

Evaluation of the  
Participant Training Program  
in The Gambia

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## EXECUTIVE SUMMARY

The USAID office in The Gambia conducted an evaluation of its Participant Training Program over a ten-week period during March - May 1983. The purpose of the evaluation was to provide a review of the seven-year old program and to identify major strengths and weaknesses. Sixty-six out of seventy-seven Returned Participants were interviewed, as well as eight of their supervisors. The evaluation sought information about the characteristics of participants and their programs, the implementation procedures (e.g., program orientation and logistics), the quality of training, the relevance of training to national needs, and the long-term impact of the training program. This report presents the major findings from the interviews and makes some recommendations for the USAID office to consider in carrying out future programs.

### PRINCIPAL FINDINGS:

A) Implementation Procedures. Although a majority of all participants felt adequately prepared for their training programs, a significant number did not feel well briefed. Almost half of all participants would have liked more detailed pre-departure information on their programs. Most of the logistical problems reported with travel arrangements, travel advances, and obtaining outfit allowances from the Gambian Government resulted from a lack of ample notice given to participants before leaving. Long-term participants seemed to have more problems than short-term participants, especially with the amount of maintenance allowance, timely receipt of the allowance, accommodations, and in their return to jobs and life in The Gambia after training. Participants in programs at African educational institutions experienced a lack of support upon arrival and during vacations.

B) Quality of Training. Both short-term and long-term participants generally regarded their programs favorably, feeling that their training experiences contributed to a substantial increase in their professional capability and to a large amount of new knowledge and skills. Most participants felt that technical knowledge and the establishment of professional relations were the more important factors in their programs. Making professional contacts and the cross-cultural experience were considered major benefits of training by both short- and long-term participants. Both groups expressed a degree of dissatisfaction with the lack of an African or third-world perspective in their programs.

C) Relevance of Training. Most participants are working in a job related to their training and consider the knowledge and skills acquired through training to be very useful in the performance of their jobs. In addition, the majority of participants are exercising greater responsibility and many have received promotions. These indicators suggest that the training was mostly relevant, very useful, and had a positive impact on participants' performance despite a number of obstacles to an even greater application of their training.

D) Long-Term Impact of Training. Returned Participants seem willing and able to share with their colleagues a substantial amount of the information they acquired from their training. Many participants are actively corresponding with professional individuals and institutions associated with their training programs; however, only a few participants are formalizing their professional relations by joining societies or other professional groups.

Participants were unanimous in their interest to participate in an Alumni Association; and the overwhelming majority expressed willingness to assist the USAID office in developing incountry training programs and in orienting future participants whenever appropriate. This willingness to share training experiences coupled with the generally positive conclusions of the study suggest that the USAID training program has made a substantial contribution to The Gambia. The weaknesses of the program revealed through this evaluation are mostly minor and are addressed in the following recommendations.

RECOMMENDATIONS:

- . More lead time should be given to participants to prepare for their departure.
- . Thorough briefings on programs and a cross-cultural orientation to conditions in the country of training should be provided to participants, especially to those going on long-term academic programs.
- . USAID should review its per diem and maintenance allowance rates for different U.S. locations and caution participants about differing regional costs.
- . USAID should ensure timely receipt of maintenance allowance.
- . USAID should ensure reception services for participants traveling to third-country training sites.
- . The possibilities of providing activities for participants at third-country training sites during vacations should be explored.
- . The Alumni Association of Returned Participants could be asked to provide both pre-departure and re-entry orientations for participants.
- . USAID should discuss with appropriate programming agencies the possibilities of tailoring programs to better meet the needs of participants (e.g., selecting universities with experience in developing-country problems; organizing field visits with direct relevance to home-country conditions).
- . USAID should take into consideration the problems of the Gambian government's infrastructural deficiencies when planning future training programs as well as in overall development strategy.
- . USAID should clarify its policy of subsidizing participants' memberships in professional societies and review the list of Returned Participants who qualify but are not taking advantage of this offer.

# USAID PARTICIPANT TRAINING PROGRAM

## EVALUATION REPORT

### I. INTRODUCTION

A. Background. Participant training has been an important part of the USAID program in The Gambia since its establishment in 1976. Since then, 75 Gambians have successfully completed training programs in the U.S. or at third-country training sites (mostly in Africa), and 70 more are currently in various stages of training. The Gambia's program has evolved into a combination of long- and short-term academic, short-term specialized, and observational training opportunities. Training plans for the next fiscal year (1983/84) include sponsoring about 14 Gambians for degree or short-term programs in the U.S. or Africa. The main source of funding for the training program has been from bilateral project agreements (e.g., Mixed Farming, Forestry, Soil and Water Management), the African and Sahel Manpower Development Programs and central funds from AID/Washington.

Since the participant training program has now been operating in The Gambia for seven years, the USAID office decided that it merited an evaluation. USAID felt that a review of the experience of returned participants and an analysis of the impact and relevance of past training to current conditions in The Gambia would contribute to its effort in planning future manpower development programs for The Gambia.

B. Purpose of Evaluation. The purpose of this study was to provide a review of the participant training activities to date and to identify the more salient features of the program. The evaluation sought information about the characteristics of participants and their programs, the implementation procedures (technical and general orientation, logistics), the quality of training, the relevance of training to national needs, and the long-term impact of the overall training program.

C. Methodology and Scope of Evaluation. The first two weeks of the study involved a review of relevant documents and the preparation and pre-testing of the participant questionnaire. The third week was taken up with the questionnaire's production, participant contacts, and the interview scheduling. Five weeks were then spent interviewing participants and supervisors. The last two weeks were used to prepare the final report. Interviews were conducted with 66 of the 77 returned participants and eight supervisors. Of the eleven participants not interviewed, six were out of the country, two were unreachable at their posts upcountry, one was on leave, and two participants in short conferences chose not to respond -- one felt it was too soon since returning to evaluate her experience, and the other was too busy. It should be mentioned that three AFGRAD students were included in the study although their program is separately administered.

### II. CHARACTERISTICS OF PARTICIPANTS' PROGRAMS

Of the 66 returned participants interviewed, two terminated their programs after a few weeks and are thus not included in the total sample. (One participant in a diploma program in Tanzania became ill; the other sent for a BS felt he should be pursuing an MS and returned upon learning

that his previous diploma work would not be credited toward the undergraduate degree.) Of the 64 total, 37 participants completed short-term specialized training of four months or less (e.g., conferences and workshops, observational field visits, and specialized short courses). The remaining 27 participated in long-term academic training from 9 - 48 months (e.g., diploma, certificate, and degree programs). Table 1 below presents a breakdown of participants by program length and type.

The major fields of training were agriculture (19 participants in crop protection, animal husbandry, range management, agricultural extension and education, or equipment maintenance); health-care (15 participants in family planning, primary health care, nutrition education, cold chain equipment maintenance, or administration); forestry (eight participants in general forestry, remote sensing, or sawmill maintenance); water resources (five participants in conservation and resource development, or engineering); statistics (five participants in accounting, or surveys and census); energy studies (three participants); cooperative management (three participants); and six participants in miscellaneous fields (e.g., women in development, curriculum development-AFGRAD, community development-AFGRAD, urban and regional studies-AFGRAD, and population planning). Table 2 below lists the field of training within each program type.

TABLE 1: Distribution of Participants  
By Program Length and Type

| SHORT-TERM PARTICIPANTS                                   |             |  |           |      |   |                  |        |
|---|-------------|--|-----------|------|---|------------------|--------|
| <u>Less Than 2 weeks</u><br>Conferences<br>&<br>Workshops |             | <u>4 - 10 weeks</u><br>Observational Field<br>Visits, Workshops<br>and Short Courses |           |      | <u>3 - 4 months</u><br>Non degree Study Programs<br>(Short Courses &<br>Field Visits) |                  |        |
| U.S.A.  | 3rd Country | Field<br>Visits  | Workshops |      | Field<br>Visits   | Short<br>Courses |        |
|   |             | U.S.   | U.S.      | U.F. | U.S.A.  | U.S.             | Africa |
| 2   | 4           | 5  | 13        | 1    | 2   | 9                | 1      |
| 6   |             | 19   |           |      | 12  |                  |        |
| TOTAL SHORT-TERM PARTICIPANTS: 37                         |             |  |           |      |   |                  |        |

Table 1 cont'd

| LONG-TERM PARTICIPANTS                             |                                    |      |                                  |   |       |        |
|--|------------------------------------|------|----------------------------------|---|-------|--------|
| 9 - 24 months<br>Certificate<br>& Diploma Programs |                                    |      |                                  | 24 - 48 months<br>Academic<br>Degree Programs |       |        |
| Certificate<br>(9 months)                          | Ordinary<br>Diploma<br>(12 months) |      | Higher<br>Diploma<br>(24 months) | Highest Degree Earned                         |       |        |
|  | U.S.                               | U.S. | Africa                           | BS  | MA/MS | MA/PhD |
| 2  | 2                                  | 4    | 5                                | 3   | 9*    | 1      |
| 14   |                                    |      |                                  | 13  |       |        |
| TOTAL LONG-TERM PARTICIPANTS: 27                   |                                    |      |                                  |   |       |        |
| * includes 2 BS                                    |                                    |      |                                  |   |       |        |

