not at all (GO TO Q.18)

15. (IF A LOT OR SOMEWHAT) How has the training advanced your career?

- (1) Been promoted
- (2) Have increased responsibilities in old job
- (8) Other... (SPECIFY) _____

16. In your current job, do you feel you need more management or business training?

- (1) Yes (ASK Q. 19A)
- (2) No (GO TO Q. 20)

16A. (IF YES) What additional management training would be useful to you?

17. Did this training meet your expectations?

- (1) Yes
- (2) No. Please explain _____

298

18. What are the major challenges or problems in the work you do now?

19. How could training be made more useful to meet current and future challenges?

20. Would you recommend this program for other women managers or entrepreneurs?

(1) Yes

(2) No

21. Were the physical and logistics arrangements for the training satisfactory?

(1) Yes

(2) Somewhat

(3) No

If not, why? _____

22. Were you satisfied with the way the program instructors and facilitator handled the program?

(1) Yes

(2) Somewhat

(3) No

If not, why? _____

APPENDIX VI

***QUESTIONNAIRE FOR AED AND ITS
SUBCONTRACTORS***

QUESTIONNAIRE FOR AED

Name: _____

Office Address: _____

Position/Title: _____

This interview guide is designed to give you an opportunity to express your opinions on the progress of AEDs' DSTP contract in a structured manner. We feel that your input is crucial to the evaluation. While we want your input, we are not asking for volumes in your response. Indeed, we are asking you to impose very stringent limits on the length of your own responses. Please frame your answers as if they were to be included in an executive summary. We realize that your work may not pertain to some of the questions, however, please respond to as many as possible. Thank you very much for your cooperation. We would like an appointment on September 29 to discuss your responses.

1. There are four general areas or parts to the DSTP contract. They are participant training, ESL, management, training and institutional strengthening. Which of these, in whole or in part, has AED delegated to a subcontractor and what parts has it retained direct responsibility for? In those areas where it has retained responsibility, please outline AED's activities and identify the people involved by activity and location.

2. Are there quantitative goals in any of these four areas? What are they and what are the accomplishments to date? (in participant training please treat "buy-in" placements separately)

3. How well do you feel that the four thrusts of the DSTP are being implemented?

4. How do you feel that your two major subcontractors have performed?
What are their respective strengths and weaknesses?

5. What are the major coordination problems among the AED, it's subcontractors, USAID/Pakistan, USIS, GOP, and USAID/DC?

6. In your opinion, what have been the major constraints that you have had to overcome with (a) A.I.D., (b) GOP, and (c) internally and how was this accomplished?

7. What major constraints to the success of the program remain?

8. How can the GOP be given, or encouraged to take, a greater role in the DTSP?

9. In your opinion, is the current mix of training and institution strengthening (e.g., short term/long term, in-country/third country/U.S.) activities at an optimum to meet the project goals or should the mix be changed? If so how?

10. If you had it to do over, knowing then what you know now, what would you do differently: (assuming USAID would support such changes)?

APPENDIX VII

***QUESTIONNAIRE FOR PRIVATE CONTRACTORS
AND UNIVERSITIES***

PAKISTAN DSTP EVALUATION
PRIVATE CONTRACTORS AND UNIVERSITIES QUESTIONNAIRE

Name of organization: _____

Contact person: _____ Phone: _____

Address: _____

Please answer all questions fully. Attach extra response sheets if needed.

1. In what program area do you have a contract in Pakistan? (e.g., irrigation management, family planning, etc.)

2. When did your contract commence? _____ month _____ year

3. How many participants have you sent through the AED/DSTP system?

4. Briefly describe the training portion of your contract that utilizes services provided by AED/DSTP (include number and type of training slots: short-term, long-term, academic, and technical).

307-

5. Have you been involved in the placement of your participant trainees (e.g., selection of institution, academic major, etc.)?

- (1) Yes
- (2) Not desired
- (3) Desired but did not have the opportunity

Please comment.

6. Have the placements made by AED/DSTP been:

a. In appropriate institutions? Please comment.

b. Made in a timely manner? Please comment.

c. Made in the academic disciplines or short term programs that you desired? Please comment.

APPENDIX VIII

LIST OF PERSONS INTERVIEWED

LIST OF PERSONS INTERVIEWED

I. Government of Pakistan

A. ESTABLISHMENT DIVISION, CABINET SECRETARIAT

Ali Mohammed Sheikh, Joint Secretary (Training)

Shahid Nazeer, Deputy Secretary (Foreign Training)

B. ECONOMIC AFFAIRS DIVISION, MINISTRY OF FINANCE

Ghafoor Mirza, Joint Secretary

Fida Husain, Deputy Secretary

Nargis Sethi, Section Officer

C. FEDERAL MINISTRY OF PRODUCTION

Mahbub Ahmad, Additional Secretary

D. PROVINCIAL GOVERNMENT OF BALUCHISTAN

R. S. Poonegar, Chief Secretary

Ata M. Jafar, Additional Chief Secretary, Planning and Development Department

Sohail Humayun, Section Officer (Foreign Training), Planning and Development Department

Mohamed Anwar Kethran, Chief Secretary, Education Department

Jamsheed Ahmed, Assistant Professor, Subject Specialist (English), Bureau of Curriculum and Extension Center

Shams-ul-Islam, Assistant Director of Education, Bureau of Curriculum and Extension Center

Dr. Muhammad Inamul Haq Kauser, Director of Education, Bureau of Curriculum and Extension Center, Baluchistan.

E. PROVINCIAL GOVERNMENT OF NORTH WEST FRONTIER PROVINCE

Mohammed Amin, Secretary, Services & General Administration
Dept.

Suleman Ghani, Secretary, Planning and Development Dept.

Mumtaz Gul, Section Officer (Foreign Training), Planning and
Development Department

Iftikharudin Khattak, Secretary, Education Dept.

Nisar Ahmad Sethi, Chief Planning Officer, Education Department

Shah Alam, Section Officer, Education Department

F. PROVINCIAL GOVERNMENT OF THE PUNJAB

Khalid Javed, Additional Chief Secretary, Planning &
Development Department

Mohammed Azhar, Member, Punjab Planning Commission

Tariq Sultan, Managing Director, Punjab Small Industries Corp.

G. PROVINCIAL GOVERNMENT OF THE SIND

S. Anwar Haider, Managing Director, Sind Small Industries Corp.

Masood Ahmed Siddiqui, Joint Director, Sind Small Industries
Corp.

Mohammed Sharif, Deputy Director, Sind Small Industries Corp.

Farhat Ali, Assistant Director, Sind Small Industries Corp.

H. OTHER GOP OFFICIALS

Mrs. Sabha Syed, former Director, Women's Division, Cabinet
Secretariat

Rab Shiell, Director of Studies, Diploma Course in the Teaching
of English, National Academy of Higher Education, University
Grants Commission, GOP

Talat Khurshed, Deputy Director, National Academy of Higher
Education, University Grants Commission

Dr. Hassan Aghar Kazmi, Acting Director General, University Grants Commission and Director General, National Academy of Higher Education

Yasmin Audil, Director, National English Language Institute, Ministry of Education

Nadira Pervenn, Assistant Director, National English Language Institute, Ministry of Education

II. Pakistan Government Training Institutions

A. NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION/KARACHI

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APPENDIX IX

**A BRIEF RESUME ON THE PROBLEMS AND
PERSPECTIVES ON O/ARD TRAINING,
REPORT BY BEH H P. UPRETI**

APPENDIX
Part
1

A BRIEF RESUME ON THE
PROBLEMS AND PERSPECTIVES ON O/ARD TRAINING

Beeth P. Upreti

I. NEED TO CHANGE THE PERCEPTION

Any serious attempt to look at the entire process of training from the time of training plans formulation to the time when participants actually depart Pakistan for training overseas, is apt to give a feeling of exhaustion. It takes a long time to actually translate a training plan into reality. The nomination process is lengthy. Everyone knows it. The obvious remedy would be to shorten the nomination process. There is hardly anyone who would not be taken by this idea. But how do we do it? The provincial authorities make a convincing case of the processes they need to follow - a lengthy process justified in the name of accountability and good management. At the federal level one cannot really point out to a channel and say that the nominations process should not go through it. Last year we were informed that a committee under the chairmanship of Mr. Sartaj Aziz was constituted to look into this problem. It is not known what this committee recommended to the government. The problem, however, still remains as fresh as ever.

A positive perspective of viewing the lengthy nomination process may require us not to perceive it as a problem rather to accept it as 'given' - like a mountain to be crossed. Just to draw an analogy, our need and purpose is to go across the mountain to the other side. - a mountain without a road but with a goat-trail. We can fly over the mountain provided there are airfields at both ends. We do not have this luxury. We can rent a helicopter -- too expensive and not feasible on a regular basis (though a few cases of hand carried nominations have passed through the lengthy hurdle in a record time of ten days - rare example of a

helicopter hop across the mountain). Surest way to cross the mountain, of course, is to follow the goat-trail with the idea that the slow 'turtle' eventually reaches its destination. We can always hope that the goat-trail will be replaced by a jeepable road someday. For the time being, however, no one is willing to 'bell the cat'. The mountain cannot be willed away. It has been and will be there., Regulations governing the nomination process - despite over preference for a smooth road over the mountain - have been and will be there. Under the circumstances the idiom 'if you cannot beat them, join them' seems to offer the best respite. So, for us to pursue our objective successfully the best alternative is to follow the goat-trail across the mountain. In this context we need to change our perception so that the mountain itself would not be defined as the 'problem'. A change in the perception could make the 'lag' amicable to our expectations as to the nature and functioning of the nomination process of candidates for overseas training.

The government bureaucracies in South Asia in general and Pakistan in particular have adapted well to the secular norms and values demanded of them in the performance of activities like nominating a person for overseas training. In the South Asian cultural milieu the functioning of the bureaucratic decision-making process does not really have a substantive relationship with the societal structure. The bureaucratic decision-making process in Pakistan functions independently of input from societal values and norms. The decision-making (regarding nomination of individuals for overseas training) on the whole works on a secular and fair basis. May be once in a while a relative, a member of the same caste or tribe, is given priority over a non-relative or a non-member. But these are not everyday cases. Looking at the demands on decisions especially for foreign training from the perspective of norms valued by social groups the role of both provincial and federal governments in Pakistan must be appreciated for their normative approach to programmatic decision-making.

Assuming that we have changed our perception and we do not consider the lengthy nomination process itself as a 'problem', how do we, then, follow a goat-trail in the mountain complicated by a hill-bureaucracy?

The following pages contain an effort to analyse the problem associated with the planning and implementation of O/ARD training. The basic focus of the analysis is on coordination concerning two areas of training, namely, formulation of a training plan and the monitoring activities at the stage of plan implementation.

II. FORMULATION OF THE ANNUAL TRAINING PLAN

Ideally speaking the Project Paper and the GOP PC-1 provide the basis of a project-specific annual training plan. A training plan developed commensurate to the project objectives and within the framework of the overall project implementation plan should take two issues into consideration, namely, the training need of the GOP institution, and the specificity of the proposed training.

The first issue requires that project-specific training be demand or need oriented and take the training need of the implementing agency into consideration. Obviously the training need of a given institution would be many and could even be outside the scope of the concerned project. In this context training priorities need to be established. This would require each O/ARD project to work closely and in consultation with the implementing agency officials in the development of an annual training plan. Incipient in this argument is the idea that the training mentioned in a plan is not training required by O/ARD or USAID. The training is planned to meet the need of the host government institutions and USAID has generously offered to fund those facilities and assist the host government in expediting the process of implementation. Hence, it is incumbent upon each project that maximum input be sought from concerned GOP institution in the development of an annual training plan. A training plan that sincerely reflects the need and aspirations of the

intended beneficiaries obviously would carry a stronger commitment for implementation and hence better chance of success than a training plan developed in isolation or on an ad-hoc basis.

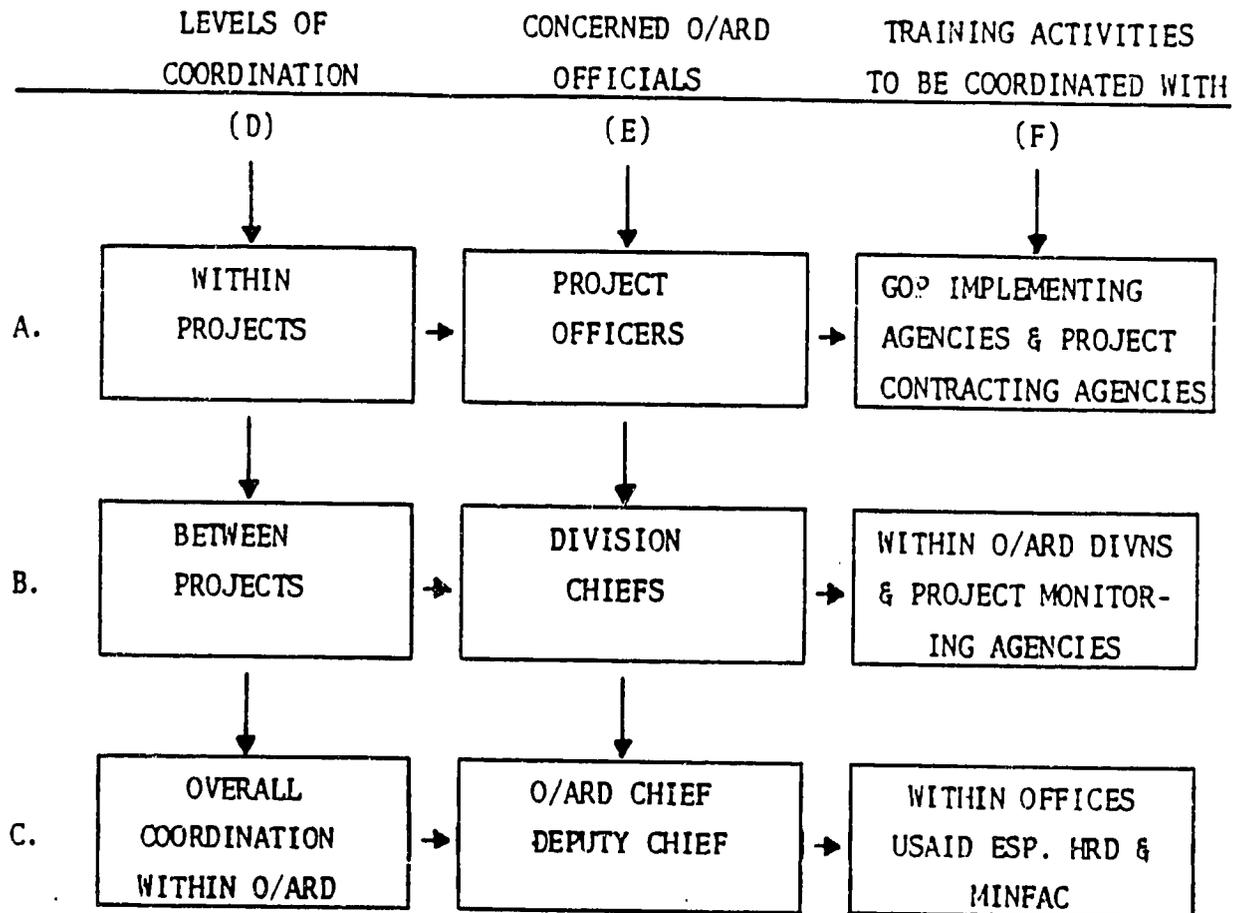
The second issue, i.e. the specificity of the proposed training, is related to the efficiency in the implementation of a training plan. In general a training plan that identifies a specific institutions and subjects and nature of training avoids the pitfall of being shelved somewhere in the pile of files in a Section Officers's office. For example, a training plan that offers facilities that cover a very broad area of training, e.g., '----- and related subjects' and is slated for '----- Dept./Punjab', calls for further decision-making on the part of government bureaucracy on the specific subjects and institutions within ----- Dept./Punjab of and for training. Decision-making process in a bureaucracy, as we all know, is a time consuming affair. A good training plan would avoid such a gaffe by being specific regarding subjects, institutions, nature of training, etc. With input from the host government institutions this issue could be decided at the time of formulating a project-specific training plan.

