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66357

FINAL REPORT

CONTRACT NUMBER DHR-0071-C-00-6010-00

JANUARY 1, 1986

TO

DECEMBER 31, 1989

PLACEMENT, PROGRAMMING, AND MANAGEMENT  
OF A.I.D. PARTICIPANTS

SUBMITTED TO:

Office of International Training  
Agency for International Development  
Washington, D.C.

SUBMITTED BY:

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April 30, 1990

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## I. SCOPE OF REPORT

This report is a final report by Partners for International Education and Training (hereinafter "Partners" or "PIET") for Contract Number DHR-0071-C-00-6010-00 which commenced on January 1, 1986 and terminated on December 31, 1989.

In September 1989, PIET signed another contract with the Agency for International Development (hereinafter "A.I.D." or "AID") to continue and somewhat expand its participant placement, programming, and management services (Contract Number DHR-0000-Z-00-9079-00) which began September 30, 1989. The scope of this report, therefore, will cover the period January 1, 1986 through September 30, 1989 for statistical and narrative purposes. The financial summary, however, will include all disbursements during the entire contract period.

This report follows the basic format used for previous annual reports submitted to A.I.D. under this contract, as well as under the previous contract with PIET for participant training management and support services (PDC-0030-C-00-2207-00). This report will cover the whole report period; however, additional emphasis will be given to the most recent 21 months (January 1, 1988 to September

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30, 1989) which are subsequent to the end of the last submitted interim annual report.

The scope of this report is limited to providing the Director and senior staff of AID's Office of International Training (hereinafter "OIT") with a narrative and statistical summary of Partners' activities. As there is close and continuous contact between PIET and OIT staff on operational policies and individual participant matters, this report will not restate recommendations, comments, suggestions, or problems already expressed to OIT. This report will not include "success stories" or other issues related to individual participant training programs. In its semi-monthly reports to OIT throughout the entire contract period, Partners has regularly reported short descriptions of particularly interesting training programs, as well as significant administrative concerns and important events.

It is anticipated that this report will be circulated within A.I.D. as deemed appropriate by OIT. Partners will submit a copy to the Contracting Officer, and to the Development Information Division, Center for Development Information and Evaluation, Bureau for Program and Policy Coordination, Agency for International Development, Washington, DC 20523. PIET will also distribute the report to the staff and associates of the four Partner organizations that make up the PIET joint venture.

## II. OVERVIEW

The Office of International Training assigned 17,243 participants from 106 countries to Partners during the first [almost] seven years of the PIET contract, from December 1, 1982 to September 30, 1989. During the second contract (DHR-0071-C-00-6010-00, the contract covered by this report), Partners managed 12,833 OIT-assigned participants.

Total expenditures (both program and administrative costs) during the first two contracts amounted to \$160,304,859; the average expenditure per participant assigned, therefore, was \$9,297. During the second contract only, total expenditures came to \$111,934,809, or an average of \$8,722 per participant assigned. To summarize:

<u>Contract Number</u>	<u>No. of Months</u>	<u>Participants</u>	<u>Dollars</u>
#1 - "2207"	37	5,447	48,370,050
#2 - "6010"	<u>45</u>	<u>12,833*</u>	<u>111,934,809</u>
Both	82	18,280*	160,304,859

\*There were 1,037 participants who carried forward from #1 to #2.

At the end of the second contract period, September 30, 1989, there were 1,745 participants in training with an additional 464

assigned participants pending placement. This workload carried over into the third contract period, beginning October 1, 1989 (DHR-0000-Z-00-9079-00). Additional statistical information is provided in Chapters III (Participant Profile) and X (Appendices).

General Operational Guidelines - As stated in previous annual reports, Partners has given the highest priority to designing individual training programs that respond both to Mission-specified training objectives and to the trainees' needs, educational background, and professional experience.

Partners is equally committed (a) to maintaining close contact with participants and educational institution officials to ensure that training programs coincide to the fullest extent possible with training objectives; (b) to monitoring in a timely and complete fashion the progress of long-term, academic students; (c) to keeping AID missions and OIT fully informed about issues and problems arising out of individual training programs; (d) to arranging cost effective training programs; and (e) to making timely financial disbursements, especially to the participants.

The Broader A.I.D. Framework - As was indicated in a prior PIET report, Partners carries out its contractual responsibilities within a broader framework of A.I.D. policies and regulations that impact on participant training. In its "Conclusions and

Recommendations" to A.I.D. in October 1986 after completing an evaluation [funded by OIT] of Partners' services, Development Associates, Inc. wrote:

"Overall, Partners performs well in its duties to provide support services for participants assigned by S&T/IT [now OIT].... The generally quite positive view regarding Partners activities is derived from a variety of sources... Not all information collected from these various sources is positive. As chronicled in the preceding chapters, some problems were identified and some issues were raised. All of these subjects impact on Partners operations, but only some of them are within Partners span of control. Areas outside of Partners responsibility and authority are nonetheless important. As Partners is part of a larger system, what happens in or through other components of the system can influence Partners operations..."

Being "part of a larger system", Partners not only was subject to, but also contributed to the development of important A.I.D. policies and programs during the contract period covered by this report: cost containment, "Experience America" training objectives, data processing, Entrepreneurs International, and the taxation of income received by participants.

Increased Workload and Administrative Staff - During the contract period covered by this report, the actual number of participants programmed greatly exceeded the original A.I.D. estimates included in the RFP upon which Partners based its administrative cost budget. Comparing the assumptions on estimated participant workload presented by A.I.D. in the RFP with the actual figures for the contract period, we have:

	<u>Number of Participants</u>	
	<u>Placement</u>	<u>Monitoring</u>
<u>Year 1</u>		
<u>1/1/86--12/31/86</u>		
RFP Estimate	1,400	2,025
Actual	2,437	2,985
Increased workload	+74%	+47%
<u>Year 2</u>		
<u>1/1/87--12/31/87</u>		
RFP Estimate	1,400	2,188
Actual	3,508	4,099
Increased workload	+151%	+87%
<u>Year 3+</u>		
<u>1/1/88--9/30/89</u>		
RFP Estimate	2,450	4,344
Actual	5,396	6,196
Increased workload	+120%	+43%

These statistical comparisons supported the need for Partners to request, and receive, an increase in its administrative staff during 1987 in order to manage properly the increased numbers of participants assigned by OIT. Moreover, the administrative workload increased for reasons other than the larger than expected numbers of participants; OIT added new tasks to the placement and monitoring processes. There were new income tax regulations consequent to the Tax Reform Act of 1986 that significantly impacted on the administrative workload. The Entrepreneurs International thrust added additional participants to the placement and monitoring caseload whose programs were particularly labor intensive by their nature.

Evaluation of Training Programs - Partners has continued to develop, with guidance and support from Creative Associates, Inc.



under the terms of a subcontract, an evaluation instrument to ascertain trainee satisfaction related to program content, instruction, interactive non-classroom experiences, and support services. The evaluation process also seeks to determine if Mission objectives were met by the training program, and if other elements were handled appropriately, e.g. English language proficiency and training, orientation before departure and upon arrival in the United States. This evaluation effort is presented in further detail in Chapter VI (Training Program Evaluation).

Field Support Services - At the request of the Office of International Training, Partners began in 1987 a limited technical assistance effort to provide selected missions with expert consultants in the field of English language training (ELT) and testing. The objective was to enhance mission capabilities for improved ELT for participants prior to embarking on their training programs in the United States. OIT asked Partners to provide field supports services in seven countries whose missions had responded favorably to the initial offer: Bangladesh, Costa Rica, El Salvador, Guatemala, Indonesia, and Mauritania. Partners carried out its work in late 1987 and completed the assignment during the summer of 1988. There was a follow on effort in Mauritania in early 1989 for a few months. For further discussion of the ELT field support services project, see Chapter IX.

Income Tax Liabilities and Responsibilities - Since the Tax Reform Act of 1986 was passed by Congress, OIT has provided guidance to its students and trainees, participant training contractors, and missions on the impact of the new tax law on the participants' income tax liabilities, responsibilities and filing requirements. Missions were provided an initial assessment of the deleterious consequences of the new tax law by worldwide priority cable in January 1987. In May 1987, OIT, after close consultation with A.I.D.'s Office of General Counsel, wrote all participant training contractors to provide specific guidance on how to interpret the impact of the new tax law on participant training, and also to provide a clear set of instructions on the communication of this guidance to the participants. OIT soon thereafter issued Training Notices that essentially restated the contents of the May 1987 guidance letter.

Throughout 1987 and thereafter, Partners collaborated with OIT and other A.I.D. officials to help understand the implications of The Tax Reform Act of 1986 for participant training, and to prepare for the harsh and disturbing implications this new tax law has had on participants who in 1988 and 1989 faced the responsibility to file income tax returns for the preceding year, and to also deal with the Internal Revenue Service on the payment of income tax liabilities and, in some case, penalties and interest for delinquencies. The more aggressive and equitable policies adopted by OIT in 1989 have greatly improved the participants' plight, in

that procedures were established to enable the participant to have A.I.D. shoulder the income tax burden as part of the A.I.D. PIO/P cost, but the great imposition of time on the training contractor staff to fulfill its new responsibilities regarding income tax liabilities remains an administrative issue of the highest order for Partners [and other participant training contractors] at the end of the contract period covered by this report, September 30, 1989.

Data Processing - Partners responded to new A.I.D. reporting requirements that were introduced during the three years and nine months of the contract period covered by this report. With the introduction of income tax reporting requirements, as noted above, PIET prepared the required IRS forms as well as the Statement of Expenditures mandated by OIT for distribution to the participants.

The Training Cost Analysis (TCA) quarterly reports were first prepared and distributed by PIET in March 1988 to the Bureau for Latin America and Caribbean Affairs, to all LAC missions, and to other missions which had requested them, notably USAID Cairo.

The Participant Data Form (PDF) submitted by Partners [and all other participant training contractors] to OIT was computerized by PIET in 1989 thereby improving accuracy, efficiency, and saving much administrative time that would have otherwise been required to type these forms.

Partners also created a microcomputer program in WordPerfect that enables staff to prepare the Budget Worksheet (BWS) on a PC, to save time and improve the accuracy of calculations.

### III. PARTICIPANT PROFILE

During its second contract period, January 1, 1986 through September 30, 1989, Partners arranged and/or managed programs for 12,833 participants, including a carryover of 751 trainees from the prior contract. Of this number 5,396 were new starts for the 1/1/88 - 9/30/89 period. (Note all figures include participants pending arrival and participant programs canceled after arrangements had been completed.)

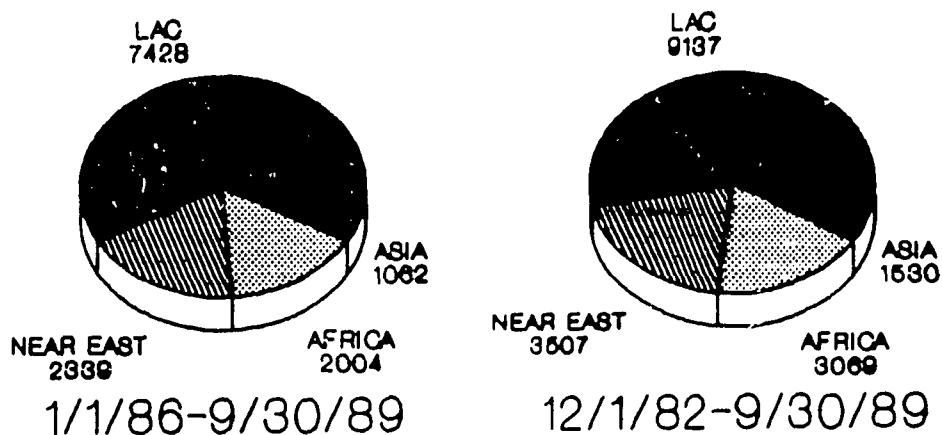
The combined total of participants assigned during the first and second contracts (12/1/82 - 9/30/89) reached 17,243 (including 1,352 participants who cancelled their programs before beginning them). The average number of new participants programmed per month, therefore, was 210.

