

PD-ABE-788

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit: 79384 Mission or AID/W Office (ESA _____) <u>AID/OMAN</u>		B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input checked="" type="checkbox"/> Stopped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>9</u>		C. Evaluation Timing Interim <input type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>	
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
272.0101.3	Scholarship & Training Project	33	9/90	13.8	13.5

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director Action(s) Required Discuss evaluation recommendations with Directorate General of Scholarships & Foreign Relations - Ministry of Education and Youth		Name of Officer Responsible for Action D.R.Miller B.M.McKinney	Date Action to be Complete 24 June
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(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: (Month) 6 (Day) 2 (Year) 89

G. Approvals of Evaluation Summary And Action Decisions:

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
	Murl R. Baker	Hamood H. al-Habsi		Duncan R. Miller
Signature	<i>[Signature]</i>	<i>[Signature]</i>		<i>[Signature]</i>
Date	JUNE 21, 1989	JUNE 26, 89		JUN 26 - 89

ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

The final evaluation of the Scholarship & Training Project was conducted May 13-31, 1989 at the request of the Omani-American Joint Commission for Economic & Technical Cooperation. The evaluation team consisted of Elizabeth Carter of the AID Office of International Training (team leader), Rahila bint Amer Al-Riyani, Director of Educational Planning in the Ministry of Education and Youth, and John Schneider of the AID Office of Development Planning Evaluation Division (Asia and Near East Bureau).

The team paid particular attention to the short-term training component and to the period following the interim evaluation. The MIS component of the project was evaluated separately in September 1988 and was not a subject of the final evaluation. Since most project training occurred during the past eighteen months and many of the participants have not yet returned to Oman, the evaluation team determined that it was too early to measure the impact of training on either job performance or institutional capability of individual ministries. The report found that, despite early implementation problems, the project had successfully supported a wide variety of training activities which met revised project objectives. Major evaluation conclusions include:

1. The project has exceeded the revised training targets with a total of 2,211 person-months of training (140% of the target) programmed, including 596 person-months of in-country training and 1,815 person-months of U.S. and third country training.
2. The project was extremely flexible in supporting a wide variety of training opportunities and effectively matching the type of training required to the most suitable site. There was an appropriate mix of short in-country Arabic language courses for in-service skill development, study tours for senior officials, third country programs for specialized courses and uniquely designed technical programs in the U.S.
3. The project effectively provided training which addressed skill constraints in designated priority sectors. Trainees, supervisors and individual ministries generally expressed satisfaction with the courses provided, the skills acquired and constraints addressed through the project.
4. The termination of the long-term training component of the project was justified for the reasons stated in the interim evaluation report.

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
E. Carter	AID/OIT	21 TDY Days	\$5,500	OE
J. Schneider	AID/ANE	28 TDY Days	\$6,500	OE
2. Mission/Office Professional Staff Person-Days (Estimate) <u>Staff person days-10</u>		3. Borrower/Grantees Professional Staff Person-Days (Estimate) <u>Borrower days 28</u>		

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A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Purpose of evaluation and methodology used • Purpose of activity(ies) evaluated • Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> • Principal recommendations • Lessons learned |
|--|--|

Mission or Office:

AID/Oman

Date This Summary Prepared:

22 June 1989

Title And Date Of Full Evaluation Report:

Final Evaluation of the Scholarship & Training Project - June 1989

J. Summary of Evaluation Conclusions and Lessons Learned

1. Purpose of the Activity Evaluated: The purpose of the Scholarship and Training Project was to develop Omani human resources in priority fields related to national development objectives. In accordance with a sub-grant agreement dated May 5, 1983, the project was implemented by the Directorate General of Scholarships and Foreign Relations of the Ministry of Education & Youth's with technical assistance provided by Checchi & Co. under a \$7.8 million AID direct contract for in-country and home office support and all programming services for short-term technical training.

The project originally contained three components: reimbursement for certain costs of the government's long-term academic scholarship program; support for short-term technical training; and, development of a MIS for the academic scholarship program. However, based on the recommendations of a 1987 interim evaluation the reimbursement component was terminated, the short-term training component was expanded and project funding was reduced from \$31.95 million to \$13.8 million. ✓

2. Purpose of the Evaluation and Methodology Used: The purpose of the final evaluation was to evaluate project operational effectiveness, impact, achievement of objectives and targets and successes and problems in project implementation. The team evaluated the project paying particular attention to the short-term training component and to the period following the interim evaluation. The MIS component of the project was evaluated separately in September 1988 and was not a subject of the final evaluation. Since most project training occurred during the past eighteen months and many of the participants have not yet returned to Oman, the evaluation team determined that it was too early to measure the impact of training on either job performance or institutional capability of individual ministries. ✓

The methodology used by the evaluation team included a preliminary review of project documents and participant evaluation questioners followed by interviews with selected project participants, their supervisors and others directly involved in project activities. In addition, extensive interviews were held with members of the Checchi technical assistance team as well as Ministry of Education and Youth and Omani-American Joint Commission staff.

3. Conclusions: The report found that, despite early implementation problems, the project had successfully supported a wide variety of training activities which met revised project objectives. The major conclusions of the final evaluation include the following:

3'

- a. The project implementation team (Omani-American Joint Commission, Directorate General of Scholarships and Foreign Relations, Checchi advisors) has established good working relationships. As a result, project commitments and program activities have been closely monitored, permitting the rapid reallocation of funds among sectors when necessary to ensure timely project implementation.
- b. Despite the initial delays noted during the interim evaluation, the Government of Oman subsequently fulfilled its management and financial responsibilities under the sub-grant agreement.
- c. The Checchi technical assistance team was effective in carrying out its scope of work responsibilities. The contractor has performed its functions in compliance with Handbook 10, has been creative in reducing the documentation burden (such as by developing a computerized PIO/P program) and has established a comprehensive progress reporting system. The team has compiled a practical training procedures manual for administering STP training activities which is equally applicable to other projects.
- d. The project has exceeded the revised sub-grant agreement targets for short-term training. As of March 31, 1989, a total of 2,211 person-months of training (140% of the target) had been programmed, including 596 person-months of in-country training (140% of the target) and 1,815 person-months of U.S. and third country training (144% of the target). Project funds have been fully programmed, with designated priority sectors receiving ninety-five percent of short-term training funds and secondary sectors receiving five percent. This was largely accomplished in the eighteen month period following the interim evaluation.
- e. The project was extremely flexible in being able to support successfully a wide variety of training opportunities. The project was generally effective in matching the type of training required to the most suitable site. There was an appropriate mix of short in-country Arabic language courses for in-service skill development, study tours for senior officials, third country programs for specialized courses and uniquely designed technical programs in the U.S. This flexibility was of particular benefit to Ministries, such as Health, which have personnel with varying levels of education, many of whom can not meet the admission requirements of academic institutions yet can benefit from specialized training.
- f. STP provided effective training which addressed skill constraints in priority sectors. Trainees, supervisors and individual Ministries generally expressed satisfaction with the courses provided, the skills acquired and constraints addressed through the project. However, the evaluation team notes that the project covered only a small portion of the training needs of the participating Ministries.
- g. The evaluation team notes that a majority of participants indicated that the overseas maintenance allowance, particularly for the U.S. and Jordan, was inadequate and suggests that the allowances for these countries should be re-examined.

h. The project does not appear to have had a differential impact on male and female participants in terms of access to project training. Twenty per cent of the out-of-country participants were female which is double the percentage of female Ministry employees. Most of the participants are from the Muscat area and went for third country training. In-country training, especially in the education and health sectors, has resulted in raising the percentage of female participation from various regions.

i. The long-term training portion of the project was implemented using a modified fixed amount reimbursement method and as such did not fall under the requirements of AID Handbook 10 policies and procedures. AID policy regarding the application of Handbook 10 to host country contracts and host country programs was not clear at the time. The short-term training of the project was implemented in accordance with Handbook 10 policies and procedures.

j. The termination of the long-term training component of the project was justified for the reasons stated in the interim evaluation report.

k. Project costs appear to have been reasonable according to the academic standard, length of time and location of the courses.

4. Lessons Learned: Based on the conclusions of the evaluation team, the major lessons learned from the project include the following:

a. The logistical support requirements of the Government should be fully delineated in the sub-grant agreement for any future training activity and all such logistical support should be in place prior to the arrival of the contract team. ✓

b. The roles and responsibilities of the contractor, the Government and the Omani-American Joint Commission should be fully delineated to avoid misconceptions as to specific individual responsibilities. ✓

c. Flexibility to support a wide range of training activities --short in-country Arabic language courses, uniquely designed technical U.S. programs, study tours and specialized third country study -- contributed significantly to project success and should be maintained in any subsequent training projects. +

d. While sector manpower assessments can be effective means of determining training requirements related to institutional development, the assessments commissioned under the project were generally of poor quality; undertaken before clear sector objectives had been established; and, developed (in some cases) without the direct involvement of the concerned Ministries. The difficulty with these assessments might have been avoided with more careful planning and execution.

K. Attachments (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

- A. Final Evaluation of the Scholarship and Training Project, June 1989
- B. Supplemental memorandum

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

The conclusions of the evaluation team are believed to be justified and appropriate. The Omani-American Joint Commission, however, notes that the evaluation team faced a number of significant constraints in the preparation of the final report of project activities. To correct the deficiencies in the report, a supplemental memorandum prepared by the AID/W evaluation officer is attached as an addendum to this PES (Attachment B).

June 18, 1989

Memorandum

To: Duncan Miller
U.S. Representative, OAJC

From: John D. Schneider
ANE/DP

Subject: Scholarship and Training Project
Final Evaluation Report

The final evaluation report for the Scholarship and Training Project has been completed by the evaluation team as well as reviewed and (seemingly) accepted by the Ministry of Education and Youth. As you are aware, obtaining this acceptance required an arduous process of negotiation -- first with Rahila bint Al-Riyami (as evaluation team member) and then with Soud Al-Tamami (as project counterpart). During this process, most criticism of the Government (regardless of validity) was deleted from the report. Consequently, the report does not reflect an entirely impartial view of either this project or the problems and prospects of future projects. While the conclusions of the final report remain legitimate, there were a number of controversial points which could not be agreed upon but which are important to note. These points include, the contribution of the technical assistance team to the accomplishment of project objectives; the logistical support provided by the Directorate General of Scholarships and Foreign Relations, the role of the DGSFR as implementing agency and project impact on institutional development.

I am taking this opportunity to elaborate these points.

1. The Checchi Contribution

At DGSFR insistence, the final evaluation report has deliberately attributed project accomplishments equally to DGSFR, OAJC and Checchi advisor efforts. By doing so, the final evaluation report has unfairly diminished the significant contribution of the Checchi technical assistance team to the achievement of project objectives. It is important to note, in this regard, that the project considerably expanded the Government of Oman's training activities and, without some level of technical support, risked exceeding DGSFR staff resources to implement. Consequently, it is further apparent that the diversity of training successfully supported by the project would not have been possible without the presence of a contract technical assistance team which could identify, develop and then administer the large number of concurrent programs in accordance with AID Handbook 10 policies and procedures. As a final note, during the last eighteen months of the project, there was an extraordinary effort on the part of the technical assistance team (and the OAJC project officer) to assure that project activities were completed

in a timely and effective way by well qualified staff.

2. DGSFR Logistical Support

The final evaluation report suggests that the Government of Oman (through the DGSFR) has effectively fulfilled its management responsibility. This was not entirely the case. Although the DGSFR generally provided the technical assistance team with sufficient logistical support (counterparts, office space, furniture), the Checchi team continued to have difficulty obtaining secretarial, translation and transportation services. While the problem in obtaining support services did not significantly affect the pace of project implementation, it increased the workload of the Checchi advisors and is indicative of the pettiness and the lack of collegial spirit which continued to characterize the DGSFR relationship with the technical assistance team.

3. DGSFR As Implementing Agency

The DGSFR is primarily responsible for administering the Government of Oman scholarship program for degree study abroad as well as assisting individual Ministries to place students in short-term non-degree courses abroad. Since the original project explicitly emphasized long-term degree study (with a budget of twenty-seven million dollars) rather than short term training (with a budget of two million dollars), the DGSFR was considered to be the logical implementing agency.

However in 1988, as a direct response to the recommendations of the interim evaluation report, long-term training under the project was terminated and short-term training was expanded. Although the DGSFR does coordinate short-term training programs abroad for all ministries, it is not a training office and is not responsible either for training generally within the government or for developing government-wide training plans and programs. Therefore, once project focus shifted to short-term training (both in-country and abroad), project activities were no longer directly relevant to the DGSFR.

As a result, the original project objective of strengthening the ability of the DGSFR to continue project activities beyond project completion became inconsistent with its primary functions. Consequently, the program planning and budgeting systems developed by technical assistance team for the project will have little long-term impact at the MOEY which is now dismantling project offices and reassigning project counterpart personnel to areas unrelated to training. Should another training project be developed by the OAJC, the lesson learned is that, to the extent possible, an alternative implementing agency (such as the Civil Service Ministry) with a broader perspective on training should be identified.

4. Institutional Development

Although it was never clearly identified as a project objective, an important initial element of the project appeared to be the development of an (unspecified) institutional capability within selected ministries to develop and manage future short-term training programs. To accomplish this, manpower assessments as well as annual training plans were to be completed for ministries in priority sectors as preliminary project activities. However, beyond providing short-term technical assistance to prepare these assessments and plans, specific institutional development activities were not identified and supported at any of the participating ministries. ✓

As noted above and in the final evaluation report, the project was considerably revised in 1988, following the recommendations of the interim evaluation. In addition to the cancellation of long-term training and the expansion of short-term training, project focus was also shifted from the implicit emphasis on development of manpower planning capabilities (a long-term objective) to an explicit emphasis on providing direct training services which addressed general skill constraints (a short-term objective). Consequently, the institution building efforts were only indirectly supported to the extent that ministries were able to derive some benefit from their manpower assessments or use short-term training as a means of achieving long-term objectives. In this regard, the Ministry of Health (for example) took full advantage of project training opportunities to strengthen clinical nurse instruction at the Institute of Health Sciences.

In retrospect, it appears that the original (albeit vaguely defined) institutional development objective of the project was premature and that project emphasis was correctly shifted to short-term training which generally promoted job-specific skills acquisition. At the time the project was designed and approved, few ministries had established organizational units responsible for education and training and, consequently, there was no structure upon which a capability to plan and implement training programs could be based. Further, it became evident that there was a compelling need for general skills training in functional areas (such as school administration, hospital administration, computer science, development banking) independent of the need to improve institutional capability to plan and implement training programs but equally important. However, many of the organizations assisted under the project (Education, Health, PAMAP) have now evolved as institutions to a point where future training activities and technical assistance can and should focus on specific institutional development objectives.

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**Final Evaluation
of the
Scholarship & Training Project**

June 1989

Prepared by:

**Ms. Elizabeth Carter
Ms. Rahila bint Amer Al-Riyami
Mr. John Schneider**

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Annexes

i. Project Identification Data

1. Country: Oman
2. Project Title: Omani-American Joint Commission
Scholarship & Training Project
3. Project Number: 272-0101.3
4. Project Dates:
 - a. First Project Agreement: 1983
 - b. Final Obligation Data: FY 1989
 - c. Most recent Project Assistance Completion Date: 1990
5. Project Funding:

a. AID Funding (Grant)	\$13,800,000
b. Other donors	-0-
c. Host Country Funds	10,000,000
Total	\$23,000,000
6. Mode of implementation:
 - a. Grantee: The Government of the Sultanate of Oman
 - b. Implementing Agency: The Ministry of Education & Youth,
Directorate General of Scholarships & Foreign Relations
 - c. AID Direct Contractor: Checchi & Co.
 - d. AID Project Management: OAJC PSC Training Officer
7. Responsible Mission Officials:
 - a. AID Representative: Duncan R. Miller
 - b. Project Officer: Murl R. Baker
8. Previous Evaluation: October 1987, Interim Evaluation

ii. Acronyms

AID	The U.S. Agency for International Development
DGF	Directorate General of Fisheries (Ministry of Agriculture and Fisheries)
DGSFR	Directorate General of Scholarships & Foreign Relations (Ministry of Education & Youth)
DHST	Department of Higher Studies and Training (Ministry of Education and Youth)
MAF	Ministry of Agriculture and Fisheries
MEW	Ministry of Electricity and Water
MOEY	Ministry of Education & Youth
MOH	Ministry of Health
OAJC	Omani-American Joint Commission for Economic & Technical Cooperation (AID/Muscat)
OBAF	Oman Bank for Agriculture and Fisheries
OIT	AID Office of International Training
PAMAP	Public Authority for the Marketing of Agricultural Produce
PAWR	Public Authority for Water Resources
STP	Scholarship & Training Project

iii. Summary: Conclusions and Lessons Learned

I. Project Implementation

Conclusions

1. The project implementation team has established good working relationships. As a result, project commitments and program activities have been closely monitored, permitting the rapid reallocation of funds among sectors when necessary to ensure timely project implementation.

2. The Government of Oman has fulfilled effectively its management and financial responsibilities vis-a-vis salaries, international travel, English language training for participants and other obligations under the sub-grant agreement. Despite the initial delay discussed in the interim evaluation report, excellent counterparts were subsequently assigned to the technical assistance team. The Government of Oman provided adequate office space and furniture.

3. The Checchi technical assistance team was effective in carrying out its scope of work responsibilities. In this regard, the contractor has performed its functions in compliance with Handbook 10, has been creative in reducing the documentation burden (such as by developing a computerized PIO/P program) and has established a comprehensive progress reporting system. Further, the team has compiled a practical training procedures manual for administering STP training activities which is equally applicable to other projects.

Lessons Learned

1. The logistical support requirements of the Government should be fully delineated in the sub-grant agreement for any future training activity and all such logistical support should be in place prior to the arrival of the contract team.

2. The roles and responsibilities of the contractor, the Government and the OAJC should be fully delineated to avoid misconceptions as to specific individual responsibilities.

II. Short-Term Training

A. General Conclusions

1. The project has met and, in fact, exceeded the amended sub-grant agreement targets for short-term training. As of March 31, 1989, a total of 2,211 person-months of training (140% of the target) had been programmed, including 596 person-months of in-country training (140% of the target) and 1,815 person-months of U.S. and third country training (144% of the target). Project funds now have been fully programmed, with priority sectors (education, health, water resources, agriculture and fisheries)

receiving ninety-five percent of short-term training funds and secondary sectors (information, engineering, administration, management, accounting, finance, law, rural development, economics and statistics) receiving five percent. This was largely accomplished in the eighteen month period following the interim evaluation.

