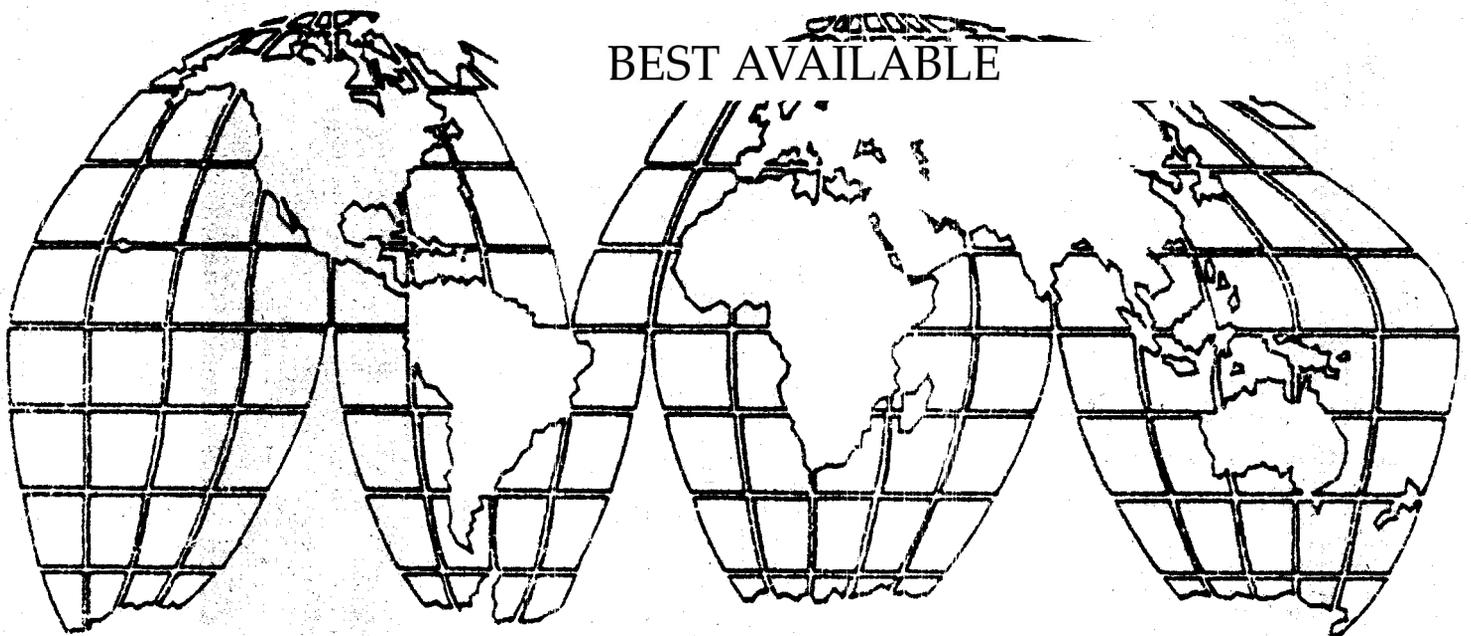


AID Evaluation Occasional Paper No. 8

ANNOTATED BIBLIOGRAPHY OF  
PARTICIPANT TRAINING EVALUATIONS,  
STUDIES, AND RELATED REPORTS



APRIL 1986

CENTER FOR DEVELOPMENT INFORMATION AND EVALUATION  
BUREAU FOR PROGRAM AND POLICY COORDINATION

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D. C. 20523

BEST AVAILABLE

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AID OCCASIONAL PAPER NO. 8

by

Laurel Elmer and Tom Moser

March 1986

U.S. Agency for International Development

The views and interpretations expressed in this report are those of the authors and should not be attributed to the Agency for International Development.

TABLE OF CONTENTS

	<u>Page</u>
Introduction.....	v
Glossary of Abbreviations.....	vii
1. General Participant Training Studies and Evaluations (64 reports).....	1
2. Country-Specific Participant Training Evaluations (70 reports).....	25
3. Regional Participant Training Evaluations (32 reports)...	51
3.1 Africa.....	51
3.2 Asia.....	55
3.3 Latin America.....	56
3.4 Near East (Middle East and North Africa).....	58
3.5 Miscellaneous.....	60
4. Evaluations of Specific Components of the Participant Training Program (30 reports).....	61
4.1 Complementary Programs.....	61
4.2 English Language Training.....	64
4.3 Selection and Placement.....	67
4.4 Third-Country Training.....	69
5. Training Evaluations by Sector (15 reports).....	71

## INTRODUCTION

This annotated bibliography was prepared under the direction of the Agency for International Development (AID), Center for Development Information and Evaluation (CDIE) as part of CDIE's effort to develop and initiate a long-term participant training impact evaluation program. Such a program, if it is to effectively influence policy and the operational aspects of training issues, must be seen within the Agency as necessary, focused, and feasible within the context of past evaluation efforts as well as current training expansion ambitions. This bibliography, by presenting for the first time and in a systematic way what has been evaluated or studied to date in the participant training area, contributes significantly to the development of both an Agency impact evaluation program and Agency consensus regarding its scope and content.

Type of Documents. This bibliography of evaluations, studies, and related reports on the AID Participant Training Program contains 211 entries spanning 30 years. The reports are organized in the following categories: (1) general studies, (2) country studies, (3) regional studies, (4) evaluations of specific components of the training program, and (5) sector training evaluations.

The documents include AID/Washington and Mission staff reports, AID-sponsored studies by individuals or organizations, and several other selected reports relevant to the AID training experience but which were not sponsored by AID. This listing is comprehensive to the extent that it contains available reports found through the following sources: the AID Development Information System (DIS); the AID Library; external databases (Social Science, Dissertation, and ERIC); and consultations with relevant AID offices and other agencies outside AID (e.g., the U.S. Department of Agriculture, General Accounting Office, Bureau of the Census, Management Communications Seminars, Inc., Partners for International Education and Training, Washington International Center, and National Association for Foreign Student Affairs).

Arrangement of Listings. This bibliography was developed in conjunction with a historical review of participant training evaluations. Because of this interest in tracing developments in participant training over time and within regions, materials within each of the five sections are arranged by title in chronological order, with the earliest known evaluation materials listed first. Sections 2, 3, and 4 are arranged by country, region, and training program component, respectively, with material in each category arranged in chronological order.

Availability of Reports. The majority of the reports may be found in the AID Development Information System (noted by a "PN" or "PD" number at the end of each entry) or in the AID Library (noted by a "DIC" number). Inquiries regarding the ordering of documents should be addressed to the AID Library.

GLOSSARY OF ABBREVIATIONS

- AACRAO - American Association of Collegiate Registrars and Admissions Officers
- AFGRAD - African Graduate Fellowship Program
- AID - Agency for International Development
- AIR - American Institutes for Research
- ALIGU - American Language Institute, Georgetown University
- AMDP - African Manpower Development Program
- ASPAU - African Scholarship Program of American Universities
- BSSR - Bureau for Social Science Research
- COSERV - National Council for Community Services to International Visitors
- DETRI - Development Education and Training Research Institute, American University
- DIS - Development Information System database (AID)
- ERIC - Educational Resources Information Center
- GAO - General Accounting Office
- ICA - International Cooperation Administration
- ICATO - ICA airgram
- INTERAF - Inter-African Scholarship Program
- IT - International Training Office, AID Bureau for Science and Technology
- LASPAU - Latin American Scholarship Program of American Universities
- NAFSA - National Association of Foreign Student Affairs
- NCIV - National Council for International Visitors
- OAR - Office of AID Representative

GLOSSARY OF ABBREVIATIONS (cont.)

- OIT - AID Office of International Training
- PASA - Participating Agency Service Agreement
- PIO/P - Project Implementation Order for Participant(s)
- SECID - South Eastern Consortium for International Development
- S&T/IT - AID Bureau for Science and Technology/International Training Office
- TA - Technical Assistance
- TESOL - Teachers of English to Speakers of Other Languages
- USDA - U.S. Department of Agriculture
- USIA - U.S. Information Agency
- USOM - U.S. Overseas Mission
- WIC - Washington International Center

## **1. GENERAL PARTICIPANT TRAINING STUDIES AND EVALUATIONS**

### **1. An Analysis of Some Aspects of Short-Term Participant Training. ICA Staff Study. 1958. (PN-AAS-714). 23 p.**

This staff report reviews the role of short-term training in the participant training program, focusing on technical versus nontechnical training considerations. Project Implementation Orders for Participants (PIO/Ps) for U.S. and third-country training in FY 1957 for nine countries were reviewed and discussions were held with Agency officials on various training projects. Recommendations deal largely with the need for policy guidelines to the field in planning and programming short-term training.

### **2. Evaluation of AID's Participant Training Program. ICATO Circular A175, November 5, 1959. (Abstracted version of original mimeograph: Appendix A to Education for National Development--Effects of U.S. Technical Training Programs, Albert Gollin--see No. 36).**

This circular airgram conveys the Agency's decision to conduct a worldwide evaluation survey of its participant training program, which had sponsored more than 100,000 participants by November 1959. The document contains the official policy and basic instructions for undertaking the worldwide survey of participant training and was sent to all ICA (AID) overseas posts. The airgram is significant because it reflects an overall Agency decision 25 years ago to conduct a systematic, comprehensive evaluation survey of participant training, and because it was the only one of its kind in the history of U.S. bilateral assistance. This comprehensive effort extended over a 5-year period and resulted in 23 individual country studies, regional analyses, and a global summary.

### **3. Survey Guidelines: Evaluation of the Participant Training Program. Aurilla White, Bureau for Social Science Research. AID-Sponsored Study. 1960. (PN-AAS-093).**

This document provides a set of guidelines for training officers and other AID officials for conducting an evaluation of their respective Missions' participant training program as part of the worldwide survey. It is a "how to do it" or "how to monitor it" reference that describes the main steps in undertaking a systematic evaluation survey of returned participants. This detailed, descriptive guide contains very useful methodological information.

**4. Improving the Participant Exit-Interview Evaluation Process.** ICA Staff Study. 1960. (PN-ARE-270). 22 p.

In light of certain weaknesses in the participant exit-interview process, an evaluation was conducted to seek improvement. As it was, interviews with departing participants were not objective or standardized and dissemination of these reports in AID/Washington and to the field was haphazard, with frequent duplication of effort. Information was gathered through a survey of ICA/Washington training staff procedures and methods for conducting end-of-training interviews. The report recommends organizational and procedural changes to enhance the effectiveness of the exit-interview evaluation as a technique for improving the participant training process.

**5. Effective Management of Participant Training: Salient Features and Organizational Implications.** David Tilson for President's Task Force on Foreign Economic Assistance. 1961. (PN-AAS-095). 7 p.

This report offers guidance to the President's Task Force on Foreign Economic Assistance in deciding how participant training should be managed in the new AID agency. It examines major functions in administering the program, summarizes deficiencies in present and past operations, and suggests ways to improve future performance in general management and administration.

**6. Problems of Cost and Programming of Foreign Visitors on the American Campus.** Reuben Lorenz, American Council on Education. 1961. (PN-ARE-283). 62 p.

This report reviews operational difficulties in the programming of foreign nationals on U.S. campuses (e.g., assignments, scheduling, language training, course selection). Practices used in reimbursing training institutions for services rendered are also examined. This 6-month study included site visits to 12 institutions involved with participant training, questionnaires from 61 institutions of higher education, and conferences with government officials administering the program. Policy recommendations are made for better coordination of foreign student programming between training institutions and sponsoring agencies.

7. **Survey for Participant Training in the U.S.: Phase II Report (with summary of Phase I).** Robert Dugan, Institute for International Services. AID-Sponsored Study. 1963. (PN-AAD-095). 67 p.

Phases I and II of this study involved setting up and conducting a pilot survey of 40 U.S. training institutions involved in training AID-sponsored participants. Through interviews with selected individuals at each training site, opinions and attitudes were elicited in the areas of (1) participant selection, assignment, orientation, evaluation, and personal needs and (2) training program administration, personnel, facilities, and evaluation. Specific recommendations based on the findings are presented in the study's Executive Report (see No. 8).

8. **Pilot Study of Participant Training in the U.S.: Executive Report.** Jane Bristol and Robert Dugan, Institute for International Services. AID-Sponsored Study. 1963. (PN-AAD-097). 28 p.

This Executive Summary describes the contractor's efforts (1) to develop a procedure for collecting information, opinions, and attitudes about the AID participant training program; (2) to conduct a pilot study of a heterogeneous sample of organizations involved in the program to determine the feasibility of a national study; and (3) to determine substantive results from the pilot study to provide AID with information and recommendations for improving the program. The contractor developed and pretested a questionnaire, trained interviewers, identified a sample of 41 organizations involved in participant training, and collected and analyzed data from 133 people interviewed. Findings are organized into two major categories: (1) participants (selection, assignment, preparation, expectations, orientation, training content and methods, and personal and social needs) and (2) training organizations (relationships with AID and programming agencies, planning and executing programs, and evaluation). Many recommendations are presented in the report on virtually all aspects of participant training except for the post-training phase.

9. **Pilot Study of Participant Training in the U.S.: Technical Report.** Jane Bristol, Robert Dugan, and Hope Miller, Institute for International Services. AID-Sponsored Study. 1963. (PN-AAD-096). 68 p.

This report describes in more detail the methodology used in the pilot study and presents the technical findings from the survey. See Executive Report for conclusions and recommendations (No. 8).

**10. Interviewer's Manual for a Survey of Participant Training in the U.S.** Institute for International Services. AID-Sponsored Study. 1963. (PN-AAD-094). 120 p.

This manual is part of the participant training survey in the United States conducted by the Institute for International Services. In addition to the interview schedule, questionnaire, and suggestions for conducting the interviews, this document contains a good description of the participant training program and process.

**11. Evaluation of the Technical Training Program in U.S. Foreign Aid.** Forrest Clements and Albert Gollin. AID-Sponsored Study. 1964. (PN-AAS-098). 125 p.

This report describes the methods used by AID in the worldwide participant training evaluation survey. It also presents selected findings demonstrating the value of this type of evaluation process.

**12. Participant Training Program: An Evaluative Survey.** Albert Gollin, Bureau for Social Science Research (BSSR). AID-Sponsored Study. 1965. (PN-AAS-797). 125 p.

This final report presents the findings from the worldwide evaluation of the conduct and effects of the USAID Participant Training Program. This is BSSR's submission to AID of findings based on 23 country studies from which the final AID report was published the following year (see No. 15).

**13. Social Science Perspectives on Training for Development: Report and Recommendations of a Workshop and Conference on Non-Technical Aspects of the AID Participant Training Program.** Bureau for Social Science Research. AID-Sponsored Study. 1965. (PN-AAS-094). 76 p.

This report contains the proceedings of a workshop designed to identify problem areas and to generate suggestions for modifying participant training program operations and to generate recommendations for research on content areas and methodologies. The workshop was attended by social scientists and AID personnel. Many recommendations are contained in the report covering virtually all aspects of participant training, including areas for further research.

