

PJ-ABI-720

ISA 72702

REVIEW OF PARTICIPANT TRAINING  
EVALUATION STUDIES

AID EVALUATION   
WORKING PAPER NO. 55

by

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U.S. Agency for International Development

May 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>
List of Tables.....	v
Foreword.....	vi
Preface.....	ix
Summary.....	x
Glossary of Abbreviations.....	xvi
1. Background.....	1
2. Literature Review.....	2
2.1 Methodology.....	2
2.2 The Search.....	3
2.3 Findings.....	4
2.4 Analysis of Recommendations.....	7
2.4.1 Orientation.....	8
2.4.2 AID Management and Administration.....	11
2.4.3 Training Design.....	12
2.4.4 Reentry and Followup.....	13
2.4.5 Training Strategy.....	14
2.4.6 Support Services at Training Site.....	15
2.4.7 Training Location.....	16
2.4.8 Participant Selection.....	17
2.4.9 English Language Training.....	18
2.4.10 Complementary Programs.....	18
2.4.11 Participant Placement.....	19
2.4.12 Research and Evaluation.....	20
2.4.13 Most Frequently Cited Recommendation Clusters.....	21
2.4.14 Most Frequently Cited Recommendation Clusters Since 1975.....	25
3. AID Response to Past Training Evaluations.....	26
3.1 Regional Bureau Activities.....	27
3.1.1 Africa.....	27
3.1.2 Near East.....	28
3.1.3 Asia.....	28
3.1.4 Latin America and the Caribbean.....	29

TABLE OF CONTENTS (cont.)

	<u>Page</u>
3.2 Bureau for Science and Technology/International Training Office.....	29
3.2.1 Orientation and Support Programs.....	30
3.2.2 Training Design.....	30
3.2.3 Management.....	30
3.2.4 Followup.....	31
3.3 Bureau for Program and Policy Coordination/Policy Development and Program Review.....	31
3.4 Review of Participant Training Guidelines in Agency Manual Orders and Handbook 10.....	32
3.5 Workshop on Participant Training Evaluation.....	33
3.6 Mission Participant Training Survey.....	33
4. Conclusions and Recommendations.....	35
4.1 General Conclusions.....	35
4.2 Recommended Actions.....	36
4.2.1 Training Impact Assessment.....	36
4.2.2 Orientation.....	36
4.2.3 Followup.....	37
4.2.4 Complementary Training.....	37
4.2.5 English Language Training.....	38
4.2.6 Third-Country Training.....	38
4.2.7 U.S. Training Officer Staffing.....	38
 Appendixes	
A. Bibliography of Participant Training Evaluations, Studies, and Related Reports	
B. Distribution of Types of Reports by Year and Region	
C. Complete Listing of Recommendations by Category	
D. List of Clustered Recommendations by Category	
E. Distribution of Clustered Recommendations by Year and Region Within Each Major Category	
F. Total Reports and Recommendations by Year and Region for Each Major Category	
G. Brief Summary of the Workshop on Participant Training Evaluation	

LIST OF TABLES

	<u>Page</u>
1. Total AID Participants by Year and Region.....	2
2. Distribution of Total Reports by Year and Region.....	4
3. Distribution of Reports Containing Recommendations by Year and Region.....	7
4. Report Recommendations by Category and Year.....	9
5. Report Recommendations by Category and Region.....	10
B-1. Reports by Type and Year.....	B-1
B-2. Reports by Type and Region.....	B-1
E-1-E-12. Distribution of Clustered Recommendations by Region and Year (within each major category)....	E-1
F-1-F-12. Reports and Recommendations by Region and Year (for each major category).....	F-1

## FOREWORD

The concept and overall design for this study were developed by the Participant Training Working Group, a joint venture of the Bureau for Program and Policy Coordination/Center for Development Information and Evaluation (PPC/CDIE) and the Bureau for Science and Technology/Office of International Training (S&T/IT). This informal group was established to develop and mount a long-term impact evaluation program for participant training with approaches, objectives, and results that would have wide acceptance within AID specifically and, perhaps, within the economic development community more generally.

To provide a sound base for such an effort, a thorough literature review of evaluative reports done by or for AID during the past 30 years or so was required. One of the primary aims of the review was to determine and present in logical and analysis-facilitating form the recommendations for improvements presented in past evaluations. The second aim was to ascertain the positions or actions taken by AID in response to these recommendations. The group believed an analysis of these two kinds of data--what AID had been advised to do and what, in fact, AID did in response to that advice (and, possibly, why)--would provide policy and operational guidance regarding the need for and nature of future evaluation efforts.

This report meets well the group's perceived information needs regarding past evaluations by identifying available studies and by describing their nature, coverage (or focus), and recommendations. The report, particularly its recording and classifying of some 1,400 recommendations (and the annotated bibliography of the documents used for this review)<sup>1</sup> comprises an important, reliable, and historically based addition to AID's pool of information resources for participant training.

The report is, we believe, unavoidably less authoritative in its other major aim, for to determine retrospectively and conclusively past Agency positions and actions taken in response to advice offered to it would be not only extremely difficult but very time consuming and expensive. Clearly, such an undertaking was beyond the resources available for this study.

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<sup>1</sup>This bibliography has been published separately and is available from CDIE: Annotated Bibliography of Participant Training Evaluations, Studies, and Related Reports, AID Evaluation Occasional Paper No. 8 (Washington, D.C.: AID Center for Development Information and Evaluation, April 1986).

Despite its relative shortcomings in determining AID responses, we believe the report is useful in helping to define the nature and essential parameters of future participant training evaluation objectives and activities. Its documentation of the extreme paucity of past efforts to assess the impact (results) of participant training and the consequent lack of organized, credible data (as opposed to impressionistic, anecdotal data) represents an important contribution to the Agency's understanding of where we stand and what we should now do in this area. Similarly, the report presents detailed documentation on the substantial level of past efforts and the voluminous body of data and views generated over the years on AID's participant training processes and procedures.

Largely on the basis of the report's findings (and the independent views of a number of current and former field-experienced AID staff), PPC/CDIE and S&T/IT, in cooperation with the regional bureaus, are carrying out the following:

1. Encouraging field action to ensure that expansion of individual country participant training programs is accompanied (and, as necessary, preceded) by careful USAID and host country attention to the processes and operational matters involved in participant training activities. These matters, (e.g., participant selection, predeparture orientation, placement, and English language training) have repeatedly been the subject of recommendations in past evaluation reports; they warrant continuing attention and action in the planning for and conduct of our participant training programs, whether maintained at current levels or enhanced.
2. Deferring further centralized efforts to "evaluate" on a worldwide basis the participant training program's processes and procedures (with the possible exception of cost and personnel matters). Process and procedures "evaluation" has been done often in the past; the cumulative effect of this steady, frequent effort on the Agency's participant training program operations is unclear and is likely to remain so until we get a better grasp of the program's impact.
3. Proceeding with plans designed to help AID serve a greater coordinating and leadership role in the entire area of foreign training (i.e., training of foreign nationals in the United States or a third country) by (a) reviewing and reporting on evaluation work in this area currently underway by other aid donors and interested organizations, (b) and reviewing and reporting on both the "state-of-the-art" of foreign training and its evaluation.

4. Proceeding with efforts to develop and mount a diverse, long-term participant training impact evaluation program. This program will include early efforts to define and gain broad Agency acceptance of impact indicators and means of measuring them, and to develop a flexible model for country participant training impact evaluations. These country evaluations, as adapted from the model, will be planned and implemented jointly by AID and the concerned host country (private and governmental institutions). These evaluations will employ comparative and longitudinal analysis when feasible (comparing AID and non-AID-supported trainees, for example) and will use existing data on former participants and country economic statistical series.

The Participant Training Working Group would like to take this opportunity to express its appreciation to Laurel Elmer and Thomas Moser for their sustained and dedicated effort and for the informative and useful report that resulted from it. Members of the group included Raymond Cohen, Chairman, Marion K. Warren, Matt Seymour, Ardeth Betts, Ronald Rogers, and Anita Stephens.

Participant Training Working Group  
PPC/CDIE  
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May 1986

PREFACE

The authors of this report were commissioned by the Bureau for Program and Policy Coordination's Center for Development Information and Evaluation to identify and review the various evaluative surveys, reports, and studies of AID's participant training program produced since its inception some 30 years ago. Specific project evaluations were generally applicable to the participant training process. The literature search included all relevant evaluative reports concerned with participant training and sponsored by AID. In addition, several studies not sponsored by AID have been included because they proved to be so germane to our objectives.

The purposes of this research activity were fourfold:

1. To review what has been evaluated in the participant training program since its inception and to analyze the major findings and recommendations over time and by region
2. To compile the most relevant documents in an abstracted bibliographic form
3. To determine in broad terms what AID's response has been to past evaluations (i.e., have recommended remedial actions been taken, rejected, or ignored?)
4. . Based on the results of the preceding three steps, to recommend what measures AID might take to improve the participant training program

## SUMMARY

U.S. Government-sponsored academic and technical training in the United States or a third country for citizens of developing countries, also known as participant training, has been a major and integral part of U.S. foreign assistance since the inauguration of the Marshall Plan in 1949. Since then, more than 240,000 foreign nationals have been sponsored for training, with an average of 8,000 participants annually in recent years. Many former participants have achieved positions of leadership in their home countries, and the record abounds with testimonials from participants concerning the value and importance of their training experience. Despite this generally favorable view of the participant training program, there has been little in the way of a systematic and objective understanding of just how effective the program has been and what impact it has had on participants' job performance or host country development. The need for such insight is particularly compelling at present in view of AID's intention to increase the number of participants by at least 50 percent over the next several years.

The Center for Development Information and Evaluation in AID's Bureau for Program and Policy Coordination recently undertook to develop an impact evaluation program for participant training. This report represents the first step of this effort, which involved an examination of past AID evaluations of the participant training program for the purpose of identifying the nature and frequency of recommendations for improvements in the program and AID's response to them.

Literature Review. A total of 206 relevant evaluation studies and related reports were reviewed and analyzed. The reports cover a 30-year time span as well as all geographic regions in which AID has operated. Types of reports include general studies, regional and country-specific studies, evaluations of particular aspects of the training program (e.g., orientation, selection and placement, English language training, third-country training), and sector-related training evaluations. An annotated bibliography of these documents was developed and has been published as a separate report.

An analysis of the frequency of the studies reveals relatively limited activity during the 1970s. This drop-off can be attributed, in part, to AID's preoccupation with Vietnam then as well as to the congressional mandate in the mid-1970s to reach the "poorest of the poor" in the developing world. The fact that Africa and the Near East lead in the number of studies undertaken in recent years reflects a substantial increase in participant training in these regions compared with Asia and Latin America.

With some notable exceptions, the literature review revealed that evaluation of participant training has been limited to operational issues rather than to the effectiveness of long-term impact of training. The few attempts to analyze impact included a comprehensive, worldwide evaluation survey of participant training in 23 countries during the early 1960s; a major exit-interview program involving nearly 10,000 participants undertaken by the Development Education and Training Research Institute at American University during the late 1960s and early 1970s; and an attempt in 1974 to develop and test criteria and methodologies for measuring the impact of the participant training experience on job performance. Apparently, none of the various attempts to assess impact generated much interest in replication or further research and development.

Analysis of Recommendations. Of the 206 reports reviewed, 141 contain specific recommendations on different phases of the training program. These recommendations were tabulated and classified into 12 categories representing the major features or elements of the participant training program. Similar recommendations were clustered into 123 different recommendations within these major categories for analysis over time and by region. The 12 categories are as follows, in order of the most frequently mentioned, with the major current (since 1975) issues noted:

1. Orientation. More and better orientation stands out as the most frequent and enduring recommendation made through the years, with the predeparture phase receiving the most attention. The need for written orientation materials and for tapping in-country resources (e.g., returned participants, U.S. technicians, Peace Corps Volunteers) for predeparture orientation were two more recent concerns.
2. AID Management. Better communication and coordination among participating agencies and offices (i.e., Missions, AID/Washington, training institutions, and contractors); better record keeping in general; strengthening of staff involved in participant training; and standardizing policies in Handbook 10 for all AID-sponsored participants were recommended.
3. Training Design. Reports stressed the need for more specialized, practical, and relevant training, and for more information on training institutions and program offerings for program planners.
4. Reentry and Followup. Reports called for more contact with returned participants; better accountability of returnees; and more support for the professional development of returnees in using and sharing their newly acquired skills and ideas, as well as in updating their training through continuing education.

5. Training Strategy. Greater awareness of host government absorptive capacity when planning training design and more donor coordination in planning and sharing resources are needed.
6. Support Services at Training Site. Reports called for more personal (cross-cultural) and academic counseling services, more administrative support, and more frequent participant progress reports.
7. Training Location. There should be more use of third- and in-country training and a strengthening of field staff therefor; regional training resources should be inventoried and evaluated.
8. Participant Selection. Recommendations were to improve selection criteria and procedures and to encourage more women and private sector participants.
9. English Language Training. AID's language testing program needs to be reviewed (concentrating on type of test, scoring, and standards), and more English language training is required at regional centers or in-country.
10. Complementary Programs. Supplementary, specialized programs (e.g., management, administration) should be built into training programs; more reentry workshops are needed; and complementary programs should be evaluated.
11. Participant Placement. Placement documentation (Project Implementation Orders for Participants--PIO/P) needs to be more flexible, yet detailed enough to ensure proper placement; criteria for selecting training institutions should be reviewed; and the process for evaluating credentials needs improvement.
12. Research and Evaluation. More research is needed on evaluating the impact of training, including definitions, methodology, and criteria for measurement; problems of equivalency should be investigated.

The 17 recommendation clusters cited most frequently since 1975, without regard to category, are as follows, in descending order of frequency:

1. Participants should be given thorough predeparture technical and cross-cultural orientation, using such resources as written orientation materials and returned participants.

2. Missions should follow up on returned participants by instituting procedures for accounting for returnees, maintaining contact with them, and supporting their continued professional development.
3. Short-term complementary programs should be built into training programs to provide participants with skills for adjusting to their home environment and job responsibilities, for example, management/communications and reentry workshops.
4. Record keeping in general needs to be improved.
5. AID's English language testing program needs review.
6. More research is needed on different approaches to orientation, including review of different aspects of the Washington International Center program.
7. AID should strengthen staff involved in participant training.
8. Programs should include more practical training opportunities.
9. Participants should be provided with personal and academic counseling at the training site.
10. Regional and national training resources should be inventoried.
11. Per diem and allowance rates need to be reviewed.
12. Planners need more information on training institutions and their programs.
13. AID should improve mechanisms for managing third-country training.
14. More research on evaluating training impact is needed.
15. Better communication and coordination is needed among participating agencies (e.g., AID/Washington, Missions, training institutions, and contractors).
16. More English language training should be conducted in-country.
17. All AID-sponsored participants should be subject to the policy guidelines in Handbook 10.

AID Response to Evaluations and Recommendations. The Agency's response to the major recommendations made over the years was assessed through interviews with selected AID officers and a limited review of relevant policy and strategy papers. A 1-day workshop was also held with 12 current and former AID officers having substantial experience with the participant training program. The workshop discussion and a review of current trends and activities underway in AID bureau-sponsored participant training programs supported the impression that AID's past evaluation efforts have been of some use in guiding the planning and conduct of participant training. Yet, the frequency with which many recommendations have been made through the years and the fact that some recommendations made in the 1960s are among those most frequently cited over the past 10 years raise questions concerning the utility of evaluation activity in general and AID response in particular.

Among the explanations given for this seemingly limited followup to a number of recurring recommendations include the uncertainty of AID's constituency, leading to shifts in policies and strategies; frequent personnel turnover in Washington and the field; lack of personnel and funds to follow through with recommended improvements; lack of leadership support and the lower priority given to participant training in general; and circumstantial considerations making some recommendations inappropriate or unrealistic in certain situations. Many interviewees agreed that improvements in the program are needed, especially given the current, substantial expansion of the program.

Recommended Actions. Given the repetitiveness of certain recommendations over the years and the inconclusive evidence concerning why recommended improvements were or were not made, the following issues are presented as areas needing further study or attention before the program is expanded substantially:

1. Training Impact Assessment. A set of measures for assessing the impact of training on participant job performance and home country development should be developed and adopted. This impact assessment research should consider the work done by the American Institutes for Research in the mid-1970s.
2. Orientation. More and better orientation should be provided to participants, especially in the predeparture phase, by providing written materials and the resources of former participants and U.S. technical personnel.
3. Followup. AID should maintain contact with former participants. More support should be provided for the professional development of returned participants in using, sharing, and updating their knowledge and skills.

4. Complementary Programs. Short-term management and communications training should be made an integral part of a participant's program where appropriate.
5. English Language Training. AID should reexamine policies and provisions for English language training, especially for testing, standards, and location.
6. Third-Country Training. More practical and operational information is needed on regional training resources and mechanisms for managing third-country training.
7. U.S. Training Officer Staffing. AID should either provide more U.S. staff overseas in its Missions or Regional Economic Development and Support Offices (REDSOs), or upgrade the capabilities of Foreign Service National training staff overseas and Bureau for Science and Technology/International Training Office staff to meet the challenge of the expanding program.

In addition to investigating or undertaking improvements in these areas, it is recommended that a more comprehensive determination be made of both AID response to evaluation efforts and critical issues from the USAID Mission perspective. Because major responsibility for participant training rests in the field, which is also where improvements in country training operations will have the most impact, the views of overseas Missions personnel should be solicited. This effort might include a survey using mailed questionnaire and several field visits to obtain firsthand field perceptions of the critical issues and how they should be addressed.

GLOSSARY OF ABBREVIATIONS

- AFGRAD - African Graduate Fellowship Program
- AID - Agency for International Development
- ALIGU - American Language Institute, Georgetown University
- CDIE - Center for Development Information and Evaluation, AID
- DETRI - Development Education and Training Research Institute, American University
- DIS - Development Information System data base (AID)
- ELT - English language training
- FSN - Foreign Service National
- ICA - International Cooperation Agency
- IT - Office of International Training, Bureau for Science and Technology, AID
- LAC - Latin America and the Caribbean
- NAFSA - National Association of Foreign Student Affairs
- NE - Near East
- PIO/P - Project Implementation Order/Participant(s)
- PPC - Bureau for Program and Policy Coordination, AID
- REDSO - Regional Economic Development and Support Office
- S&T - Bureau for Science and Technology, AID
- TOEFL - Test of English as a Foreign Language
- USOM - U.S. Overseas Mission
- WIC - Washington International Center

## 1. BACKGROUND

Participant training, which is the formal provision of academic or technical training to host country citizens in the United States or a third country, has been a major and integral part of U.S. foreign assistance since the inauguration of the Marshall Plan in 1949. Although the nature and emphasis of foreign aid have shifted through the years, the need to strengthen human resources in developing countries has remained constant. A training element is present in nearly all Agency for International Development (AID) activities, whether it be informal, on-the-job training of a U.S. technician's host country counterpart, a 1-week training course in animal husbandry for farmers, or a formal Ph.D. program at a U.S. university. Although no attempt has been made to calculate the total number of host country personnel involved in the various forms of AID-related training, the more formally defined participant training program has sponsored more than 240,000 foreign nationals since the Marshall Plan era and has averaged 8,000 participants annually in recent years.

Table 1 presents an overview of the magnitude of the program and its regional trends since 1958, based on a recent analysis by the Bureau for Science and Technology/International Training Office (S&T/IT). The most noticeable trend in the last 10 years is the major increase of participants in Africa and more recently in the Near East, with a substantial decrease in Asia and the Latin American region.

Countless success stories have been recorded in the participant training program. Many former participants have achieved leadership positions in their home countries, and the record abounds with testimonials from participants on the value of their training experience in shaping their professional and personal lives. Despite this generally positive regard for the participant training program, there has been little systematic and objective understanding of just how effective the program has been. The need for such insight is particularly compelling given AID's reported current interest in increasing the number of participants by at least 50 percent over the next several years. Because of AID's goal, the Bureau for Program and Policy Coordination, Center for Development Information and Evaluation (PPC/CDIE) decided to examine through a literature review past AID experience in evaluating the participant training program. The remainder of this report addresses the results of this examination.

Table 1. Total AID Training Program Participants  
by Year and Region

Region	1944- 1957 <sup>a</sup>	1958- 1959	1960- 1964	1965- 1969	1970- 1974	1974- 1979	1980- 1984 <sup>b</sup>	Total
Africa	NA	43	2,935	3,758	3,496	5,416	7,367	23,015
Asia	NA	77	5,412	8,422	12,683	4,851	5,867	37,312
LAC	NA	9	6,352	7,670	11,467	6,747	6,142	38,387
NE	NA	69	2,502	2,609	3,199	3,406	7,456	19,241
Total	122,057	198	17,201	22,459	30,845	20,420	26,832	240,012

Note: LAC is Latin America and the Caribbean; NE is the Near East.  
<sup>a</sup>Regional breakdowns are not available.  
<sup>b</sup>Does not include participants who started training in fiscal year 1984.

## 2. LITERATURE REVIEW

### 2.1 Methodology

The documents located in the search include AID/Washington and Mission staff reports, AID-sponsored studies by individuals and organizations, and several other reports not sponsored by AID but pertaining to the AID training experience. The search was comprehensive in that it identified all relevant reports found through the following sources:

- AID's Development Information System (DIS) data base
- AID library
- External data bases (Social Science, Dissertation, and ERIC)
- Consultation with regional bureau evaluation officers, Auditor General's Office, and S&T/IT
- Consultation with relevant agencies outside of AID: U.S. Department of Agriculture, the General Accounting Office's Office of Foreign Visitors, Bureau of the Census, Management Communications Seminars, Inc., Partners for International Education and Training,

Washington International Center, and National  
Association for Foreign Student Affairs

## 2.2 The Search

The search produced 206 relevant documents, most of which were financed or sponsored by AID. The reports cover a 30-year period and all regions of the world in which AID has operated. The type of document varies from highly quantified, computerized correlation analyses, in which attempts are made to measure the impact of training against a host of variables, to a hand-written descriptive narrative of returnees in a particular country.