2. Despite some problems with early project implementation which are documented in the interim evaluation report and with individual training programs which are discussed in this evaluation report, the evaluation team believes that the Scholarship and Training Project generally provided effective training which addressed skill constraints in priority sectors.

3. The project was extremely flexible in being able to support successfully a wide variety of training opportunities. In this regard, the project was generally effective in matching the type of training required to the most suitable site. Accordingly, there was an appropriate mix of short in-country Arabic language courses for in-service skill development, study tours for senior officials, third country programs for specialized courses and uniquely designed technical programs in the U.S. This flexibility was of particular benefit to Ministries, such as Health, which have personnel with varying levels of education, many of whom can not meet the admission requirements of academic institutions yet can benefit from specialized training.

4. Some of the short-term U. programs arranged during the last year of STP appear to have been academically oriented when the intent was short-term skills upgrading and shorter in duration than was required. This, however, appears to be the result of timing constraints due to project termination and Checchi team departure in June 1989 and was not a persistent problem throughout the project.

5. Trainees, supervisors and individual Ministries generally expressed satisfaction with the courses provided, the skills acquired and constraints addressed through the project. However, the evaluation team notes that the project covered only a small portion of the training needs of the participating Ministries.

6. The evaluation team notes that a majority of participants indicated that the overseas maintenance allowance, particularly for the U.S. and Jordan, was inadequate and suggests that the allowances for these countries should be re-examined.

7. The project does not appear to have had a differential impact on male and female participants in terms of access to project training. Twenty per cent of the out-of-country participants were female which is double the percentage of female Ministry employees. Most of the participants are from the Muscat area and went for third country training. In-country training, especially in the education and health sectors, has resulted in raising the percentage of female participation from various regions.

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B. General Lessons Learned

1. Flexibility to support a wide range of training activities (viz., short in-country Arabic language courses, uniquely designed technical U.S. programs, study tours and specialized third country study) contributed significantly to project success and should be maintained in any subsequent training projects.

2. While sector manpower assessments can be effective means of determining training requirements related to institutional development, the assessments commissioned under the project were generally of poor quality; undertaken before clear sector objectives had been established; and, developed (in some cases) without the direct involvement of the concerned Ministries. The difficulty with these assessments might have been avoided with more careful planning and execution.

C. Conclusions and Lessons Learned By Sector

i. Education Programs

Conclusions

1. It is worth noting that in 1984 the Ministry had formed a committee to supervise training activity in the Ministry and this committee was chaired by the Undersecretary and comprised the Directors General and one of the Directors of the educational regions, in accordance with Ministry Decision No. 22/84. The committee was assigned to endorse an annual comprehensive plan for the training activity as per the considerations mentioned in the said Ministerial Decision. Also, another committee was formed in the Ministry to follow-up the training activity and it was entrusted with the implementation of the proposals of the former committee and to follow-up the implementation of training.

2. Short-term external and in-country courses have included technical topics and have been specialized in the field of the trainees' work and their use of modern methods to promote and raise the efficiency of their performance in these fields which amounted to forty-four subjects and training programs on both in-country and external levels except for the two courses mentioned in this report.

3. All of the experts who supervised the in-country courses were specialized in the subjects of these technical courses and, therefore, this was a positive factor in their success and most of them presented adequate reports on these courses.

4. The focus on the expansion of the internal courses has resulted in achieving the general objectives of such courses with the possibility of the participation of females trainees in larger numbers in addition to the training of the largest possible number of employees at the least possible cost.

5. It would have been of even more benefit or effectiveness if

the evaluation of the project had been delayed to early 1990 because large numbers of trainees are still abroad, most of whom are due to return in August 1989 and, therefore, the evaluation of the effect of these courses on their work performance cannot be gauged at present.

6. What had been accomplished in the field of short-term training either in-country or abroad in the short period (approximately eighteen months) which followed the re-allocation of project funds from long-term training to short-term training shows an enormous effort that deserve thanks and appreciation.

ii. Health Programs

Conclusions

1. The MOH has a coherent view of training needs and, accordingly, was able to take full advantage of the training opportunities provided by STP. In particular, the U.S. training supported by the project provided a good (albeit limited in numbers) opportunity for staff development at the MOH. Appropriate people were selected to participate and the individuals programs developed generally addressed genuine staff requirements. Further, advanced training abroad (according to the Director of Education and Training at the MOH) is often difficult to arrange since Omani participants cannot always meet the minimum academic qualifications of training institutions. The Ministry was able to circumvent this problem by arranging for specialized non-degree courses to be developed, with the assistance of Checchi, as part of the project. Recognizing this difficulty, however, the MOH believes that in terms of career development it is important for the students to receive, if not a degree, at least a certificate of some sort. The MOH further hoped, as an aside, that this possibility could be explored should this type of program continue.

2. The MOH believes that it has reached a point where a long term perspective on training is critical and would like to see more expatriate advisors (e.g. in continuing education) to assist with the development of in-country training institutions. While project activities served an important training purpose, the job-specific training supported by the project on an ad hoc basis addressed only a portion of the overall training requirements and generally did not leave behind a sustainable framework for continuous education and training. The MOH has a core staff responsible for education and training and ongoing programs can be developed which would have a lasting effect on the expansion and improvement of health care services in Oman.

Lessons Learned

7. the extent that the Joint Commission continues to finance an resources development at the MOH, activities should focus institutional development, including the following:

1. Preparation of training plans which tie training programs directly to institutional development objectives (e.g., strengthening primary health care delivery) rather than solely to job related skills development, and

2. Review of continuing education requirements including the need for for a long-term advisor to the MOH.

iii. Fisheries Programs

Conclusions

1. The imperative is evident for supporting some level of training for an organization which has a relatively weak human resource base yet which is responsible for the development of a high priority sector. However, the long-term non-degree fisheries program in the United States supported by STP at over one million dollars for seventeen participants was neither cost effective nor appropriate given the lack of personnel at the DGF with even basic academic qualifications. It is simply not reasonable to send participants with little formal education to the United States to learn English, the fundamental concepts of math and science and then technical disciplines in a university environment within a practical period for an effective cost.

2. Although a number of (albeit poor quality) training assessments have been commissioned for the fisheries sector, there still does not appear to be a unanimous view of training needs vis-a-vis DGF staff qualifications and organizational objectives. Consequently, the fisheries sector was not able to take full advantage of the training opportunities provided by STP. In this regard, alternative programs at Arabic language institutions (viz., in Morocco and Tunisia) were not investigated until February 1988 after training funds had been fully programmed and it appears that at no time were in-country programs considered even though this was originally suggested by the OAJC in 1986.

Lessons Learned

1. Before additional fisheries training takes place, a full training needs assessment (based on a carefully prepared and logical scope of work) should be completed. This assessment, unlike the earlier assessment prepared for this and other sectors should establish training priorities, balance administrative vs. functional needs, consider staff qualifications and tie training to specific organizational objectives.

2. Until more academically qualified personnel are brought into the DGF, fisheries training should emphasize short-term in-service Arabic language programs in Oman and third countries.

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iv. Water Programs

Conclusion

Training in the water sector seems to have been successful.

v. Agriculture Programs

Conclusions

1. Individual training programs for PAMAP and MAF seem, on the whole, to have been successful. The impact may be greatest on PAMAP in that a high proportion of its office directors received training under the project. The MAF had over 2000 Omani employees in 1987, of which there were twenty-four short-term STP-sponsored trainees. Accordingly, this training can not be expected to have a major impact.

2. The training undertaken for OBAF personnel does not seem to have been as successful. The Bank had one hundred twenty employees in 1987 of which eighty-one were Omani. STP sponsored thirteen for training.

3. A particularly successful institution for third country training seems to be the Egyptian International Center for Agriculture (EICA).

Lessons Learned

The reasons for the success of the EICA training and the problems at other third country institutions should be examined and perhaps other Missions should be made aware of the strengths and weaknesses of these institutions.

vi. AD HOC Programs

Conclusion

Appropriate targets of opportunity for training outside of project's priority areas were identified and financed.

V. Long-Term Training

Conclusions

1. The termination of the long-term training component of the project was justified for the reasons stated in the interim evaluation report.

2. The project fulfilled the revised project target of sub-grant agreement amendment no. 2 of funding 400 years of training in the U.S. at the graduate and undergraduate level.

III. Compliance with Handbook 10 Policies and Procedures

Conclusions

1. The long-term training portion of the project was not implemented in conformance with AID Handbook 10 policies and procedures. However, AID policy regarding the application of Handbook 10 to host country contracts and host country programs was not clear at the time.

2. The short-term training of the project was implemented in accordance with Handbook 10 policies and procedures.

IV. Project Cost-Effectiveness

Conclusion

Project costs appear to have been reasonable according to the academic standard, length of time and location of the courses.

I. Introduction

The final evaluation of the Scholarship & Training Project (STP) was conducted from May 13-31, 1989 at the request of the Omani-American Joint Commission for Economic & Technical Cooperation (OAJC). The evaluation team consisted of Elizabeth Carter of the AID Office of International Training (team leader) and Rahila bint Amer Al-Riyami, Director of Educational Planning in the Ministry of Education and Youth (MOEY). John Schneider of the AID Office of Development Planning Evaluation Division (Asia and Near East Bureau) also participated in the evaluation since agreement had not been reached between the Ministry and the OAJC on the selection of a technical consultant as the third member of the evaluation team.

The team was asked to evaluate the Project with special attention paid to the short-term training component and the time following the STP interim evaluation (see attached scope of work). The Management Information System component of the Project was evaluated separately in September 1988 and is not a subject of this final evaluation.

The methodology used by the evaluation team included a preliminary review of project documents and participant evaluation questioners followed by interviews with selected project participants, their supervisors and others directly involved in project activities. In addition, extensive interviews were held with members of the Checchi technical assistance team as well as MOEY and OAJC staff.

During the initial team planning meeting, scope of work tasks were divided among the team. As a result, Ms. Carter was responsible for and prepared Sections III A. and B.; Sections IV D, E, F and G; Section V; Section VI; and, Section VII. Ms. Al-Riyami was responsible for and prepared the largest short-term training component, Section IV A. Mr. Schneider was responsible for and prepared Section I; Section II; Section III C; and, Section IV B, C and H. Mr. Schneider was also responsible for editing the final document.

Since most of the project training took place during the past eighteen months and many of the participants have not yet returned to Oman, the evaluation team determined that it was too early to measure the impact of training on either job performance or the institutional development of individual Ministries.

II. Project History

Project history up to September 1987 is fully documented in the Interim Evaluation Report which was completed in December of that year. As a direct result of the conclusions and recommendations of the interim evaluation team, the project was significantly modified. In particular, the evaluation team recommended the termination of the long-term academic component, expansion of the short-term technical training component, restructuring of the technical assistance field team and a shift in project objectives and priorities to stress the provision of training services. Implementation of these recommendations was negotiated with the Government of Oman and formalized first by project implementation letter and subsequently by sub-grant agreement amendment. In addition, the AID direct contract for technical assistance was amended to increase the contract amount, extend the term of services, replace the manpower development expert with two training specialists and revise the project output targets.

With revised objectives, targets and appropriate technical assistance personnel in place, the project began effective implementation of short-term training activities. During the three year period following the arrival of the technical assistance contract in 1984 to the interim evaluation in 1987, the project had implemented thirty-two programs for sixty-nine Omanis representing approximately three hundred person-months of training. During the eighteen month period following the interim evaluation, the project implemented over one hundred programs reaching over six thousand Omanis representing over two thousand person-months of training -- meeting or exceeding ambitious project targets.

The following chart compares performance before and after the September 1987 interim evaluation in terms of project outputs.

	<u>7/84-9/87</u>	<u>9/87-3/89</u>
<u>In-Country Training</u>		
Participants	17	5,937*
Person-months	9	587
Programs	3	17
<u>U.S. and Third Country Training</u>		
Participants	52	163
Person-months	276	1,539
Programs	29	66

* This amount includes 5,590 people who participated in project-assisted extension service seminars.

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The following chart compares the original and revised project targets and the actual project outputs as of March 1989. (N.B., targets were not established for the number of programs.

	<u>Original</u>	<u>Revised</u>	<u>Actual</u>
<u>In-Country Training</u>			
Participants	675	400	5,954
Person-months	387	300	596
<u>U.S. and Third Country Training</u>			
Participants	100	216	215
Person-months	300	1,300	1,815

The in-country technical assistance team is scheduled to demobilize on June 30, 1989. The technical assistance home office, however, will continue to monitor participants who are still in training until June 30, 1990.

III. Project Implementation

The Directorate General of Scholarships and Foreign Relations (DGSFR) had overall responsibility for implementing the project under the sub-grant agreement. Specific project activities, however, were managed by a three part project management team composed of representatives from the OAJC, the DGSFR and the Checchi technical assistance team. This management team was collectively responsible primarily for approving sector budgetary allocations and training programs, monitoring project implementation and reviewing and resolving implementation problems. The respective roles and responsibilities of the team members and their impact on project implementation are discussed below.

A. The Role of the Contractor

As elaborated in the scope of work of the Checchi technical assistance contract, the primary purpose of the technical assistance team was to assist the DGSFR and other selected Ministries to address their manpower development needs. Specifically, the technical assistance team was to be responsible for: programming and monitoring short-term participants; planning in-country training programs; developing the institutional capacity to assess and plan for meeting training requirements within selected Ministries; and, establishing a data-based management information system within the DGSFR. (N.B., the development of a management information system was subsequently removed from the Checchi contract and addressed as an independent, non-training activity.) To accomplish their scope of work, Checchi provided two long-term advisors (manpower development specialist and training specialist) as well as a variety of short-term specialists as needed.

As discussed in detail in the Interim Evaluation Report, there was considerable early confusion as to whom the technical assistance team was responsible. The sub-grant agreement stated that the contractor chief of party would report directly to the Director General of Scholarships and Foreign Relations as his counterpart. The Checchi contract, however, confirmed this administrative relationship but added that all work undertaken under the contract would be subject to the technical direction of the U.S. Representative of the OAJC. The Interim Evaluation Report, therefore, went on to recommend that these lines of authority be clarified.

Accordingly, the Checchi contract was amended in February 1988 to reconfirm that the chief of party would be responsible to the Director General of Scholarships and Foreign Relations for the overall administration of the contract and implementation of the project. The contract amendment further stated that the U.S. Representative to the OAJC would be responsible for monitoring and evaluating the contract. Although this contract amendment in conjunction with the departure of the then current chief of party largely resolved the outstanding differences identified in the

Interim Evaluation Report, some residual dissatisfaction remains. This, however, has not had a significant impact on project implementation.

B. The Role of the Ministry of Education and Youth

The Government of Oman through the Ministry of Education and Youth (MOEY) had responsibility for implementation of the project under the sub-grant agreement. Accordingly, the Ministry reviewed and approved PIO/Ps and in-country training programs, selected participants, prepared and submitted long-term training reimbursement claims and arranged international travel for participants. Under the U.S. and third country training component of the project, the Government also had specific financial responsibility for international travel of participants, government salaries, any supplemental allowances beyond those authorized by AID in Handbook 10, any expenses for English language training and other miscellaneous costs such as those for medical clearances and visas. The Government was also responsible for the salaries of counterpart personnel. Either the DGSFR or other concerned Ministry was to provide any necessary office space and equipment for the technical assistance team members.

As was discussed in the Interim Evaluation Report, the logistical support requirements of the Government of Oman were not fully elaborated in the original sub-grant agreement. The Interim Evaluation Report, therefore, went on to recommend that specific provision be made to ensure the availability of logistical support. Accordingly, the sub-grant agreement was amended in July 1988 to elaborate the DGSFR's responsibility to provide office space, telephones, secretaries, translator, office supplies and office equipment. Since that time, the DGSFR has generally provided the technical assistance team sufficient logistical support to ensure project implementation. While there was some stated difficulty in obtaining some services (viz., translation and transportation), this has not had a major impact on reaching project objectives.

C. The Role of the OAJC

Although not specified in either the project paper or sub-grant agreement, the OAJC, consistent with normal AID-financed project implementation requirements, assumed responsibility for monitoring project progress and assuring that project inputs were available on a timely basis. The Joint Commission reviewed and endorsed PIO/Ps and in-country training programs; approved medical certification and IAP66As; monitored participant progress; and, reviewed, verified and approved disbursement of sub-grant funds. To accomplish this, the OAJC assigned a project officer (initially an AID direct hire and subsequently a personal services contractor). The OAJC project officer served as principal counterpart to the Director of Higher Studies and Training and the Checchi chief of Party. In this capacity, the project officer became an integral member of the project

management team, provided guidance on compliance with Handbook 10 requirements and served as Checchi contract manager. Although the project officer did not have a specific human resources development background, effective project management was provided.

D. Conclusions

1. The project implementation team has established good working relationships. As a result, project commitments and program activities have been closely monitored, permitting the rapid reallocation of funds among sectors when necessary to ensure timely project implementation.

2. The Government of Oman has fulfilled effectively its management and financial responsibilities vis-a-vis salaries, international travel, English language training for participants and other obligations under the sub-grant agreement. Despite the initial delay discussed in the interim evaluation report, excellent counterparts were subsequently assigned to the technical assistance team. The Government of Oman provided adequate office space and furniture.

3. The Checchi technical assistance team was effective in carrying out its scope of work responsibilities. In this regard, the contractor has performed its functions in compliance with Handbook 10, has been creative in reducing the documentation burden (such as by developing a computerized PIO/P program) and has established a comprehensive progress reporting system. Further, the team has compiled a practical training procedures manual for administering STP training activities which is equally applicable to other projects.

E. Lessons Learned

1. The logistical support requirements of the Government should be fully delineated in the sub-grant agreement for any future training activity and all such logistical support should be in place prior to the arrival of the contract team.

2. The roles and responsibilities of the contractor, the Government and the OAJC should be fully delineated to avoid misconceptions as to specific individual responsibilities.

IV. Short-Term Training

The main objective of the short-term training component of the project, as re-defined following the interim evaluation, was to improve staff performance through job related skills acquisition primarily in the priority areas of Education, Health, Agriculture, Fisheries and Water. Accordingly, specialized programs were developed in key functional areas and took place in-country and at U.S. and third country institutions. Sector funding was made prior to the interim evaluation and loosely based on the specific manpower assessments commissioned by the project. These allocations were reviewed periodically by the project management team and adjusted as necessary to assure timely utilization of project funds.

