

PN-ABI-719

ISA 72701

AN ANALYSIS OF AID PARTICIPANT
TRAINING PROJECTS

AID EVALUATION WORKING PAPER NO. 56

by

Laurel Elmer

and

Tom Moser

U.S. Agency for International Development

June 1986

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>
Preface.....	v
Summary.....	vi
Glossary of Abbreviations.....	ix
1. Introduction.....	1
2. Methodology.....	2
3. Summary of Findings.....	3
3.1 Category A: Training-Only Projects.....	3
3.2 Category B: Multi-Input Projects With Training Element.....	4
3.3 Category C: Centrally Funded Projects.....	5
4. Evaluative Summary of Training Modes.....	6
4.1 Category A: Training-Only Projects (Bilateral and Regional).....	6
4.1.1 Mode 1: General Training.....	8
4.1.2 Mode 2: Scholarship Programs.....	9
4.1.3 Mode 3: Sector-Based Training.....	11
4.2 Category B: Multi-Input Projects With Training Element.....	11
4.2.1 Mode 4: Institution Building.....	12
4.2.2 Mode 5: University Support.....	14
4.2.3 Mode 6: Sector-Focused Training.....	15
4.2.4 Mode 7: Training With OPEX Personnel.....	16
4.3 Category C: Centrally Funded Projects.....	17
4.3.1 Mode 8: U.S.-Focused.....	18
4.3.2 Mode 9: Developing Country-Focused.....	19
5. Central Issues: General Findings.....	19
5.1 English Language Ability.....	20
5.2 Availability of Candidates.....	20
5.3 Utilization of Training.....	21
5.4 Return and Retention of Participants.....	21
5.5 Participation by Women.....	21
5.6 Selection Criteria and Procedures.....	22
5.7 Participant Placement.....	22
5.8 Third-Country Versus U.S. Training.....	22
5.9 Program Extensions and Successive Degrees.....	23
5.10 Degree Equivalency.....	23

TABLE OF CONTENTS (cont.)

	<u>Page</u>
6. Conclusions and Recommendations.....	23
Appendixes	
A. Project Listing by Region	
B. Projects Reviewed by Category and Mode	
C. Individual Project Profiles	
D. Sample Project Appraisal Report and Project Evaluation Summary	
Bibliography of Source Documents	

PREFACE

In late 1984, the Agency for International Development's (AID) Center for Development Information and Evaluation of the Bureau for Program and Policy Coordination (PPC/CDIE) undertook a literature search and limited review of evaluative documents related to the AID participant training program, including general studies, country and regional evaluations, and assessments of sector training and operational issues (e.g., selection, orientation, English language training). The resulting report and annotated bibliography have been published separately.¹

¹Annotated Bibliography of Participant Training Evaluations, Studies, and Related Reports, AID Evaluation Occasional Paper No. 8; Review of Participant Training Evaluation Studies, AID Evaluation Occasional Paper No. 11. Both are available from CDIE.

SUMMARY

This follow-on study is designed to supplement the overall participant training evaluation studies review by assessing AID's experience with various types of participant training projects. Project Appraisal Reports (PARs), Project Evaluation Summaries (PESs), and other project evaluations and audits have been reviewed to identify and classify various modes of participant training projects and to describe their respective characteristics with particular reference to comparative strengths and weaknesses. The principal audience for this review are Mission personnel responsible for participant training policies and programs, many of whom possess only limited experience in the area of participant training.

One hundred and seven projects were selected for descriptive analysis based on the availability of evaluative material and significant training activity. More than 300 evaluation reports were reviewed. A descriptive profile was prepared for each project containing information on the project purpose, type of project, type of training, strengths and weaknesses of the training element, and documents reviewed. The 107 projects were grouped into three categories within which nine different training modes were identified and described in some detail, with special attention to their respective strengths and weaknesses.

In addition to the strengths and weaknesses ascribed to the various training modes, there are a number of general issues that transcend individual modes which might be considered further by Mission personnel responsible for participant training. Listed in order of frequency of concern, the most notable issues are the following:

- English language ability
- Availability of candidates for training
- Utilization of training (systems for evaluation and followup)
- Return and retention of participants
- Participation by women
- Selection criteria and procedures
- Participant placement
- Third-country versus U.S. training

- Program extensions and successive degrees
- Degree equivalency

The information and findings presented in this report represent the Agency's initial attempt to define and assess the various project modes or mechanisms under which participant training is provided. The typography presented in the report seems both traditional and sound; the assessment findings (i.e., the strengths and weaknesses of each of the various "types"), on the other hand, are based on only very limited data and are, therefore, tentative and essentially illustrative. The report is thus intended to be used primarily as a "model" for similar reports in the future and as a source of broad ideas and views regarding what has and what has not worked in participant training in the past. These ideas and views should be of interest to program, project, and training planners and managers.

Our expectation is that project evaluations in the future will deal more explicitly and thoroughly than they have in the past with training projects and, particularly, with training elements of multi-input projects. Most evaluations of the latter tend to be virtually silent on both operational and impact matters related to participant training. Yet the relationship between planning and implementation matters (e.g., candidate selection, English language training, and orientation on the one hand, and time schedules, budgets, and personnel matters on the other) are important and should be addressed systematically). Similarly, relationships between the project's participant training activities and progress toward or achievement/nonachievement of project objectives should be examined. To the extent feasible, the role of participant training in pursuing goals or objectives beyond those defined for the project should also be discussed.

Data generated by evaluations that treat participant training seriously and in some detail could then be aggregated or organized within the framework of this report's typography to provide more systematic information and analysis than is currently available in this area. In turn, this improved rendering of the historical record, in both operational and impact terms, could serve as an important input to field and headquarter's efforts to plan and manage a portfolio of effective training activities.

Despite limitations posed by the data, it is hoped that the identification, categorization, and description of the various approaches to training contained in this report will prove to be of value to Mission and other project personnel responsible for participant training policies and programs. Although it can be argued that training in general is a positive force, evidence of the benefits to be obtained from AID's investment in its training

program appears to be lacking. The following two recommendations suggest ways to improve the evaluation of participant training:

1. Existing project evaluation guidelines should be reviewed for the purpose of developing a more useful system or tool for assessing the participant training element on a continuing basis.
2. To permit a fuller understanding of the strengths and weaknesses of various training modes and of which mode performs better under what circumstances, a field study could be carried out in one or more countries with large training portfolios. The field study could include an analysis of such issues as contractor- versus Mission-managed training, regional versus bilateral arrangements, short-term versus long-term training, and U.S. versus third-country training.

GLOSSARY OF ABBREVIATIONS

AAI	- African-American Institute
AAU	- Association of African Universities
ADC	- African Development Council
AFGRAD	- African Graduate Fellowship Program
AID	- Agency for International Development
AIFLD	- American Institute for Free Labor Development
AMDP	- African Manpower Development Project
ASPAU	- African Scholarship Program at American Universities
CARICOM	- Caribbean Community
CDIE	- AID Center for Development Information and Evaluation
CIRES	- Ivorian Center for Economic and Social Research
CSA	- Civil Service Agency of Liberia
CSUCA	- Superior Council of Central American Universities
DIS	- AID's Development Information System database
EAC	- East African Community
FUPAC	- Federation of Private Central American Universities
IBRD	- International Bank for Reconstruction and Development
IIE	- Institute of International Education
IITA	- International Institute for Tropical Agriculture
INTERAF	- Inter-African Scholarship Program
IRRI	- International Rice Research Institute
IUCESD	- International University Center for Economic and Social Development
LA	- Latin America

GLOSSARY OF ABBREVIATIONS (cont.)

- LAC - Latin America and the Caribbean
- LASPAU - Latin American Scholarship Program at American Universities
- LOP - Life of Project
- MUCIA - Midwestern Universities Consortium for International Assistance
- OAS - Organization of American States
- OEF - Overseas Education Fund of the League of Women Voters
- OIT - AID Office of International Training
- OPEX - Operational Executives
- OYB - Operational Year Budget
- PAR - Project Appraisal Report
- PES - Project Evaluation Summary
- PPC - AID Bureau for Program and Policy Coordination
- PVO - Private voluntary organization
- ROCAP - Regional Office for Central America Programs
- RDO - Regional Development Office
- S&T/IT - AID Bureau for Science and Technology, International Training Office
- SECID - South-Eastern Consortium for International Development
- USAID - AID Mission

1. INTRODUCTION

As part of an overall assessment of the Agency for International Development (AID) participant training program, the Center for Development Information and Evaluation (CDIE) in AID's Bureau for Program and Policy Coordination (PPC) recently undertook a literature review of available evaluative documents related to the participant training program. This review examined a range of evaluative studies carried out through the years on the overall training program, including general studies, country and regional evaluations, and assessments of sector training and operational areas (e.g., selection, orientation, English language training). It contains substantial historical information and current views on participant training processes and indicates the major training issues that have received attention in the past and that may still warrant attention on an individual country basis.

This follow-on study was undertaken to assess AID's experience with various types of participant training projects through a review of such past project evaluations as Project Appraisal Reports (PARs), Project Evaluation Summaries (PESs), and other special evaluations and audits. The purpose of this review is to identify and classify various ways or modes in which participant training has been carried out and to describe their respective characteristics, with particular reference to comparative strengths and weaknesses.

CDIE's examination of the participant training program was prompted by several considerations:

1. Present AID policy calls for a substantial expansion of participant training, with a 50-percent increase in the number of U.S. participants set for the next several years.
2. There has been little, if any, systematic analysis of participant training at the project level to serve as an information base or guide for those involved in formulating Mission training policies and designing training projects and individual programs.
3. AID has virtually no U.S. Training Officers in the field. While the participant training process is being handled to a large extent by experienced local personnel, responsibility for Mission training policies, including training expansion plans and selection of modes of training, is generally assigned to U.S. Direct Hire program officers and generalist project managers, most of whom possess only limited knowledge of participant training.

2. METHODOLOGY

Abstracts of more than 1,000 projects containing training elements were obtained from AID's Development Information System (DIS) project database. Of these, approximately 170 projects distributed among AID's geographic regions were selected for more intensive study. The criteria for project selection included significant training activity (at least 25 participants) and the availability of project evaluation material. More than 400 evaluative documents relating to these projects were reviewed in order to gain insight into the different approaches to training and their respective strengths and weaknesses. In addition to obtaining available evaluative materials for each project, project abstracts were reviewed for descriptions of the projects' goals, purpose, and proposed inputs and outputs.

Several of the selected projects, however, had to be eliminated after closer review of the evaluative materials revealed limited information on the project's training activities. This left 107 projects for descriptive analysis. It should also be noted that the number of evaluative documents identified for each project varied greatly, with some projects having as many as eight PARs or PESSs, and others of equal duration and magnitude having only one interim evaluation listed in the database. Furthermore, in many cases, the training component of projects with numerous PARs was treated more superficially than others with perhaps only one major special evaluation. This unevenness in the number and quality of available evaluations for projects suggests that either the DIS database is far from comprehensive in this area or that project evaluation has not been carried out on a regular or systematic basis.

Because the document search was confined mainly to the DIS database, it is not known whether the findings from this study are either confirmed or contradicted by evaluations or documents not included in the system. Although this method of research does not allow for the kind of in-depth examination of issues that is possible with an exhaustive document search and field case studies, it does permit the identification of common types of training projects and patterns of experience.

Project profiles were prepared on all 107 projects selected for study using the following standard format:

- Country and project name, number, and duration
- Project purpose indicates whether the purpose was to strengthen or expand the pool of skilled manpower generally or to strengthen specific host government institutions or sectors through training.

- Type of project indicates whether it was a training-only or a multi-input technical assistance project with a training element; whether training was general in multiple fields, sector-based, or for institution building; and whether training is implemented by a contractor or the Mission.
- Type of training specifies the length, level, and location of training; that is, whether short-term specialized or long-term academic (undergraduate, graduate, or nondegree) in the United States, third countries, or in-country. The number of participants to be trained is included when available, based on the projections of the latest evaluation document.
- Strengths and weaknesses of the training element or other aspects of the project affecting training that are identified in project evaluations are noted for each project profile.
- Documents reviewed are cited for each project. Although many projects had only one evaluation, some had several; the average was three per project. (A bibliography of documents reviewed for the 107 projects is presented at the end of this report.)

Appendix A presents a list of projects reviewed by region, and Appendix C contains individual project profiles.

3. SUMMARY OF FINDINGS

The 107 projects treated in this study were grouped into three categories within which nine different training modes were identified. This classification does not presume to include all possible types of training but is representative of the most common types of projects for which data are available.

The categories and modes are identified briefly below and then described in detail in Section 4 of the report.

3.1 Category A: Training-Only Projects

This category consists of projects that are exclusively or predominantly related to participant training, either on a bilateral or regional basis. Regional training-only projects differ from bilateral mainly in source of funding and sponsorship, which generally are provided by the appropriate AID/Washington regional bureau.

- Mode 1: General Training (bilateral or regional). Mode 1 projects are those that provide technical, professional, and academic training in areas not necessarily related to the Mission's existing project portfolio but important to the country's development. Candidates are usually employed and return to their positions after training.
- Mode 2: Scholarship Programs (bilateral or regional). Mode 2 projects are those that provide academic training on a competitive basis in a wide range of development-related areas. Candidates are often high school graduates preparing for careers and may not be employed or have been promised employment.
- Mode 3: Sector-Based Training (bilateral). Mode 3 projects are those with technical, professional, and academic training not necessarily related to the Mission's project portfolio but focused on one or more sectors in areas important to the host country's development. (Regional sector-based, training-only projects may exist but are not represented in our sample.)

3.2 Category B: Multi-Input Projects With Training Element

This category consists of the more common technical assistance projects that include participant training as an element, generally along with components that provide U.S. advisory assistance, supplies and equipment, and, less frequently, construction. Similar to training-only projects, regional projects differ from bilateral multi-input projects mainly in source of funding and sponsorship, which emanate from the appropriate AID/Washington regional bureau.

- Mode 4: Institution Building (bilateral or regional). Mode 4 includes multi-input projects whose purpose is to strengthen a specific host government institution or group of institutions in a particular sector.
- Mode 5: University Support (bilateral or regional). Mode 5 projects are multi-input projects whose purpose is to establish or strengthen particular university departments, faculties, or overall institutions of higher learning.
- Mode 6: Sector-Based (bilateral or regional). Mode 6 includes multi-input projects designed to strengthen an entire sector or sectors in the host country.
- Mode 7: Training with OPEX Personnel (bilateral or regional). Mode 7 projects combine participant training

with the provision of U.S. operational executives (OPEX) personnel to temporarily fill established host government positions while personnel are being trained.

3.3 Category C: Centrally Funded Projects.

This category comprises projects that are designed, funded, and managed by the AID Bureau for Science and Technology (S&T) (and its predecessors, DSB and TAB). Such projects generally address research and development issues in developing countries which are in need of further understanding and in which U.S. institutional capabilities need development or strengthening.

- Mode 8: U.S.-Focused. Mode 8 projects are centrally funded projects whose primary purpose is to strengthen U.S. institutional capability (e.g., universities) to respond to particular research and development issues in developing countries.
- Mode 9: Developing Country Focused. Mode 9 includes centrally funded projects in which technical assistance is more directly provided to developing countries without the need for strengthening U.S. institutional capabilities.

Table 1 presents the distribution of the 107 different training projects by category and mode of training. (See Appendix B for specific projects reviewed by category and mode.)

The distribution of modes across regions as presented in Table 2 suggests that the Africa Bureau has most actively utilized the multi-input/bilateral institution-building mode and has tended toward regional rather than bilateral training-only projects; the Asia Bureau has placed somewhat more emphasis on the multi-input/bilateral sector-based mode; the Latin America and the Caribbean Bureau's (LAC) training activities seem to be divided among the multi-input/bilateral university support, institution building, and sector-based modes; and the Near East Bureau has focused its training projects on multi-input/bilateral institution building and university support modes and has more training-only projects than the other regions.

Multi-input bilateral projects appear to be by far the most popular, constituting 50 percent of all projects treated in this sample. Also of note is that institution-building projects do not appear to use a training-only approach and that scholarship programs tend to be regionally based.

Table 1. Distribution of Training Projects by Category and Mode

Category and Mode	No. of Projects
A. Training Only (bilateral and regional)	
1. General Training	17
2. Scholarship Programs	8
3. Sector-Based Training	5
Subtotal	<u>30</u>
B. Multi-Input Projects with Training Element (bilateral and regional)	
4. Institution Building	27
5. University Support	16
6. Sector-Based	15
7. Training with OPEX	5
Subtotal	<u>63</u>
C. Centrally Funded Projects	
8. US-Focused	7
9. Developing Country-Focused	7
Subtotal	<u>14</u>
Total	107

4. EVALUATIVE SUMMARY OF TRAINING MODES

The following section presents more detailed descriptions of the training project categories and modes, including summaries of their more notable strengths and weaknesses as reported in past evaluations.

4.1 Category A: Training-Only Projects (Bilateral and Regional)

Category A includes projects that are exclusively participant training and are programmed and funded at either the Mission or regional level. Training in this category includes general professional and technical training, sector-based

Table 2. Project Distribution by Geographical Area

Category/Mode	Africa	Asia	LAC	NE	Global	Total
A. Training Only (bilateral)						
1. General Training	-	4	3	6	-	13
2. Scholarship Program	-	-	-	1	-	1
3. Sector-based	-	2	2	1	-	5
A. Training Only (regional)						
1. General Training	3	-	1	-	-	4
2. Scholarship Program	3	1	2	1	-	7
B. Multi-Input (bilateral)						
3. Institution Building	11	5	4	5	-	25
4. University Support	3	4	4	4	-	15
5. Sector-Based	1	7	4	1	-	13
6. Training With OPEX	4	-	-	-	-	4
B. Multi-Input (regional)						
3. Institution Building	1	-	1	-	-	2
4. University Support	-	-	1	-	-	1
5. Sector-Based	-	-	2	-	-	2
6. Training With OPEX	1	-	-	-	-	1
C. Centrally Funded Projects						
7. U.S.-Focused	-	-	-	-	7	7
8. Developing Country-Focused	-	-	-	-	7	7
Total	27	23	24	19	14	107

Note: LAC is Latin America and the Caribbean; NE is Near East.

training, and scholarship programs. Training-only projects provide short- and long-term training in key development areas to host country leaders, mid-level managers, specialists and technicians, and students. Training supports major AID objectives and aims to alleviate human resource constraints. Individuals targeted for training generally hold jobs to which they can return or are assured employment upon return, although scholarship programs are less rigid on this point. Training-only projects allow quick response to requests for training support needs that were unanticipated or that otherwise would be difficult to fulfill.

4.1.1 Mode 1: General Training

Purpose. The purpose of Mode 1 projects is to strengthen the country's human resources base as a whole in areas of development priority to the host country and the Mission. General training projects are used for pre- and post-project training and for training needs not filled by existing Mission projects. Specific targets for training may be designated (e.g., mid- to high-level managers and planners in host government institutions), or broader objectives may be proposed (e.g., upgrading professional, technical, and managerial skills in the public and private sectors).

Type of Training. Mode 1 projects entail short-term specialized and long-term academic training at all levels (undergraduate and graduate, although mostly the latter) in the United States and third countries. In-country training may also be provided. Most short-term training is of a specialized and technical nature and may include short courses, observation and on-the-job training, and specially tailored programs.

Mode of Implementation. Bilateral Mode 1 projects are generally managed directly by the Mission, but sometimes the training component is handled by contractors. Regional training is usually funded and managed by the relevant AID/Washington regional bureau, with active assistance by the Mission in implementing the country allocation.

Strengths. Mode 1 projects tend to be highly popular because of their flexibility and versatility in providing training outside the Mission's project portfolio. The greatest value of this kind of project seems to be its ability to respond quickly to special host government requests and unexpected opportunities, as well as to experiment with new approaches. This mode can provide "head start" training for future projects and fill important training needs that might not otherwise be met. Consequently, host governments tend to be closely involved with and committed to this type of project, which augers well for its

success, particularly in the likelihood of a high return rate and participant utilization of newly acquired skills and knowledge.

Weaknesses. When host governments have not first carried out manpower needs assessments or set training priorities, training design tends to lack focus. Without a national training committee or manpower planning strategy, the relationship between participant selection and training needs may be weak and the distribution of training opportunities may be uneven among the different host government ministries and departments, with preference not necessarily given to the highest priority needs.

When English language abilities or participant qualifications are inadequate, programs tend to be prolonged and extended. If training is planned annually, cost overruns and mortgages on subsequent-year training funds may result from such program extensions. Numerous evaluations recommended that training be funded at the outset for the duration of a participant's program to avoid such cost overruns.

Most of the projects reviewed in this category noted inadequate followup and evaluation efforts, making it difficult to assess effectiveness, appropriateness, and impact of training.

Short advance notice was frequently noted as a problem in Mode 1 projects, especially for academic participants. Document processing delays by host government supervisors and in AID/Washington and U.S. universities, in conjunction with other delays, frequently led to the need to truncate predeparture orientation and other preparation activities. It was suggested that more complete screening might reduce processing time.

Although third-country training is integral to many training-only projects, the lack of mechanisms for managing such training was frequently noted as a constraint to the use of this alternative to U.S. training.

Project management can be problematic in regional general training projects if the lines of authority are not clearly designated and if preference is not clearly given to field management over AID/Washington responsibility.

Degree equivalency was noted as a problem for many general training projects, especially in Francophone Africa.

4.1.2 Mode 2: Scholarship Programs

Purpose. The purpose of Mode 2 projects is to expand and strengthen, on a country or regional basis, the pool of trained manpower in development-related areas through academic scholar-

ships awarded on merit. Candidates generally are students or graduates not yet on a career track in the public or private sector.

Type of Training. Mode 2 projects include academic training at all degree levels (mostly graduate but occasionally nondegree) in the United States and third countries.

Mode of Implementation. Scholarship programs are managed mainly through contractors. (Most of the projects reviewed in this category are regionally sponsored.)

Strengths. Scholarship programs provide an effective way to sponsor for academic training large numbers of host country nationals who are not already tied to a specific job or institution.

Third-country scholarships often are more cost-effective than U.S. training and often have a better return rate because incentives to remain in third countries with socioeconomic conditions similar to the home country usually are not very compelling. Training also is likely to be more relevant to the home country situation.

Scholarships to U.S. institutions also can be cost effective if arrangements are made for tuition waivers and if international travel expenses are met by the host government, as was the case in some projects.

Weaknesses. This project mode tends to be unfocused and to lack established training priorities. Application of knowledge and skills after return is more problematic than in most other modes because participants generally are not tied to particular institutions and are generally younger persons who may be less committed to serving in relevant host country positions.

Like general regional training projects, regional scholarship programs can be difficult to monitor from AID/Washington and generally tend to entail logistical problems. In many instances, a closer relationship is needed between the contractor and the AID Mission in order to coordinate AID policy and priorities with in-country priorities.

Some countries do not need access to a separate regional scholarship program if they already have bilateral general training projects. Although scholarship recipients may be highly influential in the long run, they generally are few in number and scattered among various fields of training.

Successive degrees have occasionally been a problem for this kind of project. When U.S. universities and training institutions encourage the pursuit of further training without heeding

the original training objectives, unanticipated program delays and extensions may result. Nondegree scholarship participants are most likely to encounter this situation as they become frustrated with their status and attempt to prolong their training program in order to finish degree requirements.

4.1.3 Mode 3: Sector-Based Training

Purpose. The purpose of Mode 3 projects is to train a cadre of people and upgrade their technical, managerial, or professional skills in a particular discipline or set of disciplines (e.g., development planning, educational technology, legal education, management) so that they can assist in the development of a host country sector(s) such as agriculture, education, or private enterprise.

Type of Training. Mode 3 projects entail short-term specialized or long-term academic (undergraduate or graduate) training in the United States or third countries. In-country workshops may also be provided.

Mode of Implementation. Training can be planned and implemented either directly by the Mission or through a contractor.

Strengths. A major strength of Mode 3 over the general training mode is that the sector approach generally seems to be based on a more defined assessment of sector manpower needs and training gaps. Consequently, training is more likely to focus on priority areas, and the likelihood that returned participants will have the opportunity to utilize their newly acquired skills and knowledge is enhanced.

Sector-focused training also provides a greater opportunity for developing critical masses of qualified personnel in particular areas than does the less focused general training approach.

Weaknesses. Although less of a problem than in the general training mode, lack of sufficient host government manpower planning capabilities or interest to effectively determine training requirements at the sector level sometimes results in vague training objectives.

4.2 Category B: Multi-Input Projects With Training Element

Category B includes the more traditional AID technical assistance projects in which a training component is built in to support project objectives. Generally, these projects provide

U.S. advisory assistance, equipment and supplies, and, in some cases, construction (e.g., housing for U.S. technicians, training facilities). Projects of this kind constitute the majority of AID activity and generally attempt to build institutional or sector-wide capabilities within the host country. They are planned and managed by AID Missions, generally with active host government and U.S. contractor involvement. For project-related training, the following considerations are important: (1) that the host institution have the type and number of employees projected in the project design to receive training and (2) that the timing and duration of training be integrated into and coordinated with other project components.

The modes identified in this category include training for institution building, training in support of university development, sector-based training, and training in combination with in-country OPEX personnel. Each of these modes has a regional variation.

4.2.1 Mode 4: Institution Building

Purpose. The purpose of Mode 4 projects is to assist developing country institutions to develop viable, sustainable organizations that eventually can function without external donor support. Projects in this mode often relate to departments within host government ministries (e.g., agricultural research or extension service, the educational planning unit, family planning program).

Type of Training. Mode 4 projects entail short-term specialized training (study tours, specialized courses, observation, and on-the-job training) and long-term academic training (mostly graduate) in the United States and third countries. Regional and in-country seminars and on-the-job training often supplement participant training in this mode.

Mode of Implementation. Although this type of project is generally contractor managed, training is either handled under the contract or managed directly by the Mission in close coordination with the contractor. Regional projects in this mode are usually managed through AID's regional field offices or AID/Washington's geographic bureaus but implemented in the field by the Mission or contractor.

Strengths. The relevance and appropriateness of U.S. training was often judged to be excellent, and candidates were reported to be well qualified in many cases. Evaluations of some projects noted that the training element was effectively timed and integrated with other project elements, allowing participants to return home to work with U.S. technicians.

Participant return rates, utilization of training after return, and commitment of the host government participating institution and U.S. contractors to project goals were reported on positively in many of the project evaluations reviewed in this mode. Better selection and higher return rates and utilization are most likely when ties with host government institutions are strong.

Several evaluations of projects with training components designed to strengthen regional institutions reported that progress was made toward better regional cooperation and understanding.

Weaknesses. Many of these projects encountered difficulties when host government institutions were unable or unwilling to release senior-level and mid-level personnel to attend training programs. This resulted in the selection of junior-level participants, which can affect the degree of training utilization: when training involved techniques and procedures unfamiliar to their superiors, junior returnees with little influence have tended to have difficulty in introducing new ideas and effecting changes.

Project reports detailed several types of selection problems, including limited availability of candidates in particular sectors and with adequate language skills, inadequate incentives to apply for training opportunities, and improper selection procedures such as the designation of candidates without consulting them. Selection difficulties in regional projects included lack of standard criteria. Some evaluations suggested that host countries submit more candidates than the number of slots available to allow graded selection and reduce the number of unqualified participants.

Some projects in Mode 4 delayed implementing participant training because of host government financial, management, or human resources constraints; as a result, participants did not return in time to join U.S. technicians who were in-country to work with them.

Many projects reported unsatisfactory return rates due primarily to noncompetitive salaries in sponsoring institutions, lack of local institutional interest in or support for returnees' ideas, and better opportunities abroad or in other fields at home.

The vast areas and large number of countries involved in regional institution-building projects make logistical problems likely. Communication between project management and participating regional institutions and country training officers is difficult, and such logistical problems often mean that participants are given short notice and do not have time to receive adequate predeparture orientation.

4.2.2 Mode 5: University Support

Purpose. The purpose of projects designated Mode 5 is to develop the capability of host country universities or specific faculties to respond more effectively to the country's needs, especially in meeting national development goals.

Type of Training. Mode 5 projects entail long-term academic training at all graduate and undergraduate degree levels, generally in the United States. Short-term training in the United States and third countries often supplements the long-term academic programs.

Mode of Implementation. These projects are often implemented through contracts with U.S. universities or consortia. Training is integral to these projects and is managed directly by the Mission or, more often, by the contractor.

Strengths. Repatriation rates and utilization of training often were very good, reaching as high as 90 percent in many cases. Many evaluations attributed this to close coordination and long-term commitment among all the parties involved--the host government, local and U.S. universities, and AID Missions.

Selection criteria and procedures were noted to be effective, resulting in the selection of highly qualified and motivated candidates with generally adequate English language abilities.

Weaknesses. In some cases, fewer candidates were available for training than anticipated. Reasons for this included English language problems, heavy teaching workloads for existing faculty, and competition with other donor projects.

Ph.D.-level participants often required more time to complete dissertations than anticipated, leaving U.S. technicians to work in host government institutions without counterparts.

Some returned participants did not want to teach at the university or assume similar positions because of better pay in other jobs or in other countries, lack of promotion opportunities, inadequate institutional support for research, and similar factors. In some cases, the training program did not produce enough trained personnel to have a significant impact on the home country university. Degree equivalency was sometimes a problem, especially in Francophone countries--a problem not unique to this mode.

The regional project examined in this mode reportedly did not achieve its objective of improving regional inter-university coordination because of lack of commitment by the participating universities.

4.2.3 Mode 6: Sector-Focused Training

Purpose. The purpose of Mode 6 projects is to assist in improving the quality and increasing the quantity of human resources in one or more host country sectors on a bilateral or regional basis. Such projects involve more than one or even several institutions and generally provide assistance to an entire sector such as agriculture and rural development, education, public health, science and technology, or the private sector. Projects might also address the country's human resources needs in one or more disciplines such as agricultural economics or environmental concerns. Participants in such projects expect to return to productive work in the selected discipline but not necessarily to one predesignated host country institution.

Type of Training. Mode 6 projects entail short-term specialized and long-term academic (mostly at the graduate level) training in the United States and third countries. In-country seminars and workshops often supplement this training.

Mode of Implementation. Bilateral projects in Mode 6 are generally managed by contractors, but the participant training element is often implemented directly by the Mission in close coordination with the contractor. Regional projects are managed from the regional bureaus in AID/Washington but are implemented in the field by the Mission or contractor.

Strengths. Insufficient evaluative data were available to judge the strength of this mode; however, as in training-only projects, sector-focused training seems to have provided a good opportunity for developing critical masses of skilled manpower. Evaluations of some projects in this mode reported positively on return and utilization rates and attributed this to good planning, management, and followup.

Weaknesses. Some multi-input projects in this mode experienced delays in implementing the training component because of difficulties in locating suitable candidates and late arrival of U.S. project technicians. Other projects suffered from poor selection criteria and procedures (e.g., candidates not consulted before their selection) and lack of lead time for an orderly selection process, resulting in inadequate orientation and health screening. Participant placement in some instances was limited to the contractors' home campuses, which narrowed the range of available training institutions.