**14. Attitude Changes Toward the United States of AID Participant Trainees.** Carl Hereford. University of Texas (Conference Paper). 1965. (PN-AAS-064). 14 p. plus appendix.

This is a workshop paper delivered at a conference on AID participant training. It contains a discussion of the quality and effectiveness of technical training as it relates to a change in the trainee's attitudes toward the United States. Recommendations related to this behavioral objective are made for such areas as orientation, support services, and post-training followup.

**15. AID Participant Training Program--the Transfer and Use of Development Skills: An Evaluation Study of U.S. Technical Training Programs for Participants From Underdeveloped Areas.** Albert Gollin, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-096). 286 p.

This report presents more generalized findings of the 23 individual country studies representing all four geographic regions. It is directed primarily toward AID officials and others whose interests or responsibilities in participant training transcend the country level. The 23 country studies were undertaken with standardized, written questionnaires, oral interviews, and other methodology in accordance with guidelines provided by AID/Washington. Many useful recommendations are contained in this report. (See abstract of the summary report, No. 16.)

**16. World-wide Evaluation of Participant Training: Summary of Principal Findings and Primary Recommendations for Action.** Forrest Clements. AID Staff Study. 1966. (PN-AAS-097). 23 p.

This summary report selects the most widely applicable conclusions derived from the 23 coordinated country evaluation studies and stresses the more general and administratively relevant issues in the training process. Principal recommendations include the following: (1) participants should be involved in their own program planning; (2) supervisors should be involved in the selection, planning, and proposed utilization of the training process; (3) training terms should be lengthened; (4) utilization of training needs to be formulated during the design stage; (5) participants should be adequately informed and satisfied with their programs prior to leaving home; and (6) followup activities should be increased with participants, particularly their contacts with USAID.

17. **Participant Training Process Survey, 1965-1966: A Management Report.** AID/Office of Management Planning. 1966. (PN-AAS-911). 2 vols.

This staff report assesses Office of International Training (OIT) operations in relation to participant arrival, in-training support and monitoring, and participant departure. Phase I traces the PIO/P from the Mission to AID/Washington, whereas Phase II analyzes the implementation of the program. The report makes recommendations for improving OIT's operations and its coordination with other participating agencies. Recommendations relate to OIT/IT's office management and its participant reporting system.

18. **Summary of Findings by the Director, Office of International Training, on Manpower Development and Training Considerations.** AID Staff Study. 1966. (PN-AAS-069). 9 p.

This summary report provides comments from the field on the role of Missions in assisting host governments to assess manpower requirements as well as Missions' own staff requirements in providing effective backstopping for training activities. The report is based on responses to a worldwide inquiry on manpower development and training considerations to Mission directors and presents a list of specific recommendations in this regard.

19. **Programming International Visitors in American Communities: Problems of the 1960's.** Dean Mahin. Workshop paper for the National Council for Community Services to International Visitors (COSERV). 1967. (PN-AAS-370). 16 p.

This document is a discussion paper for a workshop to stimulate thought on issues related to the programming of international visitors. It is based primarily on the author's personal views derived from long-term involvement in programming foreign visitors. The paper generally argues for better programming of short-term international visitors.

**20. Foreign Study and Modernization: The Transfer of Technology Through Education.** Bureau for Social Science Research (journal article). 1967. (PN-AAS-888). 20 p.

Written for a professional journal, this article presents a discussion of the technology transfer process, drawing on data from the worldwide participant training survey in which the author was heavily involved. Correlations were made to analyze variables leading to successful training programs, that is, high utilization of training in the back-home situation. The analysis indicates that in addition to selecting the appropriate participant and providing the best possible training, the work environment and institutional arrangements in the home country are significant variables in assessing the impact of training. Eight major findings related to the utilization of training are presented in this article.

**21. AID Participant Training Exit Interview Development Study.** Development Education and Training Research Institute (DETRI). American University. December 1967. (PN-AAS-704) 52 p. plus five appendixes.

This report develops a system for conducting exit interviews with all AID participants brought to the United States for training in order to provide AID with reliable and valid feedback on significant aspects of the participants' training experiences. The narrative discusses the purpose, scope, and background rationale for the exit interview; the requirements for the exit-interview program; and the plan for developing instruments, gathering data, and recording results. This is a purely methodological report on how the exit-interview process was developed.

**22. DETRI Interview Questionnaire (contents and instructions).** DETRI, American University. 1967. (PN-AAS-431). 54 p.

The DETRI questionnaire used in this major exit-interview program appears separately here because of its comprehensive nature (144 questions) and its careful design, which included many cross-cultural considerations. The questionnaire is attached to the Development Study described in No. 21.

**23. Participant Assessment of AID Training Programs: A Descriptive Statistical Report.** DETRI, American University. May 1968. (PN-AAS-391). 260 p.

This report informs AID and other users of progress under the DETRI exit-interview project. The report contains descriptive findings from exit interviews conducted with 895 academic and special participants and 342 observation training team members between July 1967 and February 1968. It includes an overview of these participants' perceptions of and reactions to their entire training program. Recommendations are made in the areas of training design, predeparture preparation, and support services.

**24. Participant Assessment of AID Training Programs: First Annual Report.** DETRI, American University. May 1969. (PN-AAS-430). 190 p.

The first annual report under the DETRI project contains descriptive and analytic findings from exit interviews conducted with 1,810 academic and special participants and 610 observation training team members between July 1967 and September 1968. An overview of participant reactions to various aspects of their AID experience is presented, including an examination of the relationship between key responses and training program characteristics. An intensive analysis of the principal satisfactions of academic and special participants is included. Recommendations are made in the areas of training design, predeparture preparation, English language training, orientation, and support services.

**25. Participant Assessment of AID Training Programs: Second Annual Report.** DETRI, American University. July 1970. (PN-AAS-916). 250 p.

The second annual report under this project provides AID with information on the participants' training experiences and evaluative judgments about their experiences. Their responses were analyzed by region, type of training, field of training, and participant agency (if any). Descriptive and analytic findings from exit interviews conducted with 1,384 academic special participants and 503 observation training team members between September 1968 and September 1969 are included. Recommendations are made in the areas of training design, predeparture preparation, orientation, and support services.

26. **Guide for Users of the DETRI Exit Interview: Questions Commonly Asked.** DETRI, American University. 1970. (PN-AAS-711). 10 p.

This guide, which was designed to help users of DETRI reports better understand their significance, is in the form of a question and answer pamphlet on the exit-interview process.

27. **Third Analytic Report.** DETRI, American University. October 1971. (Report Not Available). 250 p.

This technical report describes the methods used to consolidate and correlate the exit-interview data obtained from the 2,888 academic and special participants interviewed at DETRI from September 1969 through June 1971. It discusses techniques used in the selection of the total pool of dependent and independent items; lists meaningful groupings of these items from the factor analyses; cites contributing factors and criterion outcomes used in the original and final multiple regressions; and describes analyses using background factors as potential predictors and as control variables for the final regression equations. This technical report compares its results with those of the first two annual reports and makes recommendations regarding items on the exit interview questionnaires and individual interview code sheets.

28. **Participant Assessment of AID Training Programs: Status Report Series.** DETRI, American University. Status Report 1, December 1970 (PN-AAS-420); Status Report 2, January 1971 (PN-AAS-388); Status Report 3, April 1971 (PN-AAS-389); Status Report 4, September 1971 (PN-AAS-390); Status Report 5, September 1972 (PN-AAS-391). About 50 pages each.

These reports are intended to provide feedback information to AID based on perceptions and evaluations of the participants themselves as they are interviewed just prior to their return home after completing U.S. training. This series provides primarily descriptive findings on selected items from exit interviews conducted with 5,501 academic and special participants and 150 observation training team members interviewed from July 1967 through March 1971. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized in such areas as orientation, housing, travel, social attitudes, technical training, and so forth. These status reports present the highlights considered to be of interest to AID of the standardized participant exit-interview process during their respective reporting periods.

**29. Participant Assessment of Factors Related to Selected PASAs: Profile Report Series.** DETRI, American University, 1971. Reports on Department of Agriculture (PN-AAS-782); Bureau of the Census (PN-AAS-783); Office of Education (PN-AAS-785); Federal Aviation Administration (PN-AAS-780); Internal Revenue Service (PN-AAS-781); Department of Labor, Office of International Training (PN-AAS-786); and Public Health Service (PN-AAS-784). About 30 pages each.

The DETRI profile report series was designed to provide feedback to participating agencies and the AID Office of International Training on those portions of the total training experience for which they are largely responsible. The reports essentially contain descriptive findings from exit interviews programmed by agencies that had 170 or more academic and special participants or 10 or more observation training teams at DETRI. Separate reports were prepared for each participating agency. Perceptions and opinions of participants from the agency subject to the report are compared with those of participants from other agencies. Overall reactions are analyzed by fiscal year.

**30. Participant Assessment of Factors Related to Selected USAIDs Missions: Profile Report Series.** DETRI, American University. Reports on Afghanistan (PN-AAS-411), Korea (PN-AAS-415), Laos (PN-AAS-418), Nigeria (PN-AAS-411), Pakistan (PN-AAS-417), Philippines (PN-AAS-412). February 1971. Reports on Kenya and Tanzania. March 1971. About 30 pages each.

This series of DETRI profile reports provides feedback information to the Missions on that portion of the program that, they manage (selection, predeparture preparations, and so forth). Descriptive and comparative data on the strengths and weaknesses of respective Missions' management of the training from the participant's perspective are included. The descriptive findings are drawn from exit interviews with participants from countries that had 125 or more academic and special participants or 3 or more observation training teams at DETRI. Perceptions and opinions of participants from the country subject to the report are compared with those of participants from other countries in the same region. Overall reactions are analyzed by fiscal year.

31. **Participant Assessment of Special Programs: Profile Report Series.** DETRI, American University. Reports on Communications Workshop Programs, Pre-Academic Workshop Programs, and English Language Training. January 1972. Reports on Washington International Center (WIC) Orientation Programs. February 1972. (WIC report available only; see No. 172).

These profile reports provide descriptive findings from exit interviews conducted with academic participants who took part in Pre-Academic Workshops and with academic and special participants who attended English language training, orientation sessions at the Washington International Center, or Communications Workshop programs. The Pre-Academic Workshop and Communications reports compare the perceptions and opinions of participants at different training sites. The English Language Training report compares the reactions of participants from the four major world regions; it also compares the reactions of participants who received training only in their home country with those who received training only in the United States. The WIC Report contains comparative data from participants who attended programs at the Washington International Center during 1966-1968, 1969, and 1970-1971.

32. Training Institution Profile Reports--Academic Participants. DETRI, American University. June 1972. Michigan State University (PN-AAS-703); Harvard University (PN-AAS-867); Williams College (PN-AAS-868); Columbia University (PN-AAS-869); Syracuse University (PN-AAS-870); University of Pittsburgh (PN-AAS-871); University of West Virginia (PN-AAS-872); University of Wisconsin (PN-AAS-873); University of Michigan (PN-AAS-874); Ohio State University (PN-AAS-875); Ohio University (Athens) (PN-AAS-876); Indiana University (PN-AAS-877); Southern Illinois University (PN-AAS-878); University of Missouri (PN-AAS-879); Kansas State University (PN-AAS-880); Oklahoma State University (PN-AAS-881); New Mexico State University (PN-AAS-882); Colorado State University (Fort Collins) (PN-AAS-883); Tulane University (PN-AAS-905); North Carolina State University (Raleigh) (PN-AAS-906); University of North Carolina (Chapel Hill) (PN-AAS-907); California State Polytechnic College (PN-AAS-908); University of Southern California (Los Angeles) (PN-AAS-909); Colorado State University (Greeley) (PN-AAS-921). About 30 pages each.

Prepared as separate reports, this profile series provides useful information to U.S. training institutions on selected items relevant to the participant's experience at the training site. Descriptive findings are drawn from exit interviews with academic participants who attended U.S. universities that had 30 or more academic participants completing their training programs between July 1967 and February 1972. The experiences of participants attending the institutions subject to the report are compared with those of participants at all academic training institutions.

**33. Training Institution Profile Reports--Special Participants.**  
DETRI, American University. June 1972. Johns Hopkins University (PN-AAS-890); International Cooperative Training Center (PN-AAS-891); Bureau of the Census (PN-AAS-892); Columbia University (PN-AAS-893); University of Wisconsin (PN-AAS-894); University of Chicago (PN-AAS-895); Development Administrators Training Program, University of Connecticut (PN-AAS-896); Tennessee Valley Authorities (PN-AAS-897); Indiana University (PN-AAS-898); Harvard University (PN-AAS-899); University of Pittsburgh (PN-AAS-901); American University (PN-AAS-900); National Rural Electric Cooperative Association (PN-AAS-901); International Management Development Department, Syracuse University (PN-AAS-902); Federal Aviation Administration National Training Center (PN-AAS-903); University of Missouri (PN-AAS-904); Soil Conservation Service Regional Training Center (PN-AAS-910). About 30 pages each.

These profile reports provide useful information from exit interviews conducted with special participants who attended U.S. institutions that had 30 or more special participants completing their training programs between July 1967 and February 1972. Separate reports are prepared for each of the training institutions. The experiences of participants attending the institutions subject to the report are compared with those of participants at all special training institutions.

**34. Final Report: International Training Assessment Program.** DETRI, American University. October 1972. (PN-AAS-413). 128 p. plus 11 appendixes.

This report presents information on the project's activity over its 6-year life, during which DETRI conducted exit interviews with over 10,000 AID participants using standardized instruments and methods. A history of the project's development and the techniques and methodology developed are included. It also describes the various types of reports published and their possible and actual uses, with suggestions for future evaluation efforts. More specifically, the report contains (1) an overview of AID assessments of the utilization of participant training and suggestions for relating exit-interview data and procedures to future followup evaluations; (2) a history of the program, including a description of the development of instruments and procedures used in the exit- and entry-interview programs; (3) an annotated list of all required and special reports prepared from the program data; (4) a presentation of some of the analytic techniques used and results obtained, and suggestions for further analyses of the data for use by program planners; (5) discussion of AID's Title IX objectives and a review of methods for assessing the impact of participant training on these objectives; and (6) a history of the assessment study of orientation programs at the Washington International Center.

**35. Final Report: International Training Assessment Program-- Appendix H. Cross-Cultural Interviewing: The Importance of Societal Differences.** DETRI, American University. October 1972. (PN-AAS-710). 67 p. plus attachments.

This appendix to DETRI's final report is meant to assist interviewers and others associated with cross-cultural programs in being more sensitive to societal differences in cross-cultural interviewing. It is essentially a guide designed for cross-cultural interviewers in the DETRI program and provides very useful and informative material on the nature of cross-cultural interviewing.

**36. Education for National Development--Effects of U.S. Technical Training Programs.** Albert Gollin. 1969. (Available from Praeger Publishers, New York). 255 p. plus bibliography.

