

# **TRAINING FOR DEVELOPMENT**

Department of State

**AGENCY FOR INTERNATIONAL DEVELOPMENT**

International Training Division

Washington 25, D. C.



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**TRAINING FOR DEVELOPMENT**

**AID Participant Training  
for Social and Economic Development  
of Cooperating Countries**

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# **I. AID PARTICIPANT TRAINING**

## **Purpose of Participant Training**

AID participant training is a major tool in preparing cooperating country nationals to perform key roles in their nations' development programs. It helps meet the staffing requirements of institutions and activities included in the country development plan, when these requirements cannot be satisfied with personnel or training available within the country. Its objectives are to improve the technical, professional, and managerial skills and knowledge of participants, and to introduce attitudes and values which are essential to social and economic development. Although such training is educational in its broadest sense, it differs from formal Education programs in that it supplies a specific component of trained manpower currently needed for progress in the countries which AID is assisting.

AID participant training is distinctively different from the cultural and educational exchange programs of the State Department's Bureau of Educational and Cultural Affairs, and those of many private agencies, because of the specific purpose which underlies all AID training activity. AID has no participant training "program" as such. Rather, training of foreign nationals is undertaken as one means towards accomplishing a particular development objective -- e.g., establishment of a local training school or an agriculture extension system; overhaul of country fiscal operations; or setting up of a cattle inoculation program. Moreover, the training of foreign nationals is usually but one of several elements of a development project. AID Missions must

document the association of each participant with a particular project as a part of the request to arrange training.

Participant training has been a significant and growing element in development operations, and is likely to become more important as AID's technical and institutional assistance activities are further concentrated on key development areas.

### Fields of Activity

Since participant training responds to specific program requirements, it is provided in a wide variety of technical and professional fields. The 6,510 participants who received training in the U.S. in FY 1961 were divided by field of study as follows:

Agriculture	1,061	Public	
Industry	1,580	Administration	529
Transportation	620	Public Safety	294
Labor	615	Community	
Health	441	Development	58
Education	798	Housing	14
Atomic Energy	221	Miscellaneous	279

The above data exclude 405 arrivals in U.S. under University contracts for which information by field of activity is not available.

In addition to stateside arrivals, 2,200 FY 1961 participants were sent to other cooperating countries where training and environment were considered more appropriate.

AID has had a gradual but steady increase in numbers of AID participants who receive training outside the continental United States, principally in Puerto Rico and Hawaii and selected third country sites. More such "third country" training may be possible in the future, particularly to service the needs of nationals for whom a U.S. training environment is not altogether suitable. The long-run aim, of course, is to assist the development of indigenous training institutions and facilities and much of AID's assistance effort is addressed to this means of increasing the multiplier effects of technical assistance.

### Participant Areas of Origin

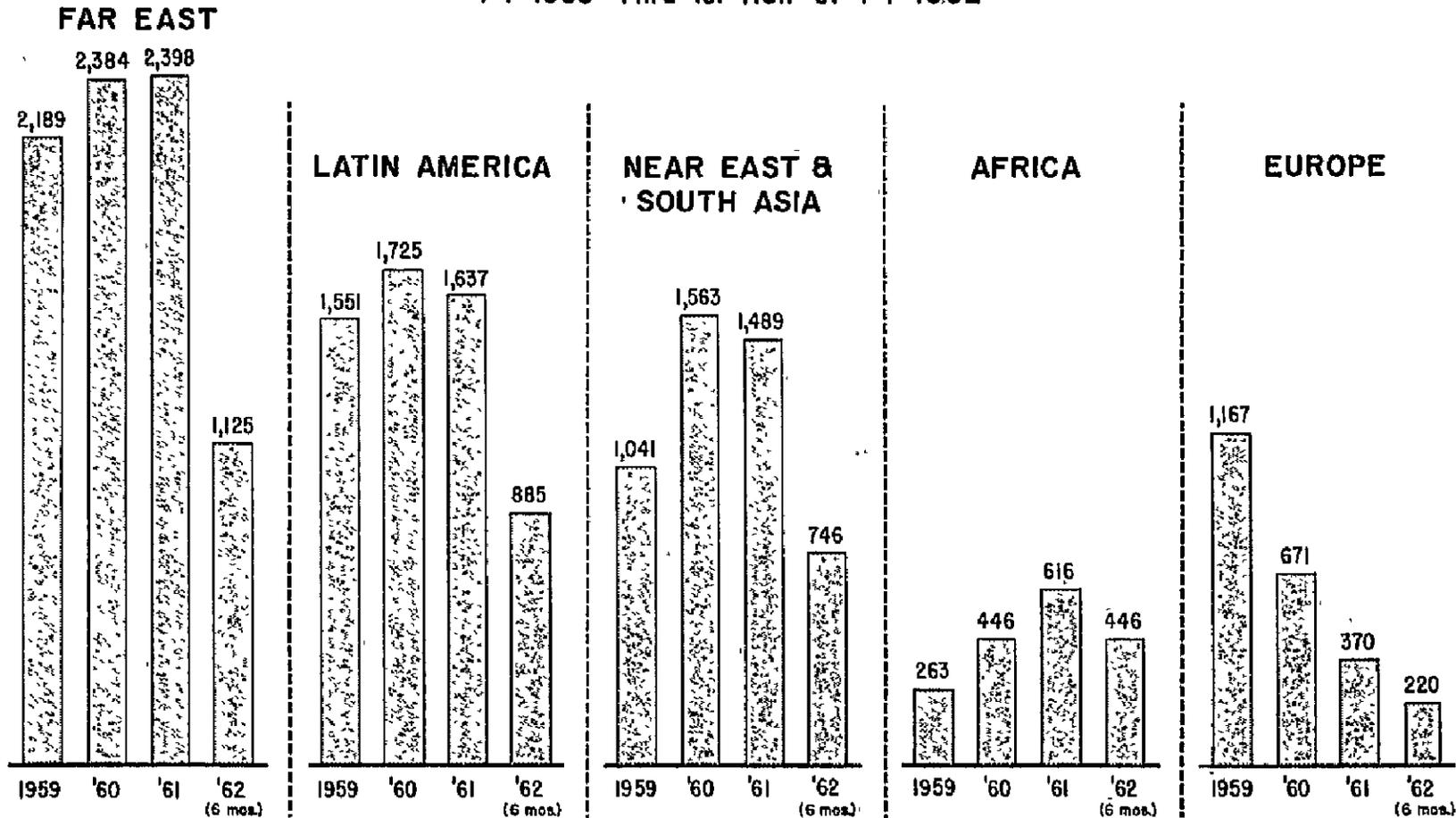
The regional distribution of participants is indicated by the following FY 1961 arrivals in the U.S. A rapid upward trend is evident in Africa, with the number from Europe dwindling. The chart on page 4 indicates this trend over the last 3 years.