Return and utilization rates were low in some instances because of unclear training objectives, lack of incentives for accepting available positions within the project, better opportunities outside the project, and poor followup in general.

4.2.4 Mode 7: Training With OPEX Personnel

Purpose. The purpose of Mode 7 projects is to increase the supply of trained manpower in the public sector in order to strengthen the host government's institutional capability to meet its development needs. Operational executives (OPEX) personnel are assigned to replace participants in their established host government positions for the duration of the participants' training.

Type of Training. Short-term specialized and long-term academic training (undergraduate, graduate, and certificate-level) are provided in the United States and third countries. In-country or regional workshops and seminars frequently supplement participant training.

Mode of Implementation. Project and training are managed by contractor. (The projects reviewed in this mode included the regional Southern Africa Manpower Development project which had bilateral projects for Botswana, Lesotho, and Swaziland.)

Strengths. Projects in this mode are generally flexible and contribute positively to host government long-term objectives to strengthen institutional capacity to support development goals. Replacing OPEX personnel with returned participants has generally proved successful in promoting institutional development.

This type of project is most successful when the host government identifies priority needs for technical assistance and has projected its manpower requirements. The use of OPEX personnel has been an effective method for temporarily meeting certain critical manpower shortages while indigenous personnel are being trained to meet the country's manpower requirements.

Weaknesses. When OPEX personnel are not placed in established host government positions, there are no identified counterpart personnel available for training. Even when properly placed, OPEX personnel are host government employees and do not function within the framework of the typical U.S. technical assistance project with its specified goals, purposes, and targets. Consequently, the training element under such projects may be less carefully planned and coordinated than desirable.

In the projects reviewed, evaluations suggested that resources would have been better utilized had the project design included provision for assisting the host government in developing training plans and priorities.

4.3 Category C: Centrally Funded Projects

Most of the 14 projects reviewed in this category were designed and managed by the Bureau for Science and Technology (S&T) or its predecessors (DSB or TAB). Centrally funded projects generally have the following characteristics:

- Their overall purpose is to develop institutional capabilities of developing country institutions and U.S. organizations (predominantly universities) to respond to priority development needs.
- The subject matter is generally of global importance and applicability and tends to be somewhat esoteric, requiring state-of-the-art development.
- Such areas as alternative energy resources, environmental control, educational technology, development planning and administration, communication technology, population and family planning issues, and developing country export development and promotion are illustrative of project focus.

The projects are designed to develop the institutional capability of the targeted U.S. or developing country organizations so that they can maintain themselves without the need for central support; that is, by becoming self-sustaining or by receiving funding from the USAID Mission, the host country, or AID regional bureaus.

For the most part, training included in these projects is not an end in itself, but a means of achieving the projects' objective: attainment by the targeted U.S. or developing country organization of the institutional capability to respond to development issues. Funds for participant training are generally built into the project, but Missions and host countries are expected to contribute financially, frequently by covering international travel costs and sometimes the living allowances of participants.

Centrally funded training ranges from Ph.D. programs to 1-week in-country workshops. The norm tends to be a workshop of several weeks' duration dealing with global or regionally tailored issues at an introductory, intermediate, or state-of-the-art level.

Nearly all these projects are managed by the grantee or collaborating U.S. institutions, many of which started under the 211(d) institutional grant program of the early 1970s. Bureau for Science and Technology (DSB and TAB) involvement is fairly substantial inasmuch as S&T officers serve as project managers.

The projects tend to be independent of the Missions, whose involvement varies from moderate to nonexistent. Indeed, in some cases, projects operate in non-AID or graduate countries. Correspondence often is directed by the central AID/Washington office or contractor to host country individuals. Although announcements on training opportunities are generally circulated to the Missions, contractors often select countries, institutions, and individuals for training programs themselves instead of using regular Mission or host government channels. Missions can take advantage of available programs even when the subject matter is not directly project-related or dealt with in the Country Development Strategy Statement (CDSS). (Information on the availability of such training opportunities can be obtained through S&T/Office of International Training.)

It is difficult to get an accurate view of participant training in this category by reviewing PARs, PESSs, and other evaluation documents, partly because the training element is often more a means than an objective in itself. Centrally funded projects have been separated into two modes: those whose primary purpose is to build up U.S. institutional capability to deal more effectively with special development problems, and those whose primary purpose is more directly related to assisting developing country institutions to respond to problems.

4.3.1 Mode 8: U.S.-Focused

Purpose. The purpose of these projects is to strengthen the capability of a U.S. institution (e.g., university, research institute, or consortium of institutions) to respond to high priority development needs in one or more areas of science and technology in developing countries.

Type of Project. Projects in this mode generally provide grants or contracts to U.S. institutions to enable them to develop the capacity to deal with special development issues of concern to developing countries. Some examples of issues considered important by AID and in need of priority attention are alternative energy sources, establishing agricultural research priorities, and development communications.

Type of Training. All forms of participant training are available under this mode: short-term specialized; long-term academic; U.S., third-country, and in-country; and regional seminars or workshops. Specially designed pilot training projects are sometimes included to test new approaches, systems, and ideas.

4.3.2 Mode 9: Developing Country-Focused

Purpose. The purpose of these projects is to strengthen host government institutional capabilities to respond to priority development problems and issues in science and technology. (The difference between this and the U.S.-focused mode is that no initial research and development period is required in Mode 9.)

Type of Project. These projects are field oriented from the outset; that is, they strive for more U.S. grantees or contractors working in developing countries on science and technology issues, more training in established training programs, and more host government involvement.

Type of Training. All forms of participant training are provided under this mode.

Strengths (of Modes 8 and 9). Perhaps the most valuable characteristic of training under these modes is that it can be obtained in no other way; pilot training programs often are developed as prototypes in specialized or technical areas (e.g., energy management, low-cost communications, employment generation through small industry stimulation, and environmental control).

Another major strength is that the training courses are centrally funded so Missions or host countries are able to sponsor participants either free of cost or by providing them with international travel or, possibly, living costs only.

These modes encourage the development of professional linkages between U.S. and developing country institutions that can be sustained and nurtured long after the centrally funded project is completed.

Weaknesses. A major weakness of centrally funded training from the Mission perspective is the informality with which training opportunities come to the attention of Mission officers: sometimes by circular messages, other times from inquiries by host country officials who have been contacted directly by AID/Washington or have learned of the training programs through other sources.

5. CENTRAL ISSUES: GENERAL FINDINGS

In addition to the strengths and weaknesses associated with the training modes described above, there are several constraints and issues reflected in the evaluation literature that transcend any particular mode. Listed in order of frequency of concern, the most notable issues include the following:

1. English language ability
2. Availability of candidates for training
3. Utilization of training (evaluation and followup)
4. Return and retention of participants
5. Participation by women
6. Selection criteria and procedures
7. Participant placement
8. Third-country versus U.S. training
9. Program extensions and successive degrees
10. Degree equivalency

5.1 English Language Ability

Lack of adequate English language proficiency is a major constraint to host governments and Missions in selecting qualified candidates for participant training. The problem is particularly acute in countries where English is not the second language, e.g., Francophone and Lusophone countries. AID has made considerable investments in in-country, regional, and U.S. English language programs to assist candidates in achieving adequate language proficiency. The best approach for meeting this need should be decided on a country or project basis. It was pointed out in several evaluations that flexibility in offering English language training in the United States or in-country is important; in-country centers may not be accessible to everyone and may not provide an equitable distribution of training opportunities.

5.2 Availability of Candidates

Many project evaluations mention the continuing problem of inadequate numbers of qualified candidates. Candidates available for training at the time of project implementation frequently fall short of the numbers proposed in the Project Paper. This suggests that either the design was unrealistic or conditions had changed between the design and implementation phases. Among the reasons cited were basic shortages of qualified and appropriate candidates, lack of English language skills, heavy workloads making the release of candidates difficult, and competition with other donor training programs. Many evaluations noted that the difficulty of selecting enough qualified candidates caused delays in the training schedule. This, in turn, disrupted other elements of the project schedule; because counterparts did not return in time, U.S. technicians were left to work on their own. Mission personnel should remain sensitive to this pervasive problem and ensure that project designers make a realistic assessment of available candidates when projecting training requirements.

5.3 Utilization of Training

Host government systems for ensuring the appropriate placement of returned participants, as well as followup and evaluation procedures for determining how training is being utilized, were generally weak in most of the projects reviewed, even when such systems were built into the project. It also was suggested in several evaluations that returned participants in academia, the private sector, and public companies might have more opportunities to apply their training than participants in government service, because of financial, bureaucratic, and political constraints.

5.4 Return and Retention of Participants

Many project evaluations cited poor return rates and retention of returned participants in sponsoring institutions. They suggested several reasons: salaries that were noncompetitive compared with those of other host government agencies or the private sector, lack of institutional interest in or support for returned participants' ideas and newly acquired knowledge, better opportunities abroad or in other fields or institutions at home, and poor socioeconomic and political conditions in the host country. Some of the evaluations suggest that lateral transfers to other ministries or agencies should be resisted and combatted with competitive remunerations.

5.5 Participation by Women

Project evaluations reflected a low rate of participation in training by women. This was attributed, in part, to family obligations and cultural restrictions and to the narrow specialization of study in disciplines not traditionally pursued by women. It was noted that the participation of women is a function of level and field of study: the more "grassroots" the level of training, the higher their participation. It was suggested that more in-country training and third-country undergraduate training be used as a way to increase the numbers of women studying in AID-designated fields.

5.6 Selection Criteria and Procedures

Many projects lacked systematic selection procedures or standard criteria. Distribution of training opportunities tends to be uneven when there is no systematic coordination by the host government. Also, selection based only on recommendations by superiors and not on student-initiated applications may exclude highly qualified and motivated candidates from consideration. It was suggested that establishment of a national training plan could help to define selection criteria, and a training committee with wide administrative and technical representation could assist in developing orderly procedures. Lacking such a national system, project design could specify criteria, and general training projects could incorporate provisions for assisting the host government to develop a national training plan and to identify training priorities.

5.7 Participant Placement

Lack of sufficient lead time for placing participants may result in their placement at inappropriate institutions. Also, delays in processing documents by host government officials, U.S. institutions, and in AID/Washington may mean that participants are given insufficient advance notice to adequately prepare for departure. More complete screening could reduce the processing time in the United States. Inappropriate placement may also arise because of informal links between a contractor and particular universities that may bias placement. Such contractor bias denies participants from the affected sector or host government institution the diversification and breadth of experience that should be available to them.

5.8 Third-Country Versus U.S. Training

Although the quality and appropriateness of U.S. training were often noted positively in evaluations, U.S. methodology and technologies do not always correspond to developing country needs (e.g., repair of certain types of equipment no longer commonly used in the United States, or different ecological conditions). Short-term U.S. training needs to be tailored specifically to the needs and requirements of the developing country involved.

Third-country training was often considered more appropriate than U.S. training because socioeconomic conditions are often similar to those in the host country and the programs are more cost effective. However, a number of problems constrain the use of third-country training: language barriers, political sen-

sitivities, limited space, lack of mechanisms for managing training outside the host country or the United States, and lack of information on training opportunities. Institutional capability was also noted as a potential constraint to the use of this alternative to U.S. training; for example, African institutions may have funding, physical infrastructure, library and research facility, and teaching staff constraints.

5.9 Program Extensions and Successive Degrees

This was a common problem in many of the projects, especially for graduate training. Reasons given included poor selection (inadequate English language proficiency and weak academic backgrounds requiring additional courses); the need for additional coursework to resolve degree equivalency issues; and university personnel encouragement of participants to pursue additional degrees. These program extensions may cause cost overruns if participants are not fully funded from the outset rather than annually. Extensions may also be common for highly motivated participants in nondegree academic training who may become frustrated and seek ways to extend their stay to obtain a degree.

5.10 Degree Equivalency

Although efforts have been undertaken to resolve disputes concerning degree equivalency, participants trained in the United States may encounter difficulties in introducing changes or new ideas in their host institutions because of misconceptions about U.S. degrees. U.S. training also may be seen to present the threat of potential methodological, political, or cultural conflict. Where equivalency is not established, U.S. training might not lead to increased earnings or promotion prospects, which may discourage candidates. The degree equivalency issue should be examined carefully on a country basis before participants depart for training.

6. CONCLUSIONS AND RECOMMENDATIONS

Perhaps the most evident conclusion to be drawn from this study is a recognition of the difficulty of assessing the strengths and weaknesses of different approaches to participant training based on available evaluation documents. Project assessments such as PARs and PESSs are essentially project monitoring devices and cannot be expected to effectively measure the cost-benefit and long-term impacts of participant training in the particular project context. Rather, such documents might shed

light on "process" or implementation issues that need attention as the project unfolds, such as shortages of qualified candidates, inadequate English language skills, improper participant placement or monitoring, and the like.

PARs and PESs do not really provide much insight into the relative strengths and weaknesses of a particular training mode and the circumstances that promote better performance. The "N" (negative) and "P" (positive) rating applied in the earlier PARs was not very informative, nor does the current numerical rating system for measuring satisfaction on a scale of 1 to 5 provide much insight or useful information to personnel responsible for designing or managing participant training. Although the PES narrative section provides an opportunity for useful comment, more often than not no comments are made or the discussion is very superficial.

At the least, evaluations should contain uniform data elements that can be aggregated for analytical purposes. As mentioned at the beginning of this report, it was anticipated that sufficient data would be found to permit some conclusions to be drawn concerning the most effective ways to undertake participant training under the various modes identified. For example, if a Mission is interested in designing a general training project, does past experience suggest that it would be more effective for the Mission to do it directly or to hire a contractor to manage the project? Does past experience indicate whether training should be academic or technical, short-term or long-term, regional or bilateral? Should training be carried out in the United States or in third countries? Which are the most cost-effective modes?

Although many individual PESs, PARs, and other evaluative documents shed some light on these issues, not enough data were presented in a uniform manner to enable meaningful analysis, nor was sufficient evidence available to determine whether some modes perform better than others. This suggests that some improvements could be made in project evaluation instruments in their treatment of training, especially in view of the current expansion of the participant training program.

Despite the limitations imposed by the data, it is hoped that the identification, categorization, and description of the various approaches to training contained in this report will be of value to Mission and other project personnel responsible for planning participant training programs and designing and managing individual training projects. Although it can be argued that training in general is a positive force, evidence of the benefits to be obtained from AID's investment in its training program appears to be lacking. The following recommendations are suggested as possible steps to take in improving the evaluation of participant training:

1. Existing project evaluation guidelines should be reviewed for the purpose of developing a more useful system or tool for assessing the participant training element on a continuing basis.
2. To permit a fuller understanding of the strengths and weaknesses of various training modes and a determination of which mode performs better under what circumstances, a field study could be carried out in one or more countries with a large training portfolio. The field study could include an analysis of such issues as contractor versus Mission-managed training, regional versus bilateral arrangements, short-term versus long-term training, and U.S. versus third-country training.

APPENDIX A

PROJECT LISTING BY REGION

Table A-1. Africa Projects Reviewed

Project Number	Country/ Region	Project Title	Start (FY)	End (FY)	Status ^a
6330030	Botswana	Southern Africa Development, Personnel and Training	1972	1980	C
6330069	Botswana	Southern Africa Manpower Development ^b	1978	1983	T
6310007	Cameroon	Social Science Research and Training	1978	1984	T
6630138	Ethiopia	University General Support	1960	1980	C
6410068	Ghana	Ghana Management of Rural Health Services	1974	1981	C
6320069	Lesotho	Southern Africa Manpower Development ^b	1978	1986	A
6690073	Liberia	Monrovia School System Development	1965	1973	C
6690124	Liberia	Civil Service Development	1974	1979	C
6830208	Niger	Improving Rural Health	1978	1986	A
6830226	Niger	Rural Sector Human Resources Development	1979	1986	A
6200817	Nigeria	Ahmadu University Veterinary Medicine Faculty	1971	1979	C
6450069	Swaziland	Southern Africa Manpower Development ^b	1978	1986	A
6210107	Tanzania	Agricultural Research	1970	1985	T
6210119	Tanzania	Agricultural Manpower Development	1973	1984	A

Table A-1. Africa Projects Reviewed (cont.)

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
6210135	Tanzania	Agricultural Education and Extension	1978	1984	A
6600052	Zaire	Agricultural Economic Development	1977	1984	T
6600068	Zaire	Development Manpower Training	1980	1987	A
6600070	Zaire	Agricultural Sector Studies	1977	1987	A
6980062	Africa Regional	Africa Graduate Fellowship Program	1963	1980	A
6980210	Africa Regional	Inter-African Scholarship Program	1967	1981	A
6980384	Africa Regional	African Manpower Development	1976	1985	A
6980404	Africa Regional	Social Science Research	1976	1980	C
6980418	Africa Regional	Development Training for Portuguese-Speaking Africa	1975	1984	A
6980603	Africa Regional	Africa Scholarship Program (ASPAU)	1965	1976	C
6180607	East Africa (Regional Development Office)	Public Services Training	1963	1974	C
6250936	Sahel Region	Sahel Manpower Development	1978	1988	A
	Southern Africa Regional	Southern African Manpower Development ^b	1978	1986	

^aA = Active.

T = Terminated.

C = Completed.

^bDesigned as a regional project; implemented as bilateral projects.

27

Table A-2. Asia Projects Reviewed

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
3060093 (subproject 01)	Afghanistan	Technical Education: Afghan Institute of Technology	1956	1977	C
3060093 (subproject 02)	Afghanistan	Technical Education: Faculty of Engineering	1956	1977	C
3060123	Afghanistan	National Development Training	1972	1980	C
3880027	Bangladesh	Technical Resources	1979	1989	A
3860281	India	Agricultural Universities Development	1963	1977	C
4970183	Indonesia	General Participant Training	1976	1981	C
4970188	Indonesia	Family Planning Assistance	1976	1983	C
4970261	Indonesia	Professional Resources Development I	1978	1984	T
4970293	Indonesia	Eastern Islands Agricultural Education Title XII	1979	1984	T
4890673	Republic of Korea	Advanced Management Training	1970	1979	C
4890683	Republic of Korea	Science and Technology	1972	1979	C
3670054	Nepal	Food Grain Technology	1957	1978	C
3670096	Nepal	Family Planning	1967	1981	C
3670124	Nepal	Education Skills Training	1976	1981	C
3670224	Nepal	Manpower Development Training	1973	1980	C
4920237	Philippines	General Participant Training	1968	1979	C
4920308	Philippines	Participant Training II	1978	1982	C

Table A-2. Asia Projects Reviewed (cont.)

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
3830040	Sri Lanka	Rice Research	1977	1984	T
4930161	Thailand	Private Sector Development	1965	1976	C
4930194	Thailand	Vocational Education	1966	1975	C
4930209	Thailand	Family Health	1968	1977	C
4930274	Thailand	Transfer of Technology and Management Skills	1975	1981	C
4980021	Asia Regional	Agricultural Development Council	1974	1979	C

^aA = Active.

T = Terminating.

C = Completed.

Table A-3. Latin America and Caribbean Projects Reviewed

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
5120094	Brazil	Agricultural Education	1963	1978	C
5120122 (subproject 11)	Brazil	Regional Centers for Administration and Training	1965	1980	C
5120263 (subproject 01)	Brazil	Graduate Economics Education	1958	1979	C
5120263 (subproject 02)	Brazil	Engineering Education	1958	1979	C
5120296 (subproject 01)	Brazil	Education Administration and Planning	1962	1976	C
5130172	Chile	Training for Development	1963	1977	C
5140153	Colombia	Legal Education Reform	1970	1976	C
5140186	Colombia	Specialized Participant Training	1976	1979	C
5150145	Costa Rica	Natural Resources Conservation	1979	1985	A
5170125	Dominican Republic	Rural Development Management	1981	1985	A
5200184	Guatemala	Labor Leadership	1966	1975	C
5320046	Jamaica	Integrated Regional Rural Development	1977	1984	A
5250164	Panama	Training for Development	1973	1981	C

Table A-3. Latin America and Caribbean Projects Reviewed (cont.)

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
5260018 (subproject 01)	Paraguay	Tax Administration	1964	1976	C
5270158	Peru	Decentralizing Educational Planning	1975	1982	C
5280096	Uruguay	Economic and Management Training	1974	1979	C
5980101	Latin America Regional	American Institute for Free Labor Development	1962	1984	A
5980109	Latin America Regional	Leadership Education for Women	1973	1976	C
5980453	Latin America Regional	Scholarship Program at American Universities	1966	1983	A
5980622	Latin America Regional	Training Initiatives	1982	1989	A
5980626	Latin America Regional	Caribbean Basin Scholarship Fund	1983	1988	A
5380014	Other West Indies-Eastern Caribbean Regional	Regional Development Training	1979	1985	A
5960012 (subproject 01)	Central America & Panama-ROCAP ^b	Development Institutions of Higher Education	1963	1981	C
5960100	Central America & Panama-ROCAP ^b	Human Resources Development	1968	1975	C

^aA = Active.

T = Terminating.

C = Completed.

^bROCAP is the Regional Office for Central America Programs.

Table A-4. Near East Projects Reviewed

Project Number	Country/ Region	Project Title	Start (FY)	End (FY)	Status ^a
2630042	Egypt	Technical and Feasibility Studies III	1978	1986	A
2630110	Egypt	Peace Fellowship Program	1979	1986	A
2630114	Egypt	Vehicle Maintenance Training	1980	1985	A
2780178	Jordan	Faculty of Agriculture	1974	1979	C
6080147	Morocco	Industrial Commercial Job Training for Women	1978	1984	A
6080149	Morocco	Development Training and Management Improvement	1978	1983	T
6080160	Morocco	Agronomic Institute	1980	1990	A
6080178	Morocco	Sector Support Training	1983	1989	A
2760004	Syria	General Participant Training	1975	1983	C
6640224	Tunisia	Family Planning	1977	1979	T
6640228	Tunisia	Management Education and Executive Development	1966	1980	C
6640237 (subproject 01)	Tunisia	Agricultural Economic Research and Planning	1967	1981	C
6640237	Tunisia	Economics Education and Research--University of Tunis	1967	1981	C
2770364	Turkey	Development Statistics	1962	1975	C
2770396	Turkey	Development Administration Training	1965	1977	C

Table A-4. Near East Projects Reviewed (cont.)

Project Number	Country/Region	Project Title	Start (FY)	End (FY)	Status ^a
2770398	Turkey	National Education Research Planning	1967	1974	C
2790020	Yemen Arab Republic (YAR)	Training for YAR Development	1973	1981	C
2790040	Yemen Arab Republic	Development Training II	1978	1986	A
2980147	Near East Regional (DA)	Mideast Human Resources Development--PVO	1978	1984	A

^aA = Active.

T = Terminating.

C = Completed.

Table A-5. Centrally Funded Projects Reviewed

Project Number	Bureau/ Office	Project Title	Start (FY)	End (FY)	Status ^a
9260055	International Training	Training of Trainers in Management	1973	1981	C
9300050	Program and Policy Coordination	Export Development Assistance	1973	1981	C
9310131	Technical Assistance	Educational Technology (Florida State)	1971	1978	C
9310153	Technical Assistance	Low-Cost Communications	1973	1980	C
9310236	Technical Assistance	Expanded Program for Economic Analysis	1976	1983	A
9310975	Technical Assistance	Teaching Community Medicine/ Public Health	1972	1977	C
9311160	Technical Assistance	Training in Energy Management	1977	1983	A
9320099	Population and Humanitarian Assistance	Heifer Project, International	1977	1981	C
9320438	Population and Humanitarian Assistance	Regional Advisory Services-- LA	1967	1978	C
9320627	Population and Humanitarian Assistance	Family Planning Management Training in LCDs	1977	1980	C
9320638	Population and Humanitarian Assistance	Strengthening Population Communications	1977	1982	C

Table A-5. Centrally Funded Projects Reviewed (cont.)

Project Number	Bureau/ Office	Project Title	Start (FY)	End (FY)	Status ^a
9320644	Population and Humanitarian Assistance	Family Planning Training for Paramedics/Auxiliaries	1978	1985	A
9320958	Population and Humanitarian Assistance	Graduate Training Program-- Population Communications	1971	1977	C
9365716	Development Support	Training in Alternative Energy Technologies	1979	1984	A

^aA = Active.

T = Terminating.

C = Completed.

APPENDIX B

PROJECTS REVIEWED BY CATEGORY AND MODE

Table B-1. Mode 1 Projects--Training-Only: General

Bilateral

Country	Project Title	Project Number
Chile	Training for Development	5130172
Colombia	Specialized Participant Training	5140186
Indonesia	General Participant Training	4970183
Morocco	Development Training and Management Improvement	6080149
Morocco	Sector Support Training	6080178
Nepal	Manpower Development Training	3670224
Panama	Training for Development	525164
Philippines	General Participant Training	4920237
Philippines	Participant Training II	4920308
Syria	General Participant Training	2760004
Turkey	Development Administration Training	2770396
Yemen (YAR)	Training for YAR Development	2790020
Yemen	Development Training II	2790040

APPENDIX B

PROJECTS REVIEWED BY CATEGORY AND MODE

Table B-1. Mode 1 Projects--Training-Only: General (cont.)

Regional

Region	Project Title	Project Number
Africa	African Manpower Development	6980384
Africa	Development Training for Portuguese-Speaking Africa	6980418
Africa	Sahel Manpower Development	6250936
LAC ^a	LAC Training Initiatives	5980622

^aLAC is Latin America and the Caribbean.

Table B-2. Mode 2 Projects--Training Only: Scholarship Programs

Bilateral

Country	Project Title	Project Number
Egypt	Peace Fellowship Program	2630110

Regional

Region	Project Title	Project Number
Africa	Inter-African Scholarship Program	6980210
Africa	Africa Scholarship Program (ASPAU)	6980603
Africa	AFGRAD Fellowship Program	6980062
Asia	Agricultural Development Council	4980021
LAC ^a	LA Scholarship Program at American Universities	5980453
LAC ^a	Caribbean Basin Scholarship Program	5980626
Near East	Amideast Human Resources Development--PVO	2980147

^aLAC is Latin America and the Caribbean.

Table B-3. Mode 3 Projects--Training Only:
Sector-Based Training

Bilateral

Country	Project Title	Project Number
Afghanistan	National Development Training	3060123
Egypt	Middle Management Education Program	2630042
Guatemala	Labor Leadership	5200184
Nepal	Education Skills Training	3670124
Uruguay	Economic and Management Training	5280096

Table B-4. Mode 4 Projects--Institution-Building

Bilateral

Country	Project Title	Project Number
Cameroon	Social Science Research and Training	6310007
Costa Rica	Natural Resources Conservation	5150145
Dominican Republic	Rural Development Management	5170125
Egypt	Vehicle Maintenance Training	2630114
Ghana	Management of Rural Health Services	6410068
Indonesia	Family Planning Assistance	4970188
Indonesia	Professional Resources Development	4970261

Table B-4. Mode 4 Projects--Institution-Building
(cont.)

Bilateral (cont.)

Country	Project Title	Project Number
Ivory Coast	Social Science Research Activities	6980404
Liberia	Civil Service Development	6690124
Liberia	Monrovia School System	6690073
Nepal	Family Planning	3670096
Niger	Improving Rural Health	6830208
Niger	Rural Sector Human Resources Development	6830226
Paraguay	Tax Administration	5260018
Peru	Decentralizing Educational Planning	5270158
Tanzania	Agricultural Research	6210107
Thailand	Family Health	4930209
Thailand	Vocational Education	4930194
Tunisia	Agricultural Economics Research and Planning	6640237
Tunisia	Family Planning	6640224
Turkey	Development Statistics	2770364
Turkey	National Education Research Planning	2770398
Zaire	Agricultural Economic Development	6600052
Zaire	Agricultural Sector Studies	6600070
Zaire	Development Manpower Training	6600068

Table B-4. Mode 4 Projects--Institution-Building
(cont.)Regional

Region	Project Title	Project Number
East Africa	Public Services Training	6180607
East Caribbean	Regional Development Training	5390014

Table B-5. Mode 5 Projects--Multi-Input: University Support

Bilateral

Country	Project Title	Project Number
Afghanistan	Afghan Institute of Technology	3060093 (01)
Afghanistan	Faculty of Engineering	3060093 (02)
Brazil	Agriculture Education	5120094
Brazil	Engineering Education	5120263
Brazil	Graduate Economics Education	5120263
Brazil	Regional Centers for Administration and Training	5120122
Ethiopa	University General Support	6630138
India	Agricultural Universities Development	3860281
Indonesia	Eastern Islands Agricultural Education-- Title VII	4970293
Jordan	Faculty of Agriculture	2780178
Morocco	Agronomic Institute	6080160
Nigeria	Ahmadu University Veterinary Medicine Faculty	6200817
Tanzania	Agriculture Education and Extension	6210135
Tunisia	Management Education and Executive Development	6640228
Tunisia	Economics Education and Research	6640237

42

Table B-5. Mode 5 Projects--Multi-Input: University Support
(cont.)Regional

Region	Project Title	Project Number
LAC ^a	Development Institutions--Higher Education	5960012

^aLAC is Latin America and the Caribbean.

Table B-6. Mode 6 Projects Multi-Input: Sector-Focused Training

Bilateral

Country	Project Title	Project Number
Bangladesh	Technical Resources	3880027
Belize	Human Resources Development	5960100
Brazil	Education Administration and Planning	5120296
Colombia	Legal Education Reform	5140153
Jamaica	Integrated Regional Rural Development	5320046
Korea	Advanced Management Training	4890673
Korea	Science and Technology	4890683
Morocco	Industrial Commercial Job Training for Women	6080147
Nepal	Food Grain Technology	3670054
Sri Lanka	Rice Research	3830040
Tanzania	Agricultural Manpower Development	6210119
Thailand	Private Sector Development	4930161
Thailand	Transfer of Technical and Management Skills	4930274

Table B-6. Mode 6 Projects--Multi-Input:
Sector-Focused Training (cont.)

Regional

Region	Project Title	Project Number
LAC ^a	American Institute for Free Labor Development	5980101
LAC ^a	Leadership Education for Women	5980109

^aLAC is Latin America and the Caribbean.

