

TRAINING FOR DEVELOPMENT

**Department of State
AGENCY FOR INTERNATIONAL DEVELOPMENT
International Training Division
Washington 25, D. C.**



Third Edition, 1963

TRAINING FOR DEVELOPMENT

**A.I.D. Participant Training
for Social and Economic Development
of Cooperating Countries**

Department of State

**AGENCY FOR INTERNATIONAL DEVELOPMENT
International Training Division
Washington, D. C. 20025**

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CONTENTS

	<i>Page</i>
I. PARTICIPANT TRAINING	1
Purpose of Participant Training	1
Fields of Activity	2
Participant Areas of Origin	3
Characteristics of Participants	3
Chart 1: Participant Arrivals in the U.S., by Area of Origin	4
Chart 2: Arrivals in the U.S. by Fiscal Year (1950-1963) .	5
Kinds of Training Provided	6
Total Dollar Cost of Training	6
Cost Sharing by the Cooperating Country	6
Assistance of the American Public to A.I.D. Participant Training	7
Value of Assistance Contributed by the American Public .	7
Chart 3: Cumulative Arrivals in the U.S. by Field of Activity (Fiscal Years 1950-1963)	8
Utilization and Value of Participant Training	9
II. POTENTIAL FOR TRAINING IN THE UNITED STATES	10
Advantages of Training in the U.S.	11
The Analytical Approach	12
Initiative Toward Improvement	12
Values and the Individual in a Free Society	12
The Larger Task	13
APPENDIX I: Some Examples of Participant Accomplishment	15
APPENDIX II: FY 1963 Arrivals by Area, Country of Origin and Fields of Training Activity	21

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I. AID PARTICIPANT TRAINING

Purpose of Participant Training

A.I.D. participant training is a major tool in preparing co-operating country nationals to perform key roles in their nations' development programs. It helps meet the staffing requirements of institutions and activities included in the country development plan, when these requirements cannot be satisfied with personnel or training available within the country. Its objectives are to improve the technical, professional, and managerial skills and knowledge of participants, and to introduce attitudes and values which are essential to social and economic development. Although such training is educational in its broadest sense, it differs from formal Education programs in that it supplies a specific component of trained manpower currently needed for progress in the countries which A.I.D. is assisting.

A.I.D. participant training is distinctively different from the cultural and educational exchange programs of the State Department's Bureau of Educational and Cultural Affairs, and those of many private agencies, because of the specific purpose which underlies all A.I.D. training activity. A.I.D. has no participant training "program" as such. Rather, training of foreign nationals is undertaken as one means towards accomplishing a particular development objective — e.g., establishment of a local training school or an agriculture extension system; overhaul of country fiscal operations; or setting up an industrial productivity center. Moreover, the training of foreign nationals is usually but one of several elements of a development project. A.I.D. Missions must document the association of each participant with a particular project as a part of the request to arrange training.

Participant training has been a significant and growing element in development operations, and is likely to become more important as A.I.D.'s technical and institutional assistance activities are further concentrated on key development areas.

Fields of Activity

Since participant training responds to specific program requirements, it is provided in a wide variety of technical and professional fields. The 5766 participants who arrived in the U.S. in FY 1963 were divided by field of activity as follows:

Agriculture	1018	Public Administration	719
Industry	483	Public Safety	481
Transportation	285	Community	
Labor	373	Development	70
Health	356	Communications Media	52
Education	1405	Housing	42
Atomic Energy	118	Miscellaneous	364

The above data exclude 422 arrivals in U.S. under University contracts for which information by field of activity is not comparable.

In addition to stateside arrivals, 2129 FY 1963 participants were sent to other cooperating countries where training and environment were considered more appropriate. This is known as third country training.

As distinct from third country training, A.I.D. has been making special efforts to induce other advanced nations to share the burden of foreign assistance. Such objectives are being pursued in a number of directions, financial and otherwise, through the Organization for Economic Cooperation and Development (OECD) and by other means. These efforts are in part directed to broadening the training base of the Free World. This is being done through the support and expansion of their own facilities by European countries, Canada and Japan and through their support of regional training centers in Africa, Asia and Latin America. Some of the hitherto lesser developed countries themselves have moved from the role of consumers to that of providers of training. They have initiated their own technical assistance programs for lesser developed countries. Examples are Israel, the Philippines, Mexico and Taiwan.

Participant Areas of Origin

The regional distribution of participants is indicated by the following FY 1963 arrivals in the U.S. A rapid upward trend is evident in Africa and Latin America, with the number from Europe dwindling. The chart 1 on page 4 indicates this trend over the last 4 years. While participant arrivals as a whole declined from 1961 to 1962, the upward trend was resumed in FY 1963. (See chart 2, page 5.)

<u>Area of Origin</u>	<u>No. of Participants</u>	<u>Percent of Total</u>
Far East	1016	18
Latin America	2307	40
Near East and South Asia	1023	18
Africa	1158	20
Europe	262	4
Total	5766	100

Appendix 2 presents participant arrivals in the U.S. FY 1963 by area and country of origin and field of training activity.

