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TRAINING FUTURE LEADERS:

**Assessment for a Development
Leadership Initiative
Asia and the Near East Region**

May 2007

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TRAINING FUTURE LEADERS:

Assessment for a Development Leadership Initiative Asia and the Near East Region

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The research team included Pamela A. McCloud (team leader), Kristine Aulenbach, and Cynthia P. Green. Development Associates support for this report came from Melanie Sanders-Smith, Sam Allen, Luke Buckland, and Allan Kellum.

List of Acronyms

AED	Academy for Educational Development
AFGRAD	African Graduate Fellowship Program
ALO	Association Liaison Office for University Cooperation in Development
AMIDEAST	America-Mideast Educational and Training Services, Inc.
ANE	Asia and the Near East
APSP	Andean Peace Scholarship Program
ATIE	Advanced Training in Economics
ATLAS	Advanced Training for Leadership and Skills
BA/BS	Bachelor of Arts/Science
BIFAD	Board for International Food and Agricultural Development
CAPS	Central American Peace Scholarships project
CAR	Central Asian Republics
CASP	Central American Scholarship Program
CASP	Cyprus-America Scholarship Program
CASS	Cooperative Association of States for Scholarships Program
CEE	Central and Eastern Europe
CIED	Center for Intercultural Education and Development, Georgetown University
CLASP	Caribbean and Latin American Scholarship Program
CPO	Central Planning Organization (Yemen)
CRISP	Caribbean Regional Internship Scholarship Program
CTO	Cognizant Technical Officer
DEC	Development Experience Clearinghouse
Devis	Development InfoStructure
DOS	Department of State
DT2	Development Training II
E&E	Europe and Eurasia
ECA	Bureau of Educational and Cultural Affairs, State Department
ECESP	East Central European Scholarship Program
EGAT/ED	Economic Growth, Agriculture and Trade Bureau, Office of Education (USAID/W)
EIL	Experiment in International Living
FORECAST	Focus on Results: Enhancing Capacity Across Sectors in Transition
GAO	Government Accountability Office (formerly General Accounting Office)
GDA	Global Development Alliance
GPT I and II	General Participant Training Project I and II (Indonesia)
HED	Higher Education for Development
HERNS	Human and Educational Resources Network Support
HICD	Human and institutional capacity development
HRD	Human resources development

HRDA	Human Resources Development Assistance project
IAWG	Inter-Agency Working Group (U.S. government)
IIE	Institute of International Education
IREX	International Research and Exchanges Board
KSA	Knowledge, Skills, and Attitudes
LAC	Latin America and the Caribbean
LASPAU	Latin American Scholarship Program of American Universities
LDP	Leadership Development Program
LTT	Long-term training
MBA	Master of Business Administration
MEPI	Middle East Partnership Initiative
MOH	Ministry of Health
MPH	Master of Public Health
MTDI	Management Training and Development Institute
NARP	National Agricultural Research Project (Egypt)
NGO	Nongovernmental Organization
OMEF	Office of Middle East Programs (USAID)
PFDP	Palestinian Faculty Development Program
PI	Performance improvement
PLUS	Partnerships for Learning Undergraduate Studies
PPP	Public-Private Partnership
PSP	Presidential Scholarship Program
PTIIC	Presidential Training Initiative for the Island Caribbean
PTIS	Participant Training Information System
PTMS	Participant Training Management System
SO	Strategic Objective
SOW	Scope of Work
ST	Short-term
TCA	Training Cost Analysis
TE	Telecom Egypt
TFL	Training Future Leaders
TIES	Training, Internships, Exchanges and Scholarships Initiative (Mexico)
TOEFL	Test of English as a Foreign Language
TraiNet	USAID's management information system for training
UGRAD	Eurasian Undergraduate Exchange Program
USAID	United States Agency for International Development
USG	United States government
YALI	Yemen-American Language Institute
YARG	Yemen Arab Republic Government
YES	Youth Exchange and Study
YLF	Young Leadership Fellows (Russia-U.S.)

Executive Summary

The Asia and Near East (ANE) Bureau of the United States Agency for International Development (USAID) requested Development Associates to conduct an assessment of training programs to inform the design of a new initiative called Training Future Leaders (TFL). The ANE Bureau envisions the TFL initiative as a long-term training program designed to foster a new generation of national leaders in USAID priority countries.

Interest in long-term training. The ANE Bureau believes that there is a strong demand for long-term graduate training in the U.S. and recognizes its potential to:

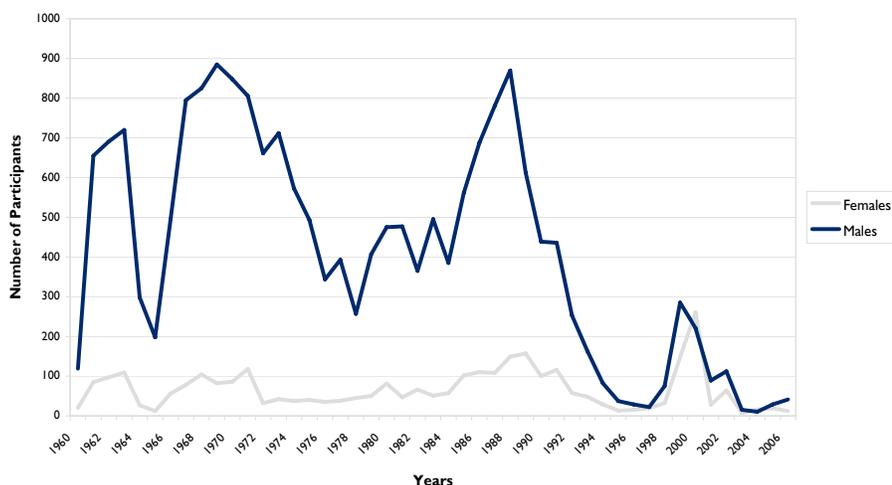
- Contribute to USAID’s core goals and increase impact on key foreign policy objectives (bridging understanding and strengthening working relationships);
- Foster skills development for future leaders who have the potential to contribute to their country’s and region’s socio-economic development;
- Build on impacts of earlier USAID investments in preparing leaders in both the public and private sectors; and
- Build regional networks and links between ANE regional and U.S.-based civil society groups, educational institutions, and businesses.

Of the 16 USAID Missions that responded to a 2006 query from the ANE Bureau regarding long-term training, 11 Missions noted high demand for long-term U.S. training, although nearly all cited budget constraints as an inhibiting factor for including long-term training in their portfolios.

Trends in USAID support for long-term training. Between 1960 and 2006, USAID funded nearly 68,000 students in U.S. academic programs; more than 22,500 of these students were from the ANE region. USAID funding for U.S. academic training has declined sharply, from a peak of nearly 3,500 students worldwide in 1989 to 420 in 2006. ANE data mirror this trend, declining from more than 1,000 students in the U.S. in 1988 to 53 students in 2006 (see figure below) (Devis, 2006a).

The TFL initiative. To realize the desired outcomes of the ANE Bureau, the TFL team has concluded that the

ANE: USAID-funded Participants in Long-term U.S. Training by Gender, 1960-2006



TFL initiative should have three objectives:

1. **Development leadership**, designed to foster *national* leaders who will be at the forefront of socio-economic development programs in USAID-assisted countries;
2. **U.S. linkages**, which entails strengthening participants' ties to the U.S. in order to engender a greater understanding of U.S. culture, political and economic structure, diversity, and openness to differing viewpoints; and
3. **Academic excellence** to provide potential national leaders with recognized expertise in a specific sector and the ability to introduce new ideas and work processes upon their return home and to maintain contact with U.S. professionals.

The combination of the three objectives leads to certain directions for the TFL initiative:

- **Fields of study.** Missions must decide on the sectors and degree objectives that fit their country development plans. In effect, they are forecasting which fields need leadership and technical expertise.
- **U.S. training.** In order to develop ties to the U.S., participants need to study in the U.S.
- **Long-term training.** Participants need time to immerse themselves in U.S. culture and interact with diverse Americans.
- **Graduate-level degree programs.** Scholarship candidates who have already completed undergraduate degrees have demonstrated their academic prowess, discipline, and maturity. Also, graduate training contributes to career advancement.

Implications of choices regarding TFL objectives. In planning a program to address TFL objectives, program managers need to recognize that there are important tradeoffs. For example, long-term training in the U.S. is more expensive than other locations but is necessary to meet the TFL objectives. The goal of expanding access to disadvantaged groups is laudable, but may be incompatible with identifying candidates with the academic and language skills to undertake graduate education in the U.S. without considerable investment in preparatory programs.

USAID's niche. The focus on educating primarily public-sector individuals for national leadership roles in socio-economic development is USAID's niche. USAID's TFL program will also differ from other U.S. government exchange programs by drawing from the well-established leadership development industry in the U.S. and Europe to develop new models for selecting potential leaders and strengthening their leadership skills. Leadership development will be a theme that carries through all phases and components of the TFL program, including pre- and post-academic activities. Another emphasis will be on doing a better job of monitoring and evaluating this type of training program in order to better measure impacts. TFL complements the State Department programs aimed at educating diverse individuals in a wide range of disciplines with the expectation that they will excel in their disciplines and be in the forefront of promoting mutual understanding. Also, most of the State Department's (and other USG) new exchange programs are short-term and aimed at youth and lower educational levels.

Centralized funding and program management. Implementing the TFL initiative will require centralized funding to ensure a basic level of support, as well as centralized program management to ensure programmatic consistency and economies of scale. A contractor will be needed to minimize the management burden on the ANE Bureau and Missions.

Emphasis on strengthening leadership skills. Special attention needs to be given to leadership development in all aspects of the TFL initiative—incorporating potential leadership qualities in the selection criteria and processes and offering supplementary programming such as orientations, mentoring, internships, management training and re-entry workshops before, during, and after U.S. training. Leadership concepts and tools that are widely used in business and government in the U.S. can be adapted to USAID programs.

Training follow-on programs. Program evaluations and training implementers indicate that follow-on support to participants after they return home is critical to sustaining the benefits of training. While follow-on activities are important, they require an in-country presence and are labor- and capital-intensive. Follow-on programs recommended for the TFL program include alumni associations, small grant programs, regional alumni meetings and seminars, and activities that link alumni to in-country institutions.

Need for long-term investment. Academic training programs require a long-term perspective because tangible signs of impact can take years to emerge. The most that can be achieved in 2-3 years is determining completion of program and return to work. To assess the impact of the TFL initiative, USAID will need to support a sustained evaluation plan. Such a plan would include establishing baseline data on participants, maintaining records on alumni such as their current contact information and employment, and conducting periodic surveys of alumni. Desired impacts may not be seen for up to 10-20 years.

Completion rates. Despite myths, the team did not find evidence of a high rate of non-return among academic participants who studied in the U.S. The available data show that return rates are actually very high.

The TFL Team's recommendations. Following are the TFL team's major recommendations for the ANE Bureau:

1. The TFL initiative must take a holistic approach with an implementation model carefully designed from selection through follow-on activities that identifies, builds, and reinforces leadership for development. The team recommends that the Bureau adopt new techniques for selection such as leadership diagnostic tools, hold special supplementary workshops on management and leadership during training, and organize post-training activities for alumni in-country.
2. To ensure that the TFL initiative continues to fill gaps and provide new generations of leadership in the region, the Bureau should set up a sustained, centralized program.
3. While the TFL initiative will have core elements and a programmatic framework to reach desired program objectives, it must be integrated with individual Mission strategies and be supportive of country development goals. A programmatic framework and core oversight function from the ANE Bureau will help ensure that TFL objectives are met and economies of scale are realized, while giving Missions the flexibility needed to achieve impact in targeted ways.
4. In establishing the TFL initiative, the ANE Bureau must ensure centralized funding for the necessary administrative and programmatic infrastructure to support the new activities.
5. The TFL initiative should support graduate-level education in the U.S. in order to fill critical gaps in the pool of potential national leaders.
6. The number of TFL participants needs to be robust enough to justify the initial investment to develop appropriate protocols and tools in support of the national leadership objective as well as new evaluation and tracking systems. Training implementers have suggested, from an administrative perspective, that a minimum of 80-100 persons justifies the kind of start-up investments the program will require. A larger pool of participants reduces the per person set-up costs. Over time, the set-up costs can be amortized over a larger pool of participants.
7. In addition to using TraiNet as a tracking tool for the pre-training and training phases, the ANE Bureau should use TraiNet as a post-training participant tracking tool. This application will require decisions regarding data fields, agencies responsible for entering and maintaining the data, and personnel to monitor inputs and produce reports. Use of TraiNet will not preclude the need for other evaluation tasks such as periodic follow-up surveys of participants and for other data repository sites. TraiNet is a valuable tool that, currently, is not fully utilized. It will require funding to add the features that would serve the TFL monitoring and evaluation requirements.

8. Follow-on and follow-up structures and activities such as alumni associations and conferences should be integrated with other USG programs to the extent possible and desirable in order to avoid duplication and to create important synergies.

Information sources. In preparing this report, the TFL team reviewed more than 200 relevant reports, studies, evaluations, and data tabulations; interviewed key informants who were associated with designing, implementing, or evaluating major scholarship programs (including USAID, State Department, U.S. Embassy and Fulbright officials); and made site visits to Egypt, Indonesia, Nepal, and Yemen.

