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SURVEY OF PARTICIPANT TRAINING PROGRAM
INTERVIEWER'S MANUAL

Institute for International Services
February 1963

Interviewer's Manual.
for
A Survey of Participant Training in the
United States

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PART I

THE AID PARTICIPANT TRAINING PROGRAM

Introduction

A major part of the United States foreign aid program involves not materiel, but people. The policy of the Agency for International Development is based upon the belief that the long-term effectiveness of foreign assistance depends directly upon two factors: 1) the successful development of people in emerging nations with technical and professional skills, and 2) the introduction to each cooperating country of a body of concepts, methods and opinions which will foster the efficient use and continued growth of these skills. The Participant Training Program is a prime factor in effecting these ends.

The quality of this program rests upon the administration of training from the Agency for International Development and the coordination of this administration with the numerous academic institutions and industrial and government organizations throughout the United States. These institutions and organizations have contributed a great deal of time and money to the success of the program by cooperating with AID and offering their facilities and personnel for training purposes. Thousands of participants have been effectively trained through this joint effort.

Any program as large as this one has problems which result from its size and complexity. The administrators of the program

in Washington are aware that existing problems must be uncovered and solutions must be presented. Hundreds of people are directly involved in instructing foreign citizens in many training centers throughout the country. The flow of information must be kept open so that people in the training locations and those in AID fully understand each others' role in the program.

If participant training is to be improved at its source, more must be known about how the many elements of the program contribute to its effectiveness. To do this, the Institute for International Services of the American Institute for Research is making a study for the Agency for International Development of a sample of such training facilities throughout the United States. This study is designed to collect information and opinions from the trainers, people in the cooperating organizations and their training complex, which may identify problem areas and result in suggestions for AID in administering the overall program.

The interviewer will contact those persons who have a responsible role in the training program and therefore will find it necessary to understand the operation of the total Participant Training Program. A short review of the program follows.

The Agency for International Development's
Participant Training Program*

In March of 1961, the International Cooperation Administration, growing out of the Marshall Plan and Point Four, was renamed the Agency for International Development. Following the theme of its predecessor agencies, the Agency for International Development had its purpose stated for it formally by Congressional action through the Act for International Development of 1961:

"In countries and areas which are in the earlier stages of economic development, programs of development of education and human resources through such means as technical cooperation shall be emphasized, and the furnishing of capital facilities for purposes other than the development of education and human resources shall be given a lower priority until the requisite knowledge and skills have been developed."

Well over 70 countries fall into the category of "earlier stages of economic development", and under bilateral agreements with these countries, the Agency for International Development

* The following review of the Participant Training Program is based on publications circulated by the Agency for International Development to its cooperating institutions as well as personal interviews with the staff of the International Training Division of the Agency for International Development and other cooperating federal agencies.

has contributed and continues to contribute to their growth in technical skills and human resources by training, in the United States, citizens of these countries in technical, professional, and managerial skills and introducing attitudes and values which we believe are essential to social and economic development.

These visiting citizens are referred to as "participants" reflecting their participation in cooperative programs for economic and social development within their country. The participants are not brought into the United States solely for academic purposes, nor do they receive grants. Their training is a special form of education. It is defined as a technical and professional training for the present, training to meet practical and immediate needs, and training for specific rather than general purposes. It is linked to specified developmental goals, usually to particular projects agreed upon as necessary to their nation's economic and social growth. It is only after careful consideration that a participant is selected for training, since such training must make a practical contribution to the development of the country concerned. The participant must agree to return to his country and work for a period of two years in the project for which his training is requested. A majority of the participants do return to their country and fulfill this obligation.

Within the last 15 years, over 80,000 participants have been trained by the Agency for International Development and its predecessor agencies. The participants' fields of training have been as varied as the countries from which they come. Agriculture, labor, management, industrial techniques, public administration and public safety are some of the training opportunities open.

The number and percentage of participants in each training area for fiscal year 1961 are as follows:

Summary of Participant Training in the
United States - Fiscal Year 1961

<u>Area of Training</u>	<u>Number of Participants</u>	<u>% of Total</u>
Industry and Mining	1580	24
Agriculture	1061	16
Education	798	12
Transportation	620	10
Labor	615	10
Public Administration and Supply Services	529	8
Health	441	7
Public Safety	294	5
Miscellaneous	279	4
Atomic Energy	221	3
Community Development	58	.8
Housing	14	.2
Total	6510	100

Source: Participant Training Operations, Statistical Report for Fiscal Year 1961, International Training Division, Agency for International Development, Washington 25, D. C.

Administration: United States Operations Missions (USOM).

In order to facilitate a country's development American technicians and training officers at the United States Operations Missions have, as part of their job, an awareness of the needs and manpower potential of the country. The Mission Staff in consultation with the local government officials analyzes the many developmental needs of the country, stating the country's goals, along with projects which are of immediate concern. This outline of a country's developmental needs is called The Country Plan. It attempts to answer the questions regarding the existing trained manpower, those areas of manpower which need the most training, and the manner in which additional training can best be accomplished.

A conference is held among the mission officers, the United States technicians who represent such fields as agriculture, education, or labor, and the officials of the country's government. This conference should determine those technical and professional areas which most need additional trained manpower. These officials also select people who are likely to benefit from training and to contribute most to the country's specific goals. The information as developed is eventually recorded on a formal request form for training. This request for training is called the Project Implementation Order/Participant, usually abbreviated to PIO/P. (See Exhibit A) The form details the type

of training needed, the reasons for such training and suggested United States locations. In order to provide a training specialist in the Washington office of AID with a description of the participant, the mission officer also prepares a biographical outline of the participant. This outline is referred to as the BIO data sheet (see Exhibit B) and covers such items as education, work experience, family history. This BIO sheet is helpful in matching the abilities and interests of the participant to training opportunities.

In addition to the BIO sheet and the PIO/P form, the training officer in the Mission sometimes develops with the participant a "Workbook" (see Exhibit C) giving a description of the country, its needs and goals, and information about the participant's role in the overall country plan. The Workbook has been considered to be of value to people responsible for developing training programs. The participant himself uses the Workbook to explain his country's background and needs to people he meets in the United States.

Often programs have already been designed to meet a country's needs in certain fields. A prospectus may be sent from the training divisions within AID to USOM and the local government offices describing the types of programs available, their length, cost

and goals, and the qualifications required of the participants. The exact type of program that is desired and the training institution is then indicated on the PIO/P. This request is later examined by a training officer in AID to see that all requirements have been met before the participant is assigned to the program.

The International Training Division (ITD). When the training request arrives at AID in Washington it is screened in the Operations Support Office within the International Training Division. This screening sorts out those requests which fall within specific fields. The requests are then forwarded to one of the five appropriate training branches for program planning. Within these five branches of the ITD definite steps are taken to develop plans for the proposed training.

These branches which make up the International Training Division are: Labor and Industrial Relations, Industrial Techniques, Public Administration, Education and Health, Rural Development (Agriculture) and Public Safety.

Decisions as to the feasibility of the training program are first made by a committee within one of the training branches, or by the program officer himself. The participant's previous education, his interests, ability to speak English, and the

training program suggested in the PIO/P may indicate that programming for the participant may be of questionable value. Sometimes it is not possible to implement the training plan within the United States. In this instance, the Mission is informed of the reason for rejection and suggestions for alternate ways of accomplishing the desired goals are made. Further training in the home country may be indicated. The participant may need instruction in language or in technical skills as a basis for further training. A suggestion may be made that a "third country" be used as the location for training when the United States does not provide the certain necessary elements.

The director within a given training branch refers a specific training request to a Program Manager, or Program Specialist. The Program Manager is selected on the basis of his special knowledge of the field, his experience in programming for participants, or his knowledge of a geographic area. Very often the Program Manager uses a previously planned program in order to develop a training plan. Sometimes he finds it necessary to develop a new program by using the information in the PIO/P and BIO data sheets, as well as his experience and technical knowledge in the field.

Although some training is done within AID, as in the Public Administration or Communications seminars, the implementation of

most programs depends upon the cooperative effort of many federal, state, and private institutions. It is the responsibility of the Program Manager to contact these organizations. The major function of the International Training Division then is to coordinate and implement training requests by determining the appropriate cooperating agency or training facility and arranging an appropriate program. This includes designing both the methods and content which will equip the participant for his new or expanded role after his return.

The Programming Agency or the Cooperating Federal Agency.

Training branches in ITD are responsible for most of the programming. There are, however, instances where other facilities, already organized for training, are used. There are several examples of this:

1. The Agriculture Training Branch of ITD reports that 99% of its programming is handled by the Department of Agriculture. The Foreign Training Division of the Department of Agriculture has excellent training facilities in its extension services throughout the country. The Department of Agriculture determines for the AID Agriculture Training Branch which location will best serve the participant.

It also makes decisions about whether the training should be directed toward the individual participant, or whether the trainer and participant would benefit more if the training were given to groups; or, whether United States or third country facilities should be used. Final approval of a training program, however, rests with the AID Agriculture Training Branch.

2. At least 50% of the programming of the Health and Education Training Branch is handled by the Department of Health, Education and Welfare. Training is carried out at such institutions as the National Institutes for Health under the Public Health Service, and at many public and private universities and colleges through contact made by the Office of Education.
3. Almost 50% of the programming for the participants in the field of labor is handled by the Department of Labor, Bureau of International Labor Affairs. Most of this is training in labor legislation within such fields as labor standards, employee security,

labor statistics, trade unionism, and apprenticeship training. Direct programming for the participants takes place within the Bureau of International Labor Affairs (BILA) and programs are approved by the ITD program manager of the Labor and Industrial Techniques Training Branch.

4. Programming for technical training in aviation is handled almost entirely for the Industrial Technique Training Branch by the Federal Aviation Agency. Programming begins well in advance of participant selection since a well-planned program already exists at the FAA training facility in Oklahoma City, Oklahoma. At this Academy, the participant receives academic as well as practical on-the-job training. In addition to training in Oklahoma, FAA trains participants at various air fields throughout the country. The programming for participants in this field is also approved by the AID branch chief and any changes within the program must be approved by AID.

Programming outside of AID is done only when "special" kinds of training are required and in instances when the arrangement of these programs would place an additional burden on ITD. Those agencies which do programming for AID do so with regard for the overall AID program and the participant. In these instances AID retains final control.

The Training Institutions. The International Training Division and the programming agencies work directly with the academic, government and industrial organizations which do the training for the AID Participant Training Program. The Program Managers within the Division contact personnel in these organizations to set up training schedules for their programs. There are several hundred of these organizations throughout the United States.

Contacts may be in the form of a letter or a telephone call to representatives of the organization. A resumé of the participant's background, his training needs, the country's goals, and any other information that may be helpful in making a definite commitment for training is sent to the institution.

The training may be outlined in detail for the organization, or the planning may be left to the training personnel of the cooperating organization. Before training begins, the Program Manager of AID or the cooperating agency reviews the plan with the person in charge of training, and changes are then made only with AID approval.

Universities are often given a suggested course outline which the programmer feels best meets the needs of the participant. Changes may be suggested by the university if it feels that the participant does not meet the requirements for a specified course. Auditing a course for background development rather than taking it for credit is often suggested. Universities may also develop special courses for the participant, as in the case of the Public Administration Training Branch which contracts with several universities to plan special programs for its participants.

Once arrangements for training have been completed, some one in the training institution sends formal acknowledgment of such agreement to AID. If further information is required about the characteristics, date of arrival, and program goals of the participants, this is furnished. Most institutions want to know the nature of the training requested in advance of the participant's arrival. Often a Program Manager himself

does not get information in time for proper scheduling. The people in the training institution find themselves really "cooperating" by making special efforts to plan for participants who arrive with very short notice. By contrast, some programs may be carefully planned months in advance only to have circumstances arise at the last moment which prevent the institution or organization from taking part in training. In this instance, the Program Manager must make different arrangements so that his program can be carried out.

Universities and colleges must know about the participant and his training plan well in advance of his arrival. They need to know how many students to expect each semester. It sometimes happens that the academic institution is given little time to prepare for the admission of the participant. This added burden of admitting students at the last moment, combined with arranging for appropriate courses, housing and other details, is sometimes discouraging. This usually occurs because enough lead time was not allowed for making detailed arrangements.