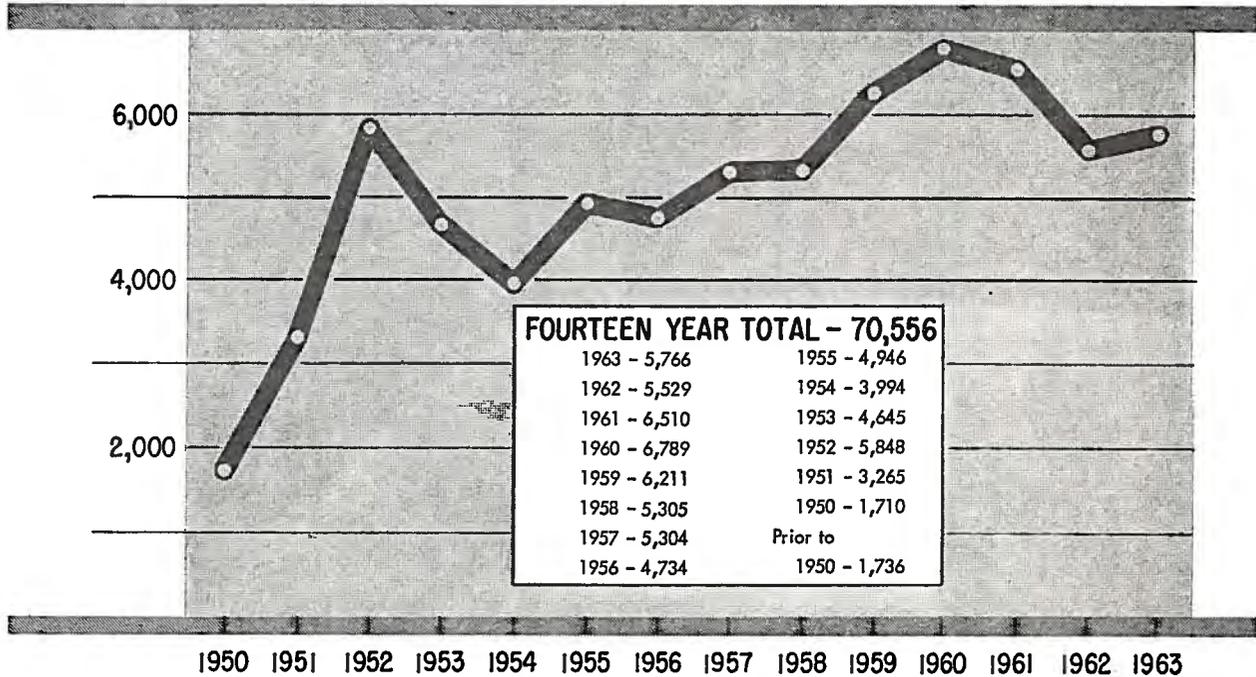
Characteristics of Participants

Because of the emphasis on maximum prior qualification and specific, high-priority purpose in this training, A.I.D. participants tend to be more mature than typical foreign students, with an average age of over 30. Almost all possess relevant work experience. Although most participants are technicians or middle level professional personnel, some occupy subcabinet, and a few, cabinet posts.

The percentage of women participants has increased in the last three years. Of total arrivals in 1963, 12 percent were women: 124 from Far East, 404 from Latin America, 67 from Near East and South Asia, 15 from Europe and 93 from Africa. In FY 1962 the percentage of women was 8 and in the previous year 6 percent.

A.I.D. does not pay expenses of spouses who accompany participants. A participant may, however, bring his wife at his own expense if this would not interfere with his training. A limited number do so despite the generally prohibitive cost.

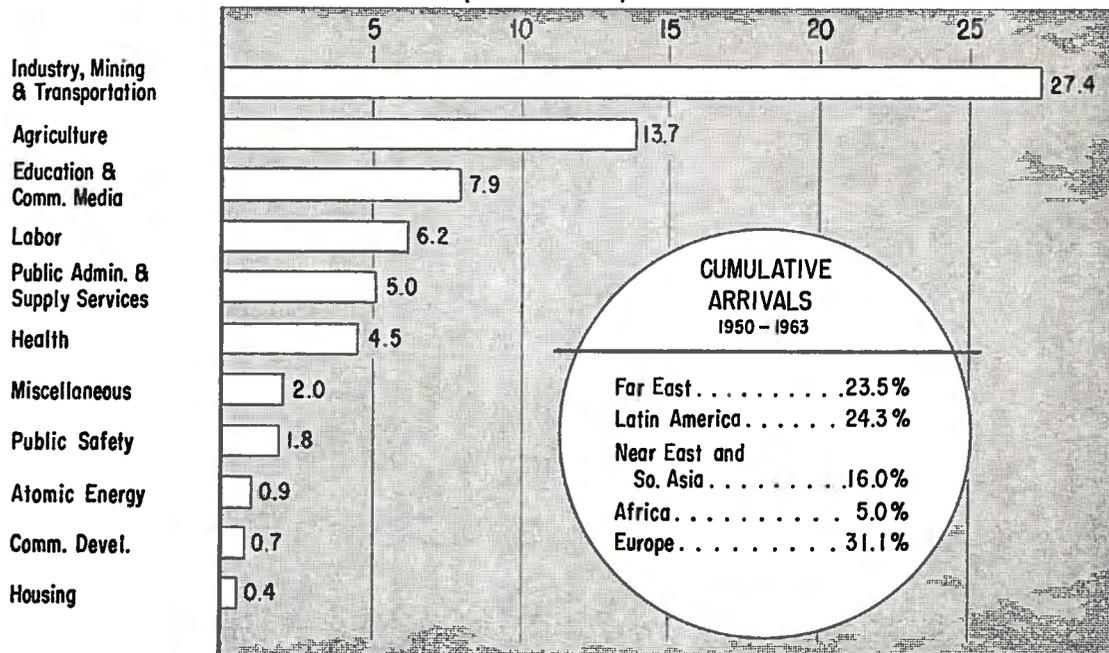
ARRIVALS IN THE U.S. BY FISCAL YEAR* (1950-1963)