TABLE 2: AREAS OF TRAINING BY PROGRAM TYPE

| SHORT-TERM PARTICIPANTS   |  |   |
|---|--|---|
| less than 2 weeks   | 4 - 10 weeks   | 3 - 4 months  |
| <u>Health</u> (3)<br>Nutrition<br>Medical<br><br><u>Women in Development</u><br>(2)<br><br><u>Population Planning</u> (1) | <u>Health</u> (11)<br>family planning<br>primary health care<br>Gynaecology<br>administration<br><br><u>Agriculture</u> (5)<br>range management<br>entomology<br>management<br>communication<br>equip. maintenance<br><br><u>Water Resources</u> (2)<br><br><u>Energy Management</u> (1) | <u>Health</u> (1)<br>equip. maintenance<br><br><u>Agriculture</u> (1)<br>extension<br><br><u>Coop. Management</u> (3)<br><br><u>Energy</u> (2)<br><br><u>Forestry</u> (2)<br>ecology<br>remote sensing<br><br><u>Statistics</u> (2)<br>agriculture<br>accounting<br><br><u>Water Resources</u> (1)<br>hydrology/meteorology |

Table 2 cont'd

| LONG-TERM PARTICIPANTS  |   |
|---|---|
| 9 - 24 months   | 24 - 48 months  |
| <u>Agriculture</u> (5)<br>animal husbandry<br>crop protection<br><br><u>Forestry</u> (6)<br>general<br>sawmill maintenance<br><br><u>Statistics</u> (3)<br>accounting<br>surveys & census | <u>Agriculture</u> (8)<br>agronomy<br>range management<br>ag. education<br>ag. economics<br>animal science/nutrition<br>veterinary medicine<br><br><u>Water Resources</u> (2)<br>civil engineering<br>irrigation engineering<br><br><u>Urban and Regional Planning</u> (1)<br><br><u>Community Development</u> (1)<br><br><u>Curriculum Development</u> (1) |

## IMPLEMENTATION PROCEDURES

A. Pre-Departure Planning. USAID provides participants with a set of diverse orientation and logistical pre-departure services, including information on their specific programs, assistance with travel arrangements including a travel advance, and assistance in obtaining visas. Altogether, these services are meant to provide participants with realistic expectations and a smooth transition in their training experience abroad.

Although a majority of participants (59%) felt that the information given to them before departure adequately prepared them for their training experience, a significant number felt ill-prepared (39%), of which a greater percentage were participants in long-term programs. When asked how well-informed participants were by USAID before leaving, a quarter to a third of all participants claimed to be not well-informed about the general purpose and content of their programs (25%); their schedule and itinerary (28%); the place(s) to be visited (39%); the financial aspects of the program (33%); and the reception services upon arrival in the country of training (27%). It should be noted that confusion over financial aspects included the matter of obtaining receipts for reimbursable medical services and per diem in some cases. Also, several participants were confused about what was covered by the incidental allowance, e.g., shipping costs for books and other materials. Only in the two categories of the required medical exam and person(s) to be contacted did more than 50% of respondents report having been well-informed. Though not well-informed by USAID, many participants reported receiving information on their program through their departments or already being familiar with the program themselves.

No major problems were reported in obtaining visas, although one participant had to wait in London to obtain a visa for Egypt, delaying him slightly. Most of the problems reported by participants with their travel arrangements (22%), obtaining travel advances (20%), and obtaining an outfit allowance from the Gambian Government (16%) seemed to result from the short notice given to participants for their departure date. Short notice coupled with infrequent and unreliable flight schedules out of The Gambia caused a variety of problems: three participants were unable to attend an orientation in Washington before the start of their program; three participants traveled to Dakar at their own expense to obtain their travel advance; and a number of participants were late for their programs. Short notice was also a major contributor to problems in obtaining an outfit allowance: application procedures prevented some participants from receiving the allowance before they left, and these people now report difficulties in securing their allowances retroactively. (The Establishment Office admitted its reluctance to grant such allowances after participants' return given that there is no longer an urgent need.) Some participants claimed to know nothing about this allowance or whether they had been eligible.

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B. Reception and Orientation Services at Training Sites. For the 48 participants trained in the U.S., 28 attended an orientation offered by the Washington International Center (WIC) designed to prepare participants for living and traveling in the U.S. The majority found these services quite useful, especially the lectures on U.S. lifestyle, the tour of historical sites in Washington, D.C., and the cross-cultural mix of other participants. Most of these participants were also provided with other reception services by a variety of community organizations and hosts at their training sites. Of the 20 participants who did not go through the Washington International Center, only one mentioned not receiving any orientation at all. Of the 16 participants at third-country training sites (Upper Volta, Nigeria, Kenya, U.K., Denmark), only six claimed to have had reception and orientation services at their training site, although most (12) were met at the airport upon arriving in the country of training. Five of these 16 participants did not have easy access to a U.S. contact office.

Despite the generally useful reception and orientation services in the U.S., almost half of all participants would have liked more information on their programs, especially details on content, duration, and for some, location of their training. In addition, almost one quarter of all participants, of whom the majority were in long-term U.S. academic programs, reported encountering some social or cultural adjustment difficulties (e.g., problems with differing accents, attitudes toward foreigners, a general ignorance of Africa and racial discrimination in the U.S., isolated training locations). Participants endorsed the idea of having a more comprehensive pre-departure briefing on their programs and a cross-cultural orientation on conditions in the country of training. Suggested topics include information on arrival expectations, lifestyle, climate and clothing, regional variations, restaurants and eating habits, housing options, money management, transportation and communication systems, travel time incountry, shopping and leisure activities, personal safety, stereotypes and prejudices, cultural values and social norms, male and female relationships, campus life, and the (U.S.) educational system. (An outline of a pre-departure orientation program is presented in Appendix D.)

C. Problems During Training. A majority of participants (53%) mentioned having some difficulties in varying degree of seriousness with the amount of housing and food allowance. It was generally not enough. Hotels were too expensive, and some areas proved to be more expensive than others in the U.S. which made managing money difficult. This was more of a problem for those in long-term programs: 74% of long-term participants reported some problems compared to only 38% of short-term participants.

Where applicable, 42% of all participants reported some difficulties in receiving their maintenance allowance on time. Again, long-term participants had more problems than short-term participants (81% compared to 11%). Lateness in receiving the allowance caused one participant to lose money to a landlord; caused embarrassment to others in borrowing money; and caused registration problems for three participants because their tuition had not been paid in time. Although the majority of participants reported no problems with unexpected changes in their schedule,

several cases should be mentioned. One participant left The Gambia for the U.S. without knowing his final training location and was informed in New York. Four other participants were travelling to Ibadan in Nigeria only to be told in Lagos that their training program was in Jos. These participants were also informed upon their arrival in Nigeria that their training program would take two years instead of one. Finally, a variety of problems with accommodations were mentioned by 37% of all participants and, once again, long-term participants had the most difficulties. Complaints were made by several senior-level officials of restrictive dorm conditions, e.g., room-sharing, which they felt to be inappropriate. Some found their hotels situated long distances from their training sites. Many of the complaints, however, involved the high cost of hotels.

A different set of problems was encountered by long-term participants at third-country training locations in Africa during vacation periods. Unlike U.S. educational institutions where there is usually a lot of activity going on throughout the year, the seven participants who stayed on African campuses during their vacations reported feeling bored and lonely as the only students left on campus. They had little travel money and few places to go. They also had difficulties in acquiring or preparing meals because the school cafeteria closed down during vacations. This group of long-term, third-country participants felt that USAID should organize activities during vacations including field trips, seminars related to problems and content of training, and practical inservice on-the-job training with appropriate government departments.

D. Re-Entry Problems. While 33 participants reported no difficulties upon their return to The Gambia, 31 did encounter some problems. It is interesting to note that the percentage of those with problems increases in relation to the duration of the program:

| SHORT-TERM PROGRAMS |            |            | LONG-TERM PROGRAMS |              |
|---------------------|------------|------------|--------------------|--------------|
| 2 weeks             | 4-10 weeks | 3-4 months | 9-24 months        | 24-48 months |
| 0%                  | 21%        | 58%        | 64%                | 85%          |

Of those reporting any re-entry problems, 68% mentioned difficulties related to a lack of infrastructure for carrying out their work (e.g., administrative support, transport, facilities, supplies, etc). This was followed by problems with bureaucratic procedures (45%), tempo and style of life (39%), finding a position within the department that provided an opportunity to apply training (29%), family expectations (26%), poor acceptance by colleagues or superiors (16%), and cultural norms and attitudes (10%). Other problems mentioned were lack of growth opportunities back at work, lack of staff motivation, and the post-rebellion atmosphere.