I. INTRODUCTION

I.A. PURPOSE OF THE STUDY AND SCOPE OF WORK

The Asia and Near East (ANE) Bureau of the United States Agency for International Development (USAID) requested Development Associates to conduct an assessment of training programs to inform the design of a new initiative, called Training Future Leaders (TFL). The ANE Bureau envisions the TFL initiative as a long-term training program designed to foster a new generation of national leaders in USAID priority countries. ANE asked Development Associates to conduct an extensive review of training programs in order to develop an innovative, analytical programmatic framework for TFL (see Appendix A for the full Statement of Work).

The ANE Bureau believes that there is a strong demand for long-term graduate training in the U.S. and recognizes its potential to:

- Contribute to USAID’s core goals and increase impact on key foreign policy objectives (bridging understanding and strengthening working relationships);
- Foster skills development for future leaders who have the potential to contribute to their country’s and region’s socio-economic development;
- Build on impacts of earlier USAID investments in preparing leaders in both the public and private sectors; and
- Build regional networks and links between ANE regional and U.S.-based civil society groups, educational institutions, and businesses.

ANE is considering supporting a leadership training initiative based on the following *explicit* assumptions:

- USAID has developed its strongest working relationships with national leaders who have participated in U.S.-funded training programs.
- These individuals display greater tolerance and openness to new ideas and demonstrate a willingness to engage actively with their U.S. counterparts.
- Many of these leaders are nearing retirement age, and few U.S.-trained individuals are in line to replace them, since USAID has sharply reduced its funding for long-term training.
- USAID has a niche that is not being filled by other U.S. government (USG) programs.

Behind these assumptions are several *implicit* assumptions:

- Long-term training is effective at developing sustainable leadership.
- Long-term training tends to create more tolerant and creative/innovative leaders.
- Long-term training helps to bridge the cultural divide in U.S./host-country relationships.
- Current USAID training activities are insufficient to meet “replacement needs.”
- There is an actual demand on the part of USAID Missions for such a program.

I.B. WORK OF THE DEVELOPMENT ASSOCIATES TFL TEAM

This report represents the distillation of findings from an extensive assessment of USAID-funded long-term training programs and related USG programs. The report is designed to: (1) determine the validity of the ANE Bureau's preliminary findings and underlying explicit and implicit assumptions; and (2) provide an analytical framework with recommendations to guide the ANE Bureau and its Missions in shaping the TFL implementation model.

The TFL team collected information through:

- A desk review of relevant reports, studies, evaluations, and data tabulations;
- Semi-structured interviews with key informants who were associated with designing, implementing, or evaluating major scholarship programs and exchanges (including other donors and USAID/Washington, Field Missions, and related USG personnel); and
- Site visits to Egypt, Indonesia, Nepal, and Yemen, where the TFL team interviewed host-country officials, returned participants, and USG staff.

This approach helped the TFL team to understand past programs and identify effective elements of training programs in order to develop the analytical framework and recommendations for the ANE Bureau.

Desk review. The TFL team reviewed more than 200 reports and other documents collected from multiple sources: (1) the Development Experience Clearinghouse (DEC), USAID's main repository of documents from its work; (2) websites and publications of relevant organizations and agencies; (3) training data from TraiNet and the Interagency Working Group (IAWG); and (4) personal recommendations. Most of these materials have been converted to Portable Document Format (PDFs) files and copied onto a CD-ROM so that they can be widely shared (see Appendix B, References, for a complete list of print sources).

The TFL team was hampered in its review by the lack of documents for many USAID-funded training programs, including descriptions of project design and implementation, end-of-project reports summarizing outputs and outcomes, and impact evaluations. Such documents were not archived at DEC or kept at USAID offices. Some documents were missing pages or illegible, especially those produced before the era of PDFs. DEC is an important repository of USAID's history, but it depends on USAID staff and contractors/grantees throughout the world to be diligent in supplying appropriate documents.

Based on the TFL team's analysis, few impact evaluations of USAID-funded training programs were conducted. Of the more than 200 documents reviewed by the TFL team, only 23 evaluation studies were found that assessed the impact of USAID-funded programs supporting long-term training in the U.S. between 1985 and 2006 (see Appendix I, Summary of Evaluation Studies of USAID-funded Long-term Training in the U.S.). Most of the evaluation studies relied on surveys and interviews of returned participants and thus did not assess the effects of various program elements. The lack of operations research on training program components prevented the team from drawing firm conclusions about the benefits and drawbacks of specific components. Training specialists and other key informants had definite views on the merits of program components such as selection criteria and procedures, placement, and re-entry. However, data to support their positions do not exist.

Key informant consultations. Key informant interviews were essential to fill in information gaps, suggest documents for review, and enrich the desk review results and analyses. Key informants consisted of:

USAID Training Data

In 1964, USAID started collecting training data through the Participant Training Information System (PTIS). In 1992, data collection evolved to include some training processes, such as visa and health insurance information and the name of the system changed to the Participant Training Managements System (PTMS). The system improved again in 1999, with the introduction of TraiNet, drastically expanding the range of data captured in the system. Prior to that date, the historical record of in-country or third-country training is incomplete and fragmented. Now, with the TraiNet Web-version, data for U.S. participants are more reliable because a visa cannot be obtained without a complete set of basic data.

- Participant training implementers—contractors/grantees administering programs, educational institutions providing training, individuals and organizations providing complementary/supplementary training, and other experts who were knowledgeable about and experienced in participant training;
- Individuals and organizations involved in evaluation of participant training programs;
- USAID/Washington and USG personnel, including ANE Bureau staff;
- USAID Mission and U.S. Embassy personnel;
- Program officials administering scholarship programs for other donor nations;
- Host country officials; and
- Former participants in USAID-funded training programs.

As agreed with the USAID cognizant technical officer (CTO), the TFL team did not interview participants currently in the U.S., since the focus was on returned participants. Also, the TFL team did not think that information obtained from interviewing a small, unrepresentative sample of current participants would be of much value in learning about how past participants had fared in their careers. Information about returned participants was available in the documents reviewed by the TFL team. Several project reports did include case studies and quotations from former participants, and some studies contained a survey of past participants (although these findings covered a long time frame and typically did not cover a representative sample).

The key informants provided useful insights on participant training programs, based on decades of relevant experience. The TFL team used questionnaires to structure interviews and to ensure that key components, such as programmatic challenges, leadership, cost, impact, and lessons learned, were covered. (See C for a List of Key Informants and Appendix D for copies of the questionnaires: (1) USAID/Washington Staff, (2) USAID Mission Staff, (3) Department of State/Washington Staff, (4) Department of State/Field Staff, (5) Training Implementers, (6) Host-Country Officials, as well as (7) the Focus Group Guide for Former U.S. Participants.)

Through consultations with USAID and other USG officials, the TFL team sought to clarify thinking on the current role that long-term training can play in reaching U.S. foreign policy objectives. The team reviewed trends and observations on the successes of various approaches and prospects for participant training in an environment that closely links foreign policy goals and development assistance goals.

Field visits. Two members of the TFL team visited four countries—Egypt, Indonesia, Nepal, and Yemen. Factors influencing the choice of countries were: the interest of Missions in participating in the study, geographic balance, the need to understand regional Global Development Alliance (GDA) activities, and the potential for meeting with returned participants and government officials. Reports from the four field visits are presented in Appendix E.

This report is a synthesis of the information gathered through this multi-pronged approach. The TFL team found remarkable consistency with its general findings and conclusions, although individual opinions and exceptions to the rule occasionally emerged. Where appropriate, the TFL team has included dissenting or contradictory views in order to give a full picture of the available information.

I.C. TERMS USED

Several key terms used throughout this report merit explanation. While other donors and development professionals may interpret these terms differently, the following describes how they are used in this report.

Academic training. This term refers to any program at a college or university leading to a degree (e.g., Associate of Arts/Science, Bachelor of Arts/Sciences (BA/BS), Master of Arts/Sciences (MA/MS), or PhD). Academic training can also include postdoctoral studies (ADS 253). By definition, most academic training is also considered long-term training.

General participant training. This term is used interchangeably with scholarship programs or development training, all seeking to create a pool of educated individuals in the host country. General participant training does not necessarily focus on specific sectors or institutions, but rather attempts to build the human resource base of the country by raising the level of education or introducing new skills. This report tends to focus on general participant training, as opposed to project-related training, because it is more closely aligned with the objectives of TFL.

Long-term training. This term refers to training programs lasting nine months or longer. (Conversely, programs of less than nine months' duration are referred to as "short term.") Most long-term programs are academically oriented and often, but not always, result in a degree. While long-term training may be used to improve job performance, it is likely geared toward longer-term objectives of increasing the individual's potential for advancement and a broader sustained impact.

Participant. This term refers to host-country counterparts who receive USAID-funded training or education and who are chosen based on their participation in their country's development.

Participant training. In the early years of USAID training, "participant training" referred only to training that was U.S.-based. The term has since been broadened to include training in the host country and in third countries. USAID felt it was important to expand the definition to include the range of training locations to establish more uniform standards, promote adoption of best practices, capture the full extent of USAID support for training, and provide policy guidance where it had not existed. It also reflected importance of third- and in-country training in the Agency's reengineered development model.

Project-related training. This training is generally one component in a package of interventions, or a broader project, to achieve a particular strategic objective. For example, while the National Agricultural Research Project (NARP) in Egypt funded a considerable number of academic training programs in the U.S., it also achieved its objectives through technical assistance, research grants, university linkages, and a variety of other activities.

U.S. (or U.S.-based) training. This can be short-term or long-term training but the location is important because of the need to gain exposure to U.S. values and culture, build relationships with Americans, attend specific institutions of higher learning, or access technology not available elsewhere. When these objectives are not important, USAID prefers to provide the training in the host country (in-country training) or another country (third-country training) to minimize costs and the participant's time away from work, and/or to eliminate the need for English language skills.

II. BACKGROUND ON USG PARTICIPANT TRAINING

This section provides an overview of U.S.-government-funded training programs, describes the history of USAID funding for long-term training, presents data on trends in global and ANE regional USAID-funded training, compares various USG scholarship programs to the TFL initiative, and reviews different types and locations for training.

Key Findings

- While USAID still funds 57 percent of the total U.S. government support for training of foreigners, virtually all of this training is done in-country or in third countries.
- USAID-funded long-term training in the ANE region has dropped from a high of more than 1,000 participants per year beginning training in 1988 to less than a total of 150 for the four years prior to 2007.
- USAID sponsors three major long-term or mixed scholarship programs. Only one of these is at the graduate level. Project-related long-term training has also dwindled.
- Many new USG scholarship programs emphasize less than bachelor degrees. While this level is important in reaching youth, it entails a significant incubation period before development impact can be realized.
- The TFL team concluded that USAID scholarship programs, particularly one like TFL, would not duplicate efforts by other USG entities.

II.A. USAID-FUNDED AND DOS-FUNDED TRAINING IN THE U.S.

The U.S. has long been the primary destination for foreign students seeking higher education and training. Attracted by its diversity of educational experience, an abundance of universities with a reputation for excellence, and a welcoming and nurturing environment, the U.S. has attracted hundreds of thousands of students each year to every state in the union. In 2006, student or exchange visas were issued to 591,000 foreign nationals. This number represents a rebound after the September 11, 2001 terrorist attacks on the U.S., according to reports from the Institute of International Education (IIE), which surveys more than 900 institutions for its annual report, *Open Doors* (Arenson, 2006). The decrease in U.S. training has been attributed to many factors, including fear of a post-September 11 environment in the U.S., greater difficulty in obtaining visas, and more aggressive recruiting by other nations that see the economic, political, cultural, educational, and intellectual advantages of a robust foreign student population in their midst.

In 2005, 64 USG entities reported spending more than \$1.2 billion for international exchanges and training. Of the 898,914 people involved in these programs, 839,564 were foreign participants who received educational or training support in the U.S. or their home countries (IAWG, 2007).

As indicated in Figure 1, USAID funded more than 57 percent of federally sponsored foreign participants in training in 2005, at an estimated cost of \$57 million (IAWG, 2007). The vast majority of this training took place in the participants' home country rather than in third country or the U.S. The four top programmatic areas funding foreign participants were:

- 38.2 percent in Population, Health, and Nutrition Programs
- 26.9 percent in Economic Growth and Agricultural Development Programs

- 16.5 percent in Democracy and Governance Programs
- 12.8 percent in Education and Training Programs

USAID, as the U.S. agency with primary responsibility for international development, has been the part of the USG that has funded the majority of training for persons from developing countries. Its history with training started when the Agency was established in 1961. At that point, training was based on the theory that if competent leaders were educated or trained, it would help the host country reach a point—economically, socially, politically—where its development would “take off” and be sustained (Keilson, 2001, p. 16).

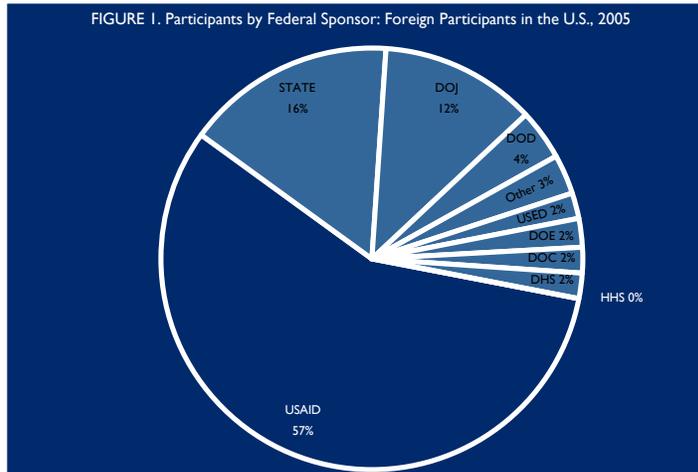
The initial decade of USAID-funded training placed a premium on academic programs in the United States. In 1963, the African Graduate Fellowship (AFGRAD) Program started and continued through 1990. Together with its successor, the Advanced Training for Leadership and Skills (ATLAS) Program, more than 3,200 African professionals received PhD and Master’s degrees from U.S. universities from 1963 to 2003 (Gilboy et al., 2004). There was an even greater focus on the ANE region during the 1960s, with a rapid escalation of the numbers of participants entering academic programs in the U.S. Indonesia experienced the greatest increase, which was primarily attributable to the General Participant Training (GPT) Program. This program provided overseas training to approximately 1,300 Indonesians from 1967 to 1977 (Buchori et al., 1994). Nepal and Pakistan also reported relatively high numbers of academic participants in the region during the 1960s.