<i>Area of Origin</i>	<i>No. of Participants</i>	<i>Percent of Total</i>
Far East	2,398	36
Latin America	1,637	25
Near East and South Asia	1,494	23
Africa	611	10
Europe	370	6
Total	6,510	100

Table 1 (pages 5-8) presents participant arrivals in the U.S. FY 1961 by area and country of origin and field of training activity.

# PARTICIPANT ARRIVALS IN THE UNITED STATES, BY AREA OF ORIGIN

FY 1959 Thru 1st Half of FY 1962



Note. Data include arrivals in Hawaii, Puerto Rico, and Panama Canal Zone, but exclude University Contract arrivals; data also include independently financed participants



Table 1 (Cont'd.)

PARTICIPANT ARRIVALS IN THE UNITED STATES, FY 1961,  
BY AREA AND COUNTRY OF ORIGIN AND FIELD OF TRAINING ACTIVITY

AREA AND COUNTRY OF ORIGIN	TOTAL	AGRIC.	IND.	TRANS.	LABOR	HEALTH	EDUC.	PUBLIC ADMIN.	PUBLIC SAFETY	COM. DEV.	HOUSING	ATOMIC ENERGY	MISC.
<b>LATIN AMERICA (Cont'd.)</b>													
Nicaragua	36	6	5	5		8	8	1			1	1	1
Panama	56	5	7	3		10	16	12		3			
Paraguay	27	1		1		6	7	4					8
Peru	55	8	1	8	17	11	5	1	2			1	1
Surinam	20		1		1	1							17
Uruguay	10				3	7							
Venezuela	16	11				4						1	
<b>TOTAL — LATIN AMERICA</b>	<b>1,637</b>	<b>243</b>	<b>243</b>	<b>141</b>	<b>270</b>	<b>153</b>	<b>209</b>	<b>158</b>	<b>63</b>	<b>31</b>	<b>11</b>	<b>13</b>	<b>102</b>
<b>NEAR EAST AND SOUTH ASIA</b>													
Afghanistan	37	4	3	12			5	12				1	
Ceylon	48	12	16	4	2	5	4	5					
Greece	65	10		14	13		5		14			9	
India	618	55	380	20	12	64	59	2				23	3
Iran	99	18	6	14	10	6	12	6	23			2	2
Iraq	58	11	2	4		8	9					1	23
Israel	72	27	30	4								5	6
Jordan	55	13	9	10		6	8	6		1			2
Lebanon	26	2	2	9	8				5				
Nepal	34		6			10	16	2					
Pakistan	53	5	1	8	12	3	1	5	2	6		8	2
Turkey	245	58	17	24	23		20	76	21			6	
United Arab Republic (Egypt and Syria)	68	2		31			6	2				6	21
Yemen	11			11									
<b>TOTAL — NEAR EAST &amp; SOUTH ASIA</b>	<b>1,489</b>	<b>217</b>	<b>472</b>	<b>165</b>	<b>80</b>	<b>102</b>	<b>145</b>	<b>116</b>	<b>65</b>	<b>7</b>		<b>61</b>	<b>59</b>

Table 1 (Cont'd.)

PARTICIPANT ARRIVALS IN THE UNITED STATES, FY 1961,  
BY AREA AND COUNTRY OF ORIGIN AND FIELD OF TRAINING ACTIVITY

AREA AND COUNTRY OF ORIGIN	TOTAL	AGRIC.	IND.	TRANS.	LABOR	HEALTH	EDUC.	PUBLIC ADMIN.	PUBLIC SAFETY	COM. DEV.	HOUSING	ATOMIC ENERGY	MISC.
<b>AFRICA</b>													
Cameroun	2				2								
Ethiopia	64	16	3	6		5	29	1					4
Fed. of Rhodesia and Nyasaland	21	18		1									2
Ghana	15	13				1		1					
Ivory Coast	3												3
Kenya	13	12					1						
Liberia	25	6		3		2	5	5	2				2
Libya	33	7				1	12		10	1			2
Malagasy Republic	1												1
Mali Republic	1				1								
Morocco	44	2			29		1	10					2
Nigeria	44	22		3				11					8
Republic of The Congo	121	10			6		71	27	6				1
Sierra Leone	3	1			1	1							
Somalia	27				5			1	4				
Sudan	76	17		10		3	20						26
Tanganyika	19	14					1	4					
Togo	6			2									4
Tunisia	90	19	52	1	1			9	3				5
Uganda	4	1								1			2
*Union of South Africa	4											4	
<b>TOTAL — AFRICA</b>	<b>616</b>	<b>158</b>	<b>55</b>	<b>26</b>	<b>45</b>	<b>13</b>	<b>157</b>	<b>69</b>	<b>25</b>	<b>2</b>		<b>4</b>	<b>62</b>
<b>EUROPE</b>													
*Austria	2											2	
*Finland	1											1	
*France	1											1	
Iceland	1		1										
*Italy	5											4	1
*Netherlands	2											2	

Table 1 (Cont'd.)