This book attempts to clarify a number of issues in the area of planned social change, with particular attention given to the role of educational aid strategies in national development. Several recommendations of a broad nature can be drawn from the epilogue to this extensive and insightful study of AID's worldwide participant training survey described above (see No. 2).

**37. Study of the Effectiveness of Foreign Student Advisors at American Colleges and Universities as Reported by Foreign Students Sponsored by AID.** Betty Lockett, American University (Ph.D. dissertation). 1970. (PN-AAS-819). 168 p.

This dissertation on the effectiveness of foreign student advisors at U.S. campuses was undertaken within the context of decreasing financial support for international education by 1970 and persistent criticisms of services offered by foreign student advisors. The research was based on data drawn from a sample of DETRI exit interviews with AID-sponsored participants. The author was a graduate research assistant involved with the DETRI exit-interview project at American University.

**38. Title IX Concept Plan: Final Report.** Csanad Toth and George Bryan et al., IDEAS, Inc. AID-Sponsored Study. 1971. (PN-AAS-068). 100+ p.

This study evaluates Title IX components in existing AID training programs (i.e., referring to that part of the Foreign Assistance Act which emphasizes the need for maximum popular participation in the development process). The study stresses the need to incorporate Title IX concepts and considerations into the design and orientation aspects of participant training.

**39. Human Resources Development: The Foreign Student on Campus.** August Benson. AID/NAFSA Workshop III, University of Maryland. 1972. (PN-AAS-794). 104 p.

This report contains a summary of workshop proceedings and records the major issues discussed at this AID/NAFSA workshop, which featured eight workgroups assigned various problem areas. Many suggestions and recommendations were made, especially in the areas of training design, predeparture preparation, support services, followup, and professional development.

**40. What We Are Learning From the DETRI Exit Interview Program.** Lybrand and Kimmel, DETRI, American University. 1973. (PN-AAS-790). 14 p.

This document describes the purpose and process of the DETRI program and summarizes the key lessons learned in the exit interviewing process. Various recommendations are made to improve the support services for participants during their period of U.S. training.

**41. Wiesner Conference on International Training: Conference Proceedings.** 1973. (DIC 374.013063K49).

This memorandum reports on a conference called to consider future international training in response to renewed and strengthened emphasis on human resources development in the Zablocki Amendments to the Foreign Assistance Act. Recommendations for improved training design are made.

**42. Evaluating Training Programs: The AID Experience.** Philip Sperling. AID Staff Study (journal article). 1973. (PN-AAT-247). 19 p.

This paper presents a discussion of methods for evaluating training and argues for a multiperspective approach using questionnaires, observation, and secondary sources such as supervisors. The article recommends more research on followup evaluation techniques and methods.

**43. Assessing the Impact of Participant Training on the Attainment of Development Goals: Phase I--Methodological Research. American Institutes for Research. AID-Sponsored Study. 1974. (PN-AAS-066). 68 p. plus appendix.**

This Phase I report concludes that techniques could be devised for measuring the effectiveness of participant training in terms of the impact of returned participants on the development of their countries. These techniques would take the form of a prototype methodology for carrying out such impact-oriented assessments. To this end, an analytical, methodological handbook for conducting impact assessments was developed by the contractor. Section I describes the objectives, the methodological difficulties, and the study design. Section II describes the data collection process in pre-tests in Ghana and Thailand. Sections III through VI describe data analysis, and Section VII suggests future applications of these procedures. This report concludes with the affirmation that the kind of impact assessment explored during the feasibility stage proved to be sound in design and should be field tested to convert the ideas and approaches developed in the exploratory research into practical, operational assessment procedures. (See related reports Nos. 44, 71, 102, 112, and 204).

**44. Impact of Participant Training on the Attainment of Development Goals--Report No. 5, Final Report: Methods and Procedures for Assessment of Impact. Jane G. Schubert, American Institutes for Research. AID-Sponsored Study. 1976. (PN-AAB-653). 1 vol.**

In this final report, the contractor presents a comprehensive description and history of all that took place under this project, particularly under Phase II, which was designed to test the methodological design in operational settings and to produce an assessment package that local evaluators could use for impact assessments of other training activities. The assessment package consists of two main tools: (1) the instruments that were used in the field tests to evaluate the impact that former AID training program participants had on their countries' national goals and (2) suggested procedures for local evaluators who will use these instruments to conduct impact assessments in their respective countries. The report contains a considerable number of samples, instruments, instructions, procedures, and so forth, and would be very useful as a handbook for those planning to undertake future impact assessments.

45. Study of AID Participant Training Program and Office of International Training. (11 Volumes). Arthur Young & Co. AID-Sponsored Study. 1976. Final Report. (PN-AAE-277). 129 p. Summary of Findings and Recommendations. (PN-AAE-276). 26 p.

The contractor undertook a comprehensive management assessment of the participant training program and made many substantial recommendations designed to improve the effectiveness and efficiency of the program. Major issues include the policy and procedures for support services to training institutions, reporting requirements, Agency policy on training, and the function and role of the Office of International Training.

46. An Evaluation Report of the Impact Study of Participant Training on Developmental Goals. Raga Elim. AID Staff Study. 1977. (PN-AAS-702). 18 p.

This report comments on the utility of the American Institutes for Research (AIR) impact assessment strategy and methodology described above, and whether it should be replicated. This critique succinctly makes the case that the AIR feasibility work on impact assessment is interesting but does not provide any basis upon which to improve training activities. It recommends that no followup on the AIR proposals be made and that consideration of any future impact assessment should await further developments in the state of the art. Evaluation of other areas, including followup in the home country, is supported as an alternative.

47. Cultural Exchange: A Communication Model For Re-Entry Transition. Phillip Moeller, American University (Ph.D. dissertation). 1977. (PN-AAS-432). 223 p.

This Ph.D. dissertation is concerned with participant preparation for return to the home country and the cultural shock associated with it. The paper emphasizes the importance of reintegration as a prerequisite to the application of training. Through a comparison of participants with and without reentry training, the thesis is presented that preparation for cultural shock increases participant self-effectiveness upon return by decreasing anxiety. The author analyzed the reentry training (Communications Seminar) at Michigan State University and conducted interviews with AID staff and 23 participants. The dissertation clearly recommends that reentry training be an integral part of a participant's program.

**48. Evaluation Study of Experience Enhancement and Problem Review Services Provided to AID's Training Program.** Group 7 Associates. AID-Sponsored Study. 1977. (PN-AAS-363). 83 p. plus appendix.

This study examines the National Association of Foreign Student Affairs (NAFSA) contract in terms of performance and scope of services. The evaluation included a document review and interviews with OIT, NAFSA staff, and selected trainees. Most recommendations pertain to NAFSA services to AID participants, which the evaluator believes should be more clearly defined in the contract.

**49. Coordination of International Exchange and Training Programs--Opportunities and Limitations.** General Accounting Office, Report to Congress. 1978. (PC-AAA-044). 113 p.

This report to Congress offers some suggestions on how the International Communication Agency (now U.S. Information Agency) might fulfill its new mandate to coordinate government exchange programs. Central to the study is the need for increased coordination and data sharing with other agencies involved in international education and training. Government officials and outside experts were consulted, and a questionnaire was administered to 24 Federal agencies and 32 private organizations involved in the exchange or training process. The primary recommendation relevant to AID is this call for increased interagency coordination of U.S. international exchange and training as well as increased cooperation with other donors.

**50. Evaluation of the AID/OIT Counseling Program.** Willie Williams. AID-Sponsored Study. 1979. (PN-AAS-356). 23 p.

This study examines current participant counseling procedures and recommends ways to strengthen or modify the present system within existing resources. The evaluation involved a document review and interviews with AID and contractor staff.

**51. The Relevance of U.S. Graduate Programs to Foreign Students From Developing Countries.** Marvin Baron, National Association of Foreign Student Affairs (NAFSA). AID-Sponsored Study. 1979. (PN-AAS-708). 15 p.

This is a report of a survey of American graduate schools carried out to determine the extent to which faculty members accommodate the special needs of students from developing countries, both in curricular programming and in doctoral research projects. A questionnaire was sent to foreign student advisors and graduate deans of 93 graduate schools, who were then asked to identify three faculty members with experience in working with students from developing countries to respond to the questionnaire. Although no recommendations were made, the survey produced some relevant findings.

**52. AID Needs To Improve Its Accountability of Participant Trainees.** Auditor General/AID. 1980. (PN-AAK-453).

This General Accounting Office (GAO) report to Congress examines the overall operations of participant training in order to identify any major functional problems in the selection of participants, their training, and their return and use of training. The study involved a review of AID policies, procedures, and statistical controls on participant training; a document review; and discussions with AID/Washington, several Missions, and various contractors. Recommendations are made on OIT policy and procedures in relation to participant return and to participant monitoring and reporting by contractors.

**53. U.S. Efforts To Educate and Train the Poor in Developing Countries.** General Accounting Office. Report to Congress. 1980. (PN-AAH-732). 63 p.

This GAO report examines AID's education and training assistance to developing countries and makes recommendations on how U.S. efforts to transfer knowledge and skills to the poor could be improved. Information was gathered through a review of legislation and pertinent data, discussions with AID officials, and field visits to Peru, Guatemala, and Liberia. Recommendations deal primarily with planning, participant monitoring, and followup.

**54. The Relevance of U.S. Education to Students From Developing Countries.** AID/NAFSA Workshop IV. 1980. (PN-AAS-387). 61 p.

This is a report on the fourth AID/NAFSA workshop which proposed (a) improvements in procedures and planning of AID participant training programs and (b) strategies for increasing the relevance of U.S. educational programs. The workshop was attended by 80 representatives of various agencies involved in the education of students from developing countries (e.g., AID personnel, university faculty, foreign student advisors, and current and former AID participants). Recommendations were made on how to improve the relevance of educational programs for developing country students, with specific reference to training design, selection and placement, support services at the training site, predeparture and postarrival orientation, and followup.

**55. Improving Graduate Programs for Developing Country Nationals.** Ted Doane and Barbara Chesser, University of Nebraska. AID-Sponsored Study. 1980. (PN-AAN-710). 88 p.

This study addresses issues related to the agricultural training of developing country nationals. The report contains the proceedings of a staff development workshop attended by approximately 100 people. Recommendations are included in the areas of training design, selection, placement, English language, support services, and quality and relevance of training.

**56. Summary Report of Exit Interview Data for 1980 Participant Programming.** U.S. Department of Agriculture (USDA), International Training Division. 1980. (PN-AAS-368). 49 p.

This report presents information on participant satisfaction with long-term academic and nonacademic training by USDA. Exit-interview questionnaires were completed by 70 respondents. Recommendations are made in the areas of improved orientation, participant support services, and followup activities.

**57. Needs of Foreign Students From Developing Nations at U.S. Colleges and Universities.** Motoko Lee et al., National Association for Foreign Student Affairs (NAFSA). AID-Sponsored Study. 1981. (PN-AAR-739). 180 p.

This is a report on a nationwide study to assess the needs of foreign students in U.S. academic degree programs and to make appropriate recommendations to AID, NAFSA, and educational institutions. NAFSA undertook a nationwide survey of students from developing countries using a written questionnaire that was completed by nearly 1,900 respondents from 102 countries. Recommendations highlight the need for more cross-cultural interaction between foreign and U.S. students and faculty, and the report suggests improvements in the areas of training design, English language training, support services, and quality of training.

**58. Evaluation of Training Support Services of AID's Academic Participant Training Program: Final Report.** Development Associates. AID-Sponsored Study. 1981. (PN-AAS-998). 100 p.

This report describes the performance evaluation of three organizations (SECID, Roy Littlejohn, and USDA) contracted to provide programming services for AID participants. This study evaluates their working relations with OIT and their administrative procedures and management practices. The contractor conducted a document review, interviewed AID/OIT and contractor staff, made site visits to 24 training institutions, and interviewed 183 participants and 70 university staff. This evaluation is very thorough, and the report contains many concrete recommendations in the areas of training design, selection and placement, predeparture preparation, English language training, orientation, and support services. The report also recommends that OIT contract with one organization to manage the training program to facilitate monitoring and management.

59. **AID Participant Support Program (Study of NAFSA, NCIV, ALIGU, AACRAO).** Development Associates. AID-Sponsored Study. 1982. (PD-AAM-729). 160 p.

This report describes the performance of support services provided to AID by NAFSA, the National Council for International Visitors (NCIV), the American Language Institute, Georgetown University (ALIGU) and the American Association of College Registrars and Admissions Officers (AACRAO). The effectiveness of their services in relation to OIT's objectives are reviewed; areas of strength and weakness in delivery are identified; and recommendations are made on the use of services to improve the participant training program. The contractor conducted a document review and interviews with OIT and contractor staff. Recommendations relate directly to the services of each organization.

60. **Evaluation Summary of 1981 Long-Term Participant Training Programs.** USDA, International Training Division. 1982. (PN-AAS-358). 59 p.

This report provides feedback on USDA training programs from long-term academic and nonacademic participants in the areas of support services and relevance of training. The study involved exit interviews and questionnaires with 109 trainees. Although this study is geared mostly to USDA operations and presents findings with no attempt to formulate recommendations, some suggestions can be gleaned from the findings that are generally applicable to the participant training process.

61. **Evaluation Summary of 1982 Participants in Long-Term Training Programs.** Richard Detweiler, USDA, International Training Division. 1983. (PN-AAS-369). 30 p.

This report identifies strengths and weaknesses of USDA training programs and offers suggestions for improvement in training relevance and support services. An exit-interview questionnaire was administered to 173 respondents (126 AID participants; 47 from other organizations, including the Food and Agriculture Organization). Identified needs include improved orientation, support services, and followup.

**62. Study of Research Priorities in the Field of International Training.** Development Associates, Inc. AID-Sponsored Study. 1983. (PN-AAN-259). 120 p.

This report identifies research priorities for improving the role of international training in the development process. Information was gathered through a literature review, interviews with AID and other officials involved in participant training, a mail survey of selected organizations, and a workshop attended by representatives from the international education and training community. Findings indicate that international training is one of the most important components in meeting human resource needs of developing countries, but that major problems in training foreign nationals need to be resolved. Recommended areas for research include third-country and regional training institutions, alternative training modes, the roles of the private sector and the military in training, women in training, cultural perceptions affecting the transfer of science and technology, training technology, and the science and technology infrastructure of developing countries.

**63. AID's Participant Training Program Can Be Made More Effective.** AID Office of Inspector General, Regional Inspector General for Audit, Washington, D.C. 1984. (PN-AAR-325). 47 p.

This audit of AID's participant training program was conducted to evaluate the extent and significance of recurring participant training problems. The audit revealed four major participant training problems that need to be resolved by senior AID management. Specific recommendations are made for improving project design, candidate selection processes, followup on participants after training, and monitoring contractors responsible for handling participants.

