

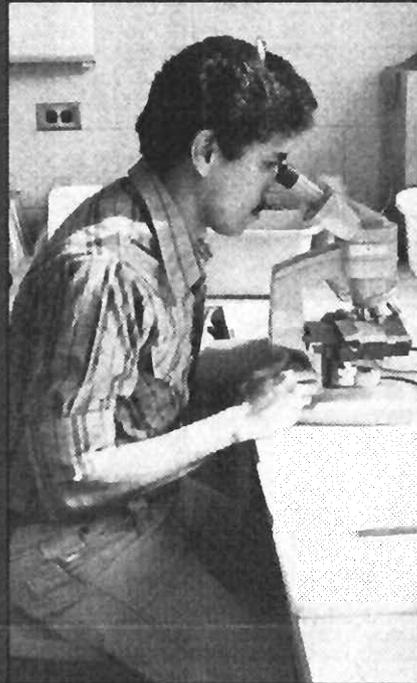
AID *highlights*

TRAINING FOR DEVELOPMENT: BUILDING GOOD WILL WHILE PROMOTING ECONOMIC GROWTH

Meeting the challenge of economic development requires the leadership and technical know-how resulting from sound education and training. Yet, the countries most acutely facing that challenge are often those most severely hampered by lack of trained professionals and skilled personnel.

That is why "scholarship diplomacy"—training and educating Third World citizens in the United States—is an important part of the U.S. foreign assistance program administered by the Agency for International Development (AID). Scholarship diplomacy builds on AID's basic philosophy of helping people to help themselves through private enterprise development, technology transfer, institution building, and policy dialogue. Scholarship diplomacy establishes links between the U.S. and developing countries at the same time it imparts the leadership and the educational and technical skills necessary to make development work. It also enables people from Africa, Asia, the Near East, and Latin America to experience firsthand American ideals, values, and way of life.

Nearly a quarter of a million developing country citizens have received training in the United States under our foreign assistance program. AID is responsible for managing most U.S. government-sponsored scholarships for the Third World. The United States Information Agency (USIA) also sponsors a limited number of scholarships enabling citizens from the



Jarzel Villalaz, a graduate student from Panama, studies marine biology at the University of Delaware. Through his AID-supported training in Delaware, Villalaz has learned how to spawn and raise clams, scallops, and mussels in a laboratory. Now Villalaz is in Panama working on a unique project sponsored by Partners of the Americas to help rebuild the shellfish population in the Bay of Panama.

developing world to study in the United States.

In addition to providing scholarships, AID offers assistance to countries that want to invest their own resources in training, but need help with programming and supervising their citizens being trained in the United States. This assistance and related services are provided under AID's Reimbursable Training Program.

The Changing Nature of Economic Assistance

When the U.S. foreign assistance program was launched with the Marshall Plan in 1947, its purpose was to rebuild Europe after World War II. Marshall Plan assistance proved extremely effective. It gave tools for progress to people trained to use them. With this assistance, Western Europe was economically revitalized in less than 10 years.

Since then the challenge of helping people achieve economic development through the foreign assistance program has changed substantially. People in Africa, Asia, Latin America, and the Near East not only need technical and financial assistance, but, more importantly, they need basic skills training and education. In the developing world, the ratio of doctors, teachers, and other trained persons to the massive, growing populations is appallingly low. For example, in Bangladesh, a small country with an estimated 100 million people, there is one doctor for every 10,000 persons;

in Niger, there are only 128 physicians to serve over 5 million citizens. In North Yemen, only one primary school teacher is available for every 100 children; in Liberia, estimates show one high school teacher for every 121,000 teens.

Today, the nature of U.S. assistance has changed to reflect the need of developing countries whose societies, as shown by these statistics, are dramatically lacking in the basic human resources necessary for economic growth.

Imparting Knowledge and Values

AID's scholarships provide both academic and technical training. Scholarships focus primarily on fields of study which bear directly on increasing economic production, such as agricultural sciences. Other significant areas of study include health care, industrial management, public administration, and education.

Scholarship participants are identified jointly by AID missions and the country's government and private sector leaders. In order to be selected, participants must demonstrate talent and ability in their fields.

Training is provided by hundreds of universities, businesses, laboratories, agricultural concerns, labor organizations, state and local governments, and community organizations, and involves a combination of classroom instruction, research, and practical ex-

perience. Students also are offered access to comprehensive library collections, specialized computer data bases, and supportive networks of professional and scholarly associations.

Not only is the acquisition of new-found knowledge vital to Third World development, but equally invaluable is the opportunity for trainees to live in a free and democratic society. As AID Administrator Peter McPherson points out, "In order to best understand America, one must experience its values and people face-to-face. It is through education and training that this ideal is best realized. But, we cannot narrowly define education as that which takes place in a classroom or a health care clinic. Education and training are gained by exposure to a whole spectrum of both technical and social advances. It is important that we focus on educating people not just for what they are going to do, but also for what they are going to be."