PARTICIPANT ARRIVALS IN THE UNITED STATES, FY 1961,  
BY AREA AND COUNTRY OF ORIGIN AND FIELD OF TRAINING ACTIVITY

AREA AND COUNTRY OF ORIGIN	TOTAL	AGRIC.	IND.	TRANS.	LABOR	HEALTH	EDUC.	PUBLIC ADMIN.	PUBLIC SAFETY	COM. DEV.	HOUSING	ATOMIC ENERGY	MISC.
EUROPE (Cont'd.)													
*Poland	4											4	
Spain	149	40	60	24				15				10	
West Germany	31		8			23							
*Yugoslavia	174	43	76	13		8	6	15				13	
<b>TOTAL — EUROPE</b>	<b>370</b>	<b>83</b>	<b>145</b>	<b>37</b>		<b>31</b>	<b>6</b>	<b>30</b>				<b>37</b>	<b>1</b>
<b>TOTAL — ALL AREAS</b>	<b>6,510</b>	<b>1,061</b>	<b>1,580</b>	<b>620</b>	<b>615</b>	<b>441</b>	<b>798</b>	<b>529</b>	<b>294</b>	<b>58</b>	<b>14</b>	<b>221</b>	<b>279</b>

NOTE: Includes arrivals in Hawaii, Puerto Rico and Panama Canal Zone, but excludes University Contracts Arrivals. Includes independently financed participants and participants who received third-country training in addition to U.S. training.

\*With the exception of some Yugoslav participants funded directly by AID under its bi-lateral program with Yugoslavia, participants from these countries were in the World-Wide Scientists Research Project (99-99-070-3-89044) and/or the International Scholarship Program (99-99-072-3-89056) or other programs of the International Atomic Energy Agency, of which the United States is a cooperating member.

## Characteristics of Participants

Because of the emphasis on maximum prior qualification and specific, high-priority purpose in this training, AID participants tend to be more mature than typical foreign students, with an average age of 30. Almost all possess relevant work experience. Although most participants are technicians or middle level professional personnel, some occupy subcabinet, and a few, cabinet posts. About 400 women were included in the 1961 program.

AID does not pay expenses of spouses who accompany participants. A participant may however bring his wife at his own expense if this would not interfere with his training. A limited number do so despite the generally prohibitive cost.

## Kinds of Training Provided

Various types of training are provided to meet the objectives specified by AID Missions. Academic, in-service, observation-consultation, work-shops and special seminars are types of training which are used. Some programs consist of a composite of these methods and major emphasis is upon the practical adaptability of training to home country situations. Interpreter service is provided for short-term teams lacking English competence but ability to work in English is ordinarily required. The length of training is determined by the results being sought, with some programs as short as 6 weeks, and others as long as 2 years. The average training experience is less than 9 months.

## **Total Dollar Cost of Participant Training**

Obligations of FY 1961 for participant training were \$47 million. A large proportion of these dollar expenditures was spent in the U.S. by AID or by the participants themselves.

Under current accounting practices the cost of training in third countries cannot be broken out separately. Such training is generally less costly per participant partly because of country contributions, often because of lower travel and tuition costs. "Third country" participants make up about a quarter of the total but are responsible for less than that proportion of expenditures.

## **Cooperating Country Sharing of Cost**

Maximum cost sharing is encouraged and the exact extent of the country contribution is determined at the AID Mission level based on each country's situation. Most cooperating countries pay such local currency costs as well as the participant's salary during his absence for support of his family, the cost of a substitute employee and home country maintenance and travel. Table 2 (pp 12-15) shows the types of cost normally incurred in host countries and cost sharing situations. International transportation was entirely paid by 19 of the host countries, by AID in 21 countries and by shared arrangements in 16 cases. The country normally pays transportation when it has a national airline flying an appropriate route.

## **Out of Counterpart Funds**

There has been a preference for payment from the cooperating

country's own funds rather than from "counterpart" funds, those generated by training costs which can be paid for in local currency. Counterpart has been used for English language instruction, transportation and other items in some countries (See Table 2). The greatest potential for use of counterpart is in local training within the host country.

### **Assistance of the American Public to AID Participant Training**

The AID participant training activity in the United States could not be carried on without the cooperation of American private business, labor organizations, trade associations, government agencies and other institutions. The services which they supply are essential and most of the training, except for tuition costs and fees to participating agencies, is rendered below cost or free of charge.

Home hospitality and community participation are also provided free. Volunteers devote untold hours to meeting planes, arranging living accommodations, introducing participants to American families and rendering other assistance to participants outside their formal program. With the State Department, AID has sponsored the recent establishment of the National Council of Community Services to International Visitors, a private clearing house providing some services for groups visiting local communities.

AID, for the first time, has made provision for full-time services in the International Training Division (PS/ITD) to enlarge