III. ISSUES ON COORDINATION

For the first time a coordinated approach in formulating the FY 1989 Training Plan was tried at O/ARD. The experience gained from this exercise points to some gaps that could be remedied with resources presently available to O/ARD. These gaps in coordination exist within and between projects and at the level of overall O/ARD. At the time of planning and determining the annual training plans the need of coordination within O/ARD becomes all the more important. A thematic module indicating coordinative linkage in the development of a training plan is presented below for review.

The arrows in the module indicate the coordinative linkages between components within O/ARD. At the functional level, however, it does not

O/ARD TRAINING COORDINATION
MODULE



necessarily restrict that interaction between various components at various level follow the linkage indicated by the arrows. For example, there is no reason as to why training issues pertaining to a specific project at level A cannot be discussed and sorted out with organizations and agencies under category F at level C. The arrows simply imply that at each coordinative level appropriate components are aware of the outcome of such interactions. This method ensures that at every level coordinative components are updated with information on training and input is sought.

Specific gaps regarding coordination in the formulation of the FY1989 training plan, a point mentioned but not elaborated earlier, refer to activities that obviously have been overlooked during annual planning phase. For example, some of the GOP implementing agency did not know much about their own training plan or had a training plan that was very different from the one outlined by the project officials at O/ARD. This is indicative of lack of interaction between categories E and F at coordination level A. Similarly, a host government institution, let us say institution X, was provided with training facilities by various projects within O/ARD, and each of these unit (i.e. the projects) did not know what the other unit was doing. Information regarding the various requirements (TOEFL, GRE, Medical etc.) for long-term training provided to institution X by these units was also at variance. For institution X this accorded an opportunity to play one project with another. This problem would not have existed if the training plans as well as on going training activities would have been coordinated at level B.

As indicated in the module coordination at level C affords the overall coordination of training plans and training activities for the Office of Agriculture and Rural Development. It is the level of final arbitration within O/ARD. When a specific training plan comes to this level of coordination, it is highly desirable that the summary of the plan also contain additional information on issues like the proposed training's relationship with the training plan as outlined in the Project Paper, the update on the training completed (e.g. how many Ph.D., M.S. or short-term), and information regarding persons in-training. The objective of all of this information is to assist in the formulation of a realistic training plan that is in conformity with the project-specific objectives.

Based on the experience the O/ARD FY1989 Training Plan formulation exercise it may also be pertinent to mention here that training plans of

some project have been so outlandish that can practically be termed as irrelevant in the context of implementation. This points to a need of a serious evaluation of O/ARD project's on going training. Such an evaluation would basically look into the question of "what was supposed to be" and "what has happened".

IV. MONITORING SYSTEM

Ideally all projects should have an information system that would provide the status of each training facility if and when needed. Some ARD projects do have such a system, however, others do not. AED and HRD regularly provide the technical departments with an update on each nominee. However, this information comes on a piecemeal basis, and due to the lack of a centralized monitoring system, is easily lost or discarded.

In a centralized monitoring system that is being proposed in this brief, there are two distinct parts. The first part (Part A) keeps track of information on the nomination of candidates from the time of the finalization of annual training plan to the time when EAD nominates a particular candidate and formally sends the name to HRD. The second part (Part B) deals with the processing of a nominated candidate. The information on the first part is the primary concerns of the technical department, whereas the nominations processing is HRD's responsibility. It is recommended that this two part monitoring system, though interlinked, be computerized and made operational by ARD and HRD respectively. Formats for each of the above mentioned monitoring systems are attached for review under Annex 1.

The proposed monitoring system calls for a constant updating of information on each and every individual nomination. If the nomination is delayed it should be easy to pinpoint the exact routing or channel where such delay has occurred and identify the problem. However, the

monitoring system is not designed as a substitute for a constant follow-up from the technical departments. On the contrary, the entire rationale of this system and its success depends on a very strong and constant follow-up. Frequent interaction between O/ARD projects and HRD, AED and the implementing and contracting agencies regarding training information would be highly recommended for a successful application of this system.

V. NOMINATION PROCEDURE AND TIME-FRAME

Under the existing nomination procedures the estimated time for the realization of a long-term training slots is approximately 120 days, i.e. from the date HRD offers training slots to GOP through EAD to the date the candidate actually departs Pakistan. The enclosed flow-chart (Anex-2) shows the various channels, routing and rerouting of nominations, actions and documentations required and approximate time taken at each stage of the process. However, it is a very simplified flow-chart. Simplified because it does not show the sub-channels that a nomination process has to go through at each channel. For example, at channel D a nomination has to pass through at least 30 sub-channels (for detail see Annex A-5 of the report on the Public Sector Training Plan for ASSP, USAID/Islamabad, March 1988) before it is finalized. Similarly, the overseas placement also has to go through a shrouded bureaucracy of the U.S. educational institutions (Annex 3).

Following the completion and the finalization of the training plan at O/ARD and EAD and once HRD makes the training offer to EAD, (Channel A) the nomination process goes through three distinct phases as far as time is concerned. Phase one basically involves GOP institutions and takes approximately 130 days. Phase two involves the nominated candidate and the fulfillment of training requirements. Second phase takes approximately 90 days to complete. Third phase is the placement part involving the activities of AED in Islamabad and Washington, D.C.

As the flow-chart indicates most of the time in the nomination process, contrary to popular belief, is not taken by GOP agencies (Channel B through F). Rather, it is the USAID and associated agencies' formalities that seem to take a longer time for the nominating process to be finalized (Channel G through N). With better planning and a more effective monitoring and a follow-up system it is entirely possible to reduce the present time-lag in the nominating process by 50%. In this context the following activities should be seriously undertaken during planning and implementation of the O/PRD training:

- o At the time of assessing institution-specific training needs each project should also broadly identify prospective candidates for long-term training. Arrangements for TOEFL and GRE tests should be made for these candidates accordingly. Presently the actual candidates appear in TOEFL and GRE tests only at the stage of channel H. Since an acceptable TOEFL score is the primary requisite for long-term overseas training, lack of it also acts as an impediment to the nomination process. Thus, the more people we have in the pool with an acceptable TOEFL score, the faster and better the selection of candidates. Similarly, GRE tests, not as frequently given as TOEFL test, could be arranged for prospective candidates ahead of time, i.e. before the actual nomination is made.
- o The second bottleneck in the implementation of a training plan is the availability of seats at CIELS sessions. USAID should seriously consider expanding CIELS sessions to other cities in Pakistan.
- o Each project should provide timely information to prospective institution for long-term training at the stage of channel B and C of the nomination procedure. A constant follow-up and monitoring of the nomination process at this stage is a must.

- o Once prospective candidates are identified each project should provide them with the USAID Application for Training forms and if needed assist them in completing the forms. It should be mentioned that the information provided in part C of the Application of Training will have input in the preparation of a PIO/P (second page, item # 5) for the nominated candidate. Hence the care taken in assisting the candidate in completing the form will save time at the time of PIO/P preparation at Channel I.

o At Channel G of the nomination procedures HRD sends a confirmation letter to the candidate and asks for a set of documents. HRD also should send a cc of this letter to concerned project so that the project officials could assist in tracking the candidate and expediting the response to HRD. Presently 60% of the nominees sent to AED for placement do not possess complete documents. Involvement of individual project personnel at this stage of the nomination procedures would certainly expedite the process.

Rather than each project keeping its own monitoring system, it is recommended that the new Training Cell function as the O/ARD training coordination unit. This would require the Training Cell to work closely and in collaboration with all O/ARD projects, HRD and AED. The maintenance of an effective monitoring system, then, would be the responsibility of the Training Cell.

PART A

**FORMAT FOR
MONITORING OF O/ARD TRAINING
PROJECT**

ANNEX- 1

1	2	3	4	5	6	7	8	9	10
Sl. No.	Training Offered To	Date of HED Letter to HAD	Date of BAD Letter to PAD/Ped Agencies	Date Training Information received by PAD/Ped Agencies	Date Training info communicated to concerned agencies by PAD/Ped	Date nomination sent to PAD/ Fed Ministry by agencies at § 5	Date Nomination sent to BAD by PAD/Ped Min.	Date BAD Nomination to HED	Remarks

PART B

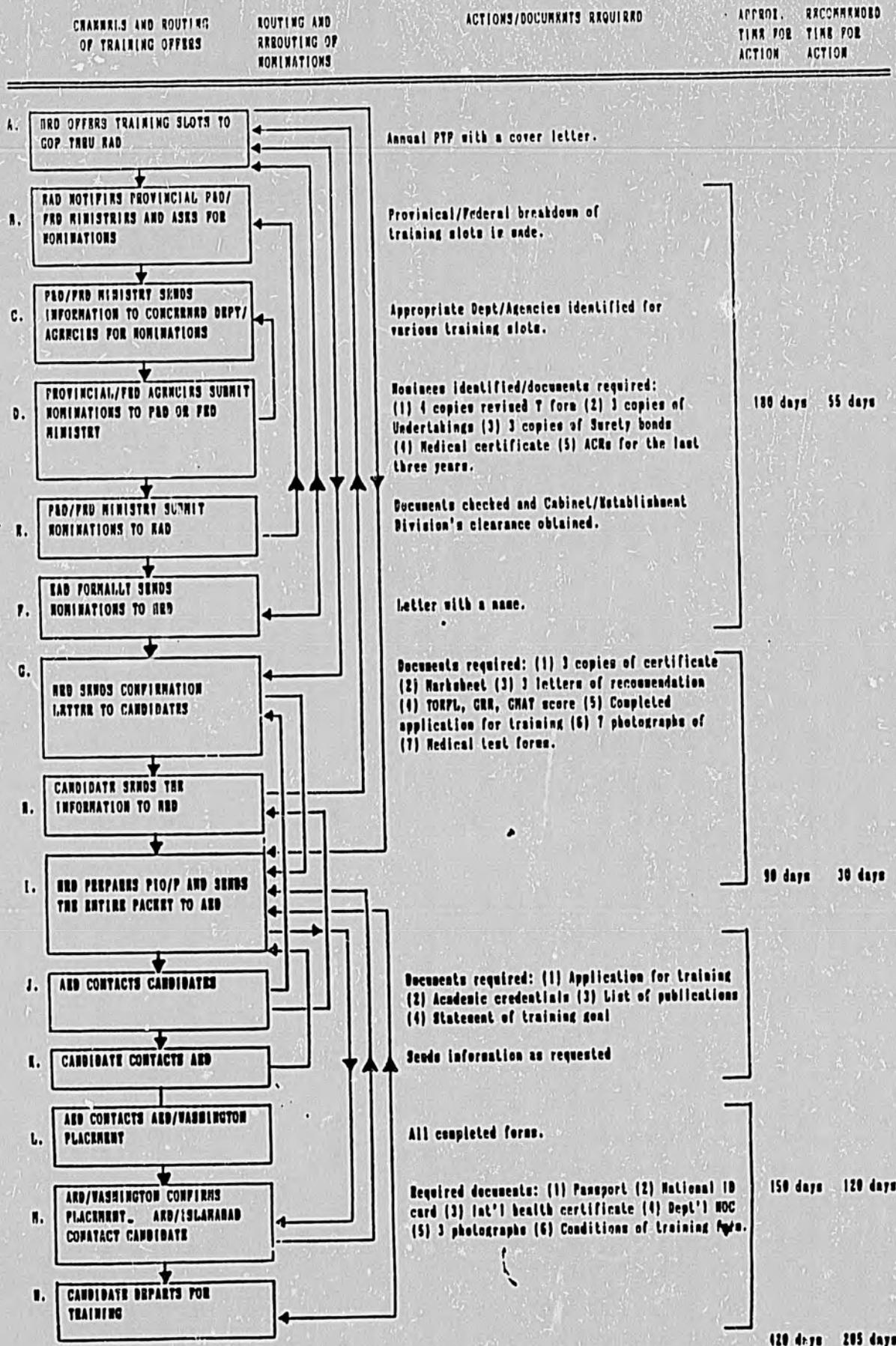
**FORMAT FOR
MONITORING OF NOMINATIONS PROCESS AT HED
PROJECT**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Sl. No.	Date of Nomination from BAD	Name of Nominee candidate	Subject of Training	Length of Training	Date of HED letter to candidate	Date of Reply from candidate	PIO/P Date	PIO/P No.	Date of HED letter to AED	Date of AED letter to candidate	AED/Isrl. letter to AED, Wash	Date of Placement	Date of Training Commencement	Institution (Name)	Date of (candidate departure)	Remarks