Table B-7. Mode 7 Projects--Multi-Input:
Training With OPEX Personnel

Bilateral

Country	Project Title	Project Number
Botswana	Development Personnel and Training	6330030
Botswana	Southern Africa Manpower Development	6330069
Lesotho	Southern Africa Manpower Development	6320069
Swaziland	Southern Africa Manpower Development	6450069

Regional

Region	Project Title	Project Number
Africa	Southern Africa Manpower Development (see individual bilateral projects)	6330069
		6320069
		6450069

Table B-8. Mode 8 Projects Centrally Funded Projects:
U.S.-Focused

Bureau/Office Other	Project Title	Project Number
Technical Assistance	Educational Technology	9310131
Program and Policy Coordination	Export Development Assistance	9300050
Technical Assistance	Training in Energy Management	9311160
Technical Assistance	Low-Cost Communications	9310153
Technical Assistance	Teaching Community Medicine/ Public Health	9310975
Development Support	Training in Alternative Energy Technologies	9365716
Population and Humanitarian Assistance	Graduate Training Program-- Population Communications	9320958

Table B-9. Mode 9 Projects Centrally Funded Projects:
Developing Country-Focused

Bureau/Office Other	Project Title	Project Number
International Training	Training of Trainers in Management	9260055
Technical Assistance	Expanded Program for Economic Analysis	9310236
Population and Human- itarian Assistance	Regional Advisory Services-- Latin America	9320438
Population and Human- itarian Assistance	Family Planning Training for Paramedics/Auxiliaries	9320644
Population and Human- itarian Assistance	Family Planning Management Training in LCDs	9320627
Population and Human- itarian Assistance	Strengthening Population Communications	9320638
Population and Human- itarian Assistance	Heifer Project International	9320099

APPENDIX C

INDIVIDUAL PROJECT PROFILES¹

1. MODE 1: TRAINING-ONLY--GENERAL (Bilateral and Regional)

1.1 Chile--Training for Development: FY 1963-1977 (Project No. 5130172)

Project Purpose: to improve administrative and managerial capabilities in public and private sectors. [Project objective shifted in 1970 to emphasize short-term social and civic development training because of proposed human resources development loan.]

Type of Project: training-only project/general in multiple fields (economics and public administration will receive priority attention). Training is implemented by the Mission.

Type of Training: short-term and academic (graduate/M.S.) training in the United States (288).

Strengths

- High percentage (80 percent) of returned participants are working in positions related to training (based on questionnaire).
- Ninety-nine percent of participants returned.
- Participants were well selected. A selection committee was established, including representatives from host government agencies, universities, private sector, and national planning office, to screen candidates and submit names for USAID approval.

Comment

"This PAR . . . is submitted for the record and to supply certain statistical data; true evaluation was not possible without a massive effort (field survey of returned participants) which was judged too costly."

¹PAR is Project Appraisal Report; PES is Project Evaluation Summary.

Documents Reviewed

PAR 1976.

1.2 Colombia--Specialized Participant Training: FY 1976-1979
(Project No. 5140186)

Project Purpose: to increase the supply of trained personnel for key public and private institutions supplying critical development services.

Type of Project: training-only project/general in multiple fields. Training is implemented by Mission and host government institution which coordinates overseas training (host government is responsible for processing participants, including followup).

Type of Training: short-term training mostly with some academic training (1-year courses) in the United States and third countries (50+).

Strengths

- Permanent National Training Committee to screen and select candidates; good mechanism as a model for other countries.
- Training on schedule.
- All participants (16 as of latest evaluation) returned to positions for which they were trained.

Weaknesses

- Shortage of courses in Spanish.

Documents Reviewed

PES 1977.

1.3 Indonesia-- General Participant Training: FY 1976-1981
(Project No. 4970183)

Project Purpose: to develop trained manpower in priority development areas, primarily in agriculture, education, public works, industry and manpower, and administration and management.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission.

Type of Training: short- and long-term training in the United States and third countries (1,400+).

Strengths

- Flexibility and responsiveness to host country needs. Provides "head start" training for future projects and covers important human resources gaps not met in other projects.
- Highly popular project with good host government support (e.g, for international travel).
- Outstanding return rate (99.8 percent).

Weaknesses

- English language problems limit number of available candidates; longer in-country English language training needed.
- Project lacks focus and tends toward a "shotgun" approach.
- There is no annual evaluation.
- Host government failed to pay international travel costs until 1974.

Documents Reviewed

Audit Report 1974; PAR 1975; PAR 1976; PES 1977; Audit 1982.

1.4 Morocco--Development Training and Management Improvement:
FY 1978-1983 (Project No. 6080149)

Project Purpose: to increase the skills of mid-level management personnel from Government and parastatals in order to expand planning and management capabilities within host government ministries to carry out development programs.

Type of Project: training-only project/general in multiple fields (planning, management, fiscal administration, and technical disciplines). Training is implemented by the Mission.

Type of Training: short-term (80) and long-term (graduate/M.S.) training (140) in the United States (mostly) and third-country or in-country institutions. (Training will not be provided out-of-country if it can be provided in-country.)

Strengths

- Host government/USAID joint training selection committee used. Candidates are from a wide range of sponsoring agencies, suggesting that no one ministry had a monopoly on sending participants for training.
- Candidates are mostly mid-level civil servants/faculty with relevant experiences/backgrounds and are well-qualified in their technical fields.
- Training emphasis is on practical experience.
- Predeparture orientation given by contractor/Amideast rated positively by participants.

Weaknesses

- Several long-term candidates had inadequate English language skills and poor prior academic or work experience, requiring supplementary English language training in the United States.
- Although training quotas exist for each ministry, the host government has no yearly training plan and it is not known if these quotas are related to actual training needs.
- Academic participants generally required a longer time to complete program than anticipated; university supervision noted to be lax, with some participants pursuing studies at a leisurely pace.
- Training goals based on 2-year programs, but noted to be unrealistic: many participants require additional time to complete their programs, reducing overall number of new starts in subsequent project years. Reasons for extensions include inadequate English language training, Ph.D. training requirements, additional undergraduate requirements for Master's degree candidates (even with a Moroccan degree, participants must complete U.S. Master's requirements before taking Ph.D. coursework).
- Training committee was composed of three host government officials and USAID representatives. Personality problems arose among host government officials--two felt

that their participation was rubber stamp only, as the Director of Staff Training held virtually veto power because all training required his signature.

- Little third-country training offered (only three long-term).
- Difficulty in funding women for long-term training because of family obligations and cultural restrictions.
- Some participants reported need for better predeparture orientation on program content.
- Some indications of colleague/supervisor resentment of returned participants who found it difficult to introduce new ideas or changes.

Documents Reviewed

Evaluation 1981; PES 1982; Special Evaluation 1985.

1.5 Morocco--Sector Support Training: FY 1983-1989 (Project No. 6080178)

Project Purpose: to upgrade managerial, analytical, and technological expertise of Moroccans involved in planning and implementing development programs in both public and private sectors.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission. This is a follow-on project to Development Training and Management Improvement.

Type of Training: short-term and long-term training (graduate-M.S./Ph.D.) in the United States, third countries, and in-country (416).

Strengths

- Monitoring and program support by the U.S. placement contractor, Partners, is very satisfactory.
- Well-qualified candidates are selected.

Weaknesses

- Sectors and ministries were unevenly represented in the first group of selected participants.
- Women are underrepresented.
- Although the selection criteria were established in reaction to program extensions in the previous project (resulting from the need for supplementary English language training and other courses), this evaluation found the criteria to be too rigid.

Documents Reviewed

Special Evaluation 1985.

1.6 Nepal--Manpower Development Training: FY 1973-1980 (Project No. 3670224)

Project Purpose: to upgrade the skills and knowledge of persons serving (or expected to serve) in management positions important to development in public, semipublic, and private institutions and to meet shortages of trained manpower in fields essential to successful development administration. Project also aims to prepare the host government to manage its own training activities.

Type of Project: training-only project/general, primarily in administration and management. Training is implemented by the Mission.

Type of Training: short-term specialized and long-term academic (graduate) training in the United States and third countries (95); also in-country training programs.

Strengths

- Through observational tours, host government officials became aware of good training facilities in Asia (Philippines and Thailand).
- Host government prepares annual training plans based on results of needs assessment surveys within host government development agencies and determines whether such training would best be presented in-country or abroad.
- A large majority of returned trainees who were interviewed thought their training was relevant and useful,

and about half of them claimed to have increased responsibilities.

Weaknesses

- Many returned participants believed that training lacked practicality and that more of it should take place in-country.
- In-country, short-term training in the project was not realistic in terms of funds provided (\$15,000 annually).
- Prospective trainees are selected on the basis of background and previous education rather than their agency's needs.
- Most of the interviewed supervisors did not think the training received by their subordinates was relevant to the needs of Nepali administration; however, they found the returned participants better workers and their agencies more effective after their training.

Documents Reviewed

PAR 1975; PAR 1976; Special Evaluation 1977; PAR 1978; PAR 1979; PES 1981.

1.7 Panama--Training for Development: FY 1973-1981 (Project No. 5250164)

Project Purpose: to upgrade professional skills in private and public institutions involved with planning, administration, and implementation of development activities. National training system will be set up to coordinate training activities.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission.

Type of Training: short- and long-term training in the United States (125).

Strengths

- Permanent National Training Committee established. Host government prepares annual training plans and has increased budgetary support for training activities even during an austerity period. The host government has also begun to institutionalize training functions in key ministries.

- Ninety-five percent of returned participants (116 to date) are working in the public sector, 82 percent are in the same institution as before training, and 70 percent have received salary increases since training.
- Only three participants left the public sector for the private sector after fulfilling host government employment obligation.

Weaknesses

- Difficulty in identifying future training needs in public agencies because of inadequate planning.
- Limited English language ability tended to limit training opportunities.

Documents Reviewed

PAR 1975; PAR 1976; PES 1979.

1.8 Philippines--General Participant Training: FY 1968-1979
(Project No. 4920237)

Project Purpose: to conduct followup and evaluation of returned participants and to provide participant training in areas outside existing USAID projects.

Type of Project: training-only/general in multiple fields. Training is implemented by the Mission.

Type of Training: essentially a followup project, but some participant training for 11 individuals in the United States.

Comment

"This project appears to have accomplished what it set out to, especially in implementing followup activities. Participant training under the project was modest relative to followup activities. As a participant training support activity, this project is unique (perhaps the only one of its kind)."

Documents Reviewed

PAR 1969; PAR 1970; PAR 1972.

1.9 Philippines--Participant Training II: FY 1978-1982 (Project No. 4920308)

Project Purpose: to strengthen the managerial and technical capabilities of manpower resources engaged in economic development by increasing the number of trained host government personnel in selected disciplines.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission.

Type of Training: short-term specialized and long-term academic training in the United States and third countries (38).

Strengths

- One hundred percent return rate. Forty-seven percent of participants are women.

Weaknesses

- More training should be academic because this is where the long-term benefits lie.
- More third-country and in-country training should be conducted.

Documents Reviewed

PES 1981.

1.10 Syria--General Participant Training: FY 1975-1983 (Project No. 2760004)

Project Purpose: to expand technical and managerial skills through training, with an emphasis on practical skills and methods application rather than academic disciplines.

Type of Project: training-only project/general. Training is provided in multiple fields and implemented by the Mission.

Type of Training: mostly short-term technical training with some graduate training in the United States and third countries (286).

Strengths

- High training utilization reported.
- Candidates were highly qualified (well selected).
- Indirect benefit in increased good will and better relations between the United States and Syria.
- High return rate attributable in part to host government negative incentives that bind a third party to reimburse the Government; this requirement remains in force until the participant fulfills obligation--263 returnees out of 286 participants at time of evaluation.

Weaknesses

- The primary obstacle to expanding the participant training program in Syria is lack of English proficiency. Mission project to remedy this involves a test to measure English language ability and establishment of a training center which is reported to have a large capacity.
- Problems were noted with support services such as housing, transport, and stipends. Monitoring and programming capabilities of AID Office of International Training (OIT) are questionable.
- Selection needs to be more focused on host government needs and priorities.
- Training design as articulated in training implementation plans was noted to be weak in outlining subject area of training. Also, some programs were noted to be insubstantial and functioning at too low a level.
- Inadequate exit interview system by AID/Washington (OIT); Mission followup evaluation systems are informal and undocumented.

Documents Reviewed

Audit 1979; PES/Special Evaluation 1980.

- 1.11 Turkey--Development Administration Training: FY 1965-1977
(Project No. 2770396)

Project Purpose: to develop a cadre of highly trained professional and technical personnel (economists, administrators,

and social scientists) in key ministries in Government and private sector.

Type of Project: training-only project/general in multiple fields. Training is implemented by contractor (Institute for International Education).

Type of Training: short-term technical and long-term academic (graduate/M.S./M.B.A.) training in the United States (100).

Strengths

- Selection criteria jointly developed by USAID and host government; host government identified training priorities/critical fields of study and USAID reviewed them for compatibility with Mission program priorities.
- English language training requirements are rigidly adhered to; host government pays for and enforces attendance at language classes and allows candidates to take administrative leave to attend classes.
- Almost all participants in public sector, private sector, and selected priority areas completed training in their field in the prescribed time frame.
- Evaluation of returned participants revealed that 80 percent of 36 in the public sector are utilizing their training. Specific examples of accomplishments are attributed to training.
- Followup/evaluation system was established within host government (Turkish Educational Foundation).
- Project is newsworthy and lends itself to effective publicity in the United States. Participants become articulate in English and should be given the opportunity to express their experiences (i.e., success stories) in the press, radio, or before civic groups.
- This project proved useful to the Mission and host government by meeting critical manpower needs and providing programming flexibility, especially through followup training for persons originally trained under projects that are no longer active.

Weaknesses

- Poor coordination between ministries caused some bureaucratic delays/problems.

- Because of English requirements, host government was unable to nominate enough qualified candidates to meet the 25 per year target.

Documents Reviewed

PAR 1968; PAR 1971; PAR 1974.

1.12 Yemen--Training for Yemen Arab Republic Development:
FY 1973-1981 (Project No. 2790020)

Project Purpose: to develop public and private sector management capability through training of middle management and senior-level officials. A training branch was established to coordinate foreign training opportunities (i.e., selecting, monitoring, and placing trainees).

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission (and host government).

Type of Training: short-term and long-term (undergraduate and graduate/M.S.) training in the United States and third countries (168).

Strengths

- Eighty-seven percent of those who completed the program (66) still work for the host government, and nearly all for same ministry. Reasons include host government training law requiring employment for twice the length of training; maturity of participants (most are in their 30s with careers and families). A higher loss was noted for those who received technical training in skill areas (welding, mechanics) due to higher wages in nearby oil-rich countries.
- Most participants are reported to be using training.

Weaknesses

- Initially, there was a lack of candidates because of insufficient English language skills. This was solved by in-country training at the Yemen-American Language Institute.

- The host government lacks a plan for manpower requirements and information on total manpower supply.
- There was a lack of manpower planning staff, and distribution of training opportunities was done on an ad hoc basis within ministries.

Documents Reviewed

PAR 1975; Special Evaluation 1977.

1.13 Yemen--Development Training II: FY 1978-1986 (Project No. 2790040)

Project Purpose: to strengthen the host government development planning and management capacity by increasing the supply of skilled technicians and managers.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission.

Type of Training: short-term and long-term (undergraduate and graduate/M.S.) training in the United States and third countries (200+).

Weaknesses:

- Project emphasis is shifting from undergraduate third-country training to U.S. graduate training. Selection criteria should require higher standards for English language training and higher scholastic achievement and relevant background. Lack of established standards in-place resulted in poor selection. Mission was pressured to accept certain candidates with questionable backgrounds, causing higher training costs (e.g., more English language training, more supplementary courses).
- In-country English language training had limited success. Only 46 of 300 students reached the call-forward level, largely due to the host government's unwillingness to release nominees from job obligations to attend class.
- Poor project management resulted in divergent expectations by USAID and the host government and confusion over respective responsibilities.
- No clear training priorities were established.
- Poor monitoring and followup led to incomplete cost data and participant files, no procedures for ensuring effec-

60

tive utilization of participants, and lax return enforcement. USAID is slow to seek reimbursement of costs when participants do not return to Yemen or fail to meet other (e.g., employment) conditions of their training agreement.

- There was no organized basis for conducting a followup program. Host government did not cooperate to help find over 100 returned participants working either for government or private sector. (The Mission is unable to determine whether 48 AID-sponsored participants have returned to Yemen.)
- Female recruitment is low.
- The Language Institute has inadequate English language training materials and teachers.
- Host government salaries are low compared to the private sector, which may affect the return rate to government service.

Documents Reviewed

Special Evaluation 1980; PES 1981; Audit 1982.

1.14 Africa Regional--African Manpower Development: FY 1976-1985 (Project No. 6980384)

Project Purpose: to meet critical manpower requirements on a regional basis for managerial and technical personnel in priority development areas in order to enhance their contribution to social and economic development.

Type of Project: training-only project in numerous fields (pre- and postproject training; training for sector objectives; training of trainers; training to upgrade skills of individuals in specialized positions; and training to fill positions). Training is implemented by Missions and coordinated and funded by AID/Washington.

Type of Training: short-term technical and long-term academic (mostly graduate) training in the United States and third countries, and special in-country or regional courses in management or agriculture.

Strengths

- The greatest virtue of this project is its ability to respond quickly to special opportunities and to provide "cement" to fill in training gaps between USAID's development projects. Also, the African Manpower Development Project (AMDP) is used to experiment with new approaches (e.g., ad hoc in-country programs).
- Training review committees facilitate cooperative efforts between Missions and host government officials in some countries to produce annual training plans.
- Evaluations noted the quality of U.S. training in terms of appropriateness and utilization, cross-national character of student body, broad geographical distribution of selected participants, U.S. instructional procedures and methods, and a mix of theoretical and practical approaches.
- Return rates are high.

Weaknesses

- Short-term U.S. training is problematic for Francophone participants. Also, cost-effectiveness of graduate training is questionable given language barriers.
- Narrowness of field selection has some troublesome side effects: identified fields are static and need to be periodically reviewed as AID priorities shift.
- The relationship between manpower training projections and the actual selection is loose. General lack of systematic criteria in the Project Paper.
- Short advance notice is often the case in placing participants, especially academic participants. There have been delays in processing documents by host government supervisors and by AID/Washington and U.S. universities--more complete screening might reduce processing time in the United States.
- Participants' knowledge about the program should be ensured during orientation, especially to avoid a mismatch between training needs/expectations and the program.
- Short-term U.S. training is more costly and of less developmental value than academic programs--more short-term in-country training would help develop institutional capabilities. Some short-term programs are overloaded.

- Followup exhibited weak mechanisms for determining and ensuring return; a weak exit-interview process; poor followup at the Mission level; lack of ETAs for returning participants; and incomplete and inconsistent data and record keeping on U.S., in-country, and third-country training. Institutional memory in the Missions is poor on the training experience.
- Not enough use is made of third-country training, no precedents or established mechanisms exist for third-country training, and there is a lack of information on training opportunities in third countries.
- Participation of women in projects was disappointing, perhaps due to narrow fields of specialization served by AMDP.
- Total government training needs and total supply of opportunities from other donors were not determined.
- General weakness of this kind of project involves the problem addressed by the project goal: to improve performance of organizations from which participants are selected. Yet knowledge and skills of staff are only two of the important factors determining organizational performance. Two equally important factors are organizational procedures and the system of professional incentives. It is doubtful, therefore, that shortage of knowledge and skills is the major impediment to improved organizational performance.

Documents Reviewed

PES/Special Evaluation 1980; PES 1981 (Kenya only).

1.15 Africa Regional--Development Training for Portuguese-Speaking Africa: FY 1975-1984 (Project No. 6980418)

Project Purpose: to meet immediate manpower needs of former Portuguese colonies after sudden independence in 1974.

Type of Project: training-only project in numerous fields. Training is implemented by a contractor, the African-American Institute (AAI).

Type of Training: short-term technical and long-term academic (undergraduate and graduate) training in the United States, Portugal, Brazil, and Africa (70).

Strengths

- AAI management is generally satisfactory. AAI provided new support services in the area of cross-cultural and social activities and practical internships.

Weaknesses

- Third-country training projections for Africa varied from the 80 percent targeted in the Project Paper to the 13 percent actually implemented, because of language problems, political sensitivities, and other problems that resulted in authorizing the use of Portugal and Brazil as third-country training sites.
- Angolan participants did not return because of a shift in government. (Mozambique and Angola dropped from the project.)
- No postsecondary institutions exist in Cape Verde, Guinea-Bissau, and Sao Tome, so external undergraduate training and increased graduate training are needed.

Documents Reviewed

PES 1980; AAI Annual Report 1981.

1.16 Africa Regional--Sahel Manpower Development Program: FY 1978-1988 (Project No. 6250936)

Project Purpose: to increase the pool of trained manpower in key development sectors on a regional basis, especially those trained in rural development.

Type of Project: training-only project (pre- and postproject training) in numerous fields. Training is implemented by Missions and coordinated and funded by AID/Washington.

Type of Training: short-term technical and long-term academic (mostly graduate-level) training in the United States and third countries (400-500).

Strengths

- This program is a flexible development tool for providing training beyond bilateral projects.

Weaknesses

- Project management provided by the AID/Washington project review committee was ineffective in that country training plans are not fully analyzed as a basis for LOP program decisions and funding consequences.
- Training should be funded for the duration of participants' program to reduce cost overruns and extensions. Partial funding produced "mortgages" in excess of projected funds.
- U.S. academic training should be limited to the graduate level.
- Funds allocated on the basis of annual training plans instead of integrated LOP plan offer little leeway for considering long-term aspects of a pre- and post-training project.
- Missions should assume full implementation responsibility--LOP shortfalls should be subsumed in regular bilateral OYB.
- Country training plans should contain a rational mix of U.S., third-country, and in-country training but should not be "slavishly harnessed" to priority sectors, as these are already the focus of regular bilateral projects.
- Degree equivalency is a problem in some of region's countries.
- Participation of women and the private sector was poor; in-country English language training is weak; predeparture and followup is weak; and mechanisms for conducting third-country training are lacking.

Documents Reviewed

PES 1980; Special Evaluation 1982; Special Evaluation (draft) 1985.

1.17 LAC Regional--LAC Training Initiatives: FY 1982-1989
(Project No. 5980622)

Project Purpose: to increase educational opportunities for mid- and top-level professionals from the public and private sector by providing generalists with more specialized knowledge in their

fields. The project also aims to counter Soviet educational efforts in the region.

Type of Project: training-only project/general in multiple fields. Training is implemented by the Mission with contractor assistance in arranging specialized internships.

Type of Training: short-term training (390), 1-year training under sponsorship of private U.S. enterprises (50), and academic training (graduate/M.S.) in the United States (230). Project will include special group training responding to study needs of two or more countries.

Weaknesses

- Project selection criteria were not adhered to (e.g., some undergraduate training for nonprofessionals).
- Followup and evaluation efforts are not adequate. The contractor did not provide reliable information (e.g., four annual reports were not useful--one contained statistics on five countries not participating in the project).

Documents Reviewed

PES 1984; Audit 1985 (note: this audit focused more on the Caribbean Basin Scholarship Fund project).

2. MODE 2: TRAINING-ONLY SCHOLARSHIP PROGRAMS
(Bilateral and Regional)

2.1 Africa Regional--Inter-African Scholarship Program (INTERAF)
FY 1967-1981 (Project No. 6980210)

Project Purpose: to provide undergraduate training for Africans from 33 countries at 41 African universities when subject matter is not locally available.

Type of Project: training-only project/scholarship in multiple fields. Training is implemented by contractor, the Association of African Universities (AAU).

Type of Training: long-term academic (undergraduate) training in African third countries (1,000+).

Strengths

- The program is cost-effective with low costs per student.
- Completion and repatriation rate was almost 100 percent at the time of the latest evaluation. Repatriation is more probable and rapid if being out of the country is a hardship.
- This kind of project seeks to maximize the use of existing facilities, minimize costly duplication of facilities by African institutions, and reduce the need for African governments to send their students overseas. This project also provides incentives for the growth of indigenous graduate programs.
- INTERAF scholars remain African in outlook and perspective.
- AAU selected participants on a regional distribution basis, which may have made the process ad hoc and informal, yet it contributed to a more equitable and inter-African cooperation.
- Contractor administration (AAU) was satisfactory, and the project has helped to strengthen this association and African inter-university relations in general.

Weaknesses

- Logistics and inaccurate record keeping were problematic for participating universities, as were sociocultural adjustments and communications.
- Termination and dropout rates were somewhat higher than anticipated due, to some extent, to political problems and civil unrest in some countries.
- The majority of students have taken longer than 4 years to obtain an undergraduate degree.
- Little is known about utilization upon return and, thus it is difficult to assess the total impact of the project.

Documents Reviewed

Special Evaluation 1973; Report on Special Evaluation 1974; PES/Final Report 1980.

2.2 Africa Regional--Africa Scholarship Program (ASPAU):
FY 1965-1976 (Project No. 6980603)

Project Purpose: to help meet African requirements for trained manpower by supporting efforts to provide undergraduate training at over 200 U.S. institutions of higher education for selected African students from 34 countries.

Type of Project: training-only project/scholarship in multiple fields. Training is implemented by contractor (African-American Institute).

Type of Training: long-term academic training (undergraduate) in the U.S. (1,614).

Strengths

- Although academic performance was low during the first years of the program (C+ average at entrance), noticeable improvement appeared after 1964, and by 1970 the average grade was an A. This reflects improvements in the quality and availability of secondary school education in Africa.
- This is a cost-effective mechanism for providing training: U.S. universities provide tuition, host govern-

ments provide international travel, and AID provides a per diem.

- Practical training and enrichment programs built into the program supplement knowledge gained on university campuses in acquiring vocational and professional skills and developing positive attitudes about job responsibility.

Weaknesses

- Repatriation rate is low. As of 1975, 64 percent had returned (of 1,446 graduates), contrasted to a 32-percent rate mid-way through the program in 1967.
- AID failed to evaluate the project on a regular basis, which precluded replanning certain activities that may have led to a higher repatriation rate and higher degree of development relevancy.
- The contractor was not effective in ensuring repatriation and had no real authority to do so.
- Students, especially younger people, tended to develop values and approaches to work that may be more appropriate to country of training than to home country.

Documents Reviewed

Special Evaluation 1973; Report on Special Evaluation 1974; Final Report 1976.

2.3 Africa Regional--AFGRAD Fellowship Program: FY 1963-1980 (Project No. 6980062)

Project Purpose: to provide graduate-level training for African students in U.S. universities to study development-related scientific and technical fields not available in African universities.

Type of Project: training-only project/scholarship in various fields. Training is implemented by contractor, the African-American Institute (AAI).

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States (125 annually).

Strengths

- Contractor performance, especially in selection and placement, has been very satisfactory; excellent completion record by participants at U.S. institutions. Adequate orientation and reentry procedures reported.
- Return rate averaged 90 percent although some Ethiopians and Ugandans remained in the United States for political reasons.

Weaknesses

- AAI tends to allow Fellows to prolong program. Successive degrees (Ph.D.) should only be considered for those with considerable experience in research or postsecondary training and who will be returning to a university or research position.
- Sixty percent of scholarships were provided to just six countries; some countries received few or none at all due to shortage of English speakers in Francophone countries and degree equivalency problems.
- Participation of women in program was noted to be weak.
- AGFRAD Fellows tend to remain in the United States until completion of the highest educational level possible and will remain until and unless a "suitable" position opens up or is created, which turns out increasingly to be a university position outside the mainstream of development. An academic position is often higher paid than a host government or private sector position because of pressure from the academic community to pay professors at international rates.

Documents Reviewed

PAR 1976; PES 1980; AAI Annual Report 1981 Special Evaluation 1973; Report on Special Evaluation 1974.

2.4 Asia Regional--Agricultural Development Council: FY 1974-1979 (Project No. 4980021)

Project Purpose: to increase the number of trained Asian agricultural economists and social scientists by augmenting the capacity of the African Development Council (ADC) to grant fellowships for graduate study in subjects related to agriculture and rural development.

Type of Project: training-only project, sector-based in agriculture and rural development. Training implemented by contractor (ADC).

Type of Training: long-term academic (graduate-M.S./Ph.D.) training in the United States and third countries (80).

Strengths

- Selection procedures resulted in students comparable to those in Fulbright, Rockefeller, and Ford programs.
- ADC is sensitive to the need to guide its participants and has sound procedures for ensuring that guidance is provided.
- ADC publishes a useful directory of its Fellows with updated biographical data every 3 years.
- ADC provides followup service and support to Fellows after they return home (e.g., inquiries, research, workshops).

Weaknesses

- There is no need for a separate project, given the number of bilateral general training projects in the region.
- This program does not address the "poorest of the poor" policy issue. Benefits are reaching few people, although the program should be highly influential in the long-term.

Documents Reviewed

PES 1977.

2.5 LAC Regional--Latin America Scholarship Program at American Universities: FY 1966-1983 (Project No. 5980453)

Project Purpose: to strengthen higher education systems throughout Latin America and to establish a limited number of "Centers of Excellence" in Latin American universities.

Type of Project: training-only project/scholarship in multiple fields. Training is implemented by contractor.

Type of Training: academic (all levels) training in the United States (1,000).

Strengths

- The project is highly successful with later emphasis on graduate degree training.
- There is an excellent record of reaching and exceeding the projected number of participants.
- Ninety-eight percent of participants return to Latin America; 87 percent to higher education, of whom the majority (90 percent) were reincorporated into their sponsoring institutions and 50 percent have risen to senior-level positions.
- The project was large enough to have major impact in terms of creating a critical mass. (It was noted that 36.5 percent of all sponsored masters' candidates in the United States were LASPAU participants).

Weaknesses

- Regional projects of this magnitude are difficult to monitor from AID/Washington. A closer relationship is needed between the contractor and AID Missions to coordinate AID policy and priority areas with in-country priorities. Missions should play a greater role.
- Not enough women or Caribbean candidates were included.

Lessons Learned

Rates of return are higher for older scholars (35 and over) and for university faculty members (90.3 percent). Cost sharing between host country institutions, AID, and universities can work to the advantage of all parties.

Documents Reviewed

Special Evaluation 1972; PAR 1976; PES 1977, PES 1979.

2.6 LAC Regional--Caribbean Basin Scholarship Fund: FY 1983-1988 (Project No. 5980626)

Project Purpose: to provide U.S. training to public and private sector personnel in key development areas focusing on economi-

cally disadvantaged students. Project aims to counter Soviet education efforts in the region.

Type of Project: training-only project/scholarship in multiple fields. Training is implemented by contractors (IIE, OAS, LASPAU, Partners/Americas, and IUCESD).

Type of Training: short- and long-term (undergraduate and graduate) training in the United States (500).

Weaknesses

- The Project Paper did not adequately reflect congressional intent in terms of allocating funds effectively to counter Soviet education efforts. Use of multiple contractors diluted the impact of the scholarship fund.
- Funds were not effectively allocated. Over 80 percent of participants came from countries with limited Soviet bloc training activity; awards did not significantly benefit the poor (70 percent of 293 participants did not qualify as "economically disadvantaged").
- The U.S. Government did not get credit for the scholarships (especially in the case of OAS-administered grants, which represent 60 percent of project funds).
- The number of undergraduate students was not significantly increased. Forty-five percent of the undergraduate students were already studying in the United States or in the process of coming to the United States (especially in OAS project activities).

Documents Reviewed

Audit 1985.