At the end of the contract period, September 30, 1989, Partners was monitoring 1,745 participants whose programs were in progress. In addition, Partners had been assigned and was making a placement effort on behalf of 464 participants.

### Training By Region

Beginning in 1985 with the Central American Peace Scholarship Program (CAPS), the regional totals have been dominated by Latin America and the Caribbean (LAC). During the period of the second contract, LAC represented 58% of the programming, 53% of the participants handled in the two contract periods. The Near East totals are 18% and 20%; Africa 18% and 19%; and Asia 8% and 8%.

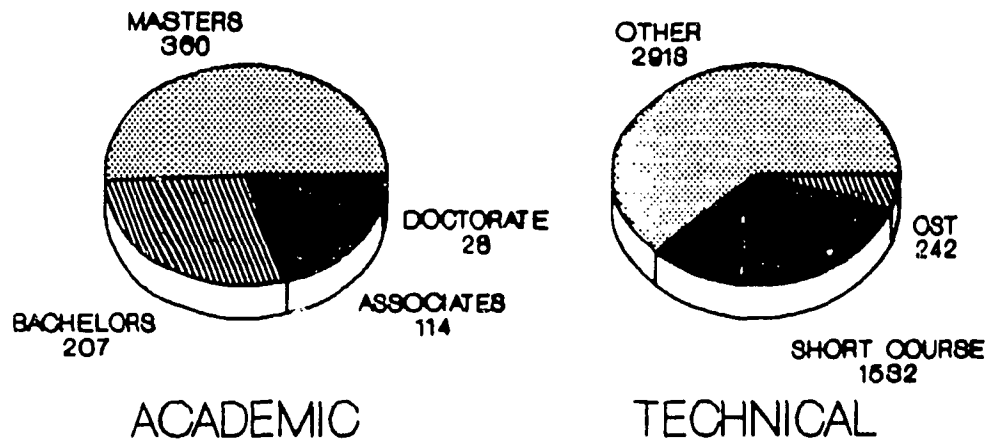
## TRAINING BY REGION



### Types of Training

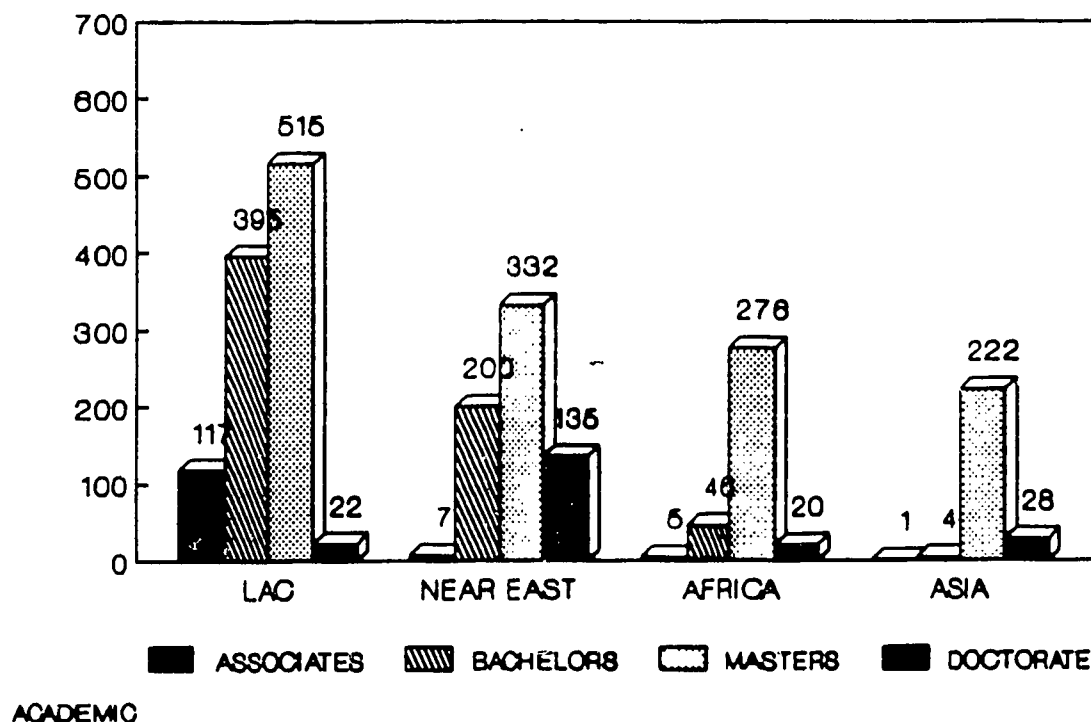
Technical training comprised 87% of the new starts for this report period, 1/1/88 - 9/30/89. This contrasted with 83% for the first two contracts overall. In terms of individual training objectives, the most significant shift was in the category "Other" which identifies specially tailored group or individual programs. 54% of all new start participants were in this category while over the two contract period, 25% of programs were "Other". In academic training, the Masters degree continued to dominate with 7% of the total participants pursuing this objective; however this is down from the two contract total, 11%. There was a significant percentage growth in the Associates degree from under 1% in the two contracts to over 2% of the latest new start total.

## TYPE OF TRAINING NEW STARTS 1/88-6/89



During the second contract period, within the various regions, there was some difference in favored degree objectives. In LAC, it was the Bachelors, 38%; in all others, the Masters ranging from 50% in the Near East, to 80% in Africa, to 87% in Asia. LAC also had a significant number of Associates, 11%. Participants enrolled in doctoral degree programs ranged from 20% in the Near East to 2% in LAC.

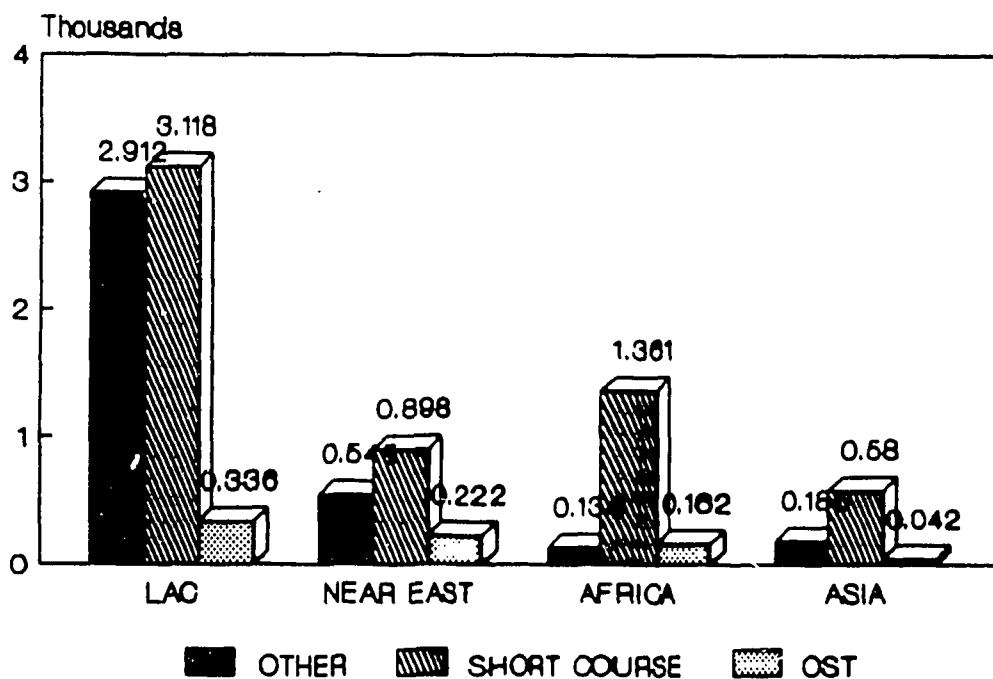
## TYPES OF TRAINING BY REGION 1/1/86 - 9/30/89





In all regions, short courses were the most dominant technical training sought. Africa had the greatest percentage in short courses, 82%, while LAC the fewest, 49%. LAC had the greatest percentage, 46%, in "Other" while Africa the fewest with 8%. Observation Study Tours (OST) percentage ranged from a high 13% for the Near East to a low 5% for Africa and Asia.

## TYPES OF TRAINING BY REGION 1/1/86 - 9/30/89



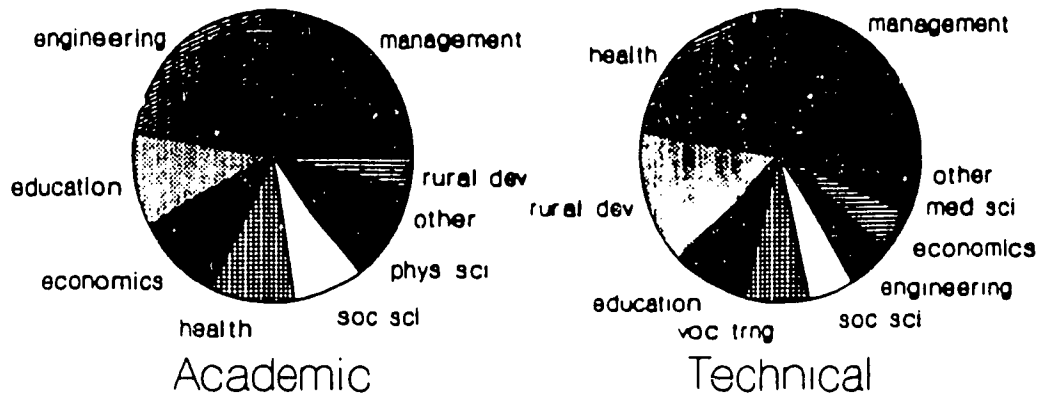
TECHNICAL

## Field of Training

From December 1, 1982 through September 30, 1989, 30% of all participants pursued training in the area of Business, Public Administration and Management. Additionally, this ranked number one for both of technical and academic trainees. Population and Public Health ranked second overall at 15% - second with technical participants but fifth for academics. The third most popular field overall was Rural Development, Natural Resources and Agriculture with 13% - third for technicals but far down the list for academics. Academic fields that ranked second and third respectively were Engineering/ Computer Science and Education.

# FIELD OF TRAINING

## 12/82 - 9/89

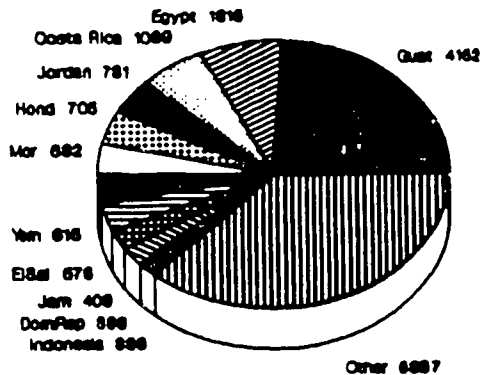


2,997 academic participants  
14,246 technical participants

### Country of Origin

Partners has provided training to participants from 106 different countries: 43 in Africa, 10 in the Near East, 23 in Asia and the Pacific, and 30 in Latin America and the Caribbean. Since 1982, the greatest number of participants have come from Guatemala (4,162) followed by Egypt (1,315) and Costa Rica (1039). The largest number in Africa have come from the Sudan (221) and in Asia from Indonesia (336).