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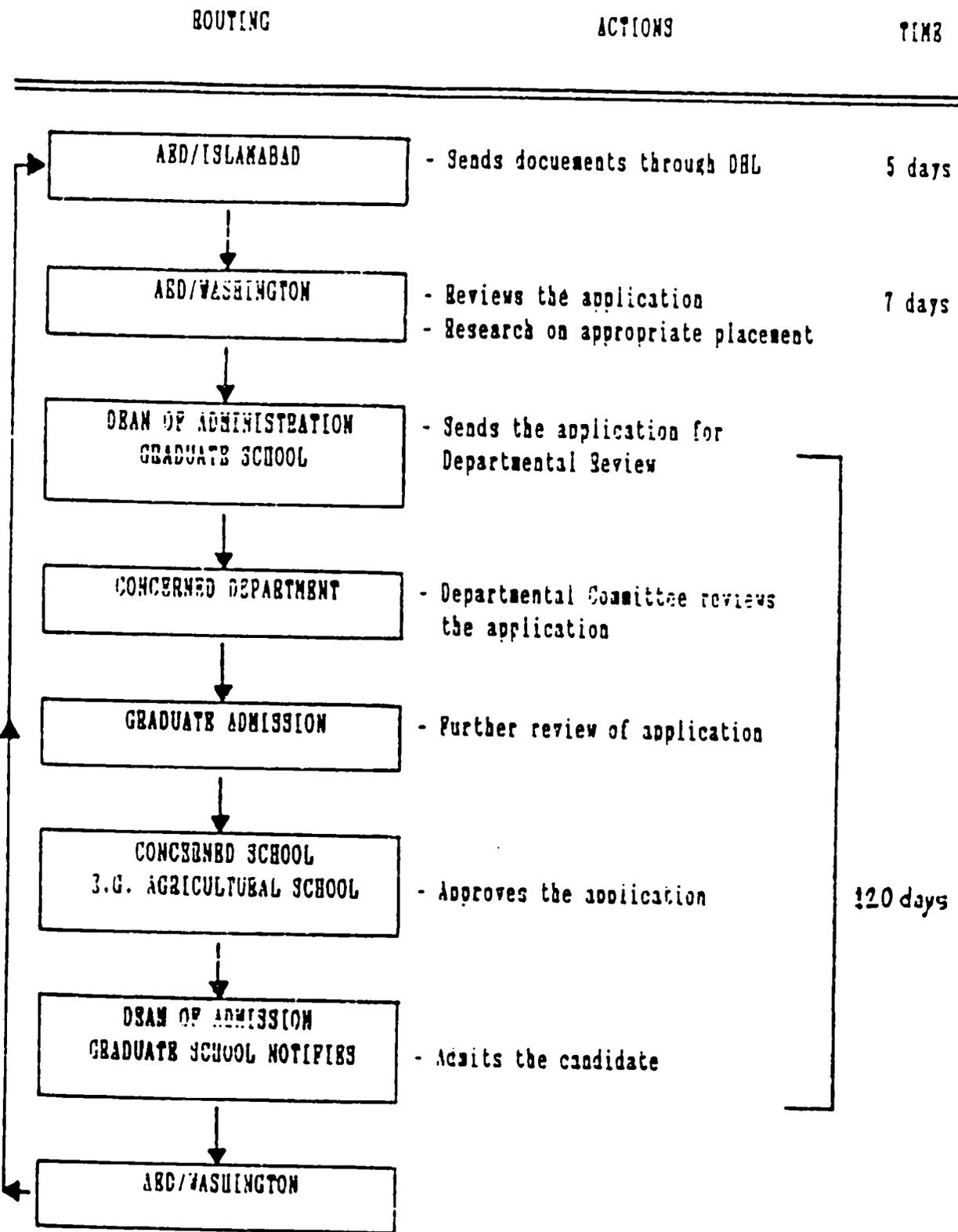
SIMPLIFIED FLOW-CHART INDICATIONS
PRESENT NOMINATION PROCEDURES

ANNEX-2



AND: RUPURTI/PAZAL
C: UPURTI/SUBBT

324



2/25

APPENDIX X

EXCERPTS OF 1989 TRAINING PLAN

PARTICIPANT TRAINING PLANS FOR FY-89

PUBLIC SECTOR

Page No.	Project No. & Title	TC		US		SUBTOTALS			NOT		FED.	PUN.	SIND	NWFP	BAL.	NOT SPEC.	GRAND TOTAL
		ST	LT	ST	LT	ST	LT	TC	US	SPEC.							
3	..... Information Sheet																
4	..... List of Abbreviations																
5-8	.... 0492 - Agriculture Sector Support Program (ASSP)	0	1	100	165	100	166	1	265	0	71	70	30	18	40	37	266
9-25	... 0474 - Development Support Training Program (DSTP)	51	15	198	115	249	130	66	313	0	86	46	52	53	46	96	379
9-18	..... General	(20)	(13)	(130)	(66)	(150)	(79)	(33)	(196)	(0)	(56)	(31)	(29)	(27)	(27)	(59)	(229)
19-20	..... Training Institutes	(0)	(0)	(25)	(10)	(25)	(10)	(0)	(35)	(0)	(0)	(0)	(0)	(0)	(0)	(35)	(35)
21	..... Women	(1)	(0)	(15)	(1)	(16)	(1)	(1)	(16)	(0)	(5)	(3)	(3)	(3)	(3)	(0)	(17)
22	..... Special Programs	(0)	(0)	(5)	(1)	(5)	(1)	(0)	(6)	(0)	(0)	(0)	(0)	(1)	(0)	(5)	(6)
23	..... National Assembly	(0)	(0)	(4)	(0)	(4)	(0)	(0)	(4)	(0)	(4)	(0)	(0)	(0)	(0)	(0)	(4)
24-25	..... MOE	(30)	(2)	(19)	(37)	(49)	(39)	(32)	(56)	(0)	(21)	(12)	(20)	(19)	(16)	(0)	(89)
26-31	.. 0478 - Energy Planning and Development (EP&D)	1	0	134	13	135	13	1	147	0	0	0	0	0	0	148	148
32-35	.. 0491 - Food Security Management (FSM)	0	0	61	26	61	26	0	87	0	24	26	14	9	7	7	87
36	..... 0481 - Forestry Planning and Development (FP&D)	0	0	27	7	27	7	0	34	0	0	0	0	0	0	34	34
37-42	.. 0467 - Irrigation Systems Management (ISM)	6	0	19	21	25	21	6	40	0	22	5	3	3	3	10	46
43-44	.. 0472 - Malaria Control II (MCP II)	10	0	27	4	37	4	10	31	0	9	7	7	3	3	12	41
45	..... 0489 - Management of Agricultural Research and Technology (MART)	0	0	24	0	24	0	0	24	0	5	8	7	3	1	0	24
46	..... 0485 - Northwest Frontier Area Development Project (NWFPDP) Funding under DSTP	2	0	4	0	6	0	2	4	0	0	0	6	0	0	0	6
47-54	.. 0469 - Population Welfare Planning (PWP)	3	0	57	11	60	11	3	68	0	37	5	6	4	5	14	71
55-57	.. 0475 - Primary Health Care (PHC)	34	0	77	0	111	0	34	77	0	25	23	23	21	19	0	111
58	..... 0480 - Road Resources Management (RRM)	0	0	0	5	0	5	0	5	0	1	0	4	0	0	0	5
59	..... 0473 - Rural Electrification (RE)	0	0	49	1	49	1	0	50	0	0	0	0	0	0	50	50
60	..... 0488 - Transformation and Integration of Provincial Agricultural Network (TIPAN)	0	0	19	37	19	37	0	56	0	0	0	0	0	0	56	56
61	..... 0471 - Tribal Areas Development Project (TADP)	0	0	24	6	24	6	0	30	0	0	0	30	0	0	0	30
PUBLIC SECTOR SUBTOTALS		107	16	820	411	927	427	123	1231	0	280	190	146	206	124	408	1354

357

INFORMATION SHEETI. MINIMAL TEST REQUIREMENTS OF U.S. UNIVERSITIES & EDUCATIONAL INSTITUTIONS (Note that these requirements may be higher for some institutions)Short-Term Training (3 months to 1 year)

TOEFL minimum score: 500

Long-Term Training (over 1 year; Non-Degree, M.S./M.A., Ph.D.)M.A./M.S.

TOEFL minimum score: 525-530

GRE minimum score: 1000

Note: prior M.A./M.S. degree from Pakistan required

M.S. Business Administration & Finance

TOEFL minimum score: 525-530

GMAT minimum score: 550

Ph.D.

TOEFL minimum score: 550

GRE minimum score: 1000

Test Information

TOEFL, GRE and GMAT tests are offered several times each year in Karachi, Lahore, Islamabad, and Peshawar. For information on tests and test dates, please contact the U.S. Education Foundation, House No. 2, Street No. 74, Attaturk Ave., G-6/4, Islamabad, or the Pakistan American Cultural Center in Lahore, Karachi, Peshawar, or Quetta.

II. DATE NOMINATIONS REQUIRED AT USAIDShort-Term Training (less than 12 mos.)

Nominations for short-term training take USAID 2 to 3 months to process. If a training commencement date is listed in the training plan, nominations should thus arrive at USAID 3 months before that date to be sure of timely processing.

Most short courses offered in the U.S.A. are scheduled between 1 June and 30 September. When a training commencement date is not listed in the training plan, nominations for such short courses should be forwarded to USAID no later than the first week of March.

For other training commencement dates, follow the guidelines below:

<u>If training commencement date falls between:</u>	<u>Nominations are required at USAID by:</u>
1 March and 1 June	1 January
1 June and 1 September	1 March
1 September and 1 December	1 June
1 December and 1 March	1 September

Long-Term Degree Training (M.S./M.A., Ph.D.)

Nominations for long-term training take approximately 6 to 9 months to process. The academic year in most universities in the U.S.A. begins early in September. Nominations for long-term training should thus be forwarded to USAID no later than 15 April 1989.

PARTICIPANT TRAINING PLANS FOR FY-89

PRIVATE SECTOR

Page No.	Project Title	TC		US		SUBTOTALS			NOT		GRAND TOTAL
		ST	LT	ST	LT	ST	LT	TC	US	SPEC.	
2-3	Agriculture Sector Support Program (ASSP) 0492	0	0	76	21	76	21	0	97	0	97
3-8	Development Support Training Project (DSTP) 0474	4	0	228	90	232	90	4	318	0	322
4-6	General	(4)	(0)	(115)	(50)	(119)	(50)	(4)	(165)	(0)	(169)
7	Women's Component	(0)	(0)	(71)	(30)	(71)	(30)	(0)	(101)	(0)	(101)
8	Baluchistan Component	(0)	(0)	(42)	(10)	(42)	(10)	(0)	(52)	(0)	(52)
9	Ministry of Science and Technology Component (MOST)	0	0	0	100	0	100	0	100	0	100
PRIVATE SECTOR SUBTOTALS		4	0	304	211	308	211	4	515	0	519

146/1

APPENDIX XI-A —XI-D

***USAID LETTERS TO PARTICIPANT CANDIDATES
ADVISING OF GOP NOMINATIONS AND
REQUESTING REQUIRED DOCUMENTS***

Subject:

Dear

We are pleased to advise you that the Government of Pakistan has nominated you for the subject long-term (over one year) Non Degree _____ / M.S. _____ Ph.D _____ degree/academic program under sponsorship by the United States Agency for International Development (USAID).

U.S. Educational institutions require 3 photostat copies of certificates, degrees, marksheets and reference letters to consider applications of post-graduate candidates. These institutions also need the following test results from you.

- An acceptable Test of English as a Foreign Language (TOEFL) score; (a 525-530 M.S minimum for MS/MA admission and a 550 minimum for Ph.D are usually required)
- Graduate Record Examination (GRE) score.
- CR, General Management Aptitude Test (GMAT) score for degree/academic students seeking admission in the disciplines of Business Administration, Management, and/or Financial Management.

TOEFL, GRE AND GMAT tests are offered several times each year in Karachi, Lahore, Islamabad, and Peshawar. For specific information in Pakistan, please contact the U.S. Education Foundation, House No. 2, Street No. 84, Attaturk Ave., G-6/4, Islamabad, or the Pakistan American Cultural Center in Lahore, Karachi, Peshawar, and Quetta for test and test date information.

In order to complete your application and admission documents and attempt to secure a confirmed placement, please also complete the attached Application for Training Form and return it with 7(2"x2") photographs along with the information requested in para 2 (above) to the Human Resources Development Division, (HRD) USAID, P.O. Box-1028, Islamabad. When you have completed and submitted all the documents required for admission to U.S. and or third country Universities/Educational Institutes, HRD/USAID will process and forward your documents to the GOP/USAID Contractor, the Academy for Educational Development (AED), in Islamabad for your placement in an appropriate training institution. AED/Islamabad will contact you when you have been accepted by a U.S. Educational Institute/University and will establish a firm call forward date for arrival at the training site.

Please note that if and when your training course has been confirmed and a date set for your departure to attend the course, you feel there are compelling reasons why you cannot attend the course, it is your responsibility to have the agency which nominated you write USAID/HRD officially requesting a postponement of your scholarship. If such an official request is not received, and you do not go to the course/program, your scholarship may be cancelled.

The above is necessary because (1) at times there is a cancellation fee that may be 100% of tuition, and (2) others may not be able to use your space if you do not release it in time.

If you have any questions please contact HRD/Islamabad on Telephone No. 824071 Ext. 224/332/208/328. Do not contact AED until they first contact you as they may not have received your documents from USAID and do not have you listed for participant placement.

Sincerely,

Attachment:a/s

Zahid Zaheer
Training Officer
Human Resources Development

- cc: 1. Economic Affairs Division
2. USAID Regional Affairs Officer
3. Academy for Educational Development/Islamabad
4. Establishment Division

Subject:

Dear

We are pleased to advise you that the Government of Pakistan has nominated you for the subject short-term training program under sponsorship by the United States Agency for International Development (USAID).

In order to consider your nomination for training, please forward to USAID/HRD your latest TOEFL score as soon as possible. For short-term training of over 3 months to 1 year (non-degree) in the U.S. a Test of English as a Foreign Language (TOEFL) examination score of 500 is required.

The TOEFL is offered approximately six times a year in Pakistan. Applications and information concerning the TOEFL can be secured from the U.S. Educational Foundation in Pakistan (Fulbright Commission) in Islamabad, the USIS American Center in Lahore, Peshawar, or the Pakistan Cultural Center (PACC) in Karachi.

Meanwhile please complete the attached Application for Training Form and return it with 7(2"x2") photographs as soon as possible to the Human Resources Development Division, (HRD) USAID, P.O. Box # 1029, Islamabad.

Please note that if and when your training course has been confirmed and a date set for your departure to attend the course, you feel there are compelling reasons why you cannot attend the course, it is your responsibility to have the agency which nominated you write USAID/HRD officially requesting a postponement of your scholarship. If such an official request is not received, and you do not go to the assigned course, your scholarship may be cancelled.