*Includes arrivals in Hawaii, Puerto Rico, Canada and Panama Canal Zone, but excludes University Contracts arrivals. Includes independently-financed participants and participants who received third-country training in addition to U.S. training.

CUMULATIVE ARRIVALS IN THE U.S BY FIELD OF ACTIVITY*^(Fiscal Years 1950-1963)

(In Thousands)



*Includes arrivals in Hawaii, Puerto Rico, Canada and Panama Canal Zone, but excludes University Contracts arrivals. Includes independently-financed participants and participants who received third-country training in addition to U.S. training.

Kinds of Training Provided

Various types of training are provided to meet the objectives specified by A.I.D. Missions. Academic, in-service or on-the-job, observation-consultation, workshops and special seminars are types of training which are used. Some programs consist of a composite of these methods and major emphasis is upon the practical adaptability of training to home country situations. Interpreter service is provided for short-term teams lacking English competence but ability to work in English is ordinarily required. The length of training is determined by the results being sought, with some programs as short as 6 weeks, and others as long as 2 years. The average training experience is less than 9 months.

Total Dollar Cost of Participant Training

Actual costs for FY 1962 for participant training, including the United States and third country training, was \$44.5 million. For FY 1963 all dollar costs are estimated at \$46 million. A large proportion of these dollar expenditures was spent in the U.S. by A.I.D. or by the participants themselves.

Cost Sharing by the Cooperating Country

A.I.D. Missions encourage maximum cost sharing by the cooperating country. This sharing will vary depending upon the particular nation's situation. Most cooperating countries pay such local currency costs as the participant's salary during his absence for support of his family, the cost of a substitute employee and home country maintenance and travel. International transportation (on U.S. carriers) is paid by A.I.D. or by a shared arrangements about two-thirds of the time. Cooperating countries pay for transportation in the remainder of cases. This occurs normally when a country has its own national airline flying an appropriate route.

Out of Counterpart Funds

There has been a preference for payment from the cooperating country's own funds rather than from "counterpart" funds, those items generated by training costs which can be paid for in local currency. Counterpart has been used for English language in-

struction, transportation and other items in some countries. The greatest potential for use of counterpart is in local training within the host country.

Assistance of the American Public to A.I.D. Participant Training

A.I.D. could not carry on its participant training activities successfully without the extensive cooperation of organizations and individuals throughout the United States. While the Agency does provide some training itself, most of the work is done by American industry, business, labor organizations, government agencies, universities and other institutions. The services which they supply are essential and much of the training, except for tuition costs and fees, is rendered below cost or free of charge.

Home hospitality and community participation are also provided. Volunteers devote untold hours to meeting planes, arranging living accommodations, introducing participants to American families and rendering other assistance to participants outside their formal program. With the State Department, A.I.D. is utilizing a national voluntary service organization which encourages and coordinates such efforts at the community level. Services are extended to those participants who visit local communities.

A.I.D. has made provision for full-time staff in the International Training Division to enlarge and encourage community services to participants. It is estimated, at present, that more than 12,000 individuals of the American public daily demonstrate their support for participant training by providing such assistance. They are scattered throughout the United States and many hold positions of leadership in their communities. This dedicated group provides an excellent means for communicating the international story to the American public in general.