**64. International Development and the Foreign Student: A Select Bibliography.** Philip Altbach and David Kelley, National Association of Foreign Student Affairs (NAFSA). AID-Sponsored Study. 1984. (PN-AAR-307). 19 p.

Although not an evaluation itself, this bibliography contains key references, many of which are evaluations, on topics concerning the relationships between development and foreign students. General works, dissertations, and journal articles are included in the areas of foreign study contributions to socioeconomic development, curriculum, reentry problems, attitudes, and brain drain.

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2. COUNTRY-SPECIFIC PARTICIPANT TRAINING EVALUATIONS

65. **AFGHANISTAN--Evaluation Report on Afghan Participant Training Programs.** Thomas J. Scanlon. AID-Sponsored Study. 1966. (PD-AAI-396-A1). 98 p. plus appendix.

This report evaluates two management training programs for Afghan participants, one at the University of Connecticut and the other at the University of Nebraska. The evaluator conducted interviews with training institution staff, AID officials, and participants. Recommendations are geared primarily to the content and design of the specific training programs and to support services at these particular training sites. Very few recommendations are generally applicable to the AID training process.

66. **AFGHANISTAN--Participant Follow-Up, University of Wyoming Contract Team, 1953-1969.** Phyllis Stevie. 1969. (PN-AAS-092). 22 p.

This is a followup study of returned participants under the University of Wyoming AID contract involving several training projects. The study sought information on former participants' employment status through personal interviews with 94 participants and discussion with their supervisors. Recommendations are made on the need for regular followup on participants after training.

67. **BANGLADESH--Major Findings: Survey of USAID Returned Participant Trainees.** Memorandum Report, USAID/Bangladesh. 1982. (PN-AAS-716). 5 p. plus attachment.

This report presents the findings from a survey conducted to locate some 1,054 USAID trainees sponsored since 1972 and to identify participants' present occupations and whether they are employed in fields related to training. A sample of 42 returned participants was interviewed to determine the value of U.S. and third-country training, identify any problem areas, and suggest possible solutions.

**68. BOLIVIA--Participant Training Program in Bolivia: Final Report of a Training Evaluation Study/USAID/La Paz. 1964. (PN-AAS-435). 180+ p.**

This report is 1 of 23 country studies conducted as part of the worldwide evaluation survey of participant training in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. In the Bolivian case, a sample consisting of 701 returnees, 170 supervisors, and 19 U.S. technicians was interviewed. This is a well-done study containing many recommendations in the areas of training design, third- and in-country training, predeparture preparation, English language training, orientation, followup, and professional development.

**69. BRAZIL--Evaluation of the Point IV Training Program in Brazil. Instituto de Pesquisas de Opiniao e Mercado, Rio de Janeiro. U.S. Overseas Mission (USOM)/Brazil. 1959. (PN-ARE-266). 95 p.**

This evaluation report on the Point IV Brazilian Training Program identifies the proportion of participants who, on their return to Brazil, used the training they received under this program and, in turn, trained others. The report suggests guidelines for selecting applicants who are most likely to use their training. The study was based on personal interviews from three separate surveys conducted in 1955, 1956, and 1957. Of the many hypotheses tested, a participant's record prior to selection as a leader and innovator was found to correlate significantly with the likelihood of ultimate success in utilization of training.

**70. BRAZIL--Report on Evaluation Survey of Participant Training. USOM/Brazil. 1963. (PN-AAS-419). 45 p. plus appendix.**

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington and training institution levels. The Brazil study involved oral interviews with 538 returned participants, 306 supervisors, and 48 U.S. technicians. Recommendations, which are rather general, involve training design, location of training, selection, placement, predeparture preparation, English language training, support services, followup, and professional development.

**71. BRAZIL--Study in Brazil (Impact of Participant Training on the Attainment of Development Goals). Daniel Felker and Robert Krug, American Institutes for Research. AID-Sponsored Study. 1975. (PN-AAS-067) 37 p.**

This report tests the contractor's methodological design and procedures to measure the impact of participant training on national development goals that were developed in an earlier phase of this project. The study was restricted to participants in the economic sector because of negotiations at the time between the Government of Brazil and USAID over the future of the overall program. This report provides data from which evaluative judgments can be made concerning both the methodology employed and the effects of USAID participant training in the field of economics. The contractor argues that this study clearly demonstrates the validity and feasibility of the proposed approach as refined from earlier tests. It is further concluded that wideranging impacts are made by returned participants and that these impacts are clearly attributable to USAID participant training in a majority of instances.

**72. BRITISH HONDURAS--Participant Training Program in British Honduras 1953-1963: Report of an Evaluative Survey.** Aurilla White, Bureau for Social Science Research. AID-Sponsored Study. 1965. (PN-AAS-093). 68 p.

This report is part of AID's worldwide evaluation survey of participant training carried out in 23 countries. The methodology used was in accordance with guidelines and instructions from AID/Washington contained in ICATO Circular A-175, November 1959. Seventy-eight of the ninety-eight returned Honduran participants were interviewed, along with 39 supervisors and 2 U.S. technicians. Several fairly general recommendations are included in the report in the areas of training design, predeparture preparation, support services, followup, and the utilization of training.

**73. CHILE--Participant Training Program in Chile: An Evaluation Survey (1943-1960).** USAID/Santiago. 1964. (PN-AAS-434). 101 p.

This report is 1 of 23 country studies conducted as part of AID's worldwide survey of participant training in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. Oral interviews were held with 429 returned participants and 119 supervisors in Chile. Recommendations are made in the areas of training design, predeparture preparation, and English language training.

**74. COLOMBIA--Economic Returns of Graduate Education Abroad: A Case Study of Colombians Trained in the U.S.** Ralph Harbison, Princeton University (Ph.D. dissertation). 1973. (DIC LA 378.35 H255). 2 vols.

This Ph.D. dissertation attempts to measure the economic returns of U.S. graduate education in terms of the utility and tradeoffs of such training for a group of Colombians. The document is highly academic and contains no practical recommendations. Although not specific to AID, this study is included here because it represents one methodological approach to measuring training impact.

**75. COSTA RICA--Participant Training Program in Costa Rica.**  
USAID. 1963. (PN-AAS-392). 116 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The Costa Rican study treated in depth the issues of whether participants were returning to the positions for which they were trained, were effectively utilizing their training, and were transmitting to others their newly acquired knowledge and skills. The study involved interviews with 390 participants and 121 supervisors in Costa Rica. There is a useful discussion and set of findings concerning the Costa Rican participant training program, which was generally regarded as a success, and some suggestions for improvement in all major phases, i.e., planning, implementation, and followup. Specific suggestions were made for more participant involvement in planning and greater Mission and host country involvement during predeparture preparation and post-training application of training.

**76. ECUADOR--Evaluation Study of AID's Participant Training Program in Ecuador.** Research Tabulating Corp. and Rome Arnold & Co. AID-Sponsored Study. 1963. (PN-AAS-071). 176 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The findings for the Ecuador study are based on structured oral interviews with 391 returned participants, 149 supervisors, and 31 U.S. technicians concerning the training program. No recommendations are made per se, but several are implied in the areas of training design and support services.

77. EGYPT--Follow-Up and Evaluation Study of Returned ICA Participants in Egypt Who Have Received Training in the U.S. John Stabler and Theodore Mogannam. USOM/Egypt. 1957. (PN-AAS-072). 32 p.

This study examines the extent of returned participants' contribution to the country's economic development, and whether any changes in attitude toward the United States on the part of the participants developed from the training experience. The evaluation used both oral interviews and written questionnaires. Of 261 returned participants, 132 were interviewed, and 47 others completed written questionnaires. The study is one of the first participant training evaluations conducted. This is an early and valuable effort with many good suggestions and insights into the training program.

78. EGYPT--Evaluation Survey of the United Arab Republic/U.S. Participant Training Program (1952-1962). Nadia Haggag Youssef, American University in Cairo. Social Research Center. 1963. (PN-AAS-421) 135 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This study involved oral interviews with 309 returned Egyptian participants and 55 supervisors. Although no recommendations were made in this report, the findings suggest that the training period be extended (85 percent of programs were for less than 1 year) and that participants be followed up after return.

79. EGYPT--Returned Participant Evaluation. AID/Cairo. 1977. (PN-AAS-361). 38 p. plus attachments.

This report attempts to assess the impact of AID's training program in Egypt by looking at the extent to which returned participants have established professional relationships, are engaged in updating their technical knowledge, and are transmitting the knowledge gained from training. This study also examines specific operational matters and other program details. Recommendations are made in the areas of training design, selection, predeparture preparation, and followup services.

- 80. EGYPT--Post-Peace Assistance Scholarship Program, Egypt: Evaluation Report.** Amideast. AID-Sponsored Study. 1979. (PD-AAR-040). 76 p.

This interim study reports on project activities during Phase I of the Peace Fellowship Program, which involved the startup and placement of 100 Fellows in U.S. academic institutions by the fall of 1979. Recommendations are mostly project specific, although the study contains some generally applicable suggestions for selection and placement of trainees.

- 81. EGYPT--Peace Fellowship Program for Egypt: Comprehensive Report.** Amideast. AID-Sponsored Study. 1982. (PN-AAL-640). 419 p.

This report is a comprehensive assessment of the program activities and progress of the Peace Fellowship Program for Egypt through July 1982. Recommendations focus primarily on program details and the operations of Amideast, which is responsible for placing and counseling Fellows and monitoring their academic training.

- 82. EGYPT--Evaluation and Follow-Up Project for AID's Participant Training Program in Egypt.** Amideast. AID-Sponsored Study. 1982. No. 1: **Egyptian Participants Evaluate Their Training and Living Experiences in the U.S.** (PN-AAS-357). No. 2: **Factors Related to Pre-departure Orientation.** (PN-AAS-365). No. 3: **Factors Related to Evaluation of U.S. Training for Egyptians.** (PN-AAS-366). No. 4: **Differential Impact of USAID Training Programs Upon Returned Egyptian Participants** (PN-AAS-367).

This study evaluates the training experience of AID participants since 1975, analyzing the effects of socioeconomic, demographic, and technical and nontechnical factors on the following three stages of training: predeparture, training and living experiences in the United States, and impact of training on returnees in their home country. The study involved 650 responses to written questionnaires, which represent 50 percent of all participants returning between 1975-1980. Recommendations are made on predeparture preparation, implementation of training, and followup.

- 83. EGYPT--Evaluation of Peace Fellowship Program/Egypt.** James Relph and John Swallow. AID Staff Study. 1983. (PN-AAN-882). 52 p. plus appendix.

The strengths and weaknesses of the Peace Fellowship Program and progress toward project goals are examined in this staff evaluation. The report also assesses the project's impact on development. Information was gathered through a document review and field interviews with 52 participants and 123 other individuals involved with the program. Although this evaluation focused on the project, some recommendations on training design, participant selection, and orientation are generally applicable to the AID participant training program.

- 84. EGYPT--The Training Program, USAID/Egypt.** Leila Mogannam. AID Staff Study. 1984. (PN-AAS-701). 23 p. plus attachments.

This report on the USAID program in Egypt describes the different components during FY 1975-1984, including information on U.S. and third-country training activities, in-country training, technical exchanges financed under invitational travel, and training managed by contractors. Information was compiled through USAID/Cairo's Participant Information System and interviews with USAID and contractors' staff. The report identifies issues and problems and suggests recommendations for consideration by the Mission and AID/Washington.

- 85. ETHIOPIA--Study of Manpower Needs, Educational Capabilities and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (PN-AAR-993). 49 p.

As one of nine country assessments, this study surveys Ethiopia's upper-level manpower requirements for the 1970s and how they could best be met. The report specifically reviews available data concerning high-level manpower needs, appraises the capabilities of indigenous Ethiopian educational institutions to meet these needs, and surveys the opportunities for study overseas. It is a relatively unstructured examination conducted by a group of U.S. educational experts during 1964 and 1965. Several recommendations are made on overseas training.

**86. GAMBIA--Evaluation of the Participant Training Program in The Gambia.** Laurel Elmer, Office of AID Representative (OAR)/Banjul. 1983. (PN-AAS-731). 12 p. plus appendixes.

This report reviews participant training activities to date in The Gambia and identifies the more salient features of the program. Information was sought on implementation procedures, quality of training, relevance of training to national needs, and long-term impact of overall training program. The survey involved written questionnaires and personal interviews with 66 returned participants. Recommendations are made on program design, predeparture orientation, support services during training, and followup.

**87. GHANA--Ghana-U.S. Participant Training Evaluation Survey (1957-1967).** Edith Lord. USAID/Ghana. 1967. (PN-ARE-287). 99 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This report discusses the extent to which the participant training program is meeting its objectives, studies the desirability of certain types of training, examines environmental and other factors affecting results, and makes recommendations designed to improve current and future training programs. The report contains an excellent set of recommendations.

**88. GREECE--Survey Report of Returned Participants.** USAID/Greece. 1963. (PN-AAS-439). 231 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This country report involved an interview sample of 372 returned participants, 104 supervisors, and 7 U.S. technicians. The study, however, includes tabulations only, with no analysis or recommendations.

**89. GUINEA--Study of Manpower Needs, Educational Capabilities and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (PN-AAR-994). 54 p.

As one of nine country studies, this report surveys Guinea's upper-level manpower requirements for the 1970s and how they could best be met. The study examines available data concerning high-level manpower needs, appraises the capabilities of indigenous Guinean educational institutions to meet these needs, and surveys the opportunities for study overseas. It is a relatively unstructured examination conducted by a group of U.S. educational experts during 1964 and 1965. Several recommendations are contained on overseas training opportunities.

**90. INDIA--Evaluation Study: The Indian Participant Training Program (1951-1960).** USAID/India. 1961. (PN-AAS-423). 200 p.

As one of nine country studies, this report surveys India's upper-level manpower requirements for the 1970s and how they could best be met. The analysis includes a review of available data concerning high-level manpower needs, appraises the capabilities of indigenous Indian educational institutions to meet these needs, and surveys the opportunities for overseas training. It is a relatively unstructured examination conducted by a group of U.S. educational experts during 1964 and 1965. The interview sample included 1,454 returned Indian participants, 289 supervisors, and 48 U.S. technicians. It is a well-done study, but recommendations are difficult to glean from the findings, except for several on overseas study opportunities.

**91. INDONESIA--An Evaluation of Participant Training Program in Indonesia.** USOM/Jakarta. 1959. (PN-AAS-393). 165 p.

This staff study is part of an attempt to provide a continuing and systematic review of the progress that has been achieved in the participant training program in Indonesia. The study involved oral interviews with 698 Indonesian participants representing 83 percent of those who had returned to Indonesia for at least 6 months and assumed duties in their former or new positions. Many recommendations are made in the study on the training process.

**92. INDONESIA--The Education and Training of Indonesians in the U.S.** Slamet Salib, University of Pittsburgh (Master's thesis). 1961. (DIC No. ID 374.013 Sl65). 80 p.