Conclusions: Although a majority of all participants felt adequately prepared for their training programs, a significant number did not feel well briefed. Almost half of all participants would have liked more detailed

pre-departure information on their programs. Most of the logistical problems reported with travel arrangements, travel advances, and obtaining outfit allowances resulted from a lack of adequate notice before participants' departure date. Long-term participants seemed to have more problems than short-term participants, especially with the amount of maintenance allowance, timely receipt of the allowance, accommodations, and in their return to jobs and life in The Gambia after training. Participants in programs at African educational institutions experienced a lack of support upon arrival and during vacations.

#### Implementation Procedures-Recommendations:

- . More lead time should be given to participants to prepare for their departure
- . Thorough briefings on programs and a cross-cultural orientation to conditions in the country of training should be provided to participants, especially to those going on long-term academic programs.
- . USAID should review its per diem and maintenance allowance rates for different U.S. locations and caution participants about differing regional costs.
- . USAID should ensure reception services for participants traveling to third-country training sites.
- . USAID should explore the possibilities of providing activities for participants at third-country training sites during vacations.
- . The Alumni Association of Returned Participants could be asked to provide both pre-departure and re-entry orientations for participants.

#### IV. QUALITY OF TRAINING

In assessing program quality, participants were asked to rate the effectiveness of their programs in increasing their professional capability, and to indicate the amount of new knowledge and skills they acquired from their training experience. Accordingly, more than three quarters of all participants (78%) felt their training contributed to a substantial increase in professional ability, and a similar proportion (75%) claimed to have acquired a moderate to large amount of new knowledge and skills. Apparently, an overwhelming majority considered their training to be very effective in contributing to a substantial increase in their knowledge and their abilities.

A majority of participants (69%) felt that specific technical knowledge was an important factor in their programs, followed by the establishment of professional relations (58%) and general non-technical knowledge (34%). It is interesting to note that long-term participants ranked technical knowledge first, whereas short-term participants regarded the establishment of professional relations as the more important factor in their programs.

Most of the 27 long-term participants were very satisfied with the range and quality of their academic courses, facilities at their training institutions, and their field trips. Less satisfaction was expressed with the availability of professors for consultation (22% not satisfied) and with guidance in planning their programs (15% not satisfied). Participants were even less satisfied with access to a foreign student advisor (38% not satisfied) and with faculty having African or international experience (30% not satisfied). Very few long-term participants reported having difficulties with the English language or with instructional methods. Of those who did, most explained that differences between American and British English presented the most problems. No one reported any difficulty in having his/her degree recognized in relation to similar degrees from other countries.

A major benefit of training mentioned by long-term participants was the exposure to a different culture and the opportunity to meet people from different countries. The theoretical and practical mix of programs, exposure to research methods, and the general quality of instruction were the most frequently cited strengths by long-term participants.

All of the 37 short-term participants generally regarded their programs favorably, with a majority feeling that the places visited were important, the professional level of their contacts was high, the contacts were well-informed about the purpose of their visit, the technical level of programs was satisfactory, and the amount of information presented was adequate. The most frequently mentioned benefits of training were 1) the widening of professional contacts, 2) meeting and sharing ideas and experiences with people from different countries, 3) experiencing another culture, and 4) field visits. Short-term participants also were pleased with the practical and specialized nature of their programs. Many of the U.S.-trained participants spoke positively of the opportunity to gain the perspective of the American experience in their fields.

The most recurring complaint from short-term participants, however, regarded the duration and scope of their programs: 50% of respondents felt their programs were too short, with a significant proportion (20% and more) regarding the number of trips and places visited as too few. Related to this was the complaint that too much information was presented in the time allowed, and that visits were generally too short at specific sites or with specific projects. Most participants acknowledged, however, that rather than being a wholly negative comment on their programs, this complaint should be interpreted as a positive evaluation: that is, they wished they could have stayed longer. Another complaint voiced by several short-term participants was the lack of reference to developing-country experience in their programs.

**Conclusions:** Both short-term and long-term participants generally regarded their programs favorably, feeling that their training experiences contributed to a substantial increase in their professional capability and to a large amount of new knowledge and skills. Most participants felt that specific technical knowledge and the establishment of professional relations were the more important factors in their programs. Making professional contacts and the cross-cultural experience were considered major benefits of training by both short- and long-term participants. Both groups expressed a degree of dissatisfaction with the lack of an African or third-world perspective in their programs.

Quality of Training-Recommendations: USAID should discuss with appropriate programming agencies the possibilities of tailoring programs to better meet the needs of participants (e.g., selecting universities with experience in developing-country problems; organizing field visits with direct relevance to home-country conditions).

#### V. RELEVANCE OF TRAINING

The attempt in this study to measure relevance of training to conditions in The Gambia was made by examining the extent to which training is actually used in participants' jobs, the effects of training on participants' performance (e.g., increase in professional rank and responsibility), and participants' own perception of relevance.

While the majority of participants considered their programs to be very relevant to conditions in The Gambia, a significant minority expressed some dissatisfaction. Almost a quarter of short-term participants felt their programs were only somewhat relevant and, in some cases, not at all. A similar percentage (23%) of long-term participants were dissatisfied with the relevance of their courses to The Gambia's experience. However, an overwhelming majority (80%) consider their training to be very useful to the performance of their job responsibilities, with only 14% (nine participants) reporting it to be not very useful. Of these nine participants, four are not working in a job related to training and the remaining five expect their training will be more useful at a later date. Further discussion with the four participants not working in a training-related job revealed that only two represented a mismatch of training to current job duties. Both are former AFGRAD fellows--one was trained in community development and now involved in educational administration, and the other was trained in curriculum development and is teaching geography in a high school. However, the fact that most participants (87%) are working in jobs related to their training and rate highly the usefulness of this training in the performance of their jobs is a positive indication of the relevance of this training to national needs.

Another indicator of the relevance of training is the subsequent promotion history of participants. In this regard, a substantial number of returned participants have been promoted (27), with an additional number anticipating new appointments (13). Also, a majority of all participants (59%) claim to be exercising a greater degree of responsibility in their jobs since returning from their training programs. Of the 20 participants who have not been promoted and don't expect to be in the near future, 18 of these were in short-term programs. Of the two long-term participants who have not been promoted, one attended a nine-month diploma course and didn't seem concerned about his Civil Service Grade. However, the other participant completed a masters' program and reports being turned down by the Public Service Commission for a promotion which was recommended by her supervisor.

In addition to this apparent increase in professional rank and responsibility by a majority of participants, noteworthy numbers report being involved to a greater degree in one or more of the following activities as a result of their training: (percentage of total participants reporting more involvement in parenthesis)

- . developing or revising operating procedures (50%)
- . planning workshops/seminars for colleagues (48%)
- . submitting proposals for funding (31%)
- . participating in inter-agency planning (20%)
- . participating in research activities (19%)
- . publishing materials in journals (16%)

Despite the apparent utility and application of training, a majority of participants acknowledge experiencing some constraints and obstacles to a greater application of their training. Most-mentioned constraints include: 1) lack of basic equipment and supplies; 2) lack of technological infrastructure; 3) lack of logistical support (e.g., administrative and clerical support, transportation and communication); and 4) lack of trained manpower to implement planning. Other obstacles cited were lack of staff motivation, cumbersome policies and procedures, and resistance to change from within both government departments and Gambian society.

Conclusions: Most participants are working in a job related to their training and consider their training to be very useful in the performance of their jobs. In addition, the majority of participants are exercising greater responsibility and many have received promotions. These indicators suggest that the training was mostly relevant, very useful, and had a positive impact on participants' performance despite a number of obstacles to an even greater application of their training.

Relevance of Training-Recommendation: USAID should take into consideration the problems of infrastructural deficiencies when planning future training programs for The Gambia as well as in overall development strategy.

## VI. LONG-TERM IMPACT OF TRAINING

Another issue related to the impact of training is the achievement of multiplier effects: that is, to what extent the knowledge gained through training is shared with others. Accordingly, a majority of all participants (65%) reported having shared much of what they learned from their training experience with their colleagues. The channel most used for sharing this information was informal discussion with colleagues (89%), followed by informal on-the-job training (58%), written reports (55%), exchange of teaching materials or publications acquired during the training program (48%), and formal lectures or presentations (47%).

Maintaining communication with professional contacts, counterparts, or advisors met during training is an important factor in the training's continued impact on professional growth. A majority of participants claim to have written to such contacts at least once (with 38% having written three times or more); and a majority of participants have received at least one letter from these contacts (with 33% having received at least three or more letters). A significant number of participants are also exchanging correspondence with institutions visited during training (38% have written at least once, and 46% have received at least one mailing). The number of participants joining a professional asso-

ciation after their training program, however, is small. Only 19 participants joined an association, and only 24 people receive any professional publications.