I.VA. Education Sector (\$1,381,616)

A. Background

The education sector occupied the first place among the six priority sectors of STP. As a result, the training plan of this sector comprised a large number of candidates who attended short-term training in the Sultanate and abroad. Such short-term training (in-country and abroad) were aimed at improving employee skills.

1. Sector Assessment

In October 1985 Mr. Alwin V. Miller was commissioned by Checchi to prepare a manpower assessment for the education sector. Accordingly, Dr. Miller presented a draft, consisting of a training plan, to the MOEY which was reviewed in detail with the Directors General and other officials in the Ministry. In the introduction to his report, Mr. Miller explained that he developed a program for training plans for all the departments of the Directorate General of Education, the Directorate General of Education Development, and the Directorate General for Financial Affairs, along with partial draft plans for the Directorate General of Scholarships and the Directorate General of Administrative Affairs, including a review of the Ministry's staff, and he suggested long-term studies for some of those staff to obtain Bachelor, Master, or Ph.D. degrees and most of these long-term studies were to be undertaken in the U.S.

Training priorities were determined by Mr. Miller in conformity with budget constraints and he prepared training recommendations on the basis of the training level and year. However, these were in general form or as guidelines and did not include details about the kinds of suggested courses which should be related to the nature and requirements of the technical work for every category of trainee.

Looking into the long-term training proposals, one can observe that they are merely a comprehensive listing of the Ministry's

staff on the level of heads of sections, deputy directors, and directors and their nomination to obtain university degrees or post-graduate degrees based on the current qualification of the candidates, irrespective of whether the technical work needed requires such qualification or not.

Despite the fact that the assessment was generally ambitious, nevertheless most of its proposed short-term training courses, and in particular the internal courses, have actually been established in the Ministry since the 1970's (i.e., the courses on school administration, educational instruction, teachers' training and educational planning).

It is worth noting that in 1984 the Ministry had formed a committee to supervise training activity in the Ministry and this committee was chaired by the Undersecretary and comprised the Directors General and one of the Directors of the educational regions, in accordance with Ministry Decision No. 22/84. The committee was assigned to endorse an annual comprehensive plan for the training activity as per the considerations mentioned in the said Ministerial Decision. Also, another committee was formed in the Ministry to follow-up the training activity and it was entrusted with the implementation of the proposals of the former committee and to follow-up the implementation of training.

2. Training Plan

In light of the recommendation of the STP interim evaluation report on the transfer of those amounts of funds assigned to the long-term training to be used in implementing short-term training courses (first evaluation), a joint meeting of the Directors General in the Ministry and the representative of the Checchi technical assistance team held in July 1988. Other meetings were also held which included representatives of the concerned departments and a representative of the technical assistance team. These meetings had been preceded by a meeting held in May 1988 under the Chairmanship of the Ministry's Undersecretary and attended by the Directors General and the Directors of some of the concerned departments wherein the training plan of 1988-89 for the staff of the education sector had been discussed in coordination with the Omani-American Joint Commission.

Six internal training courses serving more than 650 trainees were endorsed in the fields of school administration, educational planning, English language, educational instruction, standardization and evaluation and literacy. The plan also included fifteen short courses whereby sixty-five trainees would receive training abroad in various fields and in accordance with the Ministry's training priorities.

Concerning the hiring of lecturers for the internal courses it was agreed that the lecturers shall be selected from among the best elements to be nominated by the concerned organization providing that there shall be more than one candidate.

It is to be recalled that a training plan had been set up for 1987 by Checchi in coordination with the officials of the Ministry. This plan was endorsed by the DGSFR and the OAJC and it included two internal courses in educational planning and examinations and twelve courses abroad in the field of the work of five departments and whereby twenty-two trainees received an average of twelve months each.

It is worth mentioning that one of the internal training courses (educational planning) had been implemented late in 1988 instead of 1987 and the delay was attributed to technical reasons relating to the expert Dr. Agheel al-Saadi who had been entrusted with the implementation of the course according to the agreement with Checchi. During a survey visit he paid to the Sultanate, he was not able to undertake the task since he was not specialized in educational planning (Ph.D. in Economics and no previous experience in education). The Ministry suggested the candidacy of another specialized expert for the course and until the necessary procedures were completed the implementation of the course was delayed until 1988.

B. Project Training

1. Training Abroad

The number of trainees amounted to ninety-four as in the actual program for these courses up to March 31, 1989. Of this number, sixty-two are male (66%) and thirty-two are female (34%). There are fifty-one currently under training abroad representing 54% of the total number of trainees (Table 1). The number of those who returned before the first of January 1989 is twenty-one (22%) of the total number and the number of returnees after the first of January 1989 were twenty-two (23%).

The number of evaluation forms received has reached fifty-nine in addition to seven forms for the supervisors of those trainees. The above particulars show that there is a considerable portion of trainees who are still receiving training abroad or returned recently to their work and that those who have returned to work before January 1989 and who have been on their jobs for a period adequate for evaluation are only 22%. The evaluation forms of the trainees which had been received have included forty-one for trainees who are still in training under program Nos. E1, E3, E20, E21, E18, and E22 and these can not be considered in the current evaluation concerning the application of the skills learned. The following are samples of the evaluation for some of the courses according to the actual information in the forms of the trainees and supervisors and telephone interviews by a representative of the evaluation team.

a. Education Research & Studies (Course E5)

The course subject is consistent with the field of the participant's work and the course achieves its technical aim.

b. Intensive Course in Administration (Course E23)

The trainee has benefited considerably in the field of administration both in the internal application in his department and with respect to other departments because the course included various administrative and technical subjects.

c. School Administration & Related Fields (Course E7)

This course covered the fields of school administration, public education, libraries and sciences. In school administration, the trainees studied administration by following the modern methods of school supervision and follow-up operations. In libraries, the trainees became able to apply modern methods of cataloguing, classifying and library administration, while in the field of research, the benefit had been considerable because the training matched the technical work field. In regard to curriculum, the benefit has been general due to the lack of this specialization and the trainee joined the school administration course.

We can conclude that the total of the thirty-three programs which were held abroad have nearly accomplished their targeted objectives to a considerable degree in conformity with what had been evaluated with the exception of one trainee in the field of curriculum whose training course did not include specialized technical information in the field of his work. Furthermore, there was a relative proportional distribution in the participation of females in the training work and this in itself represents achieving one of the project's objectives.

2. In-Country Courses

The in-country courses included nine subjects in vital fields of education (education development) and two courses in the youth field. The number of trainees amounted to 260, of which 180 were male (69%) and 80 were female (31%) (Table 2). The following will show some of the samples of the evaluation of internal courses.

a. Techniques and Methods of Planning

The courses were aimed at preparing and developing efficient educational planners and there were daily evaluations which took the points of view of the trainees after each lecture and then a final evaluation for the course from both technical and administrative aspects. About 93% of the trainees replied that the course had furnished them with skill capabilities and modern techniques in the field of planning.

b. Computer Information Systems

The purpose of this course was to train senior officials of the DGSFR for full use of the information system to be able to meet needs for obtaining information efficiently. The course included general information about the information systems which the DGSFR

will not be able to use because of the failure of the system installed in the DGSFR under the project.

c. Home Economics

The course was intended to train female primary level home economics teachers to gain further information skills and current trends in the field of home economics. The evaluation showed that a considerable number of the teachers gained greater capabilities in the field of administration, instruction, analysis and study and, accordingly, the course achieved its targeted objectives.

d. Educational Supervision Workshop

The course was aimed at training Omani instructors of primary schools in a standardized method of instruction. For this course the trainees' evaluation is not available. The supervisor of the course commented in his report on the current situation of instruction and included some information that need to be rectified. The concerned department, after being contacted about the course, replied that this course is a periodic one and it is a continuation of a series of courses implemented by the Ministry and had been of considerable benefit.

As a conclusion we can say that the internal course had included 11 subjects and that all of them achieved their targeted objectives to a large degree (with the exception of the computer and information systems course) and most of the trainees gained considerable benefit in the area of raising their work capabilities and using modern technical methods. There was also a relatively high proportion of participation by females in all the fields of training and this one of the anticipated objectives.

C. Conclusions

1. Short-term external and in-country courses have included technical topics and have been specialized in the field of the trainees' work and their use of modern methods to promote and raise the efficiency of their performance in these fields which amounted to forty-four subjects and training programs on both in-country and external levels except for the two courses mentioned in this report.
2. All of the experts who supervised the in-country courses were specialized in the subjects of these technical courses and, therefore, this was a positive factor in their success and most of them presented adequate reports on these courses.
3. The focus on the expansion of the internal courses has resulted in achieving the general objectives of such courses with the possibility of the participation of females trainees in larger numbers in addition to the training of the largest possible number of employees at the least possible cost.

4. It would have been of even more benefit or effectiveness if the evaluation of the project had been delayed to early 1990 because large numbers of trainees are still abroad, most of whom are due to return in August 1989 and, therefore, the evaluation of the effect of these courses on their work performance cannot be gauged at present.

5. What had been accomplished in the field of short-term training either in-country or abroad in the short period (approximately eighteen months) which followed the re-allocation of project funds from long-term training to short-term training shows an enormous effort that deserve thanks and appreciation.

TABLE 1

Short-Term Training Courses conducted abroad in the framework of the Scholarships and Training Project of the Ministry and the Omani-American Joint Commission as per the Report of the Technical Assistance Team
The Situation in 31st of March 1989.

Serial No.	Subject of Training	No. of Course	No. of Trainees		Evaluation of Trainee	Evaluation of Supervisor	Remarks
			Males	Females			
1	Use of Computer in Education	E 1	-	1	1	1	Still in the study
2	University degree in teaching English language as foreign language	Z 2	-	3	2	1	
3	Degree under university level in teaching of the English language as foreign language	E 3	3	-	3	-	Still in the study
4	Educational Research Studies	E 5	-	1	1	1	
5	Supervisor of Computer Systems	E 6	1	-	-	-	
6	Education diplomas in various field including School Administration, Public Education, Libraries, Sciences.	E 7 E 20 E 21	30	15	9 17 12		Still under study: 1 + 12 + 21 E7 - E21 - E20

Notice : Program 'E 4' cancelled

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TABLE 1
Page 2

Serial No.	Subject of Training	No. of Course	No. of Trainees		Evaluation of Trainee	Evaluation of Supervisor	Remarks
			Males	Females			
7	Special Education	E 8	1	2	3	3	
8	Diploma in Special Education	E 9	-	1	1	1	
9	Education Planning and Administration	E 11	1	-			Still under study
10	Public Administration	E 13	1	-	1	-	Still under study
11	Computer Systems Applications	E 14 E 16 E 17	2	1	1	-	Still under study
12	Teaching English as foreign language	E 15 E 19	3	-	3	-	Still under study
13	Education Media Production	E 18	1	1	2	-	Still under study
14	Educational Activities (Theatre)	E 22	1	-	1	-	Still under study

Note: The Two Programs' E 10 and E 12' cancelled

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Serial No.	Subject of Training	No. of Course	No. of Trainees		Evaluation of Trainee	Evaluation of Supervisor	Remarks
			Males	Females			
15	Intensive Course in Administration	E 23	1	-	1	1	
16	Projects analysis and Implementation	E 24	1	-	-	-	
17	Education Study Tour	E 26 E 28 E 31	7	-	-	-	
18	Financial Management	E 27	1	-	-	-	
19	Educational Information	E 29	1	-	1	-	
20	Advanced Athletic Administration	E 30	3	-	-	-	
21	Management Information in Planning field	E 32	1	-	-	-	
22	Special Education Administration	E 33	-	1	-	-	Still under study

Note: Program No. 'E 25' implemented in country

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TABLE 1
Page 4

Serial No.	Subject of Training	No. of Course	No. of Trainees		Evaluation of Trainee	Evaluation of Supervisor	Remarks
			Males	Females			
23	Management Development	E 34	1	-	-	-	Still under study
24	Social work in the field of Education	E 35	-	2	-	-	
25	Training of Kindergarten teachers	E 36	-	1	-	-	
26	Learning Disabilities	E 37	2	3	-	-	
	TOTAL		62	32	-	-	

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TABLE 2

Internal Short-Term Training Courses in the framework of the
Scholarships and Training Project of the Ministry and OAJC
as per the report of Technical Assistance team
The situation in 31st of March 1989

Serial No.	Subject of Training	Department Concerned	No. of Trainees		The Expert implementing the Course	Expert's Report
			Males	Females		
1	Modern Techniques and methods in Planning	Educational Planning	13	2	Dr.Mohammed Zia-ed-din PhD in Planning	Available Excellent
2	Computer and Information	Directorate General of Scholarships & Foreign Relations	8	-	Dr.Mohamed Abu Jebel Teacher of Computer Service, University of Alexandria, Egypt	Not available
3	Athletic Coaching for National Trainers	Youth	17	-	Dr.Mohamed Hassan Alawi PhD.Physical Education Dr.Kammad Ed-Din Derweish PhD.in Physical Education	Available
4	Home Economics Teacher training	Technical Education	-	13	*Ibtisam Mahmoud Nutrition Specialist *Leila Bishara Musallum Magazin Home Economics Specialist *Suad Salama Akla Sewing & Embroidery Specialist	Available

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Serial No.	Subject of Training	Department Concerned	No. of Trainees		The Expert implementing the Course	Expert's Report
			Males	Females		
5	Educational Supervision Workshop	Teacher Training	15	7	Dr.Mohamed Nabeil Abdul-Jalil Fadl Teaching Assistant in Education,University of New York	Available but the evaluation of trainees is not available
6	Organization and Administration in athletic field	Youth	30	-	Dr.Ali Suleiman Hajjar PhD in Athlete Education Teacher in Athletic Education College Munir Sabri Mohammed Sabri Ministry Undersecretary in the Egyptian Higher Council for Youth	Available but the evaluation of the trainees is not available
7	Training in field of Literacy and adult education for the Omani teachers	Literacy and Adult Education	40	26	Mohamed Said Hykel General and Special Diploma in Education & Psychology	Available Excellent
8	School Administration	Teacher Training	27	28	Dr.Kied Salama Teacher in Administration and Support Supervision Education Section Faculty of Education and Arts, University of Yarmouk, Jordan	Not available

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Serial No.	Subject of Training	Department Concerned	No. of Trainees		The Expert implementing the Course	Expert's Report
			Males	Females		
9	Educational Supervision	Teacher Training	18	2	Dr.Salha Mohi-ed-din Teacher in faculty of Education University of Damascus, holder of PhD in Technical and Educational Supervision	Available
10	Diploma in Computer	Computer	1	-	Computer National Institute in Muscat	Still under study
11	Network Planning 13-18 May 1989	Educational Planning	11	2	Dr.Mohammed Zia Ed-Din Zahir PhD in network planning	Report is under preparation
		TOTAL	180	80		

16.

IVB. Health Sector (\$550,000)

A. Background

As initially discussed in the project paper and subsequently confirmed in the project sub-grant agreement, health was identified as a priority development area for project activities. The Second (1981-1985) and Third (1986-1990) Development Plans for the Sultanate also identify health as an important development sector. While the Development Plans concentrated on the expansion and improvement of curative medical services, important activities which were consistent with overall AID objectives and which were supported by the Plans include establishment of the Institute of Health Sciences to train Omani nurses and establishment of health centers and dispensaries in remote areas.

1. Sector Assessment

In August 1985, Dr. Harold Hunter was commissioned by Checchi to prepare a manpower assessment for the health sector for a five year period from 1985 to the end of the project in 1990. The purpose of this assessment was first to analyze manpower requirements within specific health sub-sectors and then to propose appropriate short and long term training programs. It is curious to note, in this regard, that while Dr. Hunter worked closely with Ministry of Health (MOH) officials during the preparation of his report, the MOH was not involved by the Joint Commission, the MOEY or the Checchi technical assistance team in either the development of the scope of work for the report or in the review of the final version. Dr. Hunter, in his report, proposed a manpower development and training scheme categorized according to three general themes: strengthening primary health care services through training which would draw on the existing pool of untrained Omani manpower; building administrative infrastructure to improve operational efficiency; and, improving the technical quality of health care through specialized in service training.

While the basic principles of Dr. Hunter's report were accepted as valid by the Joint Commission, the MOEY and the MOH, it was immediately apparent that the report was deficient in a number of serious ways which limited its practical use in the development of annual training plans. As with the other assessments commissioned under the project, the health manpower report was unduly comprehensive and unfocused. As a result, secretarial and clerical requirements, secondary functions of the Ministry, were discussed in the same detail as physician and nursing requirements, which are primary functions. Further, the report erroneously assumed that unlimited financial and human resources (which, in fact, became severely restricted following the decline in oil revenues) would be made available for training. The report, therefore, did not attempt to establish training priorities but presented a list of desirable training without

examining, e.g., the relative merits of primary versus curative health care delivery training or balance either with the health care planning and management needs of the Ministry. Also, by not reviewing existing staff skills more carefully, Dr. Hunter recommended, in some cases, masters level training for departments in which there were very few staff with even secondary school qualifications.

The health sector assessment further became even less relevant following the change in project objectives which resulted from the interim evaluation. As noted elsewhere, the project shifted at that time from an implicit emphasis on manpower development (a long term objective) to an explicit emphasis on job specific skills acquisition (a short term objective). Therefore, training needs were no longer considered as part of an institution building effort within the MOH but viewed as a means of in-service skill improvement.

In retrospect, the MOH believes that Dr. Hunter's report was premature in 1985. The Ministry further believes that a comprehensive manpower assessment would have been more useful now that the Minister has formally endorsed an emphasis on primary health care and community-based medicine. Further, the Ministry is also now in the process of establishing a Health Manpower unit within the Education and Training Department for which expatriate technical assistance is required. Had the Ministry been involved in the planning for the health sector assessment, a more focused, relevant and useful document might have been produced.

2. Training Plan

Following approval of the Sector Assessment and allocation of short term training funds by the Joint Commission, the MOH was requested in the Fall of 1986 to prepare an annual plan. A plan was developed by the Ministry, with the assistance of the project, which identified immediate training requirements, balancing the needs of the curative, nursing and administrative services as well as reflecting those areas in which Omani candidates were available. From the list of training needs presented in the plan, the Joint Commission agreed to finance those courses which corresponded to unspecified development objectives and fell within the health sector budget allocation. Accordingly, training courses for instructors at the Institute of Health Sciences, laboratory technicians, and health care administrators were approved while, e.g., training for a CAT scan technician was not. In this regard, the training plan was viewed as a global effort which would serve as means of identifying specific STP training but which could also be used by other donors to support health training.