On the whole, the International Training Division and programming agencies try to give the training institution as much assistance as possible. AID and the programming agencies try to provide the institution with adequate information about

the desired training. If the information is not complete, the institution may request additional help. Regional representatives from the programming agency and AID officers and Program Managers are available for consultation when problems arise. The relationships between people in the Washington offices and those in training organizations are generally very good. Difficulties can usually be corrected with little effort.

Contractual and Financial Arrangements. The cost of the Participant Training Program is difficult to measure. The 1961 budget gives some idea of the importance given to participant training as one part of the total AID program. Fiscal year 1961 obligations for participant training were forty-seven million dollars. A large proportion of these expenditures was spent in the United States by AID. This budget includes the payment of expenses to the participants while they are training in the United States and charges established by agreement between AID and the cooperating agencies and training institutions. These financial and contractual arrangements are made through the Operations Support Office of the International Training Division.

In the past many private organizations have entered into contractual agreements with the State Department to

train and program participants for AID. Recent trends seem to indicate that there is an effort to confine such programming to AID. For instance, the Public Safety Division of ITD is now directing the training and programming of foreign policemen. Until December 1962 the International Association of Police Chiefs did this for the State Department. It is the feeling of people in AID that such action will concentrate training direction in one office and make the programming more efficient. A working relationship still exists, as it has in the past, between the International Association of Police Chiefs and the AID Public Safety Division.

(1) Payments to the participants: While in training the participant is paid a per diem to meet his various needs. For example, while traveling, the participant receives \$15-16 per day to cover lodging and food. Transportation costs are sometimes paid in advance by AID when the participant is traveling from Washington to some distant training point. When the participant makes a change during training, he is sometimes required to pay for the transportation himself and then request reimbursement. When not traveling, there may be adjustments made for per diem if it is apparent that the allotted amount is either too much or too little. The cost of living in some cities raises expenses, while living in small towns is not so expensive. "In residence" per diem may

range from \$7-10. An allowance for books and training materials is also provided.

(2) Payments to training institutions: Payment for training is made on the basis of formal, but flexible agreements. Sometimes no payment is required.

When payment for training is required: This is to be expected in the academic institution where the participant is required to pay the usual fees. Contractual arrangements of the "open-end" type (those running from year to year and needing no renewal) are made with academic institutions. The institution agrees to train a reasonable number of students or participants for as long as their training request specifies, provided the participant attains the required academic level. The institution receives a voucher from either AID or the cooperating agency which lists the participants to be trained, their suggested program of study, and the anticipated cost of such training. This voucher is kept as a record in the comptroller's office and billing is made against the agency sponsoring the participant. For instance, if the Department of Agriculture refers a participant to a university for training, this Department will be billed, but the institution usually knows

that this participant is sponsored by AID, and that AID will reimburse the Department of Agriculture for the costs of the training. AID also pays the cooperating federal agencies for its part in programming the participants. The Foreign Training Division of the Department of Agriculture and the Bureau of International Labor Affairs of the Labor Department are both supported by AID. This is also true of a number of other cooperating government agencies.

When payment for training is not required: Many organizations which cooperate in providing time and staff for a specified number of hours or days for training participants do not charge AID for such training. People in these organizations are willing to contribute to programs sponsored by the United States Department of State and believe that their contribution is well worth the effort. For example, the World Bank handles brief observational tours for participants and charges nothing. The people in charge of training believe that the participant and the organization have benefited if some of the information on international loans and financing is carried back to the participant's home country. Through this activity, the operation of the bank is made easier by the growing understanding of

its role in international finance. This is also the case in many business organizations. The training officer believes that his organization's contribution to training participants is well repaid if the participant reacts favorably to methods, techniques, and the product. This activity may enhance the chances of international marketing of such a product or technique and contribute new ideas to a developing country.

The home country's part in the cost: The home country often either shares in or completely covers the cost of transporting the participant to this country. In some instances, AID has paid full transportation costs to this country. The home country also pays the participant's family all or part of his previous salary while he is in training. The participant's employer is also obligated to rehire the participant after his training.

Types of Programs

The participant is offered three general types of programs: observational, academic, and on-the-job. These names suggest the kind of training, but are not meant to imply that the participant may be trained solely within only one of these categories for his entire program. A participant may be assigned academic training following a brief observational tour in order to prepare him for future on-the-job training, or while enrolled in an educational institution, the participant may be assigned to observational tours, as well as on-the-job training. To better understand this, one must first know what is included in these training programs:

Observational: This activity is planned primarily for people with greater job responsibilities at home, who cannot be spared for long periods of training. It includes visits to industrial plants, banks, farm cooperatives, labor unions, businesses, government agencies, universities, and other organizations. By observing the functions of the industrial, agricultural, academic, and governmental organizations, the participant, or groups of participants, called teams, are able to compare these activities with those existing or planned in his country. A visit in these locations may last from one hour to a day or two. They are scheduled in advance by the program officer who suggests to the appropriate personnel the areas that need emphasis. The

participant is usually accompanied by interpreters since English language facility is not essential for most observational tours.

Academic: Participants selected for formal classroom work come under this category. Their training may begin in an academic institution in order to prepare them for further assignments in other types of activities, or they may be designated for this training with the express purpose of working toward a degree. The participants are assigned to one of various educational institutions throughout the country for a period ranging from a semester to several years. Formerly their assignments ran for one year, and upon request by the cooperating country, approval would be granted for further academic study. Presently, as so much background training is necessary before specialized study can be undertaken, the trend is to lengthen the course of study. Maximum English language facility is required for this training (test score of 80% or above in the AID sponsored American University language test), if study is to be in the technical fields. Scores of 70% supplemented by further English study will be acceptable in non-technical fields.

On-the-job: Participants selected for this type of training usually have already had a great deal of preparation in a specific operation. Most often the participants are sent to an industrial or agricultural training location where they can work along with other specialists in the field. In this way they are able to gain practical experiences in new methods of doing things, which they can apply to existing or planned operations in their home country. This type of training

varies in length according to experience needed. A moderate degree of competence in English is required.

As suggested above, training in any field may encompass all of the above types of programs. For example, the Trade Union Division of the Department of Labor reports that 75% of their training is done through observational tours, 23% through academic study, and less than 5% through on-the-job assignments. This does not mean, however, that those participants enrolled in academic study do not engage in observational tours to supplement their training, or that they will not take part in on-the-job training. This is also true of the training given by the Federal Aviation Agency. FAA training directors say that approximately 35% of their participants are enrolled in academic training, 35% in on-the-job training, and 30% are engaged in observational programs. But within those programs designated as academic and carried on at the Academy in Oklahoma City, participants may be assigned to traffic control duty or make brief observational tours of other air fields. The Agriculture Training Division which directs participants to the Foreign Training Division of the Department of Agriculture, states that 60% of the participants are assigned for academic training, 40% for observational tours, and 25-35% of all participants trained may get on-the-job training. So while training programs are designed in three general ways there is often overlap which provides the participant with a more rounded training program.

Participant Selection and Assignment

Several factors are considered in the selection and assignment of the participant for training. There are five conditions that must be met before an individual is selected for training:

1. The participant must pass a careful security check, must be of excellent physical and mental health, and known to be of good moral character.
2. The participant must be an individual who has served well in some capacity or position within an organization which is high in priority in the social and economic development plans of the country.
3. The participant should be well motivated and appreciate the importance of his training and the place in his country's goals.
4. The participant must have the ability to retain training information, relate it to his country's needs and on his return to communicate this information to his associates.
5. The participant must obligate himself to serve his country for two years after his return and transfer through teaching or work the skills and technical knowledge gained during his training.

No participant will be selected, accepted or assigned by his country, USOM officers, or AID unless these conditions are met.

The participant must be able to prove that he can contribute more to his country in the future if trained in a specific field.

Unfortunately all individuals who meet these conditions can not be assigned because budgetary considerations must determine the number selected for training in any given year.

In addition to these five general conditions, there are other factors which enter into selection, but which, depending upon the circumstances may be waived. These are: competence in English, appropriate educational background, and practical field or work experience. In the case of some emerging countries, there are few individuals with background training and experience to satisfy these conditions and still meet the general aims of participant training. In these instances, the selection committee takes into consideration the lack of skilled personnel, and the needs of the country. Individuals with little preparation for training and/or limited English ability receive special courses to increase competence in both fields.

The decision to waive background requirements is exceptional, however. In almost all cases, the participant must fulfill requirements of previous technical training, practical experience, exhibit a prescribed English language ability, and show definite promise in assisting his country in its initial stage of development.

Teams: Following the decision as to the feasibility of the program, the program committee then determines if it is best to train groups of participants at one time or individual participants over a period

of time. These groups, or "teams", are usually assigned to observational tours since it is more economical and practical for a group of participants to witness a given operation in any plant, than to have the same operation performed separately for each individual participant. There may be "teams" in academic and on-the-job programs as well. In some cases, participant programming may be delayed because there are not several participants who are interested in the same training. The individual participants who can afford more time for training are assigned to specific academic programs or on-the-job operations, but, as suggested previously, may combine in groups to engage in observational tours of the technical, managerial, or professional operation in which they are being trained.

Program development for observational tours: This is done for groups of 8-12 participants and is handled by the Program Manager or Program Specialist of a training division. Planning takes from 30-90 days. The program allows a variety of activities on observational tours: lectures, meetings with professional groups, travel, free time, and evaluation sessions. As soon as all dates and training locations are confirmed, the program is prepared and copies of it are sent to AID and then overseas for approval. A copy of the proposed program with an arrival date is sent to each institution. The itinerary includes additional information on the objectives of the training and the characteristics of the participants to be trained. When the cooperating country returns the copy of the

proposed program, any suggestions for changes are noted and incorporated if possible. These changes are relayed to the people in cooperating organization and, if possible, they rearrange their part of the program to meet the needs of the total program. At this point, a new program is outlined including all changes, the date is confirmed, and the copy again goes to AID for its approval to be forwarded overseas. Occasionally it has happened that participants arrive before all details of the program have been completed. In this case, the participants meet with their Program Manager in Washington and changes are made at this time. The itinerary as outlined is followed through to its completion, unless unforeseen problems arise within the cooperating organization and the Program Manager must make new arrangements in order to fulfill the training objectives of the program. Any changes in the program are made with the knowledge of AID.

Observation "teams" are generally accompanied by one or two interpreters and an AID representative, i.e., a Program Manager or Technical Leader. The AID representative supervises the tour and confers with organizational training personnel throughout the country to see that the objectives of the program are met. He also directs evening seminars held with the participants and the interpreter to evaluate the progress of each participant.

Individual participants' program development: Since most individual participants are here for academic training, the Program Manager contacts educational institutions and gives them information on the

number of participants to be trained, their fields of interest, and background information as developed on the PIO/P and BIO forms. The educational institutions often have less time to plan for the arrival of participants. Course outlines are followed unless the institution thinks more preparation is required. If this is the case, other courses may be added, or suggestions for auditing instead of obtaining credit may be made if the participant's time is too limited for intensive study. Degree students, however, must meet the school's standards and the course of study must be followed if requirements for the degree are to be met.

The Participant and His Program

Upon arrival in the United States, the participant is met usually by an AID representative, a cooperating institution's regional representative, or a member of the State Department reception committee. The point of arrival determines who meets him. The participant usually stays in a hotel when he is settled. The receptionist reviews the next few days of activity with him. This generally includes a formal orientation program and briefing by the Program Manager on the itinerary for participants in observation programs and a review of plans for participants in on-the-job and academic programs.

Orientation. Orientation of the participant is sometimes provided in two separate areas: (a) an introduction to United States culture which helps the participant become sufficiently adjusted so that his training period is not made difficult by misunderstandings of social and cultural traditions and customs; (b) a review of the total training program by the participant and the program officer so that the participant understands the objectives of the total program, and so that the Program Manager can revise the training schedule if some major problem appears. By allowing a week or two for this important phase of pre-training, the participant and AID have a firmer foundation on which to develop their training program.

(a) Orientation to the United States Culture: This important task is usually carried out by the Washington International Center in

Washington, D.C. Operated by the Meridian House Foundation since June, 1961, the Center receives foreign visitors sponsored by many federal, private, and international groups. Of these groups, the Washington International Center received over three thousand participants during 1962. Its staff arranges to meet participants upon arrival, assists them in getting hotel rooms during their orientation period, schedules a program of lectures and discussions on United States culture. They also plan evening and community activities to encourage the participant to engage in social functions as soon as possible.