This document evaluates study programs and furnishes guidelines for Indonesians planning to study in the United States. It specifically addresses the issue of government selection of participants and training institutions, the purpose and nature of program orientation, and coordination among parties involved. The study involved the author's internship at the Indonesian Embassy in Washington, D.C., personal contacts with Indonesian students in Washington, D.C., and campus visits. Recommendations are included in the areas of selection, predeparture preparation, English language training, orientation, and support services.

**93. IRAN--Follow-Up Evaluation Study of Iranian Participants Who Received Training in the U.S. Under ICA Sponsorship.** USOM/Iran. 1957. (PN-AAS-438). 43 p.

This staff study examines the extent of utilization of U.S. training by former Iranian participants. Interviews were conducted with returned participants, staff from the sponsoring ministry or agency, and USOM technicians involved in the program. Recommendations made include training, selection, predeparture preparation, support services, and followup.

**94. ISRAEL--Seeing Is Believing: A Report on the Activities Since Their Return to Israel From the U.S. of Men Who Have Participated in the Technical Assistance Training Program of the ICA.** USOM/Israel. 1956. (PN-AAS-073). 17 p.

This report describes the activities of Israeli participants since their return by profiling four former participants in a case-by-case, anecdotal manner. It represents an early approach to followup by the Agency. No recommendations were made.

**95. ISRAEL--Evaluation Survey of Israeli Participants in the AID Training Program.** Israel Institute of Applied Social Research, in cooperation with USAID. 1962. (PN-ARE-286). 65 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This report is somewhat different from the other 22 inasmuch as the Israel Mission was closing and the authors did not prepare conclusions and recommendations for improvements in future programs. The report presents rather raw data to AID/Washington for use in the regional and worldwide analysis. However, suggestions were made in a transmittal memorandum attached to the report that focused on training design, predeparture preparation, support services, and followup. The interview sample included 369 participants who had returned between 1951 and 1960, 200 supervisors, and 7 USAID technicians.

**96. JAMAICA--Evaluation Study of AID's Participant Training Program in Jamaica.** Research Tabulating Corporation and Rome Arnold & Co. AID-Sponsored Study. 1962. (PN-AAS-070). 95 p. plus attachments.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. Personal interviews were conducted with 189 Jamaican participants using standardized instruments and methodology. Also surveyed were 102 supervisors and 11 U.S. technicians. The recommendations contained are not very specific, but several are implied in the findings, especially in the areas of training design and support services.

**97. JAPAN--The Japan Productivity Program, Seisansei: An Evaluation of the Participant Training Program in Japan (1956-1962).** Dalton Potter, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-887). 105 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The study involved oral interviews in 1961 with 605 returned participants in the Japanese Productivity Study Team, a random sample from 2,555 returnees. This was a highly successful program geared specifically to sending short-term productivity teams of 8 to 12 people to the United States for specialized training. The report has no generally applicable recommendations.

**98. JORDAN--The Participant Training Program in Jordan: Report of an Evaluation Survey (1951-1961G).** Gene B. Petersen, Bureau for Social Science Research. AID-Sponsored Study. 1965. (PN-AAS-920). 190 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The study involved 249 Jordanian participants who were interviewed along with 25 supervisors and 13 U.S. technicians. Many specific recommendations are made on training design, location of training, predeparture preparation, English language training, orientation, support services, followup, and utilization of training.

99. **JORDAN--USAID/Jordan's Participant Training Project: Review and Recommendations.** Paula Harrell. AID-Sponsored Study. 1978. (PD-AAR-098). 35 p.

This study delineates the prominent features of past participant training projects in order to provide a comparative basis for the design of a new training project. It describes the Jordan participant training program over a 25-year period in the broader context of Jordan's development program requirements and resources. This document is an attachment to a Project Paper for Development Administration Training II and is not an evaluation per se of past training, but more of a justification for a new project.

100. **KENYA--Survey of the Kenyan Participant Training Program.** International Research Associates. AID-Sponsored Study. 1967. (PN-AAS-009). 105 p. plus attachment.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The study involved oral interviews with 364 participants who had returned to Kenya by January 1966. Supervisors of returnees were also interviewed. Although there were few useful recommendations in this study, there were suggestions on training design and support services.

101. **KOREA--Evaluation Survey of the Korea/U.S. Participant Training Program (1955-1960): Final Report.** AID Staff Study. 1963. (PN-AAS-010). 224 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The interview sample included 524 returned Korean participants, 305 supervisors, and 52 U.S. technicians. The study contains an excellent set of recommendations, principally in the areas of training design, location of training, selection, predeparture preparation, English language training, support services, followup, and utilization.

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**102. KOREA--Impact of Participant Training on the Attainment of Development Goals: Report No. 1, Korea.** Jane Schubert and Robert Krug, American Institutes for Research. AID-Sponsored Study. 1975. (PN-AAB-652). 57 p.

This report presents findings from a field test of the methodological design and procedures developed in the first phase of this project to measure the impact of participant training on a country's development goals. The agriculture and economic planning sectors were selected for study in Korea. In the contractor's view, this field test demonstrated the feasibility of using local (Korean) interviewers to collect and classify data and proved that the interviewing procedures, as revised, were sound. The findings suggest that evaluation of selected sectors with sizable participant training components might be more meaningful than selecting a random sample of former participants, as in the case of the worldwide survey.

**103. LIBERIA--Training for USAID/Liberia.** Ralph W. Jones, Elmo C. Wilson, and Joe Delgex, Boston University African Studies Center. AID-Sponsored Study. 1965. (Report not available). 47 p.

This report was not located but is included in the bibliography as evidence of evaluation activity in Liberia at that time.

**104. LIBERIA--Study of Manpower Needs, Educational Capabilities, and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (DIC No. LI 370.183 E24). 42 p.

As one of nine country studies, this report surveys Liberia's upper-level manpower requirements for the 1970s and how they could best be met. The analysis includes a review of data concerning high-level manpower needs, appraises the capabilities of indigenous educational institutions to meet these needs, and surveys the opportunities for study overseas. It is a relatively unstructured examination conducted by a group of U.S. educational experts between 1964 and 1965. Several general recommendations are made on overseas study.

105. MEXICO--Study of Reactions to the ICA (AID) Exchange Program Among Returned Mexican Grantees. International Research Associates. ICA (AID)-Sponsored Study. 1959. (PN-ARE-285). 128 p.

This report describes opinions about and attitudes toward various aspects of the training program based on interviews with 318 returned participants. Recommendations are made in the areas of training design, predeparture preparation, English language training, and support services.

106. MOROCCO--An Evaluation of AID's Participant Training Program in Morocco. USAID/Morocco. 1963. (PN-AAS-913). 52 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. There are several specific recommendations in this report on predeparture preparation, orientation, and followup.

107. NICARAGUA--An Evaluation Study of AID's Participant Training Program in Nicaragua. Research Tabulating Corp. and Rome Arnold & Co. AID-Sponsored Study. 1962. (PN-AAS-011). 65 p. plus attachment.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This country study presents factual data concerning the participant population and provides some measure of the effectiveness of the training. The study involved structured oral interviews with 182 returned Nicaraguan participants, 75 supervisors, and 13 U.S. technicians concerning the training program. The report contains no recommendations per se, but several are implied in the summary in the areas of predeparture preparation and utilization of training.

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**108. NIGERIA--Study of Manpower Needs, Educational Capabilities, and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (PN-AAR-992). 58 p.

As one of nine country studies, this report surveys Nigeria's upper-level manpower requirements for the 1970s and how they could best be met. The analysis includes a review of available data concerning high-level manpower needs, appraises the capabilities of indigenous education institutions to meet these needs, and surveys opportunities for overseas training. It is a relatively unstructured examination conducted by a group of U.S. education experts during 1964 and 1965. Several recommendations are contained on overseas study.

**109. NIGERIA--Impact of the Nigerian Manpower Project on Students in Selected U.S. Junior & Community Colleges.** Charles Igboegwu, University of Illinois-Urbana (Ph.D. dissertation). 1980. (PN-AAS-818). 299 p.

The purpose of this study was to assess the impact of the Nigerian Manpower Project on the career development plans and vocational, academic, and social adjustment of participants in selected U.S. junior and community colleges. A multiple case study approach was used, and a student survey was carried out. Major conclusions were generated in the areas of students' career development plans and vocational and social adjustment problems.

**110. PAKISTAN--Technical Training of Pakistanis in the U.S.: An Evaluation of the ICA Program (1951-1955).** Ralph Spence. ICA (AID)-Sponsored Study. 1955. (PN-AAS-004). 78 p.

This evaluation was carried out to assist USOM/Pakistan to strengthen its training program. The study involved data collected from a structured questionnaire with 234 returned participants and oral interviews with a sample of this group. Recommendations are general and of a philosophical nature in the areas of training design, predeparture preparation, followup, and participant utilization of training.

111. PERU--Survey of the Peruvian Participant Training Program. International Research Associates. AID-Sponsored Study. 1965. (PN-AAS-008). 104 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The data in this study were collected and analyzed for the global study and to provide information useful to Peru in improving future participant training programs. Information was gathered through 500 personal interviews with returned Peruvian participants. In addition, 293 interviews were held with participants' current supervisors. Recommendations are implied in the report's findings especially in the area of training design and English language needs.

112. PERU--History of the Participant Training Program in Peru. USAID/Peru. 1984. (PN-AAS-371). 42 p. plus attachments.

This report reviews the history of participant training in Peru from 1942 to the present. It examines the role training has played in the country's overall social, economic, and political development. Although this is a retrospective overview, several specific recommendations are made.

113. PHILIPPINES--Using U.S. Training in the Philippines: A Follow-Up Survey of Participants. University of Michigan, Institute for Social Research. ICA-Sponsored Study. 1959. (PN-ARE-294/295). 2 vols.

Based on a survey of returned participants, this report proposes methods for studying participants' attitudes toward selection, the U.S. training experience, the back-home application of training, adjustment problems, and the factors related to their successful utilization of training. The report points out evaluation and research areas in need of attention, including longitudinal, predictive, and comparative studies, studies of the organizational environment, the diffusion and adaptation process, and third-country training. It also points out the need to do both research and operational assessments and to close the gap between research findings and the practical operating procedures used by administrators and practitioners. This comprehensive study of the participant training program contains a substantial number of findings and recommendations on all aspects of the program, both for application in the Philippines and worldwide. The report also contains many suggestions of survey methodologies for determining impact and utilization of training.

114. PHILIPPINES--Study in the Philippines: Impact of Participant Training on the Attainment of Development Goals. Kathleen Fernandes and Robert Krug, American Institutes for Research. AID-Sponsored Study. 1974. (PN-AAS-065). 53 p.

This report presents findings from a field test of the methodological design and procedures to measure the impact of participant training on national development goals that were developed in Phase I of this project. Agriculture and public administration sectors were selected for study in the Philippines. In the contractor's view, the Philippine fieldtest further proved the feasibility of using the design and procedures as modified and refined after a similar application in Korea. In both public administration and agriculture, many of the achievements reported by participants had some impact on their job performance. The major characteristics attributed to training that appeared to influence this impact were technical skill, a concern for efficiency, and status in one's field. In more than half the cases, links are made between impact and participant training, with the linkage clearly noted in one-third of the cases.

115. PHILIPPINES--Participant Training II. Jaime Correa-Montalvo. Special Evaluation Report. USAID/Manila. 1981. (PD-CAF-200). 24 p.

This report is a programmatic evaluation to determine whether the project's purpose and goals were accomplished and to offer recommendations for future similar undertakings. The study was based on information gathered from a sampling of 18 participants through written questionnaires and personal interviews with project implementers. Recommendations are made on training design, more use of third-country and in-country training, and improved selection procedures.

116. PORTUGAL--An Evaluation of the USAID/Lisbon Participant Training Program and a Suggestion for a Standardized AID Participant Training Planning, Monitoring and Evaluation Methodology. Michael Lukomski. Special Evaluation Report. USAID/Lisbon. 1983. (PD-AAQ-029). 95 p. plus attachment.

This report evaluates the AID participant training program in Portugal and suggests a standardized evaluation methodology for use by AID. The study involved questionnaires completed by 200 of the country's 248 returned participants which were coded and put on computer. The main difficulty encountered was that USAID did not have an existing model and methodology to build upon. However, the end result was the development of a useful model and methodology, which can now serve as a base for future studies.

117. SUDAN--An Evaluation Study of AID's Participant Training Program in Sudan. Research Tabulating Corp. and Rome Arnold & Co. AID-Sponsored Study. 1963. (PN-AAS-005). 121 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. Data were systematically collected on the country's participant population to provide some measure of the effectiveness of the training, as well as information for improving the training. The study involved oral interviews with 100 returned Sudanese participants, 40 supervisors, and 10 U.S. technicians. Recommendations are included on orientation, support services, and utilization of training.

118. **SUDAN--Study of Manpower Needs, Educational Capabilities, and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (PN-AAR-991). 42 p.

As one of nine country studies, this report surveys Sudan's upper-level manpower requirements for the 1970s and how they could best be met. The analysis reviews available data on the country's high-level manpower needs, appraises the capabilities in indigenous educational institutions to meet these needs, and surveys overseas training opportunities. It is a relatively unstructured examination conducted by a group of U.S. educational experts during 1964 and 1965. Recommendations are made on overseas training.

119. **SWAZILAND--Evaluation Report of Swaziland/USAID Participant Training Programs (Development Personnel and Training; and Academic and Skills Training Project).** Siphon Nkambule. AID-Sponsored Evaluation Project. 1980. (PD-AAI-398-A1). 21 p.

This report evaluates each training project in terms of the overall relevance of the training to Swaziland's development needs. The evaluation also examined the effects of training on participants' careers and the administrative efficiency of each project. Written participant questionnaires and personal interviews were conducted with 33 respondents. In addition to project-specific recommendations, suggestions are made on training design, selection procedures, predeparture orientation, and followup activities.

120. **TAIWAN--Evaluation of TA Program in Taiwan: Firsthand Inquiry of Returned Participants.** Mutual Security Mission to China. Staff Study. 1954. (PN-AAS-433) 35 p.

This is an early attempt to evaluate the effectiveness of the training program in Taiwan in order to point out areas in need of improvement. Written and oral interviews were conducted with 172 returned participants, as well as discussions with supervisors. Recommendations are made on training design, selection procedures, predeparture preparation, and English language training.

121. **TAIWAN--An Evaluation of the Participant Training Program in Taiwan (1951-1957).** Mutual Security Mission to China. Staff Study. 1959. (PN-AAS-436) 81 p.

This study determines the extent to which participants have utilized their training since their return. Of the 787 participants who had actually returned to Taiwan from U.S. and third-country training, 715 were interviewed, as well as 615 supervisors. This was a very early evaluation study and contains useful recommendations, particularly on training design, selection, predeparture preparation, orientation, followup, and utilization of training.