B. Project Training

1. U.S. Training

a. Clinical Nurse Teacher Training Program

Four senior nurses have successfully completed and three are currently enrolled in a twelve month clinical nurse teacher training program. This program was organized and administered by the International Health Programs (IHP) of the Institute for Health Policy Studies (IHPS) at the University of California. The purpose of the program is to prepare the participants to become clinical nurse instructors at the Institute of Health Sciences and, as such, provide effective instruction and supervision to nursing students in hospital and clinical settings. Accordingly, the program content includes, inter alia, technical English language instruction; review of anatomy and physiology; overview of nursing subjects; specialized course work in areas of interest (viz., MCH, orthopedics, emergency care); and, training and other pedagogical techniques.

The MOH was generally very pleased with the quality of the training received by the students which also addressed two major Ministry objectives: improvement of in-country training capabilities and improvement of health care delivery. Further, both participants and supervisors confirm, almost without exception that skills acquired during the course were those expected and, in the case of those who have returned, are being applied. In this regard, while it is still too early to measure impact, the training was relevant, practical and consistent with host country development objectives.

b. Medical Technology Training Program

Four medical laboratory technicians have successfully completed and four are currently enrolled in a twelve month medical technology training program. As with the clinical nurse teacher training program, this program also was organized and administered by the IHP/IHPS at the University of California. The purpose of the program is to prepare technicians to manage units providing laboratory services. Accordingly, the program content includes, inter alia, technical English language instruction; specialized laboratory procedures in areas of interest (viz., bacteriology, parasitology, serology); and, supervisory and management skills.

The MOH was equally pleased with the quality of the training received by the students as part of this program. In fact in two cases (Zakiya al-Jabry and Zuwaina al-Zahry), the MOH has extended the length of training at Omani Government expense. Further, with one notable exception which is discussed below, both participants and supervisors confirm that skills acquired during the course were those expected and, in the case of those who have returned, are being applied. Again, while it is still too early to measure impact, the training was relevant, practical

and consistent with host country development objectives.

In one case (Fatma al-Barwani), the training program appears to have been largely unsatisfactory. Fatma was approved for training in cytology and a specialized program was developed for her by IHP. Following her arrival in California, IHP advised Checchi and the MOH that the cytologist expected to supervise Fatma's IHP program was no longer available. As an alternative, IHP recommended cytology courses at another university. These courses, however, had already started and it was too late for IHP to enroll Fatma. As a result, she was unable to complete the principal component of her program. While the significance of this isolated case should not be exaggerated, it is indicative of potential difficulties in designing training programs on a largely ad hoc basis.

2. In-Country Training

The only in-country program to be approved was a training course in hospital administration which was conducted three times, first for hospital administrators and then for senior medical and nursing officers. The program was developed jointly by the MOH and the MOEY, with the assistance of Checchi advisors. The courses were presented by a hospital administration specialist on a short term consultancy. The purpose of the course was to introduce hospital administrators to the basic concepts and methods of hospital management. Accordingly, course content focused on hospital organization, information systems and medical records, supply management infection control.

The MOH was also generally very pleased with the quality of the training received by the hospital administrators. Further, although course evaluation reports were not available for all three courses, those reviewed indicate that the skills acquired by the participants during the course were relevant and practical.

3. Continuing Education Advisor

In addition to specialized training courses, The Ministry had also hoped to include, as part of the training plan, provision for a long term continuing education expert who would help establish an in-service training department within the Institute of Health Sciences. Continuing education was a high priority of the Ministry which had no formal in-service training capability and which believed it important to proceed in this area based on logical policies and programs. Although the financing of a long term advisor for an individual ministry (other than the MOEY) was somewhat beyond the original scope of the project, both the Joint Commission and the MOEY believed that the MOH proposal warranted support and encouraged the Ministry to proceed. However, further consideration of the continuing education advisor position was deferred until the planned interim evaluation was completed and the recommendations reviewed. With the subsequent shift in project emphasis the question of supporting a specialized long

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term advisor became moot and this matter was not pursued.

C. Conclusions

1. The MOH has a coherent view of training needs and, accordingly, was able to take full advantage of the training opportunities provided by STP. In particular, the U.S. training supported by the project provided a good (albeit limited in numbers) opportunity for staff development at the MOH. Appropriate people were selected to participate and the individuals programs developed generally addressed genuine staff requirements. Further, advanced training abroad (according to the Director of Education and Training at the MOH) is often difficult to arrange since Omani participants cannot always meet the minimum academic qualifications of training institutions. The Ministry was able to circumvent this problem by arranging for specialized non-degree courses to be developed, with the assistance of Checchi, as part of the project. Recognizing this difficulty, however, the MOH believes that in terms of career development it is important for the students to receive, if not a degree, at least a certificate of some sort. The MOH further hoped, as an aside, that this possibility could be explored should this type of program continue.

2. The MOH believes that it has reached a point where a long term perspective on training is critical and would like to see more expatriate advisors (e.g. in continuing education) to assist with the development of in-country training institutions. While project activities served an important training purpose, the job-specific training supported by the project on an ad hoc basis addressed only a portion of the overall training requirements and generally did not leave behind a sustainable framework for continuous education and training. The MOH has a core staff responsible for education and training and ongoing programs can be developed which would have a lasting effect on the expansion and improvement of health care services in Oman.

D. Lessons Learned

To the extent that the Joint Commission continues to finance human resources development at the MOH, activities should focus on institutional development, including the following:

1. Preparation of training plans which tie training programs directly to institutional development objectives (e.g., strengthening primary health care delivery) rather than solely to job related skills development, and

2. Review of continuing education requirements including the need for for a long-term advisor to the MOH.

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IVC. Fisheries Sector (\$1,147,817)

A. Background

Fisheries training was not originally considered as a priority area under the STP project paper or sub-grant agreement since funds for fisheries training already had been included in the existing Fisheries Development Project (FDP). Although planning activities (discussed more fully below) were largely completed under FDP as expected, the Joint Commission transferred responsibility for implementing the fisheries training to STP once the STP project was approved and the Checchi technical assistance team became fully operational. The STP budget was also increased a corresponding amount at this time. The rationale for this transfer of training responsibility was to take advantage of Checchi's capability to identify appropriate training programs and to place and monitor participants.

1. Sector Assessment

In June 1984, Resource Development Associates (RDA), the principal technical assistance team for the fisheries development project, commissioned a reorganization plan and corollary manpower assessment of the Directorate General of Fisheries (DGF). The purpose of the manpower assessment was first to analyze the manpower requirements for a twenty year period and then to propose the optimum mix of degree and non-degree training to meet those requirements. Accordingly, the report identified a comprehensive list of desirable training for each function of the directorate, corresponding to a recommended management reorganization plan. As with the manpower assessments commissioned under STP, this assessment under FDP was also of limited use as a means of developing practical training objectives and plans. The fundamental fault of the report was an erroneous assumption that unlimited financial and human resources would be available for training. The report, therefore, became uselessly unfocused, without any attempt to establish logical training priorities. Also, by not fully considering existing staff skills more carefully, the report recommended extensive degree training for a directorate which (excluding the Marine Science Center) had only one employee with a university degree.

2. Training Plan

Training requirements were further elaborated and specific programs identified during the course of two additional consultancies by Dr. John Sainsbury who had participated in the original assessment. These two subsequent reports -- on degree and non-degree training -- prepared in 1985 served as the basis for developing the STP fisheries training program. Since these subsequent reports eliminated the immediate need for a sector training plan, the preparation of a two year fisheries sector training plan (1987-1989) was not undertaken until November 1987. Although the fisheries sector allocation had been fully programmed by the time the sector plan was completed, it was

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believed important to establish a comprehensive plan which, consistent with the objectives of those of the other priority sectors, could be used to obtain other donor support as well as for internal purposes. Consequently, in addition to including the remaining FDP training requirements, this plan also presented the fisheries related training requirements of Sultan Qaboos University and the Oman Bank for Agriculture and Fisheries. In this sense, the development of a sector plan was a useful exercise.

B. Project Training

Only training in the United States was financed under STP.

1. Florida Institute of Technology

Based on the three manpower reports, Dr. Sainsbury went on to develop a two year certificate program at the Florida Institute of Technology (FIT) where, it is interesting to note, he also held a full time faculty appointment. The purpose of this program was to provide eleven students first with English language training and then with specialized study in one of four areas: applied fisheries; fisheries science and research; computer data processing and statistics; and, applied technology. This program (which was uniquely designed for the DGF) was expected to meet the perceived immediate staff skill needs in key functional areas as well as consider the limited academic achievement of DGF staff. Although the FIT program -- at a cost of approximately \$50,000 per participant -- was the most expensive short-term training being supported by the project, the Joint Commission agreed to its cost because of Dr. Sainsbury's extensive knowledge of DGF requirements and FIT's assurances of his personal supervision of the program.

In an effort to launch the training activity as quickly as possible and thereby gain momentum in implementation of the fisheries project, the participants left for Florida in September 1985 to begin their preliminary six month English language training while the Checchi sub-contract with FIT for the technical program was still being negotiated. Unbeknownst to either the Joint Commission or Checchi, Dr. Sainsbury also had been negotiating an academic appointment at Sultan Qaboos University during this period and left FIT in March 1986. FIT advised Checchi that with the departure of Dr. Sainsbury it no longer had an appropriate faculty member to supervise the Omani participants and broke off contract negotiations.

2. University of Rhode Island

Following the collapse of contract negotiations with FIT, a comparable (in both cost and content) substitute program was developed by the International Center for Marine Resource Development at the University of Rhode Island (URI). URI was considered to be an acceptable alternative institution since it had the staff and facilities to implement the program originally

planned for FIT. In fact, the FIT program had included several months of training at URI's Kingston campus and its facilities in Puerto Rico. With the agreement of RDA, the DGF and the Joint Commission, the eleven students who had started the FIT program were transferred to URI. To date, ten students have completed and seven are currently enrolled in the two year certificate program at URI.

Although the URI program attempted to compensate for the limited academic achievement of the participants -- secondary school levels or less -- by incorporating such fundamental courses as basic math and science into the core program, the participant's inability to reach the academic standards normally expected of U.S. students at a university level was a serious obstacle to the success of the program. As noted in progress reports submitted by URI (particularly for the first group of eleven), the participants' lack of academic experience and often corresponding low level of effort and motivation remained cause for concern. As a result, in addition to training in fisheries science, it became equally important to turn participants without academic skills into effective students by encouraging proper study habits and academic discipline necessary to benefit from a two year program in a classroom setting. However, it is not evident that URI staff had either the training or experience necessary to teach adults with limited formal education. It is interesting to note, in this regard, that the URI fisheries training program had the greatest participant termination rate (five out of twenty-two) of all STP-supported non-degree training programs abroad.

To overcome the problem of selecting academically qualified and sufficiently motivated participants, the Joint Commission suggested in 1986 that a training committee be established to review and endorse all nominations for fisheries training and then monitor participant progress. A committee was formed under the co-chairmanship of the Director of Extension at the Directorate General of Fisheries and the Director of Higher Studies and Training at the DGSFR. Members of the committee included the Joint Commission fisheries project officer and representatives from the DGF, MOEY, RDA and Checchi. This committee met regularly while the second group of participants were being selected for the URI program and, in fact, approved a group with considerably higher academic qualifications. Recognizing that the pool of qualified Omanis at the DGF is extremely limited, the committee approach has been largely effective and many of the problems associated with the first group of students were alleviated through more careful screening of the second group of participants. In addition, the committee regularly reviewed the participant progress reports prepared by URI. This approach has been particularly important given the low level of academic qualifications at the DGF.

A review of training questionnaires submitted by participants who have completed the URI program indicates that both participants and supervisors confirm, almost without exception, that skills acquired during the course were those expected and are being

applied. This is an interesting inconsistency with the views of the RDA chief of party (and others) who states that, of the ten returning participants, six are using the skills learned and the remaining four either did not learn appropriate skills or otherwise are not applying what was learned.

In one notable case (Rashid al-Ghafry) which demonstrates some of the early training program planning weaknesses, the training program appears to have been successful but the skills learned are not being utilized in any significant way. Rashid, a DGF maintenance workshop supervisor with the equivalent of a fourth grade education, was approved for training in marine mechanics and a specialized program was developed for him first by FIT and then URI. According to URI reports, Rashid completed his program through consistently hard work and acquired an expertise in various areas of technical fisheries as well as engine maintenance and repair. Following the completion of the URI program, Rashid expected to return to Oman to manage the twenty DGF maintenance workshops and to incorporate diesel engine maintenance training in the DGF extension service program. However, the DGF has since sold fifteen of its twenty workshops to the private sector leaving Rashid underutilized as workshop manager but unable to concentrate on expanding extension service activities due to lack of an adequate budget.

C. Conclusions

1. The imperative is evident for supporting some level of training for an organization which has a relatively weak human resource base yet which is responsible for the development of a high priority sector. However, the long-term non-degree fisheries program in the United States supported by STP at over one million dollars for seventeen participants was neither cost effective nor appropriate given the lack of personnel at the DGF with even basic academic qualifications. It is simply not reasonable to send participants with little formal education to the United States to learn English, the fundamental concepts of math and science and then technical disciplines in a university environment within a practical period for an effective cost.

2. Although a number of (albeit poor quality) training assessments have been commissioned for the fisheries sector, there still does not appear to be a unanimous view of training needs vis-a-vis DGF staff qualifications and organizational objectives. Consequently, the fisheries sector was not able to take full advantage of the training opportunities provided by STP. In this regard, alternative programs at Arabic language institutions (viz., in Morocco and Tunisia) were not investigated until February 1988 after training funds had been fully programmed and it appears that at no time were in-country programs considered even though this was originally suggested by the OAJC in 1986.

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D. Lessons Learned

1. Before additional fisheries training takes place, a full training needs assessment (based on a carefully prepared and logical scope of work) should be completed. This assessment, unlike the earlier assessment prepared for this and other sectors, should establish training priorities, balance administrative vs. functional needs, consider staff qualifications and tie training to specific organizational objectives.

2. Until more academically qualified personnel are brought into the DGF, fisheries training should emphasize short-term in-service Arabic language programs in Oman and third countries.

IVD. Water Sector (\$380,729)

A. Background

The water sector was one of the original priority sectors under STP. A training needs assessment was completed for the sector in 1986. A criticism of the report was that it did not set priorities for training among and within the many institutions concerned with water in Oman. Also it was unrealistic in terms of available Omanis for training and levels of funding which could be expected.

There was a long delay before training was prioritized and implemented after the assessment, because the water sector institutions in the government were reorganized several times and no one seemed to be able to take on responsibility for setting down training priorities in a plan.

B. Project Training

Nine training programs for sixteen participants have been arranged, (four before the assessment was finalized), all in the United States. Only one trainee was female. Seven participants who went to the U.S. under earlier short-term programs are now there for a second time for more extensive training. Some are being recommended for even further training up to the bachelors level. It would appear that if Omanization at the highest levels of management of the sector is to take place, then Omanis must be trained at least to the bachelors level as suggested by one expatriate advisor in the Public Authority for Water Resources (PAWR).

All of the participants who have been trained under the STP project are now with the PAWR in its newest incarnation. The present PAWR is independent but reports to an inter-ministerial council concerned with water. Of the sixteen Omanis who have been trained in the water sector, eleven evaluation forms have been received, all from trainees who are now in the U.S. They are all satisfied with the quality of their programs, most completely satisfied, but a number of them complain that for the amount of material they are covering, the time should be longer. Three out of the four trainees who responded from the ground water resources program at the University of Colorado and the one participant in watershed science studies at the University of Utah said the time was too short. Several indicated that they were really in academic study rather than short term skills training.

C. Conclusion

Training in the water sector seems to have been successful.

IVE. Agriculture Sector (\$579,508)

A. Background

The Government of Oman Third Five Year Development Plan (1986-1990) has as a primary long-term objective the diversification of national income through the development of new resources to supplement and eventually replace diminishing oil resources. The secondary goal is to increase the percentage of investment in income-generating activities, particularly in manufacturing, mining, agriculture and fisheries.

Although agriculture was not originally considered as a priority area in the STP project paper or sub-grant agreement, in mid 1987 the OAJC decided to add the agriculture sector as the fifth priority sector for short-term training. The OAJC initially suggested that a training needs assessment be completed for this sector as had been done for the other priority areas of education, health, information, water and fisheries. However, after further consideration by the OAJC, MOEY and the agricultural sector agencies, it was agreed that there were already sufficient analyses of manpower needs in the agriculture sector, that time was short and that preparation of training plans by the key entities in the sector would be sufficient. Accordingly, the STP project staff then worked with the key sector agencies: the Ministry of Agriculture and Fisheries (MAF), the Public Authority for the Marketing of Agricultural Produce (PAMAP) and the Oman Bank for Agriculture and Fisheries (OBAF) to develop individual training plans.

B. Project Training

Since 1987, twenty-six programs have been developed and executed by the STP staff for 5,640 trainees. Of these, the principal number (5,590) were farmers, consumers and youth who participated in one day seminars under a PAMAP in-country extension program. The remaining fifty participants were sent to external training programs in the U.S., Egypt, Jordan and Tunisia. More than sixty percent of the beneficiaries of the PAMAP extension program were women. In addition, two women attended training programs out of country. As of mid 1989, evaluation questionnaires had been received for twenty-two of the twenty-five external programs, including forty-seven of the fifty participants.

1. U.S. Training

Of the nine programs arranged for nine participants in the U.S., questionnaire responses were received from six, including one from an OBAF participant who is still in training. Another had not yet begun training. The OBAF participant in training says that her training is not appropriate for her job, that it is too short and not relevant. It is geared for academic study rather than improving skills. She is in a one year computer certificate program at American University.

The other five participants who responded were all from PAMAP. All five of the respondents said they often use the technical skills they obtained or improved. Four of them had sought to obtain management skills but it could not be determined from the Arabic questionnaire form if they obtained those skills. Three of the five participated fully in the selection of their program and two partially. Three would highly recommend their program and two said maybe, one because it was too easy and the other because it was too short. Two were completely satisfied with the quality of their programs and three were somewhat satisfied. Four were completely satisfied with the level of effort required and with the training personnel. Supervisor evaluation forms were also received for all five of these trainees. All five supervisors said the trainees were using their new or improved skills often. Three said that the trainees obtained management skills. All five supervisors said the trainees improved their job performance and four out of the five were given additional responsibilities.