2.7 Near East Regional--Amideast Human Resources Development--PVO: FY 1978-1984 (Project No. 2980147)

Project Purpose: to assist the postsecondary education system in the West Bank through a training and scholarship assistance program at four West Bank institutions.

Type of Project: training-only project/scholarship in multiple fields. Training is implemented by contractor (Amideast) through its home and regional overseas offices.

Type of Training: short-term and long-term academic training (all levels) in the United States and third countries (Birzeit, Bethlehem, and Al-Najah Universities).

Strengths

- Assistance policy for the three universities is flexible.
- Candidates are well qualified; faculty training is progressing well.
- Return rate is good. There has been no loss of trainees to date, and they return to sponsoring university.
- Short-term training is flexible and responds quickly to requests.
- Good relations exist between West Bank institutions and Amideast.

Weaknesses

- English language problems exist.
- Short-term participants are sent during summer because of professional obligations, which places a programming burden on home office.
- Third-country training in other Arab countries for Palestinians could be problematic.
- Some academic participants/faculty members encountered difficulties in changing teaching methods and found the academic environment hostile to research.
- There were inadequate allowances for U.S. participants in hard sciences, especially for textbooks.
- Orientation for short-term participants was informal. Space was lacking for group sessions, and meetings were logistically difficult to arrange, given distances participants must travel to the field office.

Documents Reviewed

PES 1981.

2.8 EGYPT--Peace Fellowship Program: FY 1979-1985 (Project No. 2630110)

Project Purpose: to expand and strengthen the pool of manpower trained in development-related skills through graduate-level training.

Type of Project: training-only project/scholarship awards in multiple fields. Training is implemented by contractor (Amideast).

Type of Training: academic training (graduate nondegree) in the United States (1,900), and on-the-job in-country training (12).

Strengths

- The program has a good reputation. Host government leadership is strong, contractor performance excellent, and completion rate good.
- USAID and host government cooperate with flexibility in addressing operational problems.
- There is positive evidence of technology transfer, idea generation, and technique adaptation from the U.S. training experience to Egyptian conditions.
- The most useful aspects include practical training, opportunity to get to know Americans, attendance at professional conferences, lab work, and familiarity with equipment.
- Correspondence between participants and U.S. academic advisers and contacts continues after return to Egypt.
- Participation by women is good.

Weaknesses

- Reservoir of available candidates may shrink because of progressively poorer academic records and English language proficiency.
- English language training is essential for enlarging the pool of applicants. Flexibility in offering English language training in the United States or in-country is important, as in-country centers are not accessible to everyone and the lack of opportunity works against a fair distribution of fellowships.
- The length of the program needs to be made more flexible, as the nondegree aspect is frustrating to participants. The 10-month variant raises some management problems because participants are highly motivated to extend their stay a few months to satisfy master's degree requirements. (This program is supposed to focus on nondegree programs with practical orientation.) More time has been requested for practical training also.

75

- Support services and orientation should provide more information on housing in the United States and on U.S. culture and social life. Being away from families is difficult. Dissatisfaction was expressed with the insurance program (HAC), with U.S. medical forms, and delayed reimbursement procedures.
- Training utilization reports indicate that returned participants in academia, the private sector, and public companies felt more positive about their training, whereas participants in the government felt more frustration and were less able to apply their training.
- The private sector was oversubscribed, as this group tended to have stronger English skills.
- Nonreturning Peace Fellows took jobs in Gulf States. Stricter control over the J-1 visa is needed, as many strive to extend their stay in the United States to complete a degree program.
- There was little followup activity to help maintain the "esprit de corps," yet this is encouraged in the Project Paper (to encourage the growth of alumni association and monitor returned participants' job status/progress).

Documents Reviewed

PES 1983.

3. MODE 3: TRAINING ONLY--SECTOR-BASED (Bilateral Only)

3.1 Afghanistan--National Development Training: FY 1972-1980
(Project No. 3060123)

Project Purpose: to develop a corps of competent mid-level government administrators through U.S. and third-country training of selected civil servants in advanced management skills.

Type of Project: training-only project/sector-based. The emphasis is on general administrative training for personnel from government agencies concerned with economic development and, through a subsequent subproject, with law. Training was implemented by the Mission.

Type of Training: mainly long-term academic (graduate-level, but degree attainment secondary objective) training and some short-term training, mostly in the United States with some third-country training.

Strengths

- Participants liked and benefited from U.S. complementary programs (e.g., mid-winter seminars)
- Project had strong host government support.
- Candidates were well-qualified and utilized their training well upon return.
- Training implementation was effective. Support at Universities of Connecticut and Nebraska was described as good.

Weaknesses

- English language ability was a continuing problem, particularly with legal trainees, despite a 2-month special program at the American Language Institute of Georgetown University.
- The degree issue was a problem initially with legal groups, but the problem diminished over time as participants recognized their training was essentially non-degree.

- Policy prohibiting dependents from accompanying participants created problems, particularly with legal trainees.
- Total number of participants was not sufficient to create critical mass in any one area or institution (e.g., 50 U.S.-trained lawyers out of 1,400 in the profession).
- Training goals were too vague: merely placing returnees in public service jobs is not specific enough.

Documents Reviewed

PAR 1975; PAR 1976.

3.2 Egypt--Middle Management Education Program: FY 1978-1980 (Project No. 2630042)

Project Purpose: to create a skilled group of Egyptian managers who could function effectively in an increasingly competitive business atmosphere through improving their skills in key economic sectors.

Type of Project: training-only project/sector-based in key economic fields. Training implemented by contractor (Southern Illinois University).

Type of Training: short-term training (special academic course and practical internship with U.S. business) in the United States (96). (Original design included an in-country training element that never materialized.)

Weaknesses

- The project design incorrectly assumed that Egypt possessed a U.S.-type business environment; the public sector will likely remain dominant in Egyptian business for some time.
- The role of counterpart Egyptian institutions was not clearly defined at the project design stage but was left up to the contractor instead. Relations deteriorated and cooperating institutions pulled out; the project had to be modified, eliminating the in-country element.
- Although the classroom portion was rated favorably, too much classroom material was presented. Students had

uneven backgrounds. Interns need a more uniform approach for structuring the experience. Participating U.S. businesses should better match the participants' home organizations.

- Tradeoffs should be considered regarding the value/need of conducting English language programs in the United States and the need for English language proficiency

Lessons Learned

- The assumption that American-oriented training would serve Egyptian needs was erroneous and led to the non-participation of Egyptian institutions. While the project benefited individual participants, it had little impact on Egyptian management training institutions because of their nonparticipation. This has meant no progress toward developing an on-going management development capability within Egypt.
- The project was originated by the U.S. side of the Joint Business Council to fill a "perceived" need for Egyptian managers to operate more effectively in what was anticipated as an increasingly competitive environment. However, projects must be designed around a real rather than perceived need. Host country institutions must be encouraged to play an integral role to ensure the appropriateness of a project's design.

Documents Reviewed

PES/Special Evaluation 1980.

3.3 Guatemala--Labor Leadership: FY 1966-1975 (Project No. 5200184)

Project Purpose: to train labor movement leadership in the host country and to establish a small, firm manpower base on which to build union support to develop host country capabilities in trade union organization, leadership, and administration.

Type of Project: training-only project in labor sector. Training is implemented by contractor (American Institute for Free Labor Development, AIFLD). (The project was consolidated into the Latin America Regional project [598010109] in 1973).

Type of Training: short- and long-term training in the United States (between 50-100). Substantial in-country training component (8,400).

Strengths

- Returnees from Front Royal and Georgetown "have proven to be exceptionally well-prepared to assume greater responsibility within the trade union movement." Overseas training element is very important to achieving the project purpose. Returned participants occupy positions of leadership, and many have risen to higher positions since training.
- Eighty percent of the union officers in the democratic sector have received AIFLD training.

Weaknesses

- The vast majority of prospective participants do not have an adequate command of English for many U.S. institutions.
- "Only limited information of questionable value is available on the effectiveness of the participant training program in accomplishing the project purpose."

Documents Reviewed

PARS 1969, 1972, 1973, 1974, 1975, 1976.

3.4 Nepal--Education Skills Training: FY 1976-1981 (Project No. 3670124)

Project Purpose: to assist the host government in achieving a more cost-effective and innovative education system by training Nepalese educational professionals to fill shortages, to bring educational technology into rural areas, and to improve financial and alternative education planning.

Type of Project: training-only project/sector-based in education field (with emphasis on educational planning). Training implemented by contractor (University of Connecticut).

Type of Training: long-term academic training in the United States, and short-term in-country and third-country training.

Weaknesses

- The selection of participants placed too much emphasis on prior degrees and seniority instead of quality of job performance.

80

- Short-term training was too rigid and not tailored adequately to the special needs of participants. Many participants were abruptly enrolled during the middle of a course with just enough time to adjust to their new environment before being sent home without a degree or useful skill. As a result, many participants did not make the expected changes in their jobs.

Documents Reviewed

Evaluation abstract of PES 1983.

3.5 Uruguay--Economic and Management Training: FY 1974-1979
(Project No. 5280096)

Project Purpose: to assist host government efforts in planning, coordination, and administration of national development programs.

Type of Project: training-only project/sector-based in management and economics. Training is implemented by the Mission.

Type of Training: short- and long-term training in the United States and third countries (39).

Strengths

- Trainees have committed to a minimum of 3 months in government service for every month of training.
- The quality of participants' performance was rated "outstanding" during training.

Weaknesses

- Too few candidates were selected (only 50 percent during FY 1974/1975). Reasons included limiting recruitment to selected ministries, security clearance, and personal problems. The project later included participants from other ministries.
- Not enough time has passed since startup to evaluate returned participants' performance. Impact evaluation should be carried out at a later date.

Documents Reviewed

PAR 1975; PAR 1977.

4. MODE 4: MULTI-INPUT--INSTITUTION-BASED TRAINING
(Bilateral and Regional)

4.1 Cameroon--Social Science Research and Training: FY 1978-1984 (Project No. 6310007)

Project Purpose: to strengthen host government capacity to identify development priorities by building a strong economic and social research institution.

Type of Project: multi-input project with training element, U.S. technicians, and equipment. Training is institution based in the area of social science research. Project is implemented by contractor (Fletcher School of Law and Diplomacy).

Type of Training: short-term technical and long-term academic (graduate) training in the United States and third countries (25), along with some in-country training.

Weaknesses

- Ambitious project design attempted to build up institutional capability in too short a time.
- Lack of host government and U.S. collaboration largely resulted from personality problems with the Chief of Party and the use of U.S. junior researchers at the same level of training counterparts, which caused resentment, especially because the U.S. researchers were also involved in collecting data for their own purposes.

Documents Reviewed

Special Evaluation 1982; PES 1983.

4.2 Costa Rica--Natural Resources Conservation: FY 1979-1985 (Project No. 5150145)

Project Purpose: to strengthen institutional capabilities and mechanisms to manage Costa Rica's renewable natural resources.

Type of Project: technical assistance (loan) project with major training element. Training is institution based in the natural resources fields. Training is implemented by contractor.

Type of Training: short-term training (78) and academic training (graduate-M.S./Ph.D.) in the United States, in conjunction with substantial in-country workshops (315).

Strengths

- Selection criteria and procedures are outlined in a manual.
- Screening committee is composed of administration, line personnel, and peers of graduate candidates, ensuring fair treatment to all candidates.

Weaknesses

- Delay in the startup of training disrupted the schedule and prevented reaching the projected number of participants.
- There was a delay in the graduate study program because of host government reluctance to hire replacements for students. (This was solved by using PL 480 funds--counterpart funds--for that purpose.)

Lessons Learned

- U.S. technical advisers should identify training needs of each project component to help achieve project goals.

Documents Reviewed

PES 1984; Special Evaluation 1983.

4.3 Dominican Republic--Rural Development Management: FY 1981-1985 (Project No. 5170125)

Project Purpose: to improve public and private management of agricultural development through the establishment of a training center for training participants in administration of rural development.

Type of Project: multi-input project with training element, U.S. advisers, construction, and equipment. Training is institution based in the administration and management fields. Training is implemented by the Mission. The project is carried out in conjunction with the Kellogg Foundation, which will fund Master's in Business Administration training and construction.

Type of Training: short-term and academic training (pre-M.B.A.) in the United States and third countries (23).

Weaknesses

- Formal employment contracts should be executed before participants depart for training to avoid problems with retaining participants. The Institute has low salaries and may find it difficult to retain participants with Master's degree training.

Documents Reviewed

PES 1983; Special Evaluation 1984.

4.4 Egypt--Vehicle Maintenance Training: FY 1980-1985 (Project No. 2630114)

Project Purpose: to improve public bus and truck transportation in Egypt by upgrading skills and work habits of vehicle maintenance personnel. A training center will be established to serve the training needs of nine major transport companies.

Type of Project: multi-input project with training element, U.S. advisers, equipment, and construction. Training is institution based in the area of vehicle maintenance. Training is implemented by contractor.

Type of Training: short-term technical training in the United States and on-the-job training back home (25). An additional 22 positions are planned for on-the-job in-country training only.

Weaknesses

- Lack of host government leadership led to startup delays.
- Lack of USAID/host government agreement regarding overall project responsibility resulted in poor project management.
- The value of training is questionable because of English language difficulties. Translators were used in some U.S. programs; an example was cited of one translator with a weak background in the subject matter.
- Trainees were exposed to different types of equipment, but examples of buses and trucks used in Egypt were not used for training in the United States.
- The incentive for trainees to remain at the center is uncertain as remuneration is inadequate and falls short

of what had been initially agreed to by the host government.

Documents Reviewed

PES 1983; PES 1984.

4.5 Ghana--Management of Rural Health Services: FY 1974-1981
(Project No. 6410068)

Project Purpose: to establish a Health Planning Unit in the Ministry of Health with responsibility for national health planning, budgeting, and evaluation.

Type of Project: multi-input project with training element and U.S. advisers. Training is institution based in the area of health planning. Project is implemented by contractor (Kaiser Foundation).

Type of Training: academic training in the United States (13).

Strengths

- Quality of U.S. training was outstanding.
- Training was considered highly successful. Contractor performance and commendable commitment of host government officials contributed to project success. AID was also noted for its flexibility in training participants and getting them back from training.

Weaknesses

- Ten of 13 participants returned to date--3 of these 10 received assignments outside the Planning Unit although they are still working in related areas. This could have a negative impact on the future effectiveness of the Unit.

Documents Reviewed

PES 1979; Final Project Review 1979.

4.6 Indonesia--Family Planning Assistance: FY 1976-1983
(Project No. 4970188)

Project Purpose: to assist the Ministry of Health's national family planning program through three subprojects: (1) to develop manpower in health education; (2) to develop leadership in planning, administering, and evaluating maternal/child health and family planning services; and (3) to support research and evaluation activities.

Type of Project: multi-input project with major training element, U.S. advisory services, and commodities. Training is institution based in the health sector. Training is implemented by the Mission.

Type of Training: short-term and long-term training (graduate/M.P.H.; undergraduate) in the United States and in-country (118).

Strengths

- The overall project was considered highly successful, especially in providing contraceptives and setting up a distribution system.

Weaknesses

- Insufficient English language skills were a problem.
- Local support was inadequate in such areas as research grants for returned participants.
- Not much detail or insight was provided into participant training element.

Documents Reviewed

PAR 1975; PAR 1976; PES 1977; PAR 1977; Special Evaluation 1979; Inspector General Report 1981.

4.7 Indonesia--Professional Resources Development I: FY 1978-1984 (Project No. 4970261)

Project Purpose: to provide professional training in planning, resource allocation, fiscal management, and administration that will enable government bureaucracy to plan, manage, implement, and evaluate programs.

Type of Project: multi-input project with major training element and some U.S. advisory services. Training is institution based (three host government institutes) in multiple fields with an emphasis on planning and administration. Training is implemented by the Mission with active host government involvement.

Type of Training: short-term specialized training in the United States and third countries (75); long-term academic (mostly graduate) training in the United States; and substantial in-country short-term training (2,000).

Strengths

- Quality of U.S. graduate education is good; excellent universities were used in the program.
- The host government acted responsibly in the selection process.
- Excellent in-country management training program was carried out by the Department of Finance.

Weaknesses

- Inflated training costs limited the overall number of participants.
- For academic candidates, greater attention needs to be paid to English writing ability.

Documents Reviewed

PES 1980; PES 1982.

4.8 Ivory Coast--Social Science Research Activities: FY 1976-1980 (Project No. 6980404)

Project Purpose: to strengthen and expand social science research for rural development at the Ivorian Center for Economic and Social Research (CIRES).

Type of Project: multi-input project with major training element, U.S. technicians, commodities, and library acquisitions. Training is institution based in the social sciences with primary focus on agricultural economics.

Type of Training: academic training (graduate/Ph.D.) in the United States.

Strengths:

- The majority of CIRES researchers are earning Ph.D.s from superior U.S. universities.
- There is an outstanding retention rate. All researchers trained are still working at the Center due to the strong bond between student and CIRES before training (i.e., the policy of employing trainees at CIRES before overseas training to expose them to and create interest in the Center's research).
- CIRES provides good support services, including working and living conditions, to doctoral students for their dissertation research.
- Because most CIRES researchers have been trained in the United States, the Center now has bilingual capabilities.

Weaknesses

- French-trained technicians distrusted U.S. training and viewed it as threatening. There tends to be a methodological and political/cultural conflict.
- At the time of this evaluation, CIRES is limited in professional calibre in terms of person-years of research and numbers of completed Ph.D.s, limited fields for research and consulting, and paucity of women researchers.
- Most weaknesses are due to growing pains. A long lead-time is required for gestation of the educational process from recruitment through study and apprenticeships to a time of professional viability.

Documents Reviewed

PES 1981; Special Evaluation 1977.

4.9 Liberia--Civil Service Development: FY 1974-1979 (Project No. 6690124)

Project Purpose: to establish a basic system of modern personnel management to improve management and personnel practices in all host government departments. The project aimed to set up a civil service system based on merit and to provide quality personnel with guarantees for a fair and equitable system of employment and grievances.

Type of Project: multi-input project with training element, U.S. advisers, and commodities. Training is institution based in administration and management. Project is implemented by contractor (California Civil Service).

Type of Training: academic training (graduate/M.S.) in the United States (20) and in-country on-the-job training.

Strengths

- Candidates were selected based on an aptitude test, interview, and review of credentials. Participants generally had a high success rate in M.P.A. programs.
- Good campus support services were provided by California State University at Sacramento.
- The enrollment schedule was planned to provide sufficient time for returned participants to work with U.S. advisers in-country before project completion.
- The project achieved a high retention rate. Participants signed an agreement with host government obligating them to work for the Civil Service Agency (CSA) for 4 years or repay the cost of training. Incentives to stay included competitive advancement policy and salaries.
- The program included a 3-month, full-time internship program (6-month part-time) with a California State Government agency, followed by additional classroom (orientation to CSA) and on-the-job training in their home country.
- The project was successful in transforming the Liberian civil service from one based on personal loyalty and favoritism to one based on merit.

Weaknesses

- Startup was slow because of a lack of logistical support for the technical assistance team (e.g., housing, transport, equipment).
- Since the host government staff was being trained at the time of arrival of the contract team, the team initially performed line functions rather than advisory/staff functions. (The contract team assumed an advisory role when the first group of participants returned.)

- Personality problems were indicated by the conflict between the Chief of Party and the Director General of the host government institution.
- Longer continuing involvement would have been desirable to reinforce the operation of the new system, especially for middle management jobs; advisers and counterparts should have had more time to work on a one-on-one basis. Some followup training would have been desirable.
- Academic and intern programs were not as relevant as they could have been to Liberian conditions; the first group of participants did not select relevant electives in their program.
- Newly returned participants encountered some problems in implementing the new civil service system. So many proposed strategies were changed and exceptions made without explanation by the Director General that many became frustrated with CSA's unwillingness to use their skills. Some resigned and some were appointed to political positions in other agencies.

Lessons Learned

This project used a short-term approach to bolster existing public sector institutions; although much was accomplished, it was done in such haste as to limit its impact. Potential beneficiaries were not properly oriented or inducted into the new system, and too many changes at the same time resulted in confusion and hostility. CSA failed to elicit support of beneficiaries by not effectively communicating its goals and policies. Thus, there was some disenchantment with the new system, which reduced staff effectiveness and public support. However, the CSA is assuming some authority and is now a "force to be reckoned with."

Documents Reviewed

PAR 1975; PES 1978; PES 1979; Final Report 1979; Special Evaluation 1982.

4.10 Liberia--Monrovia School System: FY 1965-1973 (Project No. 6690073)

Project Purpose: to develop an effective semiautonomous system of elementary and secondary schools for Monrovia.

Type of Project: multi-input project with major training element, U.S. advisers, and some construction. Training is institu-

tion based in the education sector. Project implemented by contractor (San Francisco State University).

Type of Training: academic (graduate/M.A.) training in the United States (80).

Strengths

- Forty-one percent of the trainees were women.
- Returned participants are realizing increased levels of earnings.
- Although the project failed to achieve the objective of administrative decentralization, its policy, organizational, and socioeconomic impacts were generally positive.
- Within 7 years of the project's inception, an educational charter was passed.

Weaknesses

- Participants' involvement in designing the program was too limited.
- Quality was affected by the placement of 60 out of 80 participants at San Francisco State, which did not provide enough diversification. Such "inbreeding" is not desirable.
- The contractor kept poor records.
- Ten percent of the trainees are no longer with the school system. 75 percent of the women trained left the system, although most of these (54 percent) are still working in the education field.

Documents Reviewed

PAR 1969; PAR 1971; Special Evaluation 1982.

4.11 Nepal--Family Planning: FY 1967-1981 (Project No. 3670096)

Project Purpose: to assist the host government in expanding its family planning program and maternal/child health services.

Type of Project: multi-input project with training element, U.S. advisory services, construction, and equipment. Training is

institution based in health fields/family planning. Training is implemented by the Mission in close coordination with the contractor (University of Michigan).

Type of Training: short-term technical and long-term academic training in the United States (129 planned).

Weaknesses

- Too many participants were sent in the earlier years and a bottleneck in absorptive capacity resulted.
- There are not many Nepalese interested in family planning field; it is not considered a prestigious area.
- Selection procedures were poor.
- Some of the U.S. Planned Parenthood training was poor.

Documents Reviewed

PAR 1969; PAR 1974; PAR 1976; PES 1977; Special Evaluation 1979; Special Evaluation 1981.

4.12 Niger--Improving Rural Health: FY 1978-1986 (Project No. 6830208)

Project Purpose: to establish a viable rural health delivery system through training and institutional support of the village health team program and rural delivery service.

Type of Project: multi-input project with training element, U.S. technicians, equipment, and construction. Training is institution based in the health sector. Project is implemented by contractor (AFRICARE).

Type of Training: specialized academic training in third countries (25), and in-country short-term (6,000) and long-term training (400).

Weaknesses

- Aspects of this project that were strongly supported by the host government attained their objectives (e.g., village health teams), but other aspects with less host government enthusiasm fell short (e.g., public sanitation).

Comment

- Examination of training obligated to date found it to be generally appropriate, but it was too early to assess utilization.

Documents Reviewed

PES 1982; Contractor Report 1981.

4.13 Niger--Rural Sector Human Resource Development: FY 1979-1986 (Project No. 6830226)

Project Purpose: to expand and improve the training of rural development personnel through support to the Kolo Practical Institute.

Type of Project: multi-input project with training element, U.S. technicians, construction, and equipment. Training is institution based in the area of rural development. The project is implemented by the Mission.

Type of Training: short-term and long-term (undergraduate and graduate) training in the United States and third countries (18).

Strengths

- Short-term study tour to Benin, Ivory Coast, and Dakar to observe training institutes was positively rated. Faculty impressed with the IAB in the Ivory Coast for its practical emphasis on field training and flexible teaching methods.

Weaknesses

- There were delays in sending participants due in part to the host government's slowness to approve candidates.
- In some cases, programs were extended in the United States because of additional English language training and prerequisites. In addition, three participants are in B.S. programs instead of M.S. as originally planned, which takes more time.
- The host government does not have a system to ensure placement in appropriate slots upon return, although teaching commitments are signed by participants prior to training.

Documents Reviewed

Special Evaluation 1982; PES 1984.

4.14 Paraguay--Tax Administration: FY 1964-1976 (Project No. 5260018)

Project Purpose: to improve public administration within government. The tax administration component aims to institutionalize improved host government tax administration systems and procedures.

Type of Project: multi-input project with training element. Training is institution based in the public (tax) administration field. Training is implemented by a Participating Agency Service Agreement (PASA) with the U.S. Internal Revenue Service.

Type of Training: short-term technical training in the United States (about 25).

Strengths

- Washington INTAX course was good.
- Good return rate and utilization of training upon return were reported.

Weaknesses

- Participant availability was limited.
- An early preference for in-country training was expressed; there was not enough use of INTAX courses.

Documents Reviewed

PAR 1970; PAR 1972; PAR 1973; PAR 1975.

4.15 Peru--Decentralizing Educational Planning: FY 1975-1982 (Project No. 5270158)

Project Purpose: to support the Ministry of Education's planning efforts to decentralize education planning functions in order to provide greater opportunities for developing educational programs that are more responsive to local needs.

Type of Project: multi-input project with major training element, U.S. advisers, and equipment. Training is institution based in education fields. Training is implemented by the Mission.

Type of Training: short- and long-term training in the United States.

Strengths

- Overseas training has benefited more people from regional and zonal levels than originally expected.

Weaknesses

- The host government commitment to decentralize was low. The project, which was designed to assist educational reform, was overly ambitious, as reform was difficult to initiate. This difficulty may make project achievements questionable.
- There was a lack of a tradition of citizen participation in institutions (part of project assumptions).
- The number of long-term participants trained was far short of the initially planned number (i.e., only 2 of 30) because Ministry of Education personnel could not be released for extended periods.

Documents Reviewed

PES 1978; PES/Special Evaluation 1982.

4.16 Tanzania--Agricultural Research: FY 1970-1985 (Project No. 6210107)

Project Purpose: to increase the institutional capability of the Ministry of Agriculture and its research and training institutes to determine agricultural research priorities and to implement programs.

Type of Project: multi-input project with training element and U.S. technicians. Training is institution based in the agriculture sector. Project is implemented by contractor (IITA-Nigeria).

Type of Training: short-term technical and long-term academic (undergraduate and graduate) training in the United States and third countries (100).

Weaknesses

- An imbalance in training disciplines resulted in an emphasis on plant breeding and agronomy training at the expense of training in soils, entomology, microbiology, and so forth.
- Host government delayed in providing qualified candidates and claimed this was due to unacceptability of the participants' credentials at U.S. universities. Also, only half of the planned degree candidates received training because of the unavailability of candidates in some disciplines.
- Monitoring was poor. Both contractor and Mission files on participants were incomplete. The Academic Enrollment and Term Report forms, which were to be submitted at the end of each term, were only sporadically filed.
- The contractor did not provide technical assistance in some disciplines or place participants in a timely manner.
- The project design was overly ambitious.

Documents Reviewed

PES and Special Evaluation 1978; PES 1981; Audit 1983; Terminal Report 1982.

4.17 Thailand--Family Health: FY 1968-1977 (Project No. 4930209)

Project Purpose: to assist the host government in establishing family planning services in all provinces. Subproject is designed to assist the School of Public Health at Mahidol University in developing its teaching, research, and field demonstration capabilities in support of population and family health activities.

Type of Project: multi-input project with a major training element, U.S. advisory services, and equipment. Training is institution based in the public health field. Training is implemented by the Mission in coordination with the contractor.

Type of Training: short-term technical and long-term academic (graduate-M.S./Ph.D.) training in the United States and third countries.

Weaknesses

- The English language abilities of the participants were weak; earlier planning is needed to permit predeparture English language training.
- The selection process needs improvement. Trainees were "designated" rather than consulted on their selection.
- The purpose of training was not clearly defined, which led to confusion.

Comment

Although training is a major aspect of this project, there is very little specific information on this component in the series of evaluations.

Documents Reviewed

PAR 1969; PAR 1971; PAR 1972; PAR 1975; Special Evaluation 1975; Special Evaluation 1980.

4.18 Thailand--Vocational Education: FY 1966-1975 (Project No. 4930194)

Project Purpose: to upgrade the quality of agricultural, trade, and industrial education in Thailand as part of a larger effort to improve the host government's vocational education program.

Type of Project: multi-input project with substantial training element and U.S. advisory services (both contract and direct hire). Training is institution based in multiple fields. Training is implemented by the Mission.

Type of Training: short-term specialized and long-term academic (undergraduate and graduate) training in the United States (50).

Strengths

- Host government involvement was unusually high; it sponsored an additional 200 participants on its own.
- Returned participants, virtually without exception, were being placed as planned.
- The program appears to be a very successful, well-integrated technical assistance project including U.S.

direct hire, two university contractors (Oklahoma State University and California Polytechnic State University), IBRD (which financed construction), and full-scale host government involvement. This program serves as a good model.

Documents Reviewed

PAR 1969; PAR 1971; PAR 1972; Final Reports 1973 and 1974.

4.19 Tunisia--Agricultural Economics Research and Planning: FY 1967-1981 (Project No. 6640237)

Project Purpose: to institutionalize the economic research and analysis capacity, including applied research, within the Ministry of Agriculture Division of Planning and to develop a data gathering system.

Type of Project: multi-input project with major training element and U.S. advisers. Training is institution based in agricultural economics. Training is implemented by contractor (University of Minnesota).

Type of Training: long-term academic (graduate-M.S./Ph.D.) training in the United States (30).

Strengths

- There was good performance in English language training, selection, placement, and counseling.
- The participant training component was highly successful.
- Return and utilization rates were good; only 1 of 32 degree participants returned without a degree.

Weaknesses

- Early difficulty was experienced by the host government in selecting professional-level trainees and in allocating enough trainees to the project because of lack of funds. Selection was somewhat behind schedule.
- The Master's program was deficient in practical research procedures and techniques: instead of a thesis, the program was designed to require more coursework. Participants were supposed to get practical experience

upon return, with on-the-job training from contract resident advisers.

- On-the-job training was not successful because of a lack of mutual interests in a given research area between the host government and project personnel; a lack of technical and guidance skills by resident experts; and lack of long-run, in-depth research programs. Perhaps it would be better to have highly qualified, specialized consultants on a short-term basis rather than full-time economists.
- Separation of the project from related host government offices prevented full acceptance and support of the project by the host government. The project needs more precise definitions of host government contributions and needs to establish appropriate procedures for eventual integration of the project into regular government machinery.
- The contract team did not speak French.
- Of 30 completions, only 5 are working in the host institution. Reasons include unrealistic objectives in the project design; lack of follow-through by the host government in assigning graduates to target institutions; lack of commitment by participants to the project's purpose; and lower salaries in the Ministry of Agriculture than in other ministries, the private sector, and education.
- Poor communication between host institution and returned participants has led to poor training utilization. Some trainees are discouraged and are not given work assignments commensurate with training and abilities.