The orientation at the Center lasts five days as a rule, during which time the participant is given instruction on the city transportation system, where to go and what to see while in Washington. Informal discussions are held on such topics as: "The Land and People of the United States of America", "Religious Life", "The Family and Community", and "The School". These sessions are aimed at acquainting the participant with the United States so that his training will be accomplished with greater ease.

(b) Review of the training program: Almost all participants, with the exception of those going directly into academic study, are scheduled for a conference with their program advisor or Program Manager. A brief reception is held at the State Department, AID office, followed by a review of the program with those officers in charge. During this conference his training plan is reviewed. If

the participant disapproves of anything, the matter is handled during this conference and changes in the program can be worked out. Although every effort is made to satisfy the wishes of the participant, the country's plan is more important in all training programs. If the country plan is not affected by any changes, then a program may be changed to suit the needs and desires of a participant, provided such changes can be made with the cooperating organization as well.

The Training Period. The training of a participant has a very human side to it, as well as its technical, impersonal side. The participant has new experiences daily and must be assisted in meeting these experiences so that his entire adventure in training in the United States is both favorable and rewarding. AID is obligated to see that he is well housed, kept physically and mentally well, and treated with courtesy by American citizens. AID encourages all participants to live in clean, convenient, moderately priced accommodations and tries to see that the daily allowance for maintenance is sufficient to meet these costs.

In addition to maintenance salary, the participant is covered by AID health and accident insurance, including hospitalization. In case of illness, treatment is administered and the Program Manager is notified. Educational institutions usually provide medical care for their students and the registered AID participant is included. In cases where long-term treatment is necessary, AID arranges with the host country to have the participant return to his home.

The Program Manager who accompanies teams on observational tours generally handles special problems and the Foreign Student Advisor of an educational institution generally handles those problems on campus. The participant is always able to contact his "advisor" in AID when necessary.

In addition to the personal services mentioned above, a participant often is included in community-sponsored activities which draw him closer to the life of the United States citizen. Community groups and individuals sponsor picnics, tours, luncheons, and other social activities to make the participant feel "at home". Frequently, files are kept of families who welcome the opportunity of inviting participants into their homes for dinner or for an evening. Professional groups in the community often try to share their interests with the participants and encourage them to participate. AID shares the cost of registering in professional societies. These courtesies add to the overall success of the training program.

Reporting. During the course of training both the participant and people in the training institution are often required to submit reports on the progress of training. The reports by the participant may be written with the Program Manager or Technical Leader or he may write them himself. These may be submitted bi-monthly, monthly, or in mid-program to AID.

The frequency of reports written by the training people depends on the length and type of the program. For example, for a two-week

seminar in police methods, AID will not require the institution to submit a report during that training period, but will require it to report on completion of the training.

Observation programs of a few weeks are sometimes difficult to report about. The training institution that supplies an hour or day of training will not furnish a report, but the Technical Leader or Program Manager accompanying the teams will send in reports to AID about the training as it progresses. FAA requires its participants to report on their training as it progresses and these reports include such topics as personal problems, evaluation of the training by the participant and expenses. The training supervisor in the institution also signs the report.

Educational institutions send grade reports to AID and this is usually the only formal evaluation made of these participants. Unusual problems that may arise during training are brought to the attention of the Program Manager and are handled by him through AID and the cooperating country if necessary.

Although formal evaluation is frequently attempted, it is often not practical. This is particularly true of observational tours and short academic or seminar studies. The Program Manager is able to evaluate the training primarily on the basis of what the participant appears to be getting from the training. Language difficulties may make it impossible for people in the training organization to know if the information given is understood. They usually have no way of checking

on the accuracy of the interpreter. The true evaluation of training ultimately depends upon what the participant does when he returns home.

Before the participant leaves for his home country, he must make out a "pre-departure" report. This report describes the training he has just completed, his attitudes toward the training in general, which parts he considered to be most useful and what application he plans to make at home.

Some training divisions also request "exit interviews" with some of the participants. Those participants coming from new cooperating countries are of special interest to the Program Manager and a meeting is usually arranged to discuss the participant's experiences. These interviews are recorded and kept for reference.

End of Training. Many organizations hold a special event upon the completion of training. Luncheons, banquets, formal graduation exercises with certificates and pictures often mark the end of training. Very often, these events are attended by the representatives of the cooperating agency and AID. The participants sometimes arrange banquets in honor of their trainers as a way of saying "thanks".

Formal evaluation studies, sponsored by AID are now being conducted in all of the cooperating countries to determine the extent to which training has been applied to the country's plans for development.

In addition, many institutions and instructors maintain an informal contact with the participants through newsletters and correspondence.

PART II

GUIDE TO USING THE INTERVIEW SCHEDULE

Part II. Guide to Using the Interview Schedule

Introduction

The primary purpose of this study is to obtain the opinions and attitudes of people who have either an administrative or a direct training role in the Participant Training Program. The interviewer should keep in mind that this is not an evaluation of a particular program, a particular institution or a particular person. It is possible that some people connected with a training organization may interpret our questioning as an evaluation of that organization. It should, therefore, be stressed that we are primarily interested in obtaining suggestions for improvement in the overall program and that the report to AID will not identify the individuals or a particular training site or program. It should also be stressed that we are interested in obtaining a description of their program and their suggestions for making the overall Participant Training Program better. On the page preceding the interview schedule is a set of suggested introductory statements that can be used when starting an interview.

The Program. It is evident from the description of the AID Participant Program that almost any generalization that is made about the kinds of activities that individual participants engage in during their training may have exceptions. This is also true of a generalization about a particular program. The word, "program" refers to many things. It sometimes indicates one individual

participant's training plan. It sometimes indicates the training offered to a group. It may also refer to the training of a group of participants where some instruction is the same for all and, in addition, supplementary courses are planned around the individual's particular needs.

The concept of developing or planning a program is also complex. It starts with the selection of the participant and the determination of his particular need. At each stage of his selection, orientation, and training, program officers or training personnel must frequently re-determine his needs and adjust the training to these needs. Sometimes it is necessary to redefine his goals in terms of the training that it is possible to offer. It is true also that plans may have to be revised because the training administrators and individual trainers have not obtained complete information on a participant or a team of participants until after they have arrived.

In addition to the large diversity of types of programs and training offered, there will be wide differences among interviewees in respect to their knowledge of the program. There will be some people who will be very deeply involved in the program, as well as being well-informed about participant training in general. This may be the person who plans the program, or it may be the Foreign Student Advisor at a university, or some else. On other occasions the interviewer may find a professor who knows that he has foreign students in his class, but does not know that they are in an AID Participant Training Program, nor does he know what the program is about.

In industry, there may be people who give short lectures to teams who come through their organizations on observational tours. These persons may know neither that the teams are sponsored by AID nor fully understand the AID Participant Training Program. Naturally, the complete interview schedule cannot be used with people who are in these roles. Nevertheless, we do want to get their attitudes, opinions and suggestions toward the program and their comments as to how they could assist or be assisted by AID. Therefore, the interviewer will have to assess early in the interview what way and how deeply he should pursue the questioning with any particular interviewee.

Because of these large differences in background of the interviewees, the interviewer may find that a person who knows a lot about his program will volunteer answers to most of the questions we want to ask, but possibly not in the order present in the interview schedule. Because of this we have supplied a check-list of subject topics and questions so that the interviewer can quickly note which subjects have been covered and which have not. It will also be true that some of the questions in the schedule will not apply to a particular individual and his role in the program. Naturally when this happens, these questions need not be pursued.

In other instances, it may be difficult to obtain direct answers to specific questions. An illustration of this might be questions regarding the selection of trainers (Question No. 40-43).

The reason that a particular professor in a university was selected to train a particular trainee may appear to be obvious. He was teaching the course that the trainee wanted, or it may be that the foreign student advisor or someone else has made a choice between two professors teaching the same course. This may have been done to direct the participant to a particular professor in preference to another because of how the course was taught, or the fact that one professor took a greater interest in the participant trainees (or foreign students).

Training activities vary in length. Some are half-day lectures to participants on an observational tour in a business organization. Others involve several months or years at a large university where there may be many separate programs. Naturally, in a large university, it will be impossible to talk to all of the professors who have participant trainees in their classes. It will also be impossible to obtain information about all of the different kinds of training that are being undertaken. In other instances, specialized programs at certain colleges, can be described as coherent wholes.

A number of pilot interviews have been conducted which have provided a great deal of helpful information about the conduct of the study. The discussion which follows is based upon the experience obtained in these pilot interviews.

The Interviewees. Interviewees can best be described by the relationship which they have to the Participant Training Program. We are interested in obtaining information from people in seven different roles. These roles are discrete, but an individual may perform more than one in any particular program. For instance, the person who explains the technical operations in a plant may also be the same person with whom the original tour was planned. There are two major roles in the governmental or industrial setting, and five in the academic one.

Government and industry

1. The contact person. This is the person with whom the ITD program officer makes the arrangements for training. He is usually responsible for helping to plan the program, and arranging for personnel to teach, demonstrate equipment and techniques, or act as guides on observational tours. Often the contact man is thoroughly acquainted with the AID program. Occasionally, he will have only limited knowledge.
2. The trainer. This designation refers to the person who actually gives the instruction to participants. His activities may vary from conducting short tours to supervising long-term, on-the-job training.

Academic Institutions

1. Contact person. In a university the contact person usually does have considerable knowledge of the Participant Training

Program. In large universities there may be several people who fill this role. This occurs because separate departments or colleges of a university may have different training programs. On the other hand, it may be that one person has been designated by the university to be the primary contact with AID for all of the participants who come to the university, either in teams for special short courses, or as individuals.

2. The Foreign student advisor. The Foreign Student Advisor at the university is usually a person who is concerned with all foreign students but, in the fulfillment of this role, usually has some responsibilities for the Participant Training Program. In some universities the foreign student advisor is also the contact person. The foreign student advisor usually is concerned with such things as housing, providing social contacts for foreign students and helping them with language difficulties. Frequently the foreign student advisor may also teach some courses to foreign students including participant trainees, either in English or in United States History and Customs.
3. The Department chairman. Sometimes serving also as the contact person, the chairman usually plans and assigns the instructional participant trainer. Occasionally the chairman may not be aware of the program or differentiate among the foreign students in his department.

4. The professor. There is a good deal of variation in the degree of involvement which the professor has in the program. Sometimes he is contacted directly by AID to plan and teach in a specific program and sometimes like the chairman, he is not aware of his specific contributions to the program.

5. The Comptroller, or bursar. The comptroller or bursar in the university is usually concerned only with the problems of handling the financial aspects of the Participant Training Program with AID in Washington. Frequently, however, the bursar may be the only person on campus who knows exactly how many participant trainees there are and in which departments of what courses they are enrolled.

In the development of the interview schedule, we have attempted to indicate those questions which will be more appropriately answered by each of the people in the seven different roles.

The fact that a particular role is indicated beside a question only means that it is possible that this person will have information in this area. It does not mean that all of the people in this role will have such information. These designations are given primarily so that the interviewer can plan his interview before starting it.

Early in the conversation the interviewer should try to assess the degree and kind of involvement the interviewee has in the program, and choose his questions accordingly.

The Interview Schedule. The interview schedule has been divided into three major categories. The three major categories are: I. Information about the Interview, II. The Program, and III. Suggestions for Change. It is anticipated that many of the questions asked in Category III will have been answered in Category II--The Program. Category III--Suggestions for Change is added so that at the end of the interview, the interviewer can quickly determine whether or not he has obtained suggestions or opinions in the several different areas. If he has not, he may want to ask for suggestions in the areas indicated. In addition to having a general summary of these areas in this category, we are also interested in the evaluation of the training program made either by the training personnel, by AID, or by a programming agency.

There are nine subcategories in Category II--The Program. (A) A description of the training program, (B) Contact between the interviewee and AID/W. (C) Planning the program, (D) Information about the participant, (E) Evaluation and reporting about the participant's progress, (F) Training personnel, (G) Facilities offered by the training institution, (H) Social and personal services provided the participant and (I) Follow-up of the par-

ticipant after he leaves the United States.

We are interested not only in the description of programs, but wish to discover specific problems the interviewee sees in the program and his opinions and his suggestions for change. In some instances, this will require careful probing on the part of the interviewer.