## COUNTRY OF ORIGIN 12/82 - 9/89

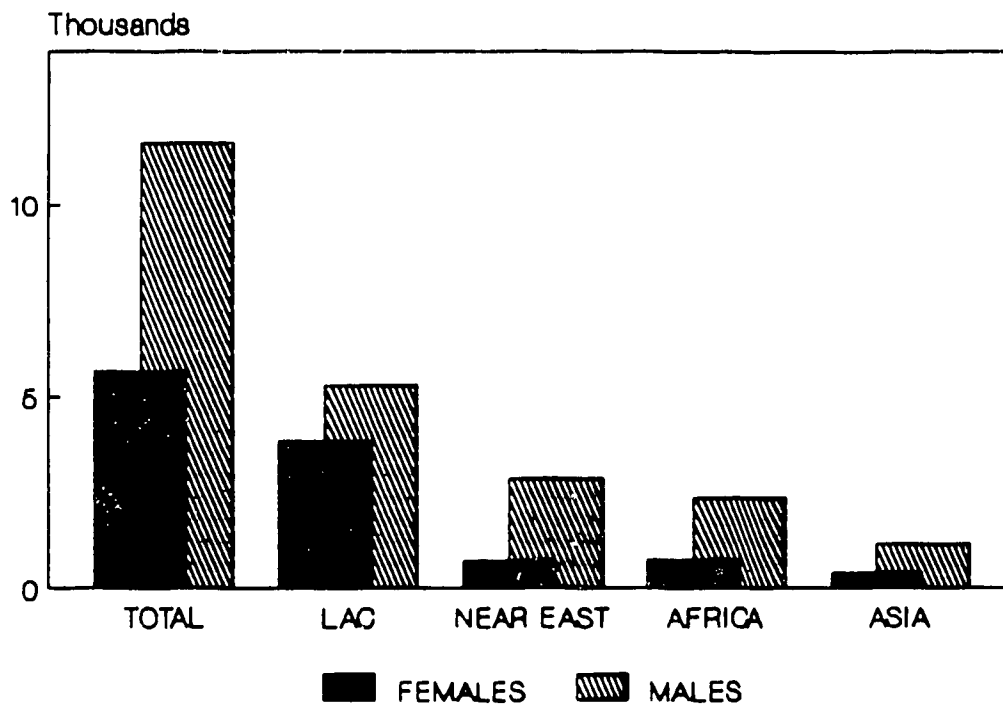


106 countries represented  
17,248 participants

### Female Participants

Overall participation of females in Partners' administered training continued to grow, reaching almost 33% of all trainees. The greatest percentage of females comes from LAC, 42%; the fewest from the Near East, 20%. Both Africa and Asia have seen modest increases over the years at 23% and 25% respectively.

## FEMALE PARTICIPANTS 12/82 - 9/89

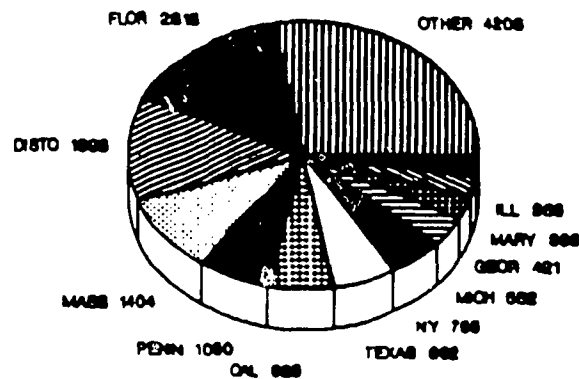


The primary field of study for women is Business/Public Administration followed by Health and Rural Development. Prior to 1986, Health had been the most dominant field.

### Training Sites

Partners has utilized 820 different training sites for 15,150 participants. (OSTs which consist of visits to many sites are excluded from this total.) Florida with 2,315 participants at 35 sites is first followed by the District of Columbia with 1,898 participants and 75 training sites (the largest number of different training sites). Other states with significant numbers include Massachusetts, 1,404; Pennsylvania, 1,030; and California, 926.

### geographic distribution 1/82 - 9/89



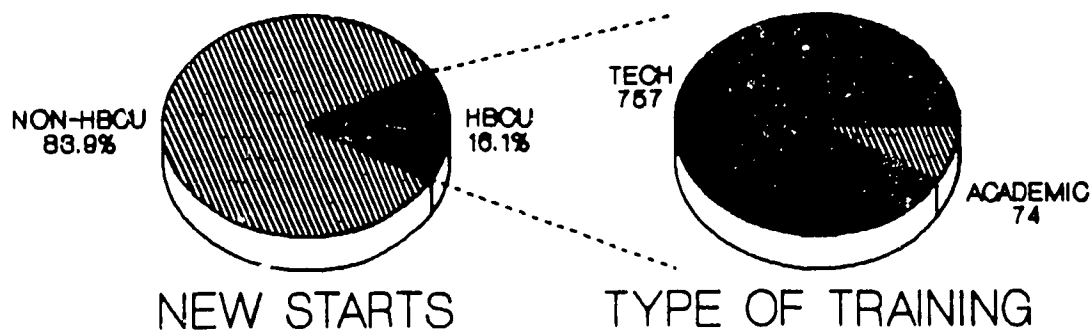
#### IV. HBCU PLACEMENTS

Partners' commitment to utilizing the resources of Historically Black Colleges and Universities (HBCU) is reflected in the placement success since January 1, 1987, the date when this reporting requirement was inserted, by amendment, in the second contract. Between January 1, 1987 and September 30, 1989, Partners placed 1,436 participants in programs at 41 different HBCUs. This represents 13.2% of the 10,850 participants programmed by Partners - 8% of academic programs and 14.8% of technical programs. The technical participants include 1,014 trainees who had from 1-4 weeks of their 4-8 week programs in HBCUs. The statistics exclude Observation Study Tours which cannot be attributed to any one training site.

A more compelling picture of HBCU placement can be derived from data for the most recent period, January 1, 1988 through September 30, 1989: 16.1% of new starts (10.4% academic and 17% technicals) and 14.7% enrollment overall.

# HBCU USAGE

1/1/88 - 9/30/89



5163 participants

Partners has limited opportunities to exercise its institutional selection prerogatives in favor of HBCUs inasmuch as 65% of all assigned training is in short courses for which only one HBCU is providing such programming; moreover, a number of participants come "preplaced" or with firm Mission recommendations. To meet the contract requirement of 10% under these circumstances we feel is a significant achievement.

When the Mission has not predetermined the training site, Partners has a firmly established policy of considering at least

one HBCU in each of the placements it makes - either technical or academic - when the training sought is available at these institutions. Past annual reports have documented PIET'S consistently proactive efforts in providing substantive opportunities for HBCUs to be more involved in AID participant training. Since these efforts predated mandated contractual obligations, they represent a longer standing commitment to exploiting the diversity of U.S. educational experience, not merely meeting a goal. Such activities as appointing a Partners -NAFEO liaison, visiting HBCU campuses for exploratory discussions in addition to student visits, participating in NAFEO conferences and panels, contributing to NAFEO publications and specialized mailings to all NAFEO members, have contributed to PIET's ability to access these important resources.

As noted in previous reports, Partners cannot fully control the final placement selection either for an individual participant or a group technical program. The Mission, the host government or the participant all have varying degrees of control over a final choice. Thus, recommendations on an HBCU placement may be accepted or rejected by any one of these. In order to assist in an informed judgement being made, Partners' attempts to provide additional information to all parties so that schools or programs with which they may not be familiar can be adequately evaluated for appropriateness. In some cases, individual Missions have articulated their own policies on HBCU placement for Partners'



guidance; in other cases, it is totally left to Partners' discretion as to implementation.

The significant efforts of the Resource Center in providing information and contacts to support the placement specialists' work and to respond to Mission requests, is discussed in Chapter V.

The following 41 HBCU institutions have collaborated with PIET since January 1, 1987 to provide quality academic and technical training programs:

Alabama A & M University	Maryland, U/of,
Albany State College	Eastern Shore
Arkansas, U/of, Pine Bluff	Morehouse College
Atlanta University	Morgan State University
Bowie State College	Norfolk State University
Central State University	North Carolina A&T State
Clark College	University
Clark-Atlanta University	North Carolina Central Univ.
College of Virgin Islands	Oakwood College
Coppin State University	Philander-Smith College
Delaware State College	Prairie View A & M
District of Columbia, U/of	University
Fisk University	Roxbury Community College
Florida A & M University	Savannah State College
Florida Memorial College	South Carolina State College
Grambling State University	Southern University
Hampton University	Spelman College
Howard University	Tennessee State University
Jackson State University	Texas A & I University
Kentucky State University	Texas Southern University
Le Moyne-Owen College	Tuskegee University
Lincoln University	Virginia State University

## V. RESOURCE CENTER

PIET has an extensive in-house Resource Center devoted exclusively to the AID Participant Training Program. It is designed specifically to meet the information needs of PIET staff, OIT, and Missions, by providing facts on U.S. education and training resources, participant training experience in the U.S., and support services available at training sites.

Throughout this contract period the Resource Center has placed special emphasis on (1) developing resources in new technical areas and programs emphasized by Missions, (2) developing new opportunities to use HBCUs in participant programming, (3) developing new private sector opportunities for Entrepreneurs International (EI) programs, (4) building PIET relations with the National Council for International Visitors (NCIV), and (5) working more closely with the community colleges that can provide short term training programs.

The Resource Center staff has been proactive in service development, in anticipating as well as responding to new information needs, in expanding PIET's network of institutional relationships, in informing Missions about the availability of quality programs in key fields of interest, and in developing new

avenues for information dissemination. Described below is the Resource Center collection followed by Resource Center services.

### The Resource Center Collection

The PIET Resource Center contains computerized databases as well as shelf and file materials that support all aspects of the AID Participant Training Program. Resource Center holdings are summarized below.

#### A. Technical training databases

It was during the second contract period that the Center staff developed and currently maintain four computerized technical training databases linked together to track information (1) on nearly 500 short courses that have provided excellent placement for participants administered by PIET, (2) on academic degree programs developed specifically for foreign students, and (3) on institutions that can develop training in a variety of fields, referred to as the multi-capability database. These databases are used by placement staff to identify training options. They are also the basis for AWIDE cable announcements to Missions, as described below.

#### B. General directories and publications

Throughout the second contract period, the Resource Center staff engineered the acquisition and organization of the growing

collection of publications and directories used in training program development and participant administration which now numbers approximately 400, including over 100 EI-related titles. The Resource Center also maintains the computerized directory database wherein is documented bibliographic data and ordering information and documentation.

C. Microfiche college catalogues

The Resource Center has a microfiche collection of over 3,000 college catalogues and, acquired or updated during the second contract period, a microfiche reader/printer.

D. University and college file

This collection contains individual files on over 500 U.S. colleges and universities. Each file provides printed information on housing availability, dates of orientation programs, availability of English language training, and campus visit site reports.

E. Applications file

The Resource Center collects and has on file application forms from several hundred colleges and universities.

F. Technical training resource file

This file contains detailed information on approximately 9,000 U.S. technical training resources and programs, arranged under 60

subject headings. To facilitate placement staff in locating specialized resources quickly, Resource Center staff have developed a "field of study catalogue", which is a cross-reference index that explains the content within each category heading. In 1988-89, Resources Center staff refined these files by separating the academic degree program information from the non-degree, short term training information, facilitating the placement staff's research efforts.

G. Multi-capability institutional file

There are many training providers that have the capability to tailor training programs in a variety of fields of study and technical areas. The Resource Center staff created the multi-capability files in 1989 to make it easier for placement staff to identify specific capabilities of these kinds of institutions. With computerized codes, Resource Center staff efficiently tracks and makes accessible all the training capabilities of each institution in this growing file.

H. Supplement to the National Council for International Visitors (NCIV) Directory

In 1988 the Resource Center staff compiled comprehensive information documenting NCIV affiliate involvement with PIET-administered participants. A useful placement tool, the regularly updated NCIV Directory supplement also encourages the placement staff to continue to work and build relationships within the NCIV network.

I. State resource file

The Resource Center maintains files for each state that provide information on travel and lodging, the availability and capability of English language training facilities outside university campuses, and brochures and other literature on local NCIV affiliates.

J. AWIDE logs and files

As shown below, the Resource Center staff provides Missions with extensive information on training opportunities through AWIDE cables drafted by Resource Center staff and sent out by OIT. The date and subject of these cables are recorded in logs, along with copies of the cables and brochures that were sent out, correspondence, and other related documentation. Placement staff regularly refer to these logs in their placement work.