For bibliographic purposes, the 206 evaluation studies or reports have been classified into five sections as follows:

- General studies
- Country-specific studies
- Regional studies
- Evaluations of particular elements of the participant training process (e.g., orientation, selection and placement, English language training, complementary programs, and third-country training)
- Evaluations of particular sectors (e.g., agriculture, health, management)

The majority of documents can be found in AID's DIS data base (noted by a "PN" or "PD" number in the annotated bibliography)<sup>1</sup> or in the AID library (noted by a "DIC" number). (See Appendix B for the distribution of the various types of reports by year and region.)

Although the number of reports may seem large, it is in fact modest considering the magnitude and costs of the participant training program and the numerous actors involved in managing the program since 1948 (e.g., over 60 Missions, hundreds of contractors, and various offices within AID/Washington).

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<sup>1</sup>An annotated bibliography of the documents used in this study is available from CDIE: Annotated Bibliography of Participant Training Evaluations, Studies, and Related Projects, AID Evaluation Occasional Paper No. 8 (Washington, D.C.: AID Center for Development Information and Evaluation, April 1986).

The only significant trend in the frequency of the studies is the relatively limited activity during the 1970s. As shown in Table 2, only 61 studies were undertaken then, compared with 82 in the 1960s and 49 in just the first 4 years of the current decade. The dropoff in the 1970s can be partly attributed to AID's preoccupation with Vietnam and the congressional mandate in the mid-1970s to reach the "poorest of the poor" in the developing world. Also, training costs almost doubled during the 1970s, limiting the number of new participants. From a regional viewpoint, it is somewhat surprising that fewer evaluation studies have been performed for the Latin American region than for the other regions, given that this region has had more participants than other regions, as reflected in Table 1. Accordingly, only 22 Latin American region reports were included in our review, compared with an average of 31 for the other three regions. Also, this region has produced only 3 reports in the past 10 years, compared with 5 for Asia, 14 for the Near East, and 18 for Africa. That Africa and the Near East lead in studies undertaken in recent years reflects the substantial increase in participant training in these regions as compared with the other two regions.

Table 2. Distribution of Total Reports by Year and Region

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	14	2	3	16	36
Asia	5	6	9	4	2	3	29
LAC	3	8	4	4	2	1	22
NE	3	7	5	1	5	9	30
Other	<u>3</u>	<u>11</u>	<u>17</u>	<u>23</u>	<u>15</u>	<u>20</u>	<u>89</u>
Total	14	33	49	34	27	49	206

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

### 2.3 Findings

With some notable exceptions, evaluation of training has been limited to operational issues rather than the effectiveness or long-term impact of training. In fact, AID has undertaken only one systematic, worldwide evaluation study of participant training, and that was in the late 1950s and early 1960s. That major comprehensive effort, which was initiated by a policy

directive from the Agency's Administrator,<sup>2</sup> was managed by AID's (then the International Cooperation Agency) Office of International Training under contract with a Washington-based social science research organization, the Bureau for Social Science Research. The major objective was to develop standardized instruments and methodologies for assessing the effectiveness of the Agency's participant training program and the degree to which participants were utilizing their training back home. Accordingly, categories were developed for classifying returned participants as high or low utilizers of training, and variables were identified for an analysis of factors that appeared to influence the degree of utilization. This methodology was to be applied at the Mission level in as many countries as feasible. Twenty-three separate country surveys were conducted and analyzed under this program, contributing to separate regional and global analyses.

The data gathered through this worldwide survey present detailed information on the training program in the selection and predeparture phases, the training sojourn abroad, and the post-training period in the home country. Based on these findings, the primary recommendations for improving the program included the following, in order of importance as factors most likely to influence the degree of utilization: (1) followup activities with returned participants should be increased, especially their contacts with USAID; (2) participants should be more involved in the predeparture planning of the program; (3) long-term training would ensure better utilization than short-term training; (4) supervisors should be involved in selecting participants and planning the program; (5) plans for using the training after returning should be formulated during the planning stage; and (6) participants should be better informed about and satisfied with their training programs before departure.

These recommendations were addressed to the Mission level as the locus of greatest influence in improving the effectiveness of participant training. As will be shown in the analysis of recommendations (see Section 2.4.12), these 6 issues were among the 11 most frequently cited recommendations from our review of evaluation reports spanning almost 30 years. The prevalence of these recommendations raises questions concerning AID's record in responding to its evaluation efforts in participant training.

The only other broad-gauged evaluation activity AID has sponsored over the past 30 years was during 1967-1972, when systematic exit-interviewing was conducted under contract by the Development Education and Training Research Institute (DETRI) of American University of nearly all participants who passed through

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<sup>2</sup>Contained in ICATO Circular A-175, "Evaluation of AID's Participant Training Program," November 5, 1959.

Washington, D.C. prior to returning to their home countries. The purpose of this activity was to learn how participants viewed their U.S. experience, both technically and nontechnically, and to provide pertinent information to AID and other participating institutions for improving program operations. Over 10,000 participants were interviewed during this 6-year period. The principal findings from these interviews were analyzed and presented to AID/Washington, the Missions, participating agencies, and training institutions in a unique set of reports addressing selected issues to the respective audiences.

As originally conceived, the DETRI project was to have been carried out in three phases: exit-interviews, in-country predeparture interviews before training, and in-country post-training followup. It was envisioned that the information from these three stages would facilitate a longitudinal analysis of the effectiveness or impact of the training program. The latter two phases, however, were not implemented. The exit-interview process produced very useful and timely information; however, without the followup phase, the extent to which participants eventually utilized their training could not be evaluated.

Assessing a participant's eventual utilization of training is one of the most critical elements in evaluating the impact of training. Criteria developed in the worldwide survey and in several other evaluation studies for measuring utilization or impact of training have included such factors as the returnee's job level after training compared with pretraining; specific on-the-job accomplishments related to new ideas and techniques acquired during training; nonjob or civic accomplishments, such as influence in an organization or community; and returnee's training of others, indicating a multiplier effect. These attempts, however, to attribute variables to different aspects of the training experience have proved inconclusive.

In recognition of this problem, AID undertook a major effort in 1974 to develop and test criteria and methodologies for measuring the impact of a participant's training experience on his or her post-training job performance. The contractor, the American Institutes for Research, developed a training impact assessment approach that it concluded, after field testing in several countries, was feasible for worldwide use. However, AID's reaction to this approach was not very favorable, and nothing further has been done with it.

Indeed, none of the attempts to assess impact has generated much interest in replication or further research and development. Consequently, the problem of assessing the impact of a participant's training in the back-home situation remains a major bottleneck to effective evaluation of the training program. AID may have to continue to evaluate particular aspects of the training program that might result in specific recommendations for

improved operations, such as in orientation, the placement and selection process, or English language training. However, the value of evaluation studies is questionable until a clear relationship of the returned participant's job and civic performance to his or her training experience is ascertained. Furthermore, unless criteria and methods for measuring the impact of training on the participant's job effectiveness are developed and applied, program planners will continue to lack the necessary guidance for designing future training programs.

#### 2.4 Analysis of Recommendations

Although all 206 reports were reviewed to identify the frequency and nature of recommendations for improvements in the participant training program and AID's response to them, only 141 actually presented relevant recommendations. The breakdown of these 141 reports by region and year is presented in Table 3.

Table 3. Distribution of Reports Containing Recommendations, by Year and Region

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	10	2	1	12	26
Asia	5	6	5	1	1	3	21
LAC	3	7	3	2	1	1	17
NE	2	4	5	0	4	6	21
Other	<u>1</u>	<u>7</u>	<u>12</u>	<u>10</u>	<u>10</u>	<u>16</u>	<u>56</u>
Total	11	25	35	15	17	38	141

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

A total of 1,380 recommendations addressing various aspects of the participant training program were drawn from these 141 reports. First, each of the 1,380 items was listed separately to ensure that none was lost in subsequent analysis. (See Appendix C for full listing of recommendations.) The 1,380 discrete items

were then reduced by joining identical or similar recommendations into 123 clusters. (See Appendix D for the list of clustered recommendations by category.) The third step was to classify the 123 recommendation clusters into the following 12 categories to facilitate further analysis and treatment:

1. Training Strategy: Policies and Coordination
2. Training Design
3. Location of Training
4. Complementary Programs
5. Participant Selection
6. Participant Placement
7. Orientation
8. English Language Training
9. AID Management and Administration
10. Support Services at Training Site
11. Reentry and Followup Activities
12. Research and Evaluation

The distribution of the 1,380 clustered recommendations within the 12 categories by year and region is presented in Tables 4 and 5.

An examination of the data in each of the 12 categories revealed the following most frequently mentioned issues in the training process. (See Appendix E for distribution of the clustered recommendations by region and year within each major category. Appendix F presents total recommendations and number of reports for each major category by region and year.)

#### 2.4.1 Orientation

Recommendations for improving participant orientation have been consistently the most numerous through the years and within regions. Two hundred and forty-four recommendations contained in 72 reports constitute nearly 20 percent of all recommendations recorded in the study. More than 50 percent of the recommendations in this category pertain to the predeparture phase. Although more of these recommendations were made for Asia than

Table 4. Report Recommendations by Category and Year

Category	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1980	1980- 1984	Total
Training Strategy	6	33	50	9	8	23	129
Training Design	17	42	33	8	20	32	152
Training Location	10	10	16	5	18	44	103
Complementary Programs	2	10	18	13	11	18	72
Participant Selection	12	25	16	10	8	21	92
Participant Placement	1	7	8	11	14	20	61
Orientation	16	70	44	34	13	67	244
English Language Training	1	15	3	8	18	28	73
AID Management/ Administration	11	17	16	10	34	69	157
Support Services	7	18	17	16	16	37	111
Reentry and Followup	23	41	32	5	12	37	150
Evaluation and Research	<u>2</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>3</u>	<u>16</u>	<u>36</u>
Total	108	291	258	136	175	412	1,380

Table 5. Report Recommendations by Category and Region

Category	Africa	Asia	LAC	NE	Other	Total
Training Strategy	26	28	13	22	40	129
Training Design	19	30	25	34	44	152
Training Location	46	14	15	7	21	103
Complementary Programs	7	5	8	3	49	72
Participant Selection	11	32	8	12	29	92
Participant Placement	5	4	4	1	47	61
Orientation	32	46	25	36	105	244
English Language Training	13	14	6	9	31	73
AID Management/Administration	27	26	4	21	79	157
Support Services	9	13	9	8	72	111
Reentry, Followup	23	57	18	26	26	150
Evaluation and Research	<u>4</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>25</u>	<u>36</u>
Total	222	272	136	182	568	1,380

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

for the other regions, most of these were made prior to 1970, when training for Asia was at its peak. The African region has the greatest number of recent recommendations in this area. The major clusters in order of frequency are as follows:

	<u>Frequency of Recommendations</u>
Thorough briefings on program details should be provided to all participants before departure.	41
Cross-cultural orientation to conditions in country of training should be given to all participants before departure.	28
Cross-cultural orientation should include information on personal and social adjustment problems (4), discrimination (6), housing (7), food (4), U.S. monetary system and budgeting (4), and U.S. health care system (1).	26
More research should be done on the various approaches to orientation.	21
Different aspects of Washington International Center's orientation program need to be reviewed.	20
More lead time should be provided to participants to prepare for departure.	17
Other	91
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Total	244

#### 2.4.2 AID Management and Administration

Recommendations on management and administration have been the second most frequently cited through the years (157 recommendations in 53 reports), with most interest evidenced during the past 10 years. In fact, there have been more comments on this subject since 1980 (69) than on any of the other 11 categories. There is a fairly even regional pattern, except for Latin America, which has shown considerably less interest in this subject; indeed, only 4 of the 157 recommendations come from reports on the Latin American region. The recent upsurge of interest in AID management and administration can probably be attributed

partly to the major organizational shifts within the Agency over the past 10 years in managing participant training. This period has been marked by the virtual elimination of U.S. training officers overseas; vast cutbacks in AID/Washington direct-hire training staff; the introduction of major changes in modes for handling participants, including contracting out the bulk of programming to two agents; and repeated efforts to develop a participant training information system for better management of the overall program; including the many participants handled under university and other contractual arrangements. The major recommendation clusters in this category are as follows:

	<u>Frequency of Recommendations</u>
Better communication and coordination is needed between AID and participating organizations (i.e., contractors and training institutions).	20
Record keeping in general should be improved.	17
AID should strengthen staff involved in participant training.	16
AID and program agents should have more personal contact with participants.	9
All AID-sponsored participants, including contract and loan-funded participants, should be subject to the policy guidelines in Handbook 10.	9
Program extensions should be carefully reviewed and controlled.	9
Other	77
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Total	157

### 2.4.3 Training Design

Training design, the third most cited category (152 recommendations in 79 reports), has been of consistent concern to evaluators in all regions over the years. More recent interest is noted in Africa and the Near East, corresponding to increased training in these regions. This category comprises recommendations on the design of individual training programs. Planning for post-training utilization and the need for more specialized,

practical, and relevant training are major concerns. The primary recommendation clusters are as follows:

	<u>Frequency of Recommendations</u>
Participants' post-training job responsibilities should be considered during program planning.	27
More practical training opportunities should be built into training.	27
Long-term training should be favored over short-term training.	22
Planners need more specific information on training institutions and their program offerings, services, and facilities (e.g., university catalogs, development training guide).	14
Training needs to be more specialized and tailored to participants' needs.	12
Technical aspects of training should receive careful consideration in program design (e.g., duration, pace, level, variety.)	10
Other	40
	<hr/>
Total	152

#### 2.4.4 Reentry and Followup

Although this category ranks fourth in overall frequency of recommendations, the specific cluster on the need for improved followup and contact with returned participants tied with the need for improved orientation as the most frequently cited issue in the evaluation studies over the past 30 years. Interest in improvements in the followup phase is even greater when related clusters of needed improvements are considered: more attention to removing constraints on utilization of training after returning home, membership in U.S. professional societies and subscriptions to professional journals, programs for updating and sharing training, and more accurate participant followup records. Nearly half of the followup recommendations were made in the 1960s (73 of the 150 total), but interest has reasserted itself in recent years with 37 recommendations since 1980. Again, the

large number of recommendations for Asia were mostly made prior to 1970, whereas Africa leads in frequency in recent years. The major recommendation clusters are as follows:

	<u>Frequency of Recommendations</u>
AID Missions should follow up and maintain contact with returned participants.	41
More attention should be given to the possible constraints on utilizing and applying training back home (e.g., available resources, supportive work environment).	15
Membership in U.S. professional societies and journal subscriptions should be encouraged.	12
Means for institutionalizing the use and transmission of the training experience should be developed in cooperation with the host government, especially supervisors (e.g., formal programs, meetings, and seminars).	12
Missions should have accurate and current records of all returned participants.	10
Missions should institute procedures for identifying and accounting for returning participants.	9
Participants' training should be periodically updated (i.e., seminars, refresher courses, and continuing education programs).	9
Alumni associations of returned participants should be encouraged.	9
Other	33
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Total	150

#### 2.4.5 Training Strategy

This fifth-ranking category comprises a total of 129 recommendations contained in 76 reports, with approximately two-thirds of the recommendations having been made during the 1960s. The major issues include the needs for involving participants and supervisors more in the planning process and for assessing

training levels and needs of host governments, especially in relation to their institutional capacity to absorb trainees. Little was said about training strategy (or any other category) during the 1970s, but interest has resumed in the issue since 1980, with 23 recommendations for improvements recorded over the past 4 years. Whereas participant and host government involvement in program planning was essentially an issue of the 1960s, host government absorptive capacity and donor coordination are more recent concerns. Africa, Asia, and the Near East have displayed a relatively similar interest in the issue, whereas Latin America has shown less concern. The major recommendation clusters are as follows:

	<u>Frequency of Recommendations</u>
Participants should be more involved in the training program design.	29
Supervisors should be more involved in the training program design.	21
An assessment of training needs should be conducted in host countries where lacking.	13
Host government involvement in all aspects of training should be increased.	10
Missions should be involved with participants' programs from planning stages to followup.	10
AID should coordinate with other countries in planning and implementing training and exchanging information and resources.	9
Host government absorptive capacity should be considered.	8
Other	29
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Total	129

#### 2.4.6 Support Services at Training Site

This category ranks sixth (111 recommendations in 51 reports) in frequency and has been a steady concern of all regions through the years. Interest in the need for improving support services at the training site has markedly increased since 1980, during which time one-third of the recommendations were made. Major issues are as follows:

	<u>Frequency of Recommendations</u>
More opportunities for cross-cultural interaction with Americans, both students and the community, should be provided to participants.	21
Faculty advisers should encourage participants to select courses and research projects (theses) that are relevant to the home country.	12
On-site contact office/person (e.g., foreign student advisers) should be available to participants for personal and academic counseling and administrative support.	11
Participants should be discouraged from having foreign national-only relationships.	7
Participant progress and academic reports should be forwarded to Missions more regularly.	7
Degrees and certificates should be awarded whenever possible for prestige and job placement value.	7
Other	46
	<hr/>
Total	111

#### 2.4.7 Training Location

Concern over training location (103 recommendations in 48 reports) has clearly emerged in recent years as a central issue. Over 40 percent of the recommendations have been recorded since 1980, of which 73 percent were made in reference to Africa. This issue, which primarily involves U.S. versus third-country versus home-country training, appears to be of considerably less interest to the other regions, although the Near East has expressed a consistent interest over the years. The major issues of concern are as follows:

	<u>Frequency of Recommendations</u>
Greater use should be made of in-country training.	13
National and regional training resources should be identified, inventoried, and evaluated.	12

AID should examine the mechanisms for improving the management of third-country training.	11
U.S. academic training should be limited to the graduate level.	11
Greater use should be made of third-country training.	11
Other	56
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Total	103

#### 2.4.8 Participant Selection

Although ranked eighth in this listing of major issues, the selection of participants was frequently commented on (92 recommendations in 45 reports). A fairly steady interest has been shown through the years, with Asia indicating more concern prior to 1970 for improvements in the selection process than other regions. As in other categories, Latin America falls well behind, with only two recommendations on the issue over the past 20 years. Although improving selection criteria and methods is a primary and growing concern, the selection of women candidates is of more recent interest. Major recommendations are as follows:

	<u>Frequency of Recommendations</u>
Studies to improve selection criteria and process should be undertaken.	22
Candidates' motivation, multiplier potential, and future social and civic roles should be considered in selection.	13
Selection committees should be established in host countries.	10
AID should have a more active role in selection.	7
AID should encourage selection of more women candidates.	5

Other	35
	—
Total	92

2.4.9 English Language Training

This category has been cited 73 times in 33 different reports over the past 30 years. Interest has been high in recent years, particularly in Africa, where 13 recommendations for improvements in English language training have been registered since 1980 alone. Asia has expressed growing concern on this issue in the last 10 years. The major current issues include the need to review the testing program and standards and the need for more in-country and regional English language training. Major recommendation clusters are as follows:

	<u>Frequency of Recommendations</u>
AID needs to review its language testing program (e.g., type of test, scoring).	21
Programs should provide more extensive English language training.	13
In-country English language training should be explored.	13
AID should utilize regional centers for English language training.	5
Other	21
	—
Total	73

2.4.10 Complementary Programs

Recommendations for improvements in complementary programs (72 recommendations in 48 reports) focus primarily on the need for such programs, especially reentry workshops to facilitate participants' use and transmission of training back home. Recommendations have been fairly consistent through the years among the four regions, although recommendations for supplementary specialized programs (e.g., management/administration) have been most numerous in the last 10 years. Major issues are as follows:

	<u>Frequency of Recommendations</u>
Reentry workshops (e.g., communications seminars) should be encouraged.	25
Evaluation of complementary training should be conducted (e.g., mid-winter and communications seminars).	23
Short-term specialized programs should be built into training where appropriate (e.g., management, administration, manpower planning)	14
Complementary programs (orientation, mid-winter seminars, and reentry workshops) should be considered essential in program planning.	5
Other	5
	---
Total	72

#### 2.4.11 Participant Placement

Even more surprising than the low ranking of participant placement issues (61 recommendations in 28 reports) is the minimal interest specifically expressed by the regions in the participant placement process. Only 14 of the 61 recommendations relate to regional studies, with the balance being contained in other types of reports. This might be because regional studies are mostly field based, where problems of placement are not normally encountered. Major issues are as follows:

	<u>Frequency of Recommendations</u>
Participant documentation needs to be flexible yet detailed enough to ensure proper placement.	10
Criteria for selecting training institutions should be reviewed.	10
Attention should be given to counseling and support services for foreign students when selecting a training institution.	8
The process of evaluating and providing credentials to training institutions needs to be improved.	7

Other	26
	—
Total	61

#### 2.4.12 Research and Evaluation

As might be expected, research and evaluation issues received the least attention in the reports examined in the literature review (36 recommendations in 28 reports). However, there has been more interest shown in the past 5 years, during which time nearly half the recommendations have been made. Although problems of academic equivalency have consistently been of concern over the years, the need for more information on the impact of training and program effectiveness has been more recently expressed. Major concerns are as follows:

	<u>Frequency of Recommendations</u>
More research is needed in evaluating the impact of training on development (e.g., definitions, methodology, criteria, measures of productivity, variables).	18
Training institutions should be provided with feedback on individual programs from participants, either through correspondence or field evaluations.	7
Problems of academic equivalency between home-country and training-country institutions should be investigated.	5
Other	6
	—
Total	36

#### 2.4.13 Most Frequently Cited Recommendation Clusters

The following list presents the most frequently cited recommendation clusters without regard to the 12 categories described above. At the beginning of the list are recommendations that were cited as many as 41 times in various reports through the years; at the end of the list are recommendations that were cited at least nine times. This list of significant recommendations includes 57 of the 123 recommendation clusters and comprises 893,

or 64 percent, of the total 1,380 recommendations. The purpose of this listing is to present, by frequency, the major concerns in the training program that evaluators have concluded need improvements.