In each of the areas we want a description by the interviewee of a particular activity that he has knowledge about, a discussion of problems that arise in these areas, and finally, suggestions for improvement. As mentioned before, any one interviewee may not be able to answer all of the questions within an area. It is also true that the entire schedule is too long for the usual one hour to one hour and a half interview.

Therefore, we do not expect all the questions to be asked of any one person. It is desirable to obtain answers to as many questions as possible for each interviewee. Before starting his interviews, the interviewer should study all the questions in the schedule and become familiar with them. It would even be helpful for him to read them aloud and attempt to memorize--not necessarily the exact wording--but the content of each question. He should also pay special attention to the notes in the schedule and the discussion that follows.

Although the questions on the interview schedule have been arranged in the order in which they are most likely to be asked, the interviewer will find that an interviewee who knows a lot about the program may talk about different aspects of it

in a different order than the one presented. This is the primary reason for the checklist, so that the interviewer can check those areas that have been covered and know which questions he has yet to cover. This checklist has mnemonic devices for all of the questions that you might ask in any interview. The interviewer is urged to limit note-taking during the interview as much as possible.

We have also provided a separate sheet which designates the particular questions which may be more frequently answered by the interviewees in different roles. This second sheet can be used along with the interview schedule checklist as a guide in an interview with a particular person.

The Data Recording Form. As we have said, we do not expect all questions to be answered by any one individual. Therefore, although the Data Recording Form appears long and cumbersome, the interviewer is not expected to complete each item for each interviewee. If the interviewer is concerned with a particular coherent unified program, it is expected that questions not answered by one of his interviewees, may be pursued with another.

If the interviewee has written material about a particular program that he can give you, you do not need to give a detailed description about the content of the program. If he does this, merely attach any printed material which he gives you to the data recording form and refer to it in answers to questions. If the printed materials clearly give the answers that we want, naturally it is not necessary to copy from the material.

The Data Recording Form is not intended to be used during the interview. However, the interviewer should complete the data forms as soon as possible after the interview is over. It would be helpful if he allows enough time between interviews to complete the forms.

Finally, the interviewer will have to use a great deal of judgment (which can be acquired through a thorough knowledge and understanding of the materials in this manual) in the early part of the interview, so that he will know which questions to ask, which questions to probe about, and which ones to pass over.

NOTE: If the interviewer asks if he may have a copy of the final research report, you may tell him that he can probably obtain one by writing to the International Training Division of AID after June 1, 1963. Because the number of reports will be limited, however, please don't offer this information unless he asks for it.

PART III
INTERVIEW SCHEDULE

SUGGESTED INTRODUCTION TO THE INTERVIEW

The Institute for International Services of the American Institute for Research is conducting a study of the organizations which cooperate in the Participant Training Program, sponsored by the Agency for International Development. The Agency for International Development has asked us to do this because they feel it would be helpful to them to obtain information and opinions from people within these organizations who either train or administer training or observation - orientation programs for the foreign nationals who come to this country. The primary purpose of this study is to obtain "feed-back" information from the people who are actively engaged in training and orienting participants. This will assist the Agency for International Development in Washington in making plans for the future.

We are not interested in obtaining an evaluation or assessment of any individual training institution or organization. For that reason no particular person or institution will be mentioned in the report to the Agency for International Development. What we are interested in is obtaining suggestions for making the over-all Participant Training Program better.

We have developed a detailed questionnaire schedule so that we can get a comprehensive coverage of the entire program. Not all of the areas in the schedule will be appropriate to your personal work or to your organization. If, in the course of our conversation, you find that I am asking for information or opinions that are irrelevant to the part that you or your organization has in the program, please let me know. I would also appreciate it if you would refer me to other persons, if it should happen that a question is not appropriate to the things that you do, but is to someone else in your organization.

INTERVIEW SCHEDULE

Government Academic
& Industry Institutions

I. Information About the Interviewee.

ATT.

- a. Obtain the name, job title, the amount of time he spends on the program and what his role is in the participant training program.
- b. How long has your organization cooperated in the program?
- c. How long have you, personally, been associated with the program?

II. The Program.

A. The Description

Cont. Prof.
Tr. Cont.
Dept. Ch.

2. a. What is the nature of the training that you give?
 - b. What is the primary type of training given? (i.e., on-the-job, observational, academic.)
 - c. Do you have all three types of training combined in your program at once? (If yes) What percentage of the total training program is devoted to each of these types?
- ALL
3. a. How many participants do you have here each year and (in industry) per visit?
 - b. Is the number of participants too many or too few?

Government & Industry Academic Institutions

All

4. a. Do you train teams or individual participants?

b. What percent of participants are in each category?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

5. What are the specific goals of the training?

B. Contact with AID or Programming Agency

Cont.

Cont.
Dept. Ch.
Prof.

6. What office contacts you to undertake the training of participants?

Cont.

Cont.

7. a. Do you have contact with AID or the programming agency officials other than that of the initial request for training?

b. (If yes) What is the nature and purpose of the contact, with whom, when, and where it occurs?

c. (If no) Do you think such contact might be helpful?

Cont.

Cont.
Dept. Ch.
Bursar

8. a. Do you have enough time to plan training before the participant arrives?

b. (If no) How much more time do you think you need? Why?

Government Academic
& Industry Institutions

All

9. a. Do you receive information on the overall participant training program of AID?

b. (If yes) What kind of information do you receive? From whom?

c. (If no) Do you think such information would be useful? When?

All

0. a. Do you receive any information on the individual participant?

b. (If yes) Does this information include the PIO/P, BIO data, workbook, or other?

c. When is it received? From whom?

d. Is this information helpful to you? Do you have suggestions for improvement?

e. Does the participant see the PIO/P complete or minus the first page?

f. (If no) What kind of information would you like and when would it be most useful?

Government & Industry Academic Institutions

All

11. a. Did you receive information about the objectives of the participant's program?

b. (If yes) What kind of information? From whom? When it arrived? Was it helpful? Suggestions for improvement?

c. (If no) What sort of information would be most helpful to you?

C. Program Planning

Cont.

Cont.
Dept. Ch.
Prof.

12. a. How much time do you spend in planning a program for the participant?

b. Do you have enough time to plan the program before the participant arrives?

c. (If no) How much more time was needed? Why?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

13. a. Is the participant's program specially designed for him or not?

b. Describe details.

Government
& Industry

Academic
Institutions

Cont.

Cont.

14. a. How were participants assigned to your program?

b. Do you think the assignment was a proper one? Why?

Cont.

Cont.
Dept. Ch.

15. Who in your organization develops the program?

Cont.

Prof.
Dept. Ch.

16. Would you describe the methods of training used in your program?

Cont.
Tr.

Prof.
Dept. Ch.

17. a. What is the length of your training program?

b. Is this too long? Why?

c. Is this not long enough? Why?

Cont.

Cont.
Dept. Ch.

18. a. Do you have any help from any other programming agency in developing your program?

b. (If yes) What agency and who are involved?

c. Has this been helpful?

Government
& Industry

Academic
Institutions

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

19. a. Of the information which you do receive from AID or other sources, which do you find most helpful in planning the program?

b. Do you have suggestions for improving the type of information furnished you?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

20. Did the information sent you reach you in plenty of time?

Cont.

Cont.
Dept. Ch.
Prof.
FSA

21. a. Does anyone review the program that is planned?

b. (If yes) Describe.

c. (If no) Do you think a review would be helpful?

Cont.

Cont.
Dept. Ch.
Prof.
FSA

22. If it is your responsibility to approve a particular program, what factors influence your decision?

Cont.
Tr.

Cont.
Dept. Ch.

23. a. Are there many changes in the program once it is approved?

b. (If yes) What kind and why?

Government & Industry Academic Institutions

Cont. Prof.
Tr. Dept. Ch.

24. How would you define the level of the program?

D. The Participant

Cont. Cont.
Tr. Dept. Ch.
Prof.

25. a. Do you think that the participant fits into the training level of the program?

b. (If no) Why?

Cont. Cont.
Tr. Dept. Ch.
Prof.

26. a. Are there any prerequisites for the participants in this program?

b. (If yes) What are they? Who determines them?

c. Are they ever modified for participants?

d. (If no) Would prerequisites be helpful?

All 27. How does your image of the "ideal" participant differ from those you have trained?

All 28. Do you observe any differences between the AID participant and other persons from foreign countries who visit or are trained here?

Government Academic
& Industry Institutions

All

29. a. Do you observe any differences between the AID participant and Americans being trained?

b. Do you find it necessary to change your methods of training for AID participants? Why?

Cont.
Tr.

Prof.
Dept. Ch.
FSA
Bursar

30. a. Do you have any drop-outs? How many?

b. How are they handled?

c. What are the reasons for this?

d. Does this affect the program? How?

e. Would you like to make any recommendation with respect to this?

f. (Note: Ask Bursar "Does this affect billing - how? What can be done to help you?")

Government & Industry Academic Institutions

Cont.
Tr.

Cont.
Dept. Ch.
Prof.
FSA

31. a. Are some participants handicapped by language difficulty?

b. (If yes) What percentage have trouble with English?

c. To what extent is this a problem?

d. Does your program provide special language training?

e. (If yes) Describe.

f. (If no) Do you think it necessary and/or possible?

Cont.
Tr.

Prof.
Dept. Ch.
FSA

32. a. Is an interpreter necessary for your program?

b. (If yes) Does this present difficulties? Describe.

Government
& Industry

Academic
Institutions

Cont.

Cont.
FSA

33. a. Does the participant attend an orientation program before he arrives for training? in your organization?
- b. (If yes) Describe. Do you have suggestions for improvement?
- c. (If no) Do you feel prior orientation would be helpful?

E. Evaluation and Reporting

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

34. a. Do you evaluate the achievement and/or accomplishments of the participant?
- b. (If yes) How? Describe.
- c. (If no) Would formal evaluation be helpful? Your suggestions for procedures.

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

35. a. Do you send reports on the program to AID or the programming agency which sponsors the participant?
- b. (If yes) Describe.
- c. Do you get feedback from AID or the programming agency?
- d. (If no) Would such reports be helpful to you or to AID? Suggestions.

Government
& Industry

Academic
Institutions

Cont.
Tr.

Cont.
Dept. Ch.
Prof.
FSA

36. a. Does the participant fill out a report on his training?

b. (If yes) Describe content.

c. Do you help prepare the report?

d. Do you see it? Review it? Sign it?

e. To whom is it addressed?

f. Do you find it helpful to you?

g. (If no) Would such reports be helpful to you?

Cont.
Tr.

Prof.
Dept. Ch.

37. Do you think that the training has been helpful to the participant in view of the needs of his own country?

Cont
Tr.

Prof.
Dept. Ch.

38. a. Which part has been most helpful? Why?

b. Which the least helpful? Why?

Government
& Industry

Academic
Institutions

Cont.
Tr.

Prof.
Dept. Ch.

39. a. Do you evaluate your own phase of the training program?

b. Does AID or the programming agency help you to evaluate your part in the training program?

c. (If yes) How?

d. (If no) Would this be helpful?

F. Training Personnel

Cont.

Cont.
Dept. Ch.

40. a. How many people are involved in the training of participants here?

b. Who are they? What are their roles?

Cont.

Cont.
Dept. Ch.
Prof.

41. What other persons do you contact within your organization to assist with the training?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

42. a. Do you sometimes ask people outside your organization to help in training or in the program?

b. (If yes) Who? How many? Roles?

Government
& Industry

Academic
Institutions

Cont.

Cont.
Dept. Ch.
Prof.

43. a. Are there special qualifications required of people who are asked to help in the program?

b. Are exceptions made? Why?

c. Should there be other requirements?

Cont.

Cont.
Dept. Ch.
Prof.

44. a. Do you share information concerning the participant or the program with others?

b. (If yes) Describe.

c. (If no) Would this be helpful?

G. Facilities

Cont.
Tr.

Prof.
Dept. Ch.

45. a. What special facilities, equipment or materials are used in your training?

b. Are these facilities appropriate for the program? Adequate?

Government
& Industry

Academic
Institutions

Cont.
Tr.

Prof.
Dept. Ch.

46. a. Will the participant be able to use similar facilities at home?

b. (If no) Do you feel that exposure to these facilities will be of value to the participant when he returns home?

Cont.
Tr.

Prof.
Dept. Ch.

47. How much training time is spent using the equipment or facilities?

Cont.
Tr.