Discussions with the Director of Personnel and Training at PAMAP confirmed that the trainees had gotten a lot out of their training and were using it in their work. Through STP, PAMAP was able to train most of its key office directors. PAMAP said they had selected their STP funded participants with great care, and are very pleased with the results.

2. Third Country Training

The major part of the out of country training in the agriculture sector has been in third countries. The institution used the most frequently has been the Egyptian International Center for Agriculture (EICA). Eight programs involving twenty-four trainees (nearly half of the agriculture participants) have been at EICA. Six of these programs were for the MAF and two for PAMAP.

All twenty-four participants who went to EICA said they obtained or improved technical skills which they use often in their jobs. (It must be noted, however, that some of the trainees are either still in Egypt or very recently returned.) All but one of the participants were completely satisfied with the quality of the programs and with the level of effort required. Half were completely satisfied and half were somewhat satisfied with the quality of the training personnel. Eight participants thought the programs were too long. This could mean that they were away from home too long. Whether they participated in the selection of the program did not seem to affect the success of the program. Eight had difficulty understanding the program, or at least aspects of it. A number of participants wanted to improve their English but did not. Learning English was not an intended goal of the program. The Arabic evaluation forms did not include achievement of management training objectives so this can not be assessed.

Supervisor evaluations were received for the EICA course on Marketing, Handling and Cold Storage of Fruits and Vegetables held for PAMAP personnel. The supervisors were positive about the program. Discussion with the Director of Personnel and Training at PAMAP confirmed that the training programs for their employees at EICA were successful.

Six programs were held for the agriculture sector in Tunisia. Two for OBAF for which evaluation forms have been received were at the Tunisian Agricultural Development Bank. The first was for seven agricultural loan officers from OBAF. Six of the trainees said they received technical skills of which 5 are using them often and two seldom, one because the training was not appropriate to the job. Six of the seven thought this six month program was too long, four thought it was too easy and one that it was not relevant. Only one was completely satisfied with the quality of the program, two were somewhat satisfied and three were not satisfied. Some were not satisfied with the level of effort required and four were not satisfied with the training personnel. This program clearly had questionable results, particularly when compared to the results of the EICA programs described above. Three of the participants had fully participated in the selection of the program and four had not.

The Director of Training at OBAF said that French was used in the course more than expected. He had expected better results from the Tunisian bank. The PIO/P for the program spelled out the course in great detail. It looked tailor-made and excellent, combining lectures, hand-on training and observation.

The single participant (also from OBAF) who went to the same Tunisian bank to study personnel administration was quite satisfied with the program although he had some problem understanding the content. There was complete satisfaction with the quality of and trainers in the program.

Another program was arranged for four OBAF participants at the Showbak Institute in Jordan. Three of the four learned or improved technical skills but two seldom used them and two did not use them at all. One had changed jobs. All four thought the program was not relevant. Two were not satisfied with the quality of the training, one was and one was somewhat. Two participated in the selection of the program and two did not. The supervisors corroborated what the participants said. The participants obtained skills but they did not have the opportunity to use the skills on the job.

The Director of Training at OBAF said the students, who were secondary technical school graduates, had expected to obtain engineering training. Instead much of what they were taught repeated what they had covered in secondary school. These programs for OBAF were found through contact with Tunisian and Jordanian Embassy personnel in Muscat, and were chosen partly because of the limited time remaining under the STP project to arrange programs, according to the Training Director. He thought

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the OBAF participant in the U.S. was doing well, although as indicated above, she does not seem satisfied with her program.

Of the twenty-four participants from MAF sponsored by STP for out-of-country training, nineteen attended EICA courses for which favorable evaluations were received. Four went to the Tunisian National Training Institute for training in date and fruit tree production. All thought their programs were too long and only one was completely satisfied with the quality of the program. They thought the programs were too theoretical.

3. In-Country Training

STP supported a tremendous undertaking by PAMAP to hold seminars throughout the country for farmers, consumers (particularly women's) groups and youth on food storage, nutrition and related subjects connected with the products that PAMAP markets. More than 5,000 people were reached throughout the country. Two groups of three Egyptian technicians provided by the STP led the seminars and trained Omani counterparts in conducting these extension programs. They prepared audio-visual material and pamphlets, and left behind complete records of what was accomplished. The program received wide publicity throughout Oman. PAMAP is very anxious to continue the program with OAJC assistance. Although their personnel have been trained to an extent, they can not become expert extension agents before large groups of people overnight.

C. Conclusions

1. Individual training programs for PAMAP and MAF seem, on the whole, to have been successful. The impact may be greatest on PAMAP in that a high proportion of its office directors received training under the project. The MAF had over 2000 Omani employees in 1987, of which there were twenty-four short-term STP-sponsored trainees. Accordingly, this training can not be expected to have a major impact.

2. The training undertaken for OBAF personnel does not seem to have been as successful. The Bank had one hundred twenty employees in 1987 of which eighty-one were Omani. STP sponsored thirteen for training.

3. A particularly successful institution for third country training seems to be the Egyptian International Center for Agriculture (EICA).

D. Lessons Learned

The reasons for the success of the EICA training and the problems at other third country institutions should be examined and perhaps other Missions should be made aware of the strengths and weaknesses of these institutions.

IVF. Ad Hoc Sectors (\$217,869)

The so-called ad hoc programs were largely arranged prior to completion of the sector assessments and before priority sector training plans had been developed and approved.

A. Information

Early in project implementation, information was made a priority sector and a partial manpower needs assessment was sponsored by the STP. The STP-sponsored assessment addressed training needs in the radio and television section of the Ministry of Information, because other donors were involved in other parts of the Ministry and BBC had done an assessment. The assessment recommended short-term training programs in the U.S., in-country and the Arab world for \$177,290. Of these programs, the project agreed to finance \$81,000 primarily for in-country training. Of at least fourteen ad hoc programs (three others were canceled), five were in the Information sector.

One participant is in the U.S. at M.I.T. in the field of electronic engineering. He has reported that he is completely satisfied with the quality of his program but it is theoretical and ignores the practical. In addition, four in-country programs have been held for sixty-nine participants, including six women. The women attended the course for broadcasters, not the technical and engineering courses. The Director-General for Administration and Finance of the Ministry who is responsible for the training thinks that the in-country courses have been very worthwhile. More advanced courses are now needed for the best of the trainees who took the initial courses. An advantage to having the courses on-site was that the instructors could assist the students in the Arabic language with practical problems on the spot.

Since much of their equipment comes from the U.K., France and Germany, the Ministry would have liked to send employees for training under STP to those countries. AID's policies in this respect were explained.

B. Other Ad Hoc Training

Three participants (male) were sent to the U.S. for training from the Ministry of Finance and Economy in 1986. The participant who studied computers was completely satisfied with his program. Of the two who went to the International Law Institute one was satisfied with the training, the other was not completely satisfied as his job had changed.

An evaluation for one female ad hoc trainee had been received. The trainee also studied computers and was satisfied with the quality of the program at the USDA Graduate School, but might not recommend it because it was difficult.

An evaluation for a MEW power systems engineer who is still at General Electric says the program there is rigid and includes

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programs that one would find in college. He is satisfied with the program but does not or will not be able to use what he learns.

C. Conclusion

Appropriate targets of opportunity for training outside of project's priority areas were identified and financed.

IVG. Private Sector

None of the trainees were from the private sector, excluding the youth, women and farmers who participated in the PAMAP extensions programs. However, and as was pointed out in the mid-term evaluation, private sector entities can receive rebates on their taxes on expatriate employees for the funds they spend to train Omanis. Accordingly, the OAJC never actively encouraged either the DGSFR or the technical assistance team to pursue private sector training. Further, the OAJC states that since a training needs assessment had not been undertaken for the private sector and since there was a considerable amount of training already programmed for the public sector (in project priority areas) in the limited time remaining in the project, it was impractical to plan and execute effective programs in new areas.

IVH. Short-Term Training Conclusions

1. The project has met and, in fact, exceeded the amended sub-grant agreement targets for short-term training. As of March 31, 1989, a total of 2,211 person-months of training (140% of the target) had been programmed, including 596 person-months of in-country training (140% of the target) and 1,815 person-months of U.S. and third country training (144% of the target). Project funds now have been fully programmed, with priority sectors (education, health, water resources, agriculture and fisheries) receiving ninety-five percent of short-term training funds and with secondary sectors (information, engineering, administration, management, accounting, finance, law, rural development, economics and statistics) receiving five percent. This was largely accomplished in the eighteen month period following the interim evaluation.

2. Despite some problems with early project implementation which are documented in the interim evaluation report and with individual training programs which are discussed in this evaluation report, the evaluation team believes that the Scholarship and Training Project generally provided effective training which addressed skill constraints in priority sectors.

3. The project was extremely flexible in being able to support successfully a wide variety of training opportunities. In this regard, the project was generally effective in matching the type of training required to the most suitable site. Accordingly, there was an appropriate mix of short in-country Arabic language courses for in-service skill development, study tours for senior officials, third country programs for specialized courses and uniquely designed technical programs in the U.S. This flexibility was of particular benefit to Ministries, such as Health, which have personnel with varying levels of education, many of whom can not meet the admission requirements of academic institutions yet can benefit from specialized training.

4. Some of the short-term U.S. programs arranged during the last year of STP appear to have been academically oriented when the intent was short-term skills upgrading and shorter in duration than was required. This, however, appears to be the result of timing constraints due to project termination and Checchi team departure in June 1989 and was not a persistent problem throughout the project.

5. Trainees, supervisors and individual Ministries generally expressed satisfaction with the courses provided, the skills acquired and constraints addressed through the project. However, the evaluation team notes that the project covered only a small portion of the training needs of the participating Ministries.

6. The evaluation team notes that a majority of participants indicated that the overseas maintenance allowance, particularly for the U.S. and Jordan, was inadequate and suggests that the allowances for these countries be re-examined.

7. The project does not appear to have had a differential impact on male and female participants in terms of access to project training. Twenty per cent of the out-of-country participants were female which is double the percentage of female Ministry employees. Most of the participants are from the Muscat area and went for third country training. In-country training, especially in the education and health sectors, has resulted in raising the percentage of female participation from various regions.

Lessons Learned

1. Flexibility to support a wide range of training activities (viz., short in-country Arabic language courses, uniquely designed technical U.S. programs, study tours and and specialized third country study) contributed significantly to project success and should be maintained in any subsequent training projects.

2. While sector manpower assessments can be effective means of determining training requirements related to institutional development, the assessments commissioned under the project were generally of poor quality; undertaken before clear sector objectives had been established; and, developed (in some cases) without the direct involvement of the concerned Ministries. The difficulty with these assessments might have been avoided with more careful planning and execution.

V. Long-Term Training

A. Background

As part of the original Scholarship and Training Project, the OAJC agreed to reimburse the Government of Oman for certain expenses associated with the MOEY's existing graduate and undergraduate scholarship program. For reasons discussed in the Interim Evaluation Report and reviewed below, the long term training component of the project was terminated and the sub-grant amended (in July 1988) to reduce the long-term training budget from the initial \$27.13 million to \$5.8 million. The sub-grant amendment also revised the long-term training target from a total of 200 undergraduate and 100 graduate students sponsored to a total of 400 academic years reimbursed. The project continued to reimburse the Government of Oman for those students who already had been approved. However, no new students were approved for project funding beyond the 1986-1987 academic year.

The evaluation team was asked to review the decision to terminate the long-term training component of the project. Accordingly, the team discussed this matter with representatives of the OAJC, the DGSFR and the Checchi technical assistance team and reviewed relevant project documents. The evaluation team believes that the long-term training component of the project did not have any impact on either the types of degrees being obtained or the number of scholarships being awarded (which was fixed by the Government of Oman at forty graduate and sixty undergraduate per year regardless of the availability of additional funds) and required overly complicated reimbursement procedures. Consequently, the evaluation team further believes that the decision to terminate this component of the project was correct.

B. Project Training

The OAJC reimbursement process (which ended in the fall of 1988) resulted in a total of 325 years of undergraduate training and 75 years of graduate training being funded. The OAJC funded tuition, AID allowances and other costs in accordance with the provisions of the sub-grant agreement. The Government of Oman funded the remaining costs including English language training, salaries, international travel and supplemental maintenance.

1. Undergraduate Study

The academic fields of undergraduate study reimbursed, in order of magnitude, are as follows:

<u>Discipline</u>	<u>Years of Undergraduate Study</u>
Engineering	137
Business Administration & Commerce	67
Economics	29
Computer Science	19
Marine Biology & Science	15

Geology	12
Accounting	10
Education	8
All Others (Four Years or Less)	28
TOTAL	325

Of the total, 40 years (14% of the training years funded) were for women. When the OAJC turned down additional funding of engineering students in 1986 and 1987, it said it would reconsider if engineers were to relate their study to priority fields such as water. Only a few engineering degrees were clearly focused on the STP priority areas: four academic years in ocean engineering, water district engineering and agricultural engineering.

Only the first group of 34 students were reimbursed for a full four years of training. A total of 134 undergraduate students were funded for 1 to 4 years of study.

2. Graduate Study

The academic fields of graduate study reimbursed, in order of magnitude, are as follows:

<u>Discipline</u>	<u>Years of Graduate Study</u>
Economics	12
Biology, Microbiology & Biochemistry	9
Education	8
Engineering	7
Public Administration & Management	6
All Others (Four Years or Less)	33
TOTAL	75

A total of 40 students, of which 11 (17%) were for women, were funded.

C. Conclusions

1. The termination of the long-term training component of the project was justified for the reasons stated in the Interim Evaluation Report.
2. The project fulfilled the revised project target of sub-grant agreement amendment no. 2 of funding 400 years of training in the U.S. at the graduate and undergraduate level.

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VI. Compliance with Handbook 10 Policies and Procedures

A. Long-Term Training

This component was not administered in accordance with Handbook 10 policies and procedures except to the extent that reimbursements for allowances were made in accordance with the amounts specified in AID Training Notices. Although the Interim Evaluation recommended that the long-term trainees be documented by participant data forms (PDFs) in accordance with Handbook 10 requirements, this was not done. OIT and the OAJC later agreed that PDFs should not be submitted because funding of long term training was terminating and, under the reimbursement process, it would only be known well after a student had been in the U.S. for at least a year that they would be AID-sponsored. Further the students were not under AID visa sponsorship, and the OAJC did not have sufficient information, such as start and end dates, for entry of data into OIT's Participant Training Information System (PTIS). As indicated earlier, the long-term training component of the project was support to an existing Government of Oman scholarship program. The only Handbook 10 policy which was followed was to reimburse the Government of Oman at allowance rates established by AID/OIT.

At the time the STP commenced, AID policy regarding the application of Handbook 10 to host country contracts was not clearly established.

B. Short-Term Training

The short-term training component of STP was implemented fully in accordance with Handbook 10. The basic documentation requirements of IAP66A, PIO/Ps, PDFs, medical clearance and certification were followed, as well as allowance rates, orientation and monitoring provisions. The OAJC compiled a participant directory. Evaluation forms were issued to all short term participants and their supervisors which will be of great use in designing future programs.

A few participants were sent to non-code 941 countries (Bahrain, Emirates, France) for third country training without waivers being issued by the OAJC. However, this training was primarily in Arabic speaking neighboring countries plus an international education course in Paris and seemed well justified.

C. Conclusions

1. The long-term training portion of the project was not implemented in conformance with AID Handbook 10 policies and procedures. However, AID policy regarding the application of Handbook 10 to host country contracts and host country programs was not clear at the time.
2. The short-term training of the project was implemented in accordance with Handbook 10 policies and procedures.

VII. Project Costs

A. Short-Term Training

In accordance with the sub-grant agreement, the OAJC paid the maintenance allowances, tuition and associated costs for training in the U.S. and third countries and the Government paid the remaining costs including English language training, trainee salaries, international travel and supplemental maintenance. For in-country training programs the OAJC paid the salary, per diem and international travel costs for the consultants who designed and taught the courses and the Government paid for in-country facilities, trainee salaries, per diem and all other costs.

At the request of the OAJC, the evaluation team reviewed for reasonableness only those costs paid by the OAJC. To accomplish this, the evaluation team examined Checchi technical assistance team calculations of the average cost per person-month for various types of training financed under the project. (N.B., the evaluation team did not attempt to audit or otherwise independently verify these training cost calculations.) According to these calculations, the cost to the OAJC per person-month of training was comparable for both third country (\$1,419) and in-country training (\$1,428). The cost per person-month of U.S. training was \$2,717. The costs to the OAJC of in-country training was thus 53% that of U.S. training and the cost to the OAJC of third country training was 52% that of U.S. training.

The evaluation team, however, believes that these calculations are somewhat misleading. First, the project attempted to match the type of training required with the most appropriate training institution based primarily on technical considerations rather than strictly on cost. Second, in-country training courses were often specifically designed by expatriate consultants and were presented a limited number of times which resulted in a relatively high average cost. To the extent that in-country courses are repeated for a greater number of trainees, the average cost will decrease. Therefore, the evaluation team believes that future training decisions cannot be based solely on the cost considerations suggested above.

B. Administrative Costs

Administrative costs for the contractor (including a fixed fee of 5% on all costs and all the costs of programming the out-of-country and in-country training) was about 35% of all the expenditures through April 30, 1989. Programming costs include all home office support as well as the costs of maintaining the long-term advisors in Oman and exclude the cost of short-term advisors.

C. Conclusion

Project costs appear to have been reasonable according to the academic standard, length of time and location of the courses.

Annexes

Project Statistics

Omani-American Joint Commission
Scholarship & Training Project

SCHOLARSHIP & TRAINING PROJECT
Ninth Semi-Annual Report
October 1988 - March 1989

Ministry of Education & Youth
Checchi & Company Consulting, Inc.