- AID Missions need to follow up and maintain contact with returned participants. (41)
- Technical briefings on program details should be provided to all participants before departure. (41)
- Participants should be more involved in training program design. (29)
- Cross-cultural orientation to conditions in the country of training should be given to all participants before departure. (28)
- Participants' post-training job responsibilities should be considered when planning the program. (27)
- More practical training opportunities should be built into the program. (27)
- Reentry workshops like communications seminars should be encouraged. (25)
- Evaluation of complementary training should be conducted. (23)
- Studies to improve selection criteria and process should be undertaken. (22)
- Long-term training should be favored over short-term training. (22)
- Supervisors should be more involved in training design. (21)
- More research is needed on various approaches to orientation. (21)
- AID needs to review its English language testing program (e.g., standards, scoring, type of test). (21)
- More opportunities for cross-cultural interaction with Americans should be provided to participants. (21)
- Various aspects of Washington International Center's orientation program need to be reviewed. (20)
- Better communication and coordination is needed between AID and participating agencies (i.e., contractors and training institutions). (20)

- More research is needed in evaluating the impact of training on development. (18)
- More lead time should be provided to participants to prepare for departure. (17)
- Record keeping (e.g., monitoring and accounting for participants) should be generally improved. (17)
- AID should strengthen staff involved in participant training. (16)
- Per diem and allowance rates should be increased. (15)
- More attention should be given to the possible constraints on using and applying training in the work environment after return. (15)
- Planners need more specific information on training institutions and their program offerings, services, and facilities (e.g., university catalogs, development training guide). (14)
- Short-term specialized programs should be built into training where appropriate (e.g., management, administration, manpower planning). (14)
- Training-needs assessments should be conducted in host countries. (13)
- Greater use should be made of in-country training. (13)
- Candidates' motivation, multiplier potential, and future social and civic roles should all be considered in selection. (13)
- Participants should be given written materials on the technical and nontechnical aspects of the program. (13)
- More extensive English language training should be provided in the program. (13)
- In-country English language training should be explored. (13)
- Training should be more specialized and tailored to participants' special needs. (12)
- National and regional training resources should be identified, inventoried, and evaluated. (12)
- AID should examine the mechanisms for improving the management of third-country training. (12)

- Faculty advisers should encourage participants to select courses and research projects (theses) that are relevant to the home country. (12)
- Memberships in U.S. professional societies and subscriptions to professional journals should be encouraged. (12)
- Means for institutionalizing the use and transmission of the training experience should be developed in cooperation with the host government, especially supervisors (e.g., formal programs, meetings, and seminars). (12)
- Greater use should be made of third-country training. (11)
- U.S. academic training should be limited to the graduate level. (11)
- Returned participants could assist in predeparture orientation. (11)
- Orientation should include information on the U.S. educational system and facilities. (11)
- On-site contact office/person (e.g., foreign student advisers) should be available to participants for personal and academic counseling and administrative support. (11)
- Host government involvement should be increased in all aspects of training. (10)
- Missions should be involved with participant programs from planning stages to followup. (10)
- Technical aspects of training should receive careful consideration in program design (e.g., duration, pace, level, variety). (10)
- Training design should match host country physical and developmental environment (i.e., appropriate technology). (10)
- Selection committees should be established in host countries. (10)
- Participant documentation needs to be flexible yet detailed enough to ensure proper placement. (10)
- Criteria for selecting training institutions should be reviewed. (10)

- Linkage between the training program and participants' responsibilities to host country development goals should be emphasized in predeparture orientation. (10)
- Missions should have accurate, current records of all returned participants. (10)
- AID should coordinate with other countries in planning and implementing training and exchanging information and resources. (9)
- AID and program agents should have more personal contact with participants. (9)
- All AID-sponsored participants, including contract and loan-funded participants, should be subject to the policy guidelines in Handbook 10. (9)
- Program extensions should be carefully reviewed and controlled. (9)
- Missions should institute procedures for identifying and accounting for returning participants. (9)
- Participants' training should be periodically updated (i.e., seminars, refresher courses, and continuing education programs). (9)
- Alumni associations of returned participants should be encouraged. (9)

#### 2.4.14 Most Frequently Cited Recommendation Clusters Since 1975

To more accurately identify the major participant training issues of recent years, the following list presents the 17 most frequently cited recommendation clusters since 1975, without regard to category, with the most frequent listed first:

- Participants should be given thorough predeparture technical and cross-cultural orientation, using such resources as written orientation materials and returned participants. (31)
- Missions should follow up on returned participants by instituting procedures for accounting for returnees, maintaining contact with returnees, and supporting their continued professional development. (21)

- Short-term complementary programs should be built into training programs to provide participants with skills for adjusting to their home environment and job responsibilities (e.g., management, communications, and reentry workshops). (17)
- Record keeping in general needs to be improved. (13)
- AID's English language testing program needs review. (13)
- More research is needed on different approaches to orientation, including review of different aspects of the Washington International Center program. (12)
- Participant training staff should be strengthened. (12)
- More practical training opportunities should be provided. (12)
- Participants should be provided with personal and academic counseling at the training site. (12)
- Regional and national training resources should be inventoried. (10)
- Per diem and allowance rates need to be reviewed. (10)
- Planners need more information on training institutions and specific programs. (9)
- AID should improve mechanisms for managing third-country training. (8)
- More research on evaluating the impact of training is needed. (7)
- Better communication and coordination among participating agencies is needed (e.g., AID/Washington, Missions, training institutions, and contractors). (7)
- More English language training is needed in-country. (7)
- All AID-sponsored participants should be subject to the policy guidelines in Handbook 10. (7)

Some of the most commonly cited recommendations in earlier studies have received little, if any, comment since 1975. These include recommendations for more participant and supervisor involvement in the training design, planning for post-training utilization, problems with selection, more long-term than short-term training, and other recommendations to a lesser degree. This pattern reflects past efforts to make improvements in

various aspects of the training program, whether or not as direct results of specific evaluations. The following section examines AID's response to its past evaluation efforts through discussions with selected AID officers and a review of current training strategies and activities underway within the regional bureaus, S&T/IT, and field Missions.

### 3. AID RESPONSE TO PAST TRAINING EVALUATIONS

To explain why some of the same recommendations on participant training have been made repeatedly over the years, an attempt was made to determine the nature of AID's response to past evaluation efforts. To this end, interviews were conducted with officers in AID regional bureaus, PPC, and S&T/IT, and policy and strategy papers were reviewed to learn of current trends and activities underway that address some of the issues highlighted in the review of participant training evaluations. In addition, revisions in old manual orders and handbooks on participant training were reviewed, and a meeting was convened with several current and former AID officers familiar with the training program to gain a historical perspective on past AID response to evaluation activities and to specific recommendations. Finally, field Mission personnel were consulted for their views on the findings of this study. The following summarizes the efforts of this exercise to gain some insight into the nature of AID response to participant training evaluation.

#### 3.1 Regional Bureau Activities

##### 3.1.1 Africa

The Africa Bureau has initiated various activities that respond to a number of the recommended improvements in the region's participant training programs, especially in the areas of English language training, third-country training, training design and strategy, and followup. For example, a study on English language needs and capabilities in the Sahel region and several studies to encourage more use of third-country training have recently been conducted. One of these includes a directory of Francophone African training institutions and a handbook to guide participant placement. The Sahel/West Africa office plans to provide training to Mission personnel in using these materials.

Addressing the Agency's recent momentum for increasing participant training levels, the Sahel office undertook a survey of all past Mission training to assist in developing a training

strategy and design for the region. Data were collected on trends in overall numbers, sector, type of training, location, and host countries' capacity to absorb returning participants.

Regarding followup evaluation, the Africa Bureau recently sponsored an in-depth study of the African Graduate Fellowship (AFGRAD) program to assess its effectiveness in contributing to African development. Although the Bureau training strategy endorses a number of followup activities for participants, the need to improve activities in this area was acknowledged during the interviews. Several Bureau officers also expressed the need for better predeparture orientation and indicated interest in collaborating with S&T/IT in developing written predeparture materials if the use of such materials could be assured. Additional staff and resources and the designation of regional training officers were suggested to supplement Mission efforts to provide adequate predeparture briefings and to facilitate more use of third-country training and better followup.

This sampling of participant training activities reflects positively on the Africa Bureau's attention to some of the major training issues and its response to recommended improvements. Furthermore, interest was expressed in the results of the study on the design of future training projects.

### 3.1.2 Near East

A recent status report on Near East Bureau participant training lists several current activities that address a number of the major issues identified through this review. In Yemen and Oman, for example, development-related training is provided to spouses (mostly female) of academic participants at U.S. community and junior colleges. This arrangement not only responds to recommendations that more support be given to families of long-term participants, but is also a way of increasing the percentage of female trainees.

In the area of followup, the Bureau is encouraging all Near East Missions to establish systems to track and support returning trainees. Egypt has been operating a computerized followup system for some time, and Portugal has made some progress in this regard. A Bureau spokesman was hopeful that S&T's proposed participant training management information system will further assist the region in these activities.

Significant trends in the Bureau include increased management and administrative training and more technical and graduate training. The Bureau also is involved in improving the use of third-country training by developing a guide to regional institutions. Efforts to improve English language screening procedures

are also noted with the development of an Arabic version of the Modern Language Aptitude Test, which will assess training candidates' English learning ability. The Near East Bureau's activities in these areas, many of which were recommended in evaluation studies, suggest that the region's evaluative efforts have been of general benefit.

### 3.1.3 Asia

Most of the studies relating to Asia are evaluations of country programs during the 1960s and early 1970s, which is also when most of the region's training was taking place. During this period, a number of Missions, (e.g., in Indonesia, Philippines, Thailand) were running active and responsive orientation and followup programs. Subsequent to the dropoff in participant numbers and limited evaluation activities in this region since the mid-1970s, participant training issues have been largely ignored.

A Bureau spokesman acknowledged that current predeparture orientation and followup activities in the region could be improved but not without more resources and support. However, these activities can be provided for in specific projects like the current General Participant Training II project in Indonesia. This project also provides for the development of an Overseas Training Unit within the Indonesian Government, which will eventually assume responsibility for all overseas training activities, including orientation and followup. The Indonesia Mission also has assessed in-country English language training needs and capabilities and is computerizing data on returned participants (of which there are approximately 8,500) based on the followup system developed in Egypt.

### 3.1.4 Latin America and the Caribbean

Like the Asia Bureau, the Bureau for Latin America and the Caribbean (LAC) has few recent studies on the participant training process in Latin America from which to follow up specific recommendations. Although this region has a long history of training, the proportion of participants from the region in relation to other regions has been declining since 1978. However, several recent projects aim to train almost 10,000 Latin Americans over the next 5 years. These include the 1982 LAC Regional Training Initiatives (LACTI) project, the 1983 Caribbean Basin Scholarship Project (CBSP), and the proposed Central and Latin American Scholarship Program (CLASP). CLASP came about largely as a result of recommendations in a Kissinger Commission report.

A notable aspect of all three training projects is that evaluation systems have been built into each, providing for monitoring of participant progress and program effectiveness. The proposed evaluations are more extensive than the project evaluation studies normally carried out for AID projects and will include utilization and impact studies. Also, LAC is requiring Missions to develop Country Training Plans to assist in training design and strategy before substantially increasing participant numbers. Regarding orientation and followup activities, a Bureau spokesman noted that training in general is given less attention than other more pressing demands at the Mission level (e.g., Country Development Strategy Statements, ABS). Accordingly, only a mandated increase in attention to training or strengthening of staff responsible for training activities will improve orientation and followup efforts.

### 3.2 Bureau for Science and Technology/International Training Office

A recent strategy paper on S&T/IT's plans for improving the participant training program addresses most of the issues identified in our review of evaluative reports. The following initiated or proposed activities concern recommendations made in the areas of orientation, English language training, training design, management, and followup:

#### 3.2.1 Orientation and Support Programs

1. S&T/IT plans to develop a 15-minute videotape in 1985 to be used by Missions in predeparture orientations.
2. S&T/IT asked the National Council for International Visitors to coordinate the mid-winter seminars this year in an effort to improve their management and relevance. These programs also were evaluated.
3. A concept paper has been developed for improving in-country English language training, which will be included in the congressional presentation for consideration. The proposal provides for assessment services to host countries on English language training potential and for demonstration or pilot programs at selected sites for regional training.

### 3.2.2 Training Design

1. S&T/IT is financing the development of guidelines for devising Country Training Plans to improve training design and strategy for each Mission. These guidelines will be included in the revised version of Handbook 10 for optional use by Missions. A pilot Country Training Plan was pretested in Peru, Honduras, India, and Malawi.
2. A project officer's guide is being developed by a contractor to assist Mission personnel in designing and planning training. It will be a how-to guide to complement Handbook 10.
3. A data base for U.S. short-term technical courses and facilities is being developed by a contractor that will provide planners with current and valuable information on specific training opportunities.

### 3.2.3 Management

1. Handbook 10 is being updated and upgraded with clearer policy and guidelines. Specific revisions are being made in the areas of evaluation, Mission management, responsibilities of contractors, the medical screening requirement, allowance rates (which are also being increased), and general cost-effectiveness. These revisions will aim to facilitate the training process and improve AID's management of the program.
2. An integrated participant training management system is also being developed. This system will include a micro-computer-based software package that will allow monitoring of all Mission training activities from the initial Project Identification Document or Project Paper stage through the life of each training program. This system will be linked to the present participant training information system and will allow for immediate data transfer between AID/Washington and the Missions.

### 3.2.4 Followup

1. A new chapter with guidelines for evaluation activities is contained in the revised Handbook 10. This will involve three questionnaires--one to be administered to participants when they return home from training, another 1 year after their return, and a third question-

naire, which is intended for project officers. Together, these survey instruments should provide information on planning, implementation, and the utilization of participant training. This package is currently being pretested in the Dominican Republic, Botswana, and Indonesia.

The activities discussed in the preceding sections account for a substantial number of recommendations made on various aspects of participant training. However, a number of areas have not been adequately addressed, including provisions for ensuring the use of existing and proposed orientation materials in the predeparture phase; specific approaches to followup support (i.e., formal programs); the need for more specialized training (e.g., management and communications); and the need to assess the impact of training as opposed to evaluating the training process itself.

### 3.3 Bureau for Program and Policy Coordination/Policy Development and Program Review

The Bureau for Program and Policy Coordination was also contacted for its reaction to the major issues revealed through this review of evaluative studies on participant training. Several stimulating suggestions were provided for improving and enriching participant training, and the need for improved followup support was highlighted, with an emphasis on professional upgrading and networking, rather than simply monitoring for the sake of Agency records.

### 3.4 Review of Participant Training Guidelines in Agency Manual Orders and Handbook 10

AID guidelines for participant training were issued in Manual Orders until 1981, at which time Handbook 10 was prepared. Individual revisions have been made over the years and, as already mentioned, the complete Handbook currently is being revised and updated. Although information is not available before 1974, the current Handbook and previous revisions were reviewed regarding the findings of this study. In addition to the revisions underway, the following is a summary of significant previous changes, some of which reflect cumulative AID response to recommended improvements in the participant training program since 1974.

1. Changes in allowance rates for U.S. and third-country participants and revision of cost estimates

2. Changes in provision of health and accident insurance and visa procedures
3. Revision of PIO/P to three pages, including financial information, training requests, and biographical data form
4. Clarification of regulations covering successive degrees, program extensions, and transfers
5. A procedural change, transferring the U.S. administrative orientation from AID's Office of International Training to the Washington International Center
6. Discontinuation of contract for and requirement of Pre-Academic Workshops and Management Communication Seminars
7. Updated list of professional societies and revised information on Development Training Guide
8. In the area of predeparture orientation, request that contractors provide predeparture orientation; suggestion that cultural U.S. orientation be incorporated in English language training; and recommendation for enlisting the assistance of returned participants
9. In the area of followup: revision of certificate of achievement, revisions in reporting requirements, and requirement for an exit interview

### 3.5 Workshop on Participant Training Evaluation

In addition to individual interviews with AID/Washington staff and the limited review of strategy papers and Agency guidelines on participant training, CDIE sponsored a 1-day workshop on participant training evaluation. A number of former and current AID officers with substantial participant training experience were invited to relate their impressions of AID's response to the various recommendations through the years. Workshop participants had been provided with copies of the draft report before the meeting and were prepared to share their recollections and views. The workshop generated considerable discussion and provided many historical illustrations of why certain recommended measures were or were not adopted over the years. The discussion also seemed to confirm several reasons for AID's limited response to certain recommendations, including bureaucratic or funding constraints and circumstantial considerations that made such recommendations irrelevant, inappropriate, or unrealistic. Perhaps the most important contribution of this meeting, however, was the

identified difficulty in determining Agency response to past evaluations or the overall benefits of evaluation activity. (A brief review of the workshop appears as Appendix G to this report.)

### 3.6 Mission Participant Training Survey

The discussions with former and current AID personnel and the review of relevant documents established that, through the years, AID has addressed all 12 major categories of recommendations identified in this study to some extent and with varying degrees of benefit to the Agency and the participant training program. This exercise offered some insight into the utility of evaluation efforts and why some recommendations were or were not adopted.

However, it also confirmed the difficulty of attempting to explain or identify with any precision past AID response to specific evaluation recommendations. To obtain a more complete picture of AID response and of the issues that seem most critical today, the views of AID Missions were solicited by cable. Mission perceptions were considered especially important because major responsibility for implementing participant training lies in the field, which is also where improvements in specific country training operations will have the most impact. The following is a summary of responses by 45 Missions to a PPC cable inquiry about the status of field-training activities regarding the major findings of this study.

1. Little impact evaluation is being carried out in the field, although it is considered a worthwhile undertaking.
2. Most Missions have formalized articulated training strategies in collaboration with host governments and have formalized mechanisms for developing such strategies.
3. Training is generally planned as an integral part of project design.
4. Most Missions conduct predeparture orientation for participants, including information on cultural aspects and educational institutions in the country of training; many Missions require arrival orientation in the United States or third countries.
5. Most Missions conduct debriefing evaluation sessions with returned participants; many Missions maintain regular contact with participants and provide them with

journal subscriptions and memberships in professional societies.

6. Most Missions reported host government participation in the selection process and in programming and monitoring activities.
7. Most Missions consider some degree of third-country training as an alternative to U.S. training (although this reportedly occurred in less than 25 percent of the cases in most Missions' training portfolios).
8. The mid-winter seminar is the most requested complementary training, followed by management and practical training.
9. Most Missions require academic participants to reach a minimum TOEFL (Test of English as a Foreign Language) score of 507.
10. About half the Missions expressed the need for additional staff, whereas most Missions suggested upgrading the skills of current training office staff.

The review of participant training activities underway or planned in the regional bureaus and the Missions suggests that AID's past evaluation efforts have been of some use in guiding the planning and conduct of participant training in AID/Washington and in the field. Major issues highlighted in previous evaluations are receiving some attention by AID/Washington and Mission personnel. However, the range or strength of activities reportedly underway to address some of these issues cannot be accurately evaluated within the scope of this study.

Perhaps several field visits to obtain first-hand information on current participant training practices should be carried out and contractor activity evaluated for a more complete understanding of the major issues in the training program and how to address them.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

##### 4.1 General Conclusions

Although past evaluation studies may well have contributed incrementally to improvements in the participant training program, the findings from this literature review reveal that many recommendations are repeated through the years, often in the same country or region, with unaccountable frequency. That some

of the same recommendations initially made by the worldwide survey in the 1960s (most notably in the areas of orientation and followup) are among those most frequently mentioned in recent years raises questions concerning both the utility of evaluation efforts and AID's response.

During discussions with current and former AID officers, several reasons were suggested for AID's seemingly limited response to certain recommendations made repeatedly over the years. These include the uncertain nature of AID's constituency and funding base, leading to shifts in policies and strategies; the frequent turnover of personnel in AID/Washington and the field; the lack of funds and personnel to follow through with recommended improvements; the lack of leadership support and the lower priority accorded participant training in general; and circumstantial considerations that made some recommendations irrelevant or unrealistic.

There are undoubtedly other reasons contributing to the real or apparent limited response by AID to some of the major issues highlighted in this review, including the argument that the overall benefits of the training program are so obvious that no major improvements are necessary. However, most of those we interviewed agreed that the program should be improved, particularly given the substantial current expansion of participant training. The major areas suggested in our review and analysis of recommendations in past evaluations that are most in need of attention include the following: (1) research and methodology in the area of training impact; (2) orientation--especially in the predeparture phase; (3) followup of returned participants, with an emphasis on professional development; (4) complementary programs, especially management training; (5) English language training; (6) third-country training; and (7) training staff capabilities.

Most of these areas are recognized by the regional bureaus and S&T/IT as needing improvement and are being addressed to some extent. Yet the degree to which improvements are being made is unclear and perhaps inadequate. Given the frequent mention in recent years of the foregoing issues and the inconclusive evidence explaining the extent to which recommended improvements have been made, concerned elements of AID should consider further study of these issues on a country (or perhaps regional) basis before substantially expanding the participant training program. In reexamining these issues, the following recommended actions drawn from the conclusions of past evaluations should be considered.

## 4.2 Recommended Actions

### 4.2.1 Training Impact Assessment

An effort should again be made to develop and adopt a set of measures for assessing the impact of training on participants' post-training job performance and home-country development. Although precise measurements may be beyond the reach of social science, those aspects of the training process that appear to be associated with a high probability of success might be identified. Such knowledge might enable evaluators to recommend specific steps to planners and managers for improving future training programs. This operationally oriented research should begin with a reexamination of the work already done in this area (i.e., the impact assessment research carried out by the American Institutes for Research studies in the mid-1970s). This might also form the basis for another worldwide evaluation.