Lessons Learned

- Future similar projects should prepare a time-phased training program during project design. Host government commitment to providing participants and placing them upon return needs to be reinforced during design stage and in project agreement.

Documents Reviewed

PES 1968; PAR 1969; PAR 1971; PAR 1974; PAR 1975; Special Evaluation 1975; PES 1978; PES 1982.

4.20 Tunisia--Family Planning: FY 1977-1979 (Project No. 6640224)

Project Purpose: to assist in developing a host government institution capable of delivering family planning services. National Family Planning Bureau will be established to implement the expanded national program.

Type of Project: multi-input project with training element, U.S. advisers, and equipment. Training is institution based in the health education and family planning fields.

Type of Training: short-term technical and long-term academic (undergraduate and graduate) training in the United States (48).

Strengths

- Selection, language training, and orientation occurred on schedule.
- Return and utilization of training rates were generally good.
- Quality of training was good in family planning, health education, and demography.

Weaknesses

- Recruitment difficulties include a degree-equivalency problem, language difficulties, and the fact that training will not increase earnings.
- The recruitment program was noted to be characterized by cronyism, as it was a closed procedure at the discretion of the Ministry of Health.
- Eight of thirteen long-term participants left the Family Planning Bureau for reasons that include the degree equivalency problem for the Master's level trainees and a corresponding failure to increase salaries. In addition, the Bureau maintains that only short-term refresher courses will be necessary for its staff, thus frustrating the undergraduate trainees.
- Lack of leadership and supervisory structure for the overall project was noted.
- Failure to attract medical and paramedical participants was noted.

Documents Reviewed

PAR 1970; PAR 1972; PAR 1974; PAR 1976; PES 1978.

4.21 Turkey--Development Statistics: FY 1962-1975 (Project No. 2770364)

Project Purpose: to develop an Institute of Statistics capable of providing accurate statistics for host government development planners.

Type of Project: multi-input project with major training element and U.S. advisers. Training is institution based in the statistics field. Training is implemented by a Participating Agency Service Agreement with the U.S. Bureau of the Census.

Type of Training: short-term technical and long-term academic (undergraduate and some graduate) training in the United States (90).

Strengths

- Project saw progress in conducting major population, agriculture, and economic censuses.
- Utilization is superior. Nearly all key positions in the Institute are filled by former participants in jobs related to training.
- Participant training has been an important element in this project; institutionalization of the statistical training center within the Institute has been good. The Center provides in-service training in applied statistics and also has assisted in selecting participants for further study.
- Grade and salary structure in the Institute was improved in order to ensure retention of trained staff.

Weaknesses

- The lack of qualified candidates with English proficiency and academic qualifications has been a problem. Only 56 of 90 planned were trained by 1971.

Documents Reviewed

PAR 1968; PAR 1969; PAR 1971; Special Evaluation 1966;
Special Evaluation 1969.

4.22 Turkey--National Educational Research Planning: FY 1967-1974
(Project No. 2770398)

Project Purpose: to assist the Ministry of Education in upgrading its manpower and improving its capacity to plan, collect, and analyze social and educational data on which to base policy decisions.

Type of Project: multi-input project with major training element. Training is institution based in the education field. Training is implemented by contractor (Michigan State University).

Type of Training: long-term academic training in the United States (22).

Strengths

- Candidates have been well qualified in terms of English ability and technical and professional backgrounds.
- Participants collaborated in planning programs.
- Contractor support services have been good.

Weaknesses

- Training schedule was delayed because of host government delays (probably due to lack of available candidates).
- Although the initial group was well qualified, it is uncertain whether enough equally qualified participants will be found quickly.

Documents Reviewed

PAR 1969; PAR 1970.

4.23 Zaire--Agricultural Economic Development: FY 1977-1984
(Project No. 6600052) Agricultural Sector Studies:
FY 1977-1987 (follow-on project) (Project No. 6600070)

Project Purpose: to upgrade host government agricultural sector analysis capability (including economic analysis, planning, and policy formulation) in the Department of Agriculture and Rural Development.

Type of Project: multi-input project with training element and U.S. advisers. Training is institution based in the agriculture sector. Project implemented by contractors (SECID for the participant training; PRAGMA for in-country training).

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States; short-term technical training in the United States and in-country; and counterpart, on-the-job training in-country (75--both projects).

Strengths

- The training design was made more relevant. Criticism of U.S. training as too theoretical has been remedied by requiring thesis research in-country and by on-the-job training both before and after training. This permits participants to learn how to conduct research with the data and facilities available to them, and also gradually cycles participants back into the functions of their home institution.

Weaknesses

- Placement suffered because of weak academic credentials and inadequate English language abilities.
- Additional English language training in the United States caused extensions in academic programs. U.S. English language training should not extend beyond 3 months and should take place at the training institution.
- Selection problems need to be resolved. Candidates' dossiers should be reviewed by contractors during English language training to screen out those with unacceptable credentials. Alternates could be named in case English language training or academic credentials fall below standards, or alternate programs could be designated. Candidates should have on-the-job experience before being selected for English language training.

- Seven of fifty-four participants stayed in the United States. Because of low salary scales in the Department, the attrition rate has been the loss of one participant every 2.5 months since 1978. Lateral transfers to other ministries should be resisted and combatted with competitive remunerations. Some ministries offer higher salaries for the same grade. Consideration should be given to paying premiums or subsidies in such cases.

Documents Reviewed

PES 1983 (covers both projects); Mid-Term Evaluation/0070 1983; Final Report/0050 1983.

4.24 Zaire--Development Manpower Training: FY 1980-1987 (Project No. 6600068)

Project Purpose: to strengthen the host government's development training capacity and to train selected numbers of Zairians in priority sectors through the establishment of the Management System for Training which will implement the project (i.e., formulate training plan and coordinate training activities).

Type of Project: multi-input project with training element, U.S. advisers, and commodities. Training is institution based in management and manpower analysis and is implemented by the Mission.

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States (5); short-term training in the United States and third countries (15); and in-country training (500).

Weaknesses

- Project implementation was slow.
- "Team spirit" or staff motivation in training institution was lacking. The training of senior project management staff should be done prior to implementation, and mid-level staff should be trained at a later date.
- A detailed action plan showing how project outputs will be reached was missing. Senior management personnel were in U.S. training during initial stages of project.
- Project management staff of counterparts should be identified early on in the design stage, to give a national stake in the project.

10.49

- Training should take place at reputable U.S. institutions or in-country if numbers warrant it.
- The project manager was not very experienced.
- The technical adviser, in order to avoid the "kingpin" position, should provide careful transition programs to give national management staff early opportunity to manage project for short periods without the help of expatriates. The technical adviser should serve more as a supervisor.
- The evaluation concluded that the contribution of U.S. training to the goal of building a training institution is questionable.

Documents Reviewed

Special Evaluation 1981; Special Evaluation 1982; PES 1983.

4.25 East Africa Regional--Public Services Training: FY 1963-1974 (Project No. 6180607)

Project Purpose: to provide management and technical training for mid- and upper-level personnel of the East African Community (EAC) in response to shortages. While the early project stage focused on replacing expatriates with indigenous staff, emphasis shifted to short-term technical training in order to produce more trained individuals in a shorter time.

Type of Project: multi-input project in numerous sectors related to the EAC. Training is institution based and implemented by the Missions.

Type of Training: short-term technical (observation and on-the-job) training in the United States (84).

Strengths

- Return and retention rates were good. Fifty-six EAC officers were trained, and most still work for EAC and have been promoted.
- The EAC fulfilled agreements to pay local costs of participant training, including salaries and allowances.

Weaknesses

- The EAC lacks a staff-development plan.
- Selection and processing procedures were weak.
- There was a lack of available candidates.
- In-service training adviser was not effectively utilized.

Documents Reviewed

PAR 1969; PAR 1971; PAR 1973.

4.26 Eastern Caribbean Regional--Regional Development Training:
FY 1979-1985 (Project No. 5380014)

Project Purpose: to improve the productivity of the public sector institutions and private sector enterprises in the commonwealth Caribbean through assistance to two agencies: the East Caribbean Common Market and the Caribbean Community (CARICOM).

Type of Project: multi-input project with large training element and U.S. advisers. Training is general in multiple fields. Training is implemented by the Mission.

Type of Training: short-term in-service and diploma or certificate training in the United States and third countries. Substantial number of regional special seminars.

Strengths

- Implementation process has contributed to progress toward better regional cooperation and understanding.

Weaknesses

- The high cost of U.S. training caused a reduction in the amount of U.S. training as opposed to third-country training.
- Due to the vastness of the area and the number of countries involved, logistical problems with communication between project management (RDO/AID) and CARICOM arose. Also, poor communication existed between CARICOM and the country training officers as letters and telexes are used as the main communication vehicle.

106

- Difficulty in releasing senior and mid-level personnel to attend training programs resulted in more junior-level participants. This problem may affect the degree of utilization, particularly if training involves techniques or procedures to which superiors are not yet exposed; participants would have limited chance to transfer their training and influence those around them.
- What constitutes "development areas" should be made more precise since currently all areas may be suggested for training.
- No standard criteria for selection exist. Countries should be asked to make more selections than slots available to ensure some graded selection. This might reduce the number of junior participants and those with marginal backgrounds.
- Late calls forward for U.S. training resulted in inadequate preparation for departure.
- The private sector component was lagging, perhaps because the project is implemented by quasi-governmental institutions with a public sector orientation.

Documents Reviewed

PES 1981; PES 1984.

5. MODE 5: MULTI-INPUT--UNIVERSITY SUPPORT
(Bilateral and Regional)

5.1 Afghanistan--Technical Education: Afghan Institute of Technology: FY 1956-1977 (Project No. 3060093; subproject 1)

Project Purpose: to develop the Afghan Institute of Technology's capability to train mid-level technicians through staff and curricula development and construction of facilities.

Type of Project: multi-input project with training element, U.S. advisers, construction, and equipment. Training is institution based in the education sector. Training was implemented by the Mission in close cooperation with contractor (Southern Illinois University).

Type of Training: short-term training in the United States and third countries (unspecified number) and long-term academic training (various degree levels) in the United States (22).

Strengths

- The overall project is a model of success for teamwork, with parties, AID, contractor, and host government working well together to accomplish institution-building objective.

Documents Reviewed

PAR 1968; PAR 1969.

5.2 Afghanistan--Technical Education: Faculty of Engineering: FY 1956-1977 (Project No. 3060093; subproject 2)

Project Purpose: to assist in developing the Faculty of Engineering at the University of Kabul's Afghan Institute of Technology.

Type of Project: multi-input project with training element and equipment. Training is institution based in engineering education field. Training is implemented by contractor (Education Development Center).

Type of Training: long-term academic (various levels) training in the United States (40).

105

Strengths

- Training was coordinated smoothly through a consortium of 11 U.S. institutions; good teamwork was evident among all parties--host government, USAID, contractor, and consortium.

Weaknesses

- Brain drain/nonreturn emerged as a problem.

Documents Reviewed

PAR 1970; PAR 1971; PAR 1972.

5.3 Brazil--Agriculture Education: FY 1963-1978 (Project No. 5120094)

Project Purpose: to develop Brazil's agriculture education programs at selected universities, five subprojects aimed to improve the professional competence and institutional capacity for agriculture programs.

Type of Project: multi-input project with major training element, U.S. advisers, construction, and equipment. Training is institution based in the agriculture education field. Training is implemented by contractors (University of Wisconsin, Ohio University, Purdue University, and University of Arizona).

Type of Training: long-term academic (graduate-M.A./Ph.D.) training in the United States (100+).

Weaknesses

- Candidates were less numerous than expected for a number of reasons: many have already studied in the United States; USAID grants are less than other fellowships, making other offers for support more attractive; and the English language exam is difficult.
- Because of the lack of security (i.e., tenure) at the university, counterparts are reluctant to seek further training and graduate work.
- Workload of faculty participant candidates prevented them from departing on schedule. Also, faculty short-ages makes it more difficult to release candidates for training.

- The training component needs better backstopping. Selection criteria need clarification; English language levels are not adequate; and followup is marginal.

Documents Reviewed

Annual Report 1964, 1965; PAR 1968; PAR 1969; PAR 1970; PAR 1971; PAR 1975; Project Completion Report 1977.

5.4 Brazil--Engineering Education: FY 1958-1979 (Project No. 5120263; subproject 2)

Project Purpose: to develop institutional capability to provide high-quality postgraduate engineering training at two universities. Project emphasis is on upgrading faculties rather than increasing the number of students. (This is a subproject of Graduate Economics; see 5.5)

Type of Project: multi-input project with major training element and U.S. advisers. Training is institution based in engineering field. Training is implemented by contractor (University of Houston).

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States (fewer than 25).

Weaknesses

- Lack of English language ability by participants and Portuguese language ability by contractors were problems.
- Followup was weak.
- The participant training component was reduced because of the availability of grants from other sources.

Documents Reviewed

PAR 1970.

5.5 Brazil--Graduate Economics Education: FY 1958-1979 (Project No. 5120263; subproject 1)

Project Purpose: to establish the Institute of Economic Research at the University of Sao Paulo in order to increase the supply of trained economists.

Type of Project: multi-input project with major training element and U.S. advisers. Training is institution based in the economics field. Training is implemented by contractors (Vanderbilt and Purdue Universities).

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States (44).

Strengths

- Selection procedures provided excellent, well-qualified candidates.
- The graduate program is one of the best in Latin America and serves as a model for other university programs.
- Returned participants are being incorporated into the project and are reported to have a high level of success at U.S. universities.
- Policy of conducting dissertation research in Brazil provides a lower cost alternative and ensures relevance.
- Close relations with U.S. institutions allow for updating staff and provide a good basis for joint research.
- U.S. doctoral training had a positive impact through the improvement of courses, scientific production, and opening of new study areas.

Weaknesses

- Some Ph.D. candidates (11 of 25) do not have the commitment to return to teach at the Institute or any other economics center.
- Better orientation of participants is needed.
- Participating institutions have a limited availability of well-qualified candidates.

Documents Reviewed

PAR 1969; PAR 1971; PAR 1974; PAR 1975; PAR 1977.

5.6 Brazil--Regional Centers for Administration and Training:
FY 1965-1980 (Project No. 5120122; subproject 11)

Project Purpose: to develop the capacity of Brazilian institutions to provide administrative and management training to government employees through upgrading the quality of teaching at the University School of Administration and creation of regional training centers.

Type of Project: multi-input project with major training element, U.S. advisers, construction, and equipment. Training is institution based in the administration and management fields. Training is implemented by contractor (University of Connecticut).

Type of Training: academic training in the United States (175).

Strengths

- The University of Connecticut program has been reported to be satisfactory. The contractor performed orientation and reentry interviews of high quality.
- Participant training was assigned high priority in the expectation that returned participants will train others.
- The project provides funds for followup services from a training specialist to monitor participants' return and the multiplier effect.
- Fifty percent of returned participants (71) are involved in training activities.

Weaknesses

- Thirteen of twenty-four training centers are effective, six are borderline, and five are doubtful.

Documents Reviewed

PAR 1971; PAR 1972.

5.7 Ethiopia--University General Support: FY 1960-1980 (Project No. 6630138)

Project Purpose: to provide general support to various faculties and administrative divisions in the host government university in

support of host government program to increase enrollment and establish several branch campuses.

Type of Project: multi-input project with training element, operational executives (OPEX) personnel, and construction. Training is institution based in university development in several fields. Project is implemented by contractor (MUCIA).

Type of Training: academic (graduate) training in the United States (120).

Weaknesses

- There were some discrepancies between actual use of returned participants and the proposed utilization in the Project Proposal.
- Some participants did not remain in their positions at the university after fulfilling their obligation to the host government.

Documents Reviewed

PAR 1974.

5.8 India--Agricultural Universities Development: FY 1963-1977 (Project No. 3860281)

Project Purpose: to assist 11 Indian agricultural colleges in developing staff, administration, facilities, and various teaching, research, and extension programs to service entire states through a single, coordinated, integrated system modeled after U.S. land-grant universities.

Type of Project: multi-input project with training element, U.S. university contract teams, and equipment. Training is institution based in building universities in the agriculture education field. Training is implemented by contractors (Universities of Missouri, Tennessee, and Illinois; Penn State University; and Kansas State University).

Type of Training: predominantly academic training (undergraduate and graduate) in the United States (100+).

Strengths

- The training component appears to be successful in general. The project is a good example of a successful

contractor, multielement, technical assistance, institution-building project in which participant training played a substantial role and was well integrated into the project design and implementation.

Weaknesses

- The selection problem of seniority being favored over merit was cited.
- Some utilization problems developed among returnees.

Comment

Participant training is not well covered or described in the various evaluation documents: no details are given on numbers of participants, fields of study, types of degrees, and so forth. Training is referred to generically throughout--almost in boilerplate fashion.

Documents Reviewed

Series of PARS on different contractors 1969; PARS 1970 and 1971; University of Tennessee Final Report 1972.

5.9 Indonesia--Eastern Islands Agriculture Education-Title 7: FY 1979-1984 (Project No. 4970293)

Project Purpose: to strengthen the capability of the Association of Eastern Island Universities to provide trained personnel to assist host government efforts to increase agricultural production in the Islands. Project training is aimed at upgrading the credentials of university agricultural faculties.

Type of Project: multi-input project with training element, U.S. advisory services, and equipment. Training is institution based in the agriculture education fields. Training is implemented by the Mission.

Type of Training: short-term technical training (40) and long-term academic (graduate-M.S./Ph.D.) training (36) in the United States and third countries.

Weaknesses

- The overall project is considered unrealistic and recommended for termination. One university head stated that while overseas training is important, there must be more "critical mass" training, as the project only provided a

thin veneer of trained people--1 to 6 per university--
which has little impact.

Documents Reviewed

Audit Report 1984.

5.10 Jordan--Faculty of Agriculture: FY 1974-1979 (Project No. 2780178)

Project Purpose: to upgrade the Faculty of Agriculture at the University of Jordan to enable it to become a leading institution in agricultural research and development, both for on-campus teaching and extension work. The project also aims to improve retention of trained personnel.

Type of Project: multi-input project with major training element, U.S. advisers, and commodities. Training is institution based in the agricultural education field. Training is implemented by contractor (Washington State University).

Type of Training: short-term technical and long-term academic (graduate/Ph.D.) training in the United States (21).

Strengths

- Both short-term and academic training were rated positively. Good selection was noted for academic participants who are completing their programs. Participants were noted to be establishing professional ties.

Weaknesses

- In the short-term programs, provision should be made for professional travel and research and practical field experience near the host institution. The host institution should receive reimbursement for the professional time devoted by their faculty to provide training programs.
- Short-term training programs involving short visits to several institutions are the most expensive (travel and per diem) and least productive. A single objective and one institution to best meet it could be considered with short visits to one or two other sites after completing program.

112

- Delays in startup were experienced due to the lack of availability of suitable candidates and lead time for placement.
- The length of academic program, 3 years, is not realistic for all students in Ph.D. programs. Adjustment difficulties in a foreign land, academic differences not always immediately apparent during selection, and illness or other unforeseen obstacles can result in delays.

Documents Reviewed

Special Evaluation 1977; Final Report 1980.

5.11 Morocco--Agronomic Institute: FY 1980-1990 (Project No. 6080160)

Project Purpose: to strengthen the capabilities of the Agronomic Institute to meet Morocco's agricultural development needs, with linkages to the rest of the technology system and involving low-income farmers and herders. Training is meant to establish linkages with U.S. agricultural science institutions.

Type of Project: multi-input project with major training element, U.S. advisers, and commodities. Training is institution based in the agriculture sector. Training is implemented by contractor (University of Minnesota).

Type of Training: short-term technical (17) and long-term academic (graduate; M.S./Ph.D.) training (150+).

Strengths

- This "excellent project" should be used as a model for innovative participant training projects with a strong institution-building component for establishing agronomic and veterinary training in other countries.
- The Title XII Collaborative Assistance Institution-Building Project has some innovative features, most notably the conduct of in-country research and the granting of degrees by the Institute as part of the institution-building process and the use of a single university contractor to build broad linkages to the U.S. agricultural science community.
- Dissertation research is conducted in-country in order to develop a unified, native faculty with indigenous

experience. Topics have generally been appropriate, with good balance of theory and applications.

- The host country contract mechanism works and affords greater opportunity for expanding responsibility of the Institute itself. This project shows that alternatives to classic AID participant training do exist.
- The collaborative style of project evaluation can be highly successful and contribute to promoting institution building through open dialogue.

Weaknesses

- Some dissatisfaction was noted with university department selection and placement procedures that did not always properly match participants' with their areas of specialization, availability of advisers, ecological zone of university, and mix of departments and schools.
- U.S. faculty advisers have not fully understood that participants need not complete all Ph.D. requirements in order to carry out research back home.
- Doctoral participants are taking longer to finish dissertation research than anticipated because of drought conditions, inadequate logistical support, and demands on their time for other faculty responsibilities.
- There was not enough emphasis on exposing participants to U.S.-style teaching methods, administrative skills, and outreach functions.
- Research as the main linkage to the U.S. agricultural science community may not suffice as expectations about continuing research activities and opportunities at the Institute for returned participants and other faculty may be less than realistic, given budget constraints.

Documents Reviewed

Special Evaluation 1983; Audit 1983; PES 1984.

5.12 Nigeria--Ahmadu University Veterinary Medicine Faculty: FY 1971-1979 (Project No. 6200817)

Project Purpose: to develop the faculties of Agriculture and Veterinary Medicine at the new Ahmadu Bello University, to assist the University in achieving an all-Nigerian staff, and to conduct Nigerian-related research.

Type of Project: multi-input project with training element and U.S. advisers. Training is institution based in the agricultural sector. Training is implemented by contractor (Kansas State University).

Type of Training: academic training (graduate-M.S./Ph.D.) in the United States (33).

Strengths

- Returned participants reported appropriate job placements, were given increased responsibilities, and contributed to major policy decisions.

Weaknesses

- Ph.D. coursework in the United States and dissertation research was hampered by a lack of equipment for research in the host country.
- Departure of new participants and filling staff positions with Nigerians was delayed by 1 year when the National Youth Service Corps took effect in 1973 and all university graduates were required to serve 1 year prior to employment.

Documents Reviewed

Special Evaluation 1972; End-of-Tour Report 1974; PAR 1974.

5.13 Tanzania--Agriculture Education and Extension: FY 1978-1984 (Project No. 6210135)

Purpose: to develop institutional capability (two faculty of agriculture departments) within the host government university to adapt and communicate agricultural research results and technologies to village farmers.

Type of Project: multi-input project with training element, U.S. technicians, and equipment. Training is institution based in the agriculture sector. Training is implemented by contractor (Utah State University).

Type of Training: academic training (graduate) in the United States (16).

Weaknesses

- Counterparts were lacking. Staff and the University faculty were depleted, leaving U.S. technicians without counterparts. The staff shortfall should have been foreseen during the design stage.

Lessons Learned

- Participant training should be limited to the realistic needs of the project. Spreading participants among several institutions promotes cross-fertilization of concepts and ideas. Counterpart experience with U.S. technicians throughout the project can be as valuable as overseas training.

Documents Reviewed

PES 1982; Final Report 1984.

5.14 Tunisia--Management Education and Executive Development:
FY 1966-1980 (Project No. 6640228)

Project Purpose: to assist the University of Tunis in creating a Business Management graduate school offering M.B.A.s through developing staff and programs, with the long-term goal of increasing productivity in public and private enterprises.

Type of Project: multi-input project with major training element, U.S. advisers, and library development. Training is institution based in the business management field. Training is implemented by contractor (University of Illinois).

Type of Training: long-term academic (graduate-M.B.A./Ph.D.) training in the United States (21). Substantial in-country training.

Strengths

- Initial participants were well chosen and were noted to have good English language capability and to be well qualified.
- Good orientation and collaboration by supervisors in planning participants' programs were observed.
- U.S.-trained Ph.D.s are reported to have returned and to be working at the Institute.

- University professors receive adequate remuneration; there is a good basic salary and overtime payments are made for supplemental teaching and extension activities.
- The host government was receptive and supportive of the project and encouraged the University to develop similar projects elsewhere.

Weaknesses

- Degree equivalency is decided on a case-by-case basis, based on the caliber of training institution, participant's grades, and quality of the dissertation. The host government failed to give recognition to the U.S. Ph.D. equal to that of other doctorate degrees, and the present university employment statute makes it impossible for U.S. Ph.D.s to reach the top of the academic ladder.
- Home office and campus support was found to be unsatisfactory and reporting by contractor poor. (However, performance improved in these areas by the project's third year.)
- Contractor relations with the host government's academic community was not well developed, and poor relations developed between the Chief of Party and the Dean.
- Subsequent participants had less English ability, which made placement more difficult and prolonged. The first wave of Ph.D. candidates who graduated from the Institute were difficult to place; the average participant contacted 10 universities.

Lessons Learned

- Although only 8 of 21 returned participants are teaching at the Institute or University (nine are teaching in Canada or working or studying in the United States) and represent a numerical minority of the teaching staff, they are clearly the dominant element.
- The Institute is the most visible result of AID-financed institution building and the first graduate school of business in North Africa. A curriculum of business management patterned on the U.S. system is firmly established. The purpose for introducing modern business management practices into academic, government, and business communities in Tunisia is being achieved. The long-range effect is likely to come about by teaching students at undergraduate and graduate levels in management.

Documents Reviewed

PAR 1969; PAR 1970; PAR 1972; PAR 1975; PAR 1976; PES 1982;
Special Evaluation 1985.

5.15 Tunisia--Economics Education and Research: FY 1967-1981
(Project No. 6640237)

Project Purpose: to improve the quality of economics instruction and to develop a modern, Tunisian-staffed undergraduate economics program at the University of Tunis.

Type of Project: multi-input project with major training element, U.S. advisers, equipment, and library development. Training is institution based in the economics field. Training is implemented by contractor (University of Minnesota).

Type of Training: long-term academic (graduate-M.S./Ph.D.) training in the United States (16).

Strengths

- Well-qualified candidates with good English language ability and technical backgrounds were selected.
- Contractor support (in the field and on campus) was generally good in the areas of orientation, counseling on dissertation research, and reporting.
- Returning Ph.D.s are appointed to faculty with same rank as holders of similar degrees (i.e., French). Although some feel that their promotion prospects are not as good as French-trained staff, it is too soon to tell.
- The Dean is interested in sending French-trained staff to the United States for supplementary training.
- Participants trained under this project represent the dominant element in the Department of Economics, although they are still a minority. Examples of their influence include undertaking long-range research in economic modeling and national development, and changes in the course curriculum to reflect modern economics.
- The most significant, long-range effect of the project is likely to be in teaching students at the undergraduate and Master's level in economics. Participant training is a major element of the project's technical

121

assistance, as the bulk of the faculty is now French and sets the tone of teaching, which is very theoretical. The host government is trying to make the entire educational system reflect the practical demands of national development.

Weaknesses

- Degree equivalency is still unresolved. If not resolved, returned participants may not have the same opportunity to reach the highest academic rank as other doctorate holders and, thus, may not be able to teach economics.
- There is a need to obtain the support of French-trained Tunisian economists for a modern curriculum.

Documents Reviewed

PAR 1969; PAR 1970; PAR 1972; PAR 1975; PAR 1976; PES 1982.

Lessons Learned From All Three Tunisian Projects (See Sections 4.19, 5.14 and 5.15)

- There are few incentives to do research in the host country, given the demands of teaching loads and the scarcity of research resources. Many former participants felt cut off from new developments in their disciplines, especially those in the English-speaking world.
- Complaints concerning the nature and quality of technical assistance were registered by contractors and Tunisians.
- Long-term training makes it difficult to keep both the host government and the participant focused on the original objectives. Examples of distractions include further study, attractive job offers, marriage, host government organizational changes which may eliminate target positions, and more pressing needs for the returned trainees within the host agency or elsewhere in the government.
- Emotional maturity and commitment to project objectives are generally less among undergraduate trainees than for graduate candidates.
- Specific government support for institution building should be outlined in the project agreement. The host government contribution, including budget, should be indicated for the life of the project and beyond.

- Degree equivalency must be examined and resolved before the participant departs for training; the training program and curriculum should be explained to the host government.

5.16 LAC Regional--Development Institutions Higher Education:
FY 1963-1981 (Project No. 5960012)

Project Purpose: to provide assistance to the Superior Council of Central American Universities and the Federation of Private Universities in support of a regional integration plan for higher education in Central American countries, both for national and private universities.

Type of Project: multi-input regional project with a training element, commodities, and U.S. advisory assistance. Training is institution based in multiple disciplines and is implemented by contractor.

Type of Training: short-term specialized and long-term academic (graduate-M.S./Ph.D.) training in the United States and third countries. Substantial in-country short-term training and some academic training.

Weaknesses

- There were not enough candidates for long-term training for several reasons: a shortage of faculty, making it difficult to release them for long periods; a large number of part-time faculty members ineligible for training grants; not enough funds to pay salaries of professors while on training grants; and the closing of several universities for financial, political, and other reasons (e.g., the earthquake in Managua).
- The project did not achieve its objective (of improved coordination between university faculties of Central American universities in order to improve utilization of existing resources and to establish common curricular standards) because of a less-than-full commitment of the universities to a system of interdependence.

Documents Reviewed

PAR 1971; PAR 1972; PARS 1973; Terminal PAR 1976.

121

6. MODE 6: MULTI-INPUT--SECTOR-BASED TRAINING
(Bilateral and Regional)

6.1 Bangladesh--Technical Resources: FY 1979-1989 (Project No. 3880027)

Project Purpose: to improve the policy research and project development, management, and evaluation capabilities of host government agencies engaged in agriculture, rural development, and women's development programs.

Type of Project: multi-input project with training element and U.S. advisory services. Training is sector based in multiple fields in agricultural and rural development, and women in development. Training is implemented by the Mission.

Type of Training: short-term technical and long-term academic training in the United States and third countries (100+).

Weaknesses

- The Women's Affairs Ministry performed poorly. Only 15 percent of the designated women's training awards were filled by 1982.
- Finding suitable women candidates was difficult.
- The overall performance of participating host government institution was weak, but the potential is there for improvement.
- Project startup was extended from 5 to 7 years. The project will more clearly target participants to relate to ongoing projects and attempt to increase women candidates.

Documents Reviewed

Memorandum Audit 1983; PES 1981.

6.2 Belize--(ROCAP) Human Resources Development: FY 1968-1975
(Project No. 5960100)

Project Purpose: to increase the supply of civil servants and vocational workers and to improve host government development planning and administration through three subprojects: civil service training, vocational education, and investment promotion.

Type of Project: multi-input project with major training element and U.S. advisers. Training is general and in multiple fields. Training is implemented by the Mission.

Type of Training: short-term technical (3-10 months) training in the United States and third countries (100+). Substantial in-country training component at the Belize Vocational Institute.