The emphasis on sustainable development continued as a primary focus in the 1970s. However, academic training in the U.S. declined throughout most of the 1970s, except for the Africa region. By the end of the decade, the number of participants entering academic programs in the U.S. started an upward trend in the ANE region that continued through the 1980s. For example, USAID/Morocco initiated an effort in the late 1970s to fund graduate programs in the United States. Between 1978 and 1999, more than 900 participants from Morocco earned graduate degrees in the U.S.

The 1980s saw the height of USAID-funded academic program in the U.S. (USAID, 2003c). The Latin America and Caribbean region sent the most academic participants to the U.S. In large part, this increase was in reaction to the 1984 report by National Bipartisan Commission on Central America, chaired by Henry Kissinger. The “Kissinger Commission” recommended that the U.S. take action to counter the Soviet influence in the region. USAID’s response was to fund the Caribbean and Latin America Scholarship Program (CLASP) starting in 1985. The program soon expanded to include the Andean Peace Scholarship Program (APSP) and a number of other specialized programs, including the Central American Scholarship Program (CASP), Central American Peace Scholarship programs (CAPS), and Presidential Training Initiative for the Island Caribbean (PTIIC). These programs targeted the socio-economically disadvantaged and women, providing them training in the U.S., including an “Experience America” component.

Starting in 1980, the Peace Fellowship Program for Egypt brought well over 2,000 Egyptians to the U.S. on graduate and postdoctoral scholarships (AMIDEAST, 2007). This program was in support of the commitments the U.S. made to Egypt following the 1979 Camp David Peace Treaty between Egypt and Israel. In part, the program was aimed at exposing development partners to the educational system and culture in the U.S. after years of isolation.

USAID also initiated several other large training programs in the ANE region in the 1980s. USAID/Indonesia funded a follow-on to the GPT Program (GPT-II) from 1983-1996 (with more than 700 academic participants)



and USAID/Pakistan funded the 10-year Pakistan Participant Training Project (with about 500 academic participants). Academic training programs also continued through this period in Nepal, Yemen, and Morocco.

In the mid-1980s, USAID-funded training in the U.S. reached a high of nearly 20,000 participants trained yearly (50 percent enrolled in academic programs). Since then, there has been a steady decline. By 2000, the number of U.S. participants had fallen to less than 7,000, with only about 8 percent in academic programs (USAID, 2003c). This decline was the result of the collapse of the Soviet Bloc, reductions in the foreign assistance budget, closing of USAID missions, a greater emphasis on short-term results, and a belief among Agency policymakers that many of those already trained are capable of training others in-country at much lower costs.

Following the 1993 Government Performance and Results Act, USAID developed the Agency's Strategic Framework and Indicators. This emphasized the need to link training—and all other activities—to Agency goals. There were several efforts to help the Agency reengineer its approach to training, including linking training outcomes to organizational improvements (Otero, 1997). The most prominent efforts to guide the reengineering process were through the Human and Educational Resources Network (HERNS), Human Resource Development Assistance (HRDA) Best Practices Guide, and Europe and Eurasia (E&E) Bureau's emphasis on human and institutional capacity development (HICD). The result of this reengineering of training was a further decline in long-term training, as it became difficult to justify long-term training outcomes and impact within short-term results frameworks.

Despite the decline of training in the 1990s, one ANE country maintained a relatively high number of participants trained in the U.S. USAID/Egypt's Development Training II (DT2) Project included PhD programs for economists, Master of Public Health (MPH) programs for Ministry of Health (MOH) counterparts, Master of Business Administration (MBA) programs for private-sector participants, and a variety of Master's programs. Egypt, like most other countries, suffered additional reductions in U.S. participants following the September 11, 2001 attacks that resulted in stricter policies and procedures for obtaining U.S. visas.

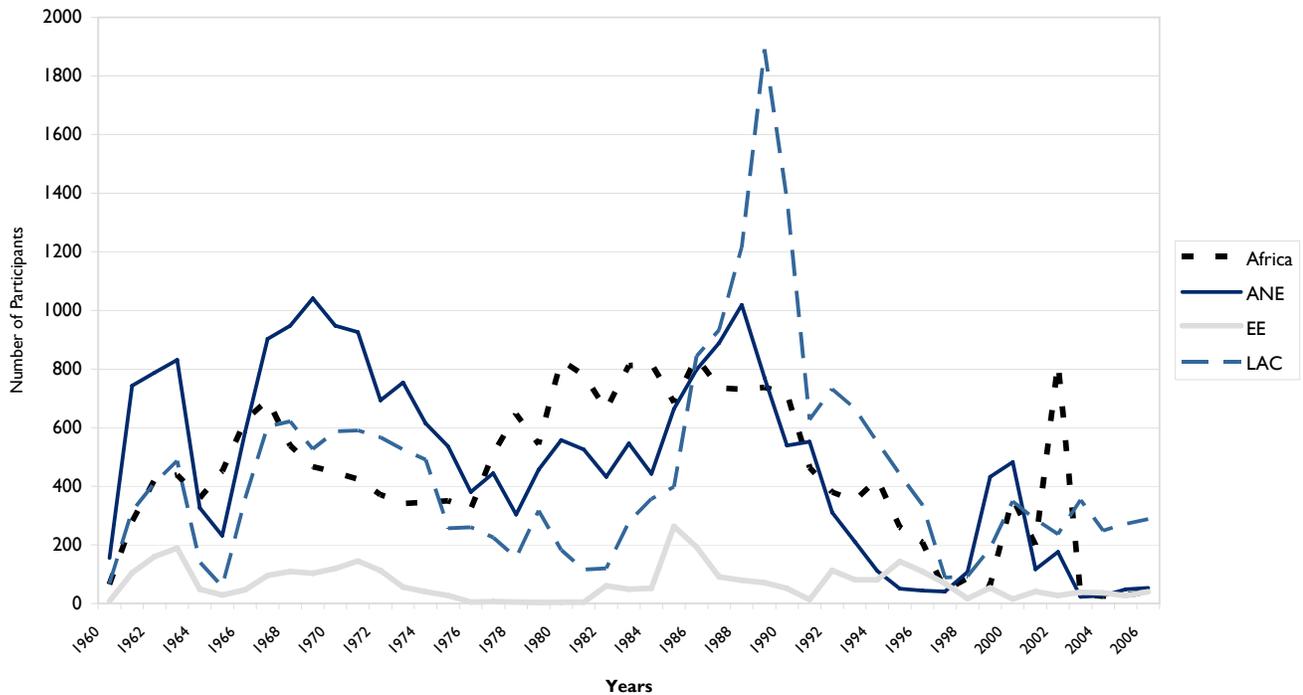
At the same time, the September 11 attacks also raised interest in increasing funding for Middle East programs in an effort to fight terrorism. By December 2002, then-Secretary of State Colin Powell established the U.S.-Middle East Partnership Initiative (MEPI). The purpose of the Department of State (DOS)-funded MEPI was "to create educational opportunity at a grassroots level, promote economic opportunity and help foster private sector development, and to strengthen civil society and the rule of law throughout the region" (U.S. DOS, 2007). MEPI, however, focuses its efforts only on short-term programming. The Office of Middle East Programs (OMEPI), which has responsibility for Middle East regional programming, oversees some of this MEPI programming and is initiating its own undergraduate regional scholarship program. Other USAID officials have registered concern that "as the cohort of USAID-sponsored participants trained in the United States in the peak years retires, the U.S. will lose development allies" (USAID, 2003c, p. 4).

Despite these concerns, there are currently few USAID programs that provide academic scholarships for study in the U.S. Among these are the Cooperative Association of States for Scholarships (CASS) in the Latin America and Caribbean (LAC) region, the Presidential Scholars Program (PSP) for the West Bank/Gaza, and the East Central European Scholarship Program (ECESP). Only PSP is completely at the graduate level. ECESP funds a mix of long- and short-term scholarships and is primarily a certificate-granting program, and most CASS participants enter two-year technical training programs at the undergraduate level.

II.B. GLOBAL TRENDS IN USAID-FUNDED TRAINING

Between 1960 and 2006, USAID funded nearly 68,000 students in U.S. academic programs. USAID funding for U.S. academic training has declined sharply, from a peak of 3,469 students worldwide in 1989 to 420 in 2006. Figure 2 shows the trends in USAID-funded U.S.-based academic training for participants from throughout the world, from 1960 to 2006 (Devis, 2006d).

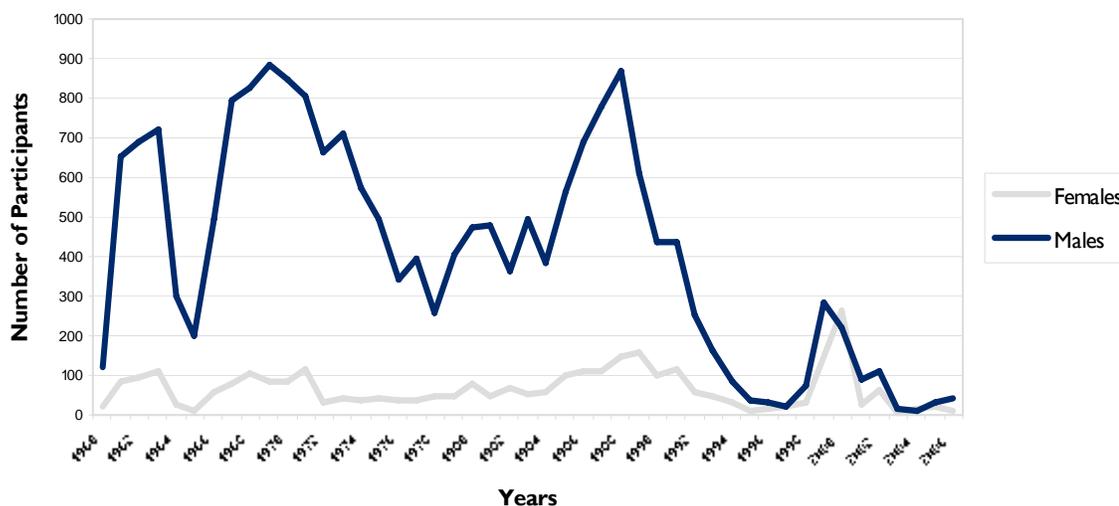
FIGURE 2. WORLD: U.S. LONG-TERM TRAINING PARTICIPANTS FROM 1960-2006



The sharp decline in enrollments seen since the mid-1990s is also reflected in the data shown in Figure 2. Except for two spurts, in 2000 and 2002, the decline has continued and reached lows not seen since the Agency's beginnings. II.C. Trends in Training of ANE Participants

Trends in the ANE region for USAID-funded long-term U.S. training are generally consistent with the global trends. Between 1960 and 2006, USAID funded 22,572 students from the ANE region in U.S. academic programs. The number of ANE students in U.S. academic training has declined from 1,019 students in 1988 to 53 students in 2006. Figure 3 shows training data for the ANE region from 1960 to 2006, disaggregated by gender (Devis, 2006a). Despite special efforts to recruit female students, they continue to represent a relatively small proportion of U.S.-trained students.

ANE: USAID-funded Participants in Long-term U.S. Training by Gender, 1960-2006



Within the ANE region, Egypt, Indonesia, and Pakistan account for the largest number of USAID-supported participants studying in the U.S. during the past 35 years (see Table I). In proportion to their populations, Nepal, Yemen, Jordan, and Morocco have had relatively large contingents of U.S.-trained students.

Table I: U.S. Long-term Participants from the ANE Region, 1961-2006

Rank	Country	Females	Males	Total
1	Egypt	681	3405	4086
2	Indonesia	522	3090	3612
3	Pakistan	257	3042	3299
4	Nepal	206	1984	2190
5	Yemen	64	1205	1269
6	Philippines	526	663	1189
7	Jordan	180	896	1076
8	Morocco	142	904	1046
9	Afghanistan	47	991	1038
10	India	60	904	964
11	Laos	68	637	705
12	West Bank/Gaza	158	432	590
13	Sri Lanka	49	237	286
14	Lebanon	35	202	237
15	Bangladesh	12	208	220
16	Cambodia	10	170	180
17	Iraq	23	126	149
18	Burma	12	74	86
19	Mongolia	10	22	32

Additional charts showing training trends in specific ANE countries are in Appendix F.

II.D. TFL AND OTHER USG-SPONSORED SCHOLARSHIP PROGRAMS

The ANE Bureau asked the TFL team to assess the degree to which the TFL initiative would duplicate or overlap with other USG scholarship programs. The TFL team reviewed a range of such programs and then looked in depth at those having objectives or components similar to the TFL initiative, as presented in the Introduction of this report. This section describes the various relevant programs and explains how they differ from the objectives and purposes of the TFL initiative.