### 4.2.2 Orientation

The need to improve the overall participant orientation process, pre- and post-arrival, is an issue deserving more attention. As articulated in numerous evaluations, participants generally want more information on their new experience, in as timely a manner as possible. Evaluation studies reveal a fairly consistent pattern of requests for improvements through the years and in all regions. Specific suggestions include (1) more thorough technical and cultural briefings in the sending country; (2) written materials to supplement briefings (e.g., several Africa Bureau program officers expressed interest in collaborating with S&T/IT in developing written predeparture materials); (3) greater use of former participants, in-country U.S. technicians, and the Peace Corps as resources for predeparture orientation; and (4) greater use of the Washington International Center's orientation services. (Washington International Center sources revealed that only 1,200 annual new starts in U.S. training go through their program.)

### 4.2.3 Followup

The need for AID to attend more closely to the post-training experiences of returned participants consistently received as much comment as orientation did through the years. Recommendations advised Missions to keep in touch with returned participants through scheduled, periodic contacts and better record keeping and to create a more supportive environment for retur-

nees to use, share, and update their newly acquired knowledge and skills. Providing memberships in professional societies and subscriptions to professional journals, forming returned participant alumni associations, furnishing equipment and supplies necessary for participants to introduce new ideas, financing attendance at professional meetings and workshops, and providing continuing education programs are the principal types of followup suggestions most frequently made through the years. As often noted in the literature review and confirmed in our interviews, the lack of funds constrained the implementation of these follow-up activities. If AID should decide to endorse followup as an integral part of a country training program, which has been strongly recommended in many studies, some modest financial support might be needed.

#### 4.2.4 Complementary Training

This area covers the issues of what, if any, short-term complementary training experiences participants should have to supplement their training programs. The types of short-term training generally provided include preacademic workshops, mid-winter seminars on a variety of subjects during participants' vacation period, and reentry workshops on management and communication skills. Recommendations in this category, which have been very frequent in recent years, have generally favored more and better complementary programs. Management and communications training has received the most mention regarding its importance for equipping participants with the skills necessary to readjust to their home-country environment, including management responsibilities and their role in transmitting their training experience to others. A recent Ph.D. dissertation emphasized participant preparation for reentry to the home country as a prerequisite for effective application of training.<sup>3</sup> In view of numerous recommendations, especially those from two recent management studies addressing this subject, concerned elements of AID should reexamine the role of management and communications training in a participant's training experience and consider making such training an integral part of an appropriate program.

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<sup>3</sup>Phillip Moeller, "Cultural Exchange: A Communication Model for Re-Entry Transition," Ph.D. dissertation, American University, 1977.

#### 4.2.5 English Language Training

Concern for improving English language training and raising standards has been increasingly expressed in evaluations. Concerned regional bureaus and Missions should reexamine their policies and provisions in this area, including testing, standards, and location (i.e., in-country, regional, or U.S.-based English language training.)

#### 4.2.6 Third-Country Training

This issue has also recently emerged as a central concern, especially for potential cost-effectiveness. AID should further consider recommendations to inventory regional resources and to examine mechanisms for managing third-country training.

#### 4.2.7 U.S. Training Officer Staffing

The lack of U.S. direct-hire staff to provide the policy and management leadership the participant training program would require to act on these recommendations has been an oft-cited issue in recent years. Considering that U.S. training officer staff, both in the Missions and AID/Washington, is currently at its lowest point in the history of the program while the number of participants is dramatically increasing, the Agency should reexamine the staffing issue. If the assignment of more U.S. staff overseas in Missions or in regional locations such as the REDSOs is impossible, the skills of the capable, but generally more narrowly experienced, Foreign Service Nationals training staff overseas could be upgraded.

## APPENDIX A

### BIBLIOGRAPHY OF PARTICIPANT TRAINING EVALUATIONS, STUDIES, AND RELATED REPORTS<sup>1</sup>

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- \*79. EGYPT--Evaluation and Follow-up Project for AID's Participant Training Program in Egypt. AMIDEAST. AID-Sponsored Study. 1982. 4 reports.
- \*80. EGYPT--Evaluation of Peace Fellowship Program/Egypt. James Relph and John Swallow. AID Staff Study. 1983. (PN-AAN-882). 52 p. plus appendix.
- \*81. ETHIOPIA--Study of Manpower Needs, Educational Capabilities and Overseas Study. Education and World Affairs Study Committee, New York. 1965. (PN-AAR-993). 49 p.
- \*82. GAMBIA--Evaluation of USAID's Participant Training Program. Laurel Elmer, OAR/Banjul. 1983. (PN-AAS-731). 12 p. plus appendixes.
- \*83. GHANA--Ghana-U.S. Participant Training Evaluation Survey (1957-1967). Edith Lord, USAID/Ghana. 1967. (PN-ARE-287). 99 p.
- 84. GREECE--Survey Report of Returned Participants. USAID/Greece. 1963. (PN-AAS-439). 231 p.
- \*85. GUINEA--Study of Manpower Needs, Educational Capabilities and Overseas Study. Education and World Affairs Study Committee, New York. (PN-AAR-994). 1965. 54 p.
- \*86. INDIA--The Indian Participant Training Program: An Evaluation Study (1951-1960). USAID/India. 1961. (PN-AAS-423). 200 p.
- \*87. INDONESIA--An Evaluation of Participant Training Program in Indonesia. USOM/Jakarta. 1959. (PN-AAS-393). 165 p.
- \*88. INDONESIA--The Education and Training of Indonesians in the U.S. Slamet Salib, University of Pittsburgh (Master's thesis). 1961. (DIC #374.013 S165). 80 p.
- \*89. IRAN--Follow-up Evaluation Study of Iranian Participants Who Received Training in the U.S. Under ICA Sponsorship. USOM/Iran. 1956. (PN-AAS-438). 43 p.
- 90. ISRAEL--Seeing Is Believing (Report on the activities since their return to Israel from the U.S. of men who have participated in the Technical Assistance Training Program of the ICA). USOM/Israel. 1956. (PN-AAS-073). 17 p.
- \*91. ISRAEL--Evaluation Survey of Israeli Participants in the AID Training Program. Israel Institute of Applied Social Research in cooperation with USAID. 1962. (PN-ARE-286). 65 p.

- \*92. JAMAICA--An Evaluation Study of AID's Participant Training Program in Jamaica. Research Tabulating Corp. and Rome Arnold and Co. AID-Sponsored Study. 1962. (PN-AAS-070). 95 p.
93. JAPAN--The Japan Productivity Program, Seisansei: An Evaluation of the Participant Training Program in Japan (1956-1962). Dalton Potter, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-887). 105 p.
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- \*99. KOREA--Evaluation Survey of the U.S. Participant Training Program (1955-1960), Final Report. AID Staff Study. 1963. (PN-AAS-010). 224 p.
100. KOREA--Impact of Participant Training on the Attainment of Development Goals: Report No. 1/Korea. Jane Schubert and Robert Krug, American Institutes for Research. AID-Sponsored Study. 1975. (PN-AAB-652). 57 p.
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- \*105. NICARAGUA--An Evaluation Study of AID's Participant Training Program in Nicaragua. Research Tabulating Corp. and Rome Arnold and Co. 1962. (PN-AAS-011). 65 p. plus attachments.
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- \*108. PAKISTAN--Technical Training of Pakistanis in the U.S.--An Evaluation of the ICA Program (1951-1955). Ralph Spence. AID-Sponsored Study. 1955. (PN-AAS-004). 78 p.
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- 111. PHILIPPINES--Impact of Participant Training on the Attainment of Development Goals: Report No. 2-Philippines. Fernandes and Krug, American Institutes for Research. AID-Sponsored Study. 1974. (PN-AAS-065). 53 p.
- \*112. PHILIPPINES--Using U.S. Training in the Philippines--A Follow-up Survey of Participants. University of Michigan's Institute for Social Research. ICA-Sponsored Study. 1959. (PN-ARE-294/295). 2 vols.
- \*113. PHILIPPINES--Participant Training II. Jaime Correa-Montalvo, Special Evaluation Report. USAID/Manila. 1981. (PD-CAF-200). 24 p.
- \*114. PORTUGAL--Evaluation of USAID/Lisbon Participant Training Program. Michael Lukomski. USAID/Lisbon. 1983. (PD-AAQ-029). 95 p. plus appendix.

- \*115. SUDAN--Study of Manpower Needs, Educational Capabilities, and Overseas Study. Education and World Affairs Study Committee, New York. 1965. (PN-AAR-991). 42 p.
- \*116. SUDAN--An Evaluation Study of AID's Participant Training Program in Sudan. Research Tabulating Corp. and Rome Arnold and Co. AID-Sponsored Study. 1963. (PN-AAS-005). 121 p.
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- \*123. THAILAND--Participant Training Program: Evaluation Survey: (1951-1960). Frederic Ayer, Business Research Ltd., Bangkok. AID-Sponsored Study. 1963. (PN-AAR-990). 275 p.
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- \*125. TUNISIA--Study of Manpower Needs, Educational Capabilities, and Overseas Study. John Masland and Sally Allen, Education and World Affairs Study Committee, New York. 1965. (PN-AAR-989). 41 p.
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- \*128. **VIETNAM--Evaluation Survey of USOM/Vietnam Participant Training Program (1954-1960), Final Report.** Business Research Ltd., Bangkok. AID-Sponsored Study. 1964. (PN-AAS-918). 201 p.
- 129. **VIETNAM--Participant Training: Objectives and Returns.** Office of Education. 1967. (DIC #374.013 V666). 71 p.
- 130. **VIETNAM--Vietnamese Participant Training Program.** R. Stone for AID. 1967. (Report not available). 23 p.
- \*131. **YEMEN--Evaluation & Follow-Up of Returned Participants, Hussie Alansi (Draft Report, Near East Bureau).** 1980. (Not available in DIS). 42 p.
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- \*134. **French Education Policy in Sub-Saharan Africa and Madagascar.** Eugene Burgess. Education and World Affairs Study Committee, New York. 1965. (PN-AAR-988). 48 p.
- \*135. **Evaluation of ASPAU, AFGRAD, and INTERAF: Impact of Regional Scholarship Programs on Manpower Needs in Africa, Practical Concepts.** AID-Sponsored Study. 1973. (PD-AAA-576). 200 p.
- \*136. **Report on the Evaluation of AFGRAD and INTERAF Programs.** Overseas Liaison Committee, American Council on Education. AID-Sponsored Study. 1974. (PD-AAA-581-A1). 31 p.
- 137. **African Scholarship Program of American Universities (ASPAU), Final Report.** Cynthia Wise, African-American Institute. 1976. (PD-AAR-321). 65 p.

138. The African Graduate Fellowship Program (AFGRAD): Operation Search-1975. African-American Institute. 1976. (PN-AAS-003). 178 p. plus attachment.
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- \*143. AFGRAD Student Status Report. Susan Votaw, African-American Institute. 1982. (PN-AAS-364). 23 p. plus attachments.
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145. Participant Training in the Sahel Region: A Quantitative Assessment. Aida Monares. AID-Sponsored Study. 1984. (PN-AAR-322). 90 p.

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- \*155. **An Evaluation of Latin American Scholarship Program of American Universities.** Arthur D. Little. AID-Sponsored Study. 1972. (DIC #378.35 L778). 40 p. plus bibliography.
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- \*158. **Near East Bureau Participant Training.** Elizabeth Wycoff. AID-Sponsored Study. 1981. (PN-AAR-305). 62 p.
- \*159. **Report on Near East Participant Training Workshop, Cairo, Egypt.** AID Staff Report. 1983. (PN-AAS-709). 40 p. plus attachment.
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- \*162. **NEAR EAST/SOUTH ASIA--Participant Training in Near East and South Asia.** Albert Gollin and Barton Sensenig III, Bureau for Social Science Research. AID-Sponsored Study. 1966. (PN-AAS-706). 77 p.
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- \*164. **The 1965 Summer Leadership Program: A Summary Report.** Bower and Johnson, Bureau for Social Science Research. 1965. (PN-AAS-792). 42 p. plus appendix.
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- \*169. **General Assessment of the Orientation Program for AID Participants.** Raga Elim. AID-Staff Study. 1977. (PN-AAS-362). 14 p.

- \*170. **Participant Training in Management: Strategic Options for OIT.** Management Systems International. AID-Sponsored Study. 1982. (PN-AAR-291). 52 p.
- \*171. **Final Report on the Management Training Study.** Tom Moser. AID-Sponsored Study. 1984. (PN-AAS-700). 32 p.

#### 4.2 English Language Training

- \*172. **Evaluation Study of the Intensive English Language Training and Testing Services Provided to AID-Sponsored Students.** Alfred Fiks et al., Group 7 Associates. AID-Sponsored Study. 1978. (PN-AAS-715). 104 p. plus appendixes.
- 173. **Development-Related English Language Training Needs and Resources in Egypt.** Group 7 Associates. AID-Sponsored Study. 1980. (PN-AAM-293). 84 p. plus appendix.
- 174. **English Language Training in Syria.** AID Staff Report. 1980. (PN-AAH-770). 20 p. plus appendix.
- 175. **English for International Development Programs: Intensive.** William Ames (paper presented at TESOL Conference). March 1981. (PN-AAS-820). 16 p.
- \*176. **Report on English Language Training--Cameroon.** Suzanne Peppin, American Language Institute, Georgetown University (ALIGU). AID-Sponsored Study. 1983. (PN-AAS-729). 20 p. plus attachments.
- \*177. **Report on English Language Training--Indonesia.** Suzanne Peppin, ALIGU. AID-Sponsored Study. 1983. (PN-AAS-730). 20 p.
- \*178. **Sahel Manpower II In-Country English Language Training Feasibility Study.** Suzanne Peppin, ALIGU. AID-Sponsored Study. 1984. (PN-AAS-359). 48 p.

#### 4.3 Selection/Placement

- \*179. **University-Government Cooperation in Programs for Students from Abroad.** American Association of Collegiate Registrars and Admissions Officers (AACRAO)-AID Conference. 1970. (PN-AAT-246). 32 p.
- \*180. **AID Participant Selection and Placement Study.** AACRAO. AID-Sponsored Study. 1971. (PN-AAS-919). 160 p.

- 181. **Guidebook for Placement of AID Participants in Academic Programs in the U.S.** Clyde Vroman et al. AID-Sponsored Study. 1972. (PN-AAR-980). 56 p.
- 182. **Bibliography for AID of Reference Materials for Evaluating Foreign Student Credentials.** AACRAO. AID-Sponsored Study. 1978. (PN-AAH-047). 94 p.
- 183. **Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the U.S.** AACRAO. AID-Sponsored Study. 1983. (PN-AAP-749). 125 p.
- 184. **Evaluation Study of Selection, Admission and Placement Assistance Provided for AID-Sponsored Students From Abroad.** Alfred Fiks et al., Group 7 Associates. AID-Sponsored Study. 1983. (PN-AAL-998). 120 p.

#### 4.4 Third-Country Training

- 185. **Third-Country Training Resources in Africa for AID-Sponsored Participants: A Catalogue.** AID Staff Study. 1968. (DIC #378.6 A265). 1 vol.
- 186. **Third-Country Training Resources in East Asia (Catalogue).** AID Staff Study. 1971-revised edition; also 1968 edition. (DIC #374.013 A265). 1 vol.
- 187. **Third-Country Training Resources in Near East/South Asia (Catalogue).** AID Staff Study. 1971. (DIC #374.013 A265). 1 vol.
- 188. **Third-Country Training Resources in Latin America (Catalogue).** AID Staff Study. 1972. (DIC #374.013 A265). 1 vol.
- \*189. **Qualitative Assessment of Selected Regional Training Institutions in West and Central Africa.** Cynthia Wise and M.B. Badenhop. AID-Sponsored Study. 1981. (PN-AAM-033). 247 p.
- \*190. **Third-Country Training in Africa. Workshop Proceedings, S&T/IT and Africa Bureau.** December 1982. Washington, D.C. (PN-AAR-228). 29 p.
- \*191. **Third-Country Training in Africa.** Jeffalyn Johnson and Associates. AID-Sponsored Study. 1983. (PN-AAN-088). 96 p.

5. TRAINING EVALUATIONS BY SECTOR

192. An Analysis of ICA Training Programs in the U.S. for Participants in Community Development. W.R. Gordon. ICA-Sponsored Study. 1959. (PN-ARE-275). 19 p.
- \*193. U.S. Training for Extension Workers From Other Countries. USDA's Federal Extension Service. 1961. (PN-AAR-979). 13 p.
- \*194. An Evaluation of Participant Training Under the University of Tennessee-India Agricultural Program. M.B. Badenhop. AID-Sponsored Study. 1965. (PN-AAR-977). 22 p.
195. Participant Training for Agriculture in Morocco. Floyd Corty. AID-Sponsored Study. 1967. (PN-AAR-978). 27 p. plus attachment.
- \*196. Training for the 70's: Report on the 12th Conference on International Agricultural Training Affairs. Washington, D.C. 1969. (PN-AAR-978). 146 p.
197. An Evaluation Study of USAID-Sponsored Indian Extension Participants at the University of Missouri (1959-1967). Walter Wilkening, University of Missouri. 1971. (PN-AAS-886). 52 p.
- \*198. Participant Training Program in the Office of Health and Population Planning (Thailand). Samuel Taylor, USOM/Thailand. 1971. (PN-AAR-976). 20 p. plus bibliography.
199. Impact of Participant Training on the Attainment of Development Goals: Report No. 4-Analysis of Two Sectors (Agriculture/Economics). Robert Krug, American Institutes for Research. AID-Sponsored Study. 1976. (PN-AAB-652). 47 p.
- \*200. Participant Training in Project Design and Evaluation: Final Report. Practical Concepts, Inc. AID-Sponsored Study. 1977. (PN-AAS-789). 54 p.
- \*201. Evaluation of a Management Training Program in the Developing World: Final Report. Alfred Fiks et al., Group 7 Associates. AID-Sponsored Study. 1979. (PD-AAE-003). 219 p.
- \*202. Training and Related Efforts Needed To Improve Financial Management in the Third World. General Accounting Office, Report to Congress. 1979. (PN-AAH-633). 50 p.

- \*203. **Training Agricultural Economists for Work in International Development.** Darrell Fienup and Harold Riley, American Agricultural Economics Association, Michigan State University. 1980. (PN-AAJ-096). 144 p.
- \*204. **Training of Trainers in Management, Final Report.** Practical Concepts, Inc. AID-Sponsored Study. 1981. (PN-AAR-806). 1 vol.
- \*205. **Management Skills Training for Foreign Engineering Students: An Assessment of Need and Availability.** Stephen Dunnett, NAFSA. AID-Sponsored Study. 1982. (PN-AAM-437). 60 p.
- 206. **Agricultural Education and Training in Africa.** Bijan Sepasy and Harold Jones, et al., U.S. Department of Agriculture. AID-Sponsored Study. 1983. (PN-AAS-791). 19 p.

APPENDIX B

DISTRIBUTION OF TYPES OF REPORTS BY YEAR AND REGION

Table B-1. Reports by Type and Year

Type of Report	1955-1959	1960-1964	1965-1969	1970-1974	1975-1979	1980-1984	Total
General	2	9	13	18	8	12	62
Country Specific	10	19	22	2	6	11	70
Regional	1	4	7	4	6	9	31
Particular Element	0	0	4	8	3	13	28
Particular Sector	<u>1</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>4</u>	<u>15</u>
Total	14	33	49	34	27	49	206

Table B-2. Reports by Type and Region

Type of Report	Africa	Asia	LAC	NE	Other	Total
General	-	-	-	-	62	62
Country Specific	16	20	14	20	0	70
Regional	13	4	7	6	1	31
Particular Element	6	2	1	3	16	28
Particular Sector	<u>1</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>10</u>	<u>15</u>
Total	36	29	22	30	89	206

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

55

## APPENDIX C

### COMPLETE LISTING OF RECOMMENDATIONS BY CATEGORY<sup>1</sup>

#### Major Categories for Participant Training Recommendations

##### Planning

1. Training Strategy: Policies and Coordination
2. Training Design (content and type of training)
3. Training Location (U.S., third country, in-country)
4. Complementary Programs
5. Participant Selection
6. Participant Placement

##### Implementation

7. Orientation (both predeparture and postarrival)
8. English Language Training
9. AID Management and Administration
10. Support Services at Training Site

##### Followup

11. Reentry and Followup Activities
12. Research and Evaluation

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<sup>1</sup>Report numbers correspond to the numbered reports in the Bibliography. Letters in parentheses after each recommendation are keyed to letters used in Appendixes D and E.

PLANNING1. Training Strategy: Policies and Coordination

Recommendation	Report Number
Training needs assessment should be conducted in host countries where lacking (a)	18, 81, 85, 98, 102, 106, 115, 123, 132, 136, 158, 157, 198
Host government involvement, especially of supervisor, should be increased in all aspects of project design, implementation, and followup (b)	11, 52, 83, 87, 99, 106, 112, 147, 152, 162,
Participant involvement in training design should be increased (c)	11, 13, 14, 16, 23, 24, 25, 37, 39, 65, 69, 70, 73, 79, 83, 86, 91, 92, 94, 99, 103, 112, 114, 120, 122, 123, 126, 127, 128
Supervisor involvement in training design should be increased (d)	11, 13, 16, 24, 25, 37, 65, 67, 74, 79, 83, 94, 99, 105, 120, 123, 126, 128, 147, 152, 162
Mission should be involved with participant's program throughout from planning stages to followup (departing personnel should brief newcomers on programs) (e)	11, 83, 94, 99, 116, 120, 121, 147, 152, 162
Host government absorptive capacity should be considered when planning training strategy (e.g., field and level of training in relation to job supply and demand) (f)	52, 82, 106, 132, 135, 40
Participants should have a guaranteed job upon return (f)	56, 194
Training design should be based on manpower plan within framework of host country development plan (g)	88, 98, 120, 134, 136, 149
AID should coordinate with other countries in planning and implementing training programs and exchanging information and resources (h)	18, 41, 52, 61, 140, 148, 191

PLANNING1. Training Strategy: Policies and Coordination (cont.)