Weaknesses

- Some participants have been promoted to higher positions because of training received, but there are more instances of nonreturn and participants working in unrelated positions.
- Thirty-two were trained in the United States or third countries, but the host government halted the participant training component because too many participants were staying in the United States or left Belize soon after their return. Incentives to remain are few due to poor host country socioeconomic conditions.
- The host government placed low priority on project implementation and has not fulfilled its commitments.
- Inadequate followup procedures fail to ascertain the degree to which participants are returning to positions, using their training, and transmitting it to others.

Documents Reviewed

PAR 1974; Audit 1974.

6.3 Brazil--Education Administration and Planning: FY 1962-1976 (Project No. 5120296)

Project Purpose: to improve primary and secondary education administration and planning in Brazil, coordinated by the Ministry of Education.

Type of Project: multi-input project with major training element and U.S. advisers. Training is institution based in the education field. Training is implemented by contractor (San Diego State University).

Type of Training: short-term technical and long-term academic (graduate/M.A.) training in the United States (300+).

Strengths

- Short-term study tours were of good quality. The program at San Diego State University in Spanish and Portuguese was well planned for academic participants.
- The program supplied good campus support, careful selection, and predeparture orientation and fostered a good return rate.

Weaknesses

- Initially, contractors had a language proficiency problem.
- English language training requirements delayed the training schedule and limited the number of available candidates.
- The contribution of participant training to project goals could have been greater if participants had received their training earlier.
- Potential candidates showed a reluctance to be absent from their activities and spheres of influence in early project stages.

Comments

This is a good example of a project with numerous PARs and little detail on training.

Documents Reviewed

PAR 1970; PAR 1971; PAR 1973; PAR 1974; AUDIT 1974; PAR 1975; PAR 1976.

6.4 Colombia--Legal Education Reform: FY 1970-1976 (Project No. 5140153)

Project Purpose: to assist with reform of legal education in Colombia through joint USAID/host government study program for law school deans, professors, and students.

Type of Project: multi-input project with major training element, U.S. visiting professors, and materials development. Training is sector based in legal education. Training is implemented by contractor (Ford Foundation).

126

Type of Training: short- and long-term training (academic and library internships) in the United States (45) and in-country seminars.

Strengths

- There were good completion and return rates by participants.

Weaknesses

- Political sensitivities of the project resulted in slow progress. A negative attitude regarding motives of the legal reform association, its objectives, and source of support contributed to the slowness.
- English language difficulties for participants and inadequate Spanish ability by visiting professors were problems.

Documents Reviewed

Audit 1972; PAR 1973.

6.5 Jamaica--Integrated Regional Rural Development: FY 1977-1984 (Project No. 5320046)

Project Purpose: to improve the standards of living of small hillside farmers and to establish an agricultural model in two watersheds.

Type of Project: multi-input project with training element, U.S. advisers, construction, and equipment. Training is sector based in agricultural fields. Training is implemented by the Mission.

Type of Training: academic training (undergraduate and graduate) in the United States (30).

Weaknesses

- The shortage of trained personnel hindered program operations.
- Training delays were caused by late arrival of the technical assistance team and the host government's restrictions on selection of participants (e.g., employees classified as temporary or secondary staff were not eligible to study overseas even though permanent personnel are few in number).

167

-- The project design was overly ambitious.

Documents Reviewed

Audit 1982.

6.6 Korea--Advanced Management Training: FY 1970-1979 (Project No. 4890673)

Project Purpose: to provide a cadre of trained personnel in the private and public sectors who will be the "seed" for expansion and growth of the supply of indigenous specialists in various key areas necessary for Korea's continued economic growth.

Type of Project: multi-input project with major training element and U.S. advisory services. Training is sector based and implemented by the Mission.

Type of Training: primarily short-term specialized training in the United States and on-the-job training in-country (202).

Strengths

-- A good return rate and "success stories" of well utilized training were documented.

Weaknesses

- The host government delayed in selecting and nominating participants, especially from the private sector.
- The number of private sector participants fell far short of projections.

Documents Reviewed

PAR 1974; PAR 1975; PAR 1976.

6.7 Korea--Science and Technology: FY 1972-1979 (Project No. 4890683)

Project Purpose: to help make Korea industrially competitive in international markets by increasing its science and technology capabilities through promoting and establishing linkages between Korean and U.S. scientific organizations.

123

Type of Project: multi-input project with training element and U.S. advisory services. Training is sector based (assuming science and technology constitute a sector). Training is implemented by the host government on a block-grant basis.

Type of Training: short-term specialized training in the United States (53).

Strengths

- Training assisted in establishing U.S.-Korean scientific links, as intended.
- Host government project management was successful (under block-grant agreement).

Documents Reviewed

PAR 1974; PAR 1975; PAR 1976.

6.8 Morocco--Industrial Commerical Job Training for Women: FY 1978-1984 (Project No. 6080147)

Project Purpose: to integrate women into the Labor Ministry's industrial and commercial skills training centers and to upgrade their professional qualifications and assist them in job placement.

Type of Project: multi-input project with large training element, U.S. technicians, and equipment. Training is sector based in vocational skills (e.g., drafting, electronics, accounting, and clerical). Training is implemented by contractor (Amideast).

Type of Training: short-term technical and long-term academic (graduate/M.S.) in the United States (23). (In-country training for 450 women.)

Strengths

- Summer internships in Morocco were built into the Master's program to give participants opportunity to become familiar with the training centers' work and an idea of future job functions.
- Academic performance was rated positively. It was easier to recruit qualified participants for junior college/undergraduate technical training than for graduate.

- Although the short-term training was too brief for a comprehensive treatment of subjects, it did expose administrative staff trainees to the new ideas and approaches that long-term trainees encountered.

Weaknesses

- Only one of six Master's degree participants returned to work at the Center. Formal job descriptions outlining tasks upon return should be provided to participants before their training. Three participants stayed in the United States to pursue unauthorized degrees. Candidates should be more carefully screened for commitment to return to the sponsoring organization.
- Participants should be supervised for the duration of the program because the period of training sometimes extends beyond the contract's duration. Fulfilling extra requirements delayed excessively the return of academic participants.
- Course content of technical training at U.S. institutions did not always correspond to training needs in Morocco or host government conditions (e.g., repair of certain types of equipment that is no longer commonly done in the United States).
- Technical trainees wanted more hands-on experience; it was difficult to locate industries willing to provide this experience.

Documents Reviewed

PES 1982; PES/Special 1983; Final Report 1984.

6.9 Nepal--Food Grain Technology: FY: 1957-1978 (Project No. 3670054)

Project Purpose: to establish a host government research organization capable of adapting and generating new technologies leading to expanded agricultural production and an improvement in the welfare of farming households.

Type of Project: multi-input project with substantial training element, U.S. advisers, and equipment. Training is sector based in agriculture and rural development. Training is implemented by the Mission.

Type of Training: short-term technical and long-term academic training in the United States and third countries (600+).

Strengths

- Eighty percent of 600 participants returned to relevant employment after training.

Weaknesses

- Although no specific weaknesses or problems related to the training element were noted in the evaluation, the project was not considered very successful because no improvements in Nepal's agricultural production or the welfare of farming households occurred by the end of this project. However, a functioning research system had been developed.
- The "green revolution" in Nepal has not provided security and independence but rather has led to instability. Farmer, extension worker, and researcher productivity remain far from optimal.

Documents Reviewed

Special Evaluation 1982.

6.10 Sri Lanka--Rice Research: FY 1977-1984 (Project No. 3830040)

Project Purpose: to assist the host government in increasing food self-sufficiency by expanding the country's technological base and improving rice land utilization.

Type of Project: multi-input project with substantial training element, U.S. advisory services, and equipment. Training is sector based in agriculture. Training is implemented by the Mission, but the overall project is managed by contractor (International Rice Research Institute).

Type of Training: short-term technical (48) and long-term academic (graduate-M.S./Ph.D.) training in the United States and third countries.

Strengths

- The training element was the most successful aspect of the project, despite its problems.

121

Weaknesses

- Contractor management was very weak, particularly that provided by the team leader.
- Long delays were experienced in launching the training program.
- Not enough Ph.D. candidates were sponsored.

Documents Reviewed

Audit Report 1982; Special Evaluation 1982; Special Evaluation 1979; Final Report 1985.

6.11 Tanzania--Agricultural Manpower Development: FY 1973-1984
(Project No. 6210119)

Project Purpose: to improve manpower training programs at all levels of the Ministry of Agriculture and agriculturally related parastatals and to upgrade the quality of instruction and administration of the Ministry's training institutes.

Type of Project: multi-input project with major training element, U.S. technicians, and commodities. Training is sector based in agriculture, with some institutional focus. Training is implemented by contractors (University of West Virginia, and North Carolina Agricultural and Technical State University).

Type of Training: academic graduate training in the United States (60).

Strengths

- Contractor home office staff visited the field site regularly. Those visits, together with their long association with East Africa, helped make participants feel that their professors and advisers understood their home country conditions and problems.

Weaknesses

- Returned participants were diverted from planned uses in the training institutes, where they were to expand the supply of trained manpower, and were assigned to a large number of agencies indirectly related to the project. Also, returned participants who were trained in highly technical fields were assigned to strictly administrative posts.

- Students were not selected to receive training to prepare them to assume specific posts.
- Selection was based on recommendations by superiors and not on student-initiated applications. This procedure may have prevented highly qualified and motivated candidates from being considered.
- Informal links between the contractor Chief of Party and two universities biased placement toward institutions that were not always the most appropriate for meeting identified needs. A system should have been developed with the host government to provide more appropriate training by broadening the range of training institutions.
- Predeparture preparation and poor communication with selected candidates (e.g., no contact for several months and then only a few days' notice given to report to the capital for exit processing) created hardship for candidates with family and other obligations. Also, briefings were short and narrowly focused, with little discussion. No time was spent describing the program or U.S. culture or providing information on local area conditions, and no advance reading was suggested.
- Students at both universities did not identify university administration with the project. Students were usually told what to study, and their programs of study sometimes were not tailored to their specific requirements.
- Stateside project administrators should have monitored the adequacy and content of training more, and a monitoring trip by host government officials could have been beneficial. The Mission should monitor all training projects to ensure that resources are not excessively concentrated on some aspects of the project to the exclusion of others; this is especially important when both training and institution building are included in the same project.

Documents Reviewed

Special Evaluation 1978; Terminal Evaluation 1980.

12/

6.12 Thailand--Private Sector Development: FY 1965-1976
(Project No. 4930161)

Project Purpose: to contribute to the development of Thailand's long-term security and independence by improving the capability and effectiveness of host government agencies concerned with economic and industrial development in the private sector.

Type of Project: multi-input project with a major training element and U.S. advisory services. Training is sector based in the private sector (although in multiple fields). Training is implemented by the Mission.

Type of Training: long-term academic training (graduate-M.S.) in the United States (25+) and short-term on-the-job training in the United States and in-country.

Weaknesses

- Some difficulties were encountered in placing participants, especially those scheduled for on-the-job training in private industry.
- Difficulties were experienced in locating qualified candidates.

Documents Reviewed

PAR 1972.

6.13 Thailand--Transfer of Technical and Management Skills: FY
1975-1981 (Project No. 4930274)

Project Purpose: to improve host government capabilities in development policy and problem analysis, program planning, and evaluation.

Type of Project: technical assistance project with major training element and U.S. advisory services. Training is general with emphasis on administration and management skills. Training is implemented by the Mission and contractor, with active host government involvement.

Type of Training: short-term specialized (311) and long-term academic (mostly graduate) training (63), primarily in the United States.

Strengths

- The major strength was the ability of the host government agency to gradually assume full responsibility for effectively managing the project.

Weaknesses

- Startup was slow for training because of the host government agency's lack of previous experience in managing such projects.
- English language difficulties led to the cancellation of 18 M.S.-level candidates, despite intensive in-country English language training.
- Poor AID/Office of International Training support, including support for the two contractors handling the participants (SECID and U.S. Department of Agriculture).
- Training was often planned on an ad hoc basis.

Documents Reviewed

PES 1978; PES 1980.

6.14 LAC Regional--American Institute for Free Labor Development: FY 1962-1984 (Project No. 5980100)

Project Purpose: to encourage free democratic labor unions in Latin America through support to the American Institute for Free Labor Development (AIFLD) which is sponsored by American labor organizations and staffed by members of the American labor movement.

Type of Project: multi-input project with major training element, U.S. advisory assistance, and equipment. Training is sector based in the labor education field. Training is implemented by contractor (AIFLD).

Type of Training: short-term specialized (800+) and academic (graduate) training (70+) in the United States. Short-term training programs take place at the Front Royal Institute, and the academic training (Labor Economist Program) at Georgetown University. Substantial in-country training complements participant training.

123

Strengths

- AIFLD activities have contributed to the growth of union activity in Latin America and better trained leadership.
- U.S. training and field trips affords exposure to U.S. culture, economy, and labor movement and are key contributors to the impact of the program.
- The quality of both programs is good. Participants in the Front Royal training programs tend to continue in union activities after return and progress to positions of increased responsibility in sufficient numbers to have an impact on union activity.

Weaknesses

- There is an overall lack of clear operational objectives and of an information system, which prevents evaluation and program modification. The project is weak in program planning and evaluation.
- Guest lecturers are costly; an attempt should be made to obtain their services on a donated basis.
- Maintaining translators for each individual program is costly; their services should be shared.
- In the Georgetown program, AIFLD country program directors should plan better for the use of returning participants, to determine the needs and opportunities for labor economists. Institutionalization of graduate skills into continuing national efforts is weak and points to the failure of AIFLD directors to integrate the Labor Economics Program more effectively into country program planning. The Georgetown program is more effective as a training ground for future AIFLD staff than as preparation for labor economists who will be supported by labor groups in their own country.
- At the Front Royal Institute, the program suffers from a lack of well-defined country program objectives. Because labor education needs and specific related training goals have not been determined, the impact is difficult to identify and probably below potential.
- At Front Royal the tendency is to select participants without integrating their training with country programs. Qualifications should be increased. The system is on an allotment basis, with quotas for each country; charging student costs against individual country budgets might result in better selection relative to training needs.

-- Evaluation mechanisms are weak or absent in most cases.

Documents Reviewed

PES/Special Evaluation 1980.

6.15 LAC Regional--Leadership Education Women: FY 1973-1976 (Project No. 5980109)

Project Purpose: to increase women's participation in national life by training professional and volunteer women in leadership and organizational development techniques.

Type of Project: technical assistance project with major training element and field programs. Training is sector based (although each participant is linked to an institution) in civic education and volunteer service. Project emphasis is on the professionalization of volunteer service. Training is implemented by contractor (Overseas Education Fund (OEF) of the League of Women Voters).

Type of Training: short-term specialized training in the United States at the OEF's Boston Institute for Women Leaders (100+). Also, substantial number of in-country seminars.

Strengths

- Training was reported to increase volunteer motivation and performance.
- Returned participants have continued in the volunteer movement and have demonstrated improved skills, which suggests good selection criteria.
- Participants are linked to institutions.

Weaknesses

- The followup system is not fully integrated into the project.
- There is little evidence that training has helped volunteers move from voluntary service to paid employment while continuing limited volunteer work.
- The lack of field interviews hindered the selection process in earlier years; the lack of lead time prevented an orderly selection process.

-- The lack of lead time also led to poor orientation. Participants reported misconceptions of the Institute's purpose (some thought they were going for language training). Health screening was inadequate.

Documents Reviewed

Special Evaluation 1969 (on earlier AID-sponsored Institute activities); End of Project Evaluation 1976.

115

7. MODE 7: MULTI-INPUT--TRAINING WITH OPEX
(Bilateral and Lateral)

7.1 Botswana--Development Personnel and Training: FY 1972-1980
(Project No. 6330030)

Project Purpose: to increase the effectiveness and efficiency of host government infrastructure and development capabilities through provision of technical and managerial manpower. (This is the regional predecessor to the Southern Africa Manpower Development Project.)

Type of Project: multi-input project with major training element and OPEX personnel. Training is general in several sectors and is implemented by contractor (Institute of International Education).

Type of Training: short-term technical and academic training in the United States (15). Also formal and on-the-job in-country training.

Strengths

- OPEX and returned participants were highly rated by superiors.
- The selection and training of participants was completed as planned.
- The flexibility of this project can serve as a useful model for small but growing Missions in designing projects with bilateral "spinoffs" and allowing Missions to respond positively to their host governments' requests. This type of project can be most successful when the host government identifies priority needs for technical assistance and provides projected manpower requirements.

Weaknesses

- As the project progressed, there were fewer available candidates. The quality of formal education in Botswana is poor, and there were a limited number of candidates able to pass U.S. admissions requirements.
- Five OPEX technicians did not have replacements in the training program.

13/1

Documents Reviewed

PES 1979.

7.2 Botswana--Southern Africa Manpower Development: FY 1978-1983 (Project No. 6330069)

Project Purpose: to increase the supply of trained manpower in the public sector in order to strengthen the host government's institutional capability to meet the country's development needs.

Type of Project: multi-input project with major training element, OPEX personnel, and construction. Training is general in several sectors (primarily in agriculture, health, and education). Project is implemented by contractor (Transcentury), with a subcontractor (Phelps-Stokes) for the training component.

Type of Training: academic training (undergraduate, certificate) and short-term technical training in the United States (48); and short-term technical training primarily in-country and in regional institutions (420).

Strengths

- This flexible project contributed positively to the host government's long-term localization objectives through use of OPEX. Replacing OPEX personnel with returned participants proved successful in promoting institutional development (i.e., administration and localization).
- OPEX technicians were reported to be of high quality, and contractors for technical assistance and participant training were positively rated.

Weaknesses

- Fund shortfalls resulting from the training costs of early participants "mortgaged" training for future participants.
- The costs of the training contract, especially Phelps-Stokes' support costs, are high. Case loads should be increased to reduce per participant cost.
- More lead time for placing participants is needed; short notice leads to acceptance at weaker institutions.

Lessons Learned

- AID/Washington maintained too much contract responsibility; more should be given to the field.
- Contractors need to be better briefed on standard AID procedures (the contractor administered project funds for training with too much flexibility).
- The relevance of providing training to numerous host government officials in a wide variety of fields is questionable, whereas training that is directed to individuals whose training will benefit the greatest number of people may be more useful. The follow-on project places more emphasis on training in a few target ministries and related institutions in order to have the greatest impact on employment generation.
- One key aspect of this project is that the host government is responsible for identifying critical areas in which it needs assistance; OPEX requires counterparts and a bureaucratic structure responsible for carrying out long-term development tasks.

Documents Reviewed

PES 1981; Audit 1981; Final Report 1983.

7.3 Lesotho--Southern Africa Manpower Development: FY 1978-1986
(Project No. 6320069)

Project Purpose: to increase the supply of trained manpower in the public sector in order to strengthen the host government's institutional capability to meet the country's development needs.

Type of Project: multi-input with a major training element, OPEX, and construction. Training is general in several sectors (primarily in agriculture, health, and education). Project is implemented by contractor (Transcentury) with a subcontractor (Phelps-Stokes) for the training component.

Type of Training: academic training (undergraduate and certificate) and short-term technical training in the United States and third countries (48); and short-term technical training primarily in-country and in third countries (480).

Strengths

- Although there is no coherent manpower plan, the host government and Mission have carefully selected priority areas for project inputs.

- Contractor performance was rated highly (there was a good orientation program in Washington for OPEX technicians).

Weaknesses

- The slow startup of project was due to the AID/Washington approval process of identifying and negotiating with the contractor.
- Contractor costs are high, mostly due to Phelps-Stokes support costs for participants. Case loads should be increased to reduce per participant cost; Phelps-Stokes prepared budgets for participants poorly and was too liberal with allowances, including clothing allowance.
- Coordination between line ministries and training officers needs to be strengthened.
- Function and utility of training need to be assessed to determine the extent to which training contributes to localization and institutional development.
- Too much contracting authority was delegated to AID/Washington (via the Transcentury contract) and no authority was retained in the field, even for a review of major contract elements. Some administrative aspects of the contract were ill-defined and resulted in a deviation from AID regulations in administration of funds for the training element.

Lessons Learned

- The host government's ability to perform essential implementation functions (e.g., housing) should be examined during the project design stage; national manpower planning would have aided implementation of the project.

Documents Reviewed

PES 1981; Audit 1981.

7.4 Swaziland--Southern Africa Manpower Development: FY 1978-1986 (Project No. 6450069)

Project Purpose: to increase the supply of trained manpower in the public sector in order to strengthen the host government's institutional capability to meet the country's development needs.

Type of Project: multi-input project with major training element, OPEX, and construction. Training is general in several sectors (primarily in agriculture, health, and education). Project is implemented by contractor (Transcentury) with a sub-contractor (Phelps-Stokes) for the training component.

Type of Training: academic training (undergraduate and certificate) and short-term technical training in the United States and third countries (48); and short-term technical training primarily in-country and in third countries (420).

Weaknesses

- The lack of a national training plan slowed implementation.
- The majority of participants were sent for undergraduate training in the United States, despite the fact that it is more cost effective to train locally at this level and to conserve the scarce training resources for graduate training.
- Participant selection is on an ad hoc basis. Existing criteria are vague and inadequate for implementation.
- No emphasis on African training because of limited space in African institutions, which need to accommodate their own students. Also, contractor's had insufficient lead time for placing participants because of slow startup.
- Project resources would have been better utilized had the design included assistance in developing training plans and priorities.

Documents Reviewed

PES 1981; Audit 1981.

7.5 Africa Regional--Southern Africa Manpower Development: FY 1978-1986

This was initially designed as a regional project but was implemented as separate bilateral country projects. The audit report treated the project as a whole, deriving general conclusions based on a review of each country component (Botswana, Lesotho, Swaziland).

143

Lessons Learned

- The use of OPEX personnel is an effective method for meeting certain critical manpower shortages, although long-term results will depend more on strengthening basic educational systems than continued provision of OPEX staff.
- When OPEX technicians are not placed in established positions, they do not receive a host government salary or counterpart personnel to train. Because they are not replaced, a lack of continuity in expertise is provided. OPEX's contractual mechanism does not always contain host government employment agreement.
- The spread effect from the OPEX contribution was limited because of the lack of counterparts.
- The use of one contractor (i.e., field representative) for three countries resulted in uneven services, although USAID pays an equal share of home office expenses.
- Phelps Stokes Foundation was supposed to carry out more third-country training, but none has been done under these projects to date.
- Deficient educational infrastructures produce limited numbers of qualified candidates; donor competition for candidates has led to lower qualifications of those actually selected.
- Predeparture orientation and followup activities have been generally weak. (Infrequent and informal contact with returned participants has been reported.)
- Returnees are not fully utilized and many are frustrated. The civil service system does not have builtin rewards for training. Supervisors who are better paid but less qualified feel threatened by returnees.
- Credential equivalency should be established at the outset and not left for the participant to resolve with the training institution or host country sponsor.
- Many returned participants shifted to management positions. Given this pattern, participants should be given management training in the United States.
- Participants' supervisors should receive grades and progress reports during training to involve them more in the participants' current and future activities.

-- The project seems to be an effective method of temporarily meeting certain critical manpower shortages, but at no small cost.

Documents Reviewed

Audit 1981; Special Report 1983.

APPENDIX D

SAMPLE PROJECT APPRAISAL REPORT
AND PROJECT EVALUATION SUMMARY

PAGE 1

1. PROJECT NO. 512-11-770-122.11	2. PAR FOR PERIOD 1/70 TO 2/71	3. COUNTRY Brazil	4. PAR SERIAL NO. 2
-------------------------------------	-----------------------------------	----------------------	------------------------

5. PROJECT TITLE

Regional Centers for Administration and Training

6. PROJECT DURATION: Began FY 66 Endo FY 70	7. DATE LATEST PROG 1/8/70	8. DATE LATEST PIP In final	9. DATE PRIOR PAR No prior
---	-------------------------------	--------------------------------	-------------------------------

10. U.S. FUNDING	a. Cumulative Obligations Through FY: \$ 567,000	b. Current FY Estimated Budget: \$ 130,000	c. Estimated Budget to completion After Current FY: \$ 360,000
------------------	--	--	--

11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
University of Connecticut	undisclosed

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
X			1. Pre-AG and PIP/T for advisor should be prepared for signature by SODARE.	April 1, 1971
X			2. Define continuing project coordination-implementation responsibilities.	June 1, 1971
X			3. Obtain fullest possible information concerning training grants from other donors and discuss coordination with SODARE.	June 1, 1971

D. REPLANNING REQUIRES	REVISOR OR NEW	<input type="checkbox"/> PROP	<input checked="" type="checkbox"/> PIP	<input checked="" type="checkbox"/> PRO AG	<input checked="" type="checkbox"/> PIP/T	<input type="checkbox"/> PIP/C	<input type="checkbox"/> PIP/P	E. DATE OF MISSION REVIEW March 22, 1971
------------------------	----------------	-------------------------------	---	--	---	--------------------------------	--------------------------------	---

PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE J. Villalobos - NEPA	MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Robert J. Emlentzoo, Deputy Director
---	--

NEAO: fzc cdg AEP: WJelabert

II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)					
	UNSATISFACTORY		SATISFACTORY			OUTSTANDING		LOW		MEDIUM		HIGH	
	1	2	3	4	5	6	7	1	2	3	4	5	
1. University of Connecticut (proposed)													
2.													
3.													

Comment on key factors determining rating

FID/T for proposed contract has not yet been issued. Insurance estimated in May 1971.

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
				X								X

Comment on key factors determining rating

One group of 24 has been satisfactorily trained at the U. of Connecticut. The importance of the training is rated high because the participants will, in turn, train other trainers.

5. COMMODITIES	1	2	3	4	5	6	7	1	2	3	4	5

Comment on key factors determining rating

N/A

6. COOPERATING COUNTRY	a. PERSONNEL											
	1	2	3	4	5	6	7	1	2	3	4	5
			X									X
			X									X

Comment on key factors determining rating

Planning, management, leadership and data collection skills are low and are the precise reason for the project.

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
		X										

(See Next Page for Comments on Other Donors)

AID 1030-25(10-70)	PROJECT NO. 512-11-770-122.11	PAR FOR PERIOD: 1/70 to 2/72	COUNTRY France	PAR SERIAL NO. 2
PAGE 3 PAR				

II. 7. Continued: Comment on key factors determining rating of Other Donors

France, Germany and Spain offer training grants to municipal administrators. However, they are not incorporated in nor coordinated with this project. USAID should encourage SUDRE to attempt to bring its under their coordination.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					
		CUMULATIVE PRIOR FY	CURRENT FY		FY 72	FY 73	END OF PROJECT
			TO DATE	TO END			
Trained trainers at Training Centers.	PLANNED	0	25		50	75	175
	ACTUAL PERFORMANCE	0	24				
	REPLANNED				51	75	175
SUDRE Public Administration Division staffed with qualified Pub. Ad. Technicians.	PLANNED	0	2	2	4		6
	ACTUAL PERFORMANCE	0	2				
	REPLANNED			-	-	-	-
	PLANNED						
	ACTUAL PERFORMANCE						
	REPLANNED						
	PLANNED						
	ACTUAL PERFORMANCE						
	REPLANNED						
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		COMMENT:					
1.	Corrective feedback on training quality.	This aspect has to await presence of contractor technician currently planned to arrive in FY-72.					
2.		COMMENT:					
3.		COMMENT:					

AID 1020-25 (10-70) PAGE 4 PAR	PROJECT NO. 512-11-770-122.11	PAR FOR PERIOD: Feb. 70 - Feb. 71	COUNTRY Brazil	PAR SERIAL NO. 2
-----------------------------------	----------------------------------	--------------------------------------	-------------------	---------------------

IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

Develop viable Public Administration Planning/Training/Technical Assistance Centers in support of SUDENE/Min. Interior development program.

a. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>1. 24 Training Centers efficiently organized and operationally qualified.</p> <p>2. Trainer trainers are effective.</p> <p>3. 600 trainees per center are graduating annually.</p> <p>4. Joint SUDENE/Center Planning of Training Development.</p>	<p>1. 24 returned trainees are currently working at centers.</p> <p>2. Project manager appraised returnees and found that 13 returned trainees are effective, 6 are borderline and 5 are doubtful.</p> <p>3. No operational courses yet. First courses to be offered Sept./Oct. 1971.</p> <p>4. One center's curriculum being planned with SUDENE.</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

Create a reservoir of trained Public Administrators to support development projects.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

Yes. SUDENE and states are beginning to relate development planning to availability of trained public administrators able to carry out projects. By end of FY-74 and each year thereafter 14,000 trained public administrators will be occupying positions in state and municipal governments.

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-44

1. PROJECT TITLE			2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)			<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
5. KEY PROJECT IMPLEMENTATION DATES		6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY _____	B. Final Obligation Expected FY _____	C. Final Input Delivery FY _____	A. Total \$ _____	From (month/yr.) _____
			B. U.S. \$ _____	To (month/yr.) _____
			Date of Evaluation Review _____	

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR		
A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., telegram, SPAR, PIQ, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
--	--

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)	12. Mission/AID/W Office Director Approval Signature _____ Typed Name _____ Date _____
--	---

PROJECT EVALUATION SUMMARY (PES) – PART II

The following topics are to be covered in a brief narrative statement (averaging about 200 words or half a page per item) and attached to the printed PES facesheet. Each topic should have an underlined heading. If a topic is not pertinent to a particular evaluation, list the topic and state: "Not pertinent at this time". The Summary (Item 13) should always be included, and should not exceed 200 words.

13. **SUMMARY** - Summarize the current project situation, mentioning progress in relation to design, prospects of achieving the purpose and goal, major problems encountered, etc.
14. **EVALUATION METHODOLOGY** - What was the reason for the evaluation, e.g., clarify project design, measure progress, verify program/project hypotheses, improve implementation, assess a pilot phase, prepare budget, etc? Where appropriate, refer to the Evaluation Plan in the Project Paper. Describe the methods used for this evaluation, including the study design, scope, cost, techniques of data collection, analysis and data sources. Identify agencies and key individuals (host, other donor, public, AID) participating and contributing.
15. **EXTERNAL FACTORS** - Identify and discuss major changes in project setting, including socio-economic conditions and host government priorities, which have an impact on the project. Examine continuing validity of assumptions.
16. **INPUTS** - Are there any problems with commodities, technical services, training or other inputs as to quality, quantity, timeliness, etc? Any changes needed in the type or amount of inputs to produce outputs?
17. **OUTPUTS** - Measure actual progress against projected output targets in current project design or implementation plan. Use tabular format if desired. Comment on significant management experiences. If outputs are not on target, discuss causes (e.g., problems with inputs, implementation assumptions). Are any changes needed in the outputs to achieve purpose?
18. **PURPOSE** - Quote approved project purpose. Cite progress toward each End of Project Status (EOPS) condition. When can achievement be expected? Is the set of EOPS conditions still considered a good description of what will exist when the purpose is achieved? Discuss the causes of any shortfalls in terms of the causal linkage between outputs and purpose or external factors.
19. **GOAL/SUBGOAL** - Quote approved goal, and subgoal, where relevant, to which the project contributes. Describe status by citing evidence available to date from specified indicators, and by mentioning the progress of other contributory projects. To what extent can progress toward goal/subgoal be attributed to purpose achievement, to other projects, to other causal factors? If progress is less than satisfactory, explore the reasons, e.g., purpose inadequate for hypothesized impact, new external factors affect purpose-subgoal/goal linkage.
20. **BENEFICIARIES** - Identify the direct and indirect beneficiaries of this project in terms of criteria in Sec. 102(d) of the FAA (e.g., a. increase small-farm, labor-intensive agricultural productivity; b. reduce infant mortality; c. control population growth; d. promote greater equality in income; e. reduce rates of unemployment and underemployment). Summarize data on the nature of benefits and the identity and number of those benefiting, even if some aspects were reported in preceding questions on output, purpose, or subgoal/goal. For AID/W projects, assess likelihood that results of projects will be used in LDC's.
21. **UNPLANNED EFFECTS** - Has the project had any unexpected results or impact, such as changes in social structure, environment, health, technical or economic situation? Are these effects advantageous or not? Do they require any change in project design or execution?
22. **LESSONS LEARNED** - What advice can you give a colleague about development strategy, e.g., how to tackle a similar development problem or to manage a similar project in another country? What can be suggested for follow-on in this country? Similarly, do you have any suggestions about evaluation methodology?
23. **SPECIAL COMMENTS OR REMARKS** - Include any significant policy or program management implications. Also list titles of attachments and number of pages.