The logs have increased from four binders in 1986 to eight binders in 1989, evidence of how this service to the Missions continues to expand. Further information and statistics on this service is given below.

K. Mission request logs

PIET provides information services and research performed in response to specific Mission requests. Copies of the Missions' requests and the Center's cabled responses are maintained in these logs.

L. Visitor meeting logs

The Resource Center maintains, both chronologically and alphabetically, notes on the meetings with the institutional representatives who visit PIET. The content and conduct of these visitor meetings are described below. In their placement efforts, placement staff use these research tools which document the valuable information learned in visitor meetings.

Resource Center Services

The Resource Center's services have both internal and external components. Internal services are directed toward PIET staff, ensuring that they have access to adequate information and informing them of new education and training resources as well as new developments in various aspects of participant training program administration. Resource Center staff take considerable initiative in this area, developing both new sources of information and new ways to disseminate it in-house. External services are directed toward the information needs of OIT, Missions, and Bureaus. At OIT's direction, the Resource Center also responds to information requests from organizations such as other AID contractors, education institutions, and research groups.

The wide range of Resource Center information services offered during this contract period is described below.

A. In-house information services

Resource Center staff routinely assist their headquarters colleagues in using in-house information resources and researching specialized placement opportunities. They also regularly circulate materials and information of general interest, for example, a chart from The Chronicle of Higher Education on tuition levels at 2,500 colleges and universities for 1989-90. In addition, the Center staff periodically prepare Fact Sheets on various topics associated with participant placement and administration. Longer special reports are also developed. For example, a 1988 report on NCIV Affiliate Contact described the history of PIET relationships with these organizations and analyzed the nature of these relationships.

Finally, during this contract period, the Resource Center instituted the publication of a monthly Resource Memo distributed to central and regional offices and OIT. Issues include information on new, specialized resources, newly acquired publications and directories for the Resource Center collection, and upcoming professional conferences of interest to participants.

B. AWIDE and regional cable announcements

The Resource Center staff provide Missions with extensive information on training programs in key fields by announcing to them the availability of short term training courses in the U.S., courses documented in the technical training database described above. Resource Center staff also coordinate with the training



providers and OIT to send brochures on the courses to each of the Missions.

The level of activity in this area continues to increase steadily as demonstrated in these statistics:

CALENDAR YEAR	# OF AWIDE ANNOUNCEMENTS	# ANNOUNCED AWIDE FOR THE FIRST TIME
1986	218	134
1987	339	192
1988	405	160
1989 - to 9/30/89	455 - to 9/30/89	158 - to 9/30/89

Each announcement specifies the training institution, program title, training objectives, program content, language of instruction, tuition, location of training, and training dates. Training courses are announced to all of the AID Missions or to specific regions according to the language of the course since some courses are conducted in French, Spanish, or Arabic. Through the years Missions have come to rely on the thorough and timely information provided them through the AWIDE training announcements as they make their participant training plans and nominations.

C. Responding to Mission information and research requests

PIET regularly receives Mission requests for information about training opportunities in specific fields. The Resource Center staff research Missions' questions and respond with results.

D. Historically Black Colleges and Universities (HBCUs)

PIET's commitment to utilizing the Historically Black Colleges and Universities is reflected in Resource Center accomplishments toward that end. Resource Center staff have made extensive inquiries to individual HBCUs to learn their academic and short term training capabilities for international participants. As a result of Resource Center assistance, Howard University and Florida A&M University, both HBCUs, scheduled short term training courses which were announced to the AID Missions worldwide beginning in 1987. The Resource Center also announced training courses offered by Clark Atlanta University.

Several Placement Staff members visited HBCUs during this contract period, bringing back materials for the Resource Center collection. Their visits also generated valuable and informative campus visit reports which are available to the Placement Staff in the Resource Center.

In addition to the extensive literature acquired from individual HBCUs, the Resource Center collection includes comprehensive directories on HBCUs, numerous institutional profiles, and other guides. The Resource Center subscribes to the monthly newsletter of the National Association for Equal Opportunity in Higher Education (NAFEO) and maintains contact with NAFEO in order to expand the HBCU resource collection with the latest updates. PIET also subscribes to Black Issues In Higher

Education, a semi-monthly publication. In meeting with the many visitors representing a variety of training institutions, Resource Center staff regularly share information on the training capabilities of HBCUs, give them NAFEO contact information, and review HBCU resources while stressing the value of cooperating with HBCUs in developing training programs.

E. Facilitating and recording visitor meetings

Many institutions and organizations -- colleges and universities, training institutes, and businesses -- regularly contact PIET to express their interest in providing training to AID-sponsored participants. During the second contract period, discussion guidelines for representatives were prepared by Resource Center staff, who also set up and coordinate meetings with these institutional visitors. Meeting outcomes are summarized in writing by Resource Center staff and are distributed to placement staff, to institution and/or field of study files, and to the visitor meetings logs. PIET averages about 70 to 80 such visits per year.

## VI. TRAINING PROGRAM EVALUATION

Training Program Evaluation resources continue to be focused on the review of specially tailored programs and selected off-the-shelf courses. In addition, as departing academic participants in 1987 and 1988 returned a significant number of questionnaires, PIET was able to provide Missions reports on these trainees.

During the second contract period, Partners completed:

\*112 short-course evaluations of 2,691 participants (42 of these, covering 935 participants, were completed in the period 1/1/88 - 9/30/89)

\*6 annual country reports for Belize, Guatemala, Honduras and Costa Rica which aggregated data from these individual training program reports.

\* 3 annual regional (LAC, Asia/Near East, Africa) academic reports for Missions with participants who completed training during 1987 and 1988. These reports represented responses of over 200 participants from 43 different nations enrolled in 130 U.S. college and university programs.

PIET continued to share evaluation responsibility for Latin American/ Caribbean CLASP participants with Aguirre International. This cooperation includes providing Aguirre with a schedule of short term programs, a list of terminating academic trainees and

mailing labels, and PIET-completed evaluation reports and participant questionnaires, and mailing Aguirre questionnaires to all PIET eligible individual CLASP participants.

Results from all evaluations are shared with the training providers to aid them in assessing the strengths and weakness of their programs; with the USAID Missions, Bureaus and OIT to report on the progress of individual training programs and raise issues of training process and policy; and with PIET staff to assist them in selecting relevant programs as well as to assess the delivery of services to participants. Programs evaluated during the period 1/1/88 - 9/30/89 are listed in the Appendices (Chapter X).

VII. FINANCIAL SUMMARY

Subject to revision and submission of the final financial report to the Office of Financial Management, total expenditures by Partners under the contract covered by this report can be summarized as follows:

DHR-0071-C-00-6010-00

Participant Costs:

1/1/86 - 12/31/86.....	\$ 21,114,334
1/1/87 - 12/31/87.....	26,103,266
1/1/88 - 12/31/88.....	27,323,564
1/1/89 - 9/30/89.....	<u>23,596,487</u>
1/1/86 - 9/30/89	\$ 98,137,651

Administrative Costs:

Core administrative costs excluding  
field support services:

* 1/1/86 - 12/31/89.....	\$ 13,640,762
Field support services.....	<u>156,396</u>
Sub Total	13,797,158

Total Costs:

* 1/1/86 - 12/31/89	\$111,934,809
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\* = Whereas the period of performance under this contract ended on September 30, 1989, the contract termination date is December 31, 1989.

The administrative cost per participant month of training that took place during the period January 1, 1986 to September 30, 1989 can be calculated as follows:

1.	Number of participants (includes canceled trainees for whom some direct expenses were incurred but excludes 464 participants pending their arrival and program commencement as of September 30, 1989)	12,369
2.	Number of participant-months	65,431
3.	Total core administrative costs excluding field support services (provisional)	\$13,640,762
4.	Administrative cost per participant-month	\$ 208

Partners' core administrative costs include some expenses which are not attributable to the administrative cost rendered in terms of the participants' needs during their training program in the United States: Staff time spent on training program design and placement prior to the participants' arrival; processing participants who cancel but for whom no direct expenses were incurred; research, preparation, and dissemination of AWIDE cables; research on specific types of training opportunities in response to Mission requests; participating in conferences, workshops, and other meetings organized by OIT related to participant training. These "other" administrative costs, however, are included in the \$208 participant-month figure given above.

Participant training costs vary depending on the type of training, the location, and the charges of the training provider. The direct training program costs for all of Partners' completed technical training programs, including 3,489 for which expenses were incurred prior to January 1, 1986 under contract number PDC-0030-C-2207-00, can be summarized: As of September 30, 1989, for 7,840 participants in short-course programs, the average dollars per participant month of training (excluding Partners' administrative fee, international travel, HAC insurance premiums, and other amounts not paid directly by PIET) was \$3,565. Observation and Study Tours, however, averaged only \$2,968 per participant month of training for 878 participants. Non-degree technical training, other than short course or observation and study, ran even less; for 3,213 participants, the average cost was \$2,338 per participant month. For a complete listing of the technical training average monthly costs, including a breakdown by A.I.D. region, see the Appendices in Chapter X.



## VIII. PRIVATE SECTOR PARTICIPANT TRAINING

In response to AID's initiative to increase the involvement of the private sector in participant training, PIET has actively sought to locate appropriate programs within the private sector for participants from the private and public sectors. Partners' activities in private sector programming during the second contract period have been two-fold: General Private Sector Participant Training Programs (PSPTPs) and Entrepreneurs International (EI).

PSPTP occurred when either the participant and/or the training was in the private sector, and a tuition and/or fee was charged for the training program. EI programs occurred when both the participant and the training were in the private sector and training was provided at no or reduced cost.

Since 1982, PIET has identified and administered 5,863 PSPTPs, including EI. Overall, this has represented thirty-four percent (34%) of all participant training programs administered by PIET.

### General Private Sector Participant Training Programs

#### A. Overview

Between December 1, 1982, and December 31, 1985, PIET placed

and administered 1,207 private sector participant training programs. This effort accounted for 22% of the trainees.

Between January 1, 1986, and September 30, 1989, PIET placed and administered 4,559 training programs in the private sector, more than three times the number placed during the previous contract period. This effort accounted for more than one-third (36%) of all participant training programs administered by PIET.

During the second contract, Latin America and the Caribbean region (LAC) dominated the regional totals with 83% of the 4,559 participants in General Private Sector Participant Training, followed by the Africa region (AFR) with nine percent (9%), and Asia/Near East (ANE) with eight percent (8%).

Table 1. Regional Participation in Private Sector Training Programs

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>Total</u>
ANE	135	98	64	45	342
AFR	94	88	146	98	426
LAC	<u>426</u>	<u>1,878</u>	<u>774</u>	<u>713</u>	<u>3,791</u>
Total	655	2,064	984	856	4,559

#### B. Types of Training in the Private Sector

Training for the 4,559 participants in private sector programs during this contract period fell into three broad groups: programs occurring entirely within private organizations (77%); programs

designed to occur substantially within private organizations as supplemental enrichment to other academic or technical training (6%); and programs in which a partial component of the training was provided by private organizations (17%).

The following table presents the 4,559 participants who received training in the private sector and the degree to which training in the private sector was a component of their training programs.

Table 2. Degree of Private Sector Training  
in Participant Programs

	<u>Entirely</u>	<u>Substantially</u>	<u>Partially</u>	<u>Total</u>
1986	592	9	54	655
1987	1,565	97	402	2,064
1988	704	102	178	984
1989	<u>661</u>	<u>39</u>	<u>156</u>	<u>856</u>
Total	3,522	247	790	4,559

The dominance of LAC participants in private sector training programs was the direct result of the Central American Peace Scholarship Program (CAPS). The most numerous groups funded by CAPS were business and community leaders from the rural areas of Guatemala and Costa Rica. These participants accounted for eighty-three percent (83%) of all LAC private sector training programs,

and more than two-thirds (69%) of all private sector programs worldwide.