The above is necessary because (1) at times there is a cancellation fee that may be 100% of tuition, and (2) others may not be able to use your space if you do not release it in time.

If you have further questions please contact HRD/Islamabad on Telephone # 824071 Ext. 224/332/208/328.

Sincerely,

Attachment:a/s

Zahid Zaheer
Training Officer
Human Resources Development

- cc: 1. Economic Affairs Division
2. USAID Regional Affairs Officer
3. Academy for Educational Development/Islamabad
4. Establishment Division

344

Dear:

The United States Agency for International Development is pleased to inform you that you have been nominated to a M.S. ___ Ph.D. ___ scholarship program.

We wish to process your nomination as quickly as possible. For your nomination to go forward we need to receive the documents checked below:

- ___ A Test of English as a Foreign Language (TOEFL) score. The minimum acceptable score for a Ph.D. scholarship is 550 and the minimum acceptable score for a M.S. scholarship is 525.
- ___ A Graduate Records Examination (GRE) score.
- ___ A Graduate Management Aptitude Test (GMAT) score.
- ___ Three photostat copies of your university marksheets.
- ___ Three photostat copies of your certificates and degrees.
- ___ Three letters of reference for graduate study.
- ___ A completed Application for Training (enclosed)
- ___ Seven 2 x 2 inch photographs

Please submit your documents within 30 days of the date of this letter. If you must take a test in order to provide one or more of the documents listed above, you should schedule an examination date as soon as possible. For the time and place of the nearest TOEFL, GRE, or GMAT examination site call one of the following:

U.S. Educational Foundation, House 2, Street 84 G 6/4 or
Pakistan American Cultural Center: Karachi 513836, 524732
Pakistan American Cultural Center: Quetta 72404 (Dir. res.)
Pakistan American Cultural Center: Peshawar 79734
Human Resource Development/USAID: Islamabad 824071

NOTE: WE CANNOT PROCESS YOUR NOMINATION UNTIL WE RECEIVE ALL OF YOUR DOCUMENTATION!

As soon as we have all your documents we will forward them to the Academy for Educational Development for placing you in an appropriate graduate program.

If, after you have been placed in a university program, it is not possible for you to depart on schedule please have your office notify USAID/HRD immediately. This will allow us to reschedule your departure and avoid the cost of cancellation fees.

Should you have any questions please call us at _____

Sincerely

Dear:

The United States Agency for International Development is pleased to inform you that you have been appointed to a non-academic scholarship program of ___ months in duration.

We wish to process your nomination as quickly as possible. For your nomination to go forward we need to receive the documents checked below:

___ A Test of English as a Foreign Language (TOEFL) score. The minimum acceptable score for a non-academic scholarship lasting more than three months is 500. (A TOEFL score is not required for a scholarship of less than three months.)

___ A completed Application for Training (enclosed)

___ Seven 2 x 2 inch photographs

___ No additional documentation is required.

For the time and place of the TOEFL examination nearest you call one of the following:

U.S. Educational Foundation, House 2, Street 84 G 6/4 or
 Pakistan American Cultural Center: Karachi 513836, 524732
 Pakistan American Cultural Center: Quetta 72404 (Dir. res.)
 Pakistan American Cultural Center: Peshawar 79734
 Human Resource Development/USAID: Islamabad 824071

Please submit your documents within 30 days of the date of this letter. If you have not taken the test required of you please submit all other documents within 30 days and schedule an examination date as soon as possible.

NOTE: WE CANNOT PROCESS YOUR NOMINATION UNTILL WE RECEIVE ALL OF YOUR DOCUMENTATION!

As soon as we have all your documents we will forward them to the Academy for Educational Development for placing you in an appropriate training program.

Once your training program has been confirmed, if for any reason you cannot attend the course, please have your agency notify USAID/HRD immediately requesting a postponement of your scholarship. This is necessary because cancellation fees are often incurred if the cancellation is at the last moment and others may be able to use the training slot that you vacate.

Should you have any questions please call us at _____

APPENDIX XII

***USAID FOLLOW-UP LETTER REQUESTING
TOEFL SCORES***

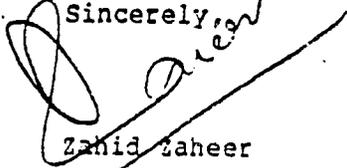
November 7, 1988

Mr. Shahabuddin Kamal Shah
Senior Scientific Officer
K-7-B/285, Street No. 8
Fida Hussain Shaikha Road
Daryaabad, Karachi - 53

Subject: 6 Months Course in Coal Utilization Technology Transfer EP&D/RN

Dear Mr. Shah:

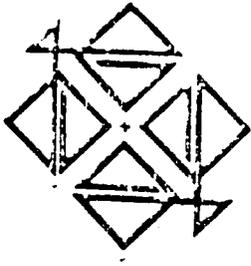
Please refer to our letter dated March 20, 1988. We have not so far received your TOEFL score. Please expedite submission of the same in order to consider your case further.

Sincerely,

Zahid Zaheer
Training Officer
Human Resources Development

cc: Mr. Raza Hussain - EP&D

APPENDIX XIII

***AED LETTER REQUESTING RESTATEMENT
OF TRAINING GOALS***



Academy for Educational Development

Development Support Training Project

No. 50, St. 88, 6th Ave. (Ataturk) G-6 3, P.O. Box 1973, Islamabad (Pakistan)

Phones: 522906, 524858, Telex 54250 ALD-PK

Subject : USAID TRAINING PROGRAM:

Dear

Please refer to your nomination for the subject training program. We, the Academy for Educational Development, are advised by the USAID to arrange your placement. For this purpose we attach herewith an Application for Training Form, to be completed by you and sent to this office alongwith your academic credentials in duplicate. This is important to evaluate your admission application with the American Universities/Institutions.

To avoid any delay in your placement, please furnish the requested documents within 10 days after receipt of this letter.

If you have questions, please contact the undersigned.

Sincerely,

Sheikh Talib Hussain
Assistant Administrator
Participant Training

Encl: Application for Training/Checklist/Statement of Objective/
Three Recommendation Letters

CHECKLIST:

The following is a list of required documents each applicant must furnish for placement in a U.S. university or institution. Failure to provide AED with these documents will result in a delay in your placement.

NAME (as it appears on your Application for Training):

- _____ 1. Chronological listing of all education institutions attended. (Include names of schools or colleges, dates attended, degrees or certificates received.)
- _____ 2. Official transcripts or detailed marksheets from all colleges and universities attended. If marksheets do not include names of papers submitted, please attach list of subjects.
- _____ 3. Copies of diplomas/degrees earned. All must be attested as true copies if originals are not available.
- _____ 4. 3 letters of recommendation including one from your present or most recent supervisor. Blank recommendation forms are included to give to those who will be recommending you.
- _____ 5. Statement of Professional Interests and Educational Objectives (see attached guidelines) submitted for academic programs.
- _____ 6. TOEFL test score (if this has not yet been received, the date you took the test should be indicated)
- _____ 7. GRE test scores for all Master's & Ph.D. candidates except those in Business, Management & Accounting (indicate date of test if scores not yet received)

OR

- _____ GMAT test score for Master's and Ph.D. candidates in the fields of Business, Management & Accounting (indicate date of test if scores not yet received)
- _____ 8. Other certificates or documents which will support your application (special awards, projects, participation in courses or conferences)

For Ministry funded participants (MOE, MOST) AED is limited to paying application fees to the amount of \$100 total. Most universities require fees of between \$15 - \$25. For USAID sponsored participants, a maximum of five applications are usually submitted. If there are universities to which you would prefer we apply, please list them below in your order of preference; we will attempt admission at these unless admission appears unlikely. In that case, we will submit applications elsewhere.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX XIV-A AND XIV-B

***EXAMPLES OF INADEQUATE TRAINING
DESCRIPTIONS IN PIO/P***

PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)

PAGE 1 OF 2

1. COOPERATING COUNTRY: Pakistan
 2. PIO/P NUMBER: 391-0474-C-00-3050-00
 3. PROJECT ACTIVITY NUMBER & TITLE: Development Support Training Project U-0474
 4. APPROPRIATION: 72-117 81037
 5. ALLOTMENT: QES 7-87-27391-80-13
 6. DATE ORIGINAL ISSUE: 1/25/88
 7. PAGE THIS ISSUANCE: 1

8. PROJECT COMPLETION DATE: March 31, 1990
 9. DESIRED START DATE: ASAP
 10. TERMINAL START DATE: -
 11. NUMBER OF PARTICIPANTS: One
 12. ORIGINAL
 AMENDMENT NUMBER
 13. LOCATION/DURATION OF TRAINING: U.S. 36M P.M. Third Country P.M. In Country P.M.

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				
MISSION	(b) Int. Travel				
	(c) Maint. Advance				
AID/W	(d)				
	(e)				
THIRD COUNTRY	(f)				

15. COOPERATING COUNTRY FINANCING

16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER	C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMSOL			

UNFUNDED PIO/P

This un-funded PIO/P allocates \$64,800 for approximately 36 months of U.S. training and \$4,000 for Peshawar/Washington, D.C./travel within U.S./Peshawar economy class air ticket with 10 kg excess baggage authorization. The Academy for Educational Development (AED) under Contract No. 391-0474-C-00-3050-00 is requested to make appropriate placement/arrangements and provide the support services required. The specific training is for Mr. Mohammad Naeem to pursue a Ph.D program in Economics. The amount of \$64,800 and \$4,000 should be charged to Project No 474-DSTP, PIO/T No. 391-0474-3-70209. Please note that AED should not exceed this total for the participant without USAID/Islamabad approval.

PARTICIPANT: Mr. Mohammad Naeem
 Lecturer
 Department of Economics
 University of Peshawar
 Peshawar

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE
Iftikhar Ahmad - HRD	10/5/88	Dean Pratt - Controller	10/11/88
Zahid Zaheer - HRD	10/11/88		

19. HOST COUNTRY/BORROWER/GRANTEE

SIGNATURE MOE letter # F.2-3/87-SCH-III
 Mukhtar Ahmad, Deputy Educational Advisor
 TITLE EDA letter # 1(142)TA.III/84 DATE 3/2/88
 Inamul Haq, Joint Secretary
 AID 1380-1 (12-79) 2/4/85

20. AGENCY FOR INTERNATIONAL DEVELOPMENT
 Andra J. Herriott
 Deputy Chief
 Human Resources Development

254

PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)

PAGE 1 OF 2

1. COOPERATING COUNTRY
Pakistan

2. PIO/P NUMBER
391-0474-1-89098

3. PROJECT ACTIVITY NUMBER & TITLE
Development Support Training Project #047-

4. APPROPRIATION
72-117/31037

5. ALLOTMENT
OES7-37-27391-KG-13

6. DATE ORIGINAL ISSUE
October 30, 1988

7. DATE THIS ISSUANCE
October 30, 1988

8. PROJECT COMPLETION DATE
March 31, 1990

9. DESIRED START DATE
ASAP

10. TERMINAL START DATE
-

11. NUMBER OF PARTICIPANTS
One

12. ORIGINAL
 AMENDMENT NUMBER

13. LOCATION/DURATION OF TRAINING
 U.S. 3W P.M. Third Country P.M. In Country P.M.

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				
MISSION	(b) Int. Travel				
	(c) Maint. Advance				
AID/W	(d)				
THIRD COUNTRY	(e)				
	(f)				

UNFUNDED PIO/P

15. COOPERATING COUNTRY FINANCING

16. U.S. TRUST ACCOUNT

A. TRUST ACCOUNT NUMBER

B. ALLOTMENT SYMSOL

C. AUTHORIZED

D. CURRENCY UNIT

E. AMOUNT

17. SPECIAL PROVISIONS

This un-funded PIO/P allocates \$3,500 for approximately 3 weeks of U.S. training and \$3,000 for Islamabad/Washington, D. C./travel within U.S./Islamabad economy class air ticket with 10 kg excess baggage authorization. The Academy for Educational Development (AED) under Contract No. 391-0474-C-00-3050-00 is requested to make appropriate placement arrangements and provide the support services required. The specific program is for Mr. Tewfiq Fehmi to attend International Technology Transfer Negotiation and Policy Program. The amount of \$3,500 and \$3,000 should be charged to Project No. 0474-DSTP, PIO/T No. 391-0474-3-70209. Please note that AED should not exceed this total for the participant without USAID/Islamabad approval.

PARTICIPANT: Mr. Tewfiq Fehmi
Additional Secretary
Cabinet Division
Rawalpindi

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE
Iftikhar Ahmad - HRD	9/14/88	Dean Pratt - Controller	10/2/88
Zahid Zaheer - HRD	10/1/88		

19. HOST COUNTRY/BORROWER/GRANTEE

SIGNATURE EAD letter # I(48)US.IV/88
Mrs. Nargis Sethi

TITLE
Section Officer

DATE
8/21/88

20. AGENCY FOR INTERNATIONAL DEVELOPMENT

Andra J. Herriott
Deputy Chief
Human Resources Development

AID 1380-1 (12-79)

356

FOR INTERNATIONAL DEVELOPMENT
PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS
TRAINING REQUEST FORM
PAGE 2 OF 2

1. COOPERATING COUNTRY Pakistan	2. P I O P NUMBER 391-0474-1-89095
3. ORIGINAL AMENDMENT NO.	4. DATE

5. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

Mr. Tawfiq Fehmi has been nominated to attend approximately 3 weeks International Technology Transfer Negotiation and Policy Program.

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE Non-degree
MAJOR FIELD OF STUDY International Technology Transfer Negotiation and Policy Program.

C. RELATED INFORMATION

D. PARTICULAR EMPHASIS DESIRED

E. SUGGESTED TRAINING FACILITIES (if known) Any suitable institute in the United States

6. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (B47)

GOVERNMENT PRIVATE JOINT

B. OCCUPATIONAL CATEGORY CODE (B48-49)

257

APPENDIX XV

***EXAMPLE OF USAID RESPONSE
TO NOMINEE INQUIRY***

Mr. Nadeem Khwaja
68-G, Block-2
P.E.C.H. Society
Karachi-29

September 25, 1988

Dear Mr. Khwaja:

This refers to your letter dated August 31, 1988 and your selection for a short-term course in Marketing Planning under GOP/USAID Private Sector Program.

Please be advised that USAID/HRD has processed and forwarded your case to our contractor, AED/Islamabad, for placement in an appropriate educational institute. We have just been informed by our contractor that your case has not yet been finalized. AED will contact you as soon as you are accepted by an accredited U.S. educational institution.