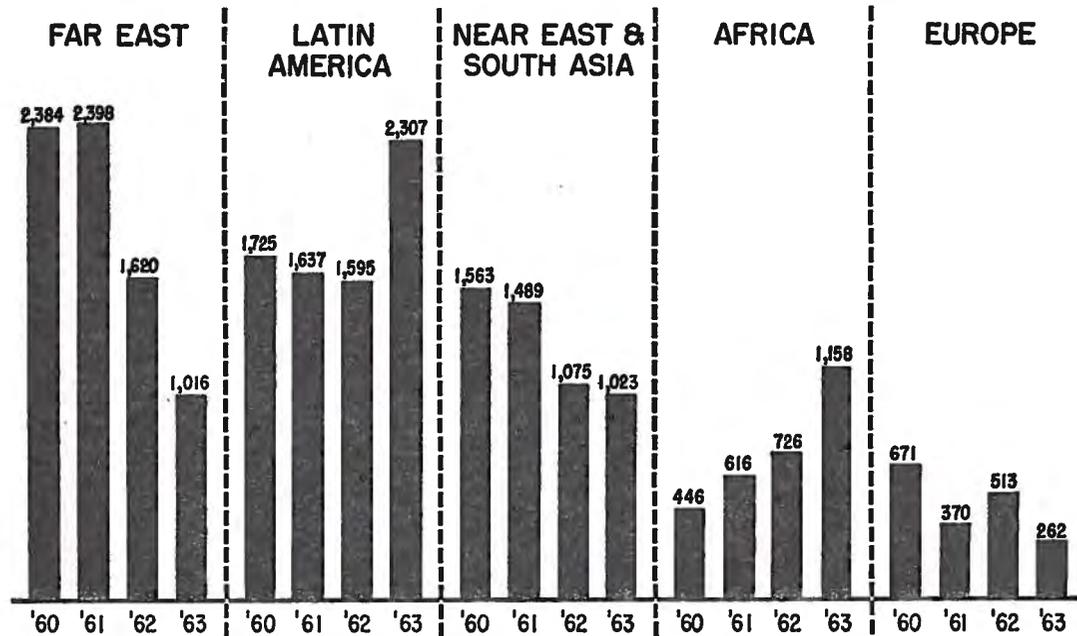
Value of Assistance Contributed by the American Public

No way is known of estimating with precision either the monetary value or the other values of such contributions. The assistance of many high business officials or other leaders, who help in the programming, for example, could not be purchased. A dollar sign cannot be placed on the value of hospitality in American homes.

The cost to contributing organizations of uncompensated tech-

PARTICIPANTS ARRIVALS IN THE UNITED STATES, BY AREA OF ORIGIN

FY 1960 thru 1963



NOTE: Data include arrivals in Hawaii, Puerto Rico, Canada and Panama Canal Zone, but exclude University Contract arrivals; data also include independently financed participants.

nical training alone has been roughly estimated to exceed \$10 million, of which more than \$4 million comes from private industry, over half a million dollars from the limited resources of organized labor, and much of the remainder from educational institutions and various government agencies. Throughout the program, however, stress is placed upon the fact that technical cooperation involves the interchange of ideas, techniques and data—that it is always a two-way street of mutual benefit.

Utilization and Value of Participant Training

Participant training is provided only after A.I.D. has reasonable assurance that such training will make a practical contribution to the development of the country concerned. Commitments to this end are sought from both the participant and the country agency with which he is or will be employed. Practically all A.I.D. participants (over 99%) return to their countries after training to make their contribution to country development. The selection of participants and the conditions made precedent to the beginning of their training have made this high rate of return possible. It is probably unequalled by other publicly and privately financed training.

In a period of two years, including FY 1962 and 1963, over 12,500 participants arrived in the United States. Of this number, only 6 waiver applications under Public Law 555 were concurred in permitting the participant to remain in this country after his program had been completed.

The fact that the costs of the participant training activity are jointly shared with most of the cooperating countries attests both to their conviction that it is worthwhile and encourages them to require commitments from the participants to return home and make use of the training they have received.

Studies are now nearing completion in 27 countries involving more than 20,000 returned participants to determine how their training is being utilized and what its value has been. A.I.D. possesses knowledge of numerous instances in which stateside training was a vital element in the success of a project. Some examples of these are summarized in the Appendix I. However, the large scale analysis of training results should be helpful in evaluating

the effectiveness of this activity and guide future efforts in this field.

The Immediate Need

Participant training has made and can make a significant practical contribution towards meeting specific requirements for which cooperating country personnel or training is not presently available. The provision of competent local managers, technicians and workers to make effective use of capital and commodity assistance and to operate development institutions and activities often constitutes the most important immediate need of A.I.D. assisted countries.

If such training is not available in the U.S. or third countries, it is ordinarily necessary to import operating personnel from more developed countries until local institutions to provide such training can be planned, developed and staffed. Bringing in outside technical personnel for operating purposes is usually more expensive and often less acceptable and effective. More important, it does not contribute substantially to upgrading local skills or to furthering self-development and individual initiative. As the Task Force on Training for A.I.D. stated succinctly: "Development is a mutual task, and the major burden must be carried by host country personnel. Little that A.I.D. does will remain unless host country personnel adapt it and make it a part of their institutions and their lines."

II. POTENTIAL FOR PARTICIPANT TRAINING IN THE UNITED STATES

In the long run a country must develop to a large extent its own institutions and facilities for training its nationals. This is an essential necessity if self-help and self-development are to be meaningful under the A.I.D. approach. But the long run for many developing nations may mean 10, 20 or 30 years, and time is frequently in short supply.

A certain degree of literacy widely spread is essential to social and economic development. Otherwise a populace cannot participate positively as citizens of a community. Effective top leadership and appropriate symbols are also requisites for de-

velopment. But equally important is the availability of managerial, professional and technical skills and talents.