Prof.
Dept. Ch.

48. a. Are the participants prepared to use these facilities?

b. (If yes) Where did they learn to use the facilities?

c. (If no) Suggestions for preparation.

Cont.
Tr.

Prof.
Dept. Ch.

49. What additional facilities would you like to see used in the program?

Cont.

Cont.
Dept. Ch.

50. Do you have other types of training programs for the participants?

Government & Industry Academic Institutions

H. Social and Personal Services

Cont.
Tr.

Cont.
Dept. Ch.
Prof.
FSA

51. a. Are any social activities arranged for the participants?
- b. (If yes) Describe. Have you been involved?
- c. (If no) Would they be helpful? Would you be able to participate?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.
FSA

52. a. Does the participant meet or work with professional groups in his field?
- b. (If yes) Describe.
- c. Is the participant encouraged to become a permanent member of such groups?
- d. (If no) Would this be helpful?

Cont.

Cont.
Dept. Ch.
FSA
Bursar

53. a. Is transportation for the participant provided during the program?
- b. (If yes) By whom? At whose cost? Is this reimbursed?
- c. (If no) Does this present difficulties?

Government
& Industry

Academic
Institutions

Cont.

Cont.
Dept. Ch.
FSA
Bursar

54. a. Do you make arrangements for housing the participant?

b. (If yes) Describe how housing is selected; arrangements for payment.

c. Describe any problems connected with housing.

d. (If no) Who makes housing arrangements? In your opinion, are these arrangements satisfactory?

Cont.

Cont.
Dept. Ch.
FSA
Bursar

55. a. What do you do when a participant becomes sick or has an accident?

b. Do existing insurance plans or other institutional provisions provide for a participant's care?

c. (If yes) Is there additional cost to the participant? To AID? Or to your institution? Are there restrictions on the participant's eligibility?

d. (If no) How do you think these matters should be handled?

Government
& Industry

Academic
Institutions

Cont.
Tr.

Cont.
Dept. Ch.
FSA
Prof.

56. a. As you see it, what are the major personal needs of the participant while he is training here?

b. How are they handled?

Cont.

Cont.
Bursar

57. a. For what specific services is the participant billed directly?

b. Is he reimbursed? If so, promptly?

Cont.

Cont.
Dept. Ch.
FSA

58. a. Do you mark the end of training with a special event?

b. (If yes) Describe.

c. (If no) What is your opinion of such events?

Government
& Industry

Academic
Institutions

I. Follow-Up

Cont.
Tr.

Prof.
Dept. Ch.
FSA

59. a. Do you have any way of knowing if the participant applies his training skills when he returns home?

b. (If yes) How?

c. (If no) Would continuing contact be helpful in planning future programs?

d. Do you personally keep in touch with the participant after he returns home?

Cont.
Tr.

Cont.
Dept. Ch.
Prof.

60. In your opinion will the training be of immediate or long range benefit to the participant's home country?

III. Suggestions for Change

All

61. What do you conceive to be the major difficulties in training participants?

Government Academic
& Industry Institutions

- All
62. a. Does your organization derive any benefits from cooperating in the participant training program?
- b. (If yes) Describe.
- c. (If no) For what reasons does your organization continue to cooperate?
- All
(except Bursar)
63. Should AID play a more active role in program planning for the participant?
- All
(except Bursar)
64. Should the programming agency, if there is one, play a more active role in planning the program?
- All
65. Do you think training would be implemented more effectively if it were done in the participant's home country?
- All
66. Do you have any suggestions on improving the following phases of the program:
- participant selection
 - participant assignment
 - participant orientation
 - participant evaluation
 - program evaluation
 - personal services
 - follow-up on participant
 - training personnel selection
 - facilities used in your training
 - your training program

Government Academic
& Industry Institutions ,

All

67. In your opinion, should the Participant Training Program as it operates in your organization be expanded, curtailed, continued at about its present level, or be eliminated?

PART IV

INTERVIEW SCHEDULE CHECKLIST

24-6301

Expiration Date
September 15, 1963

Interviewee _____

INTERVIEW SCHEDULE CHECKLIST

Title _____

Be sure to probe for problems, opinions and suggestions for improvement.

Question

I INFO ABOUT INTERVIEWEE

- 1a. Name, job title, time, role.
- 1b. Time organ. in program; time interv. in program.

II THE PROGRAM

A DESCRIPTION

- ___ 2a. Nature of training
- b. Type?
- c. % of each?
- ___ 3a. No. of part. per year?
- b. too many, too few?
- ___ 4a. Teams or indiv?
- b. %?
- ___ 5 Specific training goals
- B CONTACT WITH AID⁴, PROGRAMMING AGENCY
- ___ 6 Office that requests training
- ___ 7a. Any other contact?
- b. purpose, who, when, where?
- c. helpful?
- ___ 8a. Enough planning time?
- b. More time needed?
- ___ 9a. Info. received AID program
- b. kind? source?
- c. Useful?
- ___ 10a. Info. received indiv. Part.
- b. PIO/P-BIO-data, workbook, other?
- c. When received, from whom?
- d. Info. helpful? Suggestions
- e. Part. see PIO/P-complete, incomplete?
- f. Info. needed? When?
- ___ 11a. Info. on objectives of Part's. program
- b. kind, when, from whom?
- helpful? Suggestions

Question

C PROGRAM PLANNING

- ___ 12a. Time spent planning?
 - b. Enough?
 - c. More needed? Why?
- ___ 13a. Specific program for Part?
 - b. Describe details
- ___ 14a. How part. assigned?
 - b. Assignment proper? Why?
- ___ 15 Person developing program
- ___ 16 Describe methods of training
- ___ 17a. Length of program
 - b. Too long? Why?
 - c. Not long enough? Why?
- ___ 18a. Outside help
 - b. Who, what agency?
 - c. Helpful?
- ___ 19a. Info. used in planning
 - b. Suggestions
- ___ 20 Info arrive on time?
Opinion
- ___ 21a. Review of program
 - b. Describe
 - c. Would it help?
- ___ 22 Factors involved in approving or disapproving program.
Opinion
- ___ 23a. Changes in program
 - b. What kind? Why?
- ___ 24 Level of training program
Opinion

D THE PARTICIPANT

- ___ 25a. Part. fit program level?
 - b. Why?
- ___ 26a. Prerequisites for Part.
 - b. What? Who determines?

Question

- ___ 27 Contrast "ideal" and "real" Parts.
- ___ 28 Contrast AID Parts. and other foreign trainees
- ___ 29a. Contrast AID Part. and U.S. trainees
 - b. Need to change teaching methods for AID Part?
- ___ 30a. Drop-outs? How many?
 - b. How handled?
 - c. Reasons?
 - d. Effect on program?
 - e. Recommendations
 - f. Bursar: billing problems?
- ___ 31a. Language difficulties of Part's?
 - b. %?
 - c. Extent?
 - d. Language training provided?
 - e. Describe
 - f. Necessary/possible?
- ___ 32a. Interpreter necessary for program?
 - b. Difficulties?
- ___ 33a. Orientation for Parts' pre-training, in-training?
 - b. Suggestions
 - c. Prior orientation helpful?
- E EVALUATION AND REPORTING
- ___ 34a. Evaluation of Part?
 - b. How?
 - c. Would it help? Suggestions
- ___ 35a. Send reports to AID or programming agency?
 - b. Describe
 - c. Feedback from whom?
 - d. Would it help? Suggestions?
- ___ 36a. Part. make report?
 - b. Content?
 - c. Do you help prepare it?
 - d. Do you see it, review it, sign it?
 - e. Addressee?
 - f. Helpful to you?

Question

- ___ 37 Training help Part. re needs of his country?
- ___ 38a. What aspect most helpful? Why?
 - b. Which least helpful?
- ___ 39a. Do you evaluate training program?
 - b. Does AID/Programming agency help to evaluate your program?
 - c. How?
 - d. Would it help?

F TRAINING PERSONNEL

- ___ 40a. No. of trainers?
 - b. Who? Roles?
- ___ 41 Who in organization assists positions and members?
- ___ 42a. Persons outside who assist?
 - b. Who? Job description, role?
- ___ 43a. Qualifications of trainers?
 - b. Exceptions to qualifications, why?
 - c. Other requirements needed?
- ___ 44a. Info. shared re Part. or program?
 - b. Describe
 - c. Would it help?

G FACILITIES

- ___ 45a. Special facilities, materials equipment
 - b. Facilities appropriate/adequate?
- ___ 46a. Similar facilities in Part's. country?
 - b. Value to Part: of using facilities?
- ___ 47 Time spent with facilities?
- ___ 48a. Part. prepared to use facilities?
 - b. Where learned?
 - c. Suggestions
- ___ 49 Additional facilities?
- ___ 50 Other training programs?

H SOCIAL AND PERSONAL SERVICES

- ___ 51a. Social activities?
 - b. Description

Question

- ___52a. Professional groups contacted?
 - b. Description, effect.
 - c. Permanent prof. member?
 - d. Would this help?
- ___53a. Transp. provided?
 - b. By whom? Cost? Reimbursement?
 - c. Difficulties involved?
- ___54a. Housing arrangements, special problems?
 - b. How done?
 - c. Problems?
 - d. Opinion on arrangements
- ___55a. Accident and sickness of Part?
 - b. Insurance, care provided?
 - c. Cost? Eligibility?
 - d. Suggestions
- ___56a. Personal needs of Part?
 - b. How handled?
- ___57a. Billing of Part. for what?
 - b. Reimbursed promptly?
- ___58a. End of training event?
 - b. Description
 - c. Opinion
- I FOLLOW-UP
- ___59a. Application of training skills at home?
 - b. How known?
 - c. Would it help to know?
 - d. Do you maintain personal contact?
- ___ 60 Part's. country benefits, when?
Immediate, delayed effect?
- III SUGGESTIONS FOR CHANGE
- ___ 61 Major difficulties of training Parts.
- ___62a. Benefits to organization for cooperating
 - b. Describe
 - c. If no, why continue?

Question

- ___ 63 AID be more active in planning?
- ___ 64 Programming agency be more active?
- ___ 65 Training more effective in Part's country?
- ___ 66 Suggestions for improving:
 - ___ Participant selection
 - ___ Participant assignment
 - ___ Administrative matters
 - ___ Personal services
 - ___ Follow-up
 - ___ Training personnel selection
 - ___ Facilities used
 - ___ Training program evaluation
 - ___ Participant orientation
 - ___ Participant evaluation
 - ___ Program evaluation
- ___ 67 Opinion on expanding, curtailing, continuing, eliminating program.

PART V

NOTES AND COMMENTS ON SPECIFIC QUESTIONS

Notes and Comments about Specific Questions

The discussion that follows is presented as a further guide to the interviewer in using the interview schedule and the data recording form.

I. Information About the Interviewee

Question 1. Name, job title, time role

Responses to Question 1 should appear on the first page of the report form which is self-explanatory. It may be that in some instances you will interview someone who does not precisely fit into one of the seven roles mentioned. This could be a person who is hired by the training institution to be a guide or a project leader for a group of participants in a particular program. It also might be a person who is under contract with AID to develop programs at other institutions. If this is the case, then use the space marked OTHER under Role in Participant Training Program. In the event that the interviewee is in more than one role, indicate this by checking both places on the report form. It may also be that the interviewee will spend time with all foreign students. In that instance, we would like to obtain a notion of the percentage of all foreign students who are AID participants.

If the interviewee does not spend much time with the program, he may give you some description of his role in the program and refer you to others who deal more directly with it.

II. The Program

A. DESCRIPTION

Question 2. Nature of training

This is a lead question and is used to get the interview started in describing the program. In many instances he will go on and answer

many of the questions in this section voluntarily. It is important to know what to listen for and therefore careful studying of the schedule is necessary. When using this question with a professor, get a course title, description, content, level, and methods.

You will remember that there are three major types of programs planned for AID participants. 1) on-the-job, 2) observational tours, 3) academic.

We are interested in knowing whether institutions must plan for all three types of training and what problems in logistics arise from such planning.

Question 3. No. of part. per year

In answer to Question 3, we want to know the number of participants that the interviewee has contact with. In a university the bursar would be the person who knows how many participants the university trains per year.