USG-sponsored programs. All USG-sponsored scholarship programs are listed in an inventory compiled by the IAWG. The IAWG's most recent report, with FY2005 data, listed 239 scholarship and exchange programs reaching 900,000 individuals—mostly foreign nationals. The report assessed program duplication, defining it as “activities sponsored by different organizations that direct resources toward the same target audiences, using similar methodologies to achieve similar goals and which result in duplicative – as opposed to complementary outcomes” (IAWG, 2006, p. 306). In its review of academic and exchange programs, the IAWG found no duplication of effort based on six criteria: topic, target country/region, target population, intended results, language training, and method. In regard to graduate-level university programs, the IAWG stated that “Similar to undergraduate programs, this program category reveals limited opportunity for duplication because of thematic and geographic specialization” (IAWG, 2006, p. 321).

Department of State (DOS). The academic and exchange programs that are most similar to what is envisioned the TFL initiative are the DOS programs, chiefly those of the Educational and Cultural Affairs (ECA) Bureau. The ECA programs that share features with USAID long-term participant training are the Fulbright Foreign Student Program and the Humphrey and Muskie Fellowship programs. Following are brief descriptions of these three programs (see Appendix H, U.S. Participant Training Program Inventory for more detailed descriptions):

- The **Fulbright Foreign Student Program** offers fellowships to foreign graduate students (and others) for study and research in the U.S. More specifically, the program is designed to give Master's and PhD candidates as well as developing professionals and artists opportunities for international experience, personal enrichment, and an open exchange of ideas with citizens of other nations. In academic year 2005-2006, Fulbright made approximately 1,000 new awards and renewed some 1,100 awards.
- The **Hubert H. Humphrey Fellowship Program** brings accomplished professionals from designated countries of Africa, Asia, Latin America, the Caribbean, the Middle East, Europe, and Eurasia to the United States at a midpoint in their careers for a year of graduate level study and related professional experiences. One-year fellowships are granted competitively to professional candidates with a commitment to public service. The program is not a degree program, but rather is designed to provide broad professional enrichment through a combination of activities tailored to each Fellow's interests.
- The **Muskie Fellowship Program** provides scholarship opportunities for graduate students and professionals to encourage economic and democratic growth in Eurasia. Fellowships may fund one year of U.S.-based non-degree study or one- and two-year degree programs. Eligible fields of study for the Muskie Program are: business administration, economics, education, environmental management, international affairs, journalism and mass communication, law, library and information science, public administration, public health, and public policy. In addition to their coursework, Fellows complete a three-month internship and 40 hours of community service. Fellows are expected to make a commitment to public service when they return home.

Following are some of the major differences between the proposed TFL initiative and the three DOS/ECA programs:

- **Objectives.** It should be stressed that USAID and DOS interests intersect or are complementary in several respects, including the desire to further the potential for ongoing positive cultural and professional interactions and to support foreign policy objectives. USAID programs also seek to

develop mutual understanding and respect, but more as a foundation for creating development partners. USAID training programs have emphasized producing technical competence and leadership for addressing development issues. Fulbright programs have a public diplomacy orientation that emphasizes educating individuals to excel in their disciplines and to have the broadest impact on shaping and communicating perceptions of the U.S.

- **Sector orientation.** USAID-funded participant training programs have generally focused on strengthening the technical capacity of public-sector employees at government ministries and universities as part of a larger effort to build institutional capacity, while the Fulbright Program has traditionally targeted individuals. The Humphrey Program does emphasize public service and therefore recruits public servants; however, it does not grant degrees but rather is a one-year mid-career professional enrichment program. The Muskie Program emphasizes public service and offers graduate fellowships; it is open only to students from Eurasia.
- **Academic disciplines.** USAID training programs are closely linked to the strategic objectives of a particular Mission and are designed to advance the development agenda. Fulbright programs have emphasized the humanities, American studies, and journalism, although most countries support most disciplines except for medicine and computer technology.
- **Selection processes.** Scholars under the Fulbright umbrella of programs are selected through an open competition managed by the training implementer, the U.S. Embassy's Public Affairs Section or the binational Fulbright commissions. The review panels have expertise and orientation to public diplomacy. TFL candidates have yet to be selected, but the program would benefit from using the Fulbright programs' review process. Program staff would do a first screening of candidates to be sure that they meet basic program criteria. Candidates are then interviewed by a team of experts in the candidate's own professional field—usually a U.S. faculty member and a professional school admissions officer. Candidates are rated on factors such as leadership potential, English language ability, knowledge of the field, maturity, presentation skills and match with the program goals. The files of semi-finalists would then be reviewed by multiple selection committee members to reduce the possibility of bias in the final selection process. TFL participants would be selected by a USAID-managed process with expertise and orientation to development assistance and criteria for that purpose (e.g. experience and expertise in a development sector).

Following are summaries of other relevant DOS and USAID scholarship programs. These programs have at least one aspect that differs greatly from the TFL goals such as covering a specific geographic area, focusing on youth and/or disadvantaged groups, not offering graduate-level education and degrees, and/or covering a limited range of disciplines.

- USAID's **Cooperative Association of States for Scholarships program (CASS)** provides technical training and professional training for low-income and rural students from Mexico and Latin America. Most CASS participants enter two-year technical training programs at community colleges and universities throughout the United States. Their fields of study match the needs of the labor market in their home regions. High-demand sectors include agricultural technology, business, environmental sciences, health, and quality control.
- DOS's **Cyprus America Scholarship Program (CASP)** awards scholarships based on merit, financial need, and field of study to qualified Cypriot students entering graduate and undergraduate degree programs in the U.S. Between 2002 and 2006, 79 graduate scholarships and 79 undergraduate scholarships were awarded. Currently, CASP scholarships are limited to the following fields: engineering, business administration, natural sciences, environmental studies, political science, history/archaeology, education/English as a Second Language, communications/journalism, economics, and computer science/information technology.
- USAID's **East Central European Scholarship Program (ECESP)** provides education and training for leaders, experts, administrators, and managers from emerging democracies of Eastern Europe.

Until 1996, participants in the program received primarily 1-2 years of U.S.-based training in public administration and policy, nongovernmental organization (NGO) development, regional development, finance, banking, health services administration, and education. Since 1998, ECESP has added additional short-term U.S.-based programs and introduced in-country, regional, and East-to-East training. Although ECESP is primarily a certificate-granting program, it does offer degrees to outstanding participants whose impact upon return home stands to increase substantially if granted a degree.

- **DOS's Eurasian Undergraduate Exchange Program (UGRAD)** offers scholarships for one academic year of U.S.-based study to Eurasian undergraduate students in the fields of agriculture, American studies, business, computer science, economics, education, environmental management, international relations, journalism/communications, political science, and sociology. Since its inception in 1992, when it was called the Freedom Support Act Undergraduate Program, nearly 4,000 students have participated in the academic studies, internships, and community service components of the program.
- **DOS's Middle East Partnership Initiative (MEPI)** programs were established to support economic, political, and educational reform efforts in the region. MEPI funding goes directly to partners such as NGOs, businesses, and universities. It seeks to achieve results in 18-24 months and therefore any training programs are short term. Programs revolve around political, economic, educational, and women's empowerment themes.
- **USAID's Palestinian Faculty Development Program (PFDP)** seeks to increase capacity within the higher-education sector in the West Bank and Gaza. The PhD-level and short-term fellowships are designed to encourage the pursuit of academic careers with a focus on teaching, generate new approaches to curricular and pedagogical reform, and support the development of regional, international, and departmental partnerships, thereby improving the quality of higher education in the West Bank and Gaza.
- **DOS's Partnerships for Learning Undergraduate Studies (PLUS) Program** reaches a broad sector of college-age youth from the ANE region who exhibits academic excellence, leadership potential, and a desire to enhance relations between the U.S. and their home countries. These youth traditionally may not have had access to American higher education because they are less privileged or live outside of major metropolitan areas. PLUS students begin their undergraduate studies in their home countries, and then receive intensive English language training and pre-academic preparation before enrolling in a U.S. college or university for two years to complete a BA/BS degree.
- **USAID's Presidential Scholarship Program (PSP)** provides training for future leaders in the private and public sectors from the West Bank and Gaza who will have prominent roles in the stabilization and development of the region's economy and society. The program targets women and disadvantaged students, particularly from Gaza. Students complete MA/MS degrees in fields such as business administration, information technology, environmental sciences, education, public health, and public administration. Other important areas of study include urban planning, law, agriculture, and journalism.
- **DOS's Youth Exchange and Study (YES)** scholarship program provides secondary school students in selected Middle Eastern, African, and Asian countries the opportunity to live and study in the U.S. for a full academic year. Scholarship recipients live with host families, attend U.S. high schools, and participate in special enrichment activities that include community service, youth leadership training, a civics education program, and other activities that help them develop a comprehensive understanding of American culture and develop leadership skills.

More details on these programs are available in Appendix H, U.S. Participant Training Program Inventory.

II.E. TRAINING TYPES AND LOCATIONS

In designing programs like the ones described above, careful consideration must be given to training length and type (short- or long-term, academic or technical) and location (in-country, third-country, or U.S.) so that the desired outcomes will be achieved.

Short-term training permits focusing on very specific skill development. It is not considered “education” and, given its short duration, does not generally focus beyond the specific knowledge, skills, and attitudes (KSAs) to be achieved. **Long-term training** is generally degree-focused to enhance the educational status of the individual. While it may assist individuals in performing their jobs better, it is primarily geared to increasing the potential for advancement and a broader sustained impact.

Few studies compare the effects of different lengths of training, so it is difficult to make firm conclusions regarding the optimal amount of time needed to achieve TFL objectives. Following are some of the considerations in weighing the advantages and disadvantages of training length:

- **Cost.** Long-term training costs more overall than short-term. However, the cost per hour of instruction may be lower for long-term training because of the fixed costs such as transportation and the likelihood that short-term courses are specially tailored to the needs of trainees.
- **Return on investment/risk.** Because the impact of specific training programs has not been quantified, it is difficult to determine the return on investment. Nevertheless, it can be said that the investment per trainee in long-term training is higher than that for short-term, and thus represents a greater risk if the trainee fails to complete the course of study, does not return home, is not productively employed upon return home, or develops attitudes antithetical to U.S. values. Some students take longer than expected to complete their degrees, thus increasing the necessary investment.
- **Non-return rates.** Many development professionals express concern about high rates of trainees failing to return home. However, the studies reviewed (see Section IV.F.1) indicate that returnee rates are typically 98 percent or higher. With careful selection and monitoring procedures, the number of USAID-funded students who do not return home is negligible.
- **Impact on Knowledge, Skills, and Attitudes (KSA).** Most studies appear to support the assumption that the longer trainees study, the more impact there is on their KSAs. Long-term training is thought to have a broader and deeper impact on KSAs and to translate into counterparts who can effectively dialogue with U.S. officials on key development issues. Other changes associated with long-term training, such as fluency in English, adoption of efficient work styles, and friendly behavior, are considered to promote career advancement.
- **Trainee selection.** Undertaking long-term training may be more feasible for certain types of applicants, such as unmarried males and those with advantages such as a private-school education and English instruction. Women may have more difficulty being away from home for extended periods due to family obligations and parental concerns.
- **Effects on sending organization.** For those trainees who are sponsored by their employer, it may be difficult for employers to hold their jobs open for a year or longer or to promise to have a job available when the trainees return. Employers may provide partial support to trainees and may be concerned about losing their investment if the trainees work at the sponsoring agency for a limited period. Because most training programs have not set organizational capacity building as a training objective, it is difficult to determine the impact of short- or long-term training on this area.
- **Impact on development objectives.** The impact of long-term training is not usually seen within USAID five-year project cycles. Few studies have collected longitudinal data. In general, impact on development is measured in relation to project objectives rather than broader development goals.

- **Impact on political and economic objectives.** Throughout USAID, staff can identify U.S.-trained professionals who have attained high-level government positions. However, because alumni are not systematically tracked, there are no data on the proportion of U.S. alumni who have significant achievements or high-level positions.

In regard to degree objectives, each type of degree has its usefulness. No studies reviewed by the TFL team concluded that one type of degree is more desirable than another type.

- **Bachelor's degree.** Proponents of sponsoring undergraduates in U.S. and third-country programs assert that students age 18-22 are more open to new ideas than older students. Those who argue against USAID support for undergraduates point out the relatively high cost of 4-5 years of education, the availability of in-country educational institutions that offer bachelor's degrees, and the difficulty of assessing the leadership potential of a young person.
- **Master's degree.** Proponents of sponsoring Master's degree students note the relatively lower cost of a two-year degree program, the likelihood that the candidates have some professional experience and that their leadership potential is more readily verifiable than younger students, and the strength of a Master's degree to advance their career.
- **PhD degree.** Sponsoring PhD students typically has the highest cost because of the years of training needed. Because of the long program duration, there is greater risk of non-completion. Also, the research orientation of PhD degree programs may make them less suitable for program managers and other development professionals. On the other hand, having a PhD gives a person high credibility and is often a vehicle for rapid professional advancement.

Similar to training length, training location offers a variety of options and comparative advantages.

- **In-country training** is primarily a tool for project-related training to reach large numbers of participants in targeted skill areas. It is relatively inexpensive and can have great relevance as it may be tailored to groups in the native language. It is the most common training undertaken by USAID.
- **Third-country training**, short- or long-term, is used to achieve greater relevance as local conditions may be easily replicated with the appropriate technology level, and it is much less expensive than a U.S. program, can sometimes be done in native language, and may provide less cultural disorientation.
- **U.S. training**, short- or long-term, is used to provide access to the range of educational resources not available in other countries, exposure to state-of-the-art technical training, exposure to U.S. values and the acquisition of a range of personal and professional skills to build leadership, and exposure to U.S. society, culture, and institutions to help build lasting relationships.