The participants from Guatemala and Costa Rica were community volunteers, self-sufficient farmers and agricultural cooperative leaders in their regions. They were trained entirely in the private sector in the United States. The purpose of their training was to provide and upgrade their skills in communication, group dynamics, management, sanitation and public health in order to improve the efficacy of their micro-business operations and quality of community life. The training was designed for groups of twenty to forty participants and included site visits to relevant businesses and community organizations.

The private institutions and organizations used most frequently for all General Private Sector Participant Training Programs during this contract period are as follows:

Private Sector Training Provider	Number of Programs
Management Training Development Institute	45
International Law Institute	41
United Schools of America	40
World Trade Institute	40
INCAE/HURDI	36
Mendez England and Associates	36
Social Development Center	26
Arthur D. Little Management Institute	17
Chesapeake Health Plan	16
Louis Berger II	13
Education and Training Service	12
Atlanta Management Institute	11

### C. Comments on Private Sector Participant Training Programs

Programming participants in the private sector involved a substantial amount of staff time in the identification and arrangement of such programs, and in their monitoring. Private sector training was generally arranged at private training institutions, as a supplement to other training, and as a series of business appointments or site visits. This meant that a substantial number of the 4,559 programs were individually tailored for each participant, and, as such, required considerable time to arrange.

These programs, whether short-term technical programs or observational study tours, required constant and delicate monitoring. Communication with participants during travel periods for these mobile, multi-site programs can be difficult. This translated into labor- and time-intensive programming that had many more demands than long-term or academic programs.

The most significant USAID project priorities affecting private sector participant training programs were the AFR privatization activities within African countries (Human Resources Development Assistance [HRDA]), the emphasis on "Experience America" for LAC participants, and in ANE, the Development Administration Training Program (Jordan), among others.

While private sector programs tended to be less standardized and demanded more latitude, efforts by the PIET placement and monitoring staff were consistently matched by those of the private sector training coordinators. Time and money were the most frequent concerns in short-term technical programs and necessitated adjustments to budgets, travel and housing arrangements, as well as training extensions. Partners had to respond to the participants' diverse and valid requests, while adhering to AID regulations and procedures. Although private sector training often required more time, energy and sometimes funding, the results have proved to be worth the extra effort.

### Entrepreneurs International

#### A. Overview

During Partners' second contract, Entrepreneurs International (EI) evolved from an idea into an active program. This success is the result of the high level of effort AID/OIT devoted to promoting and coordinating this project among U.S. businesses, overseas missions, and Partners' staff.

EI was announced to the missions by worldwide cable in October 1986, and to the U.S. business community in an AID/OIT-sponsored conference on December 2. AID/OIT then assigned EI-designated cases to Partners. Partners' role in the program has been to develop placement opportunities, and to program, monitor, and

evaluate the program's participants. AID/OIT has also asked Partners to participate in public outreach and promotional activities on behalf of EI.

In February 1987, AID/OIT delivered the first 197 nominations from 30 missions to Partners. By the end of the second contract, September 30, 1989, 52 missions had nominated 312 business men and women for EI programs. The status of those nominations is summarized below.

Status of EI Nominations  
(as of September 30, 1989)

<u>Status</u>	<u>Numbers of Participants</u>
In Training	16
Pending	53
Returned	97
Withdrawn	<u>146</u>
Total	312

The regional totals were dominated by Africa (AFR), with 49% of the total number of nominations; followed by Latin America and the Caribbean (LAC), 35%; and Asia and the Near East (ANE), 16%, as illustrated below.

Table 3. Total Regional Participation

	<u># of Missions</u>	<u># of Nominations</u>	<u># of Withdrawals</u>	<u># Pending</u>	<u># In Training</u>	<u># Returned</u>
AFR	25	152	66	26	2	58
ANE	13	50	14	13	6	17
LAC	<u>14</u>	<u>110</u>	<u>66</u>	<u>14</u>	<u>8</u>	<u>22</u>
Total	52	312	146	53	16	97

B. Impact of the Program on Partners

EI has been more labor-intensive than the Private Sector Participant Training Programs described earlier. These differences required an increased level of effort and a reorientation of placement skills. The labor-intensive work on EI came at a time when the numbers of other worldwide participants were exceeding AID/OIT projections. In July 1987, Partners increased EI-dedicated staff from one-half (.5) to four (4), and LAC staff from four (4) to five (5). In June 1989, Partners proposed a further increase of two (2) EI-dedicated staff. With the awarding of the third contract, October 1, 1989, PIET additionally increased EI staffing by two (2), bringing the total EI-dedicated staff to eight (8).

C. Communication Among AID/OIT, Missions, and Partners

The first worldwide communication about EI was AID/OIT's announcement and request for nominations in October 1986. Guidelines for the selection of nominees, the nomination process and funding information was provided to missions one year later in September 1987. As a result, an additional aspect of Partners'



placement activities during 1987 and 1988 was communicating information about the program to missions on a case-by-case basis.

D. Participant Availability and Funding

As a result of the time lag in program start-up, many nominees who had been placed in 1987 were no longer available or able to participate. Scheduling difficulties remain an inherent part of the placement process because both hosts and participants have ongoing business demands that take priority over training needs. Scheduling conflicts resulted in forty-two (42) cancellations and postponements in 1987; forty-two (42) withdrawals in 1988; and thirteen (13) cancellations in 1989.

In July 1987, AID/OIT obtained funds from the African Bureau (AID/AFR) to support twelve (12) EI training programs. During 1988 an additional 45 nominations were unfunded. As a result, thirteen (13) withdrew in 1988; 32 withdrew during 1989. To stimulate mission participation in EI and address the ongoing need for funding in 1989, AID/OIT obtained funding from Training and Evaluation Support Services (A/AID/TESS), Asia Near East/Private Sector Development (ANE/PSD), and Africa/Marketing, Development and Investment (AFR/MDI) to support 33 EI programs. In all, 28 missions have utilized AID/W funding. During the second contract, \$105,725 in participant activity was funded. \$103,220 is projected for 1990, amounting to a total of \$208,945 for AID/OIT

scholarships. Table 2 below illustrates the annual disbursement of AID/W monies for 45 EI training programs.

Table 4. AID/Washington Funding for Training Programs

<u>Region</u>	<u>CY87</u>	<u>CY88</u>	<u>CY89</u>	<u>CY90 (Projected)</u>	<u>Total</u>
AFR	12	--	3	(9)	24
ANE	--	--	3	(5)	8
LAC	<u>--</u>	<u>--</u>	<u>2</u>	<u>(11)</u>	<u>13</u>
Total	12	--	8	(25)	45
Total Funding (Dollars)	\$66,425	--	\$39,300	\$103,220	\$208,945

E. Participant Profile

Of the 312 nominations to EI, 146 withdrew because of scheduling conflicts (97) or lack of funding (49). The remaining 166 participants were fully funded and participated in the program. The oldest participant was 65, the youngest 23. The average age of all participants has been forty (40). Eight (8) out of ten (10) are men. More than half are from Africa and, most typically, they are from the food production or financial services sector of their economies. Three (3) out of four (4) are the owners or chief executive officers of their companies.

Forty-nine percent (49%) of these participants came from and requested training in five areas of industry: food processing (21); clothing/textiles (18); accounting/banking/finance (15);

consulting/marketing/management (15); and agribusiness (12). Of these five leading areas of industry, only one - food processing - was a leading sector in all regions. In Africa, training in the financial and management service sectors dominated training needs. Training in light manufacturing of durable and perishable goods was the primary area of emphasis in the Asia/Near East region. While there was demand for training in the tourism service sectors in Latin America and the Caribbean, light manufacturing of durable and perishable goods predominated.

#### F. Profile of Training Programs

Between July 1987 and September 30, 1989, 97 participants completed EI training programs. Table 3 below illustrates the overall participation by region and gender.

Table 5. Regional and Gender Participation in Completed Programs

<u>Region</u>	<u>Number of Missions</u>	<u>Number of Males</u>	<u>Number of Females</u>	<u>Number of Trainees</u>	<u>Percentage of Total</u>
AFR	13	53	5	58	59%
ANE	3	16	1	17	18%
LAC	<u>6</u>	<u>16</u>	<u>6</u>	<u>22</u>	<u>23%</u>
Totals	22	85	12	97	100%

Partners administered a total of 85 months of EI training programs between July 1987 and September 1989. The longest period of training was 180 days; the shortest, ten (10) days. On the

average, EI training programs have been 26 days. EI training programs are generally designed to include the participant's attendance at the industry's major trade show; single-site, on-the-job training; appointments with U.S. suppliers, manufacturers and processors, and retailers within the participant's industry; researchers and academic specialists; international financial organizations; and appropriate bureaus within AID/W.

Between July 1987 and September 1989, 549 private U.S. companies in 38 states donated their time and staff to meet with or provide training to EI participants. Of those, thirty (30) companies hosted two (2) EI participants in separate training programs; sixteen (16) have hosted three (3) times.

#### G. Outcomes of EI Programs

Each participant completing an EI program participated in an exit interview and program evaluation as a part of the administrative debriefing normally conducted by Partners. The first EI Participant Evaluation Form (PEF) was designed in February 1987 by AID/OIT and Abt Associates and was refined by Partners and Creative Associates several months later. The resulting pilot instrument has been in use since February 1988. In July 1988 Partners added the Executive Summary to the evaluation process.

Since July 1987, 97 participants have completed EI training programs. Of those, 91 participated in exit interviews and

evaluations. Based on participants' completed evaluations, 96% of all participants (88) reported acquiring new methodologies, techniques, or products through EI training programs during this contract period.

A substantial number of participants also indicated trade outcomes as a result of their EI training programs. During exit interviews, participants reported a total of \$113,515 in actual purchases from their U.S. hosts, and \$21,000 in sales to their U.S. hosts. Participants additionally identified \$1.5 million in planned purchases, and estimated \$960,000 in intended sales of their own products. Table 4 below illustrates the actual trade outcomes reported by EI participants between July 1987 and September 1989.

Table 6. Reported Actual Trade Outcomes

	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>Total</u>
Purchases	\$ 695	\$38,500	\$74,320	\$113,515
Sales	<u>5,000</u>	<u>16,000</u>	<u>--</u>	<u>21,000</u>
Total	\$5,695	\$54,500	\$74,320	\$134,515

Participants also reported that discussions about eleven (11) joint ventures occurred between 1987 and 1989. One (1) potential joint venture was initiated in 1987, four (4) in 1988, and six (6) in 1989. Three (3) participants, one each year, reported an offer for contractual arrangements between them and their U.S. hosts. On

two occasions, African participants reported establishing business relationships among themselves as a result of their meeting during EI training programs.

Nearly half of all EI participants had travelled to the U.S. before, or visited other industrialized countries. In general, black Africans expressed their relief that, contrary to their expectations, they did not feel uncomfortable when traveling around the United States, especially in the South. Almost all EI participants expressed their disappointment that Americans knew so little about their countries and continents. Many of them spent a significant portion of their training time telling trainers and colleagues about their own countries.

Two-thirds of all participants reported an improved image of the United States, and nearly all participants indicated that they would maintain contact with their hosts. U.S. business hosts were routinely hospitable to EI participants. Among the reported extra-business activities were hot air balloon rides, barbecues and picnics, boat rides on the Great Lakes, baseball and football games, tours of local historic sites and major cities, and several dozen homestays with American families.

Every participant evaluated during this contract period felt that the training met or exceeded his/her expectations and that the program should be continued. Although nearly all participants

found the length of training to be appropriate, a few commented that two weeks in one company was too long; they wished to see more U.S. firms operating in their field, rather than a close inspection of one or two.

While participants understood the financial limitations of the AID grants funding their programs, most wished that missions had better prepared them for the austere living conditions they would experience while undertaking EI training programs. The most consistent comment made by EI participants reflecting on the program was the need for information about financing commercial ventures. In almost all cases, EI participants did not have or bring sufficient documentation with them to initiate productive discussions with potential investors or trading partners.