Sincerely,



Andra J. Herriott
Deputy Chief
Human Resources Development

cc: AED/Islamabad - PIO/P 391-0474-1-88648 refers


Ahmad:maa
HRD/Annex



Mr. Iftikhar Ahmed
Training Officer,
Human Resources Development,
USAID Mission to Pakistan,
Headquarters Office,
ISLAMABAD.

Aug, 31, 1988.

Dear Mr. Iftikhar,

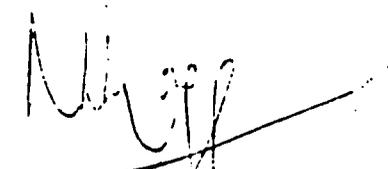
Please refer to my selection under GOP/USAID Scholarship program for PRIVATE SECTOR in SHORT TERM, NON-DEGREE Course of MARKETING PLANNING (Copy enclosed).

You had informed me on telephone that my papers were sent to A.E.D. for placement against your reference No. 88648 dated July 12, 1988. As per your instructions I contacted Mr. Mushtaq of A.E.D. to know about further proceedings. To my surprise I was told by Mr. Mushtaq that A.E.D. has not yet received my papers from USAID. It has been more than a month & a half, but my papers are still stuck somewhere inbetween.

I therefore, request you to please look into the matter and sort out the problem in consultation with A.E.D. Please do let me know your findings as soon as possible.

Your help in this regard will be highly appreciated.

Sincerely,



NADEEM KHWAJA

68-G, Block-2,
P.E.C.H. Society,
KARACHI-29.

Phone : Office : 295233
Residence: 445978

July 12, 88
sent to AED

c. c. Mr. Jon A. Gant



UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO PAKISTAN

DIVISION USAID/PAK

HEADQUARTERS OFFICE
ISLAMABAD

February 25, 1988

Mr. NADEEM KHAWAJA
68-G,
BLOCK-2,
PECHS,
KARACHI-29

Dear Mr. Khawaja:

Congratulations! It gives USAID great pleasure to notify you of your scholarship selection to study for a short-term non-degree in the U.S.A. under the 1987-88 GOP/USAID Development Support Training Program (Private Sector).

While you are in training this scholarship will consist of tuition/fees, roundtrip transportation to the training institution in the United States, a maintenance allowance to cover your living expenses, a book allowance and health insurance. Please note that this scholarship does not cover family expenses, and dependents are not permitted to accompany you during the period of training.

It is absolutely necessary to complete the following before processing/placement can be initiated:

You are required to complete a thorough medical examination. Please take the attached medical examination form to one of the approved doctors listed. The completed examination and findings will be returned to USAID by the attending physician.

After the medical examination and clearance procedures are completed USAID will forward your scholarship approval to the participant placement contractor, the Academy for Educational Development (AED), for processing and placement in the U.S.A.

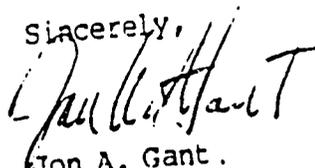
please note that USAID and AED will attempt to place you in a relevant program to meet your training needs and interests. We cannot force a placement in a U.S. university or training institution, and therefore cannot guarantee your placement. However, only about three percent of the scholarship recipients have not been placed when all applications and requested information are in order.

Please note: The procedures required for training are sequential and your prompt cooperation with requests made by your USAID program officer, Mr. Muhammad Asghar (USAID/HRD) and/or the contractor AED, will assist you in gaining timely entrance for your non-degree program.

If you do not fulfill all the requirements of the application and admission process as requested by USAID or the contractor AED by April 1, 1989, this scholarship will be cancelled.

We will be following your progress very closely. Again, congratulations and good luck!

Sincerely,



Jon A. Gant.

Chief

Human Resources Development

Encl: Medical Forms

APPENDIX XVI

***USAID FOLLOW-UP SURVEY OF RETURNED
PARTICIPANTS; LETTER AND QUESTIONNAIRE***



Dear

Greetings from the USAID Human Resources Division (HRD). You have recently completed a USAID financed training program and we can use your help in redesigning and improving future U.S. and/or third country training programs. Your valuable experience as a participant and going through the various phases of nomination, testing, application, placement, orientation, travel arrangements, training program, return to country, etc., and making use of this training in your every day work assignment will provide valuable information to us in carrying out an evaluation for future participants and programs.

Please take a few minutes of your time to study the enclosed questionnaire. Please tell us frankly about your views on the issues highlighted. If you have other concerns and suggestions that are not in the questionnaire please also tell us about them. Even if you feel your program was not successful please do not hesitate to say so. All information will be kept confidential and suggestions can help us rectify mistakes and/or build upon effective and successful training programs.

On another related subject, several of your colleagues have suggested the possibility of organizing alumni associations in the major cities of Pakistan. These associations could provide USAID participant alumni an opportunity to discuss their experiences and problems in making use of their U.S. and/or third country training and newly acquired or improved technical and professional skills. Alumni groups might organize from time-to-time professional information meetings utilizing either Pakistani or third country visitors as speakers and might sponsor on a periodic basis social gatherings of returned participants. What do you think of this idea? What are your ideas about the purpose, scope and program of activities for alumni groups? (See item 22 in the questionnaire).

We look forward to your response. A self-addressed envelope is enclosed for your use. Please remember that USAID has an interest in your professional development and we are always glad to hear from you. Please act on the enclosed questionnaire while it is in hand and on your mind.

Sincerely,

Syed M. Jafar, Ph.D
Coordinator
Participant Training Follow-Up

Attachment: Questionnaire

364

PROFORMA FOR USAID PARTICIPANT RETURNEES
(Please use additional sheet if more space is required)

1. Name: _____
2. Address: _____

3. PIO/P No: _____
4. Telephone No. Office: _____ Residence: _____
5. Designation: _____
6. Department/Organization: _____

7. Educational Qualifications:

<u>Degree/Diploma</u>	<u>Year</u>	<u>Institution</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Description of Training Received under USAID Program.

Type of Training: _____
(Academic or Practical)

Field: _____

Title of course (if applicable) _____

Dates of Training: Date of Departure: _____ Date of Return: _____

Date Program Commenced: _____

Institution & Place of Training: _____

Degree/Certificate received (if any): _____

9. What is your assessment of the training program in each of the following areas (if relevant):

	Excellent	Good	Fair	Poor
a) Improve your professional knowledge:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Improve job related skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establish professional contacts:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Better understanding of U.S.A :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Was your training relevant to the requirements of your job.

Yes No Partially relevant

11. To what extent have you been able to use aspects of your training in your job:

not at all limited amount

moderately substantially

12. Please give specific examples of uses you have made of your training:

13. What are the main factors that have prevented you from using more of your training:

14. What suggestions do you have for better utilization of your training:

15. If you have moved to another job since your training, is the new job relevant to the field in which you were trained:

Yes No Partially relevant

16. Have you been promoted since your training:

Yes
(because of training) No Yes, but not due to the training

21. a) If you attended pre-departure orientation in Pakistan, give your assessment and suggestions for improvement:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

b) If you attended post-arrival orientation in Washington D.C., give your assessment and suggestions for improvement:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

22. Do you consider the formation of an alumni Association of USAID Returned Participants feasible and desirable. If so, what suggestions do you have for its program and activities.

Signature
Date

Please return the completed questionnaire to USAID Mission in Pakistan, Office of Human Resources Development P.O. Box No. 1028, Islamabad.

APPENDIX XVII

TABULATION OF REPLIES TO USAID SURVEY

October 23, 1988

Syed M. Jafar - Coordinator, E.L. & F.P.

Follow-up and Evaluation of Participant Returnees

Mr. Andra J. Merriott - HRD

Thru: Mr. Zahid Zaheer - HRD

About 390 questionnaires have been received back from ex-participants so far (FY 84-87). Tabulation of the responses from DSTP ex-participants (165) received before August 1988 has been completed. Analysis of results is summarized in the attached annexure. This may be of interest to the M.S.I. evaluation team.

Tabulation and analysis of the remaining questionnaires is in progress.

Atch: a/s

ASSESSMENT OF RESPONSES FROM EX-PARTICIPANTS

SUMMARY TABLES

Q. 9 OVERALL ASSESSMENT OF TRAINING PROGRAM:

a. Improvement of Professional Knowledge of Trainee:

Excellent	30.3 %
Good	53.9 %
Fair	12.1 %
Poor	1.8 %
No response	1.8%

b. Improvement of Job Related Skills:

Excellent	17.6 %
Good	59.4 %
Fair	20.0 %
Poor	1.2 %
No response	1.8 %

c. Establishment of Professional Contacts:

Excellent	18.2 %
Good	36.7 %
Fair	32.1 %
Poor	8.5 %
No response	4.2 %

d. Better understanding of U.S.A.:

Excellent	30.9 %
Good	44.8 %
Fair	12.1 %
Poor	4.2 %
No response	7.9 %

Q. 10 WAS TRAINING RELEVANT TO REQUIREMENTS OF JOB:

Relevant	64.8 %
Partially Relevant	33.3 %
Not Relevant	1.8 %

Q. 11 EXTENT TO WHICH TRAINING USED AFTER RETURN:

Substantial	29.7 %
Moderate	44.2 %
Limited	21.6 %
Not at all	2.4 %

Q. 12 SPECIFIC EXAMPLES OF USE OF TRAINING:

Cited good examples	81.2 %
Cited marginal examples	6.1 %
Cited Irrelevant examples	4.8 %
No response	3.6 %

Q. 13 MAIN FACTORS THAT PREVENTED MORE USE OF TRAINING:

- I) Service structure and organizational set up in Pakistan.
- II) Lack of resources.
- III) Transfer to other department after training.
- IV) Training was not relevant to requirement of job.
- V) There are no constraints. Training fully utilized.

Q. 14 SUGGESTIONS FOR BETTER UTILIZATION OF TRAINING:

- I) Skills acquired should be allowed to be used on experimental basis at first and then on large scale.
- II) After return from training participants should be posted to a Section/Department relevant to his field of training.
- III) Less red tape and more freedom of action.
- IV) Computers and other new equipment should be provided.
- V) Training in the U.S. should have more practical bias.

Q. 15 IF MOVED TO ANOTHER JOB IS IT RELEVANT?

No change in job	64.2 %
New job is relevant	10.3 %
New job is partially relevant	13.9 %
New job is not relevant	7.9 %
Out of job	3.0 %
No response	1.2 %

2. 16 HAS PARTICIPANT BEEN PROMOTED SINCE AFTER TRAINING?

Promoted	7.9 %
Promoted (not because of trg.)	20.6 %
Not promoted	66.7 %
Out of job	3.0 %
No response	1.2 %

2. 17 NEW IDEAS/TECHS/SKILLS LEARNT

Learnt new ideas/techs	39.7 %
Did not learn new ideas	6.1 %
No response	4.2 %

2. 18 WHAT IDEAS IMPRESSED YOU MOST?

- I) Educational system in U.S.
- II) Commitment to the work/job assigned. Professionalism.
- III) Individual freedom.
- IV) Dignity of labor.
- V) Use of computers & audio-visual aids in teaching.
- IV) Friendliness of American people.

2. 19 MAJOR SHORTCOMINGS IN TRAINING PROGRAM:

- I) Duration of training too short.
- II) Stipend inadequate.
- III) Living accomodation not suitable.
- IV) Information regarding program not given in advance.
- V) Not enough emphasis on practical training.
- VI) Not enough field trips.
- VII) Course was too elementary.
- VIII) Course was too general. Should have been more specific and relevant to needs of developing countries.
- IX) AED (w) was not cooperative.

372

2. 20 SUGGESTIONS FOR IMPROVEMENT OF PROGRAM .

- I) Increase duration of training.
- II) Increase subsistence allowance.
- III) Arrange accomodation on campus. Arrange in advance.
- IV) More practical training. More field visits and project assignments.
- V) Course content should be relevant to needs of developing countries.
- VI) Invite more subject experts to give lectures and seminars.
- VII) Participants should be consulted before deciding course content.
- VIII) Include sight seeing tour of Washington D.C. in post-arrival orientation program.
- IX) Personal computer (P.C.) be provided to participants.
- X) There should be better selection of institutions.
- XI) AED (w) should have better communication with participants.
- XII) Arrange visits to other U.S. cities.

Q. 21 a) PRE-DEPARTURE ORIENTATION ASSESSMENT:

Excellent	4.8 %
Good	17.6 %
Fair	13.9 %
Poor	1.3 %
Did not attend	61.8 %

b) POST-ARRIVAL ORIENTATION - ASSESSMENT:

Excellent	17.6 %
Good	29.1 %
Fair	7.3 %
Poor	4.2 %
Did not attend	41.8 %

Q. 22 FORMATION OF ALUMNI ASSOCIATION OF EX-PARTICIPANTS:

Supported the proposal	87.3 %
Did not support	7.3 %
No response	5.5 %

APPENDIX XVIII

***AED FOLLOW-UP SURVEY OF RETURNED
PARTICIPANTS; LETTER AND QUESTIONNAIRE***

TRAINING EVALUATION FORM

(Please use back of the page or separate sheets if you need more space)

1. Now that several months have passed since your training program, what is your assessment of it? (Please check appropriate box).

Excellent

Good

Fair

Poor

2. Does the training seem relevant and applicable to the work you are now doing? Please explain below.

Yes

No

I am working in an area where the twin-menace of salinity and water-logging exists. This is mainly due to poor irrigation management practices. Presently I am investigating the comparative merits or demerits of various irrigation methods using my experience/observations which I had during my visit to USA in the training course.

3. List below in brief any NEW ideas, skills, techniques you learned from this program which you have used since your return from training.

. Efficient irrigation systems.

1. Trickle irrigation.
2. Sprinkler irrigation.
3. Ridge/furrow irrigation methods including Surge irrigation

4. If you are a member of any professional society relating to your field of training, please indicate below:

Society Soil Science Society of Pakistan.

Publications, Journals None.
Received

	Yes	No
Are they worthwhile?	<u>✓</u>	<u> </u>
Do you recommend them to others?	<u>✓</u>	<u> </u>

5. Would you recommend this program for other Participants from Pakistan?

yes. The irrigation engineers from PARC, WAPDA, PCRWR and Irrigation Department find the course highly useful.

Signature: Rubul Amin / 5/11/88

Name: Rubul Amin

Address: Ty. Director ARSS,
Ratta Kulachi,
Deva Ismail Khan.

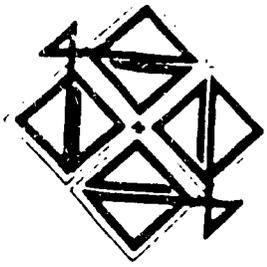
Many thanks for supplying the above information. Good luck with your current job. Please drop us a line from time to time, especially if your address or job title changes.