Conclusions: Returned participants seem willing and able to share with their colleagues a substantial amount of the information they acquired from their training. Many participants are actively corresponding with professional individuals and institutions associated with their training programs; however, only a few participants are formalizing their professional relations by joining societies or other professional groups.

Recommendation: USAID should clarify its policy of subsidizing participants' memberships in professional societies and review the list of returned participants who qualify but are not taking advantage of this offer.

One final note: All participants expressed interest in participating in regular meetings of an Alumni Association; 98% are willing to assist in developing incountry workshops whenever appropriate; and more than 90% would be willing to help orient future participants. The degree to which participants have expressed their willingness to share their training experience and cooperate as a group can be interpreted as an indicator of how successful the USAID training program has been. Indeed, the conclusions of this study suggest strongly that the USAID Participant Training Program has made a significant contribution to The Gambia. Furthermore, most participants responded to this evaluation with seriousness, enthusiasm and interest. Overall, participants seemed genuinely pleased with their training programs; they felt grateful for the experience; and the majority would welcome another opportunity.

APPENDIX A

SUPERVISORS' VIEWS ON  
PARTICIPANT TRAINING PROGRAM

## APPENDIX A

### Supervisors' Views on Participant Training Program

Discussions with eight Department Heads and Supervisors were held after the participant interviews to solicit their views of the USAID Participant Training Program. Specifically, the Department Directors of Medical and Health, Water Resources, Animal Health and Production, Cooperatives, and Community Development; the Permanent Secretary of the Ministry of Economic Planning and Industrial Development (MEPID); the Auditor General; and the Establishment Secretary were consulted. They were asked to comment on how useful USAID-sponsored training has been in participants' performance, how relevant the training has been to individual departmental needs, how participants were selected, general views of the USAID training program in relation to other donor activity, and current training needs and priorities within their respective government sectors.

Accordingly, all eight concurred in regarding the USAID program favorably and claimed that individual training experiences of participants under their supervision have been very useful and relevant. The selection process was similar among the departments and involved identifying candidates according to department needs, individuals' backgrounds, and training opportunities. Each department submits an annual training plan listing candidates for specific programs to the Establishment Secretary who then makes recommendations based on available funds. The following is a report of the supervisors' particular comments on USAID's training program and their perceptions of current training priorities.

1) Medical and Health. Participants were selected according to their potential for delivering services to the widest audience, e.g., doctors, inservice training staff, and nurse midwives heading up MCH teams. This Department feels that AID's emphasis on the public areas, i.e., population and family planning, has been useful but would welcome AID consideration for the institutional needs of Royal Victoria Hospital and a wider range of short courses in basic skills. The Department's current training priorities include nursing management, training in nutrition, and postgraduate training in epidemiology. Certificate programs and incountry training would best serve these immediate needs.

2) Animal Health and Production. Of the eleven people trained by AID from this Department, six participated in long-term diploma or degree programs. Although the Acting Director considers the experience of these individuals to be quite relevant to the Department's needs, he is dissatisfied with the level of productivity and the apparent lack of initiative from many of the returned participants. He also mentioned having problems in losing some of the more qualified participants to other departments for a higher-grade position, or outside the department for better salaries. Priorities mentioned include training in extension work through incountry programs, and the training of mid-level technicians in ordinary and higher diploma programs (e.g. meat and hides inspectors, laboratory technicians).

3) Water Resources. The training of two irrigation engineers through AID's training program has greatly enhanced this Department's capabilities. However, because of reported interference in staffing patterns, one participant returning with an M.S. has not yet received a promotion that was recommended by the Director. Himself a returned participant, the Director has left the Department since our initial interview and has assumed a position outside government. Nevertheless, this Director reported that the Department lacks mid-level technicians in radiotechnology, hydrology, and meteorology. Diploma programs would be most beneficial.

4) Community Development. Only two people from this Department have been sponsored by USAID, one of whom was an AFGRAD Fellow not interviewed. Thus, the Director's views of the AID training program are understandably limited. He felt, nevertheless, that the training was useful and relevant although the short course on Alternative Energy Technology was too short and too specialized. He suggested that a broader-based and more comprehensive program in energy studies would better suit the needs of his staff. Current training needs include management and administration, program development (e.g. women's programs, home economics, appropriate technology), and field technicians (e.g., construction engineers). Diploma programs and short courses would best serve these needs.

5) Cooperatives. The experience of the three people trained in Cooperative Education and Management has proven to be quite useful to this Department's manpower development. (It is with regret to mention that one of these participants passed away soon after our interview.) The current priority for training within this Department is to establish a permanent training staff at the Cooperatives Training Center at Yundum for the inservice training of Cooperatives Inspectors and Managers.

6) MEPID. AID-sponsored training for MEPID has involved senior-level, postgraduate training which the Permanent Secretary (himself a returned participant) claims has been very useful in exposing participants to current developments in their fields. He mentioned it would be useful for MEPID to have a better idea of USAID's training priorities and opportunities. The Ministry's own priorities include postgraduate training in the areas of Agriculture, Urban Planning, Energy, and Industrial Planning. These latter two areas are being developed into separate units which will be given more attention in future training plans.

7) The Auditor General was pleased with the training program attended by his Principal Auditor in General Accounting and hopes to have more of his senior-level staff participate in this same program. Other Department training needs include short courses and degree programs in the areas of compliance and regularity audits, computerization, and the EEE audit (i.e., effectiveness, efficiency, and economy). The Department plans to meet mid-level training needs in accountancy and auditing through incountry programs at the Management Development Institute.

8) Establishment Secretary. USAID's Participant Training Program is regarded as a highly useful and valuable source for Gambian civil service training. The Gambian Government's own training budget is small

and is channeled through the Ministry of Education for Teacher Training Certificates and some undergraduate programs at West African educational institutions. The Ministry of Education also administers fellowships for undergraduate and post-graduate work with funding from AFRAD, UNESCO, and the Commonwealth Scholarships. The Establishment is directly responsible for the inservice training of government civil servants with support from USAID, the EEC, the U.K., and the C.F.T.C. Individual departments may have their own inservice training programs as well as other funding sources (e.g., WHO for Medical and Health, and UNDP for MEPID).

The Establishment's views of The Gambia's manpower development needs include the training of more doctors and dentists; architects and engineers; surveyors (there is currently not one Gambian surveyor); and science, math and geography teachers. The government is encouraging incountry training for mid-level staff in accounting, auditing, printing, and other areas at both the Management Development Institute and the Gambian Technical Training Institute.

In addition, the Establishment Secretary mentioned the need for specialized libraries to keep government units informed of current developments in their respective areas. She also mentioned the need for an objective training needs assessment and survey of national facilities and resources. Presently, training is determined in a passive way relying upon individual departments' own training recommendations which may not necessarily coincide with government's overall manpower development strategy. A national survey of training needs and resources would greatly enhance government's ability to formulate an integrated and coordinated training plan.

Finally, when asking both Returned Participants and Supervisors what areas should be emphasized to assist in The Gambia's national development, the overwhelming majority suggested mid-level technical training, and management and administration. It was generally agreed that diploma and certificate programs and specialized short courses would best serve these needs. Many participants suggested giving more emphasis to incountry workshops to maximize the training's impact by serving a larger number of people.

LIST OF SUPERVISORS INTERVIEWED

- 1) Dr. Hatib N'Jie,  
Acting Director of Medical Services  
Department of Medical and Health
- 2) Mr. Edrisa N'Jie former Director  
Department of Water Resources
- 3) Mr. Jabel Ceesay,  
Acting Director  
Department of Animal Health and Production
- 4) Mr. Dodou N'Yang,  
Director  
Department of Cooperatives
- 5) Mr. Bai Bojang,  
Director  
Department of Community Development
- 6) Mr. M. Secka,  
Auditor General  
Auditor General's Department
- 7) Mr. Abdou N'Jie,  
Permanent Secretary  
Ministry of Economic Planning & Industrial Development
- 8) Ms. Mary Langley,  
Establishment Secretary