122. **TAIWAN--Technical Training in the Republic of China: An Evaluation (1951-1963).** USOM/Republic of China. Staff Study. 1964. (PN-AAS-006). 303 p.

The purpose of this study was to examine past experiences in order to make future participant training programs play a stronger role in the rapid development of economic strength in Taiwan. The study involved oral interviews with returned participants, supervisors, and U.S. technicians. A series of recommendations are included on various aspects of the participant training program, some of which are too general and political to be useful to planners and policymakers. However, there are specific suggestions on training design, selection, predeparture preparation, English language training, and followup.

123. **TANZANIA--Survey of the Tanzanian Participant Training Program.** International Research Associates. AID-Sponsored Study. 1967. (PN-AAS-007). 96 p. plus attachment.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This country study involved interviews using structured questionnaires with 164 returned participants, and discussions with 56 supervisors. Recommendations are implied in the findings in the areas of training design and support services.

124. TANZANIA--Memorandum Report on USAID/Tanzania Participant Training Program. Area Auditor General. East Africa/AID. 1980. (PN-AAR-274). 8 p.

This audit was undertaken to determine the extent of accountability and control USAID/Tanzania has over its training activities, to calculate the failure-to-return rate for AID-funded Tanzanian participants, and to evaluate the effectiveness of USAID's participant training program procedures. This report is part of a worldwide review of AID's overall participant training program by the AID Inspector General's office. Two area auditors held discussions with the Mission and Tanzanian Government officials and reviewed their records and files. Two major recommendations concerning program design and followup after training are contained in this report.

125. THAILAND--Participant Training Program: Thailand, 1951-1960--A Follow-Up Evaluation Survey. Frederic Ayer, Business Research Ltd., Bangkok. AID-Sponsored Study. 1963. (PN-AAR-990). 275 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. Personal interviews were held with a sample of returned Thai participants, their immediate supervisors, and the U.S. technicians concerned with the projects under which training was sponsored. This well-done study contains recommendations on training design, selection, predeparture preparation, followup, and professional development.

126. THAILAND--Report on Participant Follow Up/Evaluation. USOM/Thailand. 1965. (PN-AAS-395). 121 p.

This 1965 staff report is based on a review of the data contained in the 1963 returned participant Evaluation Survey. Trends in the program were examined through a comparison of these earlier data with new information gathered from self-administered questionnaires completed by participants and USOM technicians over a 12-month period. The questionnaire covered the predeparture, training, and post-training phases. Several specific recommendations focus on Thailand, but others with broader applicability are made in the areas of selection, predeparture preparation, and followup.

127. **TUNISIA--Study of Manpower Needs, Educational Capabilities, and Overseas Study.** John Masland and Sally Allen. Education and World Affairs Study Committee, New York. 1965. (PN-AAR-989). 41 p.

As one of nine country studies, this report surveys Tunisia's upper-level manpower requirements for the 1970s and how they could best be met. The analysis reviews available data on high-level manpower needs, appraises the capabilities of indigenous educational institutions to meet these needs, and surveys the opportunities for study overseas. It is a relatively unstructured examination by a group of U.S. educational experts during 1964 and 1965. Several recommendations are made on overseas study in general.

128. **TUNISIA--An Evaluation of AID's Participant Training in Tunisia: Final Report.** Dalton Potter. AID-Sponsored Study. 1965. (PN-ARE-296). 105 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. The study involved 454 interviews with returned Tunisian participants, representing over 70 percent of those who had returned and remained for at least 6 months. Recommendations relate to training design and followup.

**129. TURKEY--Participant Training in Turkey: An Evaluation Survey of Returned Participants (1949-1960).** AID Staff Study. 1964. (PN-AAR-987). 28 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This evaluation report examines the level, quality, and relevance of the training program; determines whether participants were returning to positions for which they were trained and whether they were utilizing and transmitting their training; and identifies the important factors hindering the utilization and communication of training. The study also includes information about participants' experiences during training and their activities after returning to Turkey. Interviews were conducted with 1,202 returned Turkish participants. Several good recommendations are included on training design, predeparture preparation, and English language training.

**130. VIETNAM--Evaluation Survey of USOM/Vietnam Participant Training Program (1954-1960): Final Report.** Business Research Ltd., Bangkok. AID-Sponsored Study. 1964. (PN-AAS-918). 201 p.

This report is 1 of 23 country studies conducted as part of the worldwide survey of returned participants in accordance with AID/Washington instructions and guidelines contained in ICATO Circular A-175, November 1959. The major purpose of this global effort was to obtain an overview of how the participant training program was progressing and to ascertain ways in which future training might be made more effective at the country, AID/Washington, and training institution levels. This study included interviews with 402 returned participants, 163 supervisors, and 54 U.S. technicians. This is a good report with solid recommendations in nearly all the major areas of participant training.

**131. VIETNAM--Participant Training: Objectives and Returns.** Office of Education. 1967. (DIC No. 374.013 V666). 71 p.

This report describes the importance, needs, and accomplishments of participant training in the education sector in Vietnam. Although this report contains an interesting narrative with several good case studies, it does not offer much evaluative insight.

132. VIETNAM--Vietnamese Participant Training Program.  
R. Stone. AID Sponsored Study. 1967. (Report not available).  
23 p.

This document was not located but is included here as evidence of evaluative activity in the participant training program in Vietnam at that time.

133. YEMEN--Evaluation Report on AID's Participant Training Efforts in the Yemen Arab Republic. AID Staff Study. 1977. (PD-AAR-320). 195 p.

This report describes the evaluation of the current participant training program in the Yemen Arab Republic and provides a basis on which a second project can be developed in order to more effectively respond to the country's training needs. It contains a description of past participant training activities and a proposal, based on past experience, for a new training project. The document resembles a Project Paper or Project Identification Document more than an evaluation, although a systematic survey of returned participants is included. Recommendations relate to training design and English language considerations.

134. YEMEN--Evaluation & Follow-Up of Returned Participants. Hussie Alansi. (Draft Report, Near East Bureau). 1980. (Not available in DIS). 42 p.

This report presents evaluative information on several Yemen training projects, including personal characteristics of participants, the nature of their training experience, and post-training experiences. The study involved 104 participants, 60 percent of whom had returned from training. Of 49 returnees contacted, 35 completed written questionnaires. The report is handwritten and well done and contains several concise recommendations, especially on training design, selection, predeparture preparation, English language training, followup, and utilization.

### 3. REGIONAL PARTICIPANT TRAINING EVALUATIONS

#### 3.1 Africa

135. **Summary Report: Study of Manpower Needs, Educational Capabilities and Overseas Study in Africa.** Education and World Affairs Study Committee, New York. 1965. (PN-AAS-795). 48 p.

This report contains the highlights of the findings in nine African countries, including (1) an assessment of available data concerning upper-level manpower needs, (2) an appraisal of the capabilities of indigenous African educational institutions to meet those needs, and (3) a survey of opportunities for overseas study as they relate to high-level manpower needs. For recommendations, see the individual reports listed by country in Section 2 above.

136. **French Education Policy in Sub-Saharan Africa and Madagascar.** Eugene Burgess. Education and World Affairs Study Committee, New York. 1965. (PN-AAR-988). 48 p.

This report informs AID of French education policy in Africa and contains recommendations for training design.

137. **East Africa: Kenya, Tanzania, Uganda--Study of Manpower Needs, Educational Capabilities and Overseas Study.** Education and World Affairs Study Committee, New York. 1965. (PN-AAR-995). 183 p.

As one of nine country studies, this report surveys Kenya, Uganda, and Tanzania's upper-level manpower requirements for the 1970s and how they could best be met. The analysis includes a review of available data on high-level manpower needs, appraises the capabilities of indigenous educational institutions in each country to meet these needs, and surveys the opportunities for study overseas. It is a relatively unstructured examination conducted by a group of U.S. educational experts between 1964 and 1965. Several recommendations are made on overseas training opportunities.

**138. Evaluation of ASPAU, AFGRAD, and INTERAF: Impact of Regional Scholarship Programs on Manpower Needs in Africa.** Practical Concepts, Inc. AID-Sponsored Study. 1973. (PD-AAA-576). 200 p.

The effectiveness and impact of three AID-sponsored African scholarship programs are evaluated in this study. The evaluation involved a document review, participant questionnaires solicited by mail, participant interviews, and interview data from supervisors, host government ministries, and university colleagues. The findings from this study were disputed by the African-American Institute, which resulted in a reevaluation of these programs by the Overseas Liaison Committee of the American Council on Education (see No. 139).

**139. Report on the Evaluation of AFGRAD and INTERAF Programs.** Overseas Liaison Committee, American Council on Education. AID-Sponsored Study. 1974. (PD-AAA-581-A1). 31 p.

The contractor was asked to evaluate the extent to which the AFGRAD and INTERAF scholarship programs were helping to meet African manpower needs in higher education. The study involved a document review and consultation with individuals familiar with African manpower concerns. The report's recommendations included placement considerations vis-a-vis cooperation between AID and U.S. universities (e.g., use of tuition waiver arrangement) and suggestions on training design and third- and in-country training.

**140. African Scholarship Program of American Universities (ASPAU): Final Report.** Cynthia Wise, African-American Institute. 1976. (PD-AAR-321). 65 p.

This study reports on the record of ASPAU in providing first post-secondary level degree training to African secondary school graduates at U.S. institutions between 1961 and 1975. The study generally reviews program activities with no specific recommendations for the training process. The only shortcoming noted was the low rate of immediate return of participants to their home countries.

**141. The African Graduate Fellowship Program (AFGRAD): Operation Search-1975.** African-American Institute. 1976. (PN-AAS-003). 178 p. plus attachment.

Although not an evaluation per se, this report provides statistical information on the whereabouts and employment status of all former AFGRAD participants (1963-1974). The list is organized by country and student, and information on each student's sponsoring university, field of study, degree, if completed, and employment status is included.

**142. Africa Regional Conference on Participant Training, Arusha, Tanzania. AID Staff Report. 1976. (PN-AAS-713). 49 p.**

This report presents the proceedings of a regional staff conference organized to discuss the status and needs of participant training in Africa and problem areas between the field and AID/Washington. Twenty-seven participants from 14 African posts and AID/Washington were involved. Recommendations in the report relate mostly to internal AID administrative operations in such areas as training design, third- and in-country training, placement, predeparture preparation, English language training, orientation, support services, and followup needs.

**143. The African Manpower Development Project: An Evaluation. Overseas Liaison Committee, American Council on Education. AID-Sponsored Study. 1980. (PD-AAG-474-C1). 194 p.**

This study assesses progress made toward project goals, identifies project issues and problems, and suggests changes for improvement. The contractor conducted a document review and conducted field visits to four African countries. Recommendations are mostly geared to project operations but some are relevant to planning and followup services.

**144. African Training Seminar, Dakar, Senegal. Leila Mogannam. AID Staff Report. 1981. (PN-AAS-712). 15 p.**

This staff report presents the proceedings of a regional seminar organized to air and discuss participant training problems and issues between the field and AID/Washington. Participants included foreign service national training personnel and human resources officers from 19 field Missions in Africa. Issues addressed included predeparture and followup operational activities, and U.S. versus third-country training. Specific recommendations are made on predeparture preparation, orientation, and support services.

**145. Sahel Manpower Development Project: An Evaluation. Tom Irvin et al. AID Staff Study. 1982. (PD-AAN-114). 101 p.**

This evaluation assesses project impact, achievements, costs, and constraints through a review of the first 3 years of project activity. The study team held discussions with AID officials and made field visits to Sahel countries where informal interviews were conducted with participants, supervisors, Mission officials, and others in the field. Many recommendations are contained in the report in the areas of training design, third- and in-country training, predeparture preparation, English language training, and followup activities.

**146. AFGRAD Student Status Report.** Susan Votaw, African-American Institute. 1982. (PN-AAS-364). 23 p. plus attachments.

This study presents feedback from AFGRAD Fellows on their academic programs, social adjustment problems, and opinions of the African-American Institute's support services. Written questionnaires were completed by 33 Fellows attending the annual conference of the Society for International Development. The report contains some useful recommendations on AFGRAD procedures and operations.

**147. Study of AFGRAD Alumni: Training High Level Human Resources for African Development (1963-1980).** Jasperdean Kobes and Robin Horn, African-American Institute. 1984. (Africa Bureau/AMDP-Sponsored Study--forthcoming).

The purpose of this study was to determine how 1,500 AFGRAD alumni have utilized their graduate training, how the AFGRAD program has affected African development, and how the AFGRAD program and other participant training programs might be improved. The methodology involved a review of study files, a questionnaire mailed to all alumni, and interviews with alumni in selected African countries. The final report with conclusions and recommendations was not completed at the time of this writing.

**148. Participant Training in the Sahel Region: A Quantitative Assessment.** Aida Monares. AID-Sponsored Study. 1984. (PN-AAR-322). 90 p.

The purpose of this study was to provide a statistical analysis of U.S. participant training and to analyze training data in order to assess the potential for expanding manpower training in the Sahel region. The first section of the study presents statistical analysis of trends in participant training in the eight Sahelian countries of West Africa from FY 1978 through FY 1984 and makes training projections for FY 1985 through FY 1990. A summary of Mission responses to a select number of manpower-related topics is included along with a list by country of participants in training from FY 1978 through FY 1984.

### 3.2 Asia

149. Report on Asian Countries (visit to discuss plans for study of returned participants). Biderman, Bureau for Social Science Research. ICA-Sponsored Study. 1960. (PN-AAR-986). 1 vol.

This report discusses plans for conducting a worldwide participant training evaluation study based on field visits to selected countries by the author. Countries visited included Cambodia, Ceylon, India, Indonesia, Israel, Japan, Korea, Pakistan, Philippines, Taiwan, Thailand, and Vietnam. Although this report is not a participant training evaluation study, it provides useful information to planners of similar studies on various approaches, and on problem areas.

150. Participant Training in the Far East. Albert Gollin and Barton Sensenig, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-437). 72 p.

This report is a summary of the effects of AID's participant training programs on subsequent utilization of training skills in five Far Eastern countries (Taiwan, Korea, Philippines, Thailand, and Vietnam) between 1951 and 1961. The study draws on data collected in AID's worldwide participant training survey. No specific recommendations are made, but useful insights are provided into the complex issue of measuring the impact of training on participants' situation once they have returned home.

151. Asian Participant Training Conference, Indonesia. AID Staff Report. 1977. (PN-AAS-360). 31 p.

This staff report presents proceedings of a regional seminar on participant training that was held for the purpose of sharing information and experience on training issues among AID/Washington and field staff. Eight Asian countries plus Afghanistan and Iran were represented, along with AID/Washington personnel. The report contains recommendations on third- and in-country training issues, selection, placement, English language training, and followup.

152. **Regional Conference on Participant Training, Thailand.** AID Staff Report. 1982. (Draft copy, available from S&T/IT). 46 p.