We are not so much interested in whether the interviewee thinks there are too few or too many participants but rather what his attitude is about this and what suggestions he has. For instance, one small university that has only 18 to 20 participants per year employs a full time foreign student advisor. They could handle more trainees and would be able to do this with the same facilities and personnel that they now have. In effect, the people in this university believe that paying a full time foreign student advisor for 18 to 20 people is not an economical procedure for them.

Please try to get an estimate of whether the size of the program presents problems to the institution or to the trainer.

Question 4. Teams or indiv.

You may need to describe "team". From the Manual you have read that there may be various types of participants within a specific program, so permit the interviewee to tell you of the differences of training within the program. If the training is of both types of participants, try to get a figure on the percentage of participants trained in each category.

Question 5. Specific training goals

Here we are trying to discover whether the training program has been designed in relation to specific and limited goals of the participant's country or whether the training has been designed for broader purposes. In some cases it might occur that a participant's specific program is subsumed under a larger program for instance, liberal arts training in a university. Please list the specific goals of the program i.e. personnel management, irrigation techniques, or others.

B. CONTACT WITH AID PROGRAMMING AGENCY

Question 6. Office that requests training

When this question is directed to the contact (administrative) official of the university, most often the answer will be someone in AID or in a programming agency. Get the name of the agency or office, the position of the person to be contacted. When directed to the department chairman and professors, it may be a similarly-placed individual, but might also be someone from within the institution.

In questions 6 and 7, we want a description of the kinds of contacts between the interviewee and a person in the programming agency as well as contacts with AID. In many instances, they may have contacts with both. In the description of the contact, we want to know: who it is,

whether these are face-to-face contacts, or by letter, or telephone, and what kinds of assistance the interviewee receives from the contact.

Question 7. Any other contact

If the answer is yes, ask the purpose and nature of the contact, with whom, when, and where it occurs. Ask the interviewee if he finds this helpful or if it could be improved or changed in any way. If the answer is no, ask if he would benefit from such contact and how he thinks it would work best - that is, frequency, persons involved, purpose.

Question 8. Enough planning time?

The results of preliminary interviews indicate that occasionally programs must be planned at very short notice and that neither the faculty nor administration have been adequately prepared.

Question 9. Info. received AID program

Question 10. Info. received indiv. Part.

Question 11. Info. on objectives of Part's. program

It may be that the only information which has been received from or about the participant and his program comes from the BIO-data sheet or PIO/P. Usually someone would have received an itinerary or description of a team program which has been prepared by the Programming Agency or AID.

If the answer to question 9 is yes, please discover what kind of information has been received and who sent it. If the answer is no, please try to discover whether the interviewee thinks information about participant would be helpful and if so what sorts of information he would like.

With respect to the PIO/P form it might be pointed out that this is usually not available to training institutions. As you will find in Exhibit A the PIO/P includes financial information which may be considered confidential by AID, and is frequently not distributed. In some instances, however, AID or the programming agency may distribute the PIO/P in its complete form or with the first page removed. We want to know if the interviewee sees the complete PIO/P or the PIO/P less the first page. It may be that the interviewee thinks that he has seen the PIO/P but has actually seen the BIO-data sheet. In every instance you should show him the PIO/P form and ask specifically whether he is familiar with it and whether or not he sees the first page. You may also need to show him the BIO-data form in order for him to distinguish between the two. Please also be sure to ask about problems associated with the use of these forms and some suggestions for improvement.

Many participants do not complete a Workbook before coming to this country. Consequently, people even closely associated with the program may not have seen a copy of it. If they have not, please show them a sample and ask their opinion of it, and whether it would be helpful for them to have it. If answer to Question 11 is yes, find out exactly what kind of information he received, and when it came, and from whom. Ask if it was of any value to him, or if he needed additional information. If so, what kind of information was needed? If answer is no, ask if he would benefit from getting it, and what specific kind of information would be most helpful.

C. PROGRAM PLANNING

Question 12. Time spent planning

Again, pilot interviews have indicated that sometimes enough time has not been allowed for proper planning.

Question 13. Specific program for Part.?

In industry, this may be so. However, the participant may be a member of a group of people also including representatives of American business, colleges, State Department visitors, as well as AID sponsored participants.

In a university, the participant may be just another student. However, in both industry and the university, especially designed courses or programs may be developed for the participant only. If the answer is yes, ask if there are special considerations in planning for the participants and what they are.

If the answer is no, ask if he feels programs should be designed specifically for the participant, and why.

Question 14. How Part. assigned?

Is the interviewee aware of any methods used in participant assignment, if so, what are they?

Question 15. Person developing program

Programs are sometimes planned by a single individual within an institution and sometimes by committees. In Question 15 we are trying to discover who has had the responsibility of developing the program in detail and what their roles in the institution are.

Question 16. Describe methods of training

Does the interviewee use lectures, the laboratory, field trips, seminars, conferences, demonstrations or other training methods?

Question 17. Length of program

In answer to question 17 concerning the length of training, one should also pursue the timing of the training. In our pilot interviews, we have discovered short-term programs at universities which do not coincide with the usual university semester or quarter system. If this is the case, it should be determined whether or not this is a problem, and whether or not it makes the training easier or more difficult.

Please try to get an estimate of the time training takes either in hours, weeks, months or years.

If the interviewee thinks that too long a program was planned, please ask him what he feels could be omitted, If he feels that the program was not long enough, ask what he thinks may be added to determine which phases of the program he feels should have been developed more fully.

Question 18. Outside help

Here, we are interested in getting information about all of the people who are involved in program planning.

Question 19. Info. used in planning

This information may come via the PIO/P, BIO-data, or instructions from Washington. It is important to verify the type of information received, if any.

Try to discover how AID or the programming agency could better serve the interviewee.

Question 20. Info arrive on time?

Again try to get an estimate of the lead time required for proper planning.

Question 21. Review of program

If yes, ask who reviews the program, when it is reviewed and if changes

are made because of the review. If no, ask if he thinks a review would be of value. Find out who he thinks should do it, and why.

Question 22-23. Factors involved in approving

Questions 22 and 23 regarding changing of the program may be related to Question 33. In the pilot study, we have found that the participant may not be completely oriented to the goals of his program or know what he is going to be doing while in the United States. When he finds out, he may want to change his program. Problems and suggestions of this sort might be answered in questions 22 and 23 or question 33.

It would be interesting to know the specific reasons why certain programs are disapproved by an institution and how often this occurs.

Question 24. Level of training program

Get the opinion of each interviewee on this point. It may vary even when referring to the same program. It is expected that some agreement will be apparent and the level of training will be described by the organization. By level is meant undergraduate, graduate, or special instruction in a university. In industry the kind of training given indicates the level - semi-skilled, technical, professional.

D. THE PARTICIPANT

Question 25. Part. fit program level?

In Question 25, we are attempting to determine whether or not the skill and aptitude of the participant is appropriate for the level of the training program. Answers to this kind of question may be in either direction; that is, the participant may be too well trained

or prepared for the program offered, or not well enough prepared.

It may also be that in teams of participants the variabilities of backgrounds is so great that it presents a training problem.

Also, in answering question 33 concerning orientation, it is frequently the case that the participant arrives in the United States and spends a week in the Washington International Center. Determine whether or not the participants associated with this interviewee do this and, if possible, get his opinion about this procedure.

If the interviewee does not feel that the participant's background is below the level at which the program was planned, please try to get an estimate of the percentage who do not meet the requirements.

If the participant does not fit the training level of the program, what does the interviewee do about it.

Question 26. Prerequisites for Part.

If answer is yes, ask what they are, who determines what the prerequisites will be, and how they are determined.

If answer is no, ask whether it would be reasonable to have them, and get his suggestions.

It cannot be assumed that standards are not modified in some cases for some participants. Ask if prerequisites are ever modified, and under what circumstances. Try to obtain the interviewee's opinion.

Question 27. Contrast "ideal" and "real" Parts.

Try to discover whether or not the participant meets the expectations of the trainer.

Question 28. Contrast AID Parts. and other foreign trainees

For instance, does the interviewee see differences in background, levels of ability, motivation, or other differences?

Question 29. Contrast AID Part. and U.S. trainees

Here we would like to have an assessment of the difficulties involved in communicating with the participants in the training institution. For example, agricultural trainees have sometimes presented problems. At home their responsibilities have been managerial. Here, they are expected to perform what to them appear to be distasteful jobs, i.e., planting, milking. These roles are not performed by the trainee in his home country and it is often difficult for him to assume a different role. The American trainer on the other hand may not properly interpret the trainee's reluctance to participate.

Question 30. Drop-outs? How many?

We are interested in knowing whether drop-outs can be attributed to some aspects of the program, or whether participant trainees drop out for reasons unrelated to the program.

Question 31-32. Language differences and Parts?
Interpreter necessary for program?

If answer is yes, ask what percentage of them are handicapped, and to what degree this is a handicap.

You may have to choose between 31 & 32 depending upon the kind of program or the interviewee's response.

Usually universities do not have interpreters, except for observational groups who may visit for a short time. If interpreters are used, ask if they have been satisfactory, and how he judges their quality and performance.

Question 33. Orientation for Parts' pre-training, in-training

If yes, ask the interviewee to describe the orientation as well as he can, whether it was received, who directed the orientation, what it consisted of and how long it lasted. Also ask whether or not he has suggestions for better preparation of the participant. If the answer is no, ask whether he feels orientation prior to training will be helpful and if so, what it should consist of.

E. EVALUATION AND REPORTING

Question 34. Evaluation of Part.?

If the answer is yes, find out how the evaluation is undertaken. Is the interviewee comfortable with the present evaluation system; would he like to make changes? If the answer is no, ask whether he thinks planned evaluation would be helpful. Determine his suggestions for evaluation procedures.

Question 35. Send reports to AID or programming agency

If the answer is yes, ask what goes into his report and to whom it is addressed. We would also like to find out whether AID responds to such reports. If the answer is no, ask if he feels such reports might be helpful and if so, what should the reports contain.

Question 36. Part. make report?

The interviewee may not know it, but in almost all instances formal reports are required from each participant. Ask for his description of the report. Ask whether or not he helps the participant to prepare a report. Does he review it? If interviewee sees these reports, are they of value to him in planning future training programs.

If the interviewee does not know about or see reports of the participant

ask whether he feels that such reports should be directed only to AID or should they be shared with the trainers.

Question 37-38. Training help Part. re needs of his country?

Both these questions relate to the interviewee's knowledge of the participant's own country. We are interested in finding out how accurate this knowledge is and whether the trainer has some idea of how the program fits into the developmental goals of the participant's country.

Question 39. Do you evaluate training program?

Frequently, the training course is evaluated by participants themselves, sometimes by people in the training institution, and sometimes by people in AID or the programming agency. We are particularly interested in problems and suggestions in this area. We would like to know whether AID or other programming agencies maintain a continuing contact with the trainers.

F. TRAINING PERSONNEL

Question 40-43. No. of trainers

People involved in participant training sometimes go outside of their own organization to obtain experts in particular fields to assist in training. If this is done, we want to know the positions of such people and how many are used.

Question 44. Info. shared re Part. or program?

In answer to question 44, we want to know if the contact person or foreign student advisor disseminates information about individual participants to the people who will be training them. This information might be data about them personally, about their

country. First, find out if this is done, if it is not done, ask if it might be helpful.

G. FACILITIES

Question 45-46. Special facilities, materials equipment
Similar facilities in Part's. country

We want a list of the kinds of equipment or facilities available to the participant, i.e., audio-visual equipment, type of laboratories, kinds of libraries, scale -models, or special written materials, as well as the opinion of the interviewee toward this material, and its effect on the program.

Under Section G, Facilities determine the extent to which different facilities are provided for participants and also to what extent the participants use them. Further determine to what extent these same facilities or similar ones may be available in his home country. We are particularly interested to know whether or not the interviewee thinks that the participants uses the library, laboratories and other regular facilities of the universities as well as additional ones that may be developed for a particular program.

Question 47. Time spent with facilities

Some rough estimate may be given. The participant's use of the equipment will vary from day to day, or with participant, so indicate that you know a precise estimate may be difficult, but that we are interested in what part this equipment plays in the training itself.

Question 48-49 Part. prepared to use facilities
Additional facilities

If yes, ask where the participant receives his preparation, i.e.,
home training, U.S., other.

Question 50. Other training programs

We do not expect that the interviewer will now probe into the details of all other programs given by an institution. We would like to know however, whether the interviewee is aware of other types of participant programs that this organization may contact. If these other programs are of sufficient magnitude they should be discussed in a separate interview.