APPENDIX B

LIST OF RETURNED PARTICIPANTS

APPENDIX B

LIST OF RETURNED PARTICIPANTS

I. MINISTRY OF AGRICULTURE AND NATURAL RESOURCES

- |   |   |
|---|---|
| 1. <u>Reuben Thomas</u> , Director (Retired)<br>Department of Agriculture<br>(Cape St. Mary's)  | <u>Soil and Water Conservation:</u><br>six-week observational tour-1982<br>(Texas, Mississippi, Alabama)                                |
| 2. <u>Mohamed Cole</u> , Agricultural Officer,<br>Department of Agriculture<br>(Yundum)   | <u>Agronomy:</u> BS degree, 1978-82<br>Rutgers University (New Jersey)  |
| 3. <u>Momodou Mambouray</u> , Chief Mechanical<br>Engineer, Department of Agriculture<br>(Yundum-Workshop)                                    | <u>Equipment Maintenance &amp; Management:</u><br>eight-week study tour, 1981<br>(Western & Southeastern USA)                           |
| 4. <u>Abdoulie Sey</u> , Horticultural Officer<br>Department of Agriculture<br>(out of country during interviews)                             | <u>Vegetable Crop Production Marketing:</u><br>six-week study tour, 1981<br>Rutgers University (New Jersey)                             |
| 5. <u>Baboucar Manneh</u> , Principal Officer<br>Extension Aids Unit, Dept. of Agriculture<br>(Yundum-E.A.U.)                                 | <u>Agricultural Education:</u> BS/MS degree<br>Ohio State University, 1980-82<br>(Columbus, OHIO)                                       |
| 6. <u>Samuel Davis</u> , Senior Agricultural Officer<br>Soil and Water Management Unit<br>Dept. of Ag., (out of country during<br>interviews) | <u>Soil Conservation and Management:</u><br>four-month study program-1981<br>Syracuse University and USDA<br>(New York and Wash., D.C.) |
| 7. <u>Mustapha Darboe</u> , Agricultural Economist,<br>PPMC<br>(Central Bank Building)  | <u>Agricultural Economics:</u> MS degree,<br>1979-80<br>Nebraska State University (Lincoln)   |
| 8. <u>Dento Bojang</u> , Farmer Training Officer,<br>Dept. of Animal Health (Abuko).  | <u>Agricultural Communications and<br/>Media Strategies:</u><br>Six-week study tour, 1980<br>USDA, Washington, D.C.)                    |
| 9. <u>Jabel Ceasay</u> , Acting Director<br>Dept. of Animal Health & Production<br>(Abuko)  | <u>Range Management &amp; Forage Production:</u><br>Ten-week study tour, 1980<br>New Mexico State University                            |
| 10. <u>Ebrahima Janneh</u> , Statistician<br>Dept. of Animal Health & Production<br>(Abuko)   | <u>Agricultural Statistics:</u><br>four-month study tour, 1980<br>U.S.P.C., Bureau of the Census<br>(Maryland/Washington, D.C.)         |
| 11. <u>Manadi Jawo</u> , Livestock Officer<br>Dept. of Animal Health & Production<br>(Abuko)  | <u>Agricultural Extension:</u><br>four-month study tour, 1980<br>North Carolina State University  |
| 12. <u>Onar Touray</u> , Scientific Officer<br>Dept. of Animal Health & Production<br>(Abuko)   | <u>Preventive Veterinary Medicine</u><br>M.H degree, 1978-82<br>University of California (Davis)  |

- |   |   |
|---|---|
| 13. <u>Malang Barrow</u> , Animal Husbandry Officer, Dept. of Animal Health (Abuko)   | <u>Agriculture</u> : BS degree, 1978-82<br>University of Arizona, (Tuscan)                                      |
| 14. <u>Jabel Sowe</u> , Animal Husbandry Officer, Dept. of Animal Health (Abuko)  | <u>Animal Science</u> : MS degree, 1978-82<br>University of Arizona, (Tuscan)                                   |
| 15. <u>Dennis Carayol</u> , Former Director and now Chief Veterinary Officer<br>Dept. of Animal Health & Production (Abuko) | <u>Agricultural Information Project Management</u><br>four-week study tour, 1980<br>(USDA, Washington, D.C.)    |
| 16. <u>Assan Jaye</u> , Veterinary Public Health Assistant<br>Dept. of Animal Health & Production (Abuko)                   | <u>Animal Husbandry</u> :<br>Higher Diploma, 1981-83<br>Ahmadu Bello University<br>(Kaduna, Nigeria)            |
| 17. <u>Lamin Bojang</u> , Livestock Assistant<br>Dept. of Animal Health (Abuko)   | <u>Animal Husbandry</u> :<br>Higher Diploma, 1981-83<br>Ahmadu Bello University<br>(Kaduna, Nigeria)            |
| 18. <u>Patnatta Cole</u> , Livestock Assistant<br>Dept. of Animal Health (Abuko)  | <u>Animal Husbandry</u> :<br>Higher Diploma, 1981-83<br>Ahmadu Bello University<br>(Kaduna, Nigeria)            |
| 19. <u>Sulayman M'Boob</u> , Director<br>Dept. of Crop Protection (Yundun) (on leave and out of country during interviews)  | <u>Crop Protection</u> :<br>eight-week observational tour<br>USA - 1978   |
| 20. <u>Sankun Samia</u> , Scientific Officer<br>Dept. of Crop Protection (out of country during interviews)                 | <u>Entomology</u> : BS degree, 1978-81<br>Oklahoma State University   |
| 21. <u>Momodou Conteh</u> , Crop Protection Officer<br>Dept. of Crop Protection (Yundun)                                    | <u>Crop Protection</u> :<br>Higher Diploma, 1980-82<br>Ahmadu Bello University<br>(Zaria, Nigeria)              |
| 22. <u>Ebrima Kunjo</u> , Crop Protection Officer<br>Dept. of Crop Protection (Yundun)                                      | <u>Crop Protection</u> :<br>Higher Diploma, 1980-82<br>Ahmadu Bello University<br>(Zaria, Nigeria)              |
| 23. <u>Andrew Coker</u> , Laboratory Technician<br>Dept. of Crop Protection (Yundun)  | <u>Insect Taxonomy</u> :<br>seven-week study tour, 1982<br>Commonwealth Institute of Taxonomy<br>(London, U.K.) |

24. Bakary Tarawally, Scientific Officer  
Dept. of Crop Protection  
(Yundum)  
Plant Quarantine:  
8-week study tour, 1982  
Commonwealth Institute of Taxonomy  
(London, U.K.)
25. Samuel Bruce-Oliver, Agronomist  
Dept. of Crop Protection  
(Yundum)  
Agronomy: BS degree, 1979-82  
University of Florida (Gainesville)
26. Baboucar Kah, former Crop Protection  
Assistant  
now Gambia College Lecturer  
(Brikama-Gambia College)  
Entomology: degree program  
(terminated early)

## II. MINISTRY OF WATER RESOURCES AND ENVIRONMENT

27. Hon. Omar Jallow, Minister  
Marina Parade  
Water Resources:  
four-week observational tour, 1982  
(USA).
28. Edrisa N'Jie, Director (Retired)  
Dept. of Water Resources  
(Marina Parade)  
Water Resources Development:  
four-month study tour, 1980  
(USA)
29. Fatou Jasseh, Ag. Engineer  
Dept. of Water Resources  
(Sapu)  
Ag. Engineering: MS degree  
Washington State University, 1978-81  
(Pullman, WA)
30. Lamin Jobe, Civil Engineer  
Dept. of Water Resources  
(Marina Parade)  
Civil Engineering: MS degree  
Cornell University, 1979-82  
(New York)
31. Bye-Mass Taal, Director  
Forestry Department  
(Marina Parade)  
Remote Sensing & Tropical Forest  
Ecosystems:  
four-month study program, 1977  
Eros Pata Center  
(Sioux Falls, South Dakota)
32. Junkung Sidibe, Supervisor  
of Forests, Forestry Dept.  
(Nyambai Forest Station)  
Sawmills Maintenance & Management:  
Certificate Program (9 months)  
Haywood Technical Institute  
(North Carolina) - 1980-81
33. Anarou Camara, Senior Forest Ranger  
Forestry Department  
(Yundum)  
Management and Maintenance of Sawmills:  
Certificate Program (9 months), 1981-82  
Haywood Technical Institute  
(North Carolina)
34. Alhaji Cham, Forest Ranger  
Forestry Department  
(Yundum)  
Forestry: Ordinary Diploma, 1980-82  
Forestry Research Institute  
(Jos, Nigeria)
35. Foday Sawo, Forest Ranger  
Forestry Department  
(Brikama)  
Forestry: Ordinary Diploma, 1980-82  
Forestry Research Institute  
(Jos, Nigeria)

36. Abdoulie Sanneh, Forest Ranger  
Forestry Department  
(Basse)      Forestry: Ordinary Diploma, 1980-82  
Forestry Research Institute  
(Jos, Nigeria)
37. Kebba Sonko, Forest Ranger  
Forestry Department  
(Brikama)      Forestry: Ordinary Diploma, 1980-82  
Forestry Research Institute  
(Jos, Nigeria)
38. Omar Colley, Forest Ranger  
Forestry Department  
German Forestry Project  
(Fajara)      Remote Sensing:  
four-month study program, 1982  
(Upper Volta)
39. Baboucar Bayo, Forest Ranger  
Forestry Department  
(Brikama)      Alternative Energy Technology:  
four-month study program, 1982  
University of Florida (Gainesville)