Recommendation	Report Number
AID should consider establishing an international network of information on training activities (institutional programs and resources; manpower development trends, issues, and problems) (h)	6, 140
Training committee should be established in host country with broad technical and program membership to ensure coordination of participant training in overall technical assistance (i)	1, 18, 142
Mutual understanding of respective roles and expectations should be ensured between USAID and host government (j)	24, 110, 117, 132, 158
Former participants could be involved in program planning (j)	13
AID should focus on reducing costs of U.S. training by more efficient English language training, better preparation of academic credentials, lower contract overhead, tuition waivers, increased host government contributions, and fewer program extensions (j)	142
AID should consider restructuring its approach to human resource development so that it may fulfill manpower needs of a country or region without having to be related to a specific Mission or bureau training project (j)	45
AID should develop manpower planning methodologies for Mission use (j)	45
Participant training should be defined: academic and technical; U.S./third-country/in-country (j)	57
Both degree and nondegree training should be carried out in an academic setting as the latter is more likely to have longer lasting impact (j)	113

PLANNING1. Training Strategy: Policies and Coordination (cont.)

Recommendation	Report Number
AID should expand AFGRAD II as it provides one of the most cost-effective means for academic training (j)	140
AID policy on practical aspect of training needs to be made explicit: if it is institutionalized, then the resources, length of training, and possible time conflicts with academic studies need to be considered (j)	57
AID should consider a central grant for funding private sector programs (guidance and financial assistance would be useful) (j)	149
New terminology should be used for AID "participant" as there is little recognition of the title outside of AID (j)	5, 48
AID should assign a higher priority to professional training as a long-term human resource investment (j)	37, 193
A more stable funding base for U.S. university participants in bilateral development assistance activities should be established (j)	193
There should be an effort to increase U.S. public understanding of U.S. foreign assistance, including participant training (j)	196

68

PLANNING2. Training Design: Content and Type of Training

Recommendation	Report Number
USAID and host government planners should know participant's job responsibilities upon return (a)	11, 13, 16, 24, 37, 65, 67, 83, 86, 87, 89, 92, 94, 98, 99, 103, 106, 108, 119, 122, 123, 127, 131, 132, 158, 179, 193
More practical applications should be built into training design (e.g., on-the-job, internships, field work, observation--either during or post-training) (b)	24, 47, 55, 56, 57, 59, 65, 67, 70, 73, 76, 79, 80, 82, 86, 94, 99, 105, 117, 120, 123, 127, 128, 156, 170, 193, 194
Long-term training should be favored over short-term training (c)	13, 16, 23, 65, 66, 69, 70, 74, 75, 83, 86, 91, 94, 96, 99, 103, 114, 118, 122, 123, 128, 132
More information should be provided to Missions on training institutions and their programs (e.g., developing country expertise/relevance, support services for foreign students, requirements, local conditions) (d)	8, 13, 24, 53, 57, 76, 87, 139, 155, 156
Development Training Guide needs updating or revision (to include both short- and long-term training information) (d)	139, 148, 149, 156
Training needs to be more specialized and tailored to participants' individual needs (e.g., selecting training institutions having development expertise, organizing relevant field trips, establishing more relevant courses) (e)	56, 70, 73, 74, 76, 82, 86, 94, 118, 127, 200, 201
Technical aspects of training should receive careful consideration when designing program (e.g., duration, pace, level, variety) (f)	9, 11, 24, 57, 79, 109, 120, 147, 152, 162
Training design should accommodate physical and developmental environment of home country (e.g., appropriate level and type of technology) (g)	53, 57, 67, 69, 82, 83, 112, 193

PLANNING2. Training Design: Content and Type of Training (cont.)

Recommendation	Report Number
Graduate research should provide experience in research and design techniques that are appropriate/applicable to home country conditions (g)	40, 54
AID should consider establishing exchange programs in training program (e.g., cooperative degree programs for participants, faculty exchanges between U.S. and developing countries as well as within regions) (h)	77, 157, 203
Program announcements to the field should be more timely (i)	87, 156, 162
AID needs to review its policy on degree versus nondegree training (j)	64, 80, 135
Degree participants should be given the opportunity to participate in university research and/or assistantships for a more satisfying experience (k)	56, 57
Innovative training approaches of private sector and military should be examined, especially short-term training (k)	61
Prepackaged programs should continually be evaluated to ensure worthiness (k)	60, 91
Ph.D. candidates should be sponsored only where host country development priorities specify university/faculty development and area of study (k)	135
Professional associations and technical societies could be utilized for arranging practical training opportunities (k)	80
Planning should be completed before participant arrives at training site and not be open-ended (k)	86, 91

PLANNING2. Training Design: Content and Type of Training (cont.)

Recommendation	Report Number
Critical mass training should be favored over "buckshot" (k)	74
More emphasis should be placed on project-related training (k)	74, 87
Need exists for both project-related training and general training projects, as the latter allow for flexibility not otherwise attainable (k)	41
AFGRAD program should be limited to skills acquisition with fellows tied to jobs upon return (k)	135
AFGRAD candidates should not be accepted from countries to which fellows do not return (k)	135
Nontraditional presentation in training should be avoided (e.g., experimental workshops) (k)	117
Financial management training should be stressed (k)	201, 202
Visits to facilities for short-term participants should be more intensive and thorough: either longer programs or fewer visits (k)	76
Greater flexibility is needed in length of training, especially for academic programs, given degree requirements and other prerequisites (k)	57, 194

PLANNING3. Training Location: U.S., Third Country, In-country

Recommendation	Report Number
Greater use should be made of third-country training (a)	9, 18, 87, 99, 117, 136, 139, 150, 156, 191, 193
Host country national and regional training resources should be identified, inventoried (e.g., type, level, costs, services, facilities, roster of trainers), and evaluated (strengths and weaknesses) (b)	18, 61, 87, 139, 140, 141, 149, 156, 157, 189, 190, 191
AID should examine mechanisms for improving the management of third-country training, that is program support, orientation, placement, monitoring and reporting, evaluation (possibly contracting out to such organizations as the Association of African Universities) (c)	65, 74, 82, 94, 140, 142, 149, 156, 159, 191, 198, 200
Greater use should be made of in-country training, with concurrent attention to institutional development needs (d)	53, 65, 87, 99, 106, 117, 136, 150, 156, 201
Skills and vocational training should be stressed in-country, using innovative methods to reach the illiterate (e.g., nonformal education, in-service training) (d)	18, 41, 150
AID should bolster field training staff for increased third-country training (e)	45, 149, 190, 191
Regional training officer position should be established as minimum support to the field assisting Missions in developing in-country and third-country training (e)	139, 149, 190
U.S. academic training should be limited to graduate level (f)	81, 88, 98, 102, 106, 115, 125, 134, 140, 142, 150
Short-term training should be done in third countries using U.S. training only when third-country options are lacking (g)	134, 142, 150, 156, 191
Graduate students should conduct their applied research in home countries (h)	40, 54, 57, 191, 194, 203

66

PLANNING3. Training Location: U.S., Third Country, In-country (cont.)

Recommendation	Report Number
A study should be conducted on alternative training strategies, including the tradeoffs and cost effectiveness (i.e., U.S. vs. third country vs, in-country) (i)	18, 45, 61
The shift to third- and in-country operations because of cost-effectiveness and technically appropriate considerations will diminish the foreign policy benefit of U.S.-based training. AID will have to develop new participant eligibility criteria for special cases in which policy benefits override the above factors (i)	13, 41, 45, 67, 82
AID should encourage the development and use of selected training institutions as regional centers for both third-country and in-country academic and technical training (j)	140, 157, 189, 191
Post-U.S. training in a third country would enable participants to adapt U.S. training to local conditions in terms of manpower, machinery, raw materials, and so forth (k)	8
Third-country training insurance coverage should be established (k)	149
In-country training needs definition, especially for evaluating and reporting (k)	139, 148, 156
U.S. training resources capable of offering in-country courses in local languages should be identified (k)	142
Returned participants could serve as resources and trainers for in-country training (k)	82, 142
U.S. training at the doctorate level should be limited to scientific and technical fields (k)	140
U.S. training for francophone participants should be limited to doctorate work (k)	140

PLANNING3. Training Location: U.S., Third Country, In-country (cont.)

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Recommendation	Report Number
Masters should be done in-country or in a third country, with U.S. training for doctorate work (k)	54
AID should institute a comprehensive third-country training program within the Africa Bureau in cooperation with S&T/IT (k)	191
U.S. and African educators should collaborate in evaluating African regional training institutions, including accreditation reviews (k)	189, 190

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PLANNING4. Complementary Programs

Recommendation	Report Number
Reentry workshops (e.g., communications seminars) should be encouraged for participants prior to returning home (to provide participants with skills in adjusting back home and in transmitting training experience) (a)	13, 14, 23, 40, 47, 53, 65, 69, 73, 74, 82, 92, 94, 96, 99, 105, 109, 112, 116, 122, 128, 143, 149, 156, 196
Complementary training should have more practical applications and less theory (b)	99, 105, 201
Complementary training (e.g., mid-winter seminars) should be reviewed, because it was given low ratings by some participants (b)	39, 57, 58, 59, 60
Mid-winter seminars should be more substantive, with less sightseeing and recreational programming, leaving some free time for participants (b)	19, 168
Mid-winter seminars should have a better mix of participants: greater heterogeneity of nationalities and more homogeneity of professional interests (b)	168
Season of year should be examined for mid-winter seminars as Christmas-time poses some problems (e.g., fewer host family opportunities, exams) (b)	168
Alternate programs should be available for those who have already participated in a Mid-Winter Seminar (b)	168
Reentry programs like the communications seminar should be further evaluated (b)	13
Sponsors and participants should be better briefed and prepared for seminars in advance (b)	168
Lack of leadtime and lateness of student assignments for mid-winter seminars need to be remedied (b)	164
Selected development themes should be integrated into the activities of mid-winter seminars (b)	169

PLANNING4. Complementary Programs (cont.)

Recommendation	Report Number
Complementary programs should be designed to address Title IX considerations (i.e., participation in development) (b)	39
Home stay arrangements during mid-winter seminars should be reviewed (some participants found them annoying; others wished for a better match in professional interests) (b)	39, 164
Mutual expectations need to be clarified in home stays and internship programming (b)	164
Short-term specialized programs should be built into training where appropriate (e.g., management, manpower plan-administration, project design, communications) (c)	13, 18, 24, 40, 53, 117, 200, 201, 204
All participants should receive management training (c)	139, 170, 171, 193
Management training could be built into program at an average cost of \$1,000 per participant (1-2 weeks) (c)	171
Complementary programs (orientation, mid-winter, reentry) should be fully supported in program planning as essential aspects of participants' program (d)	13, 41, 47
AID should assume a more active role in managing and evaluating complementary programs (d and b)	45, 168
Survey of U.S. (engineering) programs that contain a managerial component should be undertaken (e)	205
Mid-winter seminars might include some orientation to U.S. programs for the poor (e.g., AFDC, WIN, CETA, Food Stamps) (e)	48
Funds designated for complementary training could be used to support practical training experiences (e)	57

PLANNING4. Complementary Programs (cont.)

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Recommendation	Report Number
S&T/IT should develop a model curriculum for management training (e)	170
Survey of third-country management training programs should be conducted (e)	170

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11

PLANNING5. Participant Selection

Recommendation	Report Number
A study should be undertaken to improve participant selection criteria and process (e.g., applying different standards or changing methods) (a)	8, 9, 13, 50, 61, 65, 67, 87, 88, 94, 112, 119, 120, 123, 131, 141, 149, 154
AID might profit from studying selection methods of private foundations (e.g., Rockefeller, Ford) (a)	8
Standards should not only be established, but also enforced (a)	120, 123
Credential analysis and performance reports from universities should be examined for use in AID's selection process (a)	180
Selection criteria should be reexamined in favor of candidates with a predictably high "multiplier capacity" (e.g., teachers/trainers, managers, university personnel) (b)	41, 117, 136
Preference should be given to motivated participants who have potential for social change and commitment to national development (particularly younger candidates) (b)	37, 66, 87, 112, 119, 148, 194
Candidate's future social and civil role should be considered in selection (in addition to employment) (b)	13, 37, 112
Formal selection committee should be instituted in host country as standard procedure to include experts in relevant fields from business, universities, and central and local government (c)	8, 13, 65, 87, 89, 113, 120, 124, 128, 158
AID should have a more active role in selection to ensure that selection is based on qualifications and job duties (d)	9, 41, 76, 83, 99, 193
Bilateral cooperation in the selection process should be stressed, but United States should retain final authority (d)	13

PLANNING5. Participant Selection (cont.)

Recommendation	Report Number
AID Missions should encourage selection of more women (e)	83, 132, 140, 142, 149
AID Missions should encourage more candidates from private sector (e)	80, 142
Supervisors should be involved in selection (f)	13, 67, 83, 120
Host government (or sponsoring institution) should have sole authority in selecting participants (f)	194
Former AID participants could be involved with selection (f)	53
AID should consider contributing to a cross-national test development program for systematic use in selection (g)	13
AID should consider using a standard achievement test like the GRE to determine selection (g)	8, 88
SAT-Math exam might be useful in a competitive selection situation (g)	180
Degree candidates in business and management fields should be required to take GMAT exam, because opportunities are limited in the U.S. for those with low or no scores at all (g)	77
Good command of English should be a strict criterion for selection (see Section 8 on English Language Training) (h)	13, 67, 79, 88, 131
More careful medical screening should be done (i)	139, 149, 154, 158
Selection committee should be given regular feedback on correlations between participant characteristics and academic success in U.S. institutions (j)	180
Mission should review selection procedures annually with host government (j)	117, 128

PLANNING5. Participant Selection (cont.)

Recommendation	Report Number
GRE does not fulfill all the needs of an entrance exam as it does not test in agriculture and is not designed for foreigners (j)	54
Use of academic aptitude testing as part of the regular selection procedure is <u>not</u> recommended (j)	180
USIA Fulbright commissions and overseas officers of such groups as IIE, AFGRAD could be involved in selection (j)	53
Long-range development plan and manpower needs should be considered in selecting candidates (j)	53, 157
Candidates from weaker government departments should be given consideration first in selection (j)	194
Candidates from sponsoring agencies or departments that have demonstrated the most interest in using and disseminating participants' training upon return should be given priority (j)	87, 112, 120
Family responsibilities of candidates should be considered in selection, because separation can cause a variety of problems that may lead to participant leaving program (j)	77

PLANNING6. Participant Placement

Recommendation	Report Number
Participant documentation (PIO/P) should be flexible enough to allow for tailoring to participant's needs (a)	40, 53, 120, 122
Participant documentation should be detailed enough concerning training requirements to ensure effective placement (a)	9, 53, 57, 156, 170, 179
AID needs to prepare, evaluate, and provide credentials to training institution on a timely basis (b)	45, 57, 142, 148, 156, 179, 180
At least two participants from the same country should be placed at the same training site (c)	57
Select academic institutions that provide management training in the regular curriculum (c)	170
Attention should be paid to training institution facilities for counseling and support services for foreign students when selecting a training institution (c and d)	6, 36, 47, 179, 194
Fulfilling training objectives (including relevance) and support services should be the major criteria for selecting training institutions (c and d)	13, 57
Smaller community and service-oriented universities should be selected (c and d)	39
Groups placed together should be more homogeneous in qualifications and occupational positions (e)	23, 24, 76, 103, 193, 201
Advantages of scattering students among many campuses versus concentration at a few selected universities should be explored (f)	13, 57, 136, 179
Documentation should be shared with those at training site who are involved with participants' programs (e.g., foreign student and academic advisers) (g)	40, 45, 53

PLANNING6. Participant Placement (cont.)

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Recommendation	Report Number
Planners should be aware of training facility's capacity when placing participants at same site (h)	9
Planners should be sensitive to intercultural regional relations when placing participants in group programs (h)	9
Universities should be selected based on knowledge of the academic program (e.g., theoretical versus practical mix) (h)	57
Geographic location should not be the major consideration (h)	57
Criteria for selecting training institutions should be uniform and consistently implemented among and within contractor organizations (h)	57
Placement system should be computerized to better match participant training needs and specific development goals with institutional training capabilities, international experience, and staff resources (h)	57
Documentation should be shared with those at training site involved with participant's program (i.e., foreign and academic advisers) (h)	45, 53
Participant documentation (PIO/P and Biodata) should be simplified, especially for short-term and in-country training (h)	139, 156
Foreign Service Nationals need more help in preparing PIO/Ps (h)	141
AID should develop guidelines and instructions in collaboration with Missions for placement process (h)	57
More information is needed on educational systems in developing countries to help place participants at appropriate levels (perhaps including such information in credential analysis worksheets) (h)	57

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IMPLEMENTATION7. Orientation: Predeparture Preparation

Recommendation	Report Number
A cross-cultural orientation to conditions in country of training should be provided to all participants before departure (a)	8, 25, 23, 53, 57, 64, 65, 69, 70, 73, 79, 82, 83, 88, 86, 89, 99, 104, 105, 108, 117, 120, 123, 127, 139, 154, 178, 179
A thorough briefing on program details should be provided to all participants before departure (e.g., schedule, content, objectives, purpose) (b)	13, 16, 23, 24, 25, 40, 57, 64, 65, 69, 70, 73, 74, 76, 79, 82, 83, 86, 88, 89, 91, 92, 94, 99, 103, 104, 105, 108, 117, 119, 120, 123, 126, 127, 128, 131, 139, 154, 178, 179, 180
More lead time should be given to participants to prepare for departure (c)	13, 23, 57, 74, 82, 88, 91, 94, 99, 108, 118, 120, 123, 141, 149, 154, 193,
Linkage between training program and host government development plan should be emphasized in predeparture orientation, particularly with respect to participants' future job responsibilities, including the transmission of training to others upon return (d)	25, 40, 53, 67, 86, 112, 128, 149, 169, 191
Returned participants could be involved in predeparture orientation (e)	13, 39, 53, 67, 70, 82, 142, 143, 149, 154, 169
Selected host country officials could be involved in orientation, including participants' supervisors (f)	70, 94, 104, 106, 123, 124, 169
USIA and local representatives from such educational organizations as IIE and AFGRAD could be involved in orientation (g)	53
U.S. technicians at Missions should participate in predeparture briefing offering technical input (g)	94, 124, 149
Peace Corps could provide predeparture orientation (g)	120, 142

IMPLEMENTATION7. Orientation: Predeparture Preparation (cont.)

Recommendation	Report Number
If no oral briefing is possible before departure, participants should be given a written briefing on the technical and nontechnical aspects of training (including information on emergency procedures and AID/Washington contracts) (h)	13, 76, 117, 143, 158
A basic facts booklet would be useful in Washington International Center's (WIC's) program, summarizing the information provided by speakers to serve as a reinforcement after program (h)	167
Brochures on training institution services and facilities should be provided to participants (h)	40
Written materials on orientation issues should be provided to participants to be read at participants' convenience (h)	143
Missions should develop their own orientation materials (e.g., brochure) (h)	149
S&T/IT should provide predeparture guidelines and materials (including films) (h)	139, 141, 149
Regionally specific (e.g., West Africa) orientation materials should be developed for use by Missions or in language programs (h)	178
Predeparture programs should be continuously evaluated to ensure effectiveness (i)	23, 87, 94, 120
Participants should bring cultural materials on their own country/culture (p)	99
Periodic meetings of training officers should take place to exchange experiences and offer guidelines for orientation (perhaps resulting in a standard handbook) (p)	13
Mission staff involved in participant training should be trained in orientation (p)	13

15

IMPLEMENTATION7. Orientation: Predeparture Preparation (cont.)

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Recommendation	Report Number
More orientation should be given to certain participants: lower educational and occupational levels, and younger participants (p)	79, 94
Procedures for ensuring participants' understanding of program objectives may need to be strengthened (p)	59, 179, 180

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IMPLEMENTATION7. Orientation: Postarrival

Recommendation	Report Number
Participants should be better oriented toward <u>realistic expectations</u> (e.g., program objectives, financial allowances, social life, attitudes, course work involved) (j)	8, 9, 60, 65, 79, 116, 158, 112
More cross-cultural orientation is needed on personal and social adjustment problems (k)	9, 24, 166, 169
Participants should be briefed on common types of discrimination they might encounter in the U.S. (k)	25, 23, 24, 69, 76, 119
More orientation should be provided on housing arrangements (e.g., housekeeping, dorm rules, rental agreements, costs) (k)	9, 23, 24, 25, 57, 76, 80
More information on food should be provided, especially for participants with special dietary requirements (k)	8, 9, 54, 99
More information should be provided on monetary system (cost of living, budgeting, differing regional costs, etc.) (k)	8, 57, 82, 143
More information on U.S. health care system should be provided (k)	54
More information on U.S. educational system should be provided (e.g., methods and practices) (l)	8, 9, 25, 53, 57, 88, 143, 166, 178
Orientation should include familiarity with using the facilities of training institution (e.g., tools, equipment, and machinery; library) to avoid "mechanization shock" (l)	9, 54

IMPLEMENTATION7. Orientation: Postarrival (cont.)

Recommendation	Report Number
More research should be carried out on different types of orientation (e.g., predeparture, postarrival, at training site) (m)	13, 117
Pretraining orientation in a third country might ease adjustment problems in U.S. (assuming fewer cultural and language adjustments need to be made) (m)	8, 120
Orientation should include examination of development goals including discussion of differing perspectives of modernization and development (m)	169
AID should provide additional funds to the training institution and extra time for more extensive orientation before actual training (allowing for a less pressured atmosphere for participants to make adjustments and settle in) (m)	8, 116
University summer orientation programs lasting for several months could be made use of as well as home stays (m)	8
Where advance orientation is not provided, provisions for orientation during training should be made (m)	8, 116
A first-term orientation course could be required for long-term participants for credit (m)	53
Academic participants should have an orientation with faculty and older students at the departmental level (m)	53, 166, 194
Hawaii could be used as an orientation site for participants placed on west coast (m)	148
Orientation should take place at training site instead of the Washington International Center (WIC), allowing for more relevant orientation and smoother adjustment (m)	57
More "adult" treatment might be beneficial (m)	13

IMPLEMENTATION7. Orientation: Postarrival (cont.)