**Table 2 AID — HOST COUNTRY RESPONSIBILITY FOR CERTAIN PARTICIPANT TRAINING COSTS**

By Nine Principal Cost Items Incurred in Host Countries<sup>a/</sup>

Country	ITEMS								
	Internat'l. Transp.	H.C. Travel & Maint.	Salary Continuance <sup>b/</sup>	Cloth. Req.	Substitute Worker	Long. Dir. Cost	Train'g. Salary During	Med. Exams	Final Reports
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(See Key Below for more Complete Description of Items)									
<b>EUROPE</b>									
Spain	C/AID	C	C	P	C	P	N	C	AID
Yugo.	C/AID	C	C	N	C	C	C	C	C
<b>AFRICA</b>									
Ethiopia	C/AID	C	C	C	C	AID	C	C	N
Ghana	C/AID*	C	C	P	C	N(ES)	N(ES)	P	C
Liberia <sup>c/</sup>	AID	C	C	C	C	N(ES)	N(ES)	C	NR
Libya	AID	AID/C	C	N	N	AID	C	AID	N
Morocco	AID	AID	C	N	N	AID	C	AID	N
Somalia	AID <sup>d/</sup>	P	C	C	C	N	N	C	NR
Tunisia	JF	C	C	N	C	JF	C	JF	N
Fed. Rhod. & Nyas.	C	C	C	N	N	N(ES)	N(ES)	C	C
Sudan	AID	C	C	C	C	N(ES)	N(ES)	C	NR
East Africa	C	C	C	N	N	N(ES)	N(ES)	C	N
Nigeria	C	C	C	C	C	N(ES)	N(ES)	C	AID
<b>FAR EAST</b>									
Cambodia	AID	P	C	N	C	N	N	AID	N
Taiwan	C	C	C	C/P	C	AID	C	C	C
Indonesia	AID	C	C	C	C	AID	C	C	C
Japan	C/AID*	C	C	C	C	AID	C	C	C*
Korea (NR)	C								
Laos	AID	C	C	P	C	AID	AID	C	N
Phil.	C	C	C	C	C	C	C	C	C
Thailand	C	P	C	P	NR	C	C	C	NR
Vietnam	AID	C	C	P	NR	C/AID	C	AID	N
<b>NEAR EAST</b>									
Greece	C/JF	P	C	P	C	JF	C	USPHS	C
Iran	AID/JF*	C	C	P	C	AID	C	P	N
Iraq	AID <sup>e/</sup>	C	C	N	C	AID	C	C	AID
Israel	JF	C	C	N	C	C	C	C	C
Jordan	ICA	C	C	N	C	AID	C	C	P
Lebanon	C/AID	AID	C	P	C	AID	C	P	N
Turkey	C	C	C	N	C	AID	C	C	C
UAR	C/AID	C/P	C	C/P	C	C	C/P	C/P	C/P
<b>SOUTH ASIA</b>									
Afghan.	AID	N	C	C	C	AID/USIS	C	C	N
Ceylon	AID	C	C	N	C	N(ES)	N(ES)	C	NR
India	AID	AID	C	N	C	N(ES)	N(ES)	C	C
Nepal	AID	C	C	C	C	ICA	C	P	NR
Pakistan	JF	JF	C	N	C	N(ES)	N(ES)	AID/JF	P
<b>LATIN AMERICA</b>									
Argentina	C	C	C	N	NR	AID	C	P	P
Bolivia	AID	C	C	N	C	C	C	C	N
Brazil	C/AID	C	C	P	C	AID	C	P	C/P
Chile	C/AID	C	C	N	C	AID	C	AID	P
Colombia	C/JF/AID*	C	C/JF	N	C/JF <sup>f</sup>	C/P	C/P	C	NR
Costa Rica	C	N	C	N	C	AID	C	P	C
Cuba	C	C	C	P	C	AID	C	C	C

Table 2 (Cont'd.) AID — HOST COUNTRY RESPONSIBILITY FOR CERTAIN PARTICIPANT TRAINING COSTS

Country	ITEMS								
	Internat'l. Transp.	H.C. Travel & Maint.	Salary Continuance	Cloth. Req.	Substitute Worker	Lang. Dir. Cost	Tran'g. Salary During	Medical Exams	Final Reports
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>LATIN AMERICA (Cont'd.)</b>									
Dom. Rep.	C	C	C	N	C/JF	ICA	C	C	N
Ecuador	AID	C	C/JF	N	NR	JF	NR	NR	NR
El Salvador	C	P	C	P	C	AID	C	P	AID
Guatemala	AID	C/JF	C/JF	N	C/JF	AID	C/JF	P	N
Haiti	C	C	C	P	C/JF	AID	C	C	AID
Honduras	C/JF	C/JF	C/JF	N	C/JF	C/JF	C/JF	P	C/JF
Mexico	C/AID*	C	C	C	C	C/AID*	C/P	C	C
Nicaragua	C/JF	C/JF	C	N	C/JF	P	N	C/JF	N
Panama	C	C	C	P	C	ICA	C/JF	P	JF
Paraguay	AID	N	JF	N	N	JF/P	N	P	NR
Peru	AID	C/JF/P	C/JF	P	C	P	N	P	P
Uruguay	AID	C	C	N	C	USIS/P	N	C	P
Venezuela	AID	C	C	N	NR	NR	NR	C	NR
Br. Guiana	C	C	C	P	C	N(ES)	N(ES)	C	C
Surinam	C/JF	C	C/JF	C	C	AID	C	C/JF	AID
West Indies & E. Carib.	C	C	C	P	C	N(ES)	N(ES)	C	C
Br. Honduras	C	C	C	N	C	N(ES)	N(ES)	C	N
Jamaica	C	C	C	C	C	C	C	C	C

**FOOTNOTES**

\* Indicates that AID cost is normally only in connection with participants in the field of labor.

<sup>a</sup>AID normally pays all training costs incurred in the U.S.

<sup>b</sup>Not necessarily 100%.

<sup>c</sup>Liberia and AID share cost of local participant training.

<sup>d</sup>As of July 1, 1960. Prior to that, by Italian Agency.

<sup>e</sup>A decision is now pending as to whether the government can take over this cost.

NOTE: Cost sharing arrangements shown are as reported in responses to ICATO Circ. A646 of 2/13/60 and are the normal pattern for the country concerned. References were made to deviations from the normal. E.g., the Government of Peru in FY 1959 paid for international transportation for 5 out of 92 participants. The indication of cost responsibility on this table does not necessarily mean that such cost is required for each participant. Hiring of substitutes, for example, is often not necessary because remaining employees "close ranks" in many cases during a participant's training leave.

**KEY**

- |   |  |
|---|--|
| 1. International Transportation                               | C — Host Country Government or Sponsor |
| 2. Travel and Maintenance in Home Country                     | AID — AID Dollar or Local Currency     |
| 3. Salary (Continuance while Participant in Training)         | P — Participant                        |
| 4. Clothing Requirements                                      | N — None                               |
| 5. Hiring of Substitutes while participant on training leave. | ES — English Speaking                  |
| 6. English Language Training (pre departure direct costs)     | NR — Not Reported                      |
| 7. Salary while in English language training                  | JF — Joint Fund or Cooperative Service |
| 8. Medical Exams  |  |
| 9. Final Reports after return home                            |  |