PROGRAMMED INPUTS AND OUTPUTS AS OF 31 MARCH 1989*		PROJECTED LIFE-OF-PROJECT INPUTS AND OUTPUTS: 1984-1990**		COMMENTS
SHORT-TERM TRAINING		V	V	
FUNDING	(direct costs)	\$7,379,488	\$7,400,000	99% of projected short-term training funding has been programmed
	US Government	\$4,151,246	\$4,300,000	97% of projected US short-term training funding has been programmed
	Government of Oman	\$3,228,242	\$3,100,000	104% of projected Omani short-term training funding has been programmed
PROGRAMS		112	n.s.	
	Oman	17		19% of projected person months will be implemented in-country
	US	61		44% of projected person months will be implemented in the US
	Third Country	34		37% of projected person months will be implemented in third countries
PERSON MONTHS		2,248	1,600	140% of projected person months of training have been programmed
	Oman	433	300	144% of projected in-country person months have been programmed
	Out-of-Country	1,815	1,300	140% of projected out-of-country person months have been programmed
MONTHS PER CAPITA: CIVIL SERVICE	(average)			
	Oman	0.6	0.75	Average technical assistance was 1.75 months per program month
	Out-of-Country	6	6	Fisheries participants averaged 20 months; health, 13; others, 6
PARTICIPANTS	EXTENSION	5,590	n.s.	Participants attended one of 22 agricultural extension sessions
	females of total	3,485		62% of extension participants were females

PROGRAMMED INPUTS AND OUTPUTS AS OF 31 MARCH 1989*PROJECTED LIFE-OF-PROJECT INPUTS AND OUTPUTS: 1984-1990**SHORT-TERM TRAINING

V

V

COMMENTS

PROGRAMMED INPUTS AND OUTPUTS AS OF 31 MARCH 1989*		PROJECTED LIFE-OF-PROJECT INPUTS AND OUTPUTS: 1984-1990**		COMMENTS
SHORT-TERM TRAINING		V	V	
PARTICIPANTS	CIVIL SERVANTS	579	616	94% of projected short-term participants have been programmed
	trained in-country	364	400	91% of projected in-country participants have been programmed
	trained out-of-country	215	216	99% of projected out-of-country participants have been programmed
	trained in US	104	n.s.	48% of participants training abroad will be trained in the US
	trained in third countries	111	n.s.	52% of participants training abroad will train in third countries
	females of total	115	n.s.	20% of programmed civil service participants are females
AVERAGE COST PER CAPITA PER MONTH: CIVIL SERVICE		\$3,612	n.s.	Figure includes all direct costs to the US and Omani governments
	TO GOVERNMENT OF OMAN	\$1,597		44% of direct program costs are being borne by the Omani government
	Oman	\$1,370		Figure consists of salary maintenance and participant allowances
	US	\$1,832		Figure consists of salary maintenance, airfare and ELT as required
	Third Country	\$1,271		Figure consists of salary maintenance and airfare
	TO US GOVERNMENT	\$2,015		56% of direct program costs are being borne by the US government
	Oman	\$1,428		The cost to USG of in-country training is 53% that of US training
	US	\$2,717		USG cost in US is 93% of AID FY84 contractor average of \$2920
	Third Country	\$1,419		Education-\$2295; Health-\$2405; Fisheries-\$2870; Ag-\$3225; Water-\$3282
				The cost to USG of third-country training is 52% that of US training
AVERAGE PARTICIPANTS PER PROGRAM: CIVIL SERVICE		5	n.s.	50% of programs are single-participant; groups range from 2 to 50
	Oman	23		The number of participants in group programs ranges from 8 to 50
	US	2		The number of participants in group programs ranges from 2 to 6
	Third Country	3		The number of participants in group programs ranges from 2 to 21

PROGRAMMED INPUTS AND OUTPUTS AS OF 31 MARCH 1989*		PROJECTED LIFE-OF-PROJECT INPUTS AND OUTPUTS: 1984-1990**		COMMENTS
	V	V		
SHORT-TERM TRAINING				
ENGLISH LANGUAGE TRAINING				
			n.s.	
Participants	40			38% of US participants undertook ELT prior to technical training ELT months are excluded from average and total person months above ELT ranged from 3 to 12 months per participant 17% of US training costs to the Omani government were ELT costs
Person Months	208			
Average Months Per Capita	5			
Cost to Government of Oman	\$312,000			
LONG-TERM TRAINING				
US Government (direct costs)	\$5,288,344	\$5,800,000		91% of projected US long-term training funding was programmed The average cost/capita/month of long-term training to USG was \$1450
Academic Years	405	n.s.		
TECHNICAL ASSISTANCE				
	277	280		99% of projected person months of TA have been utilized
PERSON MONTHS				
Long-Term Field Staff	111	120		93% of projected long-term person months of TA have been utilized <includes third training specialist in Oman from September 1988 128% of projected home-office person months of TA have been utilized 94% of projected in-country trainer person months have been utilized 84% of projected short-term person months of TA have been utilized
Home Office Staff	77	80		
In-Country Trainers	47	50		
Short-Term Specialists	42	50		
US GOVERNMENT FUNDING	\$2,737,888	\$3,335,887		82% of TA funding has been utilized (31 March 1989)

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

	I. US AND OMANI GOVERNMENT FUNDING				Total, In-Country, Out-of-Country and Per Capita		
	Total	US	Omani	Omani % of Total	To US	To Oman	Total
Total	7,379,468	4,151,248	3,228,242	44%	1,847	1,436	3,283
In-Country	680,585	375,859	284,820	43%	869	658	1,527
Out-of-Country	6,718,903	3,775,287	2,943,016	44%	2,060	1,622	3,702

II. US GOVERNMENT FUNDING (total and by development sector)

	PRIMARY DEVELOPMENT SECTORS							SECONDARY DEVELOPMENT SECTORS							Subtotal	Allocation (of total) \$%
	Total	Education	Health	Water	Agriculture	Fisheries	Subtotal	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics		
Allocation (of total)	4,980,000 100%	1,981,818 39%	882,441 18%	380,729 8%	579,508 12%	1,147,817 23%	4,082,111 82%								217,889 4%	Allocation (of total)
Programmed (of above)	4,151,248 83%	1,881,874 45%	882,441 100%	380,729 100%	568,909 88%	1,147,817 100%	3,871,570 93%	80,275 28%	19,870 9%	22,714 10%	41,428 19%	0	12,870 8%	22,821 11%	179,878 82%	Programmed (of above)
Balance	148,754	99,942	0	0	10,599	0	110,541								38,213	Balance

III. TOTAL TRAINING OUTPUTS

	PRIMARY DEVELOPMENT SECTORS							SECONDARY DEVELOPMENT SECTORS							Subtotal	Program
	Education	Health	Water	Agriculture	Fisheries	Subtotal	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics			
Program	112	44	0	10	20	12	101	4	1	1	3	0	1	1	11	Program
Participants	6,189	339	84	24	9,640	20	6,107	54	1	1	4	0	1	1	62	Participants
Female Participants (of above)	3,900	92	18	3	3,487	0	3,398	1	0	0	0	0	0	1	2	Female Participants (of above)
Person Months	2,248	901	290	118	475	400	2,142	88	8	12	18	0	2	9	108	Person Months

IV. EXTENSION TRAINING OUTPUTS

	Total	PRIMARY DEVELOPMENT SECTORS					SECONDARY DEVELOPMENT SECTORS							Subtotal	Program Participants	
		Education	Health	Water	Agriculture	Fisheries	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics			
Program	1				1											Program Participants
Participants	5,590				5,590											Female Participants
Female Participants (of above)	3,485				3,485											Female Participants (of above)
Person Months (@ 1 day per capita)	222				222											Person Months (@ 1 day per capita)

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

V. CIVIL SERVICE TRAINING OUTPUTS

TOTAL	PRIMARY DEVELOPMENT SECTORS						SECONDARY DEVELOPMENT SECTORS									
	Education	Health	Water	Agriculture	Fisheries	Subtotal	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics	Subtotal		
Programs (of total)	111 100%	44 40%	9 8%	10 9%	25 23%	12 11%	100 90%	4	1	1	3	0	1	1	11 10%	Programs (of total)
Participants (of total)	575 100%	335 58%	64 11%	24 4%	90 16%	20 3%	517 89%	34	1	11	4	0	1	1	62 11%	Participants (of total)
Female Participants (of above)	115 20%	92 27%	19 3%	3 1%	2 4%	0 0%	118 23%	1	0	0	0	0	0	1	2 3%	Female Participants (of above)
Person Months (of total)	2,919 100%	991 34%	299 10%	119 4%	243 8%	400 14%	1,910 65%	59	8	12	18	0	2	9	106 4%	Person Months (of total)
Average Mos/Cap	3.5	2.9	3.1	4.8	4.9	20.0	3.7	1.1	8.0	12.0	4.0	0	2.0	8.0	1.7	Average Mos/Cap
IN-COUNTRY																
	Education	Health	Water	Agriculture	Fisheries	Sub Subtotal	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics	Sub Subtotal		
Programs	10	10	3			13									3	Programs
Participants (of total) (of sector total)	364 93%	244 61%	67 90%			311 90%	53 96%								53 85%	Participants (of total) (of sector total)
Female Participants (of above)	99 19%	91 28%	9 9%			97 22%	1 2%								1 2%	Female Participants (of above)
Person Months (of total) (of sector total)	201 10%	112 19%	34 12%			148 22%	53 93%								53 82%	Person Months (of total) (of sector total)
Average Mos/Cap	0.8	0.8	0.8			0.8	1.0								1.0	Average Mos/Cap
OUT-OF-COUNTRY																
	Education	Health	Water	Agriculture	Fisheries	Sub Subtotal	Information	Engineering	Admin/ Management	Finance/ Accounting	Law	Rural Dev	Economics/ Statistics	Sub Subtotal		
Programs	98	34	8	10	25	12	87	1	1	1	3	0	1	1	8	Programs
Participants (of total) (of sector total)	215 37%	96 26%	17 20%	24 100%	90 100%	20 100%	206 40%	1 2%	1 100%	1 100%	4 100%	0 100%	1 100%	1 100%	9 15%	Participants (of total) (of sector total)
Female Participants (of above)	47 22%	31 32%	10 9%	3 12%	2 4%	0 0%	48 23%	0	0	0	0	0	0	1 100%	1 11%	Female Participants (of above)
Person Months (of total) (of sector total)	1,819 90%	779 87%	229 87%	118 100%	243 100%	400 100%	1,784 82%	4 7%	8 100%	12 100%	18 100%	0 100%	2 100%	9 100%	51 46%	Person Months (of total) (of sector total)
Average Mos/Cap	8.4	8.2	19.3	4.8	4.9	20.0	8.8	4.0	8.0	12.0	4.0	2.0	8.0	5.7	Average Mos/Cap	

* Of item subtotal above.

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CIVIL SERVICE TRAINING OUTPUTS BY VENUE OF TRAINING & TOTAL

	TOTAL	OMAN	UNITED STATES	THIRD COUNTRY
Program	111	17	61	33
Participants	579	384	104	111
of total	100%	66%	18%	16%
of third country total				
Female Participants	115	66	23	24
of above	20%	18%	22%	22%
Person Months of Training	2,018	201	993	822
of total	100%	10%	49%	41%
of third country total				
Average Months of Training Per Capita	3.5	0.6	9.5	7.4
Cost to US Government	4,151,014	286,349	2,696,158	1,168,507
of total	100%	7%	65%	28%
Cost to Government of Oman	2,138,632	274,626	1,819,320	1,044,660
of total	100%	9%	86%	33%
Cost/Capita/Month to US Government	2,060	1,428	2,717	1,419
of US training cost		69%		92%
Cost/Capita/Month to Government of Oman	1,987	1,879	1,932	1,271
of US training cost		75%		89%
Computer Specific Training	28	0	15	2
Participants of total/of US total	4%		14%	
Person Months of total/of US total	19%	12%	18%	6%

Breakdown of Third Countries

JORDAN	EGYPT	TUNISIA	BAHRAIN	UAE	FRANCE
0	17	0	2	1	1
52	35	12	10	1	1
47%	32%	11%	9%	1%	1%
17	2	0	5	0	0
33%	6%		50%		
53%	18%	3%	9	5	0
65%	22%	7%	1%	1%	1%

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OMANI GOVERNMENT FUNDING
EDUCATION									
IN-COUNTRY									
E IC1		15 Participants (#2)	MEY A4	15 15	Aug 88	Educational Planning	D. Zahir, Al-Ain University	42,412 (>)	37,278
E IC2		8 Participants	MEY D	2 2	Jan 88	Computer Management: DG of Scholarships	M. Abugabal, Standarddata Egypt	7,808 (>)	3,000
E IC3		17 Participants	MEY I	8 8	Aug 88	Athletic Coaching for National Trainers	Alawi & Darwish, Helwan University	11,522 (>)	11,522
E IC4		14 Participants (#14)	MEY 88	7 7	Sep 88	Home Economics Teacher Training	Asakariya, Hijazen & Khuliefat Princess Aliya College	24,320 (>)	18,750
E IC5		22 Participants (#7)	MEY A/J-Q	11 11	Dec 88-Jan 89	Academic Supervision Workshop	Mabil Abdulgallil, SUNY/Buffalo	34,081 (>)	18,750
E IC6		30 Participants	MEY I	15 15	Jan 88	Sports Administration	B. Hagar & M. Subby Olympic Academy, Cairo	8,811 (>)	18,750
E IC7		87 Participants (#28)	MEY B5	18 18	Jan-Feb 89	Adult Ed & Literacy Teacher Training	Maikal & Hissar, Ministry of Educ, Cairo	18,583	18,000
E IC8		50 Participants (#10)	MEY A8	12 12	Mar 89	School Administration	K. Salamah, Yarsuk University	20,000	15,000
E IC9		20 Participants (#2)	MEY A8	15 15	Mar 89	Academic Supervision	B. Bankar, Damascus University	11,024	18,750
90009	E 25	Mohammed Khamis Al-Adawi	MEY E7	9 7	Oct 88-Jun 89	Diploma in Computer Science	National Inst for Computer Education	9,648	10,500

NOTES

PIO/P - USAID Project Implementation Order/Participant P - Months Projected C - Months Concluded IC - In-Country
 * For IC participant names see Appendix 1. For place-of-work code definitions see Appendix 2.
 (>) Final cost of program to the project. [Project funding figures not so marked represent approved budgets.]
 * Approved since 10/88 R - Revision * Female Participant

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QMANI GOVERNMENT FUNDING
EDUCATION, CONT.									
OUT-COUNTRY									
00018	E 1R2	*Nawathir M. Al-Mahrooqi	MEY E1	24 21	Jan 87-Jun 88	Computers in Education	Seattle Pacific University	48,200	28,820
	E 2	*Qhaya Ali Al-Maskary *Saud Thabit Al-Battashy *Sana Sabiel Al-Saloothi	MEY A3	9 9 10 10 9 9	Sep 87-May 88 Sep 87-Jul 88 Sep 87-Aug 88	Graduate Certificate in Teaching English as a Foreign Language (TEFL)	University of South Carolina University of South Carolina American University	37,503 <	85,410
00040	E 3R2	Named Rashid Al-Shikalily Said Abdullah Al-Adawi Abdulataem A. Al-Shaikh	MEY A3	11 7 11 7 11 7	Sep 88-Aug 89	Undergraduate Certificate in Teaching English as Foreign Language (TEFL)	Portland State University	57,828	88,504
	E 4	Anwar Khamis Al-Zudjali	MEY A2	[4]	Spring 88	Textbook Illustration/Instructional Aide	No site identified.	C A N C E L L E D	
00002	E 3R2	*Lubana Tawfiq Aziz	MEY A5	8 8	Jan-Aug 88	Educational Research & Studies	Temple University	12,734 <	10,150
	E 6	Marib Saif Al-Shaqel	MEY D4	1 1	Sep 87-Oct 87	MIS Supervisor	Standarddata Egypt	4,871 <	2,600
00005	E 7R2	Khamis Said Al-Qhailani Abdullah M. Al-Dahmani Subait S. Al-Qhailani *Mohammed Aqil Hugsybil Abdullah Ali Al-Bhaili Hamed Mohammed Al-Muallim Ali Said Al-Hajri Nasir Hital Al-Rasibi Farid Mohammed Al-Musayn Eesa Amrfa Al-Zedjali Samed Suleman Al-Eseee *Fawzia K. Sonya Al-Zedjali	MEY A8 A2 A2 C3 H H H L J B2 A5 A5	12 12 12 9	Sep 87-Aug 88	Graduate Diploma in Education School Administration School Administration General Education Library Science General Education General Education General Education General Education School Administration School Administration School Administration General Education Library Science	Jordan University	130,000	173,250
	E 8	Mahmoud Ali R. Al-Zedjali *Lamia Abbas Abdulillah *Faiza Ahmed Al-Raisi	MEY B4	1 1 1 1 1 1	Sep 87-Oct 87	Remedial Instruction of Late School Starters and the Retarded	Arabian Gulf University Manama, Bahrain	10,840 <	4,200
	E 9	*Ayda Saleh Al-Musany	MEY B4	9 9	Oct 87-Jun 88	Diploma in Special Education	Abbasiya T.T.I., Cairo	5,912 <	11,000

NK

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QMANI GOVERNMENT FUNDING
EDUCATION, OUT-OF-COUNTRY, CONT.									
80006	E 10	Sultan M. Al-Nozami Ali Sulaiman Al-Dabdoub	MEY I	[2] [2]	Spring 89	Certificate in Athletic Administration (Cancelled by training institution)	Bahrain Sports Institute		CANCELLED
80008	E 11R1	Salah Salem Al-Harthy	MEY A4	8 6	Oct 88-May 89	Educational Planning & Administration	IIEP, Paris	18,723	14,000
80010	E 12	Ahmed Darwish Al-Balushi Abdulla Hadeed Al-Farisi	MEY I	2 1 1 1	May 88-Jun 89	Certificate in Athletic Training (Uncompleted by training institution)	Bahrain Sports Institute	3,766 <	2,384
80018	E 13	Mohamed Saad Al-Hanweri	MEY H	8 3	Jan-Jun 89	Public Administration	University of Pittsburgh	18,000	28,050
80019	E 14	Harib Saif Al-Shaqet	MEY D4	12 9	Jul 88-Jun 89	Certificate: Computer Syst Applications	American University	22,000	15,500
80020	E 15	Ali Nasser Al-Adawi Malaitah Ahmed Al-Farisi	MEY A3	11 6 11 6	Sep 88-Aug 89	Teaching English as Foreign Language	Portland State University	39,084	32,000
80033	E 16	*Khadija Nasser Al-Qusaiet	MEY C4	9 6	Nov 88-Jun 89	Computer Systems Applications	University of Colorado	22,500	13,188
80034	E 17	Mohamed Ali Al-Farisi	MEY	[8]	Nov 88-Jun 89	Computer Systems Applications	(Candidate transferred from MEY)		CANCELLED
80035	E 18	Khalid Sulaiman Al-Zidjalli *Hayida Yousof Al-Zaraf	MEY B2 A2	9 7 9 7	Sep 88-Jun 89	Education Media Production	Radio & Television Institute, Cairo	38,000	20,552
80036	E 19	Khamis Mubarak Al-Atawi	MEY A3	10 7	Sep 88-Jun 89	Teaching English as Foreign Language	University of South Carolina	24,900	16,000
80037	E 20R1	Khamis Juma Al-Araisi Maeoud Maaden Al-Hadrami Qassim Salim Al-Yamani Said Nasser Al-Farisi Khalid Hilal Al-Hashimi Eid Mubarak Al-Araisi Mohamed Hussein Al-Mashoor Ali Salim Al-Ormy Issam Abdulmajid Abdulbaqi *Hawwa Juma Al-Busaidy *Zubaida Ali Al-Hooti	MEY O O L O J O C O J P J	12 7 12 7	Sep 88-Aug 89	Graduate Diploma in General Education	Jordan University	252,000	337,470