Janet Paz Castillo
Operations Manager
Participant Training

375

APPENDIX XIX

***PRE-DEPARTURE ORIENTATION,
LETTER AND PROGRAMS***



Academy for Educational Development

Development Support Training Project

No. 56, St. 88, 6th Ave. (Alaturk) G-6/3, P.O. Box 1973, Islamabad (Pakistan)

Phones : 822906, 824858, Telex 54250 AED-PK

Subject : PRE-DEPARTURE ORIENTATION

Dear

In our letter of _____ we referred to necessary pre-departure formalities. One of the most important is "pre-departure orientation" which is mandatory for all participants. To receive important information, be able to ask questions and prepare yourself for the challenge ahead, you are required to attend our pre-departure orientation program to be held on _____, at HRD/USAID, House No.2, Street No.74, (Near Covered Market), G-6/4, Islamabad. The orientation is scheduled on this date for your convenience but does not necessarily mean you are assured of departing for the United States. Your official medical clearance must be received from USAID before final departure details (visa, ticket, checks) can be arranged. The program will be conducted by our Operations Manager.

The program will include:

- a. Introduction to AED and USAID
- b. Structure and functions of AED, Washington D.C and how it helps the participants
- c. Travel Tips
- d. Weather and Food in USA
- e. Culture and Life in USA
- f. Educational System in USA
- g. Allowances admissible to you and paid to your institution

Please confirm your participation in the above orientation program as soon possible by writing a letter or on telephones 822906, 824858 or 811806. No TA/DA is admissible for this program.

Thanks.

Sincerely,

Mushtaq Ahmad
Administrator
Participant Training

PRE-DEPARTURE ORIENTATION MANUAL

April, 1987

PURPOSE OF PRE-DEPARTURE ORIENTATION

While a one-day orientation is given to participants on their arrival in Washington, D.C., the pre-departure orientation is conducted to prepare participants for their arrival, answer questions they may have, and inform them of preparations they should make in Pakistan before leaving.

Trouble Shooting: Many of the problems that occur between the time of a participant's departure and arrival to the Washington Office can be avoided if participants are given correct and up-dated information relating to airport meet arrangements, hotel addresses and phone numbers, Washington Office schedules, etc.

Expectations on the D.C. Office: As offices in the U.S. do not provide services which are common in Pakistan, it helps participants and Washington staff if participants know what to expect. An understanding of the overall project structure provides a background for understanding regulations and financial matters; an understanding of office structure and certain procedures helps in understanding why certain things are handled the way they are.

General Preparatory Suggestions and Specific Site Information: Some participants know the U.S. well, but most do not. Also, most have not traveled internationally. Some suggestions for travel and information on training sites is critical. Information about climate is especially important.

Program Information & Regulations: The Washington orientation will cover, in detail, information regarding USAID regulations and sponsorship. Allowances should be described, and regulations which have proven difficult to enforce should be addressed. Proper channels for requesting program changes should be discussed.

Culture & Values: Certain American values and behavior will affect participants from the moment they arrive in the U.S. Also, certain fears and hesitations on the part of participants should be addressed.

Last Questions & Instructions: Participants have questions which have not been answered during the placement process. Also, many of the participants have not completed all of their departure formalities and should be reminded of those.

PREPARING FOR PRE-DEPARTURE ORIENTATION

Sites which have been used for pre-departure orientation have included:

AED/Islamabad Conference Room, Islamabad
USAID Staff House, Karachi
NIPA, Lahore
American Center, Lahore

Arrangements should be made with sufficient time to send invitations to participants.

Materials which are used, and those which are given to participants:

A Flip Chart is available in Islamabad; for other sites it is necessary to take along large sheets of paper, tape and markers.

For Long-Term participants:

USA Travel Information
The United States System of Education
This is America
Map of the U.S.A.
Passport Insert Booklet
Pre-departure Orientation Handbook (for Ministry participants)

For Short-Term participants:

Photocopy of program brochure if available from the resource room in addition to information outlined above

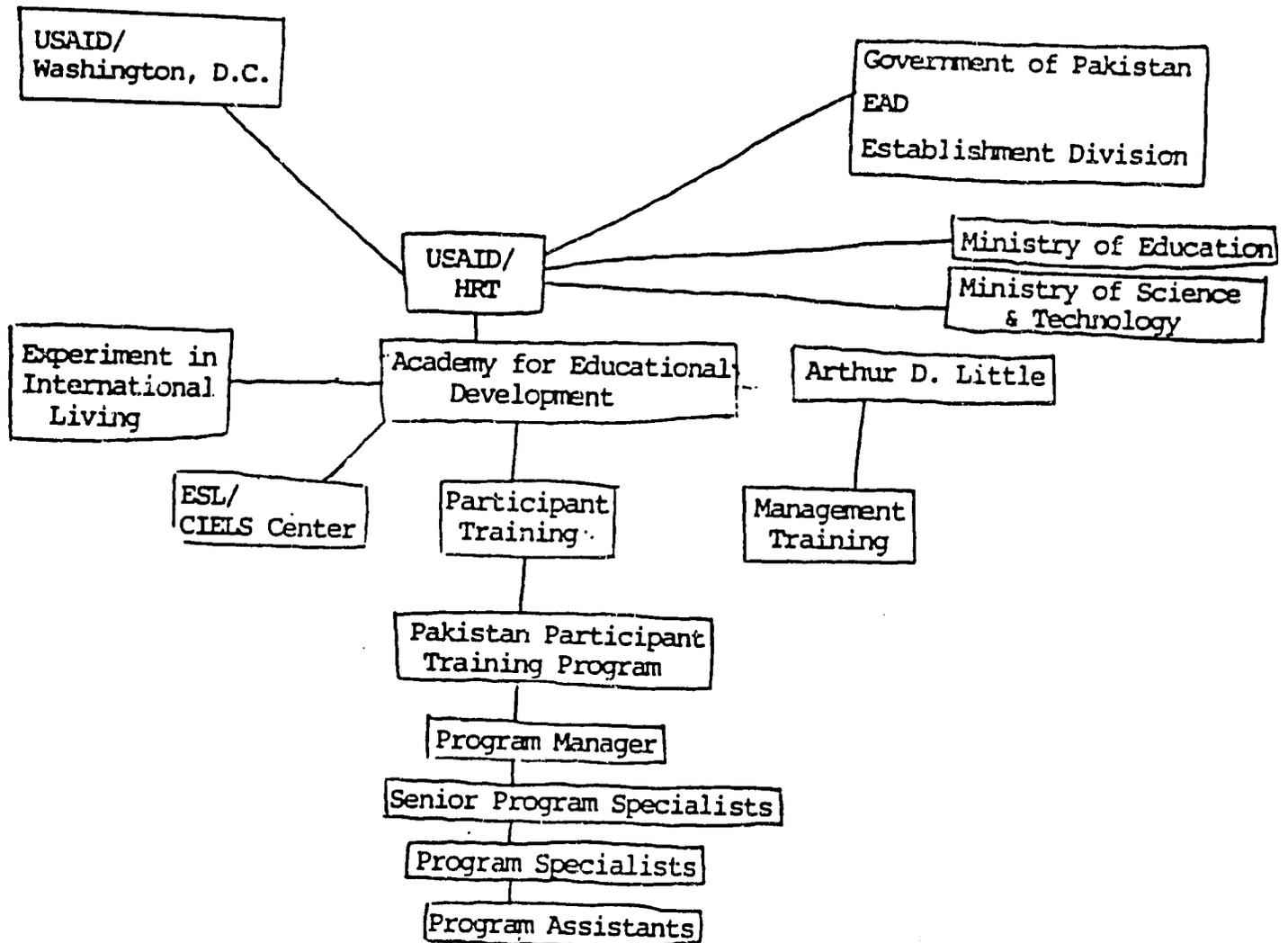
Participants except MOE and MOST are to be given the Orientation Handbook (our in-house book in the green binder). MOE and MOST participants are to be given Pre-departure Orientation Handbook as noted above.

IT IS VERY IMPORTANT THAT SPECIFIC INFORMATION AS REGARDS CONTACT PHONE NUMBERS, HOTELS BEING USED, ORIENTATION SCHEDULES, ETC. BE CONFIRMED WITH THE PPTP, D.C. OFFICE PRIOR TO ORIENTATIONS SO THAT PARTICIPANTS ARE GIVEN THE MOST CURRENT INFORMATION.

Prior to orientations, and particularly those involving the large numbers of participants to enroll for Fall and Winter semesters, a telex should be sent to the DC Office requesting any special instructions which should be given to participants. If this is done far enough in advance, Washington will be able to send a memo outlining any important changes or new information which participants should know.

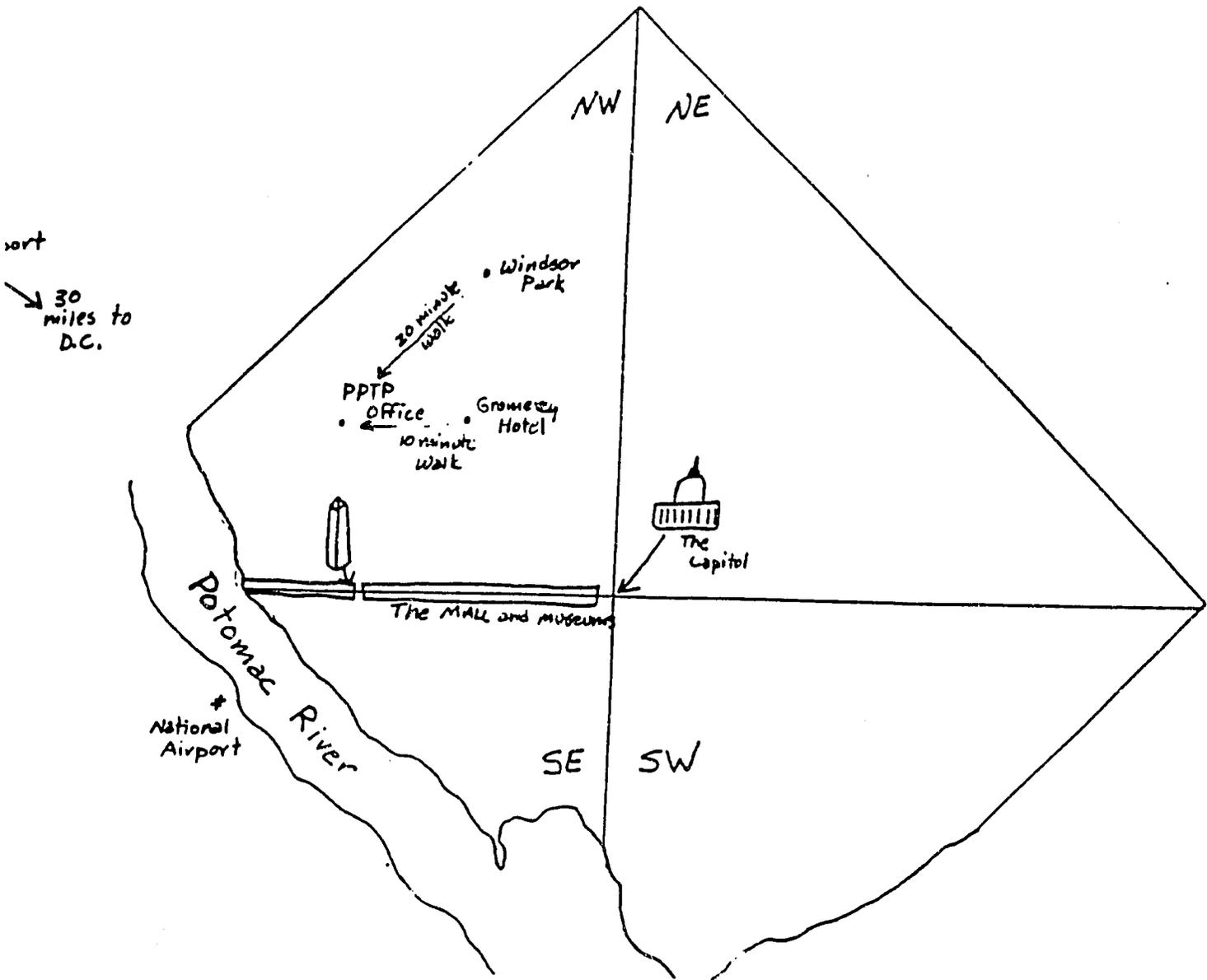
FLIP CHARTS

1. Organizational Structure of DSTP Project:



2. Names, addresses and phone numbers of hotels being used in Washington D.C.
3. Updated phone numbers to be used in case of problems on arrival

4. Washington, D.C. map



Explanatory notes: Dulles International and National Airports are both in Virginia. Dulles is 30 miles from the city and is an expensive taxi ride. National Airport is very close to the city.

The hotels where participants will be staying, and the Pakistan Training Program Office, are located in the Northwest section of the city; these are conveniently located near shops and restaurants.

The Northwest section is generally safe and participants shouldn't be afraid for their safety; they should, however, take normal precautions such as not carrying large amounts of cash, walking alone late at night, etc.

785

The office is within walking distance of both hotels. It would take participants about 30 minutes to walk from the Windsor Park and ten minutes from the Gramercy. Taxi fare from the hotels to the office will be under \$5.00.

The Mall is where most of the museums are located. The Mall is a large public park. At one end is the Capitol Building and at the other are the Washington and Lincoln Memorials. Between is the largest complex of museums in the world (called the Smithsonian). The National Air and Space Museum is on the Mall.

Washington is serviced by a subway and participants will want to learn about that when they arrive. It is safe and clean and inexpensive. Everyone rides the subway regardless of status.

OUTLINE FOR ORIENTATION

Background of Nomination/Placement Process (with Flip Chart)

1. How nomination and eventual placement proceeds

GOP - AID - AED - PPTP

2. What the office in Washington will do
What to expect and what not to expect
3. How programs are bound by USAID regulations

Travel Tips

1. How to avoid Jet Lag
2. Preparing for travel and delayed flights
3. Advice against carrying cash

Extras to Pack

1. Souvenirs, small gifts, photographs
2. Urdu/English Dictionary
3. Materials relating to job in Pakistan, to field of research or area of expertise.
4. Medication/Eyeglasses
5. Appropriate Clothing for Climate

Arrival in the U.S.