The establishment of facilities for professional and technical training in a developing country poses difficulties which are not quickly overcome. Institutions which produce qualified doctors, business managers, engineers, administrators, agronomists, economists, scientists and teachers—agents of social change—are not easily initiated, nor do they grow automatically. The introduction of new technology—by loans and capital investment—will have little lasting effect upon a country unless prudent and professional use is made of it. Thus, the human resources gap which is of such importance varies from country to country in light of a nation's objectives and development goals. To assist countries in narrowing this gap is the major objective of participant training.

Adequate host country training, where available, is to be preferred, and it does most, no doubt, to create a multiplier effect. When it is not available, third country training may be more suitable in certain instances than training in the United States. In many cases, however, there are distinct advantages to be derived from stateside training.

The approach of A.I.D. to assisting countries in social and economic development has broadened the base of technical cooperation. Training in particular is directed not only to the growth of techniques and skills but it is also concerned with the development of attitudes and values — to the furtherance of self-help and social progress.

Advantages of Training in the United States

While there is plenty of room for improvement in this country, the United States does afford a rather unique combination of advantages for participant training in various fields. First of all, the U.S., which includes Puerto Rico and Hawaii, is in a real sense a continent rather than a country; and it is a continent of great variation, broad experience and wide experiment and innovation. As such it affords the widest array of facilities and organizations, public and private, which can be used for training and demonstration purposes. The availability of facilities which can assist in upgrading participant skills and techniques is but one significant aspect of U.S. potential.

The Analytical Approach

Equally important, no doubt, is the general approach to problems to be found in this country—an analytical approach. We do go at the business of problem solving with the belief that we can systematically identify and analyze a situation, that we can come up with a solution or at any rate proposed improvement. This is, of course, a highly simplified way of putting the case. But it constitutes one of the major factors which needs to be elaborated upon and communicated to participants in terms of direct experience that is meaningful and useful to them and their countries.

The development of our economy has rested upon many factors involving the utilization of both material and human resources. But our capability for adjustment and our initiative and inventiveness have stemmed to a real extent from an approach to problems in all fields through the application of systematic thought and analysis.

Initiative Toward Improvement

Moreover, there is in the United States little of the fatalism or sense of futility present to a degree in some other cultures. We do not believe as a rule in determinism, and we hold that through conscious effort men can to a considerable extent direct and control their own development. Nor, compared to some countries, are we as bound by custom and tradition, by caste and class. For once difficulties and new goals have been clarified, we are inclined to do something about the situation. It is this drive toward improvement which has been basic to progress in both the public and private sectors. More specifically, this outlook constitutes in part a reaffirmation of applied thought and systematic planning as major means for social adjustment, economic growth and orderly progress.

Values and the Individual in a Free Society

In broad terms our general position at its best may be described as one of rational humanism. For there is also deeply imbedded in the culture of the U.S. a belief in individual worth and in the democratic process as a necessary basis for individual development and growth. While we are not always clear in this country concerning the theory and practice of freedom in a democratic order,

there is nevertheless a growing understanding that the process itself is one which embodies relationships based not only on consent and participation but also upon mutual respect and mutual responsibility. We realize that the free society is one which not only recognizes individual worth but that also provides those conditions without which individual choice, initiative and development are frustrated. Thus, in working with participants A.I.D. cannot neglect these factors of attitudes and values. A sense of public purpose, as well as private responsibility, is essential in creating an order based upon law and equity. Hence, motivation constitutes a good part of our task of communication.

A.I.D. technicians and advisors overseas are faced with similar situations. They have certain advantages in their work but so do stateside training staffs. They undoubtedly acquire a closer insight into problems of indigenous countries. But at the same time they have few facilities which can be used for comparative demonstration, and in many instances they do their work in an environment where the democratic process and a free economy in action are frequently absent.

The Larger Task

Evidence points to the fact that those inside the Iron Curtain are at present making strong efforts to train foreign nationals for purposes diametrically contrary to those of the Free World. In the A.I.D. approach it is not enough to oppose those efforts but it is also important that a positive program and philosophy be offered as alternatives. Technical cooperation in any field cannot and should not take a tortured and restricted view of the term "technical." Just as our own progress depends upon continuous efforts to develop the analytical and problem solving mind directed to democratic values, so with respect to each participant must this same quest be demonstrated as meaningful and significant to men of diverse race, color, creed and culture. The means of cooperation and understanding which can bind men closer together are as diverse as experience itself. They are technical and professional, but equally important, they are humanistic.

It is necessary that countries in transition afford the masses visible hope for betterment. But it is essential, too, that those charged with translating expectations into action should possess

the skill, confidence and sense of purpose which will sustain them in their arduous efforts.

Developing countries, in various stages of modernization, have a deeply ingrained tendency to cling to established customs and to preserve archaic institutions. Indoctrination is in the main their process of learning and a means of induction into the traditional order. A problem-solving approach and the analytical method upon which it is based invariably open up wider choices, new perspectives and expanding expectations. Stateside training, through demonstration and example, can contribute to the habit of breaking habits—to the forward thrust—without which a country lacks the will and the capacity to advance.