Following are some benefits of study in the U.S. cited by several former participants interviewed by the TFL team as well as participants' statements in evaluation reports reviewed by the team:

- **High-quality technical training.** In most fields of study, U.S. colleges and universities offer rigorous, state-of-the-art instruction, with access to extensive references and other resources. U.S. training is known to have a practical orientation, with an emphasis on addressing real-world issues, problem-

The Costs of Not Offering U.S.-based Training

The decline of funding for LTT [long-term training] is also disturbing because it precludes the development of long-term professional relationships between researchers and educators in the U.S. and those in less-industrialized countries. Maintaining these bonds is beneficial and important to U.S. scientific, economic and, ultimately, national security interests. The cadre of developing country professionals—including national leaders—educated in the U.S. is rapidly declining as those trained in past decades retire, leading to a weakening of those bonds which have helped to keep the U.S. engaged in the world. The costs of its disengagement are apparent today as the U.S. struggles to build scientific and cultural bridges with Central Asia and the Middle East, and participates in the ongoing, difficult debate over the role of genetic modification commodities in reducing African hunger.

—Board for International Food and Agricultural Development, 2003

solving, and efficiency. Through internships, service learning, and other opportunities, students are able to apply new skills and observe workplace procedures. Also, the prestige of a U.S. degree often opens up many employment opportunities for U.S.-trained students and can accelerate their rise to key leadership and decision-making positions.

- **Analytical skills.** In the U.S., students are encouraged to assess and debate diverse views, ask questions, seek information from multiple sources, weigh the evidence, brainstorm solutions to problems, discuss alternative ideas, and probe for explanatory factors and underlying motives. For students coming from educational systems based on rote learning, the U.S. style of learning opens up new ways of thinking, according to former participants and government officials working in education.
- **Strategic thinking.** Closely related to analytical skills, U.S.-trained alumni told the TFL team that they are able to zero-in on the most critical factors for any endeavor and set priorities for action and program implementation
- **Management and leadership skills.** By collaborating with other students in class projects and participating in student organizations, U.S.-trained students learn to work with others and to motivate them to contribute to joint goals, according to alumni interviewed by the TFL team. The process of succeeding in a demanding academic environment often leads to greater self-confidence and a sense of self-efficacy, according to both alumni and managers of long-term training programs. Knowledgeable informants report that U.S.-trained students are not as intimidated by existing power structures and systems and are willing to press for institutional change, compared with their home-bound peers. With their wider experience, greater self-assurance, and tendency toward activism, U.S.-trained students are viewed to be as potentially more effective social change agents.
- **Workplace skills.** The skills acquired in the process of obtaining a U.S. degree—such as facility in using a computer, efficiency in completing assignments, working in teams, conducting research and managing time effectively—can be readily applied in the workplace. Both alumni and training program managers emphasize that such skills are especially important in achieving results in the workplace and advancing in one’s career.
- **Fluency in English.** In many developing countries, fluency in English is itself a skill in great demand, both in the public and private sectors. Also, many technical references are published in English, giving English speakers an advantage in maintaining technical superiority.
- **Professional contacts.** Training in the U.S. provides entrée to professors and other academics who can serve as mentors and collaborators long after the student returns home. Interviewees often mentioned that these U.S. contacts were an important source of information on new research findings and advice and collaboration in research studies and served as a sounding-board for new ideas.
- **Greater understanding of U.S. values and perspectives.** Through friendships with fellow students and other Americans, foreign students gain an appreciation of U.S. values, including our cultural diversity, democratic political system, support for free speech and a free press, and market economy. Even when they disagree with specific U.S. policies, Indonesian and Yemeni interviewees mentioned that they developed an appreciation of the strength of the U.S. political and economic system. Thus, participants are often useful contacts in creating a dialogue on U.S. policy positions and for keeping a channel of communication open.

Certainly some of these benefits can be found in many other training institutions across the globe. However, in interviews and in reports, U.S.-trained alumni insisted that this combination of technical expertise, skills, and life-changing perspectives is not readily found elsewhere.

For many proponents of long-term U.S. training, the findings in the evaluation of the Moroccan participant training project provide a powerful justification for these programs. “Long term training in the U.S. allowed trainees to get to know the true nature of American society and values in a way that short term study tours and in-country projects never can achieve, and this has created a wellspring of goodwill towards and a better

understanding of the U.S. as a country” (Walter and Britel-Swift, 2006). Similarly, the U.S. Ambassador in Yemen remarked, “U.S. long-term training is the single best investment USAID has made.”

Kumar and Nacht (1990, p. 49) point out that U.S. training “is more likely to expose trainees to modern social and political institutions and a highly productive economic system than is third country training.” They assert that the quality of training in the U.S. is better than in third countries because the instructors are more qualified and the facilities and research laboratories are better equipped. Accordingly, they recommend that participants should go to the U.S. for graduate and postdoctoral training, especially in “advanced fields such as computers, management information sciences, environmental sciences, and genetics” (p. 50). On the other hand, third-country training is less costly than the U.S. and students can learn about technologies that may be more relevant to local conditions. Kumar and Nacht (1990) also noted that third-country participants might have fewer re-entry problems because they may have more realistic expectations than U.S.-trained participants and may be better adjusted to a resource-constrained environment.

In its 1988 review of Yemen’s Cross Sectoral Participant Training Program, Development Associates reported that Yemen government officials preferred U.S. training and considered it to be better quality than other third-country training, including the Soviet Bloc and Europe. Government officials believe that U.S. training, along with fluency in English, allow for more career mobility, compared with other training locations. Another point was that U.S. training offers access to advanced technology and therefore may justify the higher cost than other third-country programs. Because U.S. training requires strong English language skills, government officials recognize the value of providing short-term training in Arabic-speaking countries (Development Associates, 1988).

III. THE ANE TFL NICHE

Key Findings

- **USAID-funded participants who completed long-term training in the U.S. have been in the forefront of their country's development, compared with those who participated in short-term programs. Development practitioners and host country officials have pointed out the important contributions of USAID-funded academic participants, and their accomplishments have been documented in program assessments.**
- **Returned USAID scholars are highly prized USG field staff as important foreign policy and development partners.**
- **The TFL initiative can begin to fill the current gap and build even stronger development leaders with linkages to the U.S. by emphasizing selection for leadership, excellence in scholarship and exposure to U.S. values and by instituting a holistic approach to leadership development in all phases of training, including pre- and post-program components.**
- **An emphasis on ethical leadership would provide a new programmatic dimension.**

III.A. DEFINING THE NICHE

Compared to other USG entities, USAID has had a commitment to strengthen the capacity of its development partners through training. One study concluded that USAID had invested half of its annual budgets in training and reached more than 1 million individuals annually prior to 1999 (Aguirre International, 1999a). While the vast majority of individuals were trained in-country, long-term U.S.-based training has been considered an important, if not critical, component of U.S. foreign assistance administered by USAID. In the same study, one Mission director stated that “Long term training and academic scholarships have formed the current leaders of many ministries, and thus have probably had more positive impact in developing countries than any other USAID intervention” (Aguirre International, 1999a, p. 52). This perspective was supported by many people interviewed by the TFL team, including the U.S. ambassador to Yemen, Mission directors in Nepal and Indonesia, and most other high-ranking USG officials, including those involved in Fulbright exchanges. Key USAID informants who had served in the field and directly experienced working with U.S.-trained counterparts were especially committed to long-term U.S. training because they had seen the results. Program evaluations and other studies cited in this report also favored investment in long-term training.¹

III.A.1. ASSUMPTIONS REGARDING NEED AND DEMAND

Need. Many USAID officials are seriously concerned that the new generation of development leaders needed to support USAID's work has not emerged because USAID funding for long-term training has declined markedly in the past two decades. The TFL Statement of Work states “In most countries where USAID operates, the Agency has developed its strongest working relationships with those who have participated in U.S.-funded training programs. Most notably, the majority of these individuals display greater tolerance and openness to new ideas and demonstrate a willingness to engage actively with their U.S. counterparts. In looking toward the future, there are few replacements for these leaders when they retire” (see Appendix A, p. 1).

¹ Those less sure of the impact of long-term training raise reasonable questions that could be more definitively answered by investment in a more rigorous monitoring and evaluation process that tracks individual progress and impact of that progress. Even with additional information, decisions regarding the relative benefits of participant training compared with other USAID investments become largely a matter of professional opinion.

Demand. The genesis of the TFL initiative came from expressions of concern from Mission staff to the ANE Bureau senior leaders. In mid-2006, the ANE Bureau requested comments regarding long-term training from Missions. Of the 16 responses received, 11 noted high demand for long-term U.S. training, although nearly all cited budget constraints as an inhibiting factor (see Appendix G, Feedback from ANE Missions). In one case, in addition to cost, the small pool of available qualified candidates was a factor. Some Missions believed that domestic institutions could meet academic training needs, while others stated that English language requirements for U.S. study would skew the program to the elite. These concerns are not trivial and must be addressed in the design phase of TFL.

To assess interest in the TFL initiative, the TFL team made field visits to four Missions plus the OMEP Regional Mission. USAID staff confirmed interest in U.S.-based training. Mission staff in Nepal and Yemen were most enthusiastic about the prospect of a regional participant training program, since they have no funds to allocate to this purpose. Indonesia is about to embark on its own U.S.-based training program, and therefore Mission staff indicated that their primary interest in TFL would be if it could complement their new program. OMEP was considering a regional community college or undergraduate program. The Egypt Mission staff did not believe the TFL initiative was relevant to them for three reasons: (1) they had already transferred funding to the DOS Bureau of Educational and Cultural Affairs (ECA) for a community college program; (2) other training needs were covered by ongoing project activities; and (3) they were phasing out programs and moving into performance-based cash transfers. Furthermore, they were skeptical about the usefulness of “free-standing” participant training programs that are not directly linked to institutional reform.

The conclusion we can draw from the above is that aside from Indonesia’s new program and other Mission’s project-related academic training, graduate-level participant training program is not being funded by Missions. All, however, did express the increasing importance, if not critical role, that exposing students from the region to U.S. education and society plays in countering the proliferation of misperceptions of our nation and bringing well-trained national leaders to prominence.

III.A.2. OBJECTIVES OF THE TFL INITIATIVE

The ANE Bureau specified that the TFL initiative should have three objectives (see Figure 5):

- Development leadership
- U.S. linkages
- Academic excellence

This combination of objectives leads to specific conclusions regarding the parameters of the initiative.

Development leadership. The TFL research indicated that ANE’s niche in long-term training is to foster *national* leaders who will be at the forefront of development programs in USAID-assisted countries. Given USAID’s goals and role in the broader USG, the emphasis on *national socio-economic development* and leaders to move this agenda forward is important. Furthermore, while many scholarship programs include leadership among their objectives, few of them incorporate the necessary components to strengthen leadership skills. ANE is well-positioned to make a more concerted effort in developing leadership skills as part of the program. For example, selection procedures, supplementary programs during training, and further support following return home can help participants to be more effective as leaders and to improve their career advancement.

Figure 5. The Three TFL Objectives



U.S. linkages. An important aspect of the TFL initiative is to strengthen participants' ties to the U.S. through a greater appreciation of U.S. culture, political and economic structure, diversity, and openness to differing viewpoints. Although there are no supporting data, it is commonly understood that this appreciation develops after spending considerable time in the U.S. and by having contact with a wide range of Americans. Maintaining contact with U.S. academics and other professionals promotes a continued exchange of information and ideas. USAID officials, host country government leaders and returned participants stressed the importance of U.S. linkages in developing effective working relationships with partner agencies.

Academic excellence. U.S. educational institutions are respected throughout the world for their high quality of instruction and excellent resources such as libraries and laboratories. Potential leaders in national development must have recognized expertise in a specific sector and be able to introduce new ideas and efficient work processes into their work after they return home. U.S. universities provide access to state-of-the-art research, new technology, and a broad array of information sources. They also require students to produce high-quality work efficiently, thereby laying the groundwork for new working styles that can be applied throughout their careers. Former participants quoted in numerous reports, as well as those interviewed by the TFL team, stressed the transformative aspect of U.S. training and described specific practices that they had adopted to work more efficiently and effectively.

As discussed earlier in this report, there is a variety of current and previous training programs that have implemented elements of these three objectives, but they have not had the strong emphasis on development leadership and U.S. linkages, nor have these objectives been combined into a single initiative. Furthermore, provision of post-return, in-country support is an oft-recommended but little implemented practice. The State Department is exploring follow-up in its youth exchanges, and ANE can complement and build on these efforts to support academics as well.

The combination of the three objectives leads to certain directions for the TFL initiative.