**Table 2 (Cont'd.) AID — HOST COUNTRY RESPONSIBILITY FOR CERTAIN PARTICIPANT TRAINING COSTS**

Cost Item and Region	Financial Responsibility											Total Shared	
	Assumed Entirely By						Shared						
	C	AID	JF	P	None	N.R.	C/AID	C/JF	C/P	AID/JF	C/JF/P		Other
<u>Worldwide Summary</u> (59 Countries) (See Key Below For More Complete Description of Items)													
1. Int. Trans.	19	21	3	-	-	-	10	5	1	-	-	-	16
2. H.C.Maint./ Travel	41	3	1	5	3	-	1	3	1	-	1	-	6
3. Sal. Cont.	52	-	1	-	-	-	-	6	-	-	-	-	6
4. Cloth. Req.	13	-	-	16	28	-	-	-	2	-	-	-	2
5. Sub. Worker Lang. Trng.	43	-	-	-	5	5	-	6	-	-	-	-	6
6. Dir. Cost	7	24	3	3	15	-	2	1	1	-	1	2	5
7. Sal. Dur.	31	1	-	-	19	2	-	3	3	-	-	-	6
8. Med. Exams	34	5	1	13	-	1	-	2	1	1	-	1	4
9. Final Rep.	17	6	1	6	16	10	-	1	2	-	-	-	3
<u>Europe (2 Countries)</u>													
1. Int. Trans.	-	-	-	-	-	-	2	-	-	-	-	-	2
2. H.C.Maint./ Travel	2	-	-	-	-	-	-	-	-	-	-	-	-
3. Sal. Cont.	2	-	-	-	-	-	-	-	-	-	-	-	-
4. Cloth. Req.	-	-	-	1	1	-	-	-	-	-	-	-	-
5. Sub. Worker Lang. Trng.	2	-	-	-	-	-	-	-	-	-	-	-	-
6. Dir. Cost	1	-	-	1	-	-	-	-	-	-	-	-	-
7. Sal. Dur.	1	-	-	-	1	-	-	-	-	-	-	-	-
8. Med. Exams	2	-	-	-	-	-	-	-	-	-	-	-	-
9. Final Rep.	1	1	-	-	-	-	-	-	-	-	-	-	-
<u>Africa (11 Countries)</u>													
1. Int. Trans.	3	5	1	-	-	-	2	-	-	-	-	-	2
2. H.C.Maint./ Travel	8	1	-	1	-	-	1	-	-	-	-	-	1
3. Sal. Cont.	11	-	-	-	-	-	-	-	-	-	-	-	-
4. Cloth. Req.	5	-	-	1	5	-	-	-	-	-	-	-	-
5. Sub. Worker Lang. Trng.	7	-	-	-	4	-	-	-	-	-	-	-	-
6. Dir. Cost	-	3	1	-	7	-	-	-	-	1	-	-	-
7. Sal. Dur.	4	-	-	-	7	-	-	-	-	-	-	-	-
8. Med. Exams	7	2	1	1	-	-	-	-	-	-	-	-	-
9. Final Rep.	2	1	-	-	5	3	-	-	-	-	-	-	-
<u>Far East (8 Countries)</u>													
1. Int. Trans.	3	4	-	-	-	-	1	-	-	-	-	-	1
2. H.C.Maint./ Travel	6	-	-	2	-	-	-	-	-	-	-	-	-
3. Sal. Cont.	8	-	-	-	-	-	-	-	-	-	-	-	-
4. Cloth. Req.	3	-	-	3	1	-	-	-	1	-	-	-	1
5. Sub. Worker Lang. Trng.	6	-	-	-	-	2	-	-	-	-	-	-	-
6. Dir. Cost	2	4	-	-	1	-	1	-	-	-	-	-	1
7. Sal. Dur.	6	1	-	-	1	-	-	-	-	-	-	-	-
8. Med. Exams	6	2	-	-	-	-	-	-	-	-	-	-	-
9. Final Rep.	4	-	-	-	3	1	-	-	-	-	-	-	-

Table 2 (Cont'd.) AID — HOST COUNTRY RESPONSIBILITY FOR CERTAIN PARTICIPANT TRAINING COSTS

Cost Item and Region	Financial Responsibility													Total Shared
	Assumed Entirely By						Shared							
	C	AID	JF	P	None	N.R.	C/AID	C/JF	C/P	AID/JF	C/JF/P	Other		
<u>Near East (6 Countries)</u>														
1. Int. Trans.	1	2	1	-	-	-	2	1	-	1	-	-	4	
2. H. C. Maint./ Travel	5	1	-	1	-	-	-	-	1	-	-	-	1	
3. Sal. Cont.	8	-	-	-	-	-	-	-	-	-	-	-	-	
4. Cloth. Req.	-	-	-	3	4	-	-	-	1	-	-	-	1	
5. Sub. Worker	8	-	-	-	-	-	-	-	-	-	-	-	-	
Lang. Trng.														
6. Dir. Cost	2	5	1	-	-	-	-	-	-	-	-	-	-	
7. Sal. Dur.	7	-	-	-	-	-	-	-	1	-	-	-	1	
8. Med. Exams	4	-	-	2	-	-	-	-	1	-	-	USPHS(1)	1	
9. Final Rep.	3	1	-	1	2	-	-	-	1	-	-	-	1	
<u>South Asia (5 Countries)</u>														
1. Int. Trans.	-	4	1	-	-	-	-	-	-	-	-	-	-	
2. H. C. Maint./ Travel	2	1	1	-	1	-	-	-	-	-	-	-	-	
3. Sal. Cont.	5	-	-	-	-	-	-	-	-	-	-	-	-	
4. Cloth. Req.	2	-	-	-	3	-	-	-	-	-	-	-	-	
5. Sub. Worker	5	-	-	-	-	-	-	-	-	-	-	-	-	
Lang. Trng.														
6. Dir. Cost	-	2	-	-	3	-	-	-	-	-	-	AID/USIS(1)	-	
7. Sal. Dur.	2	-	-	-	3	-	-	-	-	-	-	-	-	
8. Med. Exams	3	-	-	1	-	-	-	-	-	1	-	-	1	
9. Final Rep.	1	-	-	1	1	2	-	-	-	-	-	-	-	
<u>Latin America (25 Countries)</u>														
1. Int. Trans.	11	7	-	-	-	-	3	4	-	-	-	-	7	
2. H. C. Maint./ Travel	18	-	-	1	2	-	-	3	-	-	1	-	4	
3. Sal. Cont.	18	-	1	-	-	-	-	6	-	-	-	-	6	
4. Cloth. Req.	3	-	-	8	14	-	-	-	-	-	-	-	-	
5. Sub. Worker	15	-	-	-	1	3	-	6	-	-	-	-	6	
Lang. Trng.														
6. Dir. Cost	2	11	1	2	3	1	1	1	1	-	1	USIS(1)	4	
7. Sal. Dur.	11	-	-	-	7	2	-	3	2	-	-	-	5	
8. Med. Exams	12	1	-	9	-	1	-	2	-	-	-	-	2	
9. Final Rep.	6	3	1	4	5	4	-	1	1	-	-	-	2	