## III. MINISTRY FOR LOCAL GOVERNMENT &amp; LANDS

40. Dodou N'Yang, Director  
Department of Cooperatives  
(Independence Drive)      Cooperative Management:  
four-month study program, 1980  
University of Wisconsin (Madison)
41. Masaneh Jammeh, Cooperative Officer  
(deceased)      Cooperative Management:  
four-month study program, 1980  
University of Wisconsin (Madison)
42. Sallah Jagne, Field Coordinator  
Department Cooperatives  
(Georgetown)      Cooperative Management:  
four-month study program, 1982  
University of Wisconsin (Madison)
43. Cherno M'Ballo, Accountant  
Gambia Cooperative Union  
(Kanifing)      Accountancy-Diploma Program, 1981-82  
Griffins College (Nairobi, Kenya)
44. Alade Joiner, Community Development  
Officer  
Department of Community Development  
(Mansakonko-posted upcountry and not  
interviewed)      Community Development:  
MA degree, 1979 - 1981  
University of Missouri (AFGRAD)  
(Columbia, MO)
45. Fakeba Darboe, Alternative Energy Asst.  
Department of Community Development  
(Marina Parade)      Alternative Energy Technology:  
four-month study program, 1982  
University of Florida (Gainesville)

## IV. MINISTRY OF ECONOMIC PLANNING AND INDUSTRIAL DEVELOPMENT

46. Abdou N'Jie, Permanent Secretary  
MEPID (Central Bank Building)  
not interviewed      Population Development Planning:  
two-week seminar, 1980  
(North Carolina)
47. Louis Gomez, Cadet Economist  
MEPID (Central Bank Building)      Population Development Planning:  
two-week seminar, 1980  
(North Carolina)

48. Amadou Taal, Principal Planner  
MEPID (Central Bank Building) Energy Management:  
nine-week study program, 1981  
University of New York/Stony Brook
49. Vidal Ashcroft, former Energy Planner  
MEPID; now with the Social Security &  
Housing Finance Corp.  
(Buckle Street) Urban and Regional Studies: MS degree  
1977-79  
Rutgers University (AFGRAD)  
(New Jersey)
50. Mahen N'Jie, Senior Statistical Clerk  
Central Statistics Department  
(Orange and Buckle Streets) Economic Surveys and Census:  
Diploma program, 1981-82  
International Statistic Program  
Center (ISPC)  
(Bureau of Census, Washington, D.C.)
51. Alieu Bahoun, Statistical Clerk  
Central Statistics Department  
(Orange and Buckle Streets) Agricultural Surveys and Census:  
Diploma program, 1981-82  
ISPC, Bureau of Census, (Washington, D.C.)

V. MINISTRY OF HEALTH, LABOR AND SOCIAL WELFARE

52. Saihou N'Jie, Permanent Secretary  
Ministry (Central Bank Building) Health Administration:  
six-week observational tour, 1982  
(various U.S. sites)
53. Clara McMason, Chief Nursing Officer  
Department of Medical Services  
(MacCarthy Square) Family Planning and Health Education:  
four-week study tour, 1978 (WASH. D.C.)  
eight weeks study program, 1980  
(University of Chicago)
54. Bertha M'Boje, Head of MCH unit  
Department of Medical Services  
(McCarthy Square - not interviewed) Johns Hopkins  
(JHPIECC)  
Baltimore, MD.
55. Priscilla Maxwell, Nurse Midwife  
(Kerewan-posted upcountry and not  
interviewed) Family Planning Program Management:  
four-week study tour, 1980  
(Washington, D.C.)
56. Olinatou Jallow, Nursing Officer  
Royal Victoria Hospital Family Planning Program Management:  
four-week study tour, 1977  
(Washington, D.C.)
57. Marie-Therese Shynge, Nursing Officer  
Royal Victoria Hospital Family Planning Program Management:  
two-month study program, 1979  
(Washington, D.C.)
58. Anna Batchilly, Senior Staff Nurse  
State Enrolled Nursing School  
Royal Victoria Hospital Family Planning Program Management:  
ten-week study program, 1982  
University of California (Santa Cruz)
59. Fatou Juwara, Nurse Midwife  
State Enrolled Nursing School  
Royal Victoria Hospital Family Planning Program Management:  
ten-week study program, 1982  
University of California (Santa Cruz)
60. Thomas King, Dresser-Dispenser  
State Enrolled Nursing School  
Royal Victoria Hospital Family Planning Program Management:  
ten-week study program, 1982  
University of California (Santa Cruz)

- 62. Amie N'Dow, Laboratory Technician  
Royal Victoria Hospital  
Laboratory Technician Course:  
terminated early (1981)
- 63. Kalilou Touray, EPI Technician,  
Department of Medical Services  
(McCarthy Square)  
Maintenance and Repair of Cold  
Chain Equipment:  
four-month study program, 1982  
West Coast Training School  
(Oregon)
- 64. Dr. M'Bye Faal, Obstetrician  
retired--now in private practice,  
Banjul Clinic  
(Independence Drive)  
Reproductive Health for Physicians:  
two-week seminar, 1981  
Johns Hopkins (JHPTGO)  
(Baltimore, Maryland)

VI. GAMBIA FAMILY PLANNING ASSOCIATION

- 65. Joseph Taylor-Thomas, Executive  
Secretary, Kanifing  
Family Planning Program Management:  
four-week study program, 1977  
(Washington, D.C.)
- 66. Haddy Kora, Field Coordinator  
(Kerewan)  
Adolescent Fertility Management:  
four-week study program, 1977  
International Center for Population  
& Family Health  
(Zion, Illinois)
- 67. Dr. Samuel Palmer, Medical Advisor  
GFFA: in private practice at West-  
field and New Welfare Clinics  
(Kanifing and Banjul)  
Tenth World Conference on Gynaecology  
& Obstetrics:  
6-week observational tour, 1982  
(San Francisco and other U.S. sites)

MINISTRY OF EDUCATION, YOUTH, SPORTS AND CULTURE:

- 68. Adele N'Jie, Home Economics Teacher  
Gambia College (Brikama)  
World Conference on the U.S. Decade for  
Women  
ten-day conference, 1980  
(Copenhagen, Denmark)
- 69. Sally N'Jie, Chief Librarian  
Gambia National Library  
(Independence Drive)  
World Conference on the U.S. Decade for/  
Women  
ten-day conference, 1980  
(Copenhagen, Denmark)
- 70. Sarah Secka, Project Manager  
Schools Feeding Program  
(Cameron Street)  
Nutrition Education:  
two-week seminar, 1981  
(Sierra Leone)
- 71. Marie George, Home Economics Teacher  
St. Joseph's High School  
(Box Bar Road, Banjul)  
Nutrition Education:  
two-week seminar, 1981  
(Sierra Leone)
- 72. Burang Goree-N'Jie, Graduate Teacher  
St. Augustine's High School  
(Box Bar Road, Banjul)  
Curriculum Development: MEd/PhD, 1976-80  
University of Iowa (ALGRAD)

73. Ndondy N'Jie, Principal Designate  
Gambia College  
(Brikama)      Community Development: MA degree, 1978-80  
University of Maine (AFGRAD)  
(Orono, Maine)
74. Jenung Manneh, Lecturer  
Gambia College  
(Brikama)      Agricultural Education: BS/MS degrees,  
1980-83  
University of Massachusetts and New  
Mexico State University
75. Alahji Alieu N'Jie, Lecturer  
Gambia College  
(out of country during interviews)      Agricultural Economics: BS/MS degrees  
Michigan State University, 1979-83  
(East Lansing, Michigan)
- VII. OTHER DEPARTMENTS
76. Hassan Sowe, Principal Auditor  
Auditor General's Department  
(Quadrangle)      General Accounting: Certificate Course, 19  
General Accounting Office (Washington, D.C.)
77. Lamin Bojang, Engineer  
Public Works Department  
(out of country during interviews)      Civil Engineering: MS degree, 1978-80  
Stanford University (California)

## AID PARTICIPANT TRAINING PROGRAM

Evaluation Questionnaire

Name: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

## I. JOB HISTORY

1. Present Position (actual title) \_\_\_\_\_

Department \_\_\_\_\_

Location/Phone \_\_\_\_\_

Civil Service Grade \_\_\_\_\_

a) Indicate if your Civil Service Grade is the same as before your training program: No - 1 Yes - 2

If no, please indicate your former grade \_\_\_\_\_

b) Indicate if your present position is the same as you occupied before your training program: No - 1 Yes - 2

If no, please indicate your former position \_\_\_\_\_

c) Indicate the level of responsibility of your present position compared to your former position before training (if applicable):

1 - Less responsibility in present position

2 - No substantial difference in responsibility

3 - Greater responsibility in present position

d) Is your present job in the same field for which you were trained under the AID program? No - 1 Yes - 2

## II. TYPE OF USAID PROGRAM

2. Please give details of your particular program:

Short-term

1 - Observation Tour (field visits) \_\_\_\_\_ (# of weeks)

2 - Workshop/Seminar \_\_\_\_\_ (# of weeks)

Long-term

3 - Nondegree Study/Certificate Program \_\_\_\_\_ (# of mos.)