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P S	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OMANI GOVERNMENT FUNDING
				P	C					

EDUCATION, OUT-OF-COUNTRY, CONT.										
90037	E 20R1	*Fawzia Ibrahim Lashko	MEY J	12	7	Sep 88-Aug 89	Graduate Diploma in General Education			(see above)
Cont.		*Hajat Hassan Al-Abdusani	J	12	7					
		*Imamah Ali Al-Hooti	J	12	7					
		*Yahani A. Al-Ghassani	C	12	7					
		*Majida Mohamed Al-Buluahi	J	12	7					
		*Amal Ibrahim Al-Buluahi	J	12	7					
		*Fauziya K. Ismail Al-Zidjani	J	12	7					
		*Shuwana Abdulaziz Al-Ariny	J	12	7					
		*Hajla Dawood Al-Asfoor	L	12	4		Participant withdrew before end of program			
		*Aziza Abdulla Al-Tale	J	12	4		Participant withdrew before end of program			

90038	E 21R1	Abdulla Hamed Al-Bunaidi	MEY O	12	7	Sep 88-Aug 89	Graduate Diploma in Education	Jordan University	144,000	282,800
		Rashid Awadh Al-Shukaili	P	12	7		School Administration			
		Said Maseer Al-Shukaili	M	12	7		School Administration			
		Khalfan Mohamed Al-Ghaithi	L	12	7		General Education			
		Said Ahmed Al-Zidjani	J	12	7		School Administration			
		Muhammed Rashid Al-Aheani	L	12	7		School Administration			
		*Taj Mohammed Al-Asfoor	L	12	7		School Administration			
		*Jalila Ali Al-Barhani	J	12	7		School Administration			
		Abdulla Said Al-Hassani	O	12	7		School Administration			
		Mohamed Khamis Al-Farsi	O	12	7		School Administration			
		Saud Salim Al-Buluahi	J	12	7		School Administration			
		Salim Abdulla Al-Farsi	O	12	7		Library Science			

90039	E 22	Abdulkarim Ali Jassid	MEY O	6	3	Jan-Jun 89	Educational Activities (Theatre)	Emerson College, Boston	18,000	21,900

90042	E 23	Issa Abdurahman Al-Raisi	MEY AS	4	4	Oct 88-Jan 89	Intensive Course in Administration	Sadat Academy for Mgmt Science	8,802 (<)	10,900

90004	E 24	Abdulaziz Ahmad Madani	MEY E2	4	3	Jan-Apr 89	Project Analysis and Implementation	IPS, University of Connecticut	14,000	9,880

90005	E 25	Mohammed Khamis Al-Adawi	MEY E7			Oct 88-Jun 89	Diploma in Computer Science	National Inst for Computer Eduo, Muscat		(see In-Country)

90006	E 26	Murad Ali Murad Al-Halabi Ahmed Asor Al-Rassas	MEY O1 A1	1 1	1	Nov-Dec 88	Education Study Tour	US Education Institutions	18,441 (<)	10,850

90012	E 27	Ali Salim Dhaab	MEY C2	4	4	Dec 88-Mar 89	Financial Management	Sadat Academy for Mgmt Science	15,000	7,778

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QATAR GOVERNMENT FUNDING	
				P	C						
EDUCATION, OUT-OF-COUNTRY, CONT.											
♦ 90013	E 29	Abdulqader Al-Shassani Bakhiat Ali Al-Shanfari Ziyad Talib Al-Maswali Salim Mohammed Aadar	MEY	C1 F1 A8 E8	1 1 1 1	1 1 1 1	Jan-Feb 89	Education Study Tour	US Education Institutions	42,090	19,975
♦ 90017	E 29	Ahmed Abdullah Al-Fallah	MEY	R	6	3	Jan-Jun 89	Educational Information	Educ Research Center, Cairo	17,188	11,600
♦ 90022	E 30	Ahmed Mohammed Al-Besary Abdulmohain A. Al-Shezzawi Ahmed Mohammed Al-Shah	MEY	I	1 1 1	1 1 1	Feb 89	Advanced Athletic Administration	Olympic Academy, Cairo	5,670	7,200
♦ 90026	E 31	Ali Mohammed Al-Bussaidy	MEY	D4	1		Mar-Apr 89	Education Study Tour	US Graduate Institutions	8,642	5,100
♦ 90028	E 32	Ali Said Al-Abdelam	MEY	A4	1	1	Feb 89	Management Information Planning	Sadat Academy for Mgmt. Sc. & Econ.	4,040	1,820
♦ 90027	E 33	*Zamzam Hiran Al-Zidjalli	MEY	B4	2		Apr-Jun 89	Special Education Administration	Gaulladet College	7,000	5,137
♦	E 34	Nasir Mohammed Al-Aisawi	MEY	D4	2		May-Jun 89	Development Management	INDI, University of Pittsburgh	11,063	3,138
♦	E 35	*Lamia Abbas Asadallah *Pathiya Hital Al-Nashid	MEY	B4	1 1		Mar-Apr 89	Social Work in Education	Jordan University	18,804	4,000
♦	E 36	*Rabab Al-Luwatiya	MEY	B4	1		Mar-Apr 89	Kindergarten Teacher Training	Jordan University	9,402	2,050
♦	E 37	*Noora Abdullah Al-Bushi *Nunora Ahmed Al-Balushi *Khadija Ahmed Al-Luwatiya Ali Jalal Al-Balushi Abdullah Salim Al-Sunaidi	MEY	B4	3 3 3 3	3	Mar 89	Learning Disabilities	Arabian Gulf University	10,890	8,675

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P O	STP REF	PARTICIPANT	PLACE OF WORK	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OSANI GOVERNMENT FUNDING	
HEALTH										
IN-COUNTRY										
N IC1	17	Participants	MCH B	9	9	Aug 87	Hospital Mgmt (Senior Officers)	Samir Banoub, U of So. Florida	22,188	25,250
N IC2	28	Participants	MCH B	13	13	Dec 87	Hospital Mgmt (Officers & Assts)	Samir Banoub, U of So. Florida	33,915	25,250
N IC3	24	Participants (95)	MCH B	12	12	Dec 87	Hospital Mgmt (Senior Med & Nursing)	Samir Banoub, U of So. Florida		
OUT-OF-COUNTRY										
00017	H1 R4	Mohammed H. Al-Riyami Hassod M. Al-Kharusy *Salma A. Al-Barwany Abdulla A. Al-Rabiby Saif H. Al-Shadhany	MCH A1	13 13 13 20 13	13 13 13 20 10	Jun 87-Jun 88	Clinical Nursing Instruction	University of California, San Francisco International Health Programs (IHP) Cabrillo College	142,000	78,887
Participation terminated by training institution; participant unreturned.										
00007	H2 R1	*Fatma A. Al-Barwany *Thana Zahir Al-Bisani Younis Faqr Al-Ruwah Ibrahim R. Al-Saluchi *Zakia Saif Al-Jabri	MCH B1	15 15 12 15 21	18 15 15 15 18	Sep 87-Dec 88	Medical Laboratory Technicians	University of California, San Francisco International Health Programs (IHP) Center for Advanced Medical Technology	208,043	84,220
00015	H3-9 R2	*Sulaima Said Al-Lasky *Rafia Said Al-Lasky *Zuhaina Sulaiman Al-Darey *Fatima Mohamed Al-Maaruri *Shakha Mohamed Al-Maaruri *Saud Hassod Al-Hamary	MCH B B MCH B1 MCH B2 B1 B3	12 12 12 12 12 12	10 10 10 10 10 10	Jun 88-May 89	Medical Technician (Hematology and Microbiology) Medical Technician (Blood Transfusion) Clinical Nursing Clinical Nursing Clinical Nursing	University of California, San Francisco International Health Programs (IHP) Center for Advanced Medical Technology Cabrillo College Cabrillo College Cabrillo College	185,000	88,282
00010	N 8	Nashia Mohamed Al-Kindi	MCH A	1	1	Nov 89	US Medical Training Institutions	George Washington University University of South Florida San Francisco Bay Area: University of California Institute for Health Policy Studies/IHP Center for Advanced Medical Technology Cabrillo College	3,317 <>	3,350

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PID/P S	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OHAMI GOVERNMENT FUNDING
				P	C					
WATER RESOURCES										
OUT-OF-COUNTRY										
	W 1	Said M. Al-Mohani Shafiq S. Al-Marthy Saleh I. Al-Mazroui Suleiman M. Al-Riyami	MEW A1 PWR C B B	3 3 3 3	3 3 3 3	Jun-Sep 85	Technique of Hydrologic Investigations OJT: Ground/Surface Water Technologies Public Water Supply	US Geological Survey (USGS) USGS District Offices	90,241 (C)	48,512
	W 2	Sayid Barghash Al Said	PWR A	2	2	Sep-Nov 85	Management Program for Executives Study Tour: Water Resources	Pittsburgh U Business School US Geological Survey	12,915 (C)	10,778
	W 3	*Zuhra Yahya Al-Kindy	PWR D	9	9	Oct 85-Jun 86	Data Processing	US Dept of Ag Graduate School	22,921 (C)	18,000
	W 4	Zaher A. Al-Advani Ahmed S. Al-Barwani Yasser S. Al-Marthy Hamed S. Al-Mahrui Abdallah S. Al-Shukery Said H. Al-Sinani	PWR B B B B B C	3 3 3 3 3 3	3 3 3 3 3 3	Dec 85-Mar 86	Hydrology Technicians: Advanced Training	US Geological Survey (USGS) USGS District Offices	81,402 (C)	89,884
80023	W 5	*Firdaus Talib Al-Marthy Ibrahim Saleh Al-Mujaini	CEW E	4 4	3 3	Jan-Apr 86	Analysis of Environment Pollutants	Environmental Protection Agency, Chicago	30,000	21,000
80021	W 6	Saif Hamed Al-Sinani Said Hamed Al-Mattaly	CEW E	10 10	7 7	Sep 85-Jun 86	Water Resources Technology	Spokane Community College	35,000	30,000
80020	W 7	Suleiman M. Al-Riyami	CEW B	6	3	Jan-Jun 86	Water Resources Management	University of Colorado	17,500	28,500
80020	W 8	Zaher A. Al-Advani Ahmed S. Al-Barwani Yasser S. Al-Marthy Hamed S. Al-Mahrui Hamid Juma Al-Bubary	CEW B B B B B	6 6 6 6 6	3 3 3 3 3	Jan-Jun 86	Ground Water Resources	University of Colorado	87,500	134,375
80030	W 9	Abdulla Taimur Al Said	CEW D	(8)		Jan-Jun 86	Mid Management	(Nomination cancelled by CEW)	CANCELLED	

PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

FIG/P 0	STP REF	PARTICIPANT	PLACE OF WORK	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QIAMI GOVERNMENT FUNDING
				P	C					
WATER RESOURCES, OUT-OF-COUNTRY, CONT.										
0001	W 10	Batch I. Al-Masrouf	CEW B	8	8	Oct 88-Jun 89	Watershed Science Studies	Utah State University	17,500	20,000
0002	W 11	*Zuhra Yahya Al-Kindy	CEW D	3		Apr-Jun 89	Computerized Data Systems	US site to be identified	15,750	0,000

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QMANI GOVERNMENT FUNDING
AGRICULTURE IN-COUNTRY									
A IC1	5580	Participants (3465)	Private Sector	232 232	Sep 88-Feb 89	Ag Extension: Post-Harvest Information for Farmers and Consumers	I. Hanna, W. Riad, S. El-Diab Ag Research Center, Egypt A. Guriguis, A. Abdulkader, S. El-Diab Horticulture Res Center, Egypt A. Khalil, PAMAP	89,610	10,000
		Of which							
		Farmers 940							
		Adult Consumers 2250							
		Students 2400							
OUT-OF-COUNTRY									
A 1		Said Mohamed Al Fannah	PAM F	2 2	Jun 87-Jul 87	Developing Markets for Ag Products	Colorado State U: USDA/OICD	7,734 (<)	4,750
		Mohamed Gamber Al-Ajami	PAM Q	[2]	Sep 87-Oct 87	Ag Survey Statistics and Methods	(Nomination cancelled by PAM)	CANCELLED	
00011	A 2R1	Faisal Khamis Al-Mashar	PAM Q	3 3	May 88-Aug 88	Economic Decision Making in Agriculture	New Mexico State U: USDA/OICD	10,021 (<)	8,618
00012	A 3R1	Masoor M. Al-Madhrani	PAM B	2 2	Jun 88-Jul 88	Agriculture Extension	U of Wisconsin: USDA/OICD	9,170 (<)	8,618
00013	A 4R1	Mabool A. Al-Zadja11	PAM F	2 2	Jun 88-Jul 88	Agriculture Marketing	Intl Marketing Inst, Boston	11,224	4,697
00014	A 5	Zaina Masoor Al-Masman1	BAF B	12 0	Jul 88-Jun 89	Certificate: Computer Syst Applications	American University, Wash DC	24,000	14,000
00022	A 6R1	Ali Mohamed Al-Hinal Masoud Abdullah Al-Teb1 Salim Masad Al-Teb1 Mohamed Said Must1	PAM Q F	3 3 3 3 3 3 3 3	Aug 88-Oct 88	Marketing, Handling and Cold Storage of Fruits and Vegetables	Egyptian International Centre for Agriculture	28,628 (<)	14,000
00024	A 7R3	Salah Darwish Al-Omer	PAM H	6 6	Aug 88-Jan 89	Agricultural Promotion	Egyptian Intl Centre for Ag	14,300 (<)	9,650

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OMANI GOVERNMENT FUNDING	
				P	C						
AGRICULTURE, OUT-OF-COUNTRY, CONT.											
80025	A 082	Saad Mohamed Al-Mashani Musa'lem Salim Al-Asry Salim Rashid Al-Touby Saad Mustahil Al-Kathiry	MAF	B1	10	8	Aug 88-Jun 89	Livestock Production & Immunization	Egyptian Intl Centre for Ag	72,450	44,800
80026	A 082	Salim Suayid Al-Hinase	MAF	B5	9	8	Aug 88-Apr 89	Goat Raising	Egyptian Intl Centre for Ag	10,800	7,150
80027	A 10	Sulaiman Asur Al-Mahrazi	PAN	M	5	8	Aug 88-Dec 88	Management Information Systems	Computer Sci Centre, AI-Ain	8,891 <	12,877
80041	A11R1	Shamma Maseer Al-Lanki	MAF	B6	7	7	Sep 88-Mar 89	Computer Systems Applications	USDA Graduate School, Wash DC	10,890	9,400
80001	A 12	Amr Naeer Al-Hajri Abdullah Ali Al-Naeer Yaqub Salem Al-Tamini Khamis Mubarak Al-Obaidan	BAF	G4	2	2	Oct-Nov 88	Agricultural Enterprises	Shoubak Institute, Jordan	5,427 <	6,880
80044	A 13	Bagir Shaban Al-Lusati	MAF	B5	2	2	Oct-Nov 88	Deciduous Fruit Tree Cultivation	National Training Inst, Tunisia	6,300	2,200
80045	A 14	Abdullah Saoud Al-Hosni	MAF	B5	2	2	Oct-Nov 88	Date Cultivation	National Training Inst, Tunisia	6,300	3,378
80046	A 15	Said Jabir Al-Bulayani	MAF	B3	2	2	Nov-Dec 88	Date Processing	National Training Inst, Tunisia	6,400	2,250
80047	A 16	Musa'id Mubarak Al-Hinal	MAF	B3	2	2	Oct-Nov 88	Date Factory Administration	National Training Inst, Tunisia	9,400	4,296
80008	A 17R1	Abdulaziz Al-Arayal	PAN	E	1		Jun 89	Executive Development Program	University of Illinois	10,725	4,817
80002	A 18	Zahir Al-Mahruqi	PAN	A	1	1	Nov 88	International Purchasing	World Trade Institute, NY	4,414 <	3,588
80009	A 19	Ahmed Shcrif Al-Bakry	PAN	F	1	1	Oct 88	Export Marketing	World Trade Institute, NY	4,380 <	2,412

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P #	STP REF	PARTICIPANT-	PLACE OF WORK	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OMANI GOVERNMENT FUNDING
				P	C					
AGRICULTURE, OUT-OF-COUNTRY, CONT.										
90007	A 20	Salim Abdullah Al-Warthy Saif Mohammed Al-Zaidi Ali Sulaiman Al-Rubani Munir Salim Al-Hinal Rashid Abdullah Al-Atari Rajab Awadh Al-Mabli Ali Said Al-Jahshani	BAF	0	5	Nov 88-May 89	Agricultural Credit Officers	Tunisian Ag Development Bank	63,413	58,783
90008	A 21	Abdullah Masood Al-Shikayli Sulaiman Hamed Al-Farsi Jumaa Khamis Al-Atari Abdurahim Al-Mustan Sulaiman Said Al-Yahyal Saif Khalifa Al-Mabli Mohammed Salim Al-Mugbal Sulaiman F. Al-Khussabi Mohammed Salim Al-Mahabli Hamed Salim Al-Hinal Salim Ahmad Al-Masaafi	MAF	07	5	Nov 88-May 89	Agricultural Extension	Egyptian Intl Centre for Ag	103,741	55,890
90011	A 22	Aqhar Ali Ibrahim	BAF	0	3	Jan-Jun 89	Personnel Management	Tunisian Ag Development Bank	9,512	9,240
90014	A 23	Zahir Nasir Al-Hinal	MAF	05	3	Feb-Apr 89	Farm Administration	Egyptian Intl Centre for Ag	6,390	4,350
90015	A 24	Salim Khamis Al-Sulimi	MAF	05	4	Feb-May 89	Soil Analysis	Egyptian Intl Centre for Ag	9,699	3,487
90018	A 25	Ali Rashid Al-Hinal	MAF	05	3	Feb-Apr 89	Nurseries	Egyptian Intl Centre for Ag	6,390	2,729
90023	A 26	Ali Saif Al-Abri	MAF	05	[2]	Spring 89	Management of Agricultural Research	No site identified.	C A N C E L L E D	
90024	A 27	Tariq Al-Zedjali	MAF	05	[2]	Spring 89	Soil Testing and Classification	No site identified.	C A N C E L L E D	