- **U.S. training.** In order to develop professional ties to the U.S. and a deeper understanding of U.S. culture and values, participants need to study in the U.S. Alternatives such as studying at U.S.-sponsored degree programs in the region do not fulfill this objective.
- **Long-term training.** Participants need time to immerse themselves in U.S. culture and develop professional networks. Short-term training offers little opportunity to interact with diverse Americans.
- **Graduate-level degree programs.** Scholarship candidates who have already completed undergraduate degrees have demonstrated their academic prowess, discipline, and maturity. These characteristics are more difficult to assess among undergraduate students. Also, most participants take 4–5 years to complete an undergraduate degree, leading to much higher costs compared with a two-year Master's degree.
- **Fields of study.** Missions must decide on the sectors and degree objectives that fit their long-term development plans for the country. An informal assessment of the potential future leaders in the targeted sectors will help forecast which fields need leadership and technical expertise. The Mission may also consult workforce assessments, if they are conducted by the host government.
- **Leadership program elements.** The ANE Bureau needs to decide what aspects of leadership are of highest priority, develop criteria and procedures for candidate selection, determine the supplementary programs that would enhance leadership development, and set up systems for supporting participants upon return home. Examples of possible leadership qualities are management of large organizations, technical expertise leading to important innovations, policy formulation, and team-building.
- **Academic accomplishments.** Students with strong academic credentials have a better chance of attending top U.S. universities. It is a commonly held belief among USAID participants that degrees from prestigious universities enhance their status within their field and provide them with the technical competence to make significant contributions. According to Fulbright managers, students

who are well qualified academically are also more likely to obtain tuition waivers, assistantships, and fellowships, thus reducing program costs.

Given these program directions, it is also important to point out the tradeoffs in pursuing the three objectives:

- **Cost.** Indisputably, the cost of long-term education in the U.S. is high. The estimated cost of a two-year program of study for a foreign student in the U.S. ranges from \$74,000 to \$97,000, depending on whether the institution is public or private. Alternatives to U.S. education, such as in-country and regional education, are considerably more economical. However, these training locations do not provide exposure to the U.S. Furthermore, some informants expressed concern regarding the cultural and political ideas being promulgated in some universities in the ANE region.
- **Expanding access to disadvantaged groups.** No one would question this laudable goal, but superimposing it onto the requirements of the TFL objectives poses challenges. The reality is that the students with undergraduate degrees and adequate English skills tend to be from advantaged backgrounds and urban areas. In the current social and political systems of many countries, these students are more likely to become national leaders than those from disadvantaged backgrounds, although there are always exceptions. If USAID is determined to promote broad access to long-term U.S. education, it must be prepared to make substantial investments in remedial and English language studies, or seek to promote these objectives through a program other than TFL.
- **Institutional strengthening.** In the past, participant training programs have had diverse objectives, such as training smart, dynamic individuals who could make a contribution to development or training a cadre of young professionals who could introduce reforms and new vigor into government agencies. Both objectives are valid. However, if institutional change is the main goal, training a critical mass to drive change and provide mutual support is more likely to produce results than scattering a few individuals among several agencies, according to key informants. In terms of supporting public- or private-sector participants, USAID has considerably more experience in supporting the public sector, and individuals from the private-sector are more likely to secure their own funding for an overseas education program. However, Missions will need to weigh the merits of training public- or private-sector professionals given their priorities in the country.
- **Long-term results.** USAID's investment in the TFL initiative is likely to take far longer than the average five-year project cycle to see concrete results in the area of national leadership. USAID leaders must provide sustained support to the initiative in order for it to achieve expected results.

In sum, USAID must recognize that keeping a firm hold on the TFL objectives requires some tradeoffs and difficult choices.

III.A.3. RECOMMENDED PARAMETERS OF THE TFL INITIATIVE

Given the three TFL objectives and their implications discussed above, the TFL team suggests the following structural elements of the initiative.

Focus. The TFL initiative must provide a consistent framework that encompasses the three objectives: development leadership, U.S. ties, and academic excellence. On the other hand, its structure should be sufficiently flexible to address Mission priorities and needs.

Funding. Given critical program needs and intense competition for funds, it has been difficult for USAID Bureaus and Missions to allocate funds for long-term training. The TFL initiative will have the best chance of success if it is set up as a long-term, centrally funded program.

Central management. In addition to providing a more consistent funding source, a centrally managed effort could achieve the programming consistency required to achieve the ANE Bureau's objectives and maintain the unique character of the program. Central management also reduces costs through economies of scale.

Program size. The program elements needed to address the leadership objective (selection, supplementary programs, and follow-up) require an investment in setting up the specific sub-objectives, systems, and tools needed to implement this component. If TFL supports only a small number of participants, set-up costs per participant will be high for the initial group.

Geographic coverage. If TFL is entirely funded by Missions, their decisions will determine the geographic coverage of TFL. However, if TFL is centrally funded, the ANE Bureau will need to decide whether to spread their available funding throughout the region or train a critical mass of potential leaders in selected countries.

Cost-sharing. The TFL initiative should be set up so that Missions, host-country governments, and other partners can easily provide partial or complementary support. However, when funding levels are determined, it should not be assumed that public-private partnership (PPP) support will be forthcoming given the paucity of experience in this area.

Management. To provide the necessary management and backstopping for the initiative, the ANE bureau should consider awarding management functions to a single contractor, along with clear guidelines for performing in-country functions. Several qualified USAID contractors exist and a single contractor will provide coherence and consistency to the TFL program and ensure compliance with USAID regulations.

Ethical leadership. The TFL team believes that the TFL initiative could break new ground by emphasizing the importance of socially responsible values. Corruption is pervasive in many developing nations, and even the most dedicated civil servants have difficulty in addressing this issue. While participants are in the U.S., the TFL initiative could provide special seminars on working within challenging situations and instituting procedures that promote honesty, transparency, and equity.

Key Questions for Missions Considering Long-term Training

1. Does the Mission accept the basic premise of the initiative and the conclusions of this research study that the TFL has the potential to “Contribute to the Agency’s core goals and increase impact on key foreign policy objectives,” and that U.S. long-term training is the most appropriate way to achieve this?
2. Is there a perceived value in a merit-based scholarship program to identify potential leaders in key development sectors?
3. Is there a need for TFL? Are there U.S. trained personnel in key positions in the government? Will there be replacements for them in 10-15 years?
4. Is the Mission currently addressing this need? Is ongoing project-related training activity sufficient to fill gaps? Does project-related training cover all desired institutions and/or sectors? Are there sufficient leadership training and follow-on activities built into any existing or projected project-related training?
5. Can the Mission make a commitment of resources to support implementation of the program, including participating in selection, maintaining participant data, and sponsoring participation in follow-up activities such as supporting and tracking alumni?
6. Can the Mission make a commitment to fund all or part of the program and administrative costs?
7. Are there any private sector partners that are potentially interested in supporting this kind of effort? Is the host government willing to contribute funding or in-kind support?

IV. RESEARCH FINDINGS AND IMPLICATIONS FOR TFL

IV.A. TARGET SECTORS AND FIELDS OF STUDY

Key Findings

- There is no reliable way to predict the number of participants who must be trained in order to have a broad national impact, but training a critical mass of participants from the same institution plays an important role in institutional development.
- TFL fields of study should be responsive to Mission priority sectors: no one field such as management seems to ensure career advancement. The ANE 2007 budget justification indicates that priority sectors in the region include basic education, agriculture and environment, higher education and training, economic growth, democracy and governance, and child survival and health.
- TFL should target civil servants because they are likely to rise to key development leadership positions that can support USAID objectives. Consideration should also be given to educators because of their ability to influence future generations with their leadership training.

In considering possible target sectors and fields of study to be addressed by the TFL initiative, the TFL team reviewed numerous project reports and interviewed dozens of key informants. The team found that past USAID-funded academic scholarship programs have targeted a wide range of sectors and fields of study, depending on the development “era” and on USAID’s objectives in the host countries at the time. The following four examples of large USAID participant programs show the variety of target sectors and fields of study that have been included.

- USAID long-term training in Nepal between 1952 and 1990 was focused on agriculture, rural development, education, health, population, family planning, and public administration and was “designed to meet the identifiable needs of development projects...in Nepal” (Kumar and Nacht, 1990, p. 4). Participants were drawn largely from the public sector. In assessing the impact of this training, Kumar and Nacht concluded that “Nepalese economic development would have been far less without the massive participant training programs supported by USAID/Nepal” (1990, p. 6).
- Yemen’s Cross Sectoral Participant Training Program of the 1970s and 1980s included project-related and non-project-related general participant training. Project-related training included subprojects in basic education, health, small rural water systems, and agricultural development support. Training was targeted at the education and agriculture sectors and at two institutions: the National Institute for Public Administration and the National Water and Sewage Authority. Participants pursued degrees in education, engineering, economics, public administration, city planning, social sciences, health, and the physical sciences (Development Associates, 1988). This training matched the Mission’s Action Plan, which focused training on five priority sectors: agriculture, education and human resource development, water resources, health, and macroeconomic planning and private-sector development (Development Associates, 1988, p. 8).
- USAID/Morocco also funded a large number of participants for long-term graduate U.S. training—more than 900 between 1978 and 1999. The 2006 evaluation report stated “The general objective of this training program was to improve public sector management, develop a serious corps of university level professors, and jump-start the competitiveness of the private sector” (Walter and Britel-Swift, 2006, p. iii). Three overlapping umbrella training projects supported participants from all public-sector

institutions and some private-sector participants and accounted for most of the U.S. long-term training, while a smaller project-related training component was linked to the development of teaching and research capacity of specific training institutions. The major fields of study that participants pursued were: agriculture, health, finance, economics, education, international relations, public administration, business administration, demography, environmental sciences, labor studies, library science, and engineering. Walter and Britel-Swift (2006, p. 25) concluded that through this broad training scholarship program “USAID did much good in creating a pool of talented professionals.”

- The General Participant Training (GPT) II Training Project for Indonesia began with an emphasis on developing top-level policymakers in the government and shifted to training production managers and supervisors to fill the manpower gaps related to the country’s changing economic and social development needs (Mashburn, 1990, p. 22). The GPT-II evaluation concluded, “General training projects have proved to be of inestimable value to the Mission and every effort should be made to retain such a mechanism for addressing human resource constraints in Indonesia’s development that...are critical to achieving its strategic objectives” (Mashburn, 1990, p. 5).

As these large programs demonstrate, USAID training has included participants from the private as well as public sector. USAID programs designed to increase “human capacity” prior to 1990 targeted public-sector institutions, in particular universities and government ministries working in key development sectors (health, agriculture, and education). In the 1990s, USAID shifted somewhat to include new types of organizations including for-profit companies (small and medium enterprises and micro-enterprises, NGOs working in development sectors, and professional and business associations) (Gilboy et al, 2004, p. 35).

From the 1950s to 1990s, USAID invested heavily in long-term training in agriculture and rural development, especially in Africa. The purpose was to provide skilled technical manpower in these areas as well as to develop the capacity of host-country institutions to train students and conduct research in agriculture (Board for International Food and Agricultural Development [BIFAD], 2003, p. 9). BIFAD reported that long-term training in agriculture and rural development contributed to the ability of developing countries to reduce hunger and poverty by developing human capital and strengthening the performance of core agricultural institutions such as research, extension, faculties of agriculture, and private agricultural firms (BIFAD, 2003, p. 8).

Management education programs have also often been a focus of USAID scholarship programs. An assessment of USAID-sponsored management education and training found that U.S. participant training had been a significant mechanism for management education and training around the world (Gillies 1993, p. 23).

In summary, sectors for past long-term training (LTT) programs have been determined by USAID development priorities in the country or region. TFL sectors should be determined in the same way.

Target Sectors and Fields of Study: Implications for TFL

In the same way that previous USAID training programs have been successful in addressing the public and private sectors, various development sectors, and a wide range of fields of study, the TFL initiative should be designed to offer training in a range of fields that will serve USAID’s priority sectors in the ANE region and the development needs of each participating country. Decisions about whether TFL offers added value to a program are made at the Mission level and depend on the program’s target groups (public, private, NGO, educational). Missions need to determine whether TFL will assist them to focus on strengthening a particular sector or institution, or whether it will be best used as a general scholarship program.

IV.B. LEADERSHIP

Key Findings

- Selection must focus on identifying candidates with the greatest leadership potential, not merely those with the best academic credentials, since this will lead to the greatest likelihood for success.
- Selection approaches and tools used to identify and develop leaders for the private sector can and should be applied in the TFL initiative.

Current Perspectives on Leadership

In recent decades, the general understanding of leadership has become increasingly sophisticated. Researchers have deconstructed the concept into myriad personality traits, work styles, and skills. The focus has shifted from celebrating the charismatic individual to recognizing that leaders come in many forms and that leadership skills are contextual, related to the demands of the organization or setting. The technical skills of the individual are no longer sufficient. Today's leaders have to be able to motivate others to work collectively toward a common goal.

The implications of these perspectives are that (1) specialists can identify key traits that can be assessed through individual testing; (2) managers can select the traits (or clusters of traits) to be assessed based on organizational goals and work culture; and (3) with appropriate support, individuals can improve their working style to become more effective leaders.

In sum, identifying and grooming leaders has become a far more certain undertaking than in previous decades. The proliferation of guidebooks for managers, self-help books for aspirants, testimonials from corporate executives, and leadership training programs attests to the growing interest in this topic. This interest is not solely confined to the business community. Many U.S. government agencies are actively engaged in leadership development. For example, the Office of Personnel Management offers more than 50 courses on this topic. For more than 30 years, the Department of Defense has implemented leadership screening systems and offered personnel selected for advancement an in-depth assessment program. USAID has supported leadership training as well as numerous team-building exercises. Given the high cost of LTT, drawing from the literature and experiences of the USG and private sector will be important in the selection of promising candidates for TFL.