H: SOCIAL AND PERSONAL SERVICES

Question 51. Social activities

We have found that there are many private groups and individuals who provide much outside social contact for foreign students and participants. We want to know the extent to which this is done, and the nature of the social activity provided.

We are also interested in knowing whether the interviewee considers the social adjustment of the participant as part of his job. Does he himself participate in social activities? To what degree is he aware of the extra-curricular activities of the participant trainees? If he does not participate in social activities of this kind try to determine why?

Question 52. Professional groups contacted?

If yes, what kinds of groups? If no, does he think professional associations would help the participant.

Question 53. Transp. provided?

In answer to Question 53, regarding transportation, generally AID or the programming agency provides transportation around the country. However, once the participant is at a particular training site, transportation may not be provided. It is also true that special tours that are planned during the training program may be provided for the participants under contracts between the training organization and AID.

Sometimes strained relations occur because transportation is not provided. Participant trainees are not allowed to obtain automobile licenses in the United States or to own automobiles. Reimbursement for travel expenses is often delayed and this sometimes presents problems to the participant who does not have extra spending money.

Question 54. Housing arrangements, special problems

On occasion, we have found that participants sometimes obtain sub-standard housing in order to save money. This presents obvious problems. On other occasions it has been found that some participant trainees have not been provided with suitable housing because of the social traditions of that particular U.S. community. Please try to find out as much about the housing of trainees as possible.

Question 55. Accident and Sickness of Part.

Please try to discover whether eligibility requirements interfere with the proper medical care of trainees.

Question 56. Personal needs of Part.?

Here we are trying to discover the extent to which the interviewee is concerned with the personal life of the participant and has

suggestions for improving the personal adjustment of the participant during his stay in the United States.

Question 57. Billing of Part. for what?

Again this question relates to strains which may occur as a result of financial arrangements. Does the participant receive enough money to cover the additional expenses which may be involved in his training, for instance, books, laboratory fees, insurance or others. Try to discover how the participant is billed and whether he is reimbursed and, if so, promptly.

Question 58. End of training event

If answer is yes, get a description of them, i.e., frequency, type, persons attending, cost, etc. Ask if these events should continue, or does he have any suggestions to make.

In planned programs for teams or groups of individuals, the end of training is frequently recognized by some kind of award, diploma, or certificate. In one of our pilot institutions, it developed that a problem was created by a university issuing certificates to some groups of trainees and not to others. The university people felt that the trainees should have a definite specified course (whether it were for academic credit or not) before issuing a certificate. On the other hand, the participants felt that they would like to have some recognition of their work. In this same institution, an additional problem was created in that some of the participants wanted to use the certificate as evidence of academic training towards an advanced degree.

I FOLLOW-UP

Question 59-60. Application of training skills at home?

There are a few instances of a specific and uniform follow-up of participants who have been in a program, but these are very rare. On the other hand, there does seem to be informal contact between participants and people in the training program after they return to their country. We want a description of the kind of follow-up which occurs.

III SUGGESTIONS FOR CHANGE

Question 61. Major difficulties of training Parts.

This is meant to be a broad open-end question so that the interviewee will recall problems traceable to lacks such as proper orientation, poor educational or technical preparation.

Question 62. Benefits to organization for cooperating

Please try to discuss both financial and other benefits which may occur. These questions all ask for an expression of an opinion on the part of the interviewee and relate to his feelings about the essential value of the participant training program.

Question 63-66.

In Question 65, we are interested in finding out if the interviewee thinks that training might be more effectively done in the participant's home country, or perhaps in a third country where conditions are more like his own country.

Question 66 is a review of suggestions that may have come out throughout the earlier part of the interview. Nevertheless, if they have not, we would like problems and suggestions in each of these areas listed here.

Question 67. Opinion on continuation of program.

This question is designed to be an overall criterion question. It is important to ask this question of everyone as you complete your interview. Try to get an expression of personal opinion rather than a reflection of what the interviewee sees as the opinion of others in the organization. If at all possible, make him choose between the four alternatives.

PART VI
DATA RECORDING FORM

24-6301

Expiration Date
September 15, 1963

DATA RECORDING FORM

I. Interviewee Information

Date _____

Interviewer _____

1. Name _____

Title _____

Institution _____

Role in Participant Training Program

Contact _____ Trainer (Industry) _____ Dept. Chairman _____ Professor _____

Foreign Student Advisor _____ Bursar or Comptroller _____ Other _____
(Specify)

How many hours (on the average) per week is spent with
the Participant Training Program? _____

Weekly average spent with all foreign students? _____

(if organization trains foreign citizens in
addition to AID participants)

What is % of AID participants to all
foreign students? _____

Length of time organization has cooperated in the
program. _____

Length of time interviewee has been associated with
program. _____

II. The Program

A. Project Description

2. Describe briefly the training given

2. (Continued)

Number of participants per year _____

Record the number of participants in each type of training. If some of the participants have all three types of training - observational tours, on-the-job training, and academic work - record the number and the percent of time in each.

	Number with all three _____	
	<u>No.</u>	<u>% of time</u>
observational	_____	_____
on-the-job training	_____	_____
academic training	_____	_____

3. Describe attitudes about the number trained

Too few _____

Too many _____

Suggestions for improvement

4. Train teams? _____ Individuals? _____ Both? _____

Number of teams trained per year _____

Number in teams (average) _____

Number of individual trainees _____

5. Describe goals of training (if different from above)

B. Contact with AID or Programming Agency

6. Contact Office _____
Person who contacted _____
Position of contact _____

- 6, Describe contacts between interviewee and programming agency
7. other than AID

- 6, Describe contacts between interviewee and AID
7.

Suggestions for improvement

8. Advance notice before training starts

enough? _____ Yes ____ No ____

Describe problems

Suggestions for improvement

9. List, describe, evaluate information received on over-all
Participant Training Program

10. Information received about participant

<u>Available to Interviewee</u>		<u>Available to Participant</u>	
PIO/P complete	Yes__No__	PIO/P complete	Yes__No__
PIO/P (minus first page)	___ ___	PIO/P (minus first name)	
BIO-data	___ ___		
Workbook	___ ___		
Country Plan	___ ___		
Other (Specify):	_____		

Problems concerning the information

Suggestions for improvement

11. Information received about objectives of program (other than Q. 10).

Problems encountered

Suggestions

C. Program Planning

12. Time spent _____

Problems

Suggestions

13. Program is designed for? _____

Problems

Suggestions

14. Assignment of Participants

Problems

Suggestions

15. Person developing program

16. Methods of training

Problems

Suggestions

18. Help from other agency--evaluate

19. Information used for planning

20. Time adequate

21. Program review--factors involved

Problems in program planning

Suggestions

22. Factors in approval or disapproval

Changes

Problems

Suggestions

23. Program changes? Describe and evaluate

17. Length of training--Too long_____Long enough_____Too short_____

Problems

Suggestions

24. Level of training

25. The participant and program level

Percent who lack background

Problems

Solutions

Suggestions

26. Prerequisites

Who determines _____

How determined _____

Modified _____

Problems

Suggestions

27. Ideal vs. average participant

28. Participant vs. other country citizen

Change training methods?

Why?

30. Drop-outs

Number

Reasons

How handled

Problems

Suggestions

Billing

31. Language

% handicapped and extent of problem

Special language training

Description

Suggestions

32. Interpreter quality and performance

Problems

Suggestions

33. Orientation

Before training

Description

Problems

Suggestions

In training

Description

Problems

Suggestions

E. Evaluation and Reporting

34. Evaluation Yes _____ No _____

Description

Problems

Suggestions

35. Reports to AID or Programming Agency Yes _____ No _____

Feedback Yes _____ No _____

Content

Problems

Suggestions

36. Participant's Report

Yes _____ No _____

Contents

See it _____

Review it _____

Who gets it _____

Value

Problems

Suggestions

37. Training helpful

Yes _____ No _____

Description

38. Most valuable

Least valuable

39. Training evaluation Yes _____ No _____ (Helpful _____)

How

Who

Feedback

Problems

Suggestions

AID or programming agency Yes _____ No _____

How

Who

Feedback

Suggestions

E. Training Personnel

40, Number of trainers _____

41,

42.

Position

Number

Within organization

Outside organization

43. Qualification of trainers

Problems

Suggestions

44. Communicating information about participants Yes _____ No _____

Yes _____

Who to

What kind

When

Suggestions

If no _____ Should there be some?

Who to

What kind

When

G. Facilities

45. Equipment or materials

47.

<u>Types</u>	<u>Appropriate?</u>	<u>Adequate?</u>	<u>Time Spent</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

46. Similar to home country? Yes _____ No _____

Description

Purposes of using

48. Participant's preparation to use facilities

49. Additional facilities suggested

50. Other programs

Description

H. Social and Personal Services

51. Social activities

Type

Frequency

Does interviewee participate

Who arranges

Independent social contacts

Effect

Suggestions

52. Professional groups Yes _____ No _____

Description

Permanent member

Problems

Suggestions

53. Transportation

Yes _____ No _____

Description

Cost

Problems

Suggestions

54. Housing

Yes _____ No _____

Description

Problems

Suggestions

55. Accident or sickness Yes _____ No _____
Description

Cost

Restrictions

Problems

Suggestions

56. Major personal needs Covered Not covered
(List types)

57. Participant billing

Problems

Suggestions

58. End of training event

Kind

Yes _____ No _____

Should they?

Problems

Suggestions

I. Follow-up

59. Applies skills

Yes _____ No _____

Description

Problems

Suggestions

Keep in touch

Yes _____ No _____ Should they? _____

60. Effect on country

Description

Suggestions

Immediate

Long-range

Discussion

III. Suggestions for Change

61. Major training difficulties

Description

Suggestions

62. Organization benefits Yes ____ No ____

Description

Why do it

Suggestions

63. AID role in program planning

Suggestions

64. Programming agency role in program planning Yes ____ No ____

Suggestions

65. Training in home country

Suggestions

Other

66. Suggestions about

Selection of participants

Assignment

Orientation

Participant evaluation

Program evaluation

Personal services

Follow-up

Training personnel selection

Facilities

Training program

67. Opinion re:
expanding
curtailing
continuing
eliminating

PART VII

EXHIBITS

Exhibit A

Project Implementation Order/Participant
(PIO/P)

WORK SHEET ISSUANCE

PAGE OF PAGES

AID-13-1x (7-56) PIO/P	PROJECT IMPLEMENTATION ORDER Participants DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT UNITED STATES OF AMERICA	1. COOPERATING COUNTRY	2. PIO NUMBER
		3. PROJECT TITLE AND SUB-TITLE THIS ACTIVITY	

4. APPROPRIATION SYMBOL	5. ALLOTMENT SYMBOL AND CHARGE <input type="checkbox"/> WASHINGTON <input type="checkbox"/> US AID	6. ORIGINAL <input type="checkbox"/> AMENDMENT NO.
-------------------------	---	---

7. TRAINING TO BE IN: <input type="checkbox"/> U.S. <input type="checkbox"/> OTHER	8. NO. PARTICIPANTS	9. DESIRED STARTING DATE	10. DURATION (Months)
---	---------------------	--------------------------	-----------------------

11. AID CONTRIBUTION	PREVIOUS TOTAL (A)	INCREASE (B)	DECREASE (C)	TOTAL TO DATE (D)	12. COUNTRY CONTRIBUTION \$ 1.00=
(a) Total					
(b) INT'L. TRAVEL <i>(Include Any Advances)</i>					
Other	(c) U. S.				
	(d) 3rd Country				

13. AUTHORIZED AGENCY	TYPE OF EXPENSE	PREVIOUS TOTAL (A)	INCREASE (B)	DECREASE (C)	TOTAL TO DATE (D)
(a) US AID	INT'L. TRAVEL				
	MAINT. ADVANCE				
(b) AID/W					
(c)					
(d)					

<i>USOM REFERENCES</i>	14. U. S. TRUST ACCOUNT	SYMBOLS	AUTH. AGENCY	UNIT	AMOUNT
		APPROP. ALLOT.			