BIBLIOGRAPHY OF SOURCE DOCUMENTS

Near East

- Egypt--Evaluation of the Middle Management Education Program (MMEP) Pilot Activity: Final Report (Project Nos. 2630042 and 2630090). Special Evaluation Report, August 1980. PD-AAG-322-C1 (ISN=26873).
- Egypt--Peace Fellowship Program. Project Evaluation Summary (Project No. 2630110). (No. 263-84-1), December 28, 1983. PD-AAN-882 (ISN=33511).
- Egypt--Evaluation Report for Vehicle Maintenance Center Project (Project No. 2630114). Special Evaluation Report, August 23, 1983. XD-AAN-854-A (ISN=33928).
- Egypt--Vehicle Maintenance Training (Project No. 2630114). Project Evaluation Summary (No. 263-83-12), November 3, 1983. PD-AAN-845 (ISN=33426).
- Egypt--Vehicle Maintenance Training (Project No. 263014). Project Evaluation Summary (No. 263-84-16), September 1984. PD-AAQ-095 (ISN=37030).
- Syria--Evaluation Report: General Participant Training (Project No. 2760004). Special Evaluation Report, 1980. XD-AAR-053-A (ISN=39296).
- Syria--General Participant Training (Project No. 2760004). Project Evaluation Summary (No. 276-80-01), February 20, 1980. PD-AAR-053 (ISN=39295).
- Syria--Audit Report on Review of Syria Aid Program (Project Nos. 2760020, 2760019, 2760026, 2760005, 2760002, 2760006, 2760004, and 2760001). Audit Report (No. 5-276-79-14), May 29, 1979. XD-AAH-182-1 (ISN=26075).
- Turkey--Development Statistics Project (Project No. 2770364). Special Evaluation Report, October 1, 1966. XD-AAF-430-B (ISN=16880).
- Turkey--Development Statistics (Project No. 2770364). Project Appraisal Report, March 17, 1969. PD-AAF-429-E1 (ISN=16878).
- Turkey--Development Statistics Project (Project No. 2770364). Project Appraisal Report (USAID/Turkey:71-1), April 17, 1971. PD-AAF-430 (ISN=16879).

- Turkey--Statistical Training Activities, August 1965-July 1969**
(Project No. 2770364). Special Evaluation Report, October 1, 1969. XD-AAF-430-F (ISN=16881).
- Turkey--Technical Assistance Project Evaluation Report: Development Statistics** (Project No. 2770364). Project Evaluation Summary, October 10, 1966. PD-AAF-429-D1 (ISN=16877).
- Turkey--Development Administration Training** (Project No. 2770396). Project Appraisal Report, December 6, 1968. PD-AAD-742-D1 (ISN=23676).
- Turkey--Development Administration Training** (Project No. 2770396). Project Appraisal Report, August 1, 1971. PD-AAD-742-F1 (ISN=23677).
- Turkey--Development Administration Training** (Project No. 2770396). Project Appraisal Report, April 1, 1974. PD-AAD-742-G1 (ISN=23678).
- Turkey--National Education Research and Planning** (Project No. 2770398). Project Appraisal Report, January 5, 1970. PD-AAC-290-F1 (ISN=21768).
- Turkey--National Education Research and Planning** (Project No. 2770398). Project Appraisal Report, April 18, 1969. PD-AAC-290-E1 (ISN=25279).
- Jordan--Evaluation of USAID Project for Development of Faculty of Agriculture, Jordan University** (Project No. 2780178). Special Evaluation Report (No. 77-1). PD-AAR-093 (ISN=393 5).
- Jordan--Faculty of Agriculture Development at the University of Jordan: Final Report, 1975-1979** (Project No. 2780178). Final Report, 1980. PN-AAH-821 (ISN=11599).
- Jordan--USAID/Jordan's Participant Training Project: Review and Recommendations**, by Paula Harrell (Project No. 2780214). Special Evaluation Report, June 1978. No PN Number.
- Yemen--Training for YAR Development** (Project No. 2790020). Special Evaluation Report, August 1, 1977. PD-AAA-604-A1 (ISN=21789).
- Yemen--Training for YAR Development** (Project No. 2790020). Special Evaluation Report, July 20, 1975. PD-AAC-408-E1 (ISN=23333).
- Yemen--Development Training II** (Project No. 2790040). Project Evaluation Summary (No. 279-81-2), May 12, 1981. PD-AAJ-991 (ISN=1574).

Yemen--Evaluation and Field Review of the Development Training II Project: Final Report (Project No. 2790040). Special Evaluation Report, August 1980. XD-AAJ-991-A (ISN=1575).

Yemen--Human Resources Sector: Memorandum Audit Report (Project Nos. 2790040 and 2790052). Audit Report (No. 5-279-82-9), August 26, 1982. PD-AAL-518 (ISN=13604).

Amideast--Human Resources Development, West Bank/Gaza Strip (Project No. 2980147). Project Evaluation Summary (No. AID-W-NE-TECH-SARD, 81-2), April 3, 1981. PD-AAH-414 (ISN=27514).

Morocco--Higher Agricultural Education: Phase II and Agronomic Institute (Project Nos. 6080134 and 6080160). Project Evaluation Summary (No. 608-82-5), December 1982. PD-AAL-790 (ISN=14375).

Morocco--Industrial and Commercial Job Training for Women (Project No. 6080147). Project Evaluation Summary (No. 608-82-02), March 12, 1982. PD-AAJ-662 (ISN=1200).

Morocco--Industrial and Commercial Job Training for Women (Project No. 6080147). Project Evaluation Summary (No. 608-83-8), June 9, 1983. PD-AAN-856 (ISN=33431).

Morocco--Industrial and Commercial Job Training for Women: Final Evaluation (Project No. 6080147). Special Evaluation Report, May 27, 1983. XD-AAN-856 (ISN=33434).

Morocco--Project Assistance Completion Report: Industrial and Commercial Job Training for Women (Project No. 6080147). Final Report, June 12, 1984. PD-AAQ-070 (ISN=36968).

Morocco--Development Training and Management Improvement (Project No. 6080149). Project Evaluation Summary (missing, 1981). PD-AAL-555 (ISN=13668).

Morocco--Sector Support Training Project and Development Training and Management Improvement Project. By Checci and Co. (Project Nos. 6080178 and 6080149). Special Evaluation Report, April 1985. No PD Number.

Morocco--Agronomic Institute (Project No. 6080160). Project Evaluation Summary, January 12, 1984. PD-AAP-122 (ISN=34141).

Morocco--Mid-Project Evaluation: Agronomic Institute (Project No. 6080160). Special Evaluation Report, September 1983. PD-AAN-481 (ISN=32134).

Morocco--USAID/Morocco's Agronomic Institute Project is a Major Factor in Morocco's Development of Its Agriculture Potential

105

- (Project No. 6080160). Audit Report (No. 3-608-83-16), April 25, 1983. PD-AAM-793 (ISN=29710).
- Tunisia--Family Planning** (Project No. 6640224-01). Project Appraisal Report, July 10, 1970. PD-AAC-035-A1 (ISN=24431).
- Tunisia--Family Planning** (Project No. 6640224-02). Project Evaluation Summary (No. 664-79-01), December 1, 1978. PD-AAC-034-D1 (ISN=20785).
- Tunisia--Family Planning** (Project No. 6640224-02). Project Appraisal Report, January 14, 1972. PD-AAC-035-C1 (ISN=24432).
- Tunisia--Family Planning** (Project No. 6640224-02). Project Appraisal Report, September 9, 1974. PD-AAC-035-D1 (ISN=24433).
- Tunisia--Family Planning** (Project No. 6640224-02). Project Appraisal Report, June 1, 1976. PD-AAC-035-E1 (ISN=24434).
- Tunisia--Agricultural Economic Research and Planning, Economics Education, Management Education** (Project Nos. 6640228, 664023701, and 664023702). Project Evaluation Summary (No. 664-82-2), July 1, 1982. PD-AAL-80C (ISN=14390).
- Tunisia--Management Education and Executive Development** (Project No. 6640228). Project Appraisal Report (AID/AFR-550), June 29, 1970. PD-AAC-038-A1 (ISN=23593).
- Tunisia--Management Education and Executive Development** (Project No. 6640228). Project Appraisal Report (AID/AFR-550), July 18, 1969. PD-AAC-037-F1 (ISN=23592).
- Tunisia--Management Education and Executive Development** (Project No. 6640228). Project Appraisal Report (USAID Tunisia: H-4; AID/AFR-550), February 10, 1972. PD-AAC-038-C1 (ISN=23594).
- Tunisia--Management Education and Executive Development** (Project No. 6640228). Project Appraisal Report (AID/AFR-550), February 11, 1975. PD-AAC-038-D1 (ISN=23595).
- Tunisia--Management Education and Executive Development** (Project No. 6640228). Project Appraisal Report (AID/AFR-550), March 23, 1976. PD-AAC-038-E1 (ISN=23596).
- Tunisia--Agricultural Economic Research and Planning** (Project No. 6640237-01). Project Appraisal Report, December 19, 1975. PD-AAC-044-C1 (ISN=22496).
- Tunisia--Agricultural Economic Research and Planning** (Project No. 6640237-01). Project Appraisal Report, November 15, 1974. PD-AAC-044-A1 (ISN=22497).

Tunisia--Agricultural Economic Research and Planning (Project No. 6640237-01). Project Appraisal Report, September 10, 1969. PD-AAC-043-C1 (ISN=26366).

Tunisia--Agricultural Economic Research and Planning: Ministry of Agriculture (Project No. 6640237-01). Project Appraisal Report (USAID/Tunisia: 71-2), August 10, 1971. PD-AAC-043-F1 (ISN=25395).

Tunisia--Impact Evaluation of Three Projects in Agricultural Economic Research and Planning, Education Economics, Management Education (Project Nos. 6640237-01, 6640237-02, and 6640228). Special Evaluation Report, February 19, 1982. XD-AAL-800-A (ISN=14391).

Tunisia--Project Evaluation of Technical Assistance Project 23701: Agriculture Economic Training and Research (Project No. 6640237-01). Special Evaluation Report, September 13, 1975. PD-AAA-436-A1 (ISN=23671).

Tunisia--University of Minnesota Contract No. AID/APR-469 (PIO/T 664-237-3-70066) (Project No. 6640237-01). Progress Report/Interim Report (U-307 Report), February 28, 1969. PD-AAC-042-A1 (ISN=26367).

Tunisia--University of Minnesota Contract No. AID/APR-469 (PIO/T 664-237-3-70066) (Project No. 6640237-01). Special Evaluation Report (U-307 Report), January 30, 1970. PD-AAC-042-B1 (ISN=25396).

Tunisia--Economics Education and Research--University of Tunis (Project No. 6640237-02). Project Appraisal Report, June 26, 1970. PD-AAC-043-D1 (ISN=24142).

Tunisia--Economics Education and Research--University of Tunis (Project No. 6640237-02). Project Appraisal Report, January 24, 1972. PD-AAC-043-G1 (ISN=24144).

Tunisia--Economics Education and Research--University of Tunis (Project No. 6640237-02). Project Appraisal Report, March 30, 1975. PD-AAC-044-B1 (ISN=24145).

Tunisia--Economics Education and Research--University of Tunis (Project No. 6640237-02). Project Appraisal Report, August 20, 1976. PD-AAC-044-D1 (ISN=24146).

Tunisia--Agriculture Economics Research and Planning (Project Nos. 6640237-02 and 6640237-01). Project Evaluation Summary, July 1, 1968. PD-AAC-041-F1 (ISN=24680).

Tunisia--University of Tunis, Faculty of Law and Economics (Project No. 6640237-02). Project Appraisal Report, July 18, 1969. PD-AAC-043-A1 (ISN=25397).

Asia

Afghanistan--Technical Education: Afghanistan Institute of Technology (Project No. 3060093-01). Project Appraisal Report, February 21, 1970. PD-AAC-450-A1 (ISN=23313).

Afghanistan--Technical Education: Afghanistan Institute of Technology (Project No. 3060093-01). Project Appraisal Report, March 16, 1971. PD-AAC-450-F1 (ISN=23314).

Afghanistan--Technical Education: Faculty of Engineering, Afghanistan Institute of Technology (Project Nos. 3060093-01 and 3060093-02), Project Appraisal Report, March 18, 1972. PD-AAC-450-G1 (ISN=16478).

Afghanistan--Technical Education: Afghanistan Institute of Technology (Project Nos. 3060093-02 and 3060093-01). Project Appraisal Report, November 15, 1968. PD-AAC-449-C1 (ISN=16477).

Afghanistan--Technical Education: Faculty of Engineering, Afghanistan Institute of Technology (Project No. 3060093-02), Project Appraisal Report, March 19, 1969. PD-AAC-449-E1 (ISN=23346).

Afghanistan--Technical Education: Faculty of Engineering, Afghanistan Institute of Technology (Project No. 3060093-02). June 30, 1970. PD-AAC-450-C1 (ISN=23347).

Afghanistan--Technical Education: Faculty of Engineering, Afghanistan Institute of Technology (Project No. 3060093-02), January 14, 1971. PD-AAC-450-E1 (ISN=23348).

Afghanistan--Afghan Legal Training Program: Overall Substantive Evaluation of the Program for the First Group of Afghan Participants for the Period June 1973 to December 1974 (Project No. 3060123). Progress Report/Interim Report, December 1, 1974. PD-AAC-459-G1 (ISN=23773).

Afghanistan--Afghan Legal Training Program: Overall Substantive Evaluation of the Program for the Second Group of Afghan Participants for the Period June 1974 to December 1975 (Project No. 3060123). Progress Report/Interim Report, December 1, 1974. PD-AAC-460-C1 (ISN=23776).

Afghanistan--Afghan Legal Training Program: Report on the Substantive Aspects of the Program for the Period January 1, 1974 to August 21, 1974 (Project No. 3060123). Progress Report/Interim Report, August 21, 1974. PD-AAC-459-F1 (ISN=23772).

- Afghanistan--Afghan Legal Training Program: Report on the Substantive Aspects of the Program for the Period January 1, 1975 to August 23, 1975** (Project No. 3060123). Progress Report/Interim Report, August 23, 1975. PD-AAC-460-B1 (ISN=23775).
- Afghanistan--Afghan Legal Training Program: Report on the Substantive Aspects of the Program for the Period June 1973 to December 31, 1973** (Project No. 3060123). Progress Report/Interim Report, December 31, 1973. PD-AAC-459-E1 (ISN=23771).
- Afghanistan--Afghan Legal Training Program: Report on the Substantive Aspects of the Program for the Second Group of Participants for the Period June 1974 to December 1974** (Project No. 3060123). Progress Report/Interim Report, December 1, 1974. PD-AAC-460-A1 (ISN=23774).
- Afghanistan--Afghan Legal Training Program: Overall Substantive Evaluation of the Program for the Third Group of Afghan Participants for the Period June 1975 to December 1976** (Project No. 3060123). Progress Report/Interim Report, December 1, 1976. PD-AAC-460-E1 (ISN=23806).
- Afghanistan--National Development Training (Legal)** (Project No. 3060123). Project Appraisal Report, September 8, 1975. PD-AAC-459-A1 (ISN=23766).
- Afghanistan--National Development Training (Legal)** (Project No. 3060123). Project Appraisal Report, February 10, 1976. PD-AAC-459-B1 (ISN=23768).
- Afghanistan--National Development Training (Legal)** (Project No. 3060123). Project Appraisal Report (USAID/Afghanistan: 76-7), May 8, 1976. PD-AAC-459-C1 (ISN=16582).
- Afghanistan--George Washington University Afghan Legal Training Program** (Project No. 3060123). Position Paper, October 21, 1974. PD-AAC-459-D1 (ISN=23770).
- Nepal--Food Grain Technology: Agricultural Research in Nepal** (Project No. 3670054). Special Evaluation Report, May 1982. PN-AAJ-614 (Document contains oversize pages available only in microfiche.) (ISN=28246).
- Nepal--Evaluation of the Family Planning and Maternal and Child Health Project's Panchayat-Based Health Workers** (Project No. 3670096). Special Evaluation Report, September 1981. PD-AAP-234 (ISN=34643).
- Nepal--Family Planning** (Project No. 3670096). Project Appraisal Report, December 1, 1969. PD-AAD-029-A1 (ISN=24262).

- Nepal--Family Planning (Project No. 3670096). Project Appraisal Report (No. 75-2), September 24, 1974. PD-AAD-029-E1 (ISN=24264).
- Nepal--Family Planning (Project No. 3670096). Project Appraisal Report (USAID/Nepal: 76-2; AID/PHA-C-1051), January 23, 1976. PD-AAD-029-D1 (ISN=27387).
- Nepal--Family Planning and Maternal and Child Health Project (Project No. 3670096). Special Evaluation Report, December 1979. PD-AAF-848-A1 (ISN=26590).
- Nepal--Population/Family Planning (Project No. 3670096). Project Evaluation Summary, November 14, 1977. PD-AAD-029-F1 (ISN=24920).
- Nepal--Manpower Development Training (Project No. 3670224). Project Evaluation Summary, January 9, 1978. PD-AAD-063-A1 (ISN=22148).
- Nepal--Manpower Development Training (Project No. 3670224). Project Appraisal Report (No. 76-1), July 31, 1975. PD-AAD-062-E1 (ISN=23679).
- Nepal--Manpower Development Training (Project No. 3670224). Project Appraisal Report (No. 77-2), September 10, 1976. PD-AAD-062-G1 (ISN=23680).
- Sri Lanka--Government of Sri Lanka/AID/IRRI Rice Research Project: 2-Year Review (Project Nos. 3830040 and 9364111-02). Special Evaluation Report, May 29, 1979. PD-AAM-397 (ISN=27563).
- Sri Lanka--Rice Research Project (Project No. 3830040). Audit Report No. 5-383-82-6, May 18, 1982. PD-AAJ-852 (ISN=1449).
- Sri Lanka--Rice Research Project (Project No. 3830040). Special Evaluation Report, August 3-20, 1982. PD-CAF-391 (ISN=32156).
- India--Agricultural Universities Development: Mysore (Project No. 3860281). Project Appraisal Report, November 12, 1970. PD-AAD-096-G1 (ISN=22593).
- India--University of Udaipur (Rajasthan) (Project No. 3860281). Project Appraisal Report, December 9, 1971. PD-AAD-098-E1 (ISN=22598).
- India--Agricultural Universities Development: Orissa University of Agriculture and Technology (Project No. 3860281-01). Project Appraisal Report (No. 72-16), February 10, 1972. PD-AAD-099-C1 (ISN=17930).

- India--Agricultural Universities Development: Orissa University of Agriculture and Technology (Project No. 3860281-01). Project Appraisal Report, November 12, 1970. PD-AAD-096-F1 (ISN=17929).
- India--Agricultural Universities Development: Orissa University of Agriculture and Technology (Project No. 3860281-01). Project Appraisal Report, May 27, 1969. PD-AAD-095-E1 (ISN=22428).
- India--Agricultural Universities Development: University of Agricultural Sciences, Mysore (Project No. 386281-02). Project Appraisal Report (No. 72-19), February 8, 1971. PD-AAD-099-A1 (ISN=22594).
- India--Agricultural Universities Development: Mysore (Project No. 3860281-02). Project Appraisal Report, May 27, 1969. PD-AAD-095-F1 (ISN=17931).
- India--Agricultural Universities Development: Andhra Pradesh (Project No. 3860281-03). Project Appraisal Report (No. 72-14), January 13, 1972. PD-AAD-098-F1 (ISN=17934).
- India--Agricultural Universities Development: Andhra Pradesh (Project No. 3860281-03). Project Appraisal Report (No. 73-12), March 12, 1973. PD-AAD-099-E1 (ISN=22595).
- India--Agricultural Universities Development: Andhra Pradesh (Project No. 3860281-03). Project Appraisal Report, May 27, 1969. PD-AAD-095-G1 (ISN=17932).
- India--Agricultural Universities Development: Andhra Pradesh (Project No. 3860281-03). Project Appraisal Report, November 12, 1970. PD-AAD-097-A1 (ISN=17933).
- India--Agricultural Universities Development: University of Udaipur, Rajasthan (Project No. 3860281-05). Project Appraisal Report (No. 73-14), March 14, 1973. PD-AAD-099-F1 (ISN=22429).
- India--Agricultural Universities Development: Madhya Pradesh (Project No. 3860281-06). Project Appraisal Report, May 27, 1969. PD-AAD-096-C1 (ISN=17939).
- India--Jawaharlal Nehru Krishi Vishwa Vidyalaya: Madhya Pradesh (Project No. 3860281-06). Project Appraisal Report (No. 73-15), March 14, 1973. PD-AAD-099-G1 (ISN=17942).
- India--Agricultural Universities Development: Uttar Pradesh Agricultural University (Project No. 3860281-07). Project Appraisal (No. 72-18), February 8, 1972. PD-AAD-099-B1 (ISN=17947).

- India--Agricultural Universities Development: Uttar Pradesh Agricultural University (Project No. 3860281-07). Project Appraisal Report, May 27, 1969. PD-AAD-096-D1 (ISN=17943).
- India--Agricultural Universities Development: Uttar Pradesh Agricultural University (Project No. 3860281-07). Project Appraisal Report, November 12, 1970. PD-AAD-098-A1 (ISN=17944).
- India--Agricultural Universities Development: Mahatma Phule Krishi Vidyapeeth, Maharashtra (Project No. 3860281-08). Project Appraisal Report (No. 72-17), February 10, 1972. PD-AAD-099-D1 (ISN=17949).
- India--Agricultural Universities Development: Maharashtra (Project No. 3860281-08). Project Appraisal Report, May 27, 1969. PD-AAD-096-E1 (ISN=17945).
- India--Agricultural Universities Development: Maharashtra (Project No. 3860281-08). Project Appraisal Report, November 12, 1970. PD-AAD-098-C1 (ISN=17946).
- Bangladesh--Memorandum Report on Center for Policy Research in Dhaka, Bangladesh (Project No. 3880027). Audit Report (No. 5-388-83-6), April 27, 1983. PD-AAM-733 (ISN=29501).
- Bangladesh--Technical Resources (Project No. 3880027). Project Evaluation Summary (USAID/Bangladesh: 81-1), January 28, 1981. PD-AAG-380-A1 (ISN=26978).
- Korea--Advanced Management Training (Project No. 4890673). Project Appraisal Report, May 24, 1974. PD-AAD-450-C1 (ISN=23368).
- Korea--Advanced Management Training (Project No. 4890673). Project Appraisal Report, May 28, 1975. PD-AAD-450-D1 (ISN=23369).
- Korea--Advanced Management Training (Project No. 4890673). Project Appraisal Report, December 13, 1976. PD-AAD-450-E1 (ISN=23370).
- Korea--Science and Technology (Project No. 4890683). Project Appraisal Report, June 1, 1975. PD-AAD-458-D1 (ISN=22319).
- Korea--Science and Technology (Project No. 4890683). Project Appraisal Report, December 9, 1976. PD-AAD-458-E1 (ISN=22320).
- Korea--Science and Technology (Project No. 4890683). Project Appraisal Report, June 30, 1974. PD-AAD-458-C1 (ISN=24377).

- Philippines--General Participant Training (Including Followup and Evaluation)** (Project No. 4920237). Project Appraisal Report, September 14, 1970. PD-AAD-744-E1 (ISN=22163).
- Philippines--General Participant Training (Including Participant Training and Evaluation)** (Project No. 4920237). Project Appraisal Report, April 28, 1972. PD-AAD-744-F1 (ISN=22164).
- Philippines--General Participant Training (Including Participant Training and Evaluation)** (Project No. 4920237). Project Appraisal Report, June 30, 1969. PD-AAD-744-C1 (ISN=22162).
- Philippines--Participant Training II** (Project No. 4920308). Special Evaluation Report, June 1981. PD-CAF-200 (ISN=32152).
- Thailand--Private Sector Development** (Project No. 4930161). Project Appraisal Report (USAID/Thailand:72-7; EA-121), March 29, 1972. PD-AAD-607-A1 (ISN=25586).
- Thailand--IBRD Vocational Education** (Project No. 4930194). Project Appraisal Report (AID/EA-23), December 31, 1969. PD-AAD-631-C1 (ISN=23683).
- Thailand--Vocational Education** (Project No. 4930194). Project Appraisal Report (AID/EA23), May 27, 1971. PD-AAD-631-D1 (ISN=23684).
- Thailand--Vocational Education** (Project No. 4930194). Project Appraisal Report (AID/EA23), June 8, 1972. PD-AAD-631-E1 (ISN=23685).
- Thailand--Family Health** (Project No. 4930209). Project Appraisal Report, June 11, 1969. PD-AAD-643-F1 (ISN=18223).
- Thailand--Family Planning** (Project No. 4930209). Project Appraisal Report, February 2, 1971. PD-AAD-643-G1 (ISN=25249).
- Thailand--Family Planning Project** (Project No. 4930209). Project Appraisal Report, July 2, 1975. PD-AAD-644-B1 (ISN=24269).
- Thailand--National Family Planning Project Evaluation: Preliminary Reports and Recommendations** (Project No. 4930209). Special Evaluation Report, May 1, 1975. PD-AAA-423-A1 (ISN=24491).
- Thailand--Third Evaluation of the Thailand National Family Planning Program** (Project Nos. 4930209, 4920283, 4930291, 4930325, and 9320877). Special Evaluation Report, February 1980. PD-AAH-006 (ISN=10832).

- Thailand--Family Planning (School of Public Health) (Project No. 4930209-01).** Project Appraisal Report, March 31, 1972. PD-AAD-644-A1 (ISN=24196).
- Thailand--Transfer of Technology and Management Skills (Project No. 4930274).** Project Evaluation Summary, June 21, 1978. PD-AAD-721-A1 (ISN=24933).
- Thailand--Transfer Technology and Management Skills (Project No. 4930274).** Project Evaluation Summary (USAID/Thailand:80-2), February 26, 1980. PD-AAF-264-A1 (ISN=26093).
- Indonesia--General Participant Training, USAID/Indonesia (Project No. 4970183).** Audit Report (No. 8-497-74-51), March 22, 1974. PD-AAA-426-A1 (ISN=24448).
- Indonesia--General Participant Training (Project No. 4970183).** Project Appraisal Report, April 11, 1975. PD-AAD-737-F1 (ISN=22076).
- Indonesia--General Participant Training (Project No. 4970183).** Project Appraisal Report, September 7, 1976. PD-AAD-737-G1 (ISN=22077).
- Indonesia--General Participant Training (Project No. 4970183).** Project Evaluation Summary, November 23, 1977. PD-AAD-738-A1 (ISN=22078).
- Indonesia--Participant Training Program, USAID/Indonesia (Project No. 4970183).** Audit Report (No. 2-497-82-10), May 21, 1982. PD-AAL-070 (ISN=1681).
- Indonesia--AID's Role in Indonesian Family Planning: A Case Study With General Lessons for Foreign Assistance (Project No. 4970188).** Special Evaluation Report, 1979. PD-AAH-425 (ISN=11227).
- Indonesia--Family Planning Assistance (Project No. 4970188).** Project Appraisal Report (No. 77-1), November 9, 1976. PD-AAD-748-G1 (ISN=24273).
- Indonesia--Family Planning Assistance (Project No. 4970188).** Project Evaluation Summary, November 8, 1977. PD-AAD-747-B1 (ISN=24274).
- Indonesia--Family Planning Assistance--Services (Project No. 4970188).** Project Appraisal Report, June 30, 1975. PD-AAD-748-F1 (ISN=24272).
- Indonesia--Maternal and Child Health, Family Planning, and Population Manpower Development (Project No. 4970188-02).** Project Appraisal Report (No. 76-3), June 2, 1976. PD-AAD-749-B1 (ISN=24276).

Indonesia--Maternal and Child Health, Family Planning, and Population Manpower Development (Project No. 4970188-02) Project Appraisal Report (No. 75-3) February 5, 1975. PD-AAD-749-A1 (ISN=24275).

Indonesia--Population/Family Planning Research and Development (Project No. 4970188-03). Project Appraisal Report, March 1, 1977. PD-AAD-749-C1 (ISN=22282).

Indonesia--Professional Resources Development I (Project No. 4970261). Project Evaluation Summary (No. 497-82-3), July 16, 1982. PD-AAL-407 (ISN=13174).

Indonesia--Professional Resources Development I (Project No. 4970261). Project Evaluation Summary (USAID/Indonesia: 80-7), February 2, 1980. PD-AAK-312-A1 (ISN=26307).

Indonesia--Population Planning Projects, USAID/Indonesia (Project Nos. 4970270, 4970271, and 497018801). Audit Report (No. 2-497-81-11), April 27, 1981. PD-AAI-222-A1 (ISN=27240).

Indonesia--USAID/Indonesia Should Not Continue Funding the Eastern Islands Agricultural Education Project: Memorandum Audit Report (Project No. 4970293). Audit Report (No. 2-497-84-07), July 12, 1984. PD-AAP-460 (ISN=35363).

Asia Regional--Agricultural Development Council (Project No. 4980021). Project Evaluation Summary, November 22, 1977. PD-AAL-280 (ISN=12879).

Latin America and the Caribbean

Brazil--Agricultural Education: Rio Grande do Sul (Project No. 5120094). Progress Report/Interim Report, August 30, 1965. PD-AAA-247-F1 (ISN=22196).

Brazil--Agricultural Education (Project No. 5120094). Progress Report/Interim Report, January 3, 1966. PD-AAA-247-G1 (ISN=22198).