The above are some of the implications of the A.I.D. approach as they apply to participant training in the United States.

APPENDIX I

SOME EXAMPLES OF PARTICIPANT ACCOMPLISHMENT

Home Economics Extension Work — Brazil

Beginning as a country home demonstration agent in the north-eastern Brazilian state of Ceará, a recent participant has become Chief of Home Economics Extension activities in her state. As a result of her interest in 4-H club work, she has organized an outstanding group that has had marked effect in bringing about changes in the community. She has promoted demonstrations in home improvement that have received national attention. She is the motivating force behind a group of women leaders who are successfully promoting the expansion of education in the field of home economics.

Cooperatives — Cambodia

A former participant from the Ministry of Interior was appointed upon his return home in 1960 to the position of Inspector General of the newly reorganized Royal Office of Cooperation (OROC). During the past 2 years he has planned and organized an Education and Training Division in OROC and has seen that it was put into operation. Parallel to this activity he has worked on the organization of multipurpose cooperatives initiated in the villages themselves and motivated by the people at the grass roots.

Tax Reform — Chile

A comprehensive tax reform program has been launched in Chile under the leadership of participants who returned recently from training in the United States. A.I.D. assistance has also included providing consultants to the Internal Revenue Service of Chile.

In early 1961, the Director General of the Internal Revenue Service came to the United States to confer with tax officials and to

plan jointly with A.I.D. a technical assistance program. Subsequently three groups of 10 senior tax officials, as a result, were provided tailored training programs in the United States. Upon their return these recent participants recommended and installed a number of improvements in tax administration and they have been instrumental in establishing and operating a permanent Training Institute in the Chilean Internal Revenue Service.

Atomic Energy — India

Scientists from over 20 countries have had stateside training in nuclear science and engineering during the last five years. To cite a single example, a former participant was in charge of the erection and startup of the third research reactor at the Atomic Energy Establishment at Trombay, India. Training in the United States has been provided for more than 85 Indian participants. A.I.D. sponsored nuclear scientists are an important leadership group of the Atomic Energy Establishment at Trombay.

Community Development — Iran

Under the direction of a former participant, the West Azerbaijan Community Development Program has become the outstanding provincial CD Program in Iran. As a result of his effective leadership the participant is cooperating in drafting a new Community Development Law for Iran.

Recent innovations under the West Azerbaijan CD Program, which are considered a major step in the development of people through the CD process, are the encouragement and guidance of village assembly meetings and the outgrowth from these meetings of Village Development Committees. These activities are proving to be extremely successful in stimulating local enthusiasm and initiative, on the part of villagers, to carry out self-help village improvement projects.

Agricultural Credit — Jamaica

The Parliamentary Secretary to the Ministry of Agriculture and Lands, an A.I.D. participant whose achievements were recognized when he returned from his U.S. training, is directing the formation of the Agricultural Development Program. This program

initiated the agriculture credit system, a vital step in the government's efforts to help the farmer own the land which he farms.

Electric Power — Korea

A recent stateside participant has been made Chief of the Engineering Department of the Korea Electric Power Company. This Company operates the hydro and thermal electric power plants and the transmission system on which the Korean economy depends. The participant together with 20 other engineers worked on system planning, design and construction and on planning of transmission lines and substations, drawing deeply on American experience.

As a result of his training the participant was able to accomplish more economical service by adopting new substation design, using power fuses on the primary side of main transformers instead of expensive oil circuit breakers. In transmission lines, design was simplified by carrying different voltages on the same structure and even using the same structure with the communications setup for a further saving. Better protection of the lines and a special relay system were other improvements he was able to introduce from the United States.

Statistics and Economic Planning — Liberia

U.S. advisors sponsored by A.I.D. have been working with a group of former participants, including the Minister of Finance, in strengthening the Central Statistical Office of Liberia. A central agency for economic planning has also been established and is now functioning. These projects underline the importance of having trained counterparts with whom to work, a major tenet of the A.I.D. program.

Administrative Reform — Mexico

Fifteen former participants are directing a government-wide administrative improvement program in Mexico. Leaders of this undertaking include a Cabinet member, a consultant to the President, a Director of Research and other now highly placed career administrators. This Board of Directors has established an Institute of Public Administration whose program includes the training of executives and other public employees as well as research and consultation on administrative problems.

Higher Grain Sorghum Yields — Pakistan

A Pakistani botanist, working on his doctoral degree at Texas A. and M. College, developed a new grain sorghum, with grains 25 to 50 percent larger than those on present-day commercial types of sorghums. This participant's new plants were developed by doubling the number of chromosomes in a cross between a conventional grain sorghum and Tunis Grass, by using the drug Colchicine. In addition to promising greatly increased yields, these new plants are also fertile, a distinct advantage over many of the new sterile hybrids now planted. The Pakistani scientist's work has been termed a major breakthrough in grain sorghums improvement by geneticists and plant breeders. He is continuing his work as a grain scientist in Pakistan where the great need for more food is a major problem.