KEY

- |  |       |                                      |
|--|-------|--------------------------------------|
| 1. International Transportation                              | C     | - Host Country Government or Sponsor |
| 2. Travel and Maintenance in Home Country                    | AID   | - AID Dollars or Local Currency      |
| 3. Salary (Continuance while Participant in Training)        | P     | - Participant                        |
| 4. Clothing Requirements                                     | N     | - None                               |
| 5. Hiring of Substitutes while participant on training leave | ES    | - English Speaking                   |
| 6. English Language Training (pre departure direct costs)    | NR    | - Not Reported                       |
| 7. Salary while in English language training                 | JF    | - Joint Fund or Cooperative Service  |
| 8. Medical Exams   | USPHS | - U.S. Public Health Service         |
| 9. Final Reports after return home                           |       |                                      |

and encourage community services to participants. It is estimated, at present, that more than 12,000 individuals of the American public daily demonstrate their support for participant training by providing such assistance. They are scattered throughout the United States and many hold positions of leadership in their communities. This dedicated group provides an excellent means for communicating the AID story to the American public in general.

### **Value of Assistance Contributed by the American Public**

No way is known of estimating with precision either the monetary value or the other values of such contributions. The assistance of many high business officials, who help in the programming for example, could not be purchased. A dollar sign cannot be placed on the value of hospitality in American homes.

The cost to contributing organizations of uncompensated technical training alone has been roughly estimated to exceed \$10 million, of which more than \$4 million comes from private industry, over half a million dollars from the limited resources of organized labor, and much of the remainder from educational institutions and various government agencies. Throughout the program, however, stress is placed upon the fact that technical cooperation involves the interchange of ideas, techniques and data — that it is always a two-way street.

### **Utilization and Value of Participant Training**

Participant training is provided only after AID has reasonable assurance that such training will make a practical contribution to the development of the country concerned. Commitments to this

end are sought from both the participant and the country agency with which he is or will be employed. Practically all AID participants (over 99%) return to their countries after training to begin their contribution to country development. The selection of participants and the conditions made precedent to the beginning of their training have made this high rate of return possible. It is probably unequalled by other publicly and privately financed training.

In the last 5 years, beginning with FY 1957, 30,119 AID participants have arrived in the United States. Of this number, only 15 waiver applications under Public Law 555 have been concurred in and 4 applications are now pending.

The fact that the costs of the participant training activity are jointly shared with most of the cooperating countries attests both to their conviction that it is worthwhile and encourages them to require commitments from the participants to return home and make use of the training they have received.

Studies are now being carried out in 30 countries under which more than 15,000 returned participants will be interviewed to determine how their training is being utilized and what its value has been. AID possesses knowledge of numerous instances in which stateside training was a vital element in the success of a project. Some examples of these are summarized in the Appendix. However, the large scale analysis of training results should be helpful in evaluating the effectiveness of this activity and guide future efforts in this field. The studies are expected to be completed during 1962.

## The Immediate Need

Participant training has made and can make a significant practical contribution towards meeting specific requirements for which cooperating country personnel or training is not presently available. The provision of competent local managers, technicians and workers to make effective use of capital and commodity assistance and to operate development institutions and activities often constitutes the most important immediate need of AID assisted countries.

If such training is not available in the U.S. or third countries, it is ordinarily necessary to import operating personnel from more developed countries until local institutions to provide such training can be planned, developed and staffed. Bringing in outside technical personnel for operating purposes is usually more expensive and often less acceptable and effective. More important, it does not contribute substantially to upgrading local skills or to furthering self-development and individual initiative. As the recent Task Force on Training for AID stated succinctly: "Development is a mutual task, and the major burden must be carried by host country personnel. Little that AID does will remain unless host country personnel adapt it and make it a part of their institutions and their lives."

## II. POTENTIAL FOR PARTICIPANT TRAINING IN THE UNITED STATES

In the long run a country must develop to a large extent its own institutions and facilities for training its nationals. This is

an essential necessity if self-help and self-development are to be meaningful under the new AID approach. But the long run for many developing nations may mean 10, 20 or 30 years, and time is frequently in short supply.

A certain degree of literacy widely spread is essential to social and economic development. Otherwise a populace cannot participate positively as citizens of a community. Effective top leadership and appropriate symbols are also requisites for development. But equally important is the availability of managerial, professional and technical skills and talents.

The establishment of facilities for professional and technical training in a developing country poses difficulties which are not quickly overcome. Institutions which produce qualified doctors, engineers, administrators, agronomists, economists, scientists and teachers — agents of social change — are not easily initiated, nor do they grow automatically. The introduction of new technology — by loans and capital investment — will have little lasting effect upon a country unless prudent and professional use is made of it. Thus, the human resources gap which is of such importance varies from country to country in light of a nation's objectives and development goals. To assist countries in narrowing this gap is the major objective of participant training.

Adequate host country training, where available, is to be preferred; and it does most, no doubt, to create a multiplier effect. When it is not available, third country training may be more suitable in certain instances than training in the United States. In many cases, however, there are distinct advantages to be derived from stateside training.

The new approach of AID to assisting countries in social and economic development has broadened the base of technical cooperation. Training in particular is directed not only to the growth of techniques and skills but it is also concerned with the development of attitudes and values — to the furtherance of self-help and social progress.

### **Advantages of Training in the United States**

While there is plenty of room for improvement in this country, the United States does afford a rather unique combination of advantages for participant training in various fields. First of all, the U.S., which includes Puerto Rico and Hawaii, is in a real sense a continent rather than a country; and it is a continent of great variation, broad experience and wide experiment and innovation. As such it affords the widest array of facilities and organizations, public and private, which can be used for training and demonstration purposes. The availability of facilities which can assist in upgrading participant skills and techniques is but one aspect of U.S. potential.