Meeting the Soviet Challenge

The United States is not alone in recognizing the value of international training. The Soviet Union and its allies view educating and training Third World citizens as an integral part of their foreign policy. Their scholarship programs, designed to shape young minds and increase Soviet influence in the developing world, are much more numerous than those of the United States, and they are increasing.

Young people who receive training within the Soviet bloc not only return home with new skills, but often with new ideologies as well. Soviet scholarships are carefully targeted to disaffected social, political, and ethnic groups where such influence has the greatest potential to multiply.

More than 110,000 students from developing nations were given Soviet scholarships to study in Communist bloc countries in 1982, when only 8,000 Third World students took part in AID-sponsored training in the United States. That year, 50,000 students were enrolled in academic programs in the Soviet Union, 33,000 were studying in Eastern Europe, and 27,000 were studying in Cuba. Two-thirds of these scholarships were granted to students from non-Marxist developing countries.

It is therefore important that the United States step up its efforts to offer education and training to the people of the Third World. AID is substantially increasing training opportunities worldwide by fiscal year 1986. In addition, a 10-year project to enhance training opportunities for Central Americans is under way.

Central American Peace Scholarships: Fostering Development and Democracy

This year, an AID-funded initiative called the Central American Peace Scholarship project is being launched, bringing the first 1,200 Central American Peace Scholars to study in the United States. This project implements one of the key recommendations of the National Bipartisan Commission on Central America (the Kissinger Commission). The commission, which was created by President Reagan to propose methods for promoting the evolution of democratic governments in Central America, recommended a program of 10,000 U.S. government-sponsored scholarships for Central Americans over a 10 year period. Under the AID-funded effort, over 7,000 Central Americans will have studied in the United States by 1993. USIA will sponsor training for another 3,000 Central American students.

The Soviet Union and Cuba have already made training opportunities for Central Americans a top priority. Over the last 10 years, Soviet and Cuban-sponsored scholarships for Central

U.S. and Soviet Bloc Training Efforts— A Comparison

In the Latin American and Caribbean region alone, Soviet bloc scholarships, excluding those sponsored by Cuba, tripled during 1972-1982. During the same period, U.S. government-sponsored programs in that region declined 52%. On a worldwide basis, Soviet bloc scholarships increased 109% from 1977 to 1982, while the number of students sponsored by the U.S. government increased only 28%.

The Reagan Administration recognizes the dangerous implications of this trend, and has launched a major initiative to increase opportunities for citizens of developing countries to study in the United States.

In 1984, the number of citizens of developing countries participating in AID-sponsored training programs increased to 11,500 from 8,000 in 1982. By fiscal year 1986, 15,000 people from developing countries will be enrolled in AID participant training programs, with approximately 1,850 students studying in the United States in fiscal year 1985 as part of the USIA program. In addition, training opportunities for citizens of Central American countries are being increased substantially. ■



Dr. Miriam Cano, Paraguayan ophthalmologist and staff surgeon at the social security hospital in Asunción, is studying ultrasound and electrophysiology techniques in treating vitreous retina problems under Dr. Michael Goldbaum, associate professor at the University of California, San Diego, Medical School. Her U.S. training is being sponsored by AID.

American students increased more than 200%. In 1982, over 9,000 students from Latin America and the Caribbean were studying in the Soviet Union or Eastern Europe. By contrast, little more than 2,000 students from the same region were participating in U.S. government-sponsored study.

Broadening opportunities for study in the United States is a key goal of the Peace Scholarship effort. Most previous AID scholarship training programs have been designed for mid-career professionals or for those already possessing English language skills and a bachelor's degree. The Peace Scholars also will include qualified undergraduate students. Efforts will be made to recruit students from among the most disadvantaged, as well as from target groups such as women and minorities. Command of English will not be a requirement. Some students will study in Spanish language programs at U.S. colleges, and others will receive special instruction in English prior to beginning their regular course work.

The Peace Scholarship program will allow greater flexibility in course offerings as well. The program will recruit students based on their leadership ability rather than on their desire to pursue a specific field of study. For the first time, this will permit AID-sponsored scholars to study a wider variety of subjects.

Training a New Generation of Leaders

Developing the leadership potential of talented people in Third World coun-

tries is a key objective of U.S. foreign policy. AID recognizes that the people it trains today will be national leaders tomorrow. They will make major contributions to solving the technical, theoretical, and practical problems their countries face.

For example, in Honduras, citizens who studied under AID programs have included: three ambassadors; six congressmen; seven cabinet ministers; two vice ministers; former directors of the budget and forestry offices and national agricultural institute; an executive secretary of national planning; and a rector of the national university. U.S.-trained Hondurans currently in office include the minister of finance, director of mines, director of cooperative development, vice rector of the national university, rector of a private university, and a number of leaders in the private sector. In total, some 30,000 Honduran citizens have acquired new skills through AID's scholarship training programs.