This staff report presents proceedings of a 1982 regional AID conference on participant training which was held to update field staff on the Agency's new training policies and emphases and to discuss general ways to improve AID's participant program in the field and in the United States. Forty participants from AID/Washington, 13 USAID Missions, and representatives from regional organizations attended. Most recommendations were of an operational nature relating to third-and in-country training, predeparture preparation, English language training, orientation, support services, and followup considerations.

### 3.3 Latin America

153. **Case Studies of Training Through Technical Cooperation.** James Maddox and Howard Tolley. National Planning Association. Washington D.C. 1957. (DIC No. 607 M179). 81 p.

This non-AID report is included because it is part of a larger effort sponsored by the Ford Foundation to review and evaluate the purposes, methods, and results of public and private technical cooperation programs in Latin America. A policy committee, composed of U.S. and Latin American leaders from agriculture, business, labor, and education, held interviews with trainees and U.S. and host government officials. This report presents the committee's recommendations that more academic and technical training of Latin Americans be done either in-country or regionally, that training activities be expanded for vocational skills, and that specialized short courses be developed to this end. Guidelines were also proposed for graduate work and upper-level leadership training in the United States.

154. **Report on Latin American Countries** (visit to discuss plans for study of returned participants). Forrest Clements, Bureau for Social Science Research. ICA-Sponsored Study. 1960. (PN-AAR-985). 72 p.

This report outlines plans for the conduct of the worldwide survey of participant training based on field visits to Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Jamaica, Nicaragua, Surinam, and Trinidad. Although this report is not an evaluation of participant training programs, it provides useful information to those planning to conduct such evaluations.

**155. Participant Training in Latin America.** Albert Gollin and Barton Sensenig III, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-914). 76 p.

This report is one of a series that provides basic descriptive and evaluative data on the participant training program in each of the four AID regions. It provides a synopsis of the nature and long-term effects of AID participant training programs in 11 Latin American countries spanning the period from 1942 through 1961 and covering 3,480 participants. The findings in the study are drawn from the worldwide survey of former AID participants initiated in 1959 and still in progress in certain countries at the time this report was prepared. No specific recommendations are included, but the report contains useful insights into the operation and impact of participant training.

**156. Feasibility Study: Proposal to Re-Orient Training and Education Accomplished in the U.S. for Latin America To More Closely Accord with Its Realities and Requirements.** Lawrence Smith. AID-Sponsored Study. 1967. (PN-AAR-982). 9 p.

This report explores the feasibility of establishing a new educational center in the United States for participants from Latin America, in which the professional and personal environment would be more closely related to their special needs and requirements. The center's program would focus on improving the effectiveness of U.S. training for Latin American participants, particularly in the area of public administration. A draft proposal was prepared and responses submitted by various universities interested in participating in such a program. Although this report is not an evaluation, it represents an approach to improve the relevance of U.S. training for students from Latin American countries.

**157. Overseas Education Fund in Latin America: A Benchmark Study (study of Title IX activity).** Thomas Scanlon, Benchmarks, Inc. AID-Sponsored Study. 1970. (PN-AAR-983). 109 p.

This report assesses the activities and accomplishments of the Overseas Education Fund's Latin America participant training activities, including a 4-month leadership program in Boston for Latin American women. The assessment was conducted from the point of view of Title IX (i.e., women's involvement in national life). A few useful recommendations in the areas of predeparture preparation and selection are contained in the report.

158. **An Evaluation of Latin American Scholarship Program of American Universities.** Arthur D. Little. AID-Sponsored Study. 1972. (DIC No. 378.35 L778). 40 p. plus bibliography.

This report examines the operations and accomplishments of the Latin American Scholarship Program of American Universities (LASPAU) program, which involved U.S. academic training--mostly at the Master's level--for scholars attached to Latin American universities to assist faculty development. The evaluation was based on interviews with LASPAU scholars and university officials at a number of participating universities (16 colleges in the United States and 21 in Latin America). Only a few recommendations of general interest are contained in the report. Most of the report's findings and recommendations are directed at LASPAU's internal management operations.

159. **Latin American Regional Conference on Participant Training.** Panama. AID Staff Report. 1977. (PN-AAS-788). 30 p.

This staff report contains proceedings from one of AID's periodic regional meetings on participant training. Representatives from 14 Latin American countries attended along with AID/Washington staff to share information and discuss problems. Recommendations from the conference were made on training design, third- and in-country training, predeparture preparation, English language training, support services, and followup activities.

### 3.4 Near East (Middle East and North Africa)

160. **Near East Regional Training Conference.** Amman, Jordan. AID Staff Report. 1978. (PN-AAS-372). 36 p. plus attachments.

This document reports on the proceedings of an AID regional conference on participant training in the Near East. The conference was called to exchange current information on training trends and policies, to identify available training resources in the region (i.e., institutions and individuals), and to discuss means to promote regional training. Representatives from AID Missions in Tunisia, Morocco, Syria, Lebanon, Yemen, Sudan, Egypt, Cyprus, and Jordan and AID/Washington staff attended the meeting. Recommendations focused primarily on regional planning for third-country training opportunities.

**161. Near East Bureau Participant Training.** Elizabeth Wycoff. AID-Sponsored Study. 1981. (PN-AAR-305). 62 p.

This report reviews major issues in planning and implementing Near East participant training programs, and presents steps to address those issues, with recommendations for improvements. The report also includes a synopsis of evaluations made on participant training activities of Yemen, Morocco, and Jordan. The study involved a literature review and discussions with AID personnel. Recommendations for regional consideration were made on training design, selection and placement procedures, predeparture and postarrival orientation, support services during training from AID and training institutions, and followup.

**162. Report on Near East Participant Training Workshop.** Cairo, Egypt. AID Staff Report. 1983. (PN-AAS-709). 40 p. plus attachment.

This document reports on the proceedings of an AID regional conference held to update the field Missions on participant training policies and procedures, and to share information and experiences. Mission staff responsible for training from Egypt, Jordan, Yemen, Morocco, Cyprus, Portugal, and Chad attended along with AID/Washington representatives. Conference participants made specific recommendations on third-and in-country training, participant placement, English language training, and support services.

**163. Report on Middle East and North Africa (visit to discuss plans for study of returned participants).** Robert Bower, Bureau for Social Science Research. ICA-Sponsored Study. 1960. (PN-AAR-984). 1 vol.

This report describes plans to conduct AID's worldwide participant training survey in this region based on field visits to various countries. Although this report is not an evaluation of participant programs, it provides future planners with some useful insights into necessary steps in planning and conducting such evaluations.

**164. Participant Training for North Africa.** Albert Gollin and Barton Sensenig III, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-422). 75 p.

This report is one of four regional studies stemming from AID's worldwide participant training survey. A summary of the nature and effects of AID participant training on trainees from five countries in North Africa between 1951 and 1961 is included. The report contains some interesting observations compared with other regions in such areas as program design, predeparture orientation, English language training, followup, and participant satisfaction with training.

**165. Participant Training in Near East and South Asia.** Albert Gollin and Barton Sensenig III, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-706). 77 p.

This is one of four regional reports stemming from AID's worldwide participant and training survey. It provides basic descriptive and evaluative data on participant training programs in the regions and a summary of the character and effects of the AID participant training program on subsequent utilization of training skills in eight Near Eastern/South Asian countries: India, Turkey, Pakistan, Greece, Iran, Egypt, Jordan, and Israel.

### 3.5 Miscellaneous

**166. The Effectiveness of the AID Programs in Eight Countries.** International Research Associates. Department of State-Sponsored Study. 1963. (PN-AAS-915). 1 vol.

This report provides descriptive data and insight into the participant training program in eight selected countries. The study includes data collected from an earlier survey of exchange students from 20 countries sponsored by the U.S. Department of State. Although no specific recommendations are made, the report provides an interesting description of returned participants' views and attitudes about their U.S. training experience.

4. EVALUATIONS OF SPECIFIC COMPONENTS OF  
THE PARTICIPANT TRAINING PROGRAM

4.1 Complementary Programs (Leadership, Management, Orientation, Mid-Winter Seminars)

167. **The 1965 Summer Leadership Programs: A Summary Report.** Robert Bower and Louise Johnson, Bureau for Social Science Research. 1965. (PN-AAS-792). 42 p. plus appendix.

This report evaluates the 1965 Summer Leadership programs for AID participants through a combination of interviews, observation, and informal discussions. Although no longer a part of AID's training program, the purpose of the Summer Leadership program was to diversify students' experience in the United States in order to give them insights into U.S. cultural life and academic assistance. Each program offered lectures and seminars on leadership and arranged enrichment program homestays, travel, field trips, and internships for participants. Very few recommendations of value to AID emerged from the report.

168. **Leadership Training and Summer Enrichment Program: The Lisle Fellowship.** Forrest Clements. AID Staff Study. 1967. (PN-AAR-981). 32 p.

This staff study assesses whether the enrichment program offered by the Lisle Fellowship would be suitable for regular AID participants. Questionnaires were administered to nine nonsponsored foreign students at the beginning and end of a 6-week pilot program. Although there was a small sample, the various testing instruments did not reveal any significant change in the group as a result of the program, especially with regard to their attitude about the United States. The author suggests that this program may not be of great use to AID under budget limitations.

169. **Participant Training in Management: Strategic Options for OIT.** Management Systems International. AID-Sponsored Study. 1982. (PN-AAR-291). 52 p.

This report attempts to identify strategic options to improve the management performance of AID-funded participants. Questions studied include the following: (1) Do participants need training in management? (2) If so, are they receiving it? (3) If they need it and are not getting it, what steps should AID take to enable them to receive management training? Literature was reviewed, interviews were held with 160 professionals and a random sample of 50 participants, and a workshop was held to discuss the findings. Nine specific recommendations for AID Bureau for Science and Technology, International Training Office action emerged from the study, designed to expand greatly the availability of short-term management training courses for U.S. academic participants.

170. **Final Report on the Management Training Study.** Tom Moser. AID-Sponsored Study. 1984. (PN-AAS-700). 32 p.

This report assesses current needs for participants to receive supplementary training in management and communication skills in addition to technical training. The study also includes the design of a pilot workshop for carrying out this training. The contractor observed a variety of short-term management seminars and held discussions with many individuals on the state-of-the-art in this field. Recommendations stress the desirability and feasibility of providing short-term management and communications training to all AID participants.

**171. Evaluating Orientation for Foreign Students.** James Longest, New York State College of Agriculture. 1969. (DIC No. 374.8 L852). 61 p.

This report evaluates the usefulness of different types of orientation for foreign students prior to the commencement of academic work. An introduction to U.S. agriculture and education systems, cultural life in the United States, and English language training were all considered in a 2-month pilot program. Of 85 students surveyed, 14 attended the program; some advisors were also surveyed. Although the study supports orientation in general, it concludes that summer orientations of similar length are not feasible nor cost-effective because of difficulties in gathering participants for such a long period before actual training begins. The study suggests that a 2-week orientation prior to the first term would be effective. It also recommends a reduced scholastic load for foreign academic students during their first term.

**172. Participant Assessment of Factors Related to Washington International Training Center Orientation Programs.** Profile Report. Development Education and Training Research Institute, American University. AID-Sponsored Study. 1970. (PN-AAS-416). (See DETRI Reports in Section 1). 44 p. plus appendix.

This report provides information on the Washington International Center (WIC) orientation program based on interviews with participant trainees, speakers, and volunteers at WIC. A 1969 interim report contains data from participant interviews at the close of the WIC workshop; the final report compares these earlier data with those from WIC participants at the end of their U.S. sojourn. Numerous recommendations for improving the orientation program are included.

**173. General Assessment of the Orientation Program for AID Participants.** Raga Elim. AID Staff Study. 1977. (PN-AAS-362). 14 p.

This report evaluates the orientation process for AID participants and makes recommendations for improved predeparture and postarrival orientation, and complementary programs during training.

174. **Review of the Mid-Winter Community Seminars-1971: An Evaluation of Data Submitted by Participants, Sponsors and Observers.** Phillip Sperling and Judith Shampain. AID Staff Study. 1972. (DIC No. 374.013 S749). 1 vol.

This staff study reviews the 30 mid-winter seminars held throughout the United States in 1971. Data were submitted by participants, sponsors, and observers by means of a written questionnaire. Recommendations are made on the timing of the program, the mix of participants, and options for those participants who had already attended a mid-winter seminar.

175. **Final Report to AID on the 1984 AID Mid-Winter Community Seminar Program.** National Council for International Visitors (NCIV). AID-Sponsored Study. 1985. (PN-AAS-724). 30 p. plus attachments.

This is an evaluation of the 1984 Mid-Winter Community Seminars which consisted of 27 programs across the United States to provide AID-sponsored students with diversified educational, social, and cultural experiences during the Christmas academic break. The seminars are supposed to include an educational focus, an introduction to U.S. culture and society, and a home hospitality experience. This is the first year NCIV was charged with coordinating the program. Questionnaires were completed by 718 participants, 28 program officers, 10 seminar coordinators, and 10 site observers.

#### 4.2 English Language Training

176. **Evaluation Study of the Intensive English Language Training and Testing Services Provided to AID-Sponsored Students.** Alfred Fiks et al., Group 7 Associates. AID-Sponsored Study. 1978. (PN-AAS-715). 104 p. plus appendixes.

This report evaluates English language services rendered to AID by Georgetown University's American Language Institute (ALIGU). The study looks at ALIGU's language program, test administration and materials development, individual course offerings, and ALIGU operations. The evaluation was based on a document review, interviews with ALIGU staff, observation of facilities and course elements, student interviews, and a comparative review of four other English language programs. Recommendations relate primarily to ALIGU operations, with some useful suggestions for improvements in the program and support services.

177. **Development-Related English Language Training Needs and Resources in Egypt.** Group 7 Associates. AID-Sponsored Study. 1980. (PN-AAM-293). 84 p. plus appendix.

The growing demand for English language instruction in Egypt, both from the public and private sectors, appears to exceed the country's institutional capability to provide such training. It is within this context that AID commissioned a comprehensive study of long- and short-term English language training needs for USAID participants and counterparts in Egypt. The evaluation includes a survey of current Mission programs, other selected English language training programs in Egypt, and an analysis of the potential of selected programs to meet current and future Mission needs. This report provides many useful suggestions for strengthening English language training in Egypt and could serve as a good model for assessing English language training needs and capabilities in other countries.

178. **English Language Training in Syria.** AID Staff Report. 1980. (PN-AAH-770). 20 p. plus appendix.

Although this is essentially an evaluation of an English language training project in Syria, its findings are relevant to English language training needs of AID participants in general. This project was designed to fulfill the English language training needs of the Mission's participant training program in Syria and to institutionalize an English language training capability within the Syrian Government. The recommendations that address institutionalization provide useful insight into problems associated with this issue.

179. **English for International Development Programs: Intensive.** William Ames (Teachers of English to Speakers of Other Languages [TESOL] Conference Paper). March 1981. (PN-AAS-820). 16 p.