15. SPECIAL PROVISIONS

The signature of an authorized official of the cooperating country covering this order is on file in the USAID. YES NO

DATE	US AID CLEARANCES	DATE
	DATE OF ORIGINAL ISSUANCE	DATE OF THIS ISSUANCE

FOR THE COOPERATING COUNTRY The terms and conditions set forth herein are hereby accepted.	FOR THE ADMINISTRATOR, AID
---	----------------------------

WORK SHEET

ISSUANCE

PAGE

AID-13-1x
(7-55)

PIO/P

PAGE 2

PROJECT IMPLEMENTATION ORDER
Participants
DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OF AMERICA

1. COOPERATING COUNTRY

2. PIO NUMBER

3. PROJECT TITLE AND SUB-TITLE THIS ACTIVITY

16. DESCRIPTION THIS ACTIVITY. RELATIONSHIP TO PERTINENT PROJECTS AND ACTIVITIES OF THE UN, USIA, ETC.

17. NAMES OF PARTICIPANTS. KINDS OF TRAINING NEEDED AND METHOD OF CARRYING OUT. RELATIVE EMPHASIS TO BE GIVEN VARIOUS PHASES. PROBLEMS IN COUNTRY OR INDUSTRY WHICH THIS TRAINING IS INTENDED TO SOLVE.

18. CONTEMPLATED PLANS FOR DISSEMINATION AND USE OF KNOWLEDGE GAINED. GIVE DETAILS.

19. WHAT REASONABLE ASSURANCE HAS BEEN GIVEN THE MISSION THAT THE APPLICANT(S) WILL, UPON COMPLETION OF THE VISIT RETURN TO THE POSITION HE LEFT, A SIMILAR POSITION, OR A SUPERIOR ONE IN THE SAME FIELD OF ACTIVITY?

Exhibit B

Participant Biographical Data
(BIO data)

AGENCY FOR INTERNATIONAL DEVELOPMENT
 Participant Biographical Data

I. TO BE COMPLETED BY USOM

SPACE FOR PHOTOGRAPH Attach photos by paper clip. Do not staple or glue. Print your name on back of photos. Obtain additional for your visa.	1. ATTACHMENTS	3. FUTURE EMPLOYMENT (A) GOVERNMENT <input type="checkbox"/> PRIVATE <input type="checkbox"/> (B) CATEGORY/OCCUPATION	4. PROJECT TITLE
	DATE RECEIVED	2. DATE SENT	5. PIO NUMBER
			6. COUNTRY
		(C) ECONOMIC ACTIVITY	7. DESIRED STARTING DATE
			8. DURATION OF VISIT (Months) U. S. _____ Third Countries _____

II. PARTICIPANTS PERSONAL HISTORY (To be Completed by Participant - See Separate Instruction Sheet).

1. NAME (Last or Surname in Capital Letters) _____ (First) _____ (Middle) _____ SEX Male Female

2. ADDRESS (Street) _____ (City or Town) _____ (Country) _____

3. BIRTH DATE (Day, Month, Year) _____ 4. BIRTH PLACE (City & Country) _____ 5. COUNTRY OF CITIZENSHIP _____

6. IMMEDIATE FAMILY			
HUSBAND OR WIFE	NAME	DATE OF BIRTH	PLACE OF BIRTH
MOTHER			
FATHER			OCCUPATION

7. PERSON AT HOME TO BE NOTIFIED IN CASE OF EMERGENCY (Name, Address and Relationship) _____

8. PERSON IN COUNTRY OF TRAINING TO BE NOTIFIED IN CASE OF EMERGENCY (Name, Address and Relationship) _____

9. HAVE YOU EVER BEEN ABROAD? YES NO If yes, complete the following:

COUNTRY	DATES		PURPOSE: (If for Training, Name Sponsor - ICA, UN, etc.)
	FROM	TO	

10. HAVE YOU EVER APPLIED FOR ANY OTHER TRAINING OR EDUCATIONAL PROGRAMS ABROAD?
 YES NO DATE OF APPLICATION: _____ SPONSOR (AID, UN, ETC.): _____

11. (A) LIST MEMBERSHIP IN EDUCATIONAL, PROFESSIONAL, AGRICULTURAL, LABOR OR OTHER ORGANIZATIONS _____

(B) ARE YOU AN OFFICER IN ANY ORGANIZATION? YES NO IF YES, SPECIFY: _____

12. EDUCATION: TOTAL YEARS SCHOOLING _____ LIST BELOW ALL SCHOOLS AND INSTITUTIONS (EXCEPT PRIMARY). ALSO LIST COMPLETED APPRENTICESHIP.

SCHOOLS ATTENDED	TYPE	COURSE OF STUDY OR MAJOR	DEGREES, DIPLOMAS OR CERTIFICATES	DATES	
				FROM	TO

GEOGRAPHICAL DATA ON PARTICIPANTS

NAME OF PARTICIPANT	DATE OF BIRTH	COUNTRY	FID NUMBER
---------------------	---------------	---------	------------

13. EMPLOYMENT

(A) EXACT TITLE OF YOUR PRESENT POSITION		DATES EMPLOYED	
PRESENT EMPLOYER (FIRM, GOVERNMENT AGENCY, ETC.) NAME AND ADDRESS		FROM:	TO PRESENT TIME
		EMPLOYEES SUPERVISED BY YOU:	
BUSINESS OR ORGANIZATION	SIZE (Approximate number of Employees or Volume of Business)	KIND (Foundry, Mill, Marketing, Vocational Education, etc.)	MACHINES OPERATED
	DESCRIPTION OF YOUR DUTIES		

(B) WHAT ADDITIONAL DUTIES WILL YOU HAVE UPON YOUR RETURN IF YOU ARE TO HAVE A NEW POSITION, HOW WILL IT DIFFER FROM YOUR PRESENT JOB?

(C) EXACT TITLE OF YOUR LAST PREVIOUS POSITION

EMPLOYER (FIRM, GOVERNMENT AGENCY, ETC.) NAME AND ADDRESS		DATES EMPLOYED	
		FROM:	TO:
BUSINESS OR ORGANIZATION		EMPLOYEES SUPERVISED BY YOU:	
		NUMBER:	KIND:
BUSINESS OR ORGANIZATION	SIZE (Approximate Number of Employees or Volume of Business)	KIND (Foundry, Mill, Marketing, Vocational Education, etc.)	MACHINES OPERATED
	DESCRIPTION OF YOUR DUTIES		

14. SPECIAL KNOWLEDGE, SKILLS, QUALIFICATIONS, ETC. (LIST LABORATORY COURSES, LICENSES, HONORS, PATENTS, PUBLICATIONS, ETC.)

15. AVOCATIONAL INTEREST (HOBBIES, SPORTS, ETC.)

16. (SIGNATURE) - READ CAREFULLY
 BEFORE SIGNING THIS FORM CHECK BACK OVER IT TO MAKE SURE THAT YOU HAVE ANSWERED ALL QUESTIONS CORRECTLY.
 I CERTIFY that I have reviewed the statements made in this application, and that they are true, complete, and correct to the best of my knowledge and belief and are made in good faith. I further agree that if I am accepted under this program, I will follow diligently the program arranged as requested by my government and will not seek extension of the period of my program. I further agree that upon completion of my training, I will return to my country without delay and will endeavor to utilize, for the benefit of my country, the training acquired under this program.

BIOGRAPHICAL DATA ON PARTICIPANTS

NAME OF PARTICIPANT	DATE OF BIRTH	COUNTRY	PIO NUMBER
---------------------	---------------	---------	------------

17. ADDITIONAL INFORMATION: Use this space to continue answers to any blocks on pages 1 and 2 for which sufficient space was not provided. Give number of the block(s) continued.

III. FOR USOM USE

(To be completed after participant has completed PART II above).

18. ENGLISH LANGUAGE CERTIFICATION

1. AULC TEST: GIVEN NOT YET GIVEN WAIVED

A. IF "GIVEN", INDICATE TEST FORM USED _____ (A, B, C, etc.). SCORE: WRITTEN _____ ORAL _____
IS RETEST NECESSARY YES NO. INDICATE APPROXIMATE DATE TEST RESULTS TO BE REPORTED _____

B. IF "NOT YET GIVEN", INDICATE APPROXIMATE DATE TEST RESULTS TO BE REPORTED _____

C. IF "WAIVED", INDICATE REASON _____

D. IF ENGLISH LANGUAGE TRAINING TO BE GIVEN: In Home Country (Approximate Length) _____
 Refresher Training in U.S. (Approximate Length) _____

2. COMMENTS (Expansion of item 1 above and/or supplementary information).

19. OTHER LANGUAGE PROFICIENCY (IF NEEDED FOR THIRD COUNTRY TRAINING) (Indicate competence e.g. fair, good, etc.)

LANGUAGE	WRITING	READING	SPEAKING	UNDERSTANDING

20. DEGREE EQUIVALENT: GIVE U.S. EQUIVALENT OF HIGHEST DEGREE IN BLOCK 12 (BA, BS, MS, PHD, etc.) NONE

OFFICIAL TITLE

SIGNATURE OF OFFICIAL

DATE

Exhibit C

Workbook

(COPY)

WORKBOOK

TO BE COOPERATIVELY DEVELOPED BY

Name of Participant

PIO Number

AND

Technical Advisor in USOM

To be kept in personal possession at all times when participant is in travel status in the United States.

PURPOSE OF WORKBOOK

This workbook will be extremely useful to you in explaining your country, your interests, and your mission in coming to the United States. Many of the people with whom you work in the United States may have little knowledge of the specific problems and situation of your country. Therefore, this workbook will help you to enlighten them so that they can be of maximum help to you. When you talk to a U. S. specialist, you can use this workbook as an introduction. The better he understands you and your purpose in coming to the United States, the more helpful he can be.

1. Subject of Study _____
2. Please list training program objectives. These should correspond to PIO objectives, if available. Develop brief, specific statements which will clarify meanings, priority and emphasis. (To be worked out cooperatively by participant and USOM technician.)

Numbers (1) through (7)

Note: Any changes of emphasis or content in the objectives as listed in the PIO resulting from completion of this workbook should be forwarded to AID/Washington in an official airgram.

EDUCATION AND WORK EXPERIENCE

1. Education:

- (a) Please list and describe principal courses of study relating to your work.
- (b) Description of course work in relation to U.S. standards; (for example) if courses are not standard, to what extent was laboratory or other practice provided in relation to classroom study. (To be supplied by USOM technician.)

2. Present Position:

Please describe your duties and responsibilities in your present position.

3. Past Work Experience

Please describe your duties and responsibilities in positions you held in the past.

MATERIALS THAT WILL BE USEFUL IN EXPLAINING YOUR COUNTRY AND YOUR MISSION IN COMING TO THE UNITED STATES

1. Map or maps of your country showing locations and conditions necessary to understand the particular areas of your interest. For example; rainfall, temperature, other climatic conditions, soil types (topography and other pertinent physical features), principal cities, population, literacy, crops and where grown, livestock (kinds and areas), transportation facilities, principal markets, storage centers, processing locations, main consuming areas, ports, etc.
2. Any publications (preferably in English, or with an English summary). This can include publications issued by USOM. Especially any publications you have written yourself.

3. Pictures that illustrate your work and your interests.
4. Any other information that will help you explain your country and your people and their problems.

ORGANIZATIONAL FRAMEWORK IN WHICH YOU ARE EMPLOYED

1. What is the purpose of the organization, its goals, scope of activity, size and number of employees?
2. How does this organization fit into the government or industry of your country and what is its importance to the country?
3. Please draw in or include an organizational chart of the organization.
4. Other materials that would be helpful if they are available: (1) copies of work plans of your organization; (2) any other illustrative materials.
5. What position or responsibilities will you be expected to carry out when you return from your study in the United States?
6. What particular materials or special skills will you need to help you carry out these responsibilities?

OUTLINE OF PROJECTS

1. What are the special projects of your country in your field of interest?
2. Why are these projects so important?
3. What are the major difficulties?
4. What has already been done to solve these difficulties? What are some of the accomplishments and successes?
5. How would your study in the United States contribute to this project?

You will be expected to prepare a comprehensive report of your activities in the United States. This report could be very helpful to your organization when you return to your country. We suggest that you talk with higher officials in your country about what they expect you to report and what they think are some of the points that should be considered in preparing your report. For example, your organization will probably want you to emphasize ideas and observations which might be adapted to your country situation and projects. Please list below points which your organization suggests should be included in your report.

Numbers 1 - 8.

Signatures: _____

Participant: _____

USCOM (Washington)