In Brazil, U.S.-sponsored training has had a tremendous impact. More than 10,000 Brazilian citizens have studied in the United States under AID sponsorship. Their contributions

Trainees—Making Their Mark

All around the world, former participants in AID scholarship programs are leaving their mark. In Indonesia, plant breeder Zainuddin Harahap developed two superior strains of rice after studying at Louisiana State University. Victor Pungwayo, who received an AID-sponsored bachelor of science degree in agriculture, is now director of Swaziland's Ministry of Agriculture. In that position, he is expanding the ministry's agricultural extension services.

Victoria Altamirano de Palacios studied education at George Peabody College for Teachers in Nashville, Tennessee, and at the University of New Mexico. Since returning to Honduras, she has authored a standard textbook for kindergarten and primary school children. Mohammad Ahmed Saleh earned a master's degree in public administration at the University of Southern California. In 1980, he was named undersecretary of Jordan's Ministry of Trade and Industry.

Similar examples can be taken from USIA's store of scholarship recipients who have returned to their countries' shores to become leaders in business, education, health, government, and communications. These include Luis Gallegos, director of the Department of National Sovereignty in Ecuador's Ministry of Foreign Affairs; Megat Hassan, regional director of Malaysia's National Institute of Public Administration; George John Komba-Kono, principal medical officer in charge of Sierra Leone's southern province; Amy Kabwe, responsible for home economics education in Zambia; Waseem Sana, deputy general manager of marketing for the National Fertilizer Corporation of Pakistan, Ltd.; and Salomon Cohen, head of the planning division of the Nutrition Institute of Central America and Panama. ■

have helped that country develop into an industrialized nation which has moved from being a U.S. aid recipient to being a donor to developing countries.

In Indonesia, three of the five heads of the directorate general of higher education, which coordinates the country's public universities and has oversight of 400 private universities, were trained in the United States through AID. In addition, 29 rectors of Indonesia's 41 public universities were trained in the United States through AID scholarship training programs.

In Somalia, several of its leaders count among U.S. scholarship trainees. These include high ranking officials and directors general of National Planning and of the Ministries of Higher Education and Culture, Edu-

cation, Agriculture, and Ports and Sea Transport.

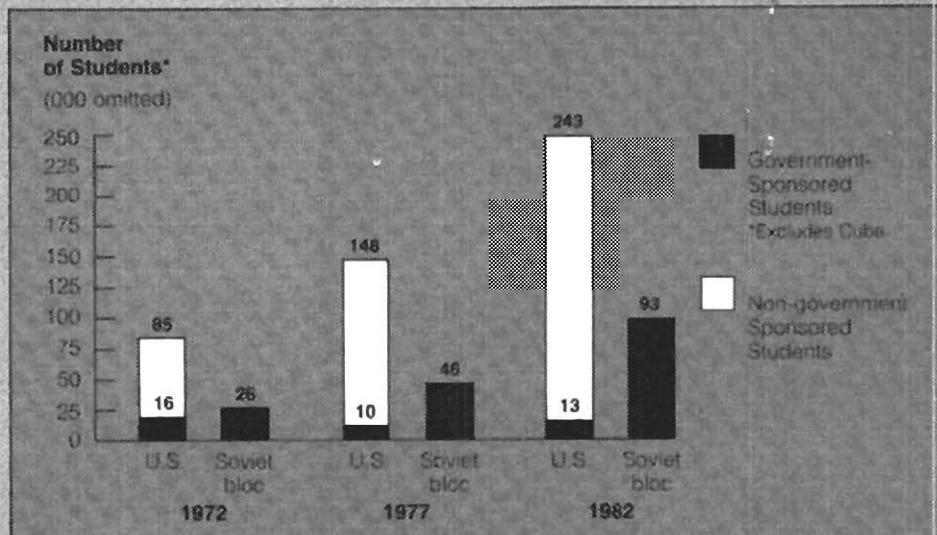
Adding to the Sum of Human Knowledge

The world is richer when ideas and knowledge are shared with others. Through AID's programs, human knowledge multiplies as thousands of Third World citizens return home with new skills and an increased capacity to help their countries become self-reliant. An AID trainee who discovers new strains of rice or grain and shows his fellow countrymen and women how to plant and harvest the crop, increases their chances for survival and a more productive life. An AID trainee who returns home with the medical skills to stave off deadly diseases, saves lives and in turn

teaches others to do the same. An AID trainee who comes home with an understanding and appreciation of the private sector, helps his people become entrepreneurs who contribute to their country's economy.

AID scholarships have been good investments and have paid many dividends in improved development, understanding of American values, and good will. Yet, much work needs to be done. As Administrator McPherson says, "People of the Third World continue to desperately need the education, the freedom, and the choices that others made possible for us. We cannot be fully fed in mind and body until all are equipped with the knowledge and resources to feed themselves. Only then will developing countries be on the road to self-reliance." ■

The United States has always enjoyed a large lead over Soviet bloc countries in the total number of non-government-sponsored developing country students enrolled in their respective universities, as shown in the graph. However, the graph also shows that the Soviet bloc (not including the 27,000 developing country students attending Cuban schools in 1982) has a growing lead over the United States in terms of government-sponsored students.



Source: U.S. General Accounting Office Report, GAO/NSIAD-84-109, August 16, 1984

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