Brazil--Agriculture Education, University of Ceara/University of Arizona (Project No. 5120094). Progress Report/Interim Report, August 19, 1965. PD-AAA-247-E1 (ISN=22197).

Brazil--Evaluation of the Report of Ohio State University Contract With Escola Superior de Agricultural "Luiz de Queirez" (ESALQ) (U-510 Report) and Evaluation of Ohio State Contract Performance (U-307 Report) (Project No. 5120094). Progress Report/Interim Report, May 18, 1965. PD-AAA-247-D1 (ISN=18656).

162

- Brazil--Agricultural Education, Federal University of Vicosa**
(Project No. 5120094-01). Project Appraisal Report,
December 4, 1970. PD-AAA-244-D1 (ISN=22655).
- Brazil--Agricultural Education, Rural University of Minas Gerais**
(Project No. 5120094-01). Project Appraisal Report, March
31, 1969. PD-AAA-244-B1 (ISN=22654).
- Brazil--Agricultural Education, Federal University of Rio Grande
do Sul: Project Appraisal Report as of 10/15/68** (Project
No. 5120094-02). Project Appraisal Report, October 15,
1968. PD-AAA-244-A1 (ISN=25176).
- Brazil--Agricultural Education (Project No. 5120094-03).** Project
Appraisal Report, May 18, 1971. PD-AAA-244-G1 (ISN=24950).
- Brazil--Mission-Issued Audit and Survey Report Containing
Findings and Recommendations** (Project No. 5120094-03).
Audit Report (AID/LA-145), August 28, 1969. PD-AAA-247-B1
(ISN=24738).
- Brazil--Agricultural Education, ESALQ (Project No. 5120094-04).**
Project Appraisal Report, February 1, 1971. PD-AAA-244-F1
(ISN=24741).
- Brazil--Agricultural Education, Superior School of Agriculture
"Luiz de Queiroz" (ESALQ): Project Appraisal Report as of
5/2/69** (Project No. 5120094-04). Project Appraisal Report,
May 16, 1969. PD-AAA-244-C1 (ISN=25310).
- Brazil--Brazilian University to University Agricultural Education
Improvement North/Northeast** (Project No. 5120094-06).
Project Appraisal Report (No. 75-7), June 30, 1975.
PD-AAA-247-A1 (ISN=23289).
- Brazil--Regional Centers for Administration and Training** (Project
No. 5120122-11). Project Appraisal Report, March 22, 1971.
PD-AAA-255-G1 (ISN=23780).
- Brazil--Regional Centers for Administration and Training (Trainer
Training Program)** (Project No. 5120122-11). Project
Appraisal Report, April 25, 1972. PD-AAA-255-F1
(ISN=23781).
- Brazil--Graduate Economics Education (Project No. 5120263-01).**
Project Appraisal Report (No. 74-14), July 15, 1974.
PD-AAA-294-A1 (ISN=21957).
- Brazil--Graduate Economics Education (Project No. 5120263-01).**
Project Appraisal Report, June 1, 1971. PD-AAA-292-E1
(ISN=23815).

- Brazil--Graduate Economics Education (Project No. 5120263-01).**
Project Appraisal Report, September 14, 1972. PD-AAA-292-Q
(ISN=23816).
- Brazil--Graduate Economics Education (FIPE/AID Grant) (Project
No. 5120263-01).** Project Appraisal Report (No. 76-6),
January 19, 1977. PD-AAA-294-G1 (ISN=23818).
- Brazil--Graduate Economics Education (FIPE/AID Grant) (Project
No. 5120263-01).** Project Appraisal Report (No. 75-10), July
3, 1975. PD-AAA-294-D1 (ISN=23817).
- Brazil--Engineering Education (Project No. 5120263-02).** Project
Appraisal Report, May 19, 1970. PD-AAA-291-F1 (ISN=23823).
- Brazil--Brazilian Executive Development Program, Rensselaer
Polytechnic Institute, Summer 1971 (Project No. 5120278).**
Final Report, September 16, 1971. PD-AAA-314-C1
(ISN=24384).
- Brazil--Eletrobras Power Training and Technical Assistance (Loan
Agreement No. 512-L-070) (Project No. 5120278).** Audit
Report (No. 33/70), December 30, 1969. PD-AAB-690-A1
(ISN=25714).
- Brazil--Final Report on Brazilian Executive Development Program
Held at Rensselaer Polytechnic Institute, Summer 1970
(Project No. 5120278).** Final Report, November 17, 1970.
PD-AAA-313-F1 (ISN=24382).
- Brazil--Education Administration and Improvement (Project No.
5120296-01).** Project Appraisal Report (No. 77-1), December
15, 1976. PD-AAA-333-A1 (ISN=23849).
- Brazil--Education Administration and Planning (Project No.
5120286-01).** Project Appraisal Report, October 30, 1970.
PD-AAA-332-A1 (ISN=21959).
- Brazil--Education Administration and Planning (Project No.
5120296-01).** Project Appraisal Report, July 29, 1971.
PD-AAA-332-C1 (ISN=21960).
- Brazil--Education Administration and Planning (Project No.
5120296-01).** Project Appraisal Report (No. 73-7), March 29,
1973. PD-AAA-332-D1 (ISN=23845).
- Brazil--Education Administration and Planning (Project No.
5120296-01).** Project Appraisal Report, May 7, 1974.
PD-AAA-332-E1 (ISN=23846).
- Brazil--Education Administration and Planning (Project No.
5120296-01).** Project Appraisal Report, March 29, 1973.
PD-AAA-332-Q (ISN=23847).

- Brazil--Education Administration and Planning** (Project No. 5120296-01). Project Appraisal Report (No. 75-11), August 6, 1975. PD-AAA-332-F1 (ISN=23848).
- Brazil--Education Administration and Planning** (Project No. 5120296-01). Audit Report (No. 1-512-74-93), June 25, 1974. PD-AAB-695-A1 (ISN=25719).
- Brazil--San Diego State University Foundation--Education Administration and Planning** (Project No. 5120296-01). Audit Report (No. 75-252), April 24, 1975. PD-AAB-695-C1 (ISN=25776).
- Chile--Training for Development** (Project No. 5130172). Project Appraisal Report (No. P-76-2), March 1, 1976. PD-AAA-358-C1 (ISN=22409).
- Colombia--USAID/Colombia: Legal Education Reform** (Project No. 5140153). Audit Report (No. 1-514-72-77), March 31, 1972. PD-AAA-453-A1 (ISN=18817).
- Colombia--Specialized Participant Training** (Project No. 5140186). Project Evaluation Summary, June 30, 1977. PD-AAF-076-E1 (ISN=22205).
- Costa Rica--Evaluation of the Natural Resource Conservation Project** (Project No. 5150145). Special Evaluation Report, November 1983. XD-AAP-382-A (ISN=35139).
- Costa Rica--Natural Resources Conservation** (Project No. 5150145). Project Evaluation Summary, May 10, 1984. PD-AAP-382 (ISN=35138).
- Dominican Republic--Rural Development Management Project** (Project No. 5170125). Special Evaluation Report, May 10, 1983. XD-AAP-144-A (ISN=34283).
- Dominican Republic--Rural Development Management** (Project No. 5170125). Project Evaluation Summary, February 22, 1984. PD-AAP-144 (ISN=34282).
- Guatemala--Development of Free and Democratic Labor Organizations in Latin American Countries** (Project Nos. 5200184 and 5980101). Project Appraisal Report (No. 520-74-06), March 31, 1974. PD-AAB-763-G1 (ISN=23790).
- Guatemala--Development of Free and Democratic Labor Organizations in Latin American Countries** (Project Nos. 5200184 and 5980101). Project Appraisal Report (No. 75-2), June 20, 1975. PD-AAB-764-A1 (ISN=23791).

160

- Guatemala--Development of Free and Democratic Labor Organizations in Latin American Countries (Project Nos. 5200184 and 5980101). Project Appraisal Report (No. 76-1), February 20, 1976. PD-AAB-764-B1 (ISN=23792).
- Guatemala--Labor Leadership (Project No. 5200184). Project Appraisal Report (No. 72-8), April 7, 1972. PD-AAB-763-E1 (ISN=23788).
- Guatemala--Labor Leadership (Project No. 5200184). Project Appraisal Report (No. 73-8), March 28, 1973. PD-AAB-763-F1 (ISN=23789).
- Guatemala--Labor Leadership (Project No. 5200184). Project Appraisal Report, December 31, 1969. PD-AAB-763-D1 (ISN=23787).
- Panama--Training for Development (Project No. 5250164). Project Appraisal Report (No. 75-2), January 14, 1975. PD-AAB-263-E1 (ISN=23799).
- Panama--Training for Development (Project No. 5250164). Project Appraisal Report (No. 76-2), April 6, 1976. PD-AAB-263-F1 (ISN=23800).
- Panama--Training for Development (Project No. 5250164). Project Evaluation Summary (No. 79-1), March 12, 1979. PD-AAB-263-G1 (ISN=25446).
- Paraguay--Government Management and Organization (Tax Administration) (Project No. 5260018-01). Project Appraisal Report, May 13, 1970. PD-AAC-786-D1 (ISN=26474).
- Paraguay--Tax Administration (Project No. 5260018-01). Project Appraisal Report (USAID/Paraguay: 72-10; PASA LA(TA) 07-65), April 19, 1972. PD-AAC-786-B1 (ISN=26475).
- Paraguay--Tax Administration (Project No. 5260018-01). Project Appraisal Report (USAID/Paraguay: 74-4; PASA LA(TA) 07-65), November 1, 1973. PD-AAC-787-C1 (ISN=26476).
- Peru--Decentralization of Educational Planning in Peru, 1975-1981--An Evaluation of Project Implementation and Progress (Project No. 5270158). Special Evaluation Report, January 1982. XD-AAL-475-A.
- Peru--Decentralizing Education Planning (Project No. 5270158). Project Evaluation Summary (No. 527-82-2), July 14, 1982. PD-AAL-475 (Microfiche not available). (ISN=1).
- Peru--Decentralizing Education Planning (Project No. 5270158). Project Evaluation Summary, December 12, 1978. PD-AAB-413-B1 (ISN=25213).

Uruguay--Economic and Management Training (Project No. 5280096).
Project Appraisal Report (No. 528-76-01), October 25, 1975.
PD-AAB-779-A1 (ISN=23928).

Uruguay--Economic and Management Training (Project No. 5280096).
Project Appraisal Report (No. 528-77-01), May 17, 1977.
PD-AAB-779-B1 (ISN=23929).

Caribbean Regional Development Training Project (Project No. 5380014).
Project Evaluation Summary (No. 538-82-02),
November 4, 1981. PD-AAJ-219 (ISN=411).

**Caribbean Regional Development Training Project: CARICOM
Component** (Project No. 5380014). Project Evaluation Summary
(No. 538-84-06), October 31, 1984. PD-AAP-956 (ISN=36579).

**Caribbean Regional Development Training Project--Evaluation
Report** (Project No. 5380014). Special Evaluation Report,
August 27, 1981. XD-AAJ-219-A (ISN=418).

**Evaluation of CARICOM/USAID Caribbean Regional Development
Training Project** (Project No. 5380014). Special Evaluation
Report, May 24, 1984. XD-AAP-956-A (ISN=36769).

CSUCA Regional Institutions (Project No. 5960012-01).
Non-Capital Assistance Project Proposal, December 24, 1970.
PD-AAB-473-A1 (ISN=19525).

CSUCA Regional Institutions (Project No. 5960012-01).
Non-Capital Assistance Project Proposal, December 24, 1970.
PD-AAB-473-B1 (ISN=19526).

CSUCA Regional Institutions (Project No. 5960012-01). Project
Appraisal Report, February 26, 1973. PD-AAB-474-B1
(ISN=24176).

**Development of Institutions of Higher Education: FUPAC General
Secretariat** (Project No. 5960012-02). Project Appraisal
Report, May 14, 1971. PD-AAB-473-F1 (ISN=22051).

FUPAC Regional Institutions (Project No. 5960012-02). Project
Appraisal Report (No. 72-6), June 1, 1972. PD-AAB-474-A1
(ISN=22052).

FUPAC Regional Institutions (Project No. 5960012-02). Project
Appraisal Report, May 30, 1973. PD-AAB-474-C1 (ISN=22053).

**Regional Office for Central American Programs, Human Resources
Development** (Project Nos. 5960100 and 5960100-03). Audit
Report, April 30, 1974. PD-AAB-512-G1 (ISN=25895).

British Honduras--Human Resources Development (Project No. 5960100). Project Appraisal Report (PIO/T 596-100.2-3-10013), February 8, 1972. PD-AAB-512-D1 (ISN=22060).

Belize--Human Resource Development (Terminating) (Project No. 5960100-04). Project Appraisal Report (No. 76-1), July 23, 1975. PD-AAB-512-F1 (ISN=22062).

Leadership Development for Women: End of Project Evaluation (Project No. 5980109) Final Report, December 1976. PD-AAM-603 (ISN=28148).

Overseas Education Fund in Latin America: A Benchmark Study of Title 9 Activity (Project No. 5980109). By Benchmarks, Inc. Special Evaluation. n.d. No PD Number.

Evaluation of the Latin American Scholarship Program of American Universities, Inc. (Project No. 5980453). Special Evaluation Report, November 28, 1972. PD-AAB-658-A1 (ISN=22888).

Latin American Scholarship Program at American Universities (LASPAU) (Project No. 5980453). Project Appraisal Report, June 30, 1976. PD-AAB-792-G1 (ISN=21965).

An Evaluation of the Latin American Scholarship Program of American Universities (Project No. 5980453). By Arthur D. Little. Special Evaluation Report, November 28, 1982. No PD Number.

Latin American Scholarship Program of American Universities (LASPAU) (Project No. 5980453). Project Appraisal Report (AID/LA-415), December 8, 1977. PD-AAB-793-A1 (ISN=21966).

Latin American Scholarship Program of American Universities (LASPAU) (Project No. 5980453). Project Evaluation Summary, June 1, 1979. PD-AAF-281-A1 (ISN=26874).

Latin American Scholarship Program of American Universities (LASPAU) (Project No. 5980493). Project Appraisal Report, November 30, 1973. PD-AAB-792-F1 (ISN=21964).

AID's New Caribbean and Latin American Scholarship Program Can Be Improved (Project Nos. 5980626 and 5980622). Audit Report, Regional Inspector General for Audit, May 22, 1985. No PD Number.

Africa

East Africa Regional--Public Services Training (Project No. 6180607). Project Appraisal Report, September 30, 1969. PD-AAC-717-C1 (ISN=23492).

East Africa Regional--Public Services Training (Project No. 6180607). Project Appraisal Report, April 21, 1971. PD-AAC-717-E1 (ISN=23493).

East Africa Regional--Public Services Training (Project No. 6180607). Project Appraisal Report, May 21, 1973. PD-AAC-717-F1 (ISN=23494).

Nigeria--End of Tour Report (Project Nos. 6200817 and 6200743). End-of-Tour Report, October 5, 1974. PD-AAN-180 (ISN=31463).

Nigeria--Evaluation of the USAID-Assisted Project To Provide Agricultural Assistance to Ahmadu Bello University, Veterinary Medicine Faculty (Project No. 6200817). Special Evaluation Report, April 13, 1972. PD-AAA-537-A1 (ISN=22899).

Nigeria--Faculty of Veterinary Medicine, Ahmadu Bello University (Project No. 6200817). Project Appraisal Report (No. 74-3), June 1, 1974. PD-AAB-238-F1 (ISN=20684).

Tanzania--Evaluation of Tanzania Agricultural Research Project, June 22, 1978 to July 9, 1978 (Project Nos. 6210018, 6210143, 6210117, 6210119, 6210092, 6210099, and 6210107). Special Evaluation Report (REDSO/WA-L-74-7), August 1, 1978. PD-AAA-545-A1 (ISN=25216).

Tanzania--Agricultural Research (Project No. 6210107). Project Appraisal Report, June 8, 1976. PD-AAB-589B1 (ISN=25792).

Tanzania--Agriculture Research (Project No. 6210107). Project Evaluation Summary (No. 621-82-2), November 12, 1981. PD-AAI-553 (ISN=766).

Tanzania--Assessment of USAID/Tanzania's Agriculture Research Project (Project No. 6210107). Audit Report (No. 3-621-84-01), October 27, 1983. PD-AAN-533 (ISN=32309).

Tanzania--Terminal Report (1973-1982): USAID/IITA Tanzania Agricultural Research Project (Project Nos. 6210107 and 9364111-03), September 1982. PD-AAN-640 (ISN=32867).

- Tanzania--Evaluation of Tanzania Agricultural Manpower Project** (Project No. 6210119). Special Evaluation Report, April 1, 1978. PD-AAB-600-C1 (ISN=24672).
- Tanzania--Terminal Evaluation of the Agricultural Manpower Development Project** (Project No. 6210119). Final Report, May 30, 1980. PD-AAJ-699 (ISN=1249).
- Tanzania--Farmer Training and Production Project** (Project No. 6210119-01). Project Evaluation Summary (No. 621-84-03), August 29, 1984. PD-AAP-926 (ISN=36529).
- Tanzania--Agricultural Education and Extension in Tanzania** (Project No. 6210135). Final Report, May 1984. PD-AAP-408 (ISN=35192).
- Tanzania--Agriculture Education and Extension Project** (Project No. 6210135). Project Evaluation Summary (No. 621-83-1), December 6, 1982. PD-AAM-115 (ISN=15120).
- Tanzania--Agriculture Education and Extension Project Evaluation** (Project No. 6210135). Special Evaluation Report, November 1982. XD-AAM-115-A (ISN=15121).
- Sahel Regional--Francophone Summer Training Program** (Project No. 6250936). Project Evaluation Summary, September 25, 1980. PD-AAH-318-A1 (ISN=27045).
- Sahel Regional--Sahel Manpower Development Project--An Evaluation** (Project No. 6250936). Special Evaluation Report, June 4, 1982. PD-AAN-114 (ISN=31390).
- Cameroon--Evaluation of the Social Science Research and Training Project** (Project No. 6310007). Special Evaluation Report, September 1982. XD-AAN-258-A (ISN=31552).
- Cameroon--Social Science Research and Training** (Project No. 6310007). Project Evaluation Summary (No. 631-83), April 27, 1983. PD-AAN-258 (ISN=31551).
- Lesotho--Manpower Development and Training** (Project No. 6320069). Project Evaluation Summary (No. 632-80-9), August 5, 1981. PD-AAJ-336 (ISN=861).
- Southern Africa Development Personnel and Training (SADPT)** (Project No. 6330030). Project Evaluation Summary, February 2, 1979. PD-AAG-506-A1 (ISN=25220).
- Audit of the Southern Africa Manpower Development Project** (Project No. 6330069). Audit Report (No. 3-633-81-06), March 31, 1981. PD-AAI-399-A1 (ISN=27261).

- Southern Africa Manpower Development Project (Project No. 6330069). Final Report, December 1983. PD-AAP-084 (ISN=34009).
- Southern Africa Manpower Development Project (Project No. 6330069). Project Evaluation Summary (No. 633-81-4), August 19, 1981. PD-AAH-699 (ISN=778).
- Ghana--Final Project Review: Management of Rural Health Services Project, National Health Planning Unit Component (Project No. 6410068). Final Report, April 26, 1979. PD-AAC-713-A1 (ISN=26054).
- Ghana--Management of Rural Health Services (Project No. 6410068). Project Evaluation Summary (No. 641-80-01), December 18, 1979. PD-AAP-304 (ISN=34952).
- Swaziland--Southern Africa Manpower Development, Swaziland: Evaluation (Project No. 6450069). Special Evaluation Report, December 1983. PP-AAQ-038 (ISN=36829).
- Swaziland--Southern Africa Manpower Development and Training (Project No. 6450069). Project Evaluation Summary (No. 645-81-2), September 24, 1981. PD-AAI-280 (ISN=802).
- Zaire--Development Manpower Training (Project No. 6600068). Project Evaluation Summary (No. 660-83-13), August 11, 1983. PD-AAN-325.
- Zaire--Development Manpower Training (Project No. 6600068). Project Evaluation Summary (No. 660-83-13), August 11, 1983. PD-AAN-325 (ISN=31858).
- Zaire--Evaluation of the Center for In-Service Training Project: Local Administration and Rural Development (Project No. 6600068). Special Evaluation Report, December 1981. PD-BAC-594 (ISN=38980).
- Zaire--First Year Evaluation of Development Manpower Training Project (Project No. 6600068). Special Evaluation Report, July 1982. PD-BAU-986 (ISN=39841).
- Zaire--Agricultural Sector Studies (Project No. 6600070 and 6600052). Project Evaluation Summary (No. 660-83-4), February 22, 1983. PD-AAM-671 (ISN=28342).
- Zaire--Final Evaluation of Project 052 and a Mid-Term Evaluation of Project 070 (Project No. 6600070 and 6600052). Final Report, February 22, 1983. XD-AAM-671-A (ISN=28343).
- Ethiopia--University General Support (Project No. 6630138). Project Appraisal Report, June 6, 1974. PD-AAF-347-G1 (ISN=24083).

- Liberia--Monrovia Consolidated School System (Project No. 6690073). Project Appraisal Report, August 1, 1969. PD-AAC-076-F1 (ISN=23545).
- Liberia--Monrovia Consolidated School System (Project No. 6690073). Project Appraisal Report, April 16, 1971. PD-AAC-077-A1 (ISN=23546).
- Liberia--Monrovia Consolidated School System: An Impact Assessment (Project No. 6690073). Special Evaluation Report, August 1982. PD-AAN-551 (ISN=32429).
- Liberia--Civil Service Development (Project No. 6690124). Project Evaluation Summary, January 5, 1978. PD-AAC-105-D1 (ISN=22255).
- Liberia--Civil Service Development (Project No. 6690124). Project Appraisal Report (No. 76-02), December 15, 1975. PD-AAC-105-A1 (ISN=23445).
- Liberia--Civil Service Development Project, Government of Liberia (Project No. 6690124). Final Report, February 1, 1979. PD-AAC-106-A1 (ISN=25218).
- Liberia--Liberia Impact Study (LIS): Civil Service Administration (Project No. 6690124). Special Evaluation Report, April 1982. PD-AAN-548 (ISN=32426).
- Liberia--Civil Service Development (Project No. 6690124). Project Evaluation Summary (USAID/Liberia:79-1), January 24, 1979. PD-AAC-105-F1 (ISN=25566).
- Niger--Combined Government of the Republic of Niger and USAID Mid-Term Evaluation of the Niger Rural Health Improvement Project (Project No. 6830208). Special Evaluation Report, August 1981. PD-AAI-047 (ISN=794).
- Niger--Niger Rural Health Improvement Mid-Term Evaluation (Project No. 6830208). Special Evaluation Report, April 1982. XD-AAL-277-A (ISN=13719).
- Niger--Rural Health Improvement Project (Project No. 6830208). Project Evaluation Summary (No. 683-82-2), May 24, 1982. PD-AAL-277 (ISN=12872).
- Niger--Human Resources Development Project: Report of Short-Term Consultancy (Project No. 6830226). Special Evaluation Report, May 1982. PD-AAL-273 (ISN=1622).
- Niger--Niger Rural Sector Human Resource Development (Project No. 6830226). Project Evaluation Summary (No. 683-84-01), May 14, 1984. PD-AAP-326 (ISN=35012).

- African Graduate Fellowship Program (AFGRAD) (Project No. 6980062). Project Appraisal Report, June 14, 1976. PD-AAL-251 (ISN=1461).
- African Graduate Fellowship Program (AFGRAD) (Project No. 6980062). Project Evaluation Summary (AID-AFR-RA:698-80-3), March 17, 1980. PD-AAG-169-A1 (ISN=26281).
- African Manpower Development Project (African Graduate Fellowship Program II): Third Annual Report (Project No. 6980062). Annual Report, April 2, 1981. PD-AAM-159 (ISN=15179).
- Evaluation of ASPAU, AFGRAD, and INTERAF: Impact of Regional Scholarship Programs on Manpower Needs in Africa (Project Nos. 6980062, 6980210, and 6980603). Special Evaluation Report, November 23, 1973. PD-AAA-576-A1 (ISN=24462).
- Inter-African Scholarship Program (INTERAF) (Project No. 6980210). Project Evaluation Summary (AID-AFR-RA: 698-81-1), January 8, 1980. PD-AAF-935-D1 (Microfiche not available). (ISN=26569).
- Inter-African Scholarship Program (INTERAF) (Project No. 6980210). Project Evaluation Summary, January 8, 1980. PD-AAG-174 (ISN=30647).
- Report on the Evaluation of AGFRAD and INTERAF Programs (Project Nos. 6980210 and 6980062). Special Evaluation Report, December 1, 1974. PD-AAA-581-A1 (ISN=24217).
- African Manpower Development (Project No. 6980384). Project Evaluation Summary, September 15, 1980. PD-AAG-474-B1 (ISN=26739).
- African Manpower Development Project (AMDP) (Project No. 6980384). Project Evaluation Summary (No. 698-81-05), August 17, 1981. PD-AAJ-341 (ISN=855).
- Ivory Coast--AID Social Science Research Project Evaluation (May 11, 1977 to June 2, 1977) (Project No. 6980404). Special Evaluation Report, June 30, 1977. PD-AAC-382-A1 (ISN=24685).
- Ivory Coast--Evaluation of CIRES (Centre Ivoirien de Recherche Economique et Sociale) (Project No. 6980404). Final Report, June 1981. XD-AAJ-507-A (ISN=676).
- Ivory Coast--Social Science Research Activities (Project No. 6980404). Project Evaluation Summary (No. 698-81), December 23, 1981. PD-AAJ-507 (ISN=675).
- Development Training for Portuguese-Speaking Africa (Project No. 6980418). Project Evaluation Summary, October 9, 1980. PD-AAI-940 (ISN=730).

Development Training for Portuguese-Speaking Africa (Project No. 6980418). Annual Report, December 15, 1981. PD-AAI-771 (ISN=734).

African Scholarship Program of American Universities (ASPAU): Final Report (Project No. 6980603). Final Report, April 30, 1976. PD-AAR-321 (ISN=40137).

Central Projects

Report on Evaluation of the World Trade Institute Project (AID Grant No. AID/CM/OTR-6-73-239) (Project No. 9300050). Special Evaluation Report, October 4, 1978. PD-AAG-427-A1 (ISN=26773).

Grant To Strengthen at Florida State University its Center for Educational Technology (Project No. 9310131). Project Appraisal Report, December 5, 1975. PD-AAC-580-F1 (ISN=22119).

Florida State University: Comprehensive Review, 211 (D) Grant (Project No. 9310131). Progress Report/Interim Report, March 3, 1975. PD-AAC-580-G1 (ISN=22120).

Florida State University Response to Issues Paper (Project No. 9310131). Progress Report/Interim Report, February 28, 1975. PD-AAC-581-A1 (ISN=22121).

Plan of Projected Action: Proposed 211 (D) Extension at Florida State University (Project No. 9310131). Progress Report/Interim Report, July 18, 1975. PD-AAC-581-D1 (ISN=22122).

Fourth Year Review of 211 (D) Grant to Florida State University (Project No. 9310131). Progress Report/Interim Report, December 1, 1975. PD-AAC-581-F1 (ISN=22124).

Latin American and Caribbean Agricultural Planning Network (Project No. 9310236-07). Special Evaluation Report, February 1982. PD-AAP-511 (ISN=35502).

Program in Communication and Development (Project No. 9310153). Annual Report, December 31, 1975. PD-AAC-828-A1 (ISN=22410).

Program in Communication and Development (Project No. 9310153). Annual Report, March 1, 1975. PD-AAC-829-A1 (ISN=24222).

Program in Communication and Development (Project No. 9310153). Annual Report, October 15, 1976. PD-AAC-827-A1 (ISN=24223).

- Evaluation of the Energy Management Training Program (Project No. 9311160). Special Evaluation Report (IEAL-262), September 24, 1982. PD-AAM-146 (ISN=15163).
- Training in Energy Management (Project No. 9311160). Project Evaluation Summary (AID-W-DS-EY: 80-46), July 3, 1980. PD-AAG-236-B1 (ISN=26755).
- Energy Management Training Program (Project No. 9311160). Project Evaluation Summary (No. 931-83-01), January 21, 1983. PD-AAQ-496 (ISN=37731).
- Tanzania: Heifer Project International: Evaluation Field Test II, Tanzania (Project No. 9320099). Special Evaluation Report, October 12, 1979. PD-AAP-554 (ISN=35581).
- Summary and Evaluation Report, Program Year IV, July 1, 1975 to June 30, 1976 (Contract AID/LA-707) (Project No. 9320438). Special Evaluation Report, January 1, 1976. PD-AAA-496-A1 (ISN=23635).
- Population Training Services (Project No. 9320438). Project Appraisal Report, August 30, 1976. PD-AAD-325-F1 (ISN=24306).
- Population Training Services (Project No. 9320438). Project Evaluation Summary, 1978. PD-AAH-510 (ISN=27361).
- Evaluation Report on the Center for Population Activities: Training of Family Planning Managers (Project No. 9320627). Special Evaluation Report, April 1980. PD-AAL-243 (ISN=596).
- Training of Family Planning Managers (Project No. 9320627). Project Evaluation Summary (AID-W-DS-POP-TI:80-12), December 17, 1980. PD-AAG-660-B1 (ISN=27021).
- Training of Family Planning Managers (Project No. 9320627). Special Evaluation Report, April 30, 1980. PD-AAG-660-C1 (ISN=27029).
- Training of Paramedical, Auxiliary and Community Personnel (PAC). (Project No. 9320644). By Development Associates, Inc. Project Evaluation Summary (No. 932-82-15), July 15, 1982. PD-AAL-375 (ISN=13092).
- Evaluation of the Program for International Training in Health (INTRAH) (Project No. 9320644). Special Evaluation Report, March 1, 1983. PD-AAM-564 (ISN=28001).

Evaluation of the Regional Training Service Agency/Asia, Contract With the University of Hawaii School of Public Health (Project Nos. 9320644 and 9320952). Special Evaluation Report, 1984. PD-AAP-475 (ISN=35386).

Evaluation of the Integrated Population and Development Planning (IPDP) Contract (Project No. 9320655). Special Evaluation Report, February 8, 1983. PD-AAM-592 (ISN=29348).

Evaluation of the Regional Training Service Agency/Asia, Contract With the University of Hawaii School of Public Health (Project Nos. 9320644 and 9320952). Special Evaluation Report, 1984. PD-AAP-475 (ISN=35386).

Population Communication and Education:1971-1976, A Five-Year Report on an International Training and Research Program and Justification for a Proposed II Program (Project Nos. 9320958, 9320958-02, and 9320958-01). Final Report, July 1, 1976. PDP-AAD-682-A1 (ISN=24902).

Evaluation of the University of Florida Training Program in Alternative Energy Technology (Project No. 9365716). Special Evaluation Report, August 7, 1981. XD-AAJ-135-A (ISN=665).