### **The Analytical Approach**

Equally important, no doubt, is the general approach to problems to be found in this country — an analytical approach. We do go at the business of problem solving with the belief that we can systematically identify and analyze a situation; that we can come up with a solution or at any rate proposed improvement. This is, of course, a highly simplified way of putting the case.

But it constitutes one of the major factors which need to be elaborated upon and communicated to participants in terms of direct experience that is meaningful and useful to them and their countries.

The development of our economy has rested upon many factors involving the utilization of both material and human resources. But our capability for adjustment and our initiative and inventiveness have stemmed to a real extent from an approach to problems in all fields through the application of systematic thought and analysis.

### **Initiative Toward Improvement**

Moreover, there is in the United States little of the fatalism or sense of futility present to a degree in some other cultures. We do not believe as a rule in determinism, and we hold that through conscious effort men can to a considerable extent direct and control their own development. Nor, compared to some countries, are we as bound by custom and tradition and by caste and class. For once difficulties and new goals have been clarified, we are inclined to do something about the situation. It is this drive toward improvement which has underlain progress in both the public and private sectors. More specifically, this outlook constitutes in part a reaffirmation of applied thought and systematic planning as major means for social adjustment, economic growth and orderly progress.

### **Values and the Individual in a Free Society**

In broad terms our general position at its best may be

described as one of rational humanism. For there is also deeply imbedded in the culture of the U.S. a belief in individual worth and in the democratic process as a necessary basis for individual development and growth. While we are not always clear in this country concerning the theory and practice of freedom in a democratic order, there is nevertheless a growing understanding that the process itself is one which embodies relationships based not only on consent and participation but also upon mutual respect and mutual responsibility. We realize that the free society is one which not only recognizes individual worth but also provides those conditions without which individual choice, initiative and development are frustrated. Thus, in working with participants AID cannot neglect these factors of attitudes and values. A sense of public purpose as well as private responsibility is essential in creating an order based upon law and equity. Hence, motivation constitutes a good part of our task of communication.

AID technicians and advisors overseas are faced with similar situations. They have certain advantages in their work but so do stateside training staffs. They undoubtedly acquire a closer insight into problems of indigenous countries. But at the same time they have few facilities which can be used for comparative demonstration, and in most instances they do their work in an environment where the democratic process and a free economy in action are frequently absent.

### **The Larger Task**

Evidence points to the fact that those inside the Iron Curtain are at present making strong efforts to train foreign nationals for purposes diametrically contrary to those of the Free World. In the

new AID approach it is not enough to oppose those efforts but it is important that a positive program and philosophy be offered as alternatives. Technical cooperation in any field cannot and should not take a tortured and restricted view of the term "technical." Just as our own progress depends upon continuous efforts to develop the analytical and problem solving mind directed to democratic values, so with respect to each participant must this same quest be demonstrated as meaningful and significant to men of diverse race, color, creed and culture. The means of cooperation and understanding which can bind men closer together are as diverse as experience itself. They are technical and professional, but equally important, they are humanistic.

It is necessary that countries in transition, as Teodoro Moscoso has pointed out, afford the masses visible hope for betterment. But it is essential, too, that those charged with translating expectations into action should possess the skill, confidence and sense of purpose which will sustain them in their arduous efforts.

Developing countries, in various stages of modernization, have a deeply ingrained tendency to cling to established customs and to preserve archaic institutions. Indoctrination is in the main their process of learning and a means of induction into the traditional order. A problem-solving approach and the analytical method upon which it is based invariably open up wider choices, new perspectives and expanding expectations. Stateside training, through demonstration and example, can contribute to the habit of breaking habits — to the forward thrust — without which a country lacks the will and the capacity to advance.

The above are some of the implications of the new AID approach as they apply to participant training in the United States.

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### SOME EXAMPLES OF PARTICIPANT ACCOMPLISHMENT

#### Home Economics Extension Work — Brazil

Beginning as a country home demonstration agent in the northeastern Brazilian state of Ceará, a recent participant has become Chief of Home Economics Extension activities in her state. As a result of her interest in 4-H club work, she has organized an outstanding group that has had marked effect in bringing about changes in the community. She has promoted demonstrations in home improvement that have received national attention. She is the motivating force behind a group of women leaders who are successfully promoting the expansion of education in the field of home economics.

#### Cooperatives — Cambodia

A recent participant from the Ministry of Interior was appointed upon his return home in 1960 to the position of Inspector General of the newly reorganized Royal Office of Cooperation (OROC). During the past 2 years he has planned and organized an Education and Training Division in OROC and has seen that it was put into operation. Parallel to this activity he has worked on the organization of multipurpose cooperatives initiated in the villages themselves and motivated by the people at the grass roots.

#### Tax Reform — Chile

A comprehensive tax reform program has been launched in

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Chile under the leadership of participants who returned recently from training in the United States. AID assistance has also included providing consultants to the Internal Revenue Service of Chile.

In early 1961, the Director General of the Internal Revenue Service came to the United States to confer with tax officials and to plan jointly with AID a technical assistance program. Three groups of 10 senior tax officials, as a result, were given tailored training programs in the United States. Upon their return these recent participants recommended and installed a number of improvements in tax administration and they have been instrumental in establishing and operating a permanent Training Institute in the Chilean Internal Revenue Service.

### Atomic Energy — India

Scientists from over 20 countries have had stateside training in nuclear science and engineering during the last five years. To cite a single example, a former participant was in charge of the erection and start-up of the third research reactor at the Atomic Energy Establishment at Trombay, India. Training in the United States has been provided (through FY 1961) for 85 Indian participants. AID-sponsored nuclear scientists are an important leadership group of the Atomic Energy Establishment at Trombay.

### Community Development — Iran

Under the direction of a former participant, the West Azerbaijan Community Development Program has become the outstanding provincial CD Program in Iran. As a result of his effective

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leadership the participant is cooperating in drafting a new Community Development Law for Iran.