Recommendation	Report Number
Regional orientation centers could be utilized for providing foreign graduate students in the United States with orientation and English language training, including an introduction to U.S. educational methods and facilities (m)	40, 150
Academic participants could be oriented at training site 2 weeks prior to or during first term with a reduced scholastic load (m)	40, 166
WIC program is too long for some; too short for others (n)	9
WIC seemed to mislead participants in expectations of social life and attitudes to expect at training site (n)	9
WIC might benefit from review and some restructuring (e.g., WIC brochures and presentations may be too simplistic for participants coming from "graduate" countries) (n)	159
WIC's airport reception service needs examination in light of reported problems (n)	159
WIC is not for everyone: Missions should identify those participants who would or would not require WIC assistance (n)	159
WIC orientation is too elementary or somewhat condescending for some participants (n)	57
WIC program seems to be less appropriate for members of observation teams/groups than for individual trainees; more information is needed by WIC on the nature of groups in order to plan better programs (n)	167
Trainees were more satisfied with WIC program at its conclusion than they were at the completion of U.S. stay; this suggests need for improvement to make orientation more useful (n)	167

IMPLEMENTATION7. Orientation: Postarrival (cont.)

Recommendation	Report Number
Means for assessing participant needs for orientation should be formalized for the WIC program (n)	57, 167
Team members with no prior U.S. exposure might profit from focus on aspects of U.S. life, whereas participants with previous U.S. experience might benefit more from a discussion-oriented program relating to their professional interests/field of study (n)	167
Most team members wanted more social activities, especially WIC's volunteer escort service, and to participate in ongoing American social activities (n)	167
Orientation groups should all be housed in a common location for better cross-cultural interaction (n)	167
Orientation for observation teams needs better planning, coordination, and specialization (at WIC) (n)	167
Participants and contractors should be better briefed on support services available from AID (n)	158
More visual aids are recommended to supplement lectures (n)	167
WIC should move away from academic-oriented program (i.e., topical approach presented by an authority) to a workshop style that could develop selected themes of U.S. culture requiring participation by trainees (n)	167
Transportation arrangements for home hospitality visits for WIC participants should be improved (n)	167
WIC should offer a session in Title IX concepts (n)	39

IMPLEMENTATION7. Orientation: Postarrival (cont.)

Recommendation	Report Number
WIC should use ex-Peace Corps Volunteers or other foreign nationals already in the U.S. (u)	13
AID should consider developing courses in all fields similar to the University of Colorado's Economics Institute for preparatory study and orientation to help participants compete successfully in graduate studies (o)	40, 79, 156
Because many academic participants are inadequately prepared in math, lab sciences, or social studies, consideration should be given to building in preparatory work in program (c)	9, 24
All U.S.-bound participants should go through WIC for orientation (p)	87, 158
Program agents (contractors) should be given an orientation (p)	8, 57
Program agents should lead an observational tour to help them plan better (p)	8
Handbook on needs of foreign students should be made available to foreign student advisers (p)	166
Sufficient orientation and orderly arrival process are hampered by delays in securing proper credentials, completing documentation, and sending call-forward by Missions (p)	57
Phenomenon of "culture shock" should be treated more extensively (p)	13

54

IMPLEMENTATION8. English Language Training

Recommendation	Report Number
More extensive English language training (ELT) should be provided in programs (a)	8, 24, 65, 70, 94, 105, 109, 120, 127, 128, 149, 158, 180
AID's language testing and screening program needs to be examined (b)	8, 40, 79, 159
Screening for ELT proficiency should include a teacher evaluation/prediction and an interview with a content and language specialist (b)	177
Consideration should be given to using the University of Michigan's test as opposed to ALIGU's (b)	9
Whatever the test used, information regarding the standards used for scoring should be provided with the results to training personnel (b)	8, 9
TOEFL test should be made an integral part of selection and application procedure for academic participants (b)	77, 172
TOEFL levels of 425-450 should be mandatory <u>prior</u> to departure for U.S. training (b)	142
ALIGU test should be used only for screening for nonacademic programs (b)	172
ALIGU's test may be reliable for academic participants but not for determining language skills for short-term technical participants (b)	159
ALIGU's Listening Test should be administered by audio-tape only due to variances in dialects (b)	172
All participants (both short- and long-term) should be required to meet minimum call-forward scores (b)	172, 176
Call-forward TOEFL score minimum should be 450-475 (b)	178

IMPLEMENTATION8. English Language Training (cont.)

Recommendation	Report Number
ELT levels at call-forward should be high enough to enable participants to follow half-time academic studies on arrival (b)	179
Minimum language proficiency standards should be reexamined to ascertain whether uniform and absolute minimum score requirements are the best application of standards--perhaps they should be more flexible (b)	179, 180
Students should fulfill language proficiency requirements <u>prior</u> to activating graduate program (b)	54
ELT should take place in-country as U.S. costs are prohibitive (c)	88, 148, 179
In-country language training should be spread out over a longer period of time (c)	105, 118, 127, 128, 148, 158
Host governments should provide job release time for language training for nominees (c)	148
ELT should be implemented in collaboration with USIA, Peace Corps, and Participant returnees (alumni associations) (c)	142
Five months should be the maximum time spent in country for ELT (c)	178
Member of Mission staff should be made responsible for coordinating all aspects of ELT, including proper record keeping, needs assessment, and monitoring and evaluating ELT programs in-country (c)	178
AID should strengthen and/or establish regional ELT centers (d)	149, 156, 178, 191
Where in-country ELT potential is problematic, ELT could be arranged in a regional facility or another country (d)	142

IMPLEMENTATION8. English Language Training (cont.)

Recommendation	Report Number
ELT at training site should be considered in light of advantages of program continuity and adjustments (e)	57, 58
Study should be undertaken to determine value and cost of placing participant in ELT program at training site (e)	172
If ELT is not possible in country, participants should go to ALIGU; only in rare cases should they be sent directly to training site (f)	179
AID should consider coordinating ELT programs with other donors, especially in creating institutional networks that serve individual constituencies, as an alternative to language training (e.g., luso-phone participants for training in Portugal; Spanish-speakers in Spain) (f)	148, 191
Mission should establish policy on ELT that applies to all projects (f)	176, 177
Remedial courses during training should be strengthened for academic participants and intermediate courses should be offered (f)	54, 56
AID should conduct ELT needs assessment (f)	149, 172
Certificate should be given for proficiency, not for attendance, and should be graded (fair, good, etc.) (f)	172
Consideration should be given to "customizing" language training for participants' with special needs (f)	40, 172
Program agents should receive briefing on ALIGU's ELT programs (f)	172
ALIGU should get feedback on language problems on campus after English language training (f)	172

IMPLEMENTATION8. English Language Training (cont.)

Recommendation	Report Number
ALIGU should be asked to train, supervise, and certify overseas test administrators (f)	172
ALIGU students should be provided with more relevant activities relating to their fields rather than recreational programming (sightseeing, etc.) (f)	172
More emphasis on orientation and academic skills coupled with ELT in the U.S. might help reduce program costs in the long run by limiting program extensions caused by poor adjustment (f)	176
All new projects with training components should specify how ELT will be funded and managed (f)	177

IMPLEMENTATION9. AID Management and Administration

Recommendation	Report Number
Better communication and coordination is needed between AID and participating agencies (contractors and training institutions) (a)	8, 9, 24, 45, 57, 74, 87, 108, 131, 141, 158, 179
AID should establish more personal contact with training institutions (a)	8, 9, 13, 179
Training institution personnel should be made more aware of purpose and objectives of AID's training program through meetings, consultations, and written materials (a)	40, 45, 57, 179
Better communication and coordination is needed between AID/Washington and Missions (b)	8, 9, 18, 24, 57, 139, 149, 158
Personal contact should be maintained with participants by AID and program agents (c)	25, 60, 74, 76, 91, 112, 141, 143, 158
Record keeping in general should be improved (d)	18, 108, 140
More effective system of tracking participants is needed (i.e., arrivals and departures) (d)	50, 52
AID's International Training (IT) Office should maintain separate statistics for academic and nonacademic participants (d)	51
IT should limit its data requirements to those participants trained <u>outside</u> their own countries (d)	51
IT should establish procedures for reconciling data on participants with that of Missions (d)	51
Baseline survey of Missions' participant training activities should be carried out to validate current data base (participant training information system--PTIS) (d)	45
Listing of participants and PTIS should be updated and disseminated more frequently for use by training personnel, including contractors (d)	45, 57

IMPLEMENTATION9. AID Management and Administration (cont.)

Recommendation	Report Number
Handbook 10 monitoring and reporting requirements should be strengthened, standardized, and applied to all AID-sponsored participants (d and e)	17, 45, 51, 57, 91, 149
All AID-sponsored participants, including contract and loan funded, should be subject to the policy guidelines in Handbook 10 (e)	45, 51, 149
Per diem and maintenance allowance should be reviewed (especially for differing U.S. locations) (f)	23, 24, 57, 74, 79, 82, 99, 143, 155
Costs should be considered more when making hotel arrangements for participants on field trips (f)	55, 114, 159
Book allowances should be increased (f)	143, 148
Book allowance payments should be made at beginning of academic term rather than on monthly basis (f)	57
Program extensions should be carefully reviewed and controlled, especially with respect to sequential degrees (g)	51, 74, 141, 158, 179, 193
Participants should not write directly to their home governments for program extension requests (g)	74, 148
Participants should be allowed to gain more than one degree if the additional training is closely related to home-country and Mission goals (g)	57
Missions should strengthen the field staff involved with participant training (h)	5, 142, 148, 149
AID should strengthen field staff for increased third-country training activities (h)	45, 149, 190, 191
Regional training officer position should be established to assist Missions in developing in-country and third-country training (h)	139, 149, 190

IMPLEMENTATION9. AID Management and Administration (cont.)

Recommendation	Report Number
A staff development/training program should be established for Washington-based training personnel (h)	5
FSN & U.S. training staff should be upgraded and functions clearly defined (h)	18, 41, 139, 149
Participants should be debriefed before departing country of training (exit interview/evaluation) (i)	4, 17, 18, 25, 53, 141
Long-term participants should be accompanied by their families (j)	9, 14, 143
Participants with a spouse or children should be given extra support and encouragement (j)	57
Central contact point in AID/Washington is needed for training personnel in referring problems (k)	159
AID/Washington should provide more counseling services (especially for adjustment problems) (k)	13, 14, 50
A set of guidelines for referring participants for counseling should be developed (k)	50
Regular regional conferences on participant training should be held for Agency staff (Missions and AID/Washington) (l)	13, 139, 141, 148, 149, 156, 157, 159
Contractors should work through Mission channels vis-a-vis their participants (m)	139, 141
Mission officers should be solely responsible for issuing forms for visas so that USAID is aware of all contract participants sent for training (m)	149
Restructuring IT from direct programming to monitoring contractors needs to be examined, especially the problems of management and loss of direct contact with participants (n)	158

IMPLEMENTATION9. AID Management and Administration (cont.)

Recommendation	Report Number
Role of training office should be reassessed; as opposed to a support service, training should be treated as a separate program (n)	148
IT should remain a support service for placing and monitoring all AID-sponsored participants; it should maintain accurate records, provide clearinghouse services, and design and disseminate procedures on the process of training. Name should be changed to Office of International Training Services (n)	45
AID needs to review its medical exam requirement for some participants (o)	148, 156
More interagency coordination is needed at the Mission level to avoid duplication, gaps, overlap in education and training programs (o)	49
AID should establish an interagency committee on training to better integrate training into development activities (o)	61
Women in Development (WID) officer position should be established in S&T/IT to provide field support for women's training programs (o)	139
Bonding system for provide sector participants should be explored (o)	149
Contractors should have copies of Handbook 10 (o)	141
Regulations concerning independently funded training need to be expanded and procedures need to be developed (o)	45
AID should give support and guidance to contract participants in U.S. (e.g., issue ID cards) (o)	141
Missions should coordinate activities and provide guidance for contractors brought in for in-country training (o)	139

IMPLEMENTATION9. AID Management and Administration (cont.)

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Recommendation	Report Number
AID should ensure timely receipt of allowance (o)	82, 141
Payments sent to participants should be substantiated (i.e., stating what payments are for) (o)	57
Missions should be provided with cost guidelines by AID/Washington for PIO/P preparation (o)	148, 156
Handbook 10 should provide for an evaluation system to ensure contract implementation and effectiveness is meeting Mission needs (o)	57, 149
AID should explore alternative health policies (o)	45, 57
Provision should be made for such health expenses as eyeglasses and emergency dental work (o)	57
Policies and operating conditions need to be established for coordinating AID-sponsored participant programs with U.S. colleges and universities (o)	6
Participants should be required to report periodically on their programs (self-assessment in addition to faculty report) (o)	87, 108
AID should reimburse universities for what it wants (i.e., tailor-made programs, evaluations, and conformity with schedule for repatriation) (o)	136
Fragmented authority, inefficient management communication, and lack of status, recognition, and visibility need to be examined in the management operations of participant training (o)	5

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IMPLEMENTATION10. Support Services at Training Site

Recommendation	Report Number
More opportunities for cross-cultural interaction with Americans (students and the community) should be arranged for participants (a)	13, 14, 24, 25, 36, 40, 54, 56, 60, 64, 65, 69, 74, 79, 88, 89, 99, 103, 112, 116, 120
Participants should be discouraged from having foreign-national-only relationships (b)	14, 24, 25, 36, 56, 57, 88
Faculty advisers should encourage participants to select relevant courses (with a practical focus) and research projects and theses (c)	13, 36, 39, 40, 53, 57, 88, 136, 143, 191, 194, 203
Participant progress and academic reports should be forwarded to Missions more regularly (d)	18, 139, 141, 158, 159
Progress reports on short-term participants should be provided to Missions to better anticipate problems (d)	51, 158
Degrees and certificates should be awarded whenever possible for prestige and job placement value (e)	65, 67, 69, 74, 83, 112, 123
Training institutions should provide facilities for counseling and support services to foreign students (f)	6, 36, 47, 179, 194
AID should use single contact person at the training site for all AID participants, especially with regard to location and status of participant documentation (f)	45
An AID training specialist should be placed at training institutions with major concentrations of participants (f)	39
On-site contact office should be available to participants for academic counseling and personal and administrative support (f)	36, 40, 57

IMPLEMENTATION10. Support Services at Training Site (cont.)

Recommendation	Report Number
NAFSA should appoint one of their members to serve as "AID Student Facilitator" and contact point--a portion of that person's salary could be paid out of NAFSA contract (f and g)	48
AID should provide some compensation to staff at training sites who provide substantial administrative support on behalf of participants (g)	6, 57
Greater flexibility in course requirements and admissions policy is needed for foreign students in light of special needs (h)	55, 57, 203
Faculty with development or international experience should be used as resources in participants' programs (i)	53, 54, 203
Participants could be resources for each other (j)	40, 48, 53, 143
Experimentation with innovative and complementary curricula (formal and informal) to address special needs of participants should be explored (k)	13, 53
Training institutions receiving AID participants should make an effort to tailor program to fit special needs as specified in PIO/P (k)	40, 179
Universities should offer more specialized training programs and short courses (e.g., management training) to meet participant training requirements (k)	40, 170, 203
Being offered too many social activities is sometimes a problem for participants, particularly for those in short-term or observational programs (l)	9, 67, 91, 105
Participants should be encouraged to inform their U.S. counterparts on matters relating to their home country (e.g., lead seminars or presentations where appropriate) (m)	13, 53, 179
Participants should bring cultural materials on their respective countries/cultures (m)	99

IMPLEMENTATION10. Support Services at Training Site (cont.)

Recommendation	Report Number
Continuing communication with home country should be encouraged (e.g., newsletters/information on current activities; economic, educational, and political developments in home country) (o)	53, 112, 193
Campus faculty and administrators should not encourage participants to seek further training beyond FIO/P (o)	179, 193
Academic participants should be encouraged to bring projects they may have been working on at home for use in training programs (o)	36, 53
Voluntary services could be mobilized to assist participant spouses in English and social activities (o)	40, 53
On-the-job instructors/supervisors should provide the level of attention expected (o)	55
Faculty should be more aware of the foreign student experience as well as international affairs in general (o)	36, 54
Training personnel should know to what extent participants have been oriented and try to fill in the gaps (o)	13, 194
In the absence of key contact on campus for sociocultural support, a touring sociocultural facilitator should be available for assisting participants (o)	48
NAFSA should provide more direct services under AID contract instead of studies and evaluations (o)	58
Domestic and foreign students should be treated alike in academic programs: no double standards (o)	54
More help should be provided for housing participants (o)	36

FOLLOWUPReentry and Followup Activities

Recommendation	Report Number
AID Missions should followup and maintain contact with returned participants (a)	11, 14, 16, 18, 37, 41, 63, 65, 74, 75, 79, 83, 87, 89, 94, 99, 104, 108, 110, 112, 116, 123, 124, 126, 128, 131, 148, 194, 193, 205
Participants should be debriefed upon return to home country and periodically thereafter (a)	63, 65, 76, 87, 89, 99, 104, 108, 128, 131, 176
Memberships in U.S. professional societies should be encouraged along with subscriptions to professional journals (b)	65, 69, 74, 83, 99, 120, 123
U.S. professional societies should consider establishing chapters in host countries (developing countries) (b)	40, 203
AID should clarify its policy of subsidizing participants' memberships and review list of returnees who qualify but who are not taking advantage of this service (b)	76, 82, 116
Missions should institute procedures for identifying and accounting for returned participants (c)	18, 65, 108, 131, 140, 148, 149, 156, 158
Missions should have accurate and current records of all returned participants (d)	65, 83, 94, 99, 108, 120, 123, 128
Missions should publish directories of returned participants (d)	139
Every effort should be made to ensure that participant returns to position for which he/she was trained (e)	A40, 66, 81, 94, 99, 108, 128, 194
Participants' training should be periodically updated (post-training seminars, refresher courses, and continuing education programs) (f)	53, 56, 79, 131, 136, 139, 148, 170, 194
Alumni associations of returned participants should be encouraged (including newsletters) (g)	40, 53, 65, 67, 74, 82, 99, 110, 120

FOLLOWUP11. Reentry and Followup Activities (cont.)

Recommendation	Report Number
Formal programs (meetings and seminars) should be developed in cooperation with the host government (especially supervisor) for institutionalizing the use and transmission of participants' training experience (h)	56, 76, 94, 99, 108, 112, 113, 116, 117, 128, 147, 194
Consideration should be given to funding followup activities such as literature/book distribution, renewal of professional membership, and so forth, in appropriate budgets (e.g., PIO/P, central funding) (i)	67, 87, 99, 116, 139, 149, 156, 194
More attention should be given to the possible constraints to the utilization and application of knowledge and skills from training in home country (e.g., lack of resources, equipment used or specimens studied in training might be too advanced or qualitatively different) (j)	9, 20, 82, 99, 108, 112, 117
More attention should be given to the importance of the work environment in utilization (j)	11, 13, 18, 108, 112, 147, 152, 162
Followup activities could be implemented in collaboration with USIA, Peace Corps, returned participants (k)	82, 99, 108, 142
Commodity Import Program could be used for returned participants to order necessary equipment in order to overcome obstacles to applying training because of lack of resources (l)	80
Contractors, Missions, and host governments should take special steps to ensure prompt return of participants (l)	51, 140
Reorientation upon return could be done in workshops or on the job on an individual basis, although the latter would be difficult to monitor (l)	108, 156
Handbook 10 should be revised to require different followup procedures for short- and long-term participants (l)	51

FOLLOWUP11. Reentry and Followup Activities (cont.)

Recommendation	Report Number
Presentations of Certificates of Achievement should be ceremoniously and impressively conducted (1)	99, 110
Participants' achievements should be highly publicized with an emphasis on the U.S. contribution (1)	110
Participants' employers should be contacted in tracking participants' employment status (1)	63
Survey of Mission followup activities and plans should be conducted (1)	158
S&T/IT should guide followup and evaluation activities (1)	149
Returned participants should be encouraged to maintain relationships with persons met through training (e.g., faculty, professional counterparts, host families) (1)	40

FOLLOWUP12. Postreturn Research and Evaluation

Recommendation	Report Number
Considerably more research is needed on impact of training on development (e.g., definition, methodology, criteria, measures of productivity variables, external factors) (a)	13, 42, 55, 57, 61, 76, 112, 180
More research is needed on how effective short-term, observational and group programs are in terms of utilizing and transmitting training upon return as well as creating favorable attitudes toward the U.S. (given the evidence that the longer the program, the higher the utilization) (a)	13
Studies should be conducted on a regular basis to evaluate participants' utilization of training upon return (a)	33, 83, 99, 131, 140, 179
System should be developed to evaluate the application or utilization of training (a)	52
Danger of overtraining and proper utilization of training should be investigated (a)	13, 156
Problems of equivalency should be investigated (perhaps AID should provide host governments with more information on U.S. degree requirements or provide certified translations of U.S. degrees) (b)	108, 117, 142, 159, 205
AID should provide training institutions with feedback on training programs (exit interviews and other evaluations) (c)	8, 40
Universities should get feedback through correspondence and field visits from participants and employers in order to adjust programs to better meet participant needs (c)	40, 203
Followup systems for specialized short-term programs (e.g., management, project design, evaluation) should be developed (c)	200, 201, 204

100

FOLLOWUP12. Postreturn Research and Evaluation (cont.)