Selection for Leadership Traits

William Byham et al. (2002) summarize the various types of leadership measures and diagnostic tools:

1. **Multirater (360°) surveys.** The best-known survey of this type is the Multifactor Leadership Questionnaire developed by Bernard Bass and Bruce Avolio in 1985 and revised in 2003. This survey measures various dimensions of transformational (motivating others to change) and transactional (rewarding compliance) leadership (see box below for sample questions).
2. **Simulations.** Simulations using role play or computer scenarios replicate typical on-the-job situations and require the subject to make quick decisions and respond to problems. Ann Howard (2001, p. 328) explains that "Executive-level simulations include strategic planning and decision-making exercises, role plays, visioning exercises, marketing challenges, in-basket exercises, media interviews, business games, and group discussions." Raters score the subject on myriad factors, including communication skills, productivity, judgment, and response to stress (Reingold, 2006).
3. **Personality inventory tests.** The Myers-Briggs Type Indicator® tests are widely known, although there are hundreds of such tests, such as the Minnesota Multiphasic Personality Inventory-2, 16 Personality Factors, Revised Neo Personality Inventory (NEO PI-R), Morey Personality Assessment Inventory (PAI), Kiersey Temperament Sorter-11, Thematic Apperception Test, and Self-report Inventory.

4. **Cognitive ability tests.** Generally characterized as intelligence and aptitude tests, such tests measure critical thinking, analytical reasoning, and reading comprehension skills. The Stanford-Binet Intelligence Quotient (IQ) test is the best known; other examples are the Scholastic Aptitude Test (SAT), the Wechsler Intelligence Scales for adults and children, Raven’s Progressive Matrices, Halstead-Reitan Test Battery, and Delis-Kaplan Executive Function System.
5. **Behavior-based interviews.** Through a series of in-depth questions, interviewers probe into past experiences and accomplishments that are relevant to future tasks. They ask the interviewee to recall past actions, challenges, and setbacks and to describe how he/she dealt with these situations. Interviewees may be asked how they would handle a hypothetical scenario. Some questions may be derived from questions that reflect leadership abilities or other desired skills. Interviewers should be trained to ask penetrating questions and code subjects’ responses consistently.

These assessment tools are used not only in selecting leaders for advancement but also in diagnosing shortcomings and helping individuals to improve their work relationships and effectiveness as leaders and managers. The tools can also help to identify “derailers”—personality traits that hinder an individual’s effectiveness as a leader.

The assessment tools allow researchers to quantify various leadership qualities in greater detail than in the past and to amass considerable information quickly. The use of multiple data sources and instruments of demonstrated validity and reliability also gives credence to their findings.

Multifactor Leadership Questionnaire: Sample Items

The Multifactor Leadership Questionnaire contains 45 descriptive statements and can be completed in about 15 minutes. The boxes below provide the rating scale and some sample questions used by individuals, their peers, subordinates, and supervisors to describe the leadership style of the individual being assessed.

	Not At All	Once in a while	Sometimes	Fairly often	Frequently, if not always
9. Talks optimistically about the future	0	1	2	3	4
15. Spends time teaching and coaching	0	1	2	3	4
28. Avoids making decisions	0	1	2	3	4

Source: Mind Garden. 2007. Multifactor Leadership Questionnaire. <http://www.mindgarden.com/products/mlq.htm>, accessed on March 25, 2007.

Many of these tools are available internationally and have been translated into several languages. In interviews with the TFL team, some people have raised the concern that they may not be culturally appropriate for a given country or ethnic group. However, specialists who have applied the tools in diverse cultural settings assert that they can be pretested and adjusted to local cultural norms (Ghanem, 2007; Mind Garden, 2007). In cultures where hiring and promotions are often influenced by personal ties, ethnic affiliation and other biases, the use of tools that have been subjected to rigorous testing helps to create a “level playing field,” in which applicants are judged on their own merits. A merit-based system may benefit disadvantaged populations, if they are able to obtain sufficient education to compete with those who have received a quality education.

The Process of Leadership Development

Today, corporations as well as many nonprofit organizations emphasize provision of continued support to staff deemed to have leadership potential. Rather than sending potential leaders to a single training course, employers see leadership development as a long-term process with multiple elements. Cynthia McCauley (2001) gives examples of these elements:

1. **Training programs.** The options encompass brief, intensive workshops to provide feedback on job performance and conduct assessment exercises, short courses on leadership concepts, both short- and long-term skill-building programs, and personal growth workshops to explore personal values.
2. **Action learning.** Groups of managers from the same agency attend a series of workshops and participate in field experiences.
3. **Mentoring.** In formal mentoring programs, a senior manager is matched with a younger colleague and provides periodic advice and encouragement. Informal networks of mentors can also be established.

Many companies provide their promising middle managers with opportunities to gain greater experience in different facets of the company's work by giving them special assignments, forming teams for specific projects, and rotating them through departments. Internships and community service can also broaden work experience. Outside of their employer, many potential leaders develop networks of informal advisors through membership in civic organizations, alumni groups, and professional associations. In sum, a combination of formal support systems and informal contacts helps many potential leaders to improve their job performance. The TFL initiative could replicate some of these experiences by setting up internships for participants, arranging for special assignments and mentors when they are back in the workplace at home, and encouraging them to keep up the academic and professional contacts they made in the U.S.

Ethical Leadership

Much of the current thinking around ethical leadership within USAID is centered in the Bureau for Democracy, Conflict and Humanitarian Assistance, which sees ethics as the missing link in leadership training and related directly to efforts to improve governance, particularly in anti-corruption activities. Bureau leaders believe that it is unrealistic to expect alumni to work successfully within the corrupt systems that exist in many government agencies and other work sites. Training programs need to cover strategies for addressing corruption, but equally important are follow-on activities to support alumni after they return home. Follow-on programs should emphasize maintaining values through lifelong learning and use peer support, mentoring by experienced alumni, and other tools (Levine, 2007).

The TFL initiative may be able to assist in answering the question of how to find, recognize, support, and grow ethical leadership. Currently, USAID is providing support to the Global Integrity Alliance, a nonprofit organization that “promotes ethical, accountable and effective leadership by placing integrity at the center of efforts to improve human life” (Global Integrity Alliance, 2007). The Alliance is a network of international leaders that supports its members in establishing good governance in their countries through regional and country meetings, provision of reference materials, and information sharing. The TFL initiative should take the opportunity to design its leadership component—both during and after training—to take advantage of this network and its resources. This link would add a new and powerful dimension to USAID's contribution to the next generation of development leaders.

Building Egypt's Leaders

In Egypt USAID has supported an innovative program to develop leadership within the public-service sector. Over the past decade USAID has helped the Government of Egypt transform Telecom Egypt, the country's leading provider of telecommunications services, into an autonomous utility. As part of the effort to build a strong staff, Telecom Egypt (TE) initiated the Leadership Development Program (LDP) in 2001. Implemented by the Institute of International Education, the LDP is a 10-month program to prepare mid-level managers for higher level positions. To date the LDP has trained 100 staff members, including 24 women, at a cost of around US\$40,000 per trainee (Ghanem, 2007).

The LDP has had strong support from TE's senior management, which is closely engaged in the program. Among its trainees, TE seeks to ensure a balance in gender, geographic diversity, and representation from TE's various departments. Applicants must have at least five years' work experience in TE or similar organizations and a TOEFL score of at least 400.

The LDP uses a "targeted selection" process to assess "each candidate's job performance, leadership behavior, and motivation" (IIE, 2007, p. 4). The noteworthy aspect of this process is that it is based on specific leadership qualities and has the added benefit of avoiding concerns about favoritism and bias. To develop the selection criteria, IIE worked with Rudis Group International (RGI), a U.S. company. From a list of 45-50 dimensions of leadership, TE leaders selected seven dimensions: customer service, innovation, initiative, individual leadership, information monitoring, communication, and adaptability. From RGI questionnaires, at least three questions associated with each dimension were selected to be used in interviews with applicants. Questions were dropped if they were not considered culturally relevant. Candidates are interviewed for 1-1 ½ hours by trained interviewers (initially provided by RGI, but now by 19 TE executives, who have been trained and certified as interviewers.)

Trainees receive English instruction at the American University of Cairo Center for Adult and Continuing Education. They must pass a placement test in English before entering the formal training program (Ghanem, 2007). The LDP consists of a series of eight 2 to 3-week courses that cover a range of leadership and management issues. All courses are taught in English by instructors from the U.S., except the financial courses, which are taught in Arabic by local experts. Trainees do a two-week internship with Cairo-based companies such as Vodaphone, IBM, and Xerox. They also complete a one-month internship in the U.S. with Verizon, AT&T and other telecommunications companies.

Under the program, each trainee drafts a Change Management Proposal that describes a change that the trainee will implement upon his/her return to work. Implementation of the proposal is tracked at one month and six months after the trainee's return to his/her job, with information from both the trainee and his/her supervisor. Trainees receive feedback and evaluation throughout the year. Reports are sent to top leaders, specifically the Vice President for Human Resources. Trainees are given special assignments and put on a fast track for promotion.

IV.C. RECRUITMENT AND SELECTION

Key Findings

- Selection criteria to assess each candidate's leadership potential, motivation, and commitment to socio-economic development must be developed. It is important to include leadership tests, recommendations, and personal interviews as part of the selection criteria to determine these characteristics.
- To increase transparency, a selection committee should be developed including multiple members from a variety of backgrounds to review candidates.
- Recruitment strategies can identify underserved populations, but leadership potential must be the focus for selection and the heaviest weighted criterion.

IV.C.I. TRANSPARENCY

Whatever sectors are targeted by the TFL program, it is important to the integrity and success of the program to have fair and well-defined recruitment and selection processes that will identify candidates qualified for graduate-level study and committed to becoming leaders in their country's development process. In a publication outlining successful practices in participant training, the Academy for Educational Development states, "The most effective training is designed for participants who are selected through a fair and transparent process to

identify those most likely and in the best position to utilize their new knowledge and skills to implement intended changes” (2002, p. 15).

IV.C.2. RECRUITMENT

A transparent process requires designing a recruitment strategy that will publicize the program widely to attract applicants from as broad a population as possible, with special attention to women, minority populations, or other targeted groups, who fit the profile of the candidates being sought. In order to recruit the largest pool of qualified candidates, programs should use multiple approaches:

- The program can be announced through mass advertising, using print and broadcast media to publicize the scholarship opportunity and to outline the program requirements.
- In order to diversify the candidate base, information should be disseminated outside of the major cities and into the provinces and regions.
- Many current programs use the Internet to disseminate information, including posting procedures and application forms on USAID and implementing organization websites.
- Specific counterpart organizations, including those who promote women’s issues or the concerns of minority populations, can be contacted to advertise the program.
- The scholarships can be advertised through host government ministries to target staff in specific offices that are to be strengthened.
- USAID partners, such as technical assistance contractors, can suggest candidates from the key organizations and individuals that they work with.
- Existing programs can help identify future leaders. For example, the U.S. Embassy might nominate a candidate from previous USG-sponsored international visitor programs.
- Participants from previous USAID short-term training programs may emerge as leaders and might be good candidates for long-term academic training.

A combination of these recruitment approaches can be applied to the TFL initiative, depending on the target groups and sectors. A Mission that chooses to target the public and education sectors, for example, might follow the model that USAID/Nepal has used. Within the Mission, staff from each sector assesses its training needs. Then the Mission notifies the relevant Nepalese government ministries of the opportunity to nominate candidates for USAID scholarships in these priority sectors. Nepal’s central planning agency vets the nominees from the ministries. Next, USAID and the planning agency decide how to allocate the available scholarship resources, and then jointly make the candidate selection decisions. This process is tied to USAID’s strategic plans in Nepal and also achieves the buy-in of the Nepalese government, which has paid the salary and international travel costs of selected participants.

A model for recruiting participants from the private sector and NGOs might rely on businesses, trade associations, and nonprofit organizations to nominate candidates for the program. USAID would advertise the scholarship opportunity and requirements widely through the media and make the selections using a committee approach. Private-sector programs often require cost-sharing on the part of the businesses to cover international travel and the participant’s salary during the program.

A general scholarship program, such as Morocco’s umbrella training projects, can be open to candidates from all target groups and a range of sectors, with a goal of general workforce development and strengthening of a country’s economy. For this type of program, USAID again advertises the scholarship opportunity and requirements widely, and candidates nominate themselves. Employers become stakeholders in the program by endorsing the candidates, participating in the development of action plans, cost-sharing, and committing to holding a job for the participant upon return.

The Cross-Sectoral Participant Training Evaluation for Yemen outlines the evolution of the recruitment model in that country (Development Associates, 1988). The recruitment model in Yemen prior to 1985 did not include any advertising: candidates were selected informally by concerned ministries and Yemen's Central Planning Organization (CPO), and then they were presented to USAID. In 1988, the Mission and the Yemen government began to advertise scholarship opportunities on television and the radio and through a government guide to foreign scholarships. This guide set requirements for scholarship eligibility: an undergraduate degree, minimum score on the Test of English as Foreign Language (TOEFL), field of study consistent with Yemen's development plans, and completion of military service. Participant selection was done by a committee of ministers who presented candidates to the CPO for vetting and then to USAID for final approval. The 1988 evaluation recognized that the next step in the evolution of the selection process needed to be the development of Mission training plans, as it concluded, "Without clearly defined priorities and criteria communicated to YARG [Yemen Arab Republic Government] on a continuing basis, USAID becomes enmeshed in the debate between YARG institutions and is forced into responding to specific requests for scholarship based on family connections or other informal contacts. Without training priorities scholarships become 'slots'" (Development Associates 1988, p. 23).

The above models illustrate a few key points for recruitment approaches that can be applied to the TFL initiative.