4 - Undergraduate Degree Program \_\_\_\_\_ (# of mos.)

5 - Graduate Degree Program \_\_\_\_\_ (# of mos.)

● Location: \_\_\_\_\_

● Field of Study/Training: \_\_\_\_\_

● Date of Return (month/year): \_\_\_\_\_

● Degree(s) completed (if applicable):

BA/BSC - 1 MA/MSc - 2 Other \_\_\_\_\_

PARTICIPANTS IN LONG-TERM STUDY PROGRAMS, PLEASE COMPLETE "A" OF THE FOLLOWING SECTION. PARTICIPANTS IN SHORT-TERM PROGRAMS, GO ON TO "B" QUESTION #7.

III. QUALITY AND EFFECTIVENESS OF TRAINING

A. Long-Term Academic Program Experience

3. During your study program, how satisfied were you with the following:

|  | <u>Very Satisfied</u> | <u>Somewhat Satisfied</u> | <u>Not Too Satisfied</u> | <u>Not at All Satisfied</u> |
|--|-----------------------|---------------------------|--------------------------|-----------------------------|
| Quality of Courses   | 1                     | 2                         | 3                        | 4                           |
| Relevance of courses to conditions in The Gambia             | 1                     | 2                         | 3                        | 4                           |
| Faculty having African or other international experience     | 1                     | 2                         | 3                        | 4                           |
| Guidance in planning your academic program                   | 1                     | 2                         | 3                        | 4                           |
| Availability of foreign student advisor                      | 1                     | 2                         | 3                        | 4                           |
| Facilities: library, reference materials, laboratories, etc. | 1                     | 2                         | 3                        | 4                           |

4. Did you have any problems with the following instructional methods?

|                                   | <u>None</u> | <u>Some</u> | <u>Many</u> |   |
|-----------------------------------|-------------|-------------|-------------|---|
| reading course materials          | 1           | 2           | 3           | 4 |
| understanding lectures            | 1           | 2           | 3           | 4 |
| writing papers                    | 1           | 2           | 3           | 4 |
| meeting class deadlines           | 1           | 2           | 3           | 4 |
| writing exams with time limits    | 1           | 2           | 3           | 4 |
| participating in class discussion | 1           | 2           | 3           | 4 |
| other                             | 1           | 2           | 3           | 4 |

5. What particular skills do you now wish you had given more time to developing in light of your present job responsibilities?

\_\_\_\_\_

6. Could any changes have been made in your program to reduce the time it took to complete it? No - 1 Yes - 2

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

(Go on To Question #8)

\* \* \* \* \*

**B PARTICIPANTS IN SHORT-TERM PROGRAMS (e.g., Observational Tours and Workshops/Seminars), PLEASE COMPLETE THIS SECTION**

7. Where applicable, please rate the following aspects of your program:

- |  |   |
|--|---|
| a) Duration of program   | 1 - too short<br>2 - nearly right<br>3 - too long                             |
| b) Number of organizations contacted                                   | 1 - too many<br>2 - nearly right<br>3 - insufficient<br>4 - not applicable    |
| c) Importance of Organization(s) Visited                               | 1 - all important<br>2 - most important<br>3 - many not important             |
| d) Were contact persons well informed about the purpose of your visit? | 1 - all well informed<br>2 - most well informed<br>3 - many not well informed |
| e) Professional level of persons contacted                             | 1 - all capable<br>2 - most capable<br>3 - many not capable                   |
| f) Technical level of program  | 1 - too low<br>2 - satisfactory<br>3 - too high                               |
| g) Amount of information presented in program                          | 1 - too little<br>2 - nearly right<br>3 - too much                            |
| h) Relevance of program to conditions in The Gambia                    | 1 - not at all relevant<br>2 - somewhat relevant<br>3 - very relevant         |

8. In your opinion, how effective was your program in terms of increasing your professional capability?

|                   |                 |             |
|-------------------|-----------------|-------------|
| <u>Not at All</u> | <u>Somewhat</u> | <u>Very</u> |
| 1                 | 2      3        | 4           |

9. In terms of an increase in your professional ability, how important were the following factors in your program?

|  | <u>Not</u><br><u>Important</u> | <u>Somewhat</u><br><u>Important</u> | <u>Very</u><br><u>Important</u> |
|--|--------------------------------|-------------------------------------|---------------------------------|
| a) Specific skills acquired.....             | 1                              | 2                                   | 3      4                        |
| b) General knowledge acquired.....           | 1                              | 2                                   | 3      4                        |
| c) Establishment of professional relations.. | 1                              | 2                                   | 3      4                        |

10. With respect to content, what amount of new knowledge and skills was acquired through your training program:

small amount                      moderate amount                      large amount  
1    2    3    4

11. What do you consider major strengths, if any, of your program?  
\_\_\_\_\_

12. What do you consider major weaknesses, if any, of your program?  
\_\_\_\_\_

IV. APPLICATION OF TRAINING

13. How useful has the information or knowledge acquired from your training program been in the implementation of your present position?

Not Useful                      Moderately Useful                      Very Useful  
1    2    3    4

If not useful, please explain: \_\_\_\_\_  
\_\_\_\_\_

14. Since completing your program, have you experienced any major constraints or obstacles in applying the knowledge or skills acquired through training to the performance of your present job?

No - 1      Yes - 2      If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_

15. Where applicable, are you involved to a greater degree in the following activities as a result of your training or about the same as you would have been without the training?

|  | <u>Some<br/>Involvement</u> | <u>Greater<br/>Involvement</u> |
|--|-----------------------------|--------------------------------|
| Develop or revise government policy    | 1                           | 2                              |
| Develop or revise operating procedures | 1                           | 2                              |
| Develop new programs or projects       | 1                           | 2                              |
| Participate in inter-agency planning   | 1                           | 2                              |
| Plan workshops/seminars                | 1                           | 2                              |
| Develop proposals for funding          | 1                           | 2                              |
| Publish works in professional journals | 1                           | 2                              |

V. LONG-TERM IMPACT OF TRAINING

16. Since returning to The Gambia, to what degree have you shared with your colleagues the knowledge acquired from your program?

Not at All                      Somewhat                      Very Much  
1    2    3    4

17. If applicable, indicate the extent to which you used the following channels in sharing the knowledge acquired from training with your colleagues:

|                                | <u>None</u> | <u>Some</u> | <u>Much</u> |
|--------------------------------|-------------|-------------|-------------|
| informal discussion            | 1           | 2           | 3           |
| formal presentations           | 1           | 2           | 3           |
| written reports                | 1           | 2           | 3           |
| on-the-job training            | 1           | 2           | 3           |
| exchange of training materials | 1           | 2           | 3           |
| other _____                    | 1           | 2           | 3           |

18. Since completing your program, estimate the number of times you:

a) corresponded with an agency visited or person met during training program \_\_\_\_\_

b) received correspondence from an agency visited or person met during training \_\_\_\_\_

19. Since completing your program, have you joined any professional associations? No - 1 Yes - 2

If yes, are you still a member? No - 1 Yes - 2

20. Do you receive any professional journals? No - 1 Yes - 2

VI. PRE-DEPARTURE PLANNING AND ORIENTATION

21. Prior to the start of your program, the AID office in The Gambia assisted you in preparing for your program. How well informed were you by AID with the following:

|                        | <u>Not Well Informed</u> | <u>Sufficiently Informed</u> | <u>Very Well Informed</u> |
|------------------------|--------------------------|------------------------------|---------------------------|
| Program Purpose        | 1                        | 2                            | 3                         |
| Program Schedule       | 1                        | 2                            | 3                         |
| Contact Person/Place   | 1                        | 2                            | 3                         |
| Program Finances       | 1                        | 2                            | 3                         |
| Medical Exam           | 1                        | 2                            | 3                         |
| U.S. Living Conditions | 1                        | 2                            | 3                         |

22. To what extent did you have problems with the following:

|                            | <u>No Problems</u> | <u>Some Problems</u> | <u>Serious Problems</u> |
|----------------------------|--------------------|----------------------|-------------------------|
| Coordination of Travel     | 1                  | 2                    | 3                       |
| Obtaining Visa             | 1                  | 2                    | 3                       |
| Obtaining Travel Advance   | 1                  | 2                    | 3                       |
| Obtaining Outfit allowance | 1                  | 2                    | 3                       |
| Obtaining Study Leave      | 1                  | 2                    | 3                       |

If you had serious problems with any of these items, please explain:

\_\_\_\_\_

23. Do you feel that the information given to you before your departure adequately prepared you? No - 1 Yes - 2

If no, what are some of the things you wish you had been told?