Development Planning — Panama

Due to the traditional problem of lack of effective coordination of development programs, the Panamanian Government has considered the establishment of effective planning as a basic prerequisite for all other self-help measures. The four technical departments of the new Planning Bureau are now functioning within the Executive Office of the President. The directors of the four departments which comprise the Bureau of Planning and Administration are former A.I.D. participants. Its first report on Economic and Social Development for Panama issued July 31, 1961 was used as a basis for drafting the 1962 Budget. This work has continued through similar efforts for the following period.

Agricultural Research — Paraguay

One of the best centers of agricultural research in the southern part of South America is Caacupé in Paraguay. This recognition has been achieved largely through the diligent efforts of a returned participant who spent one year at Texas A. and M. College. The facilities of the research center are utilized by farm extension workers who need current information on plant pathology and physiology, genetics and pastures. Extension workers then teach these methods to farmers in order to increase crop production.

Labor — Peru

Two Peruvian participants attended the Communication Industry Workers Education Team program in 1959. The unusual aspect of this program which actually employed the participants upon return to their countries to carry out education and organization activities, made it particularly interesting to watch for results.

One participant was elected Mayor of the small town of Vitarte not long after he returned from training. He is now concerned with all of the problems of the community and is working hard to do a good job.

The other participant has never ceased to be active in the labor organization and education movement since he returned from the United States. The Federation of Postal and Telegraph Workers was dissolved during his absence. He has done a remarkable job of gradually putting things together and reorganizing the Association of Post Office Workers. He has succeeded in substantially improving the relationship with management.

Land-Use Planning — Rhodesia

The changes from pioneering agriculture practices to a more scientific approach to the economic use of land was the first project which the A.I.D. returned participants introduced. In-service training courses were set up which emphasized soil survey and land classification.

This training has been of particular value to the farmers in helping them to develop a long-term stable conservation program. The farmers were able to see the results of detailed soil and vegetation studies. The Agriculture Department recognizes that the training received in the U.S. by the staff members has made them proficient in techniques necessary to introduce and follow through on land-use planning in Rhodesia.

Teaching of Teachers — Taiwan

A major recommendation that normal schools in Taiwan be elevated to the college level was made by a former participant upon his return from the United States. His recommendation was approved by the Director of Education and the Governor of Taiwan in February 1960. The participant has been assigned by the

President of Taichung Normal School to convert it into Taiwan's first normal junior college. The newly inaugurated Taichung Normal Junior College is to set the patterns and standards for the remaining nine normal schools in Taiwan, which will be converted later according to a six-year plan.

Public Health — Thailand

Upon his return home, a former participant was made Provincial Health Officer of Ubolrajthani, the largest province in Thailand. Here, benefits from his public health training in the United States began to accrue in his progressively undertaking a wide range of modern public health activities. These included an intensive survey of health needs of the people, reorganization and effective use of public health staff, nutrition education, school health programs and basic sanitation improvement programs for the villages of Ubol. His competence led to his appointment as Director of the new national program of Village Health and Sanitation, a post in which he is experiencing tremendous success.

Leadership by Individual Participants

A.I.D. files contain numerous examples of former participants who have been promoted to or won recognition in high positions of governments, private business and the professions. Much of this can be attributed to their A.I.D. training programs in the U.S., third countries, and under university contracts. A single sampling, for example, shows that former participants have been appointed to the position of national budget director in governments of such countries as Nepal, Thailand, Tunisia, Brazil, Chile, the Philippines, Korea, Viet Nam, Liberia and Pakistan. Similar examples of leadership are to be found in such fields as education, agriculture, industry, atomic energy, health, transportation, community development and labor.

APPENDIX II

PARTICIPANT ARRIVALS IN THE UNITED STATES FISCAL YEAR 1963 BY AREA AND COUNTRY OF ORIGIN AND CODED FIELD OF TRAINING ACTIVITY

AREA & COUNTRY	Total	Agri.	Ind.	Trans.	Labor	Health	Educ.	Public Admin.	Public Safety	Com. Dev.	Atomic Housing	Atomic Energy	Com. Media.	Misc.
ALL AREAS—Total	5766	1018	483	285	373	356	1405	719	481	70	42	118	52	364
AFRICA—Total	1158	370	21	12	5	26	895	192	27	25	2	4	28	51
Algeria	4		3	1										
Barundi	6						6							
Cameroun	17			3			14							
Congo, Rep. of (Brazz) ..	43						43							
Congo, Rep. of the (Leop)	135	19					42	61						13
Dahomey, Rep. of	10	4							2					4
Ethiopia	21	5	1			8	7							
Rhodesia & Nyasaland ..	22	13						2		7				
Gabon	2						2							
Ghana	51	37				10		4						
Guinea	19						19							
Ivory Coast	9	1	1		3				4					
Kenya	126	45					60	18		3				
Liberia	66	4	2				25	30	2				2	1
Libya	21	5	1			1	3	2	7				2	
Malagasy, Rep.	17	14	3											
Mali, Rep.	32	2				5	23				2			
Mauritania	1													1
Morocco	16	10	6											
Niger	4		1		2				1					
Nigeria	163	87		2			37	30					7	
Senegal	13											1		12