Recommendation	Report Number
Postreturn research should be conducted in cooperation with the host government in light of certain sensitivities (d)	13
Research should be undertaken to ascertain whether there are features of FAO selection, orientation, and support arrangements which could be adapted to AID procedures (FAO-sponsored students reported higher levels of program success/satisfaction in some USDA courses) (d)	60
Study should be conducted on the applicability of management technology to develop country conditions (e.g., do different sociocultural conditions determine the degree of utilization or management skills and techniques?) (d)	61, 204
Study should be conducted on role of women in development in relation to training (d)	61
Problem cases where objectives have not been reached should be studied (d)	180

APPENDIX D

LIST OF CLUSTERED RECOMMENDATIONS  
BY CATEGORY<sup>1</sup>

PLANNING

1. Training Strategy: Policies and Coordination

- (a) Assessment of host country training and manpower needs should be conducted (13)
- (b) Host government involvement in all aspect of training should be increased (10)
- (c) Participants should be more involved in the training program design (29)
- (d) Supervisors should be more involved in the training program design (21)
- (e) Missions should be involved with participants' programs throughout, from planning stages to followup (10)
- (f) Host government absorptive capacity should be considered when planning training (8)
- (g) Training design should be developed within the framework of the host government development plan (6)
- (h) AID should coordinate with other countries in planning and implementing training as well as exchanging information and resources (9)
- (i) Training committee should be established in host country (3)
- (j) Other (20)

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<sup>1</sup>Letters preceding each recommendation are keyed to letters used in Appendixes C and E. Numbers following each recommendation indicate the number of times the recommendation was made in the reports reviewed.

PLANNING

2. Training Design: Content and Type of Training

- (a) Participants' post-training job responsibilities should be borne in mind during program planning (27)
- (b) More practical training opportunities should be built into training (27)
- (c) Long-term training should be favored over short-term training (22)
- (d) Planners need more specific information on training institutions and their program offerings, services, and facilities (e.g., university catalog, development training guide) (14)
- (e) Training needs to be more specialized and tailored to participants' special needs (12)
- (f) Technical aspects of training should receive careful consideration when designing programs (e.g., duration, pace, level, variety) (10)
- (g) Training design should match host country physical and developmental environment (i.e., appropriate technology) (10)
- (h) AID should consider incorporating cooperative institutional exchanges in training programs (3)
- (i) Program announcements to the field should be more timely (3)
- (j) AID needs to review its policy on degree versus nondegree training (3)
- (k) Other (21)

3. Training Location: Third Country, In-country, U.S.

- (a) Greater use should be made of third-country training (1)
- (b) National and regional training resources should be identified, inventoried, and evaluated (12)
- (c) AID should examine the mechanisms for improving the management of third-country training (12)
- (d) Greater use should be made of in-country training (13)
- (e) AID should strengthen field staff for increased in-country and third-country training activities (7)

103

3. Training Location (cont.)

- (f) U.S. academic training should be limited to graduate level (11)
- (g) Short-term training should be done in-country or in third country instead of in U.S., where feasible (5)
- (h) Graduate students should conduct the applied aspects of their research in home country (6)
- (i) AID should review alternative training strategies in terms of trade-offs and cost effectiveness of third-country/in-country/U.S. training (8)
- (j) AID should encourage the development and use of selected institutions as regional training centers (4)
- (k) Other (14)

PLANNING

4. Complementary Programs

- (a) Reentry workshops (e.g., communications seminar) should be encouraged (25)
- (b) Evaluation of complementary training should be conducted (e.g., Mid-Winter Seminars and communications seminars) (23)
- (c) Short-term, specialized programs should be built into training where appropriate (e.g., management, administration, manpower planning) (14)
- (d) Complementary programs (orientation, Mid-Winter Seminars, and reentry workshops) should be considered essential in program planning (5)
- (e) Other (5)

PLANNING

5. Participant Selection (procedures and criteria)

- (a) Study to improve selection criteria and process should be undertaken (22)

5. Participant Selection (cont.)

- (b) Candidate's motivation, multiplier potential, and future social and civic role should all be considered in selection (13)
- (c) Selection committee should be established in host country (10)
- (d) AID should have a more active role in selection (7)
- (e) AID Missions should encourage the selection of more women (5) and candidates from private sector (2)
- (f) Host government, especially supervisors, should be involved in the selection process (6)
- (g) AID should consider using a standard achievement test in the selection process (5)
- (h) Good command of English should be a strict criterion for selection (5)
- (i) More careful medical screening should be done (4)
- (j) Other (13)

PLANNING

6. Placement (participant documentation, selection of and admission to training institution)

- (a) Participant documentation needs to be flexible yet detailed enough to ensure proper placement (10)
- (b) Process of evaluating and providing credentials to training institution needs to be improved (7)
- (c) Criteria for selecting training institutions should be reviewed (10)
- (d) Attention should be given to counseling and support services for foreign students when selecting a training institution (8)
- (e) Participants placed together in groups should be more homogeneous regarding qualifications and occupational position (6)
- (f) Advantages of scattering students across U.S. campuses versus concentration at a few selected sites should be examined (4)

6. Placement (cont.)

- (g) Documentation should be shared with those at training site involved with participants' programs (3)
- (h) Other (13)

IMPLEMENTATION7. Orientation (both predeparture and postarrival)

- (a) Cross-cultural orientation to conditions in country of training should be given to all participants before departure (28)
- (b) Thorough briefings on program details should be provided to all participants before departure (41)
- (c) More lead time should be provided to participants to prepare for departure (17)
- (d) Linkage between the training program and participants' responsibilities in relation to host country development goals should be emphasized in predeparture orientation (10)
- (e) Returned participants could assist in predeparture orientation (11)
- (f) Selected host government officials should be involved in predeparture orientation (7)
- (g) U.S. technicians, Peace Corps, and USIA/IIE/AFGRAD could assist in predeparture orientation (6)
- (h) Participants should be given written materials on the technical and nontechnical aspects of program (13)
- (i) Predeparture programs should be evaluated (4)
- (j) Participant should be better oriented toward realistic expectations during predeparture orientation (8)
- (k) Cross-cultural orientation should include information on personal and social adjustment problems (4); discrimination (6); housing (7); food (4); U.S. monetary system and budgeting (4); and U.S. health care system (1). (total = 26) (16 reports)
- (l) Orientation should include information on U.S. educational system and facilities (11)

7. Orientation (cont.)

- (m) More research should be done on the various approaches to orientation (21)
- (n) Different aspects of Washington International Center's orientation program need to be reviewed (20)
- (o) Academic preparatory orientation courses should be built into training program where necessary (e.g., University of Colorado's Economics Institute) (5)
- (p) Other (16)

IMPLEMENTATION

8. English Language Training

- (a) More extensive English language training should be provided in programs (13)
- (b) AID needs to review its language testing programs (type of test, scoring, and the like) (21)
- (c) In-country English language training should be explored (13)
- (d) AID should use regional centers for English language training (5)
- (e) A study should be undertaken to explore the advantages of having English language training at the training site (3)
- (f) Other (18)

IMPLEMENTATION

9. AID Management and Administration

- (a) Better communication and coordination is needed between AID and participating agencies (i.e., contractors and training institutions) (20)
- (b) Better communication is needed between AID/Washington and Missions (8)
- (c) AID and program agents should have more personal contact with participants (9)

9. AID Management and Administration (cont.)

- (d) Record keeping in general should be improved (17)
- (e) All AID-sponsored participants, including contract and loan-funded, should be subject to the policy guidelines in Handbook 10 (9)
- (f) Per diem and maintenance allowance (including book allowance) rates should be reviewed (15)
- (g) Program extensions should be carefully reviewed and controlled (9)
- (h) AID should strengthen staff involved in participant training (16)
- (i) Participants should be debriefed before departing country of training (exit interview evaluation) (6)
- (j) AID should consider some support arrangements for long-term participants with family responsibilities (4)
- (k) AID should provide more counseling services for participants (5)
- (l) Regional conferences on participant training should be held regularly for AID/Washington and field staff (8)
- (m) Contractors should work through Mission channels regarding participants (3)
- (n) Functions and role of S&T/IT need to be examined (3)
- (o) Other (25)

IMPLEMENTATION

10. Support Services at Training Site

- (a) More opportunities for cross-cultural interaction with Americans, both students and the community, should be provided to participants (21)
- (b) Participants should be discouraged from having foreign-national-only relationships (7)
- (c) Faculty advisers should encourage participants to select courses and research projects (theses) that are relevant to home country (12)

108

10. Support Services at Training Site (cont.)

- (d) Participant progress and academic reports should be forwarded to Missions more regularly (7)
- (e) Degrees and certificates should be awarded whenever possible for prestige and job placement value (7)
- (f) On-site contract office/person (e.g., Foreign Student Advisers) should be available to participants for personal and academic counseling as well as for administrative support (11)
- (g) Staff at training site who provide substantial support on behalf of participants should be compensated for their time (3)
- (h) Greater flexibility is needed for foreign students in course and admissions requirements in light of special needs (3)
- (i) Faculty with development expertise and other international experience should be used as resources in participants' programs (3)
- (j) Participants could be resources for one another (4)
- (k) Training institution should make efforts to tailor participants' programs to meet their special needs (7)
- (l) Too many social activities are sometimes a problem for participants in short-term or observations programs (4)
- (m) Participants should be encouraged to inform their U.S. counterpart on matters relating to home country (4)
- (n) Continuing communication with home country should be encouraged (3)
- (o) Other (15)

FOLLOWUP

11. Reentry and Followup Activities

- (a) AID Missions should follow up and maintain contact with returned participants (41)
- (b) Memberships in U.S. professional societies and journal subscriptions should be encouraged (12)

11. Reentry and Followup Activities (cont.)

- (c) Missions should institute procedures for identifying and accounting for returning participants (9)
- (d) Missions should have accurate and current records of all returned participants (10)
- (e) Every effort should be made to ensure participants' return to position for which he/she was trained (8)
- (f) Participants' training should be periodically updated (i.e., seminars, refresher courses, and continuing education programs) (9)
- (g) Alumni associations of returned participants should be encouraged (9)
- (h) Means for institutionalizing the use and transmission of the training experience should be developed in cooperation with the host government, especially supervisors (e.g., formal programs, meetings, and seminars) (12)
- (i) Consideration should be given to funding followup activities (8)
- (j) More attention should be given to the possible constraints to utilizing and applying training back home (e.g., available resources, supportive work environment) (15)
- (k) USIA, Peace Corps, and returned participants could help implement followup activities (4)
- (l) Other (13)

FOLLOWUP

12. Research and Evaluation

- (a) More research is needed in evaluating the impact of training on development (e.g., definitions, methodology, criteria, measures of productivity, variables) (18)
- (b) Problems of degree equivalency should be investigated (5)
- (c) Training institutions should be provided with feedback on individual programs from participants, either through correspondence or field evaluations (7)
- (d) Other (6)

110

APPENDIX E

DISTRIBUTION OF CLUSTERED RECOMMENDATIONS  
BY YEAR AND REGION WITHIN EACH MAJOR CATEGORY<sup>1</sup>

1. Orientation
2. AID Management and Administration
3. Training Design
4. Reentry and Followup
5. Training Strategy
6. Support Services at Training Site
7. Training Location
8. Participant Selection
9. English Language Training
10. Complementary Programs
11. Participant Placement
12. Research and Evaluation

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<sup>1</sup>Categories are listed in descending order of frequency of mention.

Table E-1. Distribution of Clustered Recommendations by Region and Year--  
Orientation

Recommendations by Region

Recommendations by Year

Recom- mendation	Recommendations by Region					Total	Recom- mendation	Recommendations by Year						Total
	Africa	Asia	LAC	NE	Other			1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	
(a)	5	7	6	4	6	28	(a)	2	12	4	3	1	6	28
(b)	5	9	8	10	9	41	(b)	5	14	9	5	2	6	41
(c)	2	7	1	3	4	17	(c)	3	6	3	1	0	4	17
(d)	1	4	1	0	4	10	(d)	1	3	0	2	1	3	10
(e)	3	1	3	0	4	11	(e)	0	2	1	2	1	5	11
(f)	1	2	2	2	0	7	(f)	0	4	2	0	0	1	7
(g)	1	3	0	1	1	6	(g)	0	1	2	0	0	3	6
(h)	6	2	0	2	3	13	(h)	0	0	1	2	2	8	13
(i)	0	2	0	1	1	4	(i)	1	1	2	0	0	0	4
(j)	1	1	1	2	3	8	(j)	1	4	0	0	0	3	8
(k)	2	2	1	3	18	26	(k)	1	6	7	2	3	7	26
(l)	2	1	0	0	8	11	(l)	0	4	1	1	0	5	11
(m)	3	3	1	0	14	21	(m)	1	7	5	2	2	4	21
(n)	0	0	0	4	16	20	(n)	0	2	1	11	0	6	20
(o)	0	0	1	1	3	5	(o)	0	1	1	1	1	1	5
(p)	<u>0</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>11</u>	<u>16</u>	(p)	<u>1</u>	<u>3</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>5</u>	<u>16</u>
Total	32	46	25	36	105	244	Total	16	70	44	34	13	67	244

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

Table E-2. Distribution of Clustered Recommendations by Region and Year--  
AID Management and Administration

Recommendations by Region

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	1	2	0	3	14	20
(b)	1	1	0	1	5	8
(c)	1	1	0	4	3	9
(d)	1	2	0	1	13	17
(e)	0	2	0	1	6	9
(f)	3	2	1	4	5	15
(g)	1	1	0	3	4	9
(h)	6	5	0	0	5	16
(i)	1	0	0	0	5	6
(j)	1	0	0	0	3	4
(k)	0	0	0	1	4	5
(l)	2	2	1	2	1	8
(m)	2	1	0	0	0	3
(n)	0	1	0	1	1	3
(o)	<u>7</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>10</u>	<u>25</u>
Total	27	26	4	21	79	157

Recommendations by Year

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	3	4	2	4	2	5	20
(b)	0	2	2	0	1	3	8
(c)	2	1	0	1	1	4	9
(d)	1	1	2	0	4	9	17
(e)	0	1	1	0	2	5	9
(f)	1	1	2	1	1	9	15
(g)	2	1	0	1	1	4	9
(h)	0	2	1	1	4	8	16
(i)	0	1	2	1	0	2	6
(j)	0	1	1	0	0	2	4
(k)	0	0	2	0	2	1	5
(l)	0	0	1	0	4	3	8
(m)	0	0	0	0	1	2	3
(n)	0	0	0	0	2	1	3
(o)	<u>2</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>11</u>	<u>25</u>
Total	11	17	16	10	34	69	157

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

113

Table E-3. Distribution of Clustered Recommendations by Region and Year--  
Training Design

Recommendations by Region

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	4	6	4	6	7	27
(b)	2	6	6	5	8	27
(c)	3	5	5	6	3	22
(d)	2	3	3	1	5	14
(e)	1	2	2	4	3	12
(f)	0	2	2	2	4	10
(g)	2	1	2	0	5	10
(h)	0	0	0	2	1	3
(i)	0	1	1	1	0	3
(j)	1	1	0	1	0	3
(k)	<u>4</u>	<u>3</u>	<u>0</u>	<u>6</u>	<u>8</u>	<u>21</u>
Total	19	30	25	34	44	152

Recommendations by Year

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	5	9	9	1	1	2	27
(b)	0	12	3	0	3	9	27
(c)	4	8	8	0	1	1	22
(d)	1	1	2	1	6	3	14
(e)	2	4	1	0	3	2	12
(f)	0	3	5	0	0	2	10
(g)	1	2	2	1	0	4	10
(h)	0	0	0	0	2	1	3
(i)	1	0	1	0	1	0	3
(j)	0	0	1	1	0	1	3
(k)	<u>3</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>21</u>
Total	17	42	33	8	20	32	152

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

114

Table E-4. Distribution of Clustered Recommendations by Region and Year--  
Reentry and Followup

Recommendations by Region							Recommendations by Year							
Recom- mendation	Africa	Asia	LAC	NE	Other	Total	Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	3	15	3	12	8	41	(a)	8	13	11	1	2	6	41
(b)	3	3	2	2	2	12	(b)	1	5	2	1	1	2	12
(c)	1	3	2	2	1	9	(c)	1	1	1	0	2	4	9
(d)	3	5	1	1	0	10	(d)	1	5	2	0	1	1	10
(e)	1	4	1	1	1	8	(e)	2	2	4	0	0	0	8
(f)	2	2	0	2	3	9	(f)	0	0	1	1	2	5	9
(g)	1	2	3	1	2	9	(g)	1	4	0	1	0	3	9
(h)	2	7	0	2	1	12	(h)	2	3	3	0	1	3	12
(i)	2	4	2	0	0	8	(i)	1	3	1	0	2	1	8
(j)	2	6	1	1	5	15	(j)	4	3	6	0	0	2	15
(k)	2	2	0	0	0	4	(k)	1	1	0	0	0	2	4
(l)	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>13</u>	(l)	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>8</u>	<u>13</u>
Total	23	57	18	26	26	150	Total	23	41	32	5	12	37	150

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

Table E-5. Distribution of Clustered Recommendations by Region and Year--  
Training Strategy

Recommendations by Region							Recommendations by Year							
Recom- mendation	Africa	Asia	LAC	NE	Other	Total	Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	7	2	0	3	1	13	(a)	0	1	7	2	2	1	13
(b)	2	4	1	1	2	10	(b)	2	2	5	0	0	1	10
(c)	2	6	6	6	9	29	(c)	2	12	11	2	0	2	29
(d)	1	5	4	5	6	21	(d)	1	8	10	1	0	1	21
(e)	3	3	1	2	1	10	(e)	0	4	5	0	0	1	10
(f)	3	1	0	1	3	8	(f)	0	0	2	2	1	3	8
(g)	3	3	0	0	0	6	(g)	0	2	2	1	0	1	6
(h)	1	2	0	1	5	9	(h)	0	1	3	1	1	3	9
(i)	1	0	0	0	2	3	(i)	1	0	1	0	0	1	3
(j)	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>11</u>	<u>20</u>	(j)	<u>0</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>9</u>	<u>20</u>
Total	26	28	13	22	40	129	Total	6	33	50	9	8	23	129

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

Table E-6. Distribution of Clustered Recommendations by Region and Year--  
Support Services at Training Site

Recommendations by Region							Recommendations by Year							
Recom- mendation	Africa	Asia	LAC	NE	Other	Total	Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	1	5	3	3	9	21	(a)	4	5	5	2	1	4	21
(b)	0	1	0	0	6	7	(b)	0	1	2	1	1	2	7
(c)	3	2	0	0	7	12	(c)	0	1	2	3	1	5	12
(d)	2	0	0	3	2	7	(d)	0	0	1	0	1	5	7
(e)	2	1	3	1	0	7	(e)	2	3	2	0	0	0	7
(f)	0	1	0	0	10	11	(f)	0	1	1	3	5	1	11
(g)	0	0	0	0	3	3	(g)	0	1	0	0	1	1	3
(h)	0	0	0	0	3	3	(h)	0	0	0	0	0	3	3
(i)	0	0	0	0	3	3	(i)	0	0	0	0	0	3	3
(j)	1	0	0	0	3	4	(j)	0	0	0	1	1	2	4
(k)	0	0	0	0	7	7	(k)	0	0	1	3	0	3	7
(l)	0	0	2	1	1	4	(l)	0	4	0	0	0	0	4
(m)	0	1	0	0	3	4	(m)	0	1	1	1	0	1	4
(n)	0	1	1	0	1	3	(n)	1	0	0	0	1	1	3
(o)	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>14</u>	<u>15</u>	(o)	<u>0</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>15</u>
Total	9	13	9	8	72	111	Total	7	18	17	16	16	37	111

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

Table E-7. Distribution of Clustered Recommendations by Region and Year--  
Location

Recommendations by Region							Recommendations by Year							
Recom- mendation	Africa	Asia	LAC	NE	Other	Total	Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	4	2	2	0	3	11	(a)	2	3	1	1	2	2	11
(b)	6	2	1	1	2	12	(b)	1	0	1	0	3	7	12
(c)	4	2	2	3	1	12	(c)	1	1	1	1	2	6	12
(d)	3	2	4	0	4	13	(d)	3	2	2	2	2	2	13
(e)	4	2	0	0	1	7	(e)	0	0	0	0	2	5	7
(f)	8	1	1	1	0	11	(f)	1	1	7	0	0	2	11
(g)	3	0	2	0	0	5	(g)	1	0	1	0	1	2	5
(h)	1	1	1	1	2	6	(h)	1	1	1	0	0	3	6
(i)	1	0	1	0	6	8	(i)	0	1	2	1	2	2	8
(j)	3	0	0	1	0	4	(j)	0	0	0	0	1	3	4
(k)	<u>9</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>14</u>	(k)	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>10</u>	<u>14</u>
Total	46	14	15	7	21	103	Total	10	10	16	5	18	44	103

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

Table E-8. Distribution of Clustered Recommendations by Region and Year--  
Selection

Recommendations by Region

Recommendations by Year

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	1	9	3	2	7	22
(b)	2	6	1	0	4	13
(c)	0	5	1	2	2	10
(d)	1	1	0	1	4	7
(e)	4	1	0	2	0	7
(f)	1	2	1	0	2	6
(g)	0	1	0	1	3	5
(h)	0	1	1	1	2	5
(i)	1	1	1	1	0	4
(j)	<u>1</u>	<u>5</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>13</u>
Total	11	32	6	12	29	92

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	3	10	2	2	1	4	22
(b)	5	0	4	2	1	1	13
(c)	2	4	2	0	0	2	10
(d)	0	3	2	1	1	0	7
(e)	0	0	1	0	1	5	7
(f)	0	2	3	0	0	1	6
(g)	0	2	1	1	1	0	5
(h)	0	2	1	0	0	2	5
(i)	0	0	0	1	1	2	4
(j)	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>13</u>
Total	12	25	17	9	8	21	92

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

Table E-9. Distribution of Clustered Recommendations by Region and Year--  
English Language

Recommendations by Region

Recommendations by Year

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	0	3	4	3	3	13
(b)	3	1	0	4	13	21
(c)	3	6	1	2	1	13
(d)	3	1	1	0	0	5
(e)	0	0	0	0	3	3
(f)	<u>4</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>11</u>	<u>18</u>
Total	13	14	6	9	31	73

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	0	7	3	1	0	2	13
(b)	0	4	0	4	5	8	21
(c)	1	4	0	1	3	4	13
(d)	0	0	0	0	1	4	5
(e)	0	0	0	0	1	2	3
(f)	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>8</u>	<u>8</u>	<u>18</u>
Total	1	15	3	8	18	28	73

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

Table E-10. Distribution of Clustered Recommendations by Region and Year--  
Complementary Programs

Recommendations by Region

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	5	4	7	3	6	25
(b)	0	1	1	0	21	23
(c)	2	0	0	0	12	14
(d)	0	0	0	0	5	5
(e)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>
Total	7	5	8	3	49	72

Recommendations by Year

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	2	7	9	1	2	4	25
(b)	0	2	5	9	3	4	23
(c)	0	1	3	1	3	6	14
(d)	0	0	1	2	2	0	5
(e)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>5</u>
Total	2	10	18	13	11	18	72

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

Table E-11. Distribution of Clustered Recommendations by Region and Year--  
Placement

Recommendations by Region							Recommendations by Year							
Recom- mendation	Africa	Asia	LAC	NE	Other	Total	Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	1	1	1	0	7	10	(a)	0	2	1	2	1	4	10
(b)	1	1	1	0	4	7	(b)	0	0	0	2	3	2	7
(c)	0	1	0	0	9	10	(c)	0	1	2	2	2	3	10
(d)	0	1	0	0	7	8	(d)	0	1	2	2	2	1	8
(e)	0	0	1	1	4	6	(e)	1	1	2	0	2	0	6
(f)	1	0	0	0	3	4	(f)	0	0	1	2	0	1	4
(g)	0	0	0	0	3	3	(g)	0	0	0	1	1	1	3
(h)	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>10</u>	<u>13</u>	(h)	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>8</u>	<u>13</u>
Total	5	4	4	1	47	61	Total	1	7	8	11	14	20	61

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

Table E-12. Distribution of Clustered Recommendations by Region and Year--  
Research and Evaluation

Recommendations by Region

Recom- mendation	Africa	Asia	LAC	NE	Other	Total
(a)	2	2	1	2	11	18
(b)	2	1	0	1	1	5
(c)	0	0	0	0	7	7
(d)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>6</u>
Total	4	3	1	3	25	36

Recommendations by Year

Recom- mendation	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
(a)	1	2	4	4	1	6	18
(b)	1	0	0	0	0	4	5
(c)	0	1	0	2	2	2	7
(d)	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>6</u>
Total	2	3	5	7	3	16	36

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

APPENDIX F

TOTAL REPORTS AND RECOMMENDATIONS BY  
YEAR AND REGION FOR EACH MAJOR CATEGORY

1. Orientation
2. AID Management and Administration
3. Training Design
4. Reentry and Followup
5. Training Strategy
6. Support Services at Training Site
7. Training Location
8. Participant Selection
9. English Language Training
10. Complementary Programs
11. Participant Placement
12. Research and Evaluation

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<sup>1</sup>Categories are listed in decreasing order of frequency of mention.