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

FIG/P 0	STP REF	PARTICIPANT	PLACE OF WORK	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QMANI GOVERNMENT FUNDING
				P	C					
FISHERIES										
OUT-OF-COUNTRY										
F 1		Nasred A. Salman Rashid M. Al-Ghafry Khamis S. Al-Balushi Ahmed Al-Sady Khalid Abdullah Saesoon Sultan Masud Al-Kharusi	MAP	A8 A3 A4 A7 A8 A8	24 24 24 17 17 17	24 24 24 17 17 17	Apr 88-May 88 Jan 87-May 88 < Candidacy terminated at the request of the participant. < Candidacy terminated at the request of the participant.	Applied Fisheries University of Rhode Island International Center for Marine Resource Development (ICMRD)	283,465 <>	138,175
F 2		Nasred B. Al-Ghaylan	MAP	C	24	24	Apr 88-May 88	Applied Technology University of Rhode Island/ICMRD	81,881 <>	42,228
F 3		Salim B. Fadil Ali B. Al-Harraqi	MAP	A8 A8	24 17	24 17	Apr 88-May 88 < Program terminated early due to personal circumstances	Fisheries Science and Research University of Rhode Island/ICMRD	107,775 <>	88,482
F 4		Mohammed H. Al-Balouchi	MAP	A3	6	6	Jan-Jun 88	Fisheries Extension Florida Institute of Technology University of Rhode Island/ICMRD	27,388 <>	9,315
F 5		Mohain A. Aldrou	MAP	A1	24	24	Apr 88-May 88	Data Processing and Statistics University of Rhode Island/ICMRD	81,709 <>	49,228
F 6		Ali A. Al-Haddad	MAP	B1	18	18	Apr 88-May 88 < Participation terminated by training institution.	Fisheries Economics University of Rhode Island/ICMRD	42,067 <>	49,882
F 7		Abdullah N. Al-Harthy Khalid A. Al-Shaikh Hussein J. Al-Khobry	MAP	A4 A4 A4	18 18 18	18 18 18	Nov 88-May 88 Dec 88-May 88	Data Processing and Statistics University of Rhode Island/ICMRD	111,775 <>	87,750
88009	F8-12 R2	Khamis Ahmed Al-Riyasi Said Mohamed Al-Harthy Harub Massar Al-Habai Khalid Abdullah Al-Hashimi Ali Rajab Al-Khuyykh Dawood Sulaiman Al-Mahelby Adel Mohamed Al-Qasbi Sania Ahmed Al-Zidjani	SQU	A1 A1 A1 A1 A1 A5 A5 A5	22 22 22 22 18 18 18	8 8 8 8 3 3 3	Sep 88-Jun 90 Jan 89-Jun 90 < Candidacy terminated due to personal circumstances	Fisheries Science Lab Technician Fisheries Science Lab Technician Fisheries Technology Lab Technician Fisheries Technology Lab Technician Fisheries Research Technician Aquarium Technician Seafood Technology Research Technician University of Rhode Island/ICMRD	501,788	141,878

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

PIO/P S	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING		DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	QMANI GOVERNMENT FUNDING
				P	C					
ENGINEERING										
OUT-OF-COUNTRY										
80003	EQ 1	*Ibtisam A. Al-Balushi	MCI	[8]		Fall-Winter 88	Chemical Analysis (Chromatography)	(Nomination cancelled by MCI)		CANCELLED
80004	EQ 2	*Sheikha Juma Al-Mughairy	MCI	[8]		Fall-Winter 88	Chemical Analysis (Proximal Analysis)	(English proficiency insufficient)		CANCELLED
80032	EQ 3	Thani M. Al-Khussibi	MEW	8	7	Sep 88-Apr 89	Power Systems Engineering	General Electric Company, Schenectady	18,970	18,500
ADMINISTRATION/MANAGEMENT										
OUT-OF-COUNTRY										
80001	AM R1	Issa Said Al-Rusahi	DRC	A1	12	12	Jan 88-Dec 88	Certificate: Computer Syst Applications	American University	22,714 <> 18,114
ACCOUNTING/FINANCE										
OUT-OF-COUNTRY										
AP 1		Hamed S. Al-Rusahi Khaifan S. Al-Bakry	MFE	A1	7	7	Apr-Oct 88	Computer Programming & Operations	Electronic Computer Programming Inst Kansas City	27,788 <> 33,418
				A1	8	8	<	Participation terminated by training institution.		
AP 2		Mohammed J. Hassan	MFE	C1	1	1	Aug-Sep 88	International Loan Negotiation	Intl Law Institute, Washington DC	6,818 <> 6,500
AP 3		Samir A. Shamsi	MFE	C1	1	1	Jul-Aug 88	Intl Contract Procurement & Negotiation	Intl Law Institute, Washington DC	6,818 <> 6,500
RURAL DEVELOPMENT										
OUT-OF-COUNTRY										
RD 1		Suleiman M. Al-Busaidy	RDC	A	2	2	Sep-Nov 88	Management Program for Executives Study Tour: Rural Development	Pittsburgh U Business School	12,370 <> 11,388

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PROGRAMS CONCLUDED, IN PROGRESS & APPROVED FOR FUTURE IMPLEMENTATION

FIG/P #	STP REF	PARTICIPANT*	PLACE OF WORK*	MONTHS OF TRAINING P C	DATES	DEVELOPMENT SECTOR VENUE OF TRAINING PROGRAM TITLE	TRAINING INSTITUTION TRAINER (IC)	US GOVERNMENT FUNDING	OMANI GOVERNMENT FUNDING
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ECONOMICS/STATISTICS

OUT-OF-COUNTRY

ES 1		*Jekha V. Al-Kindy	DC A1	9 9	Sep 85-Jun 88	Data Processing	US Dept of Ag Graduate School	22,921 (>)	18,231
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INFORMATION

IN-COUNTRY

I IC1		{20 Participants}	NOI	{30}	Jan-Feb 88	Basics of TV Studios	Hasan Al-Adassal, Jordan TV	C A N C E L L E D	
I IC2		18 Participants	NOI	20 20	Jan-Feb 88	Studio Lighting	Jalil Janhu, Jordan TV	24,889	20,000
I IC3		20 Participants (#1)	NOI	20 20	Mar 88	Basics of Broadcasting Studios	Ibrahim Abu Sharia, Egypt Radio & TV	10,381	25,000
I IC4		20 Participants	NOI	15 15	Mar 88	Radio Transmission	Ibrahim A. Shafiq, Egypt Radio & TV	8,410	18,780
OUT-OF-COUNTRY									
98020	I 1R1	Mohammed Hassan Al-Dhaseb	NOI	4 2	Feb-May 88	Electronic Engineering	Massachusetts Inst of Technology	18,805	10,500

NOTES

FIG/P - USAID Project Implementation Order/Participant P - Months Projected C - Months Concluded IC - In-Country
* For IC participant names see Appendix 1. For place-of-work code definitions see Appendix 2.
(>) Final cost of program to the project. [Project funding figures not so marked represent approved budgets.]

Approved since 10/88 R - Revision * Female Participant

Principal Documents Reviewed

STP Project Paper
STP Sub-Grant Agreement and Amendments
STP Interim Evaluation Report (10/87)
Checchi & Company Technical Assistance Contract and Amendments
Checchi & Company Ninth Semi-Annual Report (10/88-3/89)
Education Sector Assessment
Education Sector Training Plan
Health Sector Assessment
Health Sector Training Plan
Fisheries Sector Assessment
Fisheries Sector Training Plan
Water Sector Assessment
Water Sector Training Plan
Information Sector Assessment
Information Sector Training Plan
MAF Fisheries Training Plan
OBAF Training Plan
PAMAP Training Plan
U.S. and Third Country Participant and Supervisor Questionnaires
In-Country Training Proposals
In-Country Trainers Final Reports
U.S. Training Proposals (Fisheries and Health)
Participant Progress Reports (Fisheries)
PIO/Ps and Related Documentation

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List of People Interviewed

Omani-American Joint Commission

Dr. Duncan R. Miller
U.S. Representative

Mr. Murl Baker
Deputy U.S. Representative

Ms. Bridget McKinney
Project Officer

Education

H.E. Saud Ibrahim Al-Busaidi
Undersecretary of Education

Mr. Soud al-Timami
Director of Higher Studies and Training

Mr. Ali al-Moussawi
Project Counterpart

Mr. Abdullah Aideed
Project Counterpart

Out-of-Country Participants

Mr. Abdullah Al-Dahmani
Mr. Sabit Al-Ghailani
Mr. Issa bin Ashraf Al-Zidgali
Ms. Lubena bint Tawfik Aziz
Mr. Moh'd bin Akil Mukebal
Mr. Khamis bin Said Al-Ghailani
Mr. Farid Moh'd Al-Hussein
Mr. Ahmed Al-Rawas
Mr. Issa bin Abdul Rahman

Supervisors

Mr. Issa bin Abdul Rahman
Sheikh Al-Mahruki

In-Country Participants

Mr. Abdullah Al-Nabehani
Mr. Abdul Rauf bin Ahmed
Mr. Ali Al-Salaami
Mr. Abdul Rahman Al-Dhahab

Supervisors

Mr. Abdullah Al-Khusebi
Mr. Moh'd Babakar Bashir
Mr. Ibrahim bin Abdullah
Mr. Ziyad Al-Mawali
Mr. Hassan bin Abdullah

Checchi & Company

Mr. Lance Lindabury
Chief of Party

Mr. Taylor Crosby
Technical Advisor

Mr. Mark Pickett
Technical Advisor

Ms. Leila Mogannam
Project Director (Washington)

Health

Dr. Hashem al-Kindy
Director of Training & Education

Agriculture and Fisheries

Mr. Mohammed Shanfari
Director of Fisheries (Southern Region)

Mr. Stan Swerdloff
RDA Chief of Party

Mr. Robert McClure
RDA Advisor (Southern Region)

Mr. Khalid Ali Omar
Participant

Mr. Nasser M. Nasser al-Hadhrami
PAMAP Director of Public Relations & Training

Mr. Adel M. Salim Khalil
PAMAP Training Expert

Mr. Ahmed al-Riyami
OBAF Personnel and Training Manager

Information

Mr. Ali Zabanut
Director-General, Administration and Finance

Water

Mr. Wayne Curry
PAWR Technical Advisor

Annex 4

Scope of Work

1. ACTIVITY TO BE EVALUATED:

Title: Omani-American Joint Commission Scholarship & Training Project
Project No.: 272-0101.3
LOP Funding: Orig. \$31.95 million; Current \$13.8 million
Authorization Date: 4/27/83
PACD: September 30, 1990

2. PURPOSE OF THE EVALUATION:

The purpose of this final evaluation is to evaluate the operational effectiveness and impact of the Project, project achievements in relation to project objectives and targets, and successes and/or problems in project implementation.

3. BACKGROUND:

Modern government, economic growth and internal development of social and economic infrastructure in Oman date from 1970 with the accession to power of Sultan Qaboos. The development of local human resources has been high among the priorities set for the country in his administration.

Prior to 1970, formal secular education and technical training was virtually non-existent. Human resource development was identified early in the negotiations for the Joint Commission as a major project activity.

The Joint Commission designed the Scholarship & Training Project (STP), a \$31.9 million sub-grant, to address this significant constraint to development. Under a sub-grant agreement dated May 5, 1983, the Project is implemented by the Ministry of Education & Youth's (MOEY) Directorate General of Scholarships and Foreign Relations (DGSFR) with technical assistance from a training contractor, Checchi & Co., who under a \$7.8 million AID direct contract provides field and home office support and all programming services for short-term technical training.

STP originally had three components: (1) a reimbursement component in support of the Government's academic scholarship program; (2) a short-term technical training component; and (3) a Management Information System (MIS) for the DGSFR's foreign scholarship program.

In December 1987 a Project mid-course evaluation was completed; its chief recommendation was the termination of the reimbursement component, which accordingly was terminated by Project Implementation Letter No. 11. As a result, estimated LOP funding was reduced from \$31.95 million to \$13.8 million. The evaluation team also recommended the expansion of the short-term training

component, which recommendation was implemented by a contract amendment effective January 1, 1988, which increased the technical assistance contract amount from \$3.7 million to \$7.8 million.

The MIS component was evaluated separately in September 1988 and, upon the recommendation of that evaluation, is being reimplemented. The reimplemented MIS is scheduled to be evaluated in December 1989.

To date the short-term technical training component has programmed 1,829 person-months of short-term technical training for over 2,000 Omanis in five sectors identified as of high development priority: education, health, water resources, fisheries resources, and agriculture. The 3-person field team is due to demobilize on 30 June 1989, while home office backstopping will continue until 30 June 1990.

4. STATEMENT OF WORK.

4A. Document Review:

- Preparatory work: Review project documents including the Project Paper, STP Interim Evaluation dated December 1987 and its related Project Evaluation Summary, the MIS Evaluation dated September 1988 and its related Project Evaluation Summary, the STP Subgrant and its amendments, Project Implementation Letters, Project Implementation Reviews, the Checchi & Co. technical assistance contract and its amendments, OAJC Action Plan and Annual Report; A.I.D. Evaluation Handbook.

- In the Field: Project File Review of PIO/Ps, IAP66As, Medical Certificates, Exit Questionnaires, Project Evaluation Questionnaires, and relevant file notes; national statistics.

4B. Preliminary Interviews: The A.I.D. Team Leader will meet with appropriate officials of A.I.D. ANE/MENA and OIT and appropriate representatives of technical assistance contractor in Washington, D.C. to be briefed on the project.

4C. Conduct Team Planning Meeting: The A.I.D. Team Leader should be prepared to conduct a Team Planning Meeting immediately upon arrival in the field to coordinate tasks, responsibilities and time frame, to ensure that all members have a common understanding of the scope of work and expected final product, and to share information learned in preliminary interviews.

4D. Evaluate Short-term Technical Training Component Using the Participant Training Evaluation System (PTES) AID HB 10 and Project Evaluation Questionnaires and the Long-term Academic Training Component of the Project. This will specifically include the following tasks:

1. Ascertain whether the project was administered in compliance with the participant training policies and procedures outlined in AID Handbook 10 and related Participant Training

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Notices.

2. Describe characteristic features of the components, including policies, practices, and procedures. Examine and describe the major implementation modalities used by the project including management roles and responsibilities of the project entities: DGSFR, the technical assistance team and the OAJC. In general, were the implementation arrangements conducive to achieving the project purpose and goals in an efficient and sustainable manner?

3. Determine if the project yielded intended and/or unanticipated results.

4. Review and summarize the major human resource constraints which the project was designed to address and describe the impact which the project has had on these identified constraints, including constraints which remain and have only been partially alleviated.

5. Assess the impact of the technical assistance and training provided on the host country's human resources development and overall development goals and assess the sustainability of project accomplishments. Determine and discuss whether the Project has had a differential impact on male and female participants in terms of project benefits and costs. The evaluation should answer the following questions: What percentage of trainees are women/men? What types of skills training are women/men most frequently given? What fields of study are women/men choosing?

6. Assess the relevance of the short-term participant training programs and in-country training programs, their success or failure in terms of trainee satisfaction, and the achievement of program objectives.

7. Assess the effectiveness of the short-term participant training programs and in-country training programs in terms of the benefits to the individual trainee's work, to the host country employing organization, and to the host country's development objectives; assess the participants' utilization of training.

8. Assess the cost effectiveness of the technical assistance and short-term training provided.

9. Regarding the long-term training component, review the findings, conclusions, and recommendations of the mid-course Project Evaluation report, implementation history and outputs of the component.

10. Summarize the long-term training component outputs in terms of numbers of students (by gender), years of training, types and numbers of degrees earned, and field of study; and distill lessons learned and recommend techniques for information

planning for potential future support for academic programs.

11. Provide empirical findings to support the report's conclusions and recommendations. Whenever possible, the evaluation should disaggregate project data by gender.

4E. Prepare A.I.D. Annex:

1. Using the Project Paper Logical Framework, summarize the final level of inputs and outputs provided through the activity and describe end-of-project status regarding achievement of objectives and set forth lessons learned from this project as guidance for future human resource development activities.

2. Prepare the narrative sections of the A.I.D. Project Evaluation Summary (PES).

5. METHODS AND PROCEDURES:

The evaluation team will collect data and relevant information through document review described above in Section 4A and interviews with key project and non-project personnel. In the Team Planning Meeting the A.I.D. Team Leader will coordinate division of tasks and report preparation responsibilities among the team members, and a prospective schedule.

The evaluation will require approximately three 6-day working weeks. The field work should commence on or about May 13, 1989, but in any event must be completed before June 24, 1989; this is the only "window" between the national celebration of Eid al-Fitr, during which government offices will be closed, and the demobilization of the TA field staff.

6. EVALUATION TEAM COMPOSITION:

The evaluation team will consist of a team leader from A.I.D.'s Office of International Training, a contractor with experience in evaluating A.I.D.-sponsored Participant Training programs who has Arabic language proficiency, and an Oman Ministry of Education & Youth staff member who is not directly involved with the project.

To avoid potential conflicts of interest, the team must be composed of individuals with no previous connection with the project. This includes both U.S. and host country personnel.

7. REPORTING REQUIREMENTS:

The evaluation team will submit a draft report to the OAJC and the DGSFR at least three days prior departure from Oman and hold meetings with the OAJC and DGSFR to discuss comments on the draft. A final report will incorporate comments and concerns discussed in these debriefing meetings.

The final report will include the following sections: Table of Contents; Project Identification Data Sheet; List of Acronyms;

Conclusion and Lessons Learned; Body of the Report (approximately 20 pages), which should include discussion of the purpose of the evaluation, project history, and a discussion of the findings, conclusions and recommendations; Appendices, which should include the evaluation scope of work, logical framework, evaluation methodology, list of interviewees, and bibliography of documents reviewed.

The final report will also include a special annex comprised of: (1) an analysis of the final level of inputs and outputs provided through the activity in terms of Project goals and purposes and a description of end-of-project status regarding achievement of objectives and lessons learned from this project as revised by the project restructuring following the mid-course evaluation using the Project Paper Logical Framework; and (2) the narrative sections of the A.I.D. Project Evaluation Summary (PES).