\_\_\_\_\_

24. How long had you known about plans for your AID training program?

\_\_\_\_\_ days \_\_\_\_\_ weeks \_\_\_\_\_ months

25. How much notice were you given for your final departure date?

\_\_\_\_\_

VII. TRAINING SITE RECEPTION AND INFORMATION SERVICES

26. Were you met at the airport? No - 1 Yes - 2
27. Was there an organization (or representative therefrom) which supplied you with reception services upon arriving? No - 1 Yes - 2

If yes, which one? \_\_\_\_\_

How useful were these services?

|                   |                          |                    |
|-------------------|--------------------------|--------------------|
| <u>Not Useful</u> | <u>Moderately Useful</u> | <u>Very Useful</u> |
| 1                 | 2                      3 | 4                  |

28. Did you have access to personnel in the AID contact office?  
No - 1 Yes - 2
29. For long-term participants at third country training sites, what arrangements, if any, were made for you during vacation periods?  
\_\_\_\_\_

VIII. PROBLEMS ENCOUNTERED DURING TRAINING PROGRAM

30. During the period of training, did you face problems with any of the following points? (indicate degree of seriousness)

|                                  | <u>No Problems</u> | <u>Some Problems</u>     | <u>Serious Problems</u> |
|----------------------------------|--------------------|--------------------------|-------------------------|
| a) amount of allowance           | 1                  | 2                      3 | 4                       |
| b) receipt of allowance          | 1                  | 2                      3 | 4                       |
| c) accommodations                | 1                  | 2                      3 | 4                       |
| d) changes in program schedule   | 1                  | 2                      3 | 4                       |
| e) relations with contacts       | 1                  | 2                      3 | 4                       |
| f) other administrative problems | 1                  | 2                      3 | 4                       |

If you had serious problems with any of these items, please explain:  
\_\_\_\_\_

31. Did you experience any problems in adjusting to the social and cultural living conditions at your training site? No - 1 Yes - 2

If so, please specify: \_\_\_\_\_

IX. RE-ENTRY TO THE GAMBIA

32. Since returning from training, have you encountered any of the following problems: (indicate degree of seriousness)

|  | <u>No Problems</u> | <u>Some Problems</u>     | <u>Serious Problems</u> |
|--|--------------------|--------------------------|-------------------------|
| Difficulty in finding a position in area of training     | 1                  | 2                      3 | 4                       |
| Deficient resources to carry out job duties              | 1                  | 2                      3 | 4                       |
| Poor acceptance by colleagues or supervisors upon return | 1                  | 2                      3 | 4                       |
| Readjusting to tempo/lifestyle                           | 1                  | 2                      3 | 4                       |
| Readjusting to cultural norms                            | 1                  | 2                      3 | 4                       |
| Readjusting to family expectations                       | 1                  | 2                      3 | 4                       |
| Other _____  | 1                  | 2                      3 | 4                       |

X. PLANNING FUTURE PROGRAMS

33. In terms of your professional goals, do you need additional skills or training experience? No - 1 Yes - 2

If so, please specify training needs: \_\_\_\_\_

34. What type of training is desired? \_\_\_\_\_

35. Would your training have been more effective at a different location? No - 1 Yes - 2 If yes, where? \_\_\_\_\_

36. Based on your experience after returning, what areas of training do you think should be emphasized to assist The Gambia's development?  
\_\_\_\_\_

37. If the AID office were to develop a pre-departure orientation for future participants in a program similar to yours, what areas and topics would you recommend including: \_\_\_\_\_

38. Would you be willing to assist in a pre-departure orientation program for future participants? No - 1 Yes - 2

39. Would you be interesting in participating in an Alumni Association of Returned Participants in The Gambia? No - 1 Yes - 2

APPENDIX D  
SUGGESTION FOR A  
PRE-DEPARTURE ORIENTATION

## APPENDIX D

### SUGGESTION FOR A PRE-DEPARTURE ORIENTATION

As it was shown in the Evaluation Report, most participants agreed that a pre-departure briefing on their training programs and a cross-cultural orientation to conditions in the country of training would be highly beneficial. It was learned that participants in long-term academic programs had more logistical problems and more social and cultural adjustment difficulties than did short-term participants. The following, then, is an outline of a pre-departure orientation covering topics which were suggested by returned participants in the course of the interviews.

- A. Briefing on Program with USAID Training Officer
  - . content of program
  - . schedule and itinerary (e.g. program duration, location)
  - . program expectations (e.g. field visits, meetings with counterparts, seminar participation, role as guest speaker)
  - . background of training institution or organization
  - . contact person and location of contact office
  - . medical exam
  - . financial aspects (e.g., incidental allowance or travel advance and what it specifically allows for; explanation of receipts for reimbursement when applicable; different costs of living; pocket money)
- B. VIDEOTAPE Presentation (e.g., USAID/OIT videotape; or other on U.S. life) with de-briefing by AID Training Officer and volunteer returned participant on a similar program
- C. Cross-Cultural Orientation on Conditions in Country of Training (with Training Officer, Returned Participant, and another American for U.S.-bound participants)
  - 1) Arrival Expectations
    - . entry formalities (immigration, airport procedures)
    - . transportation/communication systems (e.g., airport limo, taxis, bus, car rentals; pay phones)
    - . climate and clothing (regional climatic differences)
    - . variety of accommodations

(Cross-Cultural Orientation, cont'd)

2) U.S. (or other) Lifestyle

- . restaurants/eating habits
- . money management and banking
- . travel time incountry
- . shopping
- . leisure activities (e.g., entertainment, museums)
- . personal safety
- . regional variations (e.g., climate, people, pace; urban-suburban-rural; ethnic concentrations)
- . business hours

3) Cultural Values and Social Norms (U.S. or other)

- . family and social life
- . stereotypes and prejudices (especially racial issues)
- . attitudes toward foreigners in general and Africans in particular
- . male and female relationships
- . language variations (accents, differences between British and American English; colloquialisms)

D. Academic Orientation (for participants in long-term diploma or degree programs)

1) Videotape Presentation (NAFSA program on U.S. academic life for foreign students)

2) De-briefing and discussion of U.S. (or other) educational system and campus life with Training Officer, Returned Participant, and an American for U.S.-bound participants:

- . curriculum (course selection, core courses and electives, pre-requisites, requirements, etc.)
- . instructional methods (class participation, homework, student-faculty relationship, facilities, lectures, exams, grading)

3) College Catalogue Printout (obtained from USIS which has a microfiche printout machine and 1983 U.S. college catalogues)

## APPENDIX E

### PARTICIPANTS' SUGGESTIONS FOR ALUMNI ASSOCIATION ACTIVITIES

All of the Returned Participants who were interviewed expressed interest in participating in regular meetings of an Alumni Association. The majority felt that meetings should be held every two months or quarterly depending on the types of activities. The following, then, is a summary of the suggestions participants gave for the types of activities an Alumni Association should undertake.

1. Provide a Forum for Group Discussion
  - . share ideas and training experiences
  - . identify areas of mutual interest
  - . clarify USAID training objectives
  - . discuss USAID to The Gambia
  - . discuss local relevance of USAID training programs
  - . discuss work-related problems (esp. in applying training)
  - . discuss application of training to The Gambia's development
  - . identify training needs
  - . exchange research discoveries/new developments in dif. fields
  - . provide resource bank for incountry and regional training programs
  
2. Organize Symposia, Seminars, and Workshops
  - . invited guest speakers (visiting foreign delegations)
  - . symposia and debates on locally relevant issues (e.g. development, management)
  - . symposia on educational and cultural issues
  - . cultural symposia for foreigners
  - . paper and research presentations (esp. by newly returned participants)
  - . continuing education seminars
  - . specialized incountry workshops
  
3. Establish greater dialogue with Americans
  - . provide reception and orientation for Americans in The Gambia
  - . organize cultural activities bringing greater understanding of U.S.
  - . talks by visiting Americans on U.S. issues
  - . symposia on cultural differences between Americans and Gambians
  - . establish and maintain contact: in the U.S.
  - . sponsor exchange visits
  
4. Social and Recreational Activities
  - . social evenings
  - . sightseeing tours
  - . field visits (e.g., to Senegal/regional for comparative observation)
  - . picnics/games
  - . sports activities (popularize American baseball and basketball)
  - . filmshows

5. Sponsor a Newsletter

- . new developments in relevant fields
- . major economic and scientific developments relevant to The Gambia
- . U.S. foreign policy
- . Alumni news (participants' activities, projects, whereabouts)
- . Relevant conference and workshop opportunities
- . Further training opportunities

6. Orient Future Participants

7. Undertake Fundraising and Charitable Activities