Table F-1. Reports and Recommendations by Region and Year--  
Orientation

## Number of Reports

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	1	0	1	7	10
Asia	5	6	3	0	1	1	16
LAC	2	6	1	1	1	0	11
NE	2	3	2	0	1	5	13
Other	<u>0</u>	<u>3</u>	<u>7</u>	<u>6</u>	<u>1</u>	<u>5</u>	<u>22</u>
Total	9	19	14	7	5	18	72

## Number of Recommendations

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	3	2	0	3	24	32
Asia	10	24	5	0	1	6	46
LAC	2	15	3	4	1	0	25
NE	4	7	7	0	4	14	36
Other	<u>0</u>	<u>21</u>	<u>27</u>	<u>30</u>	<u>4</u>	<u>23</u>	<u>105</u>
Total	16	70	44	34	13	67	244

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

Table F-2. Reports and Recommendations by Region and Year--  
AID Management and Administration

Number of Reports

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	0	1	1	7	9
Asia	3	1	0	0	1	1	6
LAC	0	0	0	1	1	0	2
NE	1	2	0	0	2	4	9
Other	<u>0</u>	<u>5</u>	<u>7</u>	<u>4</u>	<u>3</u>	<u>8</u>	<u>27</u>
Total	4	8	7	6	8	20	53

Number of Recommendations

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	0	1	7	19	27
Asia	6	1	0	0	7	12	26
LAC	0	0	0	1	3	0	4
NE	5	3	0	0	2	11	21
Other	<u>0</u>	<u>13</u>	<u>16</u>	<u>8</u>	<u>15</u>	<u>27</u>	<u>79</u>
Total	11	17	16	10	34	69	157

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

Table F-3. Reports and Recommendations by Region and Year--  
Training Design

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	5	1	1	2	9
Asia	5	5	3	0	1	1	15
LAC	2	6	3	1	1	0	13
NE	2	3	2	0	4	5	16
Other	<u>0</u>	<u>4</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>10</u>	<u>26</u>
Total	9	18	18	5	11	18	79

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	8	4	2	5	19
Asia	9	15	4	0	1	1	30
LAC	3	13	4	1	4	0	25
NE	5	7	6	0	8	8	34
Other	<u>0</u>	<u>7</u>	<u>11</u>	<u>3</u>	<u>5</u>	<u>18</u>	<u>44</u>
Total	17	42	33	8	20	32	152

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

Table F-4. Reports and Recommendations by Region and Year--  
Reentry and Followup

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	2	1	1	6	11
Asia	3	4	4	0	1	2	14
LAC	1	2	2	0	1	1	7
NE	2	2	3	0	1	4	12
Other	<u>0</u>	<u>3</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>6</u>	<u>17</u>
Total	6	12	17	3	4	19	61

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	4	4	1	3	11	23
Asia	17	22	11	0	3	4	57
LAC	1	8	2	0	3	4	18
NE	5	3	6	0	3	9	26
Other	<u>0</u>	<u>4</u>	<u>9</u>	<u>4</u>	<u>0</u>	<u>9</u>	<u>26</u>
Total	23	41	32	5	12	37	150

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

Table F-5. Reports and Recommendations by Region and Year--  
Training Strategy

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	9	2	0	6	18
Asia	2	6	2	1	1	2	14
LAC	1	6	2	0	0	1	10
NE	1	2	4	0	2	3	12
Other	<u>1</u>	<u>4</u>	<u>7</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>22</u>
Total	5	19	24	7	5	16	76

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	15	3	0	7	26
Asia	3	15	6	1	0	3	28
LAC	1	7	4	0	0	1	13
NE	1	2	9	0	5	5	22
Other	<u>1</u>	<u>8</u>	<u>16</u>	<u>5</u>	<u>3</u>	<u>7</u>	<u>40</u>
Total	6	33	50	9	8	23	129

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

129

Table F-6. Reports and Recommendations by Region and Year--  
Support Services at Training Site

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	1	1	1	3	7
Asia	1	4	2	0	0	0	7
LAC	1	3	1	0	1	0	6
NE	2	1	0	0	0	3	6
Other	<u>0</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>10</u>	<u>25</u>
Total	4	12	8	5	6	16	51

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	2	1	1	1	4	9
Asia	3	6	4	0	0	0	13
LAC	1	5	2	0	1	0	9
NE	3	1	0	0	0	4	8
Other	<u>0</u>	<u>4</u>	<u>10</u>	<u>15</u>	<u>14</u>	<u>29</u>	<u>72</u>
Total	7	18	17	16	16	37	111

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

130

Table F-7. Reports and Recommendations by Region and Year--  
Training Location

Number of Reports

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	6	1	1	9	17
Asia	1	2	1	1	1	1	7
LAC	1	3	0	0	1	0	5
NE	1	0	2	0	1	1	5
Other	<u>0</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>14</u>
Total	3	8	11	3	7	16	48

Number of Recommendations

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	8	2	4	32	46
Asia	3	3	1	1	1	5	14
LAC	5	4	0	0	6	0	15
NE	2	0	2	0	2	1	7
Other	<u>0</u>	<u>3</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>21</u>
Total	10	10	16	5	18	44	103

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

131

Table F-8. Reports and Recommendations by Region and Year--  
Participant Selection

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	1	1	1	4	7
Asia	3	5	2	0	1	2	13
LAC	1	2	0	1	0	0	4
NE	1	0	1	0	4	4	10
Other	<u>0</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>11</u>
Total	5	10	6	4	7	13	45

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	3	1	1	6	11
Asia	10	13	4	0	1	4	32
LAC	1	5	0	2	0	0	8
NE	1	0	0	1	5	5	12
Other	<u>0</u>	<u>7</u>	<u>9</u>	<u>6</u>	<u>1</u>	<u>6</u>	<u>29</u>
Total	12	25	16	10	8	21	92

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

132

Table F-9. Reports and Recommendations by Region and Year--  
English Language

## Number of Reports

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	0	0	0	4	4
Asia	1	3	0	0	1	2	7
LAC	0	3	1	0	1	0	5
NE	0	1	1	0	1	3	6
Other	<u>0</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>11</u>
Total	1	9	3	3	4	13	33

## Number of Recommendations

Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	0	0	0	13	13
Asia	1	4	0	0	4	5	14
LAC	0	4	1	0	1	0	6
NE	0	2	1	0	1	5	9
Other	<u>0</u>	<u>5</u>	<u>1</u>	<u>8</u>	<u>12</u>	<u>5</u>	<u>31</u>
Total	1	15	3	8	18	28	73

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

125

Table F-10. Reports and Recommendations by Region and Year--  
Complementary Programs

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	2	0	1	3	7
Asia	1	2	0	0	0	1	4
LAC	0	4	2	0	1	0	7
NE	1	0	2	0	0	0	3
Other	<u>0</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>7</u>	<u>9</u>	<u>27</u>
Total	2	8	13	3	9	13	48

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	1	2	0	1	3	7
Asia	1	3	0	0	0	1	5
LAC	0	5	2	0	1	0	8
NE	1	0	2	0	0	0	3
Other	<u>0</u>	<u>1</u>	<u>12</u>	<u>13</u>	<u>9</u>	<u>14</u>	<u>49</u>
Total	2	10	18	13	11	18	72

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

124

Table F-11. Reports and Recommendations by Region and Year--  
Participant Placement

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	1	1	1	2	5
Asia	0	1	1	0	1	0	3
LAC	1	0	0	0	1	0	2
NE	0	0	0	0	1	0	1
Other	<u>0</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>17</u>
Total	1	4	5	5	8	5	28

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	1	1	1	2	5
Asia	0	1	2	0	1	0	4
LAC	1	0	0	0	3	0	4
NE	0	0	0	0	1	0	1
Other	<u>0</u>	<u>6</u>	<u>5</u>	<u>10</u>	<u>8</u>	<u>18</u>	<u>47</u>
Total	1	7	8	11	14	20	61

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

17/20

Table F-12. Reports and Recommendations by Region and Year--  
Research and Evaluation

Number of Reports							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	1	0	0	3	4
Asia	2	1	0	0	0	0	3
LAC	0	0	0	0	1	0	1
NE	0	1	0	0	0	2	3
Other	<u>0</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>2</u>	<u>8</u>	<u>17</u>
Total	2	3	2	5	3	13	28

Number of Recommendations							
Region	1955- 1959	1960- 1964	1965- 1969	1970- 1974	1975- 1979	1980- 1984	Total
Africa	0	0	1	0	0	3	4
Asia	2	1	0	0	0	0	3
LAC	0	0	0	0	1	0	1
NE	0	1	0	0	0	2	3
Other	<u>0</u>	<u>1</u>	<u>4</u>	<u>7</u>	<u>2</u>	<u>11</u>	<u>25</u>
Total	2	3	5	7	3	16	36

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

## APPENDIX G

### BRIEF SUMMARY OF THE WORKSHOP ON PARTICIPANT TRAINING EVALUATION

The following is a brief summary of the proceedings of the January 30, 1985 meeting to discuss the findings of the Bureau for Program and Policy Coordination/Center for Development Information and Evaluation (PPC/CDIE)-sponsored "Review of Participant Training Evaluation Studies." A number of former AID officers familiar with the AID Participant Training Program and staff from CDIE and the Bureau for Science and Technology/Office of International Training (S&T/IT) were invited to share their experience in this area and to explore the issue of AID's response to recommendations made over the years. A copy of the draft report and annotated bibliography was sent to each participant in preparation for the meeting.

The major findings from the report, which were based on 12 "categories" of recommendations, were grouped into the nine following subjects to guide the discussion:

- Training Strategy, Evaluation, and Research
- Training Design, Location, and Placement
- Participant Selection
- Orientation
- English Language Training
- AID Management and Administration
- Support Services at the Training Site
- Complementary Programs
- Reentry and Followup

Workshop participants were informally assigned a subject area, based on their expertise, to facilitate the discussion. The following represents the course of the discussion on each subject for the record and not a formal consensus by the group.

## 1. TRAINING STRATEGY, EVALUATION, AND RESEARCH

In response to AID's worldwide participant training evaluation surveys of the 1960s, PPC attempted to facilitate the translation of the findings into operationally useful applications. Operational profiles were developed for this purpose and included a summary of the findings and proposed changes in participant training policy and operations to implement the findings. The worldwide survey and its findings were also the subject of one of PPC's more important evaluation reviews (Administrative Spring Review Meetings). It was recalled that IT treated the review more as a public relations exercise for its program than an analytical critique. These efforts to convince IT that the findings were useful and should be applied were unheeded, and the recommendations were essentially ignored. This was partly attributable to AID's failure to identify the function of participant training and its contribution to development or its relationship to other elements of technical assistance, and partly to AID leadership's tendency to regard participant training as a "nice thing" without according it the priority assigned to activities like the Country Development Strategy Statement (CDSS), CP, and so forth.

IT was also involved during the mid-1970s in several policy and planning evaluation studies, including four impact evaluations of country training programs. Apparently, nothing became of these studies and they were, perhaps, lost during IT's reorganization. These will be followed up and possibly included in the CDIE annotated bibliography on participant training evaluation.

In addition to the reasons cited above, some basic conflicts in the training program were mentioned as factors constraining the development of an overall training strategy. These include the following considerations:

- Is training project-focused or more generally based?
- Is training tailored to an individual's needs or to national objectives?
- Is training short term or long term?
- Is training technical or theoretical?

It was further acknowledged that strategy, like design, must remain responsive to AID objectives and inherent political motivations.

It was generally agreed that an analytical framework is needed for determining the conditions under which participant training is optimally useful. More explicit guidelines on the

15

purpose of training and what the outcome should be are needed by planners, especially in allocating resources.

Many members of the group expressed concern about the anticipated increase in new participants without improvements in standards. Such improvements will require a different order in leadership support (i.e., deeds, not just words) and more serious negotiation with Congress and the Office of Management and Budget (OMB) for more resources. It was also suggested that AID clearly define the role and function of training or human resources development in development (perhaps as is done in the logical frameworks). Such a definition will need objective evidence of what has happened in 30 years of participant training and what impact it has had in general.

The Director of IT further added that the need to "justify" improvements in participant training and more resources should be directed to outsiders (i.e., Congress, GAO, and OMB) rather than within AID itself, given the current Administrator's support of the program.

## 2. TRAINING DESIGN, LOCATION, AND PLACEMENT

The moderator for this subject area maintained that country-specific guidance cannot favor one type of training over another, although sector analyses (including human resources development) have tried to provide some guidelines on country-level training. Changing political mandates have influenced decisions on training design in the past by emphasizing certain training approaches: for example, agricultural extension, industry, vocational training, formal versus nonformal education, and basic human needs. Despite the political climates, however, it was noted that participant training has been fairly consistently used by Missions over the years.

Regarding the recommendations for more practical training experiences, the choices should be made in AID/Washington and not in the field where such specific information is not as accessible.

## 3. SELECTION

The discussion focused on some reasons why this issue did not receive a great deal of attention in more recent studies reviewed in the CDIE report. Among the explanations given was the increase in the use of intermediaries/contractors since 1975 to manage the selection process in cooperation with host governments. In turn, AID has placed more emphasis on establishing and

monitoring criteria that can be built into contracts and project design.

Selection committees are used in most cases, with the host government doing most of the selection with AID's ratification. It is understood that whereas AID may have its own objectives, the host government knows more about the people its wants to send for training. Furthermore, rather than placing emphasis on an individual's qualifications, the project and overall development needs are considered and individuals are trained to fill those needs. It was also recalled that selection as a major current problem figures prominently in a recent Inspector General's study on participant training, a problem which is not very well reflected in the CDIE report.

#### 4. ORIENTATION

IT once had an orientation office with resources and materials that could be sent to Missions on request. Budgetary and staffing considerations have eroded this system and the ability of Missions to carry out predeparture programs. In-country expenses are also a burden on the participant because these costs are not figured into the financial structure of the PIO/P or the Mission's operating expenses.

Although most of the group acknowledged the importance of predeparture orientation, questions were raised on the relationship of such orientation to the successful training experience. The study by American University's Development Education and Training Research Institute (DETRI) in 1969 on the orientation programs at the Washington International Center (WIC) was cited as evidence that in the long run, lack of predeparture orientation will not jeopardize the training investment; however, others believed that no orientation prior to departure left participants "half-crippled" and ill-equipped for their training experience.

It was noted that the proportion of participants today in technical training, as opposed to academic training, was three to one, and that orientation for short-term technical participants is not as critical as it is for long-term participants.

The perceived needs in this area include written country-specific materials and more anecdotal information. In general, factors restricting AID's efforts in mounting predeparture programs include limitations in varying degrees on available equipment, time, resources, and support for the program. Contractors were cited as having conducted better orientation programs than the Missions. Leadership must decide to do a better job in this area. The purpose of orientation also needs to be considered, that is, whether the goal is successful training or influencing attitudes about the United States.

Several members of the group expressed great confidence in the new director of WIC in ensuring better orientation programs in the United States. A recent contractor conference (attended by about 100 people) included briefings on the WIC program and its role in the participant's training experience.

## 5. ENGLISH LANGUAGE TRAINING

English language training (ELT) in Indonesia, Yemen-Oman-Egypt, and French West Africa is a big problem. Regional training in Africa was attempted and considered a disaster. The problem was not so much the quality of the program as the need to make cultural adjustments. The same problem was cited in Asia when regional ELT was being conducted in Singapore.

Lower levels of English language ability need to be addressed in the selection process. However, it was cautioned that higher English language standards as a criterion for selection would tend to favor candidates from the capitals and more urban areas, restricting selection of those from rural sectors.

Recent action on English language testing included the revision and welcome simplification of the American Language Institute, Georgetown University (ALIGU) screening test. It was recommended that IT offer a special service (perhaps through consulting arrangements with the staff of ALIGU and similar experts) to help develop in-country ELT programs.

## 6. AID MANAGEMENT AND ADMINISTRATION

Some reasons given for poor management of the training program in the past included the flooding of IT with returning ICA agricultural extension and technical experts in the 1960s who knew little about the training process from AID/Washington's perspective; decentralization of the training function in the mid-1970s, which led to domination of training by the regional bureaus in general; and, more recently, the redundancy of certain operations within the contractor/IT relationship.

AID needs to define standards for monitoring participants. Project managers often do not know how many participants are being trained by contractors, and not all project managers understand their responsibilities for project monitoring. Although IT organizes periodic regional conferences for Mission training personnel, higher level audiences (e.g., project officers) are not reached. It was suggested that project officers in the field receive more training on the participant training program.

The Participant Training Management System is intended to greatly enhance capabilities in the field and in AID/Washington to monitor participants from the Project Paper to followup stages. The system is progressing and parts of it will be operational by the spring of 1985.

IT is also currently reviewing contractor requirements vis-a-vis reporting and adherence to policies in Handbook 10, as well as working on standard negotiating guidelines for requests for proposals (RFPs).

Several comments were made on the drastic reduction in IT staff, from 278 in 1975 to 31 today, which has exacerbated problems in managing and coordinating all the actors involved in the participant training program. It was also noted that the number of participants increased from approximately 6,000 when IT's staff was at its largest to a current figure of 10,000. The Director of IT added that the work previously performed in-house is now carried out by the capable staff of numerous contractors.

#### 7. SUPPORT SERVICES

The moderator for this subject reported that support services during a participant's program are currently good to excellent for technical programs and short courses, both programmatically and personally. However, academic support services are generally poor and diminishing, given dwindling university funds to support this kind of service. Foreign student advisers are among the first to go in budget reductions. Furthermore, the land grant colleges involved in training programs are responsible to their local communities and tend to emphasize the needs of the less privileged Americans who are entering such colleges rather than the needs of foreigners. The response to this situation has been to charge AID for special services for participants.

#### 8. COMPLEMENTARY PROGRAMS

The field does not see reentry as a crucial part of the program. During the 1960s, communications reentry programs were regarded by some AID officers as "T-Groups" and of uneven quality. The communications seminars were discontinued in the mid-1970s as mandatory components to the program because of generally increased training costs. A revised and greatly improved reentry management communications program is currently offered and provided to participants on an optional basis. Several recent management studies sponsored by IT were mentioned. These generally endorsed the reinstatement of these workshops but with a much stronger management element.

9. FOLLOWUP

Followup was acknowledged as an important part of the training program, but one that needs to be tailored to the specific nature of the program. The following factors were mentioned as important considerations in the design of a followup program for a particular country:

- How large is the training program?
- How large is the total country training program and what percentage is the AID component?
- Is the training project related or general?
- What are the logistics for reaching participants?

All these factors influence the needs and design of any participant followup program. Followup in some cases may even be harmful and detrimental to host country and U.S. relations.

Most impact studies have been an exercise in opinion gathering. There is a need for an objective impact evaluation. It was suggested that the criteria for measuring impact should be based on success stories and critical incidents rather than on correlations between utilization and personal contact and followup. In the 1970s, IT asked a contractor (American Institutes for Research) to develop different approaches and types of measures, but they failed to come up with anything new or useful in this regard.

Followup goes well beyond monitoring participants. There is room for creative programming and for professional networking after training. Given the amounts of money spent on participants in the past, the Director of IT suggested that a series of followup questionnaires be administered to identify participants for the occasional impact evaluation study or critical incident. One long-term participant slot could be dropped from each Mission's program and the savings (\$20,000) used to fund followup activities for an entire Mission; the Director believed the activity would be very worthwhile. Furthermore, followup could be built into contracts.