Problems faced in planning, administering, and teaching in-country English language programs are discussed in this conference paper. Examples from the author's work with AID language training programs in Portugal and Niger are presented. Also discussed is syllabus design for long- and short-range teaching goals, as well as problems relating to cash flow, materials, and personnel in implementing such programs.

**180. Report of ALIGU Consultation to USAID/Cameroon.** Suzanne Peppin. American Language Institute, Georgetown University (ALIGU). AID-Sponsored Study. 1983. (PN-AAS-729). 12 p. plus attachments.

This report assesses the need for and explores the feasibility of establishing a local English language training program in the Cameroon. The contractor conducted a field visit to discuss issues with Mission and host country officials. Recommendations are useful at the country Mission level.

**181. Report of ALIGU Consultation to USAID/Indonesia.** Suzanne Peppin. American Language Institute, Georgetown University (ALIGU). AID-Sponsored Study. 1983. (PN-AAS-730). 20 p.

This report assesses the English language training programs in Indonesia currently in use by USAID, using information the contractor gathered during a field visit. Recommendations include specific suggestions for the Indonesia programs.

**182. Sahel Manpower II In-Country English Language Training Feasibility Study.** Suzanne Peppin and Louise Krumm, American Language Institute, Georgetown University (ALIGU). AID-Sponsored Study. 1984. (PN-AAS-359). 33 p. plus appendixes.

This report assesses the feasibility of developing English language training centers in four Sahel countries. The study includes an analysis of comparative costs outside the Sahel and recommends the most efficient English language training mechanisms. The contractor undertook a 7-week field visit in which extensive interviews were held with AID and host government personnel in the Sahel. Recommendations are directed to regional and country potential for English language training.

183. **English Language Training and Sponsored Students From the Developing World.** Hugh Jenkins, National Association of Foreign Student Affairs (NAFSA). AID-Sponsored Seminar Report. 1984. (PN-AAS-707). 16 p. plus attachments.

Part of a series designed to examine different aspects of education for international development, this seminar was attended by representatives of U.S. and foreign government agencies and others working in the field of development training and interested in English language issues. The discussion focused on pragmatic topics including a review of existing resources in the field, suggestions for improvements in needs assessment for English language training, and more cost-effective ways to meet these needs. Specific topics were addressed and recommendations made.

#### 4.3 Selection and Placement

184. **University-Government Cooperation in Programs for Students from Abroad.** American Association of Collegiate Registrars and Admissions Officers (AACRAO)-AID Conference. 1970. (PN-AAT-246). 32 p.

This report describes the proceedings of an AACRAO-AID 1970 Conference at which the findings of AACRAO's Study on Participant Selection and Placement were presented (see No. 185 below). The aim of the conference was also to encourage greater cooperation between government and universities. The 164 conference participants included university and college administrators, AID personnel, representatives from educational organizations, foreign student advisors, registrars, and credential analysts.

185. **AID Participant Selection and Placement Study.** American Association of Collegiate Registrars and Admissions Officers. AID-Sponsored Study. 1971. (PN-AAS-919). 160 p.

This study was a joint effort by AID and the U.S. academic community to improve selection and placement of sponsored students in U.S. institutions. The report evaluates procedures and guidelines, and suggests modifications for improvements. The sample included 1,142 academic participants who arrived in the United States during 1967-1968. Data were derived from a questionnaire, English language tests, and scholastic aptitude tests. Recommendations included modifications in selection and placement, predeparture preparation, and English language considerations.

**186. Guidebook for Placement of AID Participants in Academic Programs in the U.S.** Clyde Vroman et al. AID-Sponsored Study. 1972. (PN-AAR-980). 56 p.

Although it is not an evaluation per se, this guidebook is a management tool to assist personnel working with the selection, placement, and programming of AID participants in academic study in the United States. It contains information on the types of documents required for applying to U.S. institutions and procedures in processing admissions requests. It also gives guidance on effective ways to present AID participant documentation to university admissions officers.

**187. Bibliography for AID of Reference Materials for Evaluating Foreign Student Credentials.** American Association of Collegiate Registrars and Admissions Officers. AID-Sponsored Study. 1978. (PN-AAH-047). 94 p.

This report is designed to assist analysts in evaluating the credentials of AID participants for placement in appropriate training programs and institutions.

**188. Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the U.S.** American Association of College Registrars and Admissions Officers. AID-Sponsored Study. 1983. (PN-AAP-749). 125 p.

This report assists AID Missions in determining the minimum academic records that should accompany participant applications for study in U.S. universities and colleges.

**189. Evaluation Study of Selection, Admission and Placement Assistance Provided for AID-Sponsored Students From Abroad.** Alfred Fiks et al., Group 7 Associates. AID-Sponsored Study. 1983. (PN-AAL-998). 120 p.

This report evaluates the degree to which the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is fulfilling the requirements of its contract with AID in relation to the policy objectives of the International Training Office. Recommendations are directed at improving contractor performance and contract objectives rather than at broader selection and placement issues. The methodology included a review of relevant documents, interviews, and observation of AACRAO operations.

#### 4.4 Third-Country Training

190. **Third-Country Training Resources in Africa for AID-Sponsored Participants: A Catalogue.** AID Staff Study. 1968. (DIC No. 378.6 A265). 1 vol.

This document is a catalogue of available training programs and institutions in the region for use in third-country training. This edition may be in the process of being updated.

191. **Third-Country Training Resources in East Asia (Catalogue).** AID Staff Study. 1971-revised edition. Also 1968 edition. (DIC No. 374.013 A265). 1 vol.

This document is a catalogue of available training programs and institutions in the region for use in third-country training. This edition may be in the process of being updated.

192. **Third-Country Training Resources in Near East/South Asia (Catalogue).** AID Staff Study. 1971. (DIC No. 374.013 A265). 1 vol.

This document is a catalogue of available training programs and institutions in the region for use in third-country training. This edition may be in the process of being updated.

193. **Third-Country Training Resources in Latin America (Catalogue).** AID Staff Study. 1972. (DIC No. 374.013 A265) 1 vol.

This document is a catalogue of available training programs and institutions in the region for use in third-country training. This edition may be in the process of being updated.

**194. Qualitative Assessment of Selected Regional Training Institutions in West and Central Africa.** Cynthia Wise and M.B. Badenhop. AID-Sponsored Study. 1981. (PN-AAM-033). 247 p.

Regional training capabilities of selected training institutions in West and Central Africa are evaluated in relation to their capacity to meet training needs at the post-secondary level. This report also examines regional education trends, institutional case studies, and the history and trends of AID participant training. Questionnaires were administered to a selected sample of 61 institutions, and visits were made to 27 institutions in six countries. Although this report is more an inventory than an evaluation, some relevant recommendations on third-country training are made.

**195. Third-Country Training in Africa.** Workshop Proceedings, Bureau for Science and Technology/International Training Office and Africa Bureau. December 1982. Washington, D.C. (PN-AAR-228). 29 p.

This reports summarizes the proceedings of an AID workshop organized to examine the advantages and disadvantages of third-country training for foreign nationals. The workshop was intended to provide the bases for a discussion and review of AID policy in this area. Several relevant recommendations are presented in the report.

**196. Third-Country Training in Africa.** Jeffalyn Johnson and Associates. AID-Sponsored Study. 1983. (PN-AAN-088). 96 p.

This report describes the extent to which AID sponsorship of third-country training in Africa is practical and identifies the circumstances under which U.S.-based training is more appropriate. The contractor reviewed relevant literature, conducted interviews, made two field trips (West and East Africa), and participated in a 1-day workshop on the subject. Issues addressed include pros and cons of third-country and U.S. training; quality, relevance, availability, and costs of African education and training; attitudes toward U.S./African exchange; the relationship between institutional development and third-country training; and potential third-country training sites for specific programs and institutions. Policy recommendations are made on third-country training in the areas of planning (training design, selection, and placement), and implementation (monitoring participants).

5. TRAINING EVALUATIONS BY SECTOR

197. **An Analysis of ICA Training Programs in the U.S. for Participants in Community Development.** W.R. Gordon. ICA-Sponsored Study. 1959. (PN-ARE-275). 19 p.

This report attempts to improve the quality and effectiveness of future U.S. training of community development participants through an investigation of 132 participant "cases" from 1955 through 1957. Suggestions concerning how community development training might be made more effective are proposed.

198. **U.S. Training for Extension Workers From Other Countries.** U.S. Department of Agriculture, Federal Extension Service. 1961. (PN-AAR-979). 13 p.

This report is a summary of replies from 44 USAID Missions concerning their views on the U.S. agricultural extension training being provided through the U.S. Department of Agriculture. Suggestions for improving future programs are mentioned in the areas of training design, selection and placement, predeparture preparation, and reentry followup.

199. **An Evaluation of Participant Training Under the University of Tennessee-India Agricultural Program.** M.B. Badenhop. AID-Sponsored Study. 1965. (PN-AAR-977). 22 p.

This report assesses how well this particular program was operating and suggests improvements in future efforts. The study was based on data obtained through personal interviews and written questionnaires completed by 90 participants who had returned to India following U.S. training. Many specific recommendations are contained in the report in the areas of training design, selection of participants, support services, followup, utilization of training, and professional development.

**200. Participant Training for Agriculture in Morocco.** Floyd Corty. AID-Sponsored Study. 1967. (PN-AAR-978). 27 p. plus attachment.

This report attempts to determine (1) whether participants are applying their training toward improvement of agriculture; (2) to what extent they have returned to their former jobs or changed to other fields; and (3) whether they remain sympathetic to U.S. objectives after exposure to U.S. training and other experiences. One hundred and five returned participants who had studied in the United States between January 1958 and December 1966 were surveyed, along with other relevant individuals. This limited study (only 22 participants were actually interviewed) contains no specific recommendations but strongly stresses the need for the Moroccan Government to solve the degree equivalency problem. This issue caused morale and other problems for returning participants with U.S. degrees that were not being adequately recognized.

**201. Training for the 70's: Report on the 12th Conference on International Agricultural Training Affairs.** Washington, D.C. 1969. (PN-AAR-978). 146 p.

The 12th Conference on International Agricultural Training Affairs held in Washington, D.C. in October 1969 included a session dedicated to discussing the evaluation of participant training. Although no specific recommendations were made, the discussion focused on the DETRI exit-interview approach and its findings as well as U.S. Department of Agriculture evaluation efforts.

**202. An Evaluation Study of USAID-Sponsored Indian Extension Participants at the University of Missouri, 1959-1967.** Walter Wilkening, University of Missouri. 1971. (PN-AAS-886). 52 p.

This report discusses an evaluation of the training programs for Indian extension workers at the University of Missouri. Seventy-three questionnaires were mailed to selected institutions, and 54 of the 87 Indian extension workers were interviewed. The report contains a thorough description of the status of returnees in this field and their views about their training experiences. Suggestions are made for making future programs more effective.

**203. Participant Training Program in the Office of Health and Population Planning (Thailand).** Samuel Taylor, USOM/Thailand. 1971. (PN-AAR-976). 20 p. plus bibliography.

The purpose of this Mission study was to review participant training activities in the AID Mission Office of Health and Population Planning in Thailand. Recommendations are related to improved training design and third- and in-country training considerations.

**204. Impact of Participant Training on the Attainment of Development Goals: Report No. 4, Analysis of Two Sectors (Agriculture/Economics).** Robert Krug, American Institutes for Research. AID-Sponsored Study. 1976. (PN-AAB-652). 47 p.

The contractor conducted a study to determine whether techniques could be devised to measure the effectiveness of participant training by examining the impact of returned participants on the development of their countries. Two sectors, agriculture and economics, were studied throughout this multiyear project, with pretests conducted in Ghana and Thailand, and subsequent field studies in Korea, the Philippines, and Brazil. It is not surprising that participants in these training programs have had a significant impact on their countries' development and that the impact can be clearly linked to the participant experience in 58 percent of the cases. Rather, what is new in this study is the specificity of the definition of "impact" and the demonstration of specific linkages to training. The overall conclusion of the study is that an effective and feasible method for measuring impact has been developed and tested.

**205. Participant Training in Project Design and Evaluation: Final Report.** Practical Concepts, Inc. AID-Sponsored Study. 1977. (PN-AAS-789). 54 p.

This report summarizes the contractor's experiences in conducting a series of nine seminars in project design and evaluation overseas and in Washington for 184 participants. The contractor concludes that short-term management training is feasible, relevant, and effective and suggests several measures to make future programs more successful.

**206. Evaluation of a Management Training Program in the Developing World: Final Report.** Alfred Fiks et al. Group 7 Associates. AID-Sponsored Study. 1979. (PD-AAE-003). 219 p.

This study evaluates the history of a Training Trainers in Management Project in an effort to determine whether it should be continued and, if so, in what form. Recommendations contained in the final report were made to assist AID in the selection of future contractors to implement these courses. Although they clearly endorse management training programs, the evaluators recommend that a series of improvements be built into the program to enhance its effectiveness.

**207. Training and Related Efforts Needed To Improve Financial Management in the Third World.** U.S. General Accounting Office (GAO), Report to Congress. 1979. (PN-AAH-633). 50 p.

This GAO report to Congress points out the serious problems in financial management in developing countries and recommends measures to improve the situation, including more and better training in financial management.

**208. Training Agricultural Economists for Work in International Development.** Darrell Fienup and Harold Riley, American Agricultural Economics Association, Michigan State University. 1980. (PN-AAJ-096). 144 p.

This report examines the role of U.S. universities in providing training for students preparing for careers in international development, especially in the area of agricultural economics. The report makes recommendations for increasing the effectiveness of such training and suggests ways for universities to improve their role in this area.

**209. Training of Trainers in Management, Final Report.** Practical Concepts, Inc. AID-Sponsored Study. 1981. (PN-AAR-806). 1 vol.

In presenting the achievements of various training of trainers in management efforts under five Practical Concepts, Inc. contracts in this final report, the contractor argues that there is indeed a management science that is relevant to all geographic regions and all management levels. The combined programs involved 33 seminars with 824 participants from 23 countries during the period between October 1976 and August 1981. Recommendations for improvements in future training of trainers in management projects relate to training design and location.

**210. Management Skills Training for Foreign Engineering Students: An Assessment of Need and Availability.** Stephen Dunnett, National Association of Foreign Student Affairs. AID-Sponsored Study. 1982. (PN-AAM-437). 60 p.

This study of the management training needs of foreign students in engineering programs was designed to assist AID and U.S. training institutions in providing more effective and relevant training. A literature review and structured, informal interviews were carried out. Recommendations are made on management training design for foreign engineering students.

**211. Agricultural Education and Training in Africa.** Bijan Sepasy and Harold Jones et al., U.S. Department of Agriculture. AID-Sponsored Study. 1983. (PN-AAS-791). 19 p.

This report examines AID's role in agricultural education and training in Africa and suggests ways to improve AID's assessment of future needs. The study is based on a review of Project Papers and interviews with selected individuals. The numerous recommendations contained in the report are narrowly focused on agricultural education.