#### H. Strategies for Identifying U.S. Hosts

Partners has located U.S. businesses that are willing to provide no or low-cost, on-the-job training for EI participants through the following strategies and activities:

Acquisition of research materials: To accommodate the necessary research in and access to the private business community, Partners' Resource Center assembled more than 100 directories and trade references for EI placement.

Development of EI corporate database: Partners developed and maintains a database of private U.S. companies and organizations participating in or seeking to participate in the EI program. More than 1,800 organizations have been included.

Identification of new resources: PIET's EI program staff initiated contact with 150 industry and trade associations, exclusive of individual participant case assignments, to develop professional relationships and explore the capacities of these associations to serve the program.

Participation in AID/OIT-sponsored EI briefings: From December 1986 to December 1988, AID/OIT sponsored EI briefings in fifteen cities throughout the U.S. The purpose was to describe the program and enlist the support and commitment of attendees. PIET staff participated in twelve briefings. At four, PIET also arranged for in-progress EI participants to attend.

PIET-initiated promotion and outreach: PIET staff have made a number of presentations to promote EI at educational and industrial association meetings, including "EI -- Challenges and Opportunities for AID Private Sector Projects" at AID Training Officers Workshops and "Public and Private Partnerships for Training and Trade Linkages" at the annual conference of the National Association of Small Business International Trade Educators (NASBITE), among others.



PIET also developed linkages with other U.S. government agencies involved in international trade, and provided information packets for distribution at conferences sponsored by the Office of Small and Disadvantaged Business Utilization, the U.S. Department of Commerce/International Trade Administration's "World Trade Week," and Minority Enterprise Development (MED) Week .

PIET also sponsored three EI receptions at its central office during 1987-1989. These receptions brought together EI participants, business hosts, association and government representatives in Washington, D.C., and AID/OIT staff.

Establishment of EI Volunteer Committees: PIET has stimulated the development of six volunteer committees throughout the country. These committees consist of representatives of local Chambers of Commerce, service and industrial businesses, educational institutions, and state and federal trade agencies.

Active EI volunteer committees now exist in Oregon, Colorado, Wisconsin, Hawaii, California, and Mississippi. The volunteer committee concept has been well received both by local U.S. business hosts and by EI visitors, and it has been instrumental in facilitating PIET's access to appropriate U.S. resources.

Engaging local expert consultants: During this contract period, PIET used representatives of specialized business,

professional, and trade associations to facilitate outreach to business hosts. One such association is the National Association of Investment Companies (NAIC), which represents the minority enterprise small business investment company (MESBIC) industry.

PIET Board outreach: All PIET Board members have taken a strong interest in the EI program, helping shape overall direction and providing access to U.S. businesses.

## IX. FIELD SUPPORT SERVICES

In September 1987 Partners and OIT agreed that PIET would provide field support services for English language training (ELT) and testing technical assistance to eight missions that had responded positively to an earlier offer by OIT of such services. The objective of the effort was to help these missions assess and/or strengthen their in-country English language training programs.

The eight missions were: Costa Rica, Guatemala, El Salvador, Paraguay, Bangladesh, Indonesia, Mauritania, and Senegal (which, however, later dropped out). Specific requests from these missions varied considerably in both the nature and extent of technical assistance desired. The requests were analyzed and categorized by OIT into four basic groups forming the principal tasks to be performed by PIET:

(1) Bangladesh, Costa Rica, El Salvador, and Paraguay all requested a survey and assessment of in-country ELT programs for potential use. The surveys were conducted through USAID project and ELT document reviews, mission and host-country staff

interviews, and visits to current ELT programs to observe teaching methods, staff qualifications, and curriculum.

(2) El Salvador, Paraguay, Guatemala, and Indonesia requested assistance to develop an Action Plan for a new ELT program or for the improvement of an existing program. The Action Plan was based on an analysis of future USAID participant training volume, a review of the existing English program or potential for such a program, and a determination of the necessary facility improvements, teaching staff, curriculum and training materials.

(3) Indonesia requested, in addition to the Action Plan, assistance in determining the feasibility of designing a model two to three month refresher course for ELT teachers, and assistance in designing a management system for an ELT Training Unit within the Government of Indonesia.

(4) Mauritania requested implementation of Phase II (Teacher Training and Start-Up) of their Action Plan subject to the specific recommendations of Phase I (Needs Assessment and Curriculum Design) that was then being conducted by the American Language Institute of Georgetown University. Phase II centered on the establishment of an ELT program for commercial English instruction.

With the Experiment in International Living acting as the managing partner for this project, PIET submitted an inception

report in October 1987 to OIT that laid out its objectives, scope of work, proposed consultants, proposed dates of travel to the missions, and initial plans of action on a mission-by-mission basis, subject to mission approval and modification. OIT reviewed the inception report with Partners, and the framework for the field support project was finalized.

The PIET expert ELT consultants traveled to the countries involved for varying lengths of time, usually from 1 to 3 weeks in duration except for Mauritania which lasted four months, between December 1987 and June 1988. The Final Report was submitted to OIT on July 31, 1988. In February and March of 1989, however, there were follow up visits to Costa Rica and Mauritania for additional consultations before the project was finally completed. Total cost for the entire project amounted to \$156,396.

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TYPE S OF TRAINING SUMMARY

12/01/82 TO 9/30/89

COUNTRY OF ORIGIN	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	ASSOC	BACHELORS	MASTERS	DOCTORAL	SUB TOTAL	SHORT COURSES	OBSERVATION STUDY	OTHER	SUB TOTAL	TOTAL								
BENIN			1		1	27	2		29	30								
BOTSWANA	6	11	3		20	7	8	3	18	38								
BURKINA FASO	1		14	1	16	45	2	6	53	69								
BURUNDI		1	11		12	44	4		48	60								
CAMEROON			10	2	12	100	4	8	112	124								
CAPE VERDE		12	3		15	17	4		21	36								
CENTRAL AFRICAN REPUBLIC			1		1	15	2		17	18								
CHAD		1	1		2	21			21	23								
COMOROS								1	1	1								
CONGO, REPUBLIC OF THE						43			43	43								
DJIBOUTI						39		3	42	42								
EQUATORIAL GUINEA, REPUBLIC OF						1			1	1								
ETHIOPIA						6			6	6								
GAMBIA		11	9		20	38	6	2	46	66								
GHANA		1	5		6	122	1	14	137	143								
GUINEA			12		12	61	1		62	74								
GUINEA-BISSAU	2	3			5	10	1	2	13	18								
IVORY COAST				3	3	56	4	7	67	70								
KENYA		3	20	3	26	144	36	19	199	225								
LESOTHO		2	2		4	11		1	12	16								
LIBERIA		2	29		31	52	2	2	56	87								
MADAGASCAR						34	3	2	39	39								
MAURITI		6	21	3	30	61	1	2	64	94								
MAURITANIA		4	85	5	94	86	11	7	104	198								
MAURITIUS		6	14	1	21	33	15	6	54	75								
MOZAMBIQUE						24	3	6	33	33								
NIGER						6	2		8	8								
NIGERIA	1	5	18		24	112	1	6	119	143								
NIGERIA			1		1	75		1	76	77								
RWANDA	1	1	7		9	107	8	7	122	131								
SAO TOME AND PRINCIPE						1			1	1								
SENEGAL		2	25	1	28	114	27	12	153	181								
SEYCHELLES		1			1	12		1	13	14								
SILVERIA LEONE						71		3	74	74								
SOMALI REPUBLIC			16	4	20	57	22	9	88	100								
SUDAN			25		25	153	6	37	196	221								
SWAZILAND		2	5		7	7	1	1	9	23								
TANZANIA	3	1	14	1	19	21	1	9	31	50								
TOGO			6		6	71	4		75	81								
UGANDA						58		6	64	64								
ZAMBIA			45		45	161	10	7	178	223								
ZAMBIA		2	18	3	23	9		3	12	35								
ZIMBABWE						3	2	1	6	6								
ALL REGIONAL TOTAL	14	84	421	27	546	2,135	194	194	2,523	3,069								
EUROPE			87	13	100	507	181	527	1,215	1,315								
MEDIAN			77	14	116	441	180	124	645	731								
AFRICAN						17		4	16	16								

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TYPE OF TRAINING SUMMARY

1/1/82 TO 9/30/89

COUNTRY OF ORIGIN	ACADEMIC				SUB TOTAL	NON ACADEMIC			SUB TOTAL	TOTAL
	ASSOC	BACHELORS	MASTERS	DOCTORAL		SHORT COURSES	OBSERVATION STUDY	OTHER		
MOROCCO		1	163	38	202	342	51	37	430	632
OMAN	4				4		3	1	4	8
PORTUGAL			2		2	14	15	28	57	59
SYRIA			2	34	36	1			1	37
TUNISIA			8	1	9	48	15	11	74	83
TURKEY						6	4		10	10
YEMEN ARAB REPUBLIC	3	275	134	80	492	66	22	35	123	615
YEMEN, PEOPLE'S DEMO REPUBLIC							1		1	1
ALL REGIONAL TOTAL	7	276	468	180	931	1,437	372	767	2,576	3,507
BANGLADESH			21	4	25	78	3	25	106	131
BURMA			7		7	6	1	7	14	21
CHINA, PEOPLE'S REPUBLIC OF						4			4	4
COOK ISLANDS		2			2	4		3	7	9
FIIJI		1	4	1	6	13		2	15	21
HONG KONG						1			1	1
INDIA			1		1	206	5	41	252	253
INDONESIA			116	17	133	113	3	87	203	336
KIRIBATI			2		2	3		2	5	7
KOREA, REPUBLIC OF (SOUTH)						1			1	1
MACAU			33		33	57	23	11	91	124
NIUE		1			1					1
PAKISTAN			4	1	5	14		5	19	24
PAPUA NEW GUINEA			2		2	22	3	1	26	28
PHILIPPINES			54	5	59	111	2	84	197	256
SINGAPORE						1			1	1
SOLOMON ISLANDS	1		2		3	10			10	13
SRI LANKA			11		11	109	2	35	146	157
THAILAND			36	10	46	44	9	15	68	114
TONGA			1		1	8		3	11	12
TUVALU						2			2	2
VANUATU						4			4	4
WESTERN SAMOA			3	1	4	5	1		6	10
ALL REGIONAL TOTAL	1	4	297	39	341	816	52	321	1,189	1,530
ANTIGUA		2			2	10	3	7	20	22
BARBADOS	1	2	3		6	27	3	4	34	40
BERMUDA	1	52	2	1	56	118	17	73	208	264
BOLIVIA			43		43	50	61	37	148	191
BRAZIL						13	1		14	14
CHILE						1	1	6	8	8
COLOMBIA			7	1	8	105	47	79	231	239
COSTA RICA		117	130	5	252	204	78	505	787	1,039
CUBA		1	1		2	16	2	8	26	28
DOMINICAN REPUBLIC	20		72	5	97	129	5	108	242	339
ECUADOR	1	3	6	2	12	156	64	22	242	254
EL SALVADOR		3	12		15	341	5	122	468	483

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TYPE S OF TRAINING SUMMARY

1/20/82 TO 9/30/89

COUNTRY OF ORIGIN	A ASSOC	C BACHELORS	D MASTERS	F DOCTORAL	M SUB TOTAL	I SHORT COURSES	E C OBSERVATION STUDY	N I C OTHER	A I SUB TOTAL	TOTAL
GUATEMALA	3	25	3		31	7		21	28	59
GUYANA		52	36	3	91	2,580	57	1,424	4,061	4,152
HAITI	39	1	16	1	68	16	1	2	19	20
HONDURAS	1	12	16	1	68	138	11	66	215	283
JAMAICA	3	16	58		75	236	58	336	630	705
MEXICO		56	75	3	137	162	19	91	272	409
MONTSEKAT					1	15		1	16	16
NICARAGUA		1			1	3			3	4
OTHER WEST INDIES				1	1					1
PANAMA		11	4		15	28	9	8	45	60
PARAGUAY		45	6		51	31	12	18	61	112
PERU			1		1	1	2	9	12	13
ST. CHRISTOPHER, NEVIS, ANGUILLA			43	5	48	48	17	21	86	134
ST. LUCIA		3			3	4	5	9	18	21
ST. VINCENT	1	2	1		4	17	1	2	20	24
TRINIDAD AND TOBAGO	1		1		2	13	2	7	22	24
URUGUAY			6	1	7	8			8	8
URUGUAY				1	7	4	1	2	7	14
OLD REGIONAL TOTAL	121	404	626	28	1,179	4,481	482	2,995	7,958	9,137
TOTAL	143	760	1,812	274	2,997	8,869	1,100	4,277	14,246	17,243
PERCENT	.83	4.45	10.51	1.59	17.38	51.44	6.38	24.80	82.62	100.00