**PARTICIPANT ARRIVALS IN THE UNITED STATES FISCAL YEAR 1963
BY AREA AND COUNTRY OF ORIGIN AND CODED FIELD OF TRAINING ACTIVITY**

AREA & COUNTRY	Total	Agri.	Ind.	Trans.	Labor	Health	Educ.	Public Admin.	Public Safety	Com. Dev.	Atomic Housing	Com. Energy	Media	Misc.	
Sierra Leone	24	10				2	4	4						2	2
Somali, Rep.	48	17		2			22		7						
Sudan	87	23	2	1			39					1	15	6	
Tanganyika	64	48						9		7					
Togo	24		1	3						8				12	
Tunisia	70						49	20	1						
Uganda	30	24						6							
Union of South Africa.	2											2			
Upper Volta	5	2							3						
Zanzibar	6							6							
EUROPE	262	27	60	25		6		16				14		114	
*Austria	2											2			
*Czechoslovakia	1											1			
Spain	115	27	41	25				16				6			
Yugoslavia	144		19			6						5		114	
FAR-EAST—Total	1016	81	118	55	32	105	280	133	110	17	4	27	19	35	
Cambodia	75	12		3		5	55								
China	94	13	32	3		6	14	14				2	2	8	
Indonesia	292	20	10	26	29	23	61	36	66			4	17		
Japan	9											*3		**6	
Korea	91	5	39	2				29			4	5		7	
Laos	2			1			1								
New Zealand	2											2			
Philippines	141	13	23	4	3	22	23	19	7	12		7		8	
Thailand	114	7	8	5		12	46	15	9	5		3		4	
Vietnam	196	11	6	11		37	80	20	28			1		2	

**PARTICIPANT ARRIVALS IN THE UNITED STATES FISCAL YEAR 1963
BY AREA AND COUNTRY OF ORIGIN AND CODED FIELD OF TRAINING ACTIVITY**

AREA & COUNTRY	Total	Agri.	Ind.	Trans.	Labor	Health	Educ.	Public Admin.	Public Safety	Com. Dev.	Housing	Atomic Energy	Com. Media.	Misc.
LATIN AMERICA—Total	2307	333	141	103	250	134	607	246	296	18	36	22	5	116
Argentina	57	29	4	18					1			5		
Bolivia	159	15	10	31	74	7		8	14					
Brazil	279	95	16	9	53	11	41	8	17	15		2		12
British Guiana	20	7	1	1	4	3	1	2						1
British Honduras	12	4	3				4				1			
Chile	95	20	5	16	16		2	7	1		24	4		
Colombia	168	35		8	17	17	15	27	7			3		39
Costa Rica	79	9	6			28	13	22			1			
Dominican Republic ..	459	4			20	1	382	6	17					29
Ecuador	136	8		5	6	1		31	81		1		1	2
El Salvador	132	9	3		28	7	30	22	29	2	2			
Guatemala	45	7	8					4	24			1		1
Haiti	3	3												
Honduras	64	18	6		3	10	15	6	6					
Mexico	52		36		13			1				2		
Nicaragua	48	3	6	2	2	21	8	4						2
Panama	73	9		1		4	9	9	21					20
Paraguay	33	5				8	17	3						
Jamaica	25	14	2			3	1				5			
Peru	66	5		12		6	1	8	26					8
Uruguay	2	1			1									
Venezuela	234	14	29		10	2	51	71	52			5		
Wiec	51	14	6		3	1	17	6			2			2
Surinam	15	5				4		1		1			4	

**PARTICIPANT ARRIVALS IN THE UNITED STATES FISCAL YEAR 1963
BY AREA AND COUNTRY OF ORIGIN AND CODED FIELD OF TRAINING ACTIVITY**

AREA & COUNTRY	Total	Agri.	Ind.	Trans.	Labor	Health	Educ.	Public Admin.	Public Safety	Com. Dev.	Housing	Atomic Energy	Com. Media.	Misc.
NEAR EAST and														
SOUTH ASIA—Total	1023	207	143	90	86	85	123	132	48	10		51		48
Afghanistan	65	14	3	14			21	9						4
Ceylon	32	13		3	1	6	4	5						
Cyprus	25				16				9					
Greece	17		7				1					2		7
India	205	48	85		8	33		3				20		8
Iran	82	11	1	12	13	17		3	13			6		6
Iraq	83	3		1		6	26	25		10		1		11
Israel	5			2								3		
Jordan	73	13	9	9		6	15	18						3
Lebanon	5	5												
Nepal	46	9	11	3		3	6	8						6
Pakistan	79	2	5	18	11	14		1	12			14		2
Syria	19			12					7					
Turkey	230	55	22	11	37		50	42	7			5		1
United Arab Republic..	57	34		5				18						

NOTE: 1. Include arrivals in Hawaii, Puerto Rico, Canada and Panama Canal Zone, but excludes University Contracts arrivals. Includes Independently Financed participants and participants who received third country training in addition to U.S. training.

* These participants came under the International Atomic Energy Project.

** These participants came under the Asian Productivity Organization.