1. Importance of following your itinerary and original ticket
2. Airport meet & Hotel arrangements made in U.S. based on ETA
3. Hotels PPTP uses for participants (with Flip Chart)
4. Safety in American cities

Race not equal to crime

USAID (or Ministry) Scholarship

1. Allowances

Education

1. Differences between U.S. & Pakistan educational systems
mandatory course attendance, frequent exams, lengthy reading lists
2. Lifestyles
lowered standard of living, shared housing, living independently

American Culture

1. Differences between the U.S. and Pakistan

PPTP Orientation

1. Final note on participants' first business appointment

DETAILED PRE-DEPARTURE ORIENTATION NOTES:

1. Background of Nomination/Placement Process

Participants are nominated by the Government of Pakistan, provincial governments, specific divisions, public institutions and by some non-governmental organizations (though these latter must be approved by the Government of Pakistan).

The nomination is submitted through channels and receives final approval from the Economic Affairs Division and the Establishment Division. An EAD document is then sent to USAID, HRT office.

A PIOP is written by HRT. This specifies: money allocated for training, field of training, degree objective (Master's, Ph.D., or non-degree), duration of training, and in some cases the specific training program.

This document is sent to AED where information is telexed to PPTP in Washington, D.C. In Washington, a Program Specialist is assigned to the case and begins pursuing placement. Requests for documents, training objectives, etc. come from the Washington office where the information is needed for placement.

Once placement is confirmed, a "Call Forward" is issued and preliminary arrangements for arrival are made. These can include - but don't always, depending on what the school can provide - information regarding arrangements for temporary housing, registration, any special arrangements.

When ETA information on the participant's flight is received by the D.C. Office, hotel and airport meet arrangements in Washington are made. When the participant arrives, if arrival is as the ETA stated, the participant will be met, taken to a hotel, orientation will be conducted on the scheduled date, the participant will receive money, program information, etc., and will be instructed on how to reach their training site; transportation arrangements (airline reservations, etc.) from Washington, D.C. to the training site are made by PPTP staff prior to the participant's in D.C.

2. How Offices in the U.S. Differ from those in Pakistan

In Pakistan, offices, especially those of government officials, offer all kinds of services which are not common in the U.S., i.e. drivers, assistance in making personal and local arrangements, sometimes providing escort service for touring, etc. Clerical and administrative staff in offices which participants visit will not make arrangements, provide secretarial support, etc. for participants. Participants will have to do these things themselves, and if they expect that there will be staff to help them or do provide the services for them, their expectations (except for directly program related details) will not be met.

3. USAID Regulations

It is very important that participants realize regulations affecting their program involve USAID regulations and that in most cases, neither PPTP or AED can affect a change. Requests for dependent certification, rules governing such things as the prohibition of driving in the U.S., program duration, degree objective, etc., are matters for USAID decision. Requests for changes in a participant's program (field of study, duration of program, degree objective, etc.) which require appeal to USAID must be submitted to PPTP which will submit them to USAID/Pakistan. A decision from AID on these requests often takes considerable time; PPTP cannot approve any request without written approval from USAID/Pakistan.

Dependent Certification: USAID discourages dependents from travelling to the U.S. to join a participant and has strict requirements which must - in all cases - be met before dependents will be provided a dependent visa. These include:

1. The participant must complete at least one academic term and provide a grade report indicating satisfactory performance
2. The participant must provide proof of sufficient financial resources (\$1500/year for spouse; \$1000/year for children) in the form of a bank reference and bank statement.
3. The participant must purchase comprehensive health insurance for their dependents and prove purchase of this to the Washington office.
4. Dependents must purchase round trip fare and present the ticket(s) to USAID when they report to obtain their IAP-66.

USAID makes all decisions on requests for dependent certification; AED (or the Washington office) cannot influence decisions and are usually not informed of a decision when one is made. Consideration of requests for dependent certification take considerable time.

4. Travel Tips

It is suggested to minimize jet lag that one should drink plenty of fluids during his/her flight.

Also, if the person immediately assumes the local schedule of the place where he/she has arrived, it will help them adjust more quickly. Instead of sleeping immediately if one arrives in the U.S. in the morning, it is better to stay awake until early evening; in this way adjustment will be easier.

OVERNIGHT BAG: Often participants arrive before their luggage, miss a flight and are delayed, etc. It is advisable for participants to carry with them a carry-on bag in which is a change of clothing, basic toiletries, a small hand towel, etc., so that discomfort is minimized and cleanliness can be maintained.

MONEY: Participants are advised to carry not more than \$50 in cash. Traveller's checks can be cashed at most airports and once a participant has arrived in the U.S.; there is no need to carry much cash.

5. Extras to Pack

Items participants may consider packing include: Souvenirs, photographs, books about Pakistan, small gifts. Americans are very unknowledgeable about most of the world but will be curious to know about where a person is from. There will be times when hospitality is extended and a small gift to the host would be appropriate. The gift need not be expensive or large. Some things which are available in the local bazaar for but a few rupees are appropriate. Photographs of your city, village, family, etc. will be appreciated. (Americans will ask questions like "Is there electricity in Pakistan?" "Do people drive cars?", etc.) It is important that participants are aware of how little Americans know about their country but also that Americans are generally curious to know about other parts of the world.

Bilingual Dictionary: English usage in Pakistan is more British than American. Words used in the U.S. in newspapers, magazines, articles, may not be familiar. An Urdu/English Dictionary might be useful.

Materials relating to Organization & Job in Pakistan: Especially in graduate education and in professional short programs, advisors and faculty will want to know what a participant does and how the organization is structured, etc. If participants are going to attend a degree program, they should take material relevant to their area of expertise. If they have professional papers, they should take these; if they have done research, they should take background information on this. In many cases, the papers and the thesis they will be required to write will be based on the work they have done in Pakistan. Scholarship allowances will not pay for shipping books or papers from Pakistan to the U.S.

Medication, eyeglass prescriptions: If medication is prescribed, or if something is taken routinely, take the prescription (written in English) with you and a small supply of the medication. Also, laws which affect medications are more strict in the U.S. and some medication which is available without prescription in Pakistan may require a prescription in the U.S. If one wears eyeglasses, at least an extra pair should be taken; also, the eyeglass prescription should be taken.

Clothing: Climate of the U.S. should be described and participants should be advised as to the kind of clothing they will have to take with them. This is especially critical for anyone going to school anywhere in the Middle and Northern parts of the U.S.

6. Arriving in the U.S.

Following the Itinerary: The Washington office (PPTP) specifies the date that a participant should arrive and provides airline ticket routing which should be specified to the Travel Office. Often, participants will attempt to change dates and/or routing to suit personal preferences. It is imperative that participants follow that routing and schedule which has been specified. Failure to do so will probably result in a participant's not being met at the airport in Washington, and a hotel reservation will not have been made for them. If Washington staff is advised of the need for a change in the dates they have specified, they can advise AED what the best new date will be. If changes are made, advance notification is imperative.

On receipt of participant ETA's, the Washington Office will arrange for airport meets, hotel reservations, and other plans as needed to get the participant to his/her site. If all goes as planned, there should be no problems when a participant arrives in the States. If anything changes (missed flight, delayed flight, change in itinerary, etc.) participants need to know how to proceed on their own. They should be given very specific instructions to be used if they are not met at the airport. These will be provided by Washington before each "busy" season. Important information includes:

availability and cost of transportation from the two airports in Washington to the hotels used;

names, addresses and phone numbers of the hotels used

phone numbers to call at JFK and in DC if something should go wrong

the Washington Office phone number.

Usually Washington will inform AED of the time when orientations will begin on each scheduled day; this should be told to participants.

Washington, D.C.: A brief description of the city will be helpful. I found it useful to draw a diamond, divide that, and then draw in the location of hotels, airports, the office, and other points of interest.

Information on the city will be left for participants at the hotel where a reservation has been made. They should be made aware, however, that hallal food is available (usually at Indian, Middle Eastern or Kosher restaurants). A brief description of some of the sites they may want to see will be appreciated; they can be drawn on the map.

Participants are often afraid for their security in American cities. It is important to talk to them about the population and safety of Washington. Where participants will be staying and likely to go is very safe, though normal precautions should be taken (don't carry a lot of money, don't walk around alone late at night, have valuables locked in the hotel safe).

Participants generally have misconceptions relating to black Americans, and as Washington's population is about 85% black, this matter should be discussed. In Washington, blacks will often be participants' peers, and when they reach their sites, they may be their trainers and fellow classmates. It is important to stress that crime is related to economics and is not related to race; in the poorer, inner city neighborhoods, crime is likely to be higher regardless of those who live there.

When talking about race it is also useful to talk about the role of women in the U.S. They will notice, immediately on arrival, marked differences between women in the U.S. and in Pakistan. Participants should be advised that in America, women often hold jobs, and will probably be fellow classmates and instructors. The ideal of equality (of the sexes and of persons of all races) is highly valued in the U.S.

7. USAID (or Ministry) Scholarship

Some details of allowances should be given, though it is difficult for groups of mixed participants (USAID, MOE, MOST, Long-term, Short-term) to understand allowances if those relating to more than one program is described.

All long-term participants will be paid a monthly maintenance allowance, book/equipment allowances, thesis/dissertation allowance and health insurance. The amounts for the different sponsored groups varies widely. When the participant receives their call forward letter, it specifies the amount of monthly maintenance allowance they will be receiving. For AID participants, this figure is based on the cost of living of the location where they are going; MOST and MOE participants have a fixed allowance: MOST participants receive \$583.33 and MOE receive \$500.00 (this should be verified as it is subject to change).

Allowances for all programs are subject to change and allowance information provided to participants should be verified with the D.C. office by memo well in advance of pre-departure orientations.

Also, as allowances are explained in detail by Washington staff, AED staff should not feel the need to describe all allowances, etc. in detail (it would often take the whole time of the orientation). Monthly allowances, certain regular allowances, etc. should be described generally.

8. Education

A few matters relating to education in the U.S. should be covered. Evaluation of a student is different in Pakistan than in the U.S. Students in the U.S. will be expected to attend lectures, do exercises as assigned, complete papers. Exams are given frequently and are usually essay exams. The strongest difference between the two systems appears to me to be that in the U.S. a student is expected to become familiar with a lot of material relating to a subject and then is expected to show their understanding of the material in the development of their own ideas. The education system in the U.S. does not value memorization; it does value a student's own well considered solutions to problems.

For many participants, being a student in the U.S. will involve a change in status, a lowered standard of living, and a greater expectation that one does things for oneself. As many of our participants have become very used to having services provided to them because of rank, salary, status, this is a shock. It is important to stress that for other international and American students, it is expected that graduate study involves a lowered standard of living for the duration of the program, with the knowledge that benefits will be received when one is working again. (Higher salary, a degree which brings additional respect, etc.)

9. American Culture

Certain American habits, and values are very different. These should be discussed, and especially those which will affect participants the minute they land in the U.S.

Some of those I found useful to discuss include:

Self-Reliance: Americans value the idea that they can do things for themselves. As a result, America does not provide the services which are common in many developing countries, and especially in Pakistan.

From the moment one arrives in Washington, they will be expected to be able to take care of themselves, find their own transportation, carry their own luggage, etc. (Though if they are met, their arrival will be made easier.)

If they have time in Washington to tour, they will be expected to visit sites by themselves. While Americans tend to be very helpful when asked locations, how to get a taxi, etc. they will rarely offer to do something for a stranger.

Hospitality: Pakistan has an especially generous sense of hospitality. That will not be found in the U.S. Americans will appear cold, rude and uninterested. They will rarely invite a stranger to their home after meeting them only a few times. In this regard, it is helpful to stress that Americans are also quite cautious and I think actually shy when it comes to befriending people from other countries. If a Pakistani were to take the initiative and invite someone to have coffee in a cafe or the like, the American would probably be very interested and feel honored at the invitation.

Time: Time in America is often said to have the value of money. Americans, even in their leisure time, indicate their need to be kept busy with the expression, "I wasted time" when they have not done anything. Whereas in many parts of the world simply having tea and sitting is considered a good use of leisure time, it is not true in America. Internationals are often not accustomed to such a careful consideration of time. Schedules and appointments made with Americans should be observed. Socially, however, it will also seem that Americans are simply too busy to be engaged or interrupted.

Friends: Americans are unaccustomed to the intense way by which business interests are often pursued in social environments as is common in Pakistan. Friends in the U.S. are more often chosen because of shared interests and social compatibility than as business connections.

Also, Americans maintain friendships with men and women. There is no segregation of the sexes except in very limited contexts. That American men and women associate freely with one another does not imply anything beyond friendship. In general, Americans find the segregation of the sexes as is seen in Islamic countries as strange and backward and participants may find themselves having to defend their customs to their American friends.

Personal Respect: In Pakistan, a person is accorded respect because of personal qualities, occupation, status, age, family importance. In the U.S., respect is accorded a person for personal qualities of talent, initiative, reliability, and integrity. Wealth or financial success are not seen as qualities which necessarily command respect; in fact, Americans are often suspicious of how a person has become wealthy and find overt and intentional display of wealth distasteful.

Entitlements (meaning privileges extended to a person because of high status): Americans do not often give special treatment to persons of high status as is done in Pakistan. In general, an American pays for all services received.