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TYPE S OF TRAINING SUMMARY

1/01/76 TO 31/03/89

COUNTRY OF ORIGIN	DIPLOMA					SUB TOTAL	CERTIFICATE			SUB TOTAL	TOTAL
	ASSOC.	BACHELORS	MASTERS	DOCTORAL			SHORT COURSES	OBSERVATION STUDY	OTHER		
BENIN							25	2		27	27
BOTSWANA			2		2		3	8		11	13
BURKINA FASO	1		11	1	13		21	2	5	28	41
BURUNDI		1	10		11		30	4		34	45
CAMEROON			4		4		69	4	6	79	83
CAPE VERDE		10	2		12		14			14	26
CENTRAL AFRICAN REPUBLIC			1		1		8	2		10	11
CHAD		1			1		12			12	13
COMOROS									1	1	1
CONGO, REPUBLIC OF THE							16			16	16
DJIBOUTI							15		3	18	18
EQUATORIAL GUINEA, REPUBLIC OF							1			1	1
ETHIOPIA							2			2	2
GAMBIA		11	5		16		21	5		26	42
GHANA			1		1		104	1	14	119	120
GUINEA			12		12		53			53	65
GUINEA-BISSAU	2	3			5		9	1	2	12	17
IVORY COAST				3	3		46	4	7	57	60
KENYA		1	12		13		115	23	15	153	166
LESOTHO			1		1		5			5	6
LIBERIA			11		11		11	2	1	14	25
MADAGASCAR							25	2	1	28	28
MAUAWI		2	11	3	16		48	1		49	65
MAUWI		4	57	5	66		59	11	6	76	142
MAURITANIA		6	11	1	18		19	15	3	37	55
MAURITIUS							19	2	5	26	26
MUZAMBIQUE							6	2		8	8
NIGER	1	3	12		16		67	1	4	72	88
NIGERIA							11			11	11
RWANDA	1	1	3		5		52	7	2	61	66
SAO TOME AND PRINCIPE							1			1	1
SENEGAL		1	24	1	26		66	23	10	99	125
SEYCHELLES		1			1		9		1	10	11
SERRA LEONE							35		2	37	37
SOMALI REPUBLIC			7	4	11		28	21		49	60
SUDAN			21		21		110	1	32	143	164
SWAZILAND							1			1	1
TANZANIA		1	6	1	8		11	1	7	19	27
TOGO			3		3		44	4		48	51
UGANDA							29		2	31	31
ZAIRI			35		35		134	10	4	148	183
ZAMBIA			14	1	15		7			7	22
ZIMBABWE							1	2	1	4	4
<b>ALL REGIONAL TOTAL</b>	<b>5</b>	<b>46</b>	<b>276</b>	<b>20</b>	<b>347</b>		<b>1,361</b>	<b>162</b>	<b>134</b>	<b>1,657</b>	<b>2,004</b>
EGYPT			40	12	52		210	107	352	669	721
JORDAN			58	12	70		316	54	100	470	540
MOROCCO			135	13	148		282	23	32	337	485

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TYPES OF TRAINING SUMMARY

1/01/86 TO 9/30/89

COUNTRY OF ORIGIN	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	ASSOC	BACHELORS	MASTERS	DOCTORAL	SUB TOTAL	SHORT COURSES	OBSERVATION STUDY	OTHER	SUB TOTAL	TOTAL																
OMAN	4				4		3	1	4	8																
PORTUGAL						9	7	26	42	42																
SYRIA				29	29					29																
TUNISIA			3	1	4	39	15	7	61	65																
TURKEY						4	4		8	8																
YEMEN ARAB REPUBLIC	3	200	96	68	367	38	8	27	73	440																
YEMEN, PEOPLE'S DEMO REPUBLIC							1		1	1																
ADD REGIONAL TOTAL	7	200	332	135	674	898	222	545	1,665	2,339																
BANGLADESH			16	4	20	59	3	14	76	96																
BURMA								1	1	1																
CHINA, PEOPLE'S REPUBLIC OF						4			4	4																
COOK ISLANDS		2			2	4		3	7	9																
FIJI		1	4	1	6	13		2	15	21																
HONG KONG						1			1	1																
INDIA			1		1	154	4	37	195	196																
INDONESIA			86	8	94	63	1	36	100	194																
KIRIBATI			2		2	3		2	5	7																
KOREA, REPUBLIC OF (SOUTH)						1			1	1																
NEPAL			20		20	50	22	7	79	99																
NIUE		1			1				1	1																
PAKISTAN			1		1	1			1	2																
PAPUA NEW GUINEA			2		2	21	3	1	25	27																
PHILIPPINES			48	4	52	85	2	74	161	213																
SINGAPORE						1			1	1																
SOUTHERN ISLANDS	1		2		3	10			10	13																
SRI LANKA			5		5	51	2	3	56	61																
THAILAND			31	10	41	40	4	2	46	87																
TONGA			1		1	8		3	11	12																
TUVALU						2			2	2																
VANUATU						4			4	4																
WESTERN SAMOA			3	1	4	5	1		6	10																
ADD REGIONAL TOTAL	1	4	222	28	255	580	42	185	807	1,062																
ANTIGUA		2			2	4		2	6	8																
BARBADOS		1	2		3	9	3		12	15																
BERMUDA	1	52	2	1	56	98	14	67	179	235																
BOLIVIA			41		41	45	61	37	143	184																
BRAZIL						9			9	9																
CHILE						1	1	6	8	8																
COLOMBIA			5	1	6	87	36	76	199	205																
COSTA RICA		117	128	5	250	185	31	504	720	970																
DOMINICA		1			1	9		5	14	15																
DOMINICAN REPUBLIC	20		69	5	144	94	2	102	198	342																
Ecuador	1	3	7	2	12	94	16	26	136	148																
EL SALVADOR		3	102		105	83	4	119	206	311																
GRENADA		25	3		30	4		20	24	54																

TYPE S OF TRAINING SUMMARY

1/01/86 TO 9/30/89

COUNTRY OF ORIGIN	A	B	D	E	M	I	C	T	F	C	H	N	I	C	A	I	TOTAL
	ASSOC	BACHELORS	MASTERS	DOCTORAL	SUB	TOTAL	SHORT	COURSES	OBSERVATION	STUDY	OTHER	SUR	TOTAL				
GUATEMALA		52	19	2	73		2,006		51	1,422		3,479					3,552
HAITI	39	12	14	1	66		65		11	56		132					198
HONDURAS	1	16	30		47		165		57	333		555					602
JAMAICA	2	49	53	1	105		95		15	80		190					295
MEXICO							7					7					7
MONTSERAT		1			1												1
OTHER WEST INDIES		11	1		12		9		3	6		18					30
PANAMA		45	1		46		4		12	17		33					79
PARAGUAY							1			8		9					9
PERU			32	3	35		19		17	21		57					92
ST. CHRISTOPHER, NEVIS, ANGUILLA		3			3		3			9		12					15
ST. LUCIA	1	2	1		4		11			1		12					16
ST. VINCENT							5		1	6		12					12
TRINIDAD AND TOBAGO							3					3					3
URUGUAY			6	1	7		3		1	2		6					13
ALL REGIONAL TOTAL	117	395	515	22	1,049		3,118		336	2,925		6,379					7,428
TOTAL	130	645	1,345	205	2,325		5,957		762	3,789		10,508					12,833
PERCENT	1.01	5.03	10.48	1.60	18.12		46.42		5.94	29.53		81.88					100.00

RUN DATE 9/30/89

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Appendix B (1)

FIELDS OF STUDY SUMMARY

12/01/82 TO 9/30/89

F I E L D S   O F   S T U D Y	A C A D E M I C		T E C H N I C A L		T O T A L	
	N O .	P E R C E N T	N O .	P E R C E N T	N O .	P E R C E N T
BUSINESS, PUBLIC ADMINISTRATION, MANAGEMENT	781	26.06	4,387	30.79	5,168	29.97
POPULATION, PUBLIC HEALTH	287	9.58	2,350	16.50	2,637	15.29
RURAL DEVELOPMENT, NATURAL RESOURCES, AGRICULTURE	106	3.54	2,151	15.10	2,257	13.09
ENGINEERING, COMPUTER SCIENCE	640	21.35	727	5.10	1,367	7.93
EDUCATION	315	10.51	1,196	8.40	1,511	8.76
ECONOMICS	304	10.14	706	4.96	1,010	5.86
SOCIAL SCIENCES	234	7.81	766	5.38	1,000	5.80
VOCATIONAL TRAINING	18	.60	1,047	7.35	1,065	6.18
MEDICAL SCIENCES	54	1.80	490	3.44	544	3.15
PHYSICAL AND NATURAL SCIENCES	186	6.21	196	1.38	382	2.22
TRANSPORT, TELECOMMUNICATIONS	37	1.23	121	.85	158	.92
LINGUISTICS, LANGUAGES, HUMANITIES	35	1.17	109	.77	144	.84
T O T A L	2,997	100.00	14,246	100.00	17,243	100.00

RUN DATE 10/04/89

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Appendix B (2)

F I E L D S O F S T U D Y S U M M A R Y

1/01/86 TO 9/30/89

F I E L D S O F S T U D Y	A C A D E M I C		T E C H N I C A L		T O T A L	
	N O .	P E R C E N T	N O .	P E R C E N T	N O .	P E R C E N T
BUSINESS,PUBLIC ADMINISTRATION,MANAGEMENT	636	27.35	3,077	29.28	3,713	28.93
RURAL DEVELOPMENT,NATURAL RESOURCES,AGRICULTURE	85	3.66	1,962	18.67	2,047	15.95
ENGINEERING, COMPUTER SCIENCE	511	21.98	515	4.90	1,026	8.00
POPULATION, PUBLIC HEALTH	172	7.40	1,443	13.73	1,615	12.58
EDUCATION	233	10.02	1,011	9.62	1,244	9.69
ECONOMICS	249	10.71	471	4.48	720	5.61
SOCIAL SCIENCES	166	7.14	510	4.85	676	5.27
PHYSICAL AND NATURAL SCIENCES	151	6.49	130	1.24	281	2.19
VOCATIONAL TRAINING	12	.52	858	8.17	870	6.78
TRANSPORT, TELECOMMUNICATIONS	36	1.55	92	.88	128	1.00
LINGUISTICS,LANGUAGES,HUMANITIES	34	1.46	101	.96	135	1.05
MEDICAL SCIENCES	40	1.72	338	3.22	378	2.95
T O T A L	2,325	100.00	10,508	100.00	12,833	100.00

## PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

## Appendix C

## FIELDS OF STUDY BY SEX

12/01/82 TO 9/30/89

FIELDS OF STUDY	M A L E S		F E M A L E S		T O T A L NO./ 100 PERCENT
	NO.	PERCENT	NO.	PERCENT	
BUSINESS,PUBLIC ADMINISTRATION,MANAGEMENT	3,774	73.03	1,394	26.97	5,168
POPULATION, PUBLIC HEALTH	1,405	53.28	1,232	46.72	2,637
ENGINEERING, COMPUTER SCIENCE	1,143	83.61	224	16.39	1,367
ECONOMICS	831	82.28	179	17.72	1,010
SOCIAL SCIENCES	651	65.10	349	34.90	1,000
VOCATIONAL TRAINING	725	68.08	340	31.92	1,065
PHYSICAL AND NATURAL SCIENCES	285	74.61	97	25.39	382
EDUCATION	790	52.28	721	47.72	1,511
MEDICAL SCIENCES	315	57.90	229	42.10	544
RURAL DEVELOPMENT,NATURAL RESOURCES,AGRICULTURE	1,455	64.47	802	35.53	2,257
TRANSPORT, TELECOMMUNICATIONS	151	95.57	7	4.43	158
LINGUISTICS,LANGUAGES,HUMANITIES	77	53.47	67	46.53	144
T O T A L	11,602	67.29	5,641	32.71	17,243

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING  
 A I D REGIONAL SUMMARY BY SEX  
 12/01/82 TO 9/30/89

Appendix D

A I D REGION S	M A L E S		F E M A L E S		T O T A L NO. / 100 PERCENT
	NO.	PERCENT	NO.	PERCENT	
AFRICA	2,347	76.57	718	23.43	3,065
NEAR EAST	2,844	80.38	694	19.62	3,538
ASIA	1,133	74.83	381	25.17	1,514
LATIN AMERICA AND THE CARIBBEAN	5,278	57.83	3,848	42.17	9,126
T O T A L	11,602	67.29	5,641	32.71	17,243



## LENGTH AND COST OF TECHNICAL TRAINING PROGRAMS

PROGRAMS COMPLETED AS OF 9/30/89

AID REGION	SHORT COURSES	OBSERVATION-STUDY	OTHER	TOTAL
<b>AFRICA REGION</b>				
NUMBER OF PARTICIPANTS	1,932	135	172	2,239
TOTAL PARTICIPANT MONTHS	3,303.937	114.237	667.739	4,085.913
AVERAGE PARTICIPANT MONTHS	1.710	.846	3.882	1.825
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,781	\$3,336	\$2,382	\$3,539
<b>NEAR EAST REGION</b>				
NUMBER OF PARTICIPANTS	1,157	299	545	2,001
TOTAL PARTICIPANT MONTHS	1,696.680	406.769	1,454.601	3,558.050
AVERAGE PARTICIPANT MONTHS	1.466	1.360	2.669	1.778
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$4,144	\$2,840	\$2,746	\$3,423
<b>ASIA REGION</b>				
NUMBER OF PARTICIPANTS	688	32	258	978
TOTAL PARTICIPANT MONTHS	1,122.204	21.346	903.052	2,046.602
AVERAGE PARTICIPANT MONTHS	1.631	.667	3.500	2.093
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,432	\$1,799	\$2,320	\$2,924
<b>LATIN AMERICA AND CARIBBEAN REGION</b>				
NUMBER OF PARTICIPANTS	4,063	412	2,238	6,713
TOTAL PARTICIPANT MONTHS	4,779.417	430.185	5,614.576	10,824.178
AVERAGE PARTICIPANT MONTHS	1.176	1.044	2.509	1.612
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,246	\$3,053	\$2,230	\$2,712
<b>TOTAL</b>				
NUMBER OF PARTICIPANTS	7,840	878	3,213	11,931
TOTAL PARTICIPANT MONTHS	10,902.238	972.537	8,639.968	20,514.743
AVERAGE PARTICIPANT MONTHS	1.391	1.108	2.689	1.719
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,565	\$2,968	\$2,338	\$3,022

## PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

## Appendix F

## AVERAGE MONTHLY COST OF ACADEMIC TRAINING PROGRAMS

12/01/82 TO 9/30/89

ALL REGION	UNDERGRAD	MASTERS	DOCTORAL	TOTAL
<b>AFRICA REGION</b>				
NUMBER OF PARTICIPANTS	115	422	33	570
TOTAL PARTICIPANT MONTHS	2,120.182	7,532.565	783.712	10,436.459
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,151	\$1,368	\$1,130	\$1,306
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$13,812	\$16,416	\$13,560	\$15,672
<b>NEAR EAST REGION</b>				
NUMBER OF PARTICIPANTS	396	492	285	1,173
TOTAL PARTICIPANT MONTHS	9,049.453	7,612.953	5,414.104	22,076.510
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,261	\$1,334	\$1,267	\$1,287
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$15,132	\$16,008	\$15,204	\$15,444
<b>ASIA REGION</b>				
NUMBER OF PARTICIPANTS	3	267	48	318
TOTAL PARTICIPANT MONTHS	65.097	4,021.181	781.688	4,867.966
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$940	\$1,682	\$1,558	\$1,652
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$11,280	\$20,184	\$18,696	\$19,824
<b>LATIN AMERICA AND CARIBBEAN REGION</b>				
NUMBER OF PARTICIPANTS	539	619	30	1,188
TOTAL PARTICIPANT MONTHS	9,065.676	9,476.631	611.611	19,153.918
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$913	\$1,350	\$1,305	\$1,141
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$10,956	\$16,200	\$15,660	\$13,692
<b>TOTAL</b>				
NUMBER OF PARTICIPANTS	1,053	1,800	396	3,249
TOTAL PARTICIPANT MONTHS	20,300.408	20,643.330	7,591.115	56,534.853
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$1,093	\$1,397	\$1,286	\$1,273
AVERAGE DOLLARS PER YEAR EXCLUDING ADMIN. COSTS	\$13,116	\$16,764	\$15,432	\$15,276

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING  
 PARTICIPANT MONTHS SUMMARY

Appendix G

1/86 TO 9/87

AREA REGION	ACADEMIC	TECHNICAL	TOTAL
AFRICA			
NUMBER OF PARTICIPANTS	336	1,575	1,911
PARTICIPANT MONTHS OF TRAINING	5,940	3,910	9,850
NEAR EAST			
NUMBER OF PARTICIPANTS	633	1,512	2,145
PARTICIPANT MONTHS OF TRAINING	12,956	3,777	16,733
ASIA			
NUMBER OF PARTICIPANTS	248	797	1,045
PARTICIPANT MONTHS OF TRAINING	3,542	2,037	5,579
LATIN AMERICA & CARIBBEAN			
NUMBER OF PARTICIPANTS	1,027	6,285	7,312
PARTICIPANT MONTHS OF TRAINING	16,716	16,553	33,269
TOTAL			
NUMBER OF PARTICIPANTS	2,244	10,169	12,413
PARTICIPANT MONTHS OF TRAINING	39,154	26,277	65,431

## PARTNERS FOR INTERNATIONAL EDUCATION &amp; TRAINING

Appendix H

GEOGRAPHIC DISTRIBUTION	12/1/82 TO 9/30/89		TOTAL TRAINEES**
	NUMBER OF FACILITIES**	ACADEMIC TRAINEES**	
ALABAMA	11	70	122
ARIZONA	11	47	141
ARKANSAS	8	53	6
CALIFORNIA	69	162	764
COLORADO	17	166	149
CONNECTICUT	13	41	310
DELAWARE	9	19	13
DISTRICT OF COLUMBIA	75	554	1,344
FLORIDA	35	99	2,216
GEORGIA	19	42	379
HAWAII	7	35	98
HAWAII	3	8	4
ILLINOIS	34	131	235
INDIANA	7	62	13
IOWA	6	48	102
KANSAS	12	54	8
KENTUCKY	8	17	4
LOUISIANA	7	126	83
MAINE	4	13	25
MARYLAND	24	62	324
MASSACHUSETTS	42	275	1,129
MICHIGAN	23	182	370
MINNESOTA	8	9	39
MISSISSIPPI	6	12	3
MISSOURI	13	77	129
NEBRASKA	1	4	50
NEVADA	6	6	19
NEW HAMPSHIRE	5	8	24
NEW JERSEY	13	17	44
NEW MEXICO	5	146	179
NEW YORK	70	197	558
NORTH CAROLINA	15	41	191
OHIO	34	100	108
OKLAHOMA	12	35	9
OREGON	17	52	111
PENNSYLVANIA	32	142	888
RHODE ISLAND	4	8	38
SOUTH CAROLINA	8	31	48
SOUTH DAKOTA	4	4	19
TENNESSEE	12	42	17
TEXAS	41	58	834
UTAH	6	10	43
VERMONT	2	1	155
VIRGINIA	36	48	212
WASHINGTON	12	21	148
WEST VIRGINIA	2	2	0
WISCONSIN	11	39	60
VIRGIN ISLANDS	1	4	5
TOTAL ALL STATES	820	5,380	11,770

\*\* EXCLUDES OBSERVATION AND STUDY PROGRAMS WHICH CONSIST OF VISITS TO MANY SITES

EVALUATION REPORT  
January 1, 1988 - September 30, 1989

<u>PROGRAM</u>	<u># ENROLLED</u>
Northeastern University, Journalist Program .....	12
Ferris State/Texas Southern, Rural Sector .....	20
School Teachers	
HURDI, Rural Volunteer Health Promoters .....	38
HURDI/TSTI, Rural Primary Health Care .....	38
Ferris State, Red Cross Leaders .....	20
University of Pittsburgh, SEMLA .....	22
Lane Community College, Enterprise Management .....	38
IMI, Marketing Management Program .....	9
Tuskegee University, Coop Leaders .....	40
University of Pittsburgh, ADLMS .....	31
Mesa State, Women Primary School Directors .....	19
ETS, Scout Leaders .....	36
ACE, Auditors .....	46
ITD, High School Agriculture Teachers .....	23
ILI, Negotiation and Renegotiation .....	8
Northeast Metro Tech., Vocational High School Students .....	42
University of Florida, Educational Administration .....	25
Wooden Boat School, Boat Builders .....	14
The Traffic Institute, Traffic Control .....	9
El Paso Community College, Auxillary Nurses .....	20
HURDI, Accounting, Finance & Computers .....	20
University of California, SF, Family Pianning .....	14
Program Management	
Iowa State, Youth Program .....	29

PROGRAM	# ENROLLED
Northeastern University, Journalist Program .....	12
Ferris State/Texas Southern, Rural Sector .....	20
School Teachers	
HURDI, Rural Volunteer Health Promoters .....	38
HURDI/TSTI, Rural Primary Health Care .....	38
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Northeast Metro Tech., Vocational High School Students .....	42
University of Florida, Educational Administration .....	25
Wooden Boat School, Boat Builders .....	14
The Traffic Institute, Traffic Control .....	9
El Paso Community College, Auxillary Nurses .....	20
HURDI, Accounting, Finance & Computers .....	20
University of California, SF, Family Planning .....	14
Program Management	
Iowa State, Youth Program .....	29
Lane Community College, Fire Fighters .....	20
	TOTAL 593

<u>PROGRAM</u>	<u># ENROLLED</u>
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Lane Community College, Fire Fighters .....	20
(TOTAL 1988 - 593)	
New Hampshire College, Rural Development .....	20
HURDI, Tourism & Hotel Management .....	20
PRAGMA, Tourism Development .....	10
ETS/EPA, Rural Development .....	15
Johnson & Wales, Tourism and Hotel Management .....	15
TIEC, Print Journalists .....	8
University of Nebraska, Microentrepreneurs .....	8
Arizona State University, Food and Tobacco .....	8
Industry Management	
University of Pittsburgh, SEMLA I - Policies, .....	21
Programs and Projects	
Clark-Atlanta University, Women Entrepreneurs .....	25
American Cultural Exchange, Youth Leadership .....	14
University of Nebraska, Health Trainers .....	40
TIEC, Broadcast Journalism .....	12
New Mexico State, Primary School Teachers .....	35
Academy for State and Local Government, Rural Leaders .....	20
Sante Fe Community College, CAPS Small/Micro .....	39
Enterprise	
Atlanta Management Institute, Seminar in Business .....	9
Management for Upper Management	
Atlanta Management Institute, Integration of Women .....	23
in the Process of Development	

(TOTAL 1989 - 342)

TOTAL BOTH YEARS - 935