Recent innovations under the West Azerbaijan CD Program, which are considered a major step in the development of people through the CD process, are the encouragement and guidance of village assembly meetings and the outgrowth from these meetings of Village Development Committees. These activities are proving to be extremely successful in stimulating local enthusiasm and initiative, on the part of villagers, to carry out self-help village improvement projects.

### Agricultural Credit — Jamaica

The Parliamentary Secretary to the Ministry of Agriculture and Lands, an AID participant whose achievements were recognized when he returned from his U.S. training, is directing the formation of the Agricultural Development Program. This program initiated the agriculture credit system, a vital step in the government's efforts to help the farmer own the land which he farms.

### Electric Power — Korea

A recent stateside participant has been made Chief of the Engineering Department of the Korea Electric Power Company. This Company operates the hydro and thermal electric power plants and the transmission system on which the Korean economy depends. The participant together with 20 other engineers worked on system planning, design and construction and on planning of transmission lines and substations, drawing deeply on American experience.

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As a result of his training, the participant was able to accomplish more economical service by adopting new substation design, using power fuses on the primary side of main transformers instead of expensive oil circuit breakers. In transmission lines, design was simplified by carrying different voltages on the same structure and even using the same structure with the communications setup for a further saving. Better protection of the lines and a special relay system were other improvements he was able to introduce from the United States.

### Statistics and Economic Planning — Liberia

U.S. advisors sponsored by AID have been working with a group of former participants, including the Minister of Finance, in strengthening the Central Statistical Office of Liberia. A central agency for economic planning has also been established and is now functioning. These projects underline the importance of having trained counterparts with whom to work, a major tenet of the AID program.

### Administrative Reform — Mexico

Fifteen former participants are directing a government-wide administrative improvement program in Mexico. Leaders of this undertaking include a Cabinet member, a consultant to the President, a Director of Research and other now highly placed career administrators. This Board of Directors has established an Institute of Public Administration whose program includes the training of executives and other public employees as well as research and consultation on administrative problems.

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### Higher Grain Sorghum Yields — Pakistan

A Pakistani botanist, working recently on his doctoral degree at Texas A. and M. College, developed a new grain sorghum, with grains 25 to 50 percent larger than those on present-day commercial types of sorghums. This participant's new plants were developed by doubling the number of chromosomes in a cross between a conventional grain sorghum and Tunis Grass, by using the drug Colchicine. In addition to promising greatly increased yields, these new plants are also fertile, a distinct advantage over many of the new sterile hybrids now planted. The Pakistani scientist's work has been termed a major break-through in grain sorghums improvement by geneticists and plant breeders. He is continuing his work as a grain scientist in Pakistan where the great need for more food is a major problem.

### Development Planning — Panama

Due to the traditional problem of lack of effective coordination of development programs, the Panamanian Government has considered the establishment of effective planning as a basic prerequisite for all other self-help measures. The four technical departments of the new Planning Bureau are now functioning within the Executive Office of the President. The directors of the four departments which comprise the Bureau of Planning and Administration are former AID participants. Its report on Economic and Social Development for Panama issued July 31, 1961 was used as a basis for drafting the 1962 Budget.

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### Agricultural Research — Paraguay

One of the best centers of agricultural research in the southern part of South America is Caacupé in Paraguay. This recognition has been achieved largely through the diligent efforts of a returned participant who spent one year at Texas A. and M. College. The facilities of the research center are utilized by farm extension workers who need current information on plant pathology and physiology, genetics and pastures. Extension workers then teach these methods to farmers in order to increase crop production.

### Labor — Peru

Two Peruvian participants attended the Communication Industry Workers Education Team program in 1959. The unusual aspect of this program which actually employed the participants upon return to their countries to carry out education and organization activities, made it particularly interesting to watch for results.

One participant was elected Mayor of the small town of Vitarte not long after he returned from training. He is now concerned with all of the problems of the community and is working hard to do a good job.

The other participant has never ceased to be active in the labor organization and education movement since he returned from the United States. The Federation of Postal and Telegraph Workers was dissolved during his absence. He has done a remarkable job of gradually putting things together and reorganizing the Association of Post Office Workers. He has succeeded in substantially improving the relationship with management.

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### Land-Use Planning — Rhodesia

The changes from pioneering agriculture practices to a more scientific approach to the economic use of land was the first project which the AID returned participants introduced. In-service training courses were set up which emphasized soil survey and land classification.

This training has been of particular value to the farmers in helping them to develop a long-term stable conservation program. The farmers were able to see the results of detailed soil and vegetation studies. The Agriculture Department recognizes that the training received in the U.S. by the staff members has made them proficient in techniques necessary to introduce and follow through on land-use planning in Rhodesia.

### Teaching of Teachers — Taiwan

A major recommendation that normal schools in Taiwan be elevated to the college level was made by a former participant upon his return from the United States. His recommendation was approved by the Director of Education and the Governor of Taiwan in February 1960. The participant has been assigned by the President of Taichung Normal School to convert it into Taiwan's first normal junior college. The newly inaugurated Taichung Normal Junior College is to set the patterns and standards for the remaining nine normal schools in Taiwan, which will be converted later according to a six-year plan.

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### Public Health — Thailand

Upon his return home, a former participant was made Provincial Health Officer of Ubolrajthani, the largest province in Thailand. Here, benefits from his public health training in the United States began to accrue in his progressively undertaking a wide range of modern public health activities. These included an intensive survey of health needs of the people, reorganization and effective use of public health staff, nutrition education, school health programs and basic sanitation improvement programs for the villages of Ubol. His success led to his appointment as Director of the new national program of Village Health and Sanitation, a post in which he is experiencing tremendous success.

### Leadership by Individual Participants

AID files contain numerous examples of former participants who have been promoted to or won recognition in high positions of governments, private business and the professions. Much of this can be attributed to their AID training programs in the U.S., third countries, and under university contracts. A single sampling, for example, shows that former participants have been appointed to the position of national budget director in governments of such countries as Nepal, Thailand, Tunisia, Brazil, Chile, the Philippines, Korea, Viet Nam, Liberia and Pakistan. Similar examples of leadership are to be found in such fields as education, agriculture, industry, atomic energy, health, transportation, community development and labor.