APPENDIX XX

WASHINGTON ORIENTATION PROGRAM

SAMPLE ORIENTATION OUTLINE

Pakistan Participant Training Program

- 9:00 **WELCOME**
- Attendance and sign-in
 - Introductions of Specialists and Assistants implementing the session
 - Completion of Forms
 - Arrival Information Form
 - Passport/Visa Form
 - ID Cards
 - Collect and review participants' domestic airline tickets.
 - Make travel arrangements.
- 9:30 **INTRODUCTION TO THE PROGRAM**
- Round Robin Exercise
 - Participants introduce themselves and their respective programs
 - Explanation of PPTP
 - Organizational structure (USAID/AED/EIL)
 - Function and roles of Specialists and Assistants
 - Introduction of the session
 - Discussion of the outline and agenda
- 10:00 **BANKING**
- Distribute the participants' maintenance checks
 - Escort the participants to the bank and assist them in obtaining traveler's checks
- 10:30 **BREAK**
- 10:45 **ORIENTATION HANDBOOKS**
- Explain format of the Handbook
- 11:00 **EXPLANATION OF ALLOWANCES AND CONDITIONS OF SCHOLARSHIP**
- (The following allowances are covered based on the participants' scholarships. USAID academic and technical participants receive different allowances as do the MOST and MOE scholars.)
- Handbook 10 Regulations
 - J-1 Visa
 - Early Termination of the Program
 - Book and Equipment Allowance
 - Exit Allowance

Orientation Outline
Page 2

- Typing allowance
- Association membership
- Health insurance (Procedures and Restrictions)
- Maintenance allowance
 - Explanation
 - Calculations
- Professional seminars
- Research allowances
- Dependent certification (J-2 Visa)
- Mid-Winter Seminar
- Thesis allowance
- Program changes
- Computer and other special equipment purchases
- Travel to Pakistan during the program

Responsibilities of the participants

- Academic Enrollment and Term Report Forms
- Taxes/Social Security Forms
- Reporting procedures/requirements to PPTP
- Program Evaluations
- Other Responsibilities

12:15 LUNCH

1:15 U.S. EDUCATION

- American Educational System
 - Explanation of university system and degrees
 - Credit Hours
 - Semester/Quarter System
 - Enrollment policies and registration
 - Grades/Tests
 - Classroom environment
 - Teacher-Student relationships
 - Student-Student relationships
- Comparisons to Pakistan system
- College campus
 - Facilities and services available
 - Support systems
 - Role of Academic and Foreign Student Advisors
 - Health Services
 - Self-Reliance
 - Student Organizations
 - Community Organizations
 - Role of PPTP staff
- VIDEO - What is Expected of a Graduate Student.
 - Discussion
- Arrival on Campus
 - Discussion of travel arrangements and arrival
 - Instructions for first appointments once on-campus
 - Temporary housing arrangements

2:15 **BREAK**

2:30 **U.S CULTURE**

- Adjustment to living in the United States
 - Exercise: Participants identify problems, differences, concerns and assumptions they have of living and attending school in the U. S.
 - Discussion of adjustments problems and strategies
 - Values and behaviors
 - "Culture Shock": Definition and Discussion
 - Problem Solving
 - Coping with Stress

- Life in the United States
 - The American family
 - American Society
 - Self-reliance and Self-sufficiency
 - Male-Female relationships
 - Health and hygiene
 - Race and social issues
 - Friendships
 - Money and banking
 - Food
 - Housing
 - How to locate
 - Responsibilities and procedures
 - Cost of living in the U.S.
 - Budgeting
 - Comparison of prices
 - Shopping

4:00 **CONCLUSION**

- Question and answer
 - Program specifics
- Concluding remarks and farewell

APPENDIX XXI

STUDENT ADDRESS REPLY FORM

STUDENT ADDRESS REPLY FORM

PLEASE RETURN THIS FORM WHEN COMPLETED TO:

Pakistan Participant Training Program
1255 23rd Street, N.W.
Washington, D.C. 20037

NAME: _____

MAILING ADDRESS: _____

TELEPHONE NUMBER: _____

ACADEMIC ADVISOR: _____

ADDRESS: _____

CURRENT PROGRAM

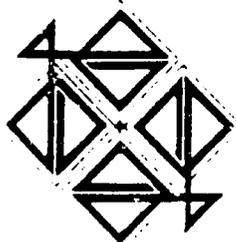
Please list below the courses in which you are enrolled or describe briefly the laboratory or research work in which you are engaged.

TITLE AND NUMBER OF COURSE
HOURS

CREDIT

APPENDIX XXII

PROGRAM OF STUDY



Pakistan Participant Training Program

1255 23rd Street, N.W. #400 □ Washington, D.C. 20037 □ (202) 467-8700

9 November 1988

Dear Participant:

We have been requested by USAID (and MOST in the case of MOST students) to have on file a current program of study for each participant under our administration. In most cases, this program of study should be planned and sent to our office during your first semester of study in the United States. When received by our office, this program of study will enable your program specialist to better support and monitor your academic program. This form will also be forwarded to USAID/Pakistan as well as any Government of Pakistan ministries that are affiliated with your program.

Please review the attached three-page program of study form and fill it out with your academic advisor. Since this form will be sent to USAID and other official offices, please type the requested information. Most of the items are self-explanatory, but if you have any questions about the information requested, please call your program specialist before filling in this form. Since this form can be revised and updated whenever changes are made to your program, try to answer all the questions on page one at this time. Although you may not have narrowly defined your thesis or dissertation topic when filling in this form, please indicate what area you are considering for this project. This information can be updated when changes or refinements occur. If you need additional space to respond to these questions, or want to provide additional information that you would like our office to have about your program, please attach the information to this form.

We value your advisor's input and guidance in completing this form, and ask that you work with him or her when completing this form. Your advisor is requested to sign the final page of the form. We suggest you keep a copy for your reference.

Please complete these forms within two weeks of receipt and return them to your program specialist. If there is some reason this cannot be done within this time frame, please call or write your program specialist to let them know when you will be able to complete this requirement. If you have submitted a program of study to our office in the past, please call your program specialist to see if we need an update.

We wish you continued success in your program and thank you in advance for your timely completion and return of this program of study form.

Sincerely,

Larry Bartlett
Larry Bartlett
Deputy Program Manager

enclosure/program of study

Program of Study
page 2

Please list the courses and research credits that are proposed for the duration of this program:

First Year:
First Term

COURSE NAME
AND NUMBER Credits

Second Term

Third Term

Fourth Term

Second Year:
First Term

COURSE NAME
AND NUMBER Credits

Second Term

Third Term

Fourth Term

1001

Third Year:
First Term

COURSE NAME
AND NUMBER Credits

Second Term

Third Term

Fourth Term

Fourth Year :
First Term

COURSE NAME
AND NUMBER

Second Term

Third Term

Fourth Term

SIGNATURE OF ACADEMIC ADVISOR
(or Graduate Coordinator)

NAME AND TITLE OF SIGNER

DATE

4/25

APPENDIX XXIII

***AVERAGE MONTHLY COST OF ACADEMIC
TRAINING PROGRAMS***

AVERAGE MONTHLY COST OF ACADEMIC TRAINING PROGRAMS

12/01/82 TO 11/02/88

A I D R E G I O N	U N D E R G R A D	M A S T E R S	D O C T O R A L	T O T A L
AFRICA REGION				
NUMBER OF PARTICIPANTS	108	396	31	535
TOTAL PARTICIPANT MONTHS	1,826.251	6,708.047	650.581	9,184.879
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,153	\$1,383	\$1,267	\$1,329
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$13,836	\$16,596	\$15,204	\$15,948
NEAR EAST REGION				
NUMBER OF PARTICIPANTS	366	431	261	1,058
TOTAL PARTICIPANT MONTHS	8,030.013	6,318.066	4,917.672	19,265.751
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,247	\$1,308	\$1,229	\$1,262
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$14,964	\$15,696	\$14,748	\$15,144
ASIA REGION				
NUMBER OF PARTICIPANTS	3	241	38	282
TOTAL PARTICIPANT MONTHS	54.179	3,519.787	537.839	4,111.805
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$980	\$1,632	\$1,481	\$1,604
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$11,760	\$19,584	\$17,772	\$19,248
LATIN AMERICA AND CARIBBEAN REGION				
NUMBER OF PARTICIPANTS	334	555	26	915
TOTAL PARTICIPANT MONTHS	5,792.512	7,743.408	492.791	14,028.711
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$885	\$1,342	\$1,320	\$1,153
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$10,620	\$16,104	\$15,840	\$13,836
TOTAL				
NUMBER OF PARTICIPANTS	811	1,623	356	2,790
TOTAL PARTICIPANT MONTHS	15,702.955	24,289.308	6,598.883	46,591.146
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,102	\$1,386	\$1,260	\$1,273
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$13,224	\$16,632	\$15,120	\$15,276

407

APPENDIX XXIV

FOLLOW-UP OF CIELS GRADUATES

H/88

SUBJECT: FOLLOW-UP OF CIELS GRADUATES

1. Steps taken to improve utilization of CIELS graduates who qualify with a TOEFL score of 525 and above:

- (i) Priority in CIELS admission is given to candidates who have already been nominated by GOP for USAID participant training. This will ensure immediate processing by HRD Case Officers as soon as the candidate achieves the required TOEFL score.
- (ii) Back-log cases of qualified CIELS graduates, who have not been nominated by GOP as yet, are being taken up with their department heads. Follow-up action has been started with the most recent graduating class, i.e. the 14th season, followed by the 13th, 12th session, etc.
- (iii) PTP data base is being utilized to trace nomination status of CIELS graduates. Names of qualified candidates are being cross checked and follow-up action is being taken wherever necessary.

2. Further action proposed:

- (i) Unofficial TOEFL scores of qualifying candidates will be conveyed to HRD Case officers for further processing of nominations in respect of those candidates who nominations have already been received by GOP.
- (ii) Mid-term unofficial scores will be conveyed to HRD Case Officers in respect of nominated candidates i\to make it possible to proceed further with processing while the candidate is continuing studies at CIELS.
- (iii) AED data base will be used to track CIELS graduates who have gone for training or completed training. This will help to eliminate these names and thereby concentrate on a smaller list for follow-up action. Laurie has suggested the possibility of hiring some one from the TOEFL Team for a short period for using the CIELS data base and checking against AED data base.

APPENDIX XXV

***SAMPLE SURVEY OF IN-COUNTRY WORKSHOPS
FOR WOMEN MANAGERS AND ENTREPRENEURS***

SAMPLE SURVEY OF IN-COUNTRY WORKSHOPS FOR WOMEN MANAGERS AND ENTREPRENEURS

As a means of attempting to assess the design and impact of the workshops, and for obtaining suggestions for the future, a random sample survey of 30 women trainees was conducted by a Pakistani interviewer October 31 - November 13, using a questionnaire prepared by the evaluation team. The questionnaire is attached to this Annex and the interviewer's report and completed questionnaires are in MSI's files. The survey group included trainees from Islamabad (3), Lahore (10) and Karachi (17); 15 of the foregoing had attended one or more of the management workshops and an equal number one of those on entrepreneurship. Virtually all participants came from the higher strata of Pakistani urban society and had higher education degrees (B.A. or better).

The general reaction of respondents to the workshop experience was overwhelmingly positive. All 30 indicated that the workshop had met or exceeded their expectations and that they would recommend future workshops to other women in similar positions. Twenty eight of the 30 were satisfied with the way the program was handled. In regard to expectations, most of the trainees (17) saw the workshops as a means of helping them "to do their current job better" (although none saw them as a way toward a promotion). Most respondents also saw the courses as a means of compensating for lack of previous training or experience and as a way of helping them to evaluate their current performance.

When asked to describe or look back on their workshop experience, the managers mentioned particular skills (goal setting, decision making, time management, leadership) or concepts (team approach) which they remembered. Similarly, the entrepreneurs referred to marketing, finance, feasibility study skills and "how to get started". But 19 of the respondees cited self-analysis and better self-awareness as a major recollection.

Several questions sought to shed light on the extent to which the training had benefitted the trainees, bearing in mind that some of the workshops were held quite recently. All except two respondents indicated their job skills had improved, especially organization, management, delegating tasks and personnel. A number of the managers (8) noted improvements in their ability to allocate time while the entrepreneurs (7) laid more stress on improved accounting and financial management skills. Members of both groups (14) felt the workshops had helped in their personal development, self-realization and motivation ("helped me to discover/realize what was latent within me"). Some respondees said that the workshops helped them, as women, to cope and function in a male-dominated environment.

With respect to utilization of the training by the attendees, 12 indicated they had used it "very much", 15 "somewhat" and 3 very little if at all. Several (4) in the latter categories indicated they lacked the authority to effect changes/suggested by training, some indicated not enough time had elapsed (3) while others said they were too busy. Another gauge of utilization was the participants' perception as to whether the training had helped them to advance their careers. Nine responded "a lot", (especially in self-development) 15 indicated "somewhat" and 6 "not at all". Among those in the first two categories, 6 thought their chances for promotion or personal advancement had improved and 16 thought the workshops had strengthened their professional capabilities and/or self realization.

The sample groups were also asked to identify what they saw as their major job-related "challenges or problems". Interestingly, the major problem perceived by both group (18 respondees) lay in human relations including supervising subordinates, dealing with colleagues, handling clients. Another six complained about discrimination ("trying to secure loans from banks is a degrading, insulting affair especially for women entrepreneurs"). Other challenges were management of time, financial management, coping with government policies and becoming more self-assertive. These responses should be valuable to the project in terms of designing future workshops.

A wide variety of responses were elicited as to suggestions for improvements that might be introduced in such courses in the future. A number of the participants of the entrepreneurship course suggested that more time be spent on personnel and human relations aspects of management (e.g. marketing, employee relations, strengthening self-assertion) and on finance, accounting and legal subjects including the preparation and presentation of loan applications (three suggested some kind of linkage between the course and a lending source). Members of both groups pointed to the need for continuing liaison and assistance as they sought to apply what they had learned (follow up sessions, formation of a network of graduates). There were also a number of comments on seminar organization and procedures : (a) shorter workdays over a longer period (for the two week entrepreneurship seminars) and longer training periods (for the four day management workshops), (b) greater emphasis in trainee selection toward having more homogeneous audiences, (c) more careful selection of panelists (some were considered unrealistic and redundant), (d) more efficient advance preparations and publicity, (e) locating the seminars at sites other than hotels (f) reducing seminar fees and broadening participation. On the matter of future seminars, a few trainees referred to the need for increased participation by Pakistan instructors, more use of Pakistani-specific materials and case studies and for expatriate instructors to relate their expertise to the Pakistani environment. It was also felt that involvement of expatriates would be needed for a further period until a Pakistani cadre had been trained. Interestingly, several participants from both groups expressed the hope that similar

courses be offered in local languages for less advantaged women managers and entrepreneurs in smaller communities "we already have experience, confidence, some exposure and education. It should be for those lacking in these areas".

Assessment

The offering of management and entrepreneurship workshops for women by women has been a rare if not unique experience in Pakistan. The enthusiasm expressed by participants with their workshop experience reflects the dearth of such training opportunities in Pakistan as much as it does the content and presentation of the workshops themselves.

The benefits of the workshop were perceived by participants as occurring at two levels -- technical and personal. At the technical level attendees felt their professional capability had been strengthened with managers stressing such skills as planning and decision making while entrepreneurs emphasized subjects like marketing and finance. At the personal level, both groups thought the workshops had enhanced their self-confidence, ability to communicate and to deal with other people. These benefits were valued as much as, if not more than, the technical ones.

Participants were highly positive that the programs should continue with a long range objective of providing courses taught by experienced Pakistani instructors and using more Pakistani-oriented materials. The desirability of a transitional period in which expatriates and Pakistanis would share responsibility for program design and content was also mentioned. Participants from both groups suggested that low cost adaptations of the two courses be designed and organized for less advantaged women using national or local languages. A need was also expressed by the entrepreneur trainees for support services which they could draw upon for help on future problems; the idea of a network of workshop graduates to share experience and offer mutual support was also favored.

The program would benefit from better publicity. Most persons learned of the program from friends and word of mouth. Radio and newspaper notices should be tested in advance of future sessions.