IV.C 3. RECRUITING WOMEN AND UNDER-REPRESENTED GROUPS

Research suggests that it is beneficial for TFL to recruit a diverse pool of candidates for U.S. study, recognizing the benefits of training women, minority group members and candidates from outside the region's capital cities in order to develop leaders who will bring the broadest range of experience and values to leadership positions. While we recommend that leadership potential should be the primary selection criteria, special attention to attract nominees from disadvantaged groups is still possible if care is exercised in maintaining selection standards.

The Women's Leadership Initiative report (USAID/ANE, 2006) addresses the constraints that could affect the recruitment of women for a TFL program. It points out that "Despite three decades of international initiatives to promote gender equality and the advancement of women, in Asia and the Near East there are still few women leaders in government, academia, the private sector, and many key areas of economic growth, such as science and technology (USAID/ANE, 2006, p. 3). Similarly, the Yemen cross-sectoral study concluded that female participants "Require more specific selection criteria and orientation in order to allow them to take full advantage of U.S. training" (Development Associates, 1988, p. 42). (Field visits confirmed that this was considered less of a problem than it had been in the past but still existed in some countries, especially Yemen.)

The constraints to recruiting women for U.S. graduate-level training described by the USAID/ANE and Development Associates studies include:

- A more limited pool of women enrolled in undergraduate programs;
- Family obligations that limit travel abroad for study;
- Weaker preparation in sciences and math than men and greater likelihood to complete undergraduate degrees in fields such as arts and humanities, education, health and social work, with lower enrollments in sciences, technology and engineering;
- Lack of access to scholarship information; and
- Potential loss to the family of women's income during the scholarship period.

The Women's Leadership Initiative report (USAID/ANE, 2006) suggests the following strategies to boost the participation of the region's women in scholarship programs.

- Explore the use of distance learning to reduce the amount of time that women must spend away from home to complete their degrees. This would be particularly attractive to women from conservative families or those who have limited mobility for cultural reasons.
- Provide supportive structures and incentives to enable women to better combine their productive and reproductive roles. For example, provide support during the scholarship program for spouses and for child care facilities.
- Advertise scholarships that will be based at U.S. institutions with track records of gender-specific training and programming, with strong women's studies programs and with faculties and administrations with at least 30 percent women.
- Work with host governments to develop policies and programs that facilitate women's career development—for example, career counseling, in-service training, and leadership training—and include information on these opportunities in program recruitment materials.
- Establish specific scholarship within the program for Muslim women and women marginalized by class, caste, and culture.

Other under-represented groups face some of the same obstacles to participation in scholarship programs that women experience. The Institute for International Education (2006) offers recruitment strategies to increase the number of under-represented groups in scholarship programs:

1. Start publicity efforts for the program at least 8–12 months prior to the deadline for applications. The more time available to potential candidates to learn about a program before the application deadline, the more applications will come in, especially from those not previously informed of the opportunities or who had not considered applying.
2. Initial outreach efforts should be as broad as possible, going beyond the usual list of agencies, institutions, and individuals who are routinely sent information about programs. Identify other agencies/institutions that serve communities of potential applicants who may be unaware of the program, including community-based non-governmental organizations, teacher training colleges, and other agencies serving women and under-represented target groups.
3. Include mass media (radio/TV and newspapers) in the outreach plan, to get program information out beyond the traditional "old boy" networks. In print ads or TV/radio spots, consider announcing the names of prior scholarship winners, including women and those from other under-represented groups, so it is clear to readers/listeners that nontraditional candidates have been successful in the past.
4. In all publicity materials about the program, be sure to include visuals with members of under-represented groups (women, minorities, people with disabilities). This sends a powerful inclusive message to those considering applying.
5. Outreach efforts should also utilize electronic media, as such E-mail and the World Wide Web. These permit much wider outreach at minimal cost, especially if announcements are posted on websites reaching targeted groups. Posted information should always include clear and concise guidelines for applying, and specific deadlines.
6. Programs should encourage alumni from under-represented groups to think of themselves as recruiters for and ambassadors of the program, and to spread word of the program's existence to other potential recipients from those groups. Routinely include these alumni in mailings of program announcements/applications so they can disseminate the materials to qualified colleagues. Alumni might also be encouraged to provide more targeted assistance to potential applicants who have never before been involved in such a process, such as reviewing resumes and essays to insure that the information is presented in the clearest and most advantageous form possible.

While in Yemen, the team learned that families prefer that young women study in Muslim countries, but informants suggested two ways to effectively recruit women candidates. One approach is to use female former participants to recruit through the same universities and institutions that they came from. This reassures potential candidates that women participants can be successful, and it reassures the candidates' families that women will return from the U.S. having had a positive experience. The second suggestion is to fund couples to participate in the program at the same time, eliminating the constraint that prevents women from leaving their spouses to accept a scholarship in the U.S.

Current USAID and DOS scholarship programs aim for equal numbers of male and female participants and employ the range of recruitment strategies outlined above to try to achieve this goal. Training implementers for programs aimed at graduate-level, professional participants reported the following data on the percentage of female participants:

- Muskie Fellows: approximately 50% women
- ECESP: 46% women (in long-term programs)
- Fulbright Foreign Student Program: 45% women (in 2006)
- Presidential Scholarship Program: 43% women
- Humphrey Fellows: 37% women

As the above numbers suggest, even with well-known scholarship and exchange programs, there are challenges for recruiting women, yet it may not be as difficult as recruiting from socio-economically disadvantaged populations. The team was not able to obtain data on the percentage of “disadvantaged” participants in USAID and DOS programs. The TFL program will need to incorporate all of the strategies outlined above into the design of the program in order to effectively recruit and support female participants and participants from other under-represented groups.

IV.C.4. SELECTION CRITERIA

The first step to achieving the objectives of the TFL program is selecting candidates with the academic ability and personal characteristics for success in the program. Research suggests that it is best for TFL candidates to be well-qualified academically and able to achieve acceptable English language and other standardized test scores (GRE, GMAT, etc.) for entrance into U.S. universities. Typical selection criteria for USAID and DOS scholarship programs that would be relevant for TFL include: undergraduate grade-point averages, recommendations, written applications with statement of purpose, personal interviews, job performance, and English language proficiency. The written application and interview would provide candidates with the opportunity to present examples of their community involvement and to demonstrate their commitment to being a development leader.

English language proficiency is likely to be a major obstacle to U.S. training for many candidates from the region—a factor pointed out to the team during the field visit to Yemen. Requiring English proficiency as a selection criterion has an impact on the size of the candidate pool and may limit the inclusion of candidates who have had access to English language training due to their location or economic status.

One approach to this problem that was used in Indonesia's GPT-II program was to select candidates for training without regard to their English language ability and then give them intensive instruction to bring them up to graduate admission level. Under GPT-II, students who met the other selection criteria but had very low English proficiency studied in Indonesia to bring them up to a 475 TOEFL level, and then completed English studies in the U.S. (Mashburn 1990). A similar practice is currently followed in Indonesia by the Australian Government, which contracts with a language training institution employing all native English speakers to provide language training. Section D.I.a. below provides further information on pre-academic programs that are used to improve participants' English proficiency prior to beginning their academic studies.

The evaluation of the Advanced Training in Economics (ATIE) program, a USAID-funded scholarship program for the Latin America region, which trained 28 PhD students in economics at Berkeley, Clemson, Duke, Ohio

State, Stanford and UCLA, offered two recommendations regarding participant selection that are relevant to TFL:

- Selection criteria should ensure that candidates have appropriate academic preparation, are properly motivated, and are able to adapt well to other societies and the stress associated with rigorous academic programs.
- Key references from faculty who know the participant’s academic ability and personality and who know the program objectives are probably the most effective determinants of future success in rigorous [economics] programs (Hansen, 1994. p. xiv).

With selection criteria in place to measure candidates’ academic ability and personal characteristics for success, establishing a selection process is the next step in identifying candidates who will benefit from their studies and become development leaders.

IV.C.5 SELECTION PROCESS

Evaluation recommendations agree that “participant selection is most effective when it includes representatives from all sectors involved in the project” (Wycoff, 1981, p. v-3). Many DOS and USAID programs include representation by a range of project stakeholders in the selection process, with USAID, U.S. Embassy, technical assistance contractors and host-country counterparts involved in establishing the selection criteria and participating in the selection process. The use of a committee to establish criteria for participant selection decreases the possibility of participants being selected strictly through personal contacts. Most current scholarship programs—Fulbright, Muskie, Presidential Scholars, and others—use a committee with multiple stakeholders involved.

The Muskie program selection committee, for example, includes a representative of the U.S. host institution, a Muskie alum, and a local American. The process used is typical of current DOS scholarship programs. Program staff do a first screening of candidates to be sure that they meet basic program criteria. Candidates are then interviewed by a two-person team of experts in the candidate’s own professional field—usually a U.S. faculty member and a professional school admissions officer. Candidates are rated on factors such as leadership potential, English language ability, knowledge of the field, maturity, presentation skills and match with the program goals. The files of Muskie semi-finalists are then reviewed by two selection committee members, including one who was involved in interviewing candidates in another country, to reduce the possibility of bias in the final selection process (from the American Councils for International Education response to the Iowa Social Science Institute evaluation). Selection for the Muskie program is very competitive, with approximately 4,000 applicants for 180 scholarships. About 18 percent of applicants reach the interview phase of the process and 25 percent of these are selected for scholarships. Applicants must demonstrate clear goals for the studies through their written statement of purpose and interview (Mackey, 2007).

USAID’s Presidential Scholarship Program for the West Bank/Gaza uses a similar process. Candidates submit their academic transcripts, three letters of recommendation, a TOEFL score, and a statement of purpose. Academy for Educational Development (AED) staff provides the initial screening for basic program requirements, and a panel composed of a USAID representative, local experts in the applicant’s area of study, and a representative from the U.S. Embassy interviews the candidates (Bouldin, 2006).

Ann Skelton and Donald Jackson’s recent assessment on re-establishing USAID long-term agricultural training for Southern Africa found that stakeholders wanted a competitive selection process to ensure program quality. They suggested specific steps and criteria in the selection and screening of candidates (Skelton and Jackson, 2005, p. 29):

Steps

- Establish a short list of priority disciplines in each country.
- Recruit candidates with a BA/BS degree from a recognized institution.

- Constitute a representative selection committee, to include the technical officer, one other USAID representative and an outside credible representative.
- Screen and interview the short-list.

Criteria

- Candidate should have a research base (organization) or topic and methodology.
- Candidates should be from a target pool of professionals working for local universities, ministries, NGOs, or key private-sector companies with a minimum of five years' work experience.
- Candidates should submit recommendation from supervisors.
- Candidates must be willing to sign a bond promising to repay the scholarship if they fail to return home and remain for two years.
- Candidates must submit an acceptable TOEFL score after a period of English language study.

While all these steps and criteria would not be appropriate for the TFL initiative, the model recommended for Southern Africa confirms the need for a clearly defined selection process.

IV.C.6 IDENTIFYING FUTURE LEADERS

Selection criteria that address the candidates' leadership skills will also need to be developed for TFL. According to Ann Howard (2001), corporations use various methods of assessing executives: the resume, performance evaluations, references, interviews, cognitive tests, personality measures, and simulations. In her view, performance evaluations and references are of limited value for selection. She favors interviews with "prepared questions designed to reveal the candidate's competencies." She suggests that interviewers ask the candidate "to describe critical incidents or behavioral examples that illustrate specific competencies of interest" and to present "hypothetical situations and ask them to describe how they would react" (Howard, 2001, p. 327).

Scholarship programs that consider leadership an essential quality of participants, such as Fulbright, Humphrey, Muskie, ECESP, and the PSP, have adopted this interview model, along with a written application, to assess leadership qualities.

In USAID's ECESP, for example, applications are reviewed for program requirements and completeness, a committee of Mission representatives and local experts is set up according to the program's fields of study to review applications and select semi-finalists, and the program director and local experts then interview this group to select the scholarship finalists. ECESP seeks to identify leadership qualities in candidates for the program—those who will have the greatest impact on their institution, country, and region. Through the application and interview process, reviewers look at what the candidates have done in the workplace, how they have shown initiative, whether they have clear work plans, and what supports exist for the plans. Is it feasible? Are there ECESP alumni in the candidate's workplace who can help form a critical mass to effect change (M. Pryshlak, 2007)?

Recruitment and Selection: Implications for TFL

Based on the TFL team's research, following are some suggestions that may be helpful in TFL recruitment and selection:

- Establish a fair and transparent recruitment and selection process to ensure the integrity and success of the TFL program.
- Determine selection criteria that include indicators of the candidate's aptitude for graduate study, leadership potential, and motivation to be a leader, adaptability, and commitment to contribute to

home-country development. As noted in other parts of this report, the emphasis on selection for leadership will be of paramount importance, and some new tools are recommended for use in this process.

- Allow 24 months from initial marketing and recruitment of the program until the first students will enroll in their graduate studies. Recruitment, selection, preparation, and placement of students in U.S. academic programs require a long planning cycle.
- Recruitment and selection is labor-intensive; Missions need support to manage the process. Use of an experienced in-country training contractor is encouraged.
- A standardized application process and timely notification of candidates who are not selected is important to maintaining a transparent process.

IV.D. PROGRAM DESIGN

Key Findings

- Only U.S.-based long-term training can provide access to state-of-the-art technical training, exposure to U.S. values, the acquisition of a range of personal and professional skills to build leadership, and exposure to U.S. society, culture, and institutions to help build lasting relationships that support the TFL goal.
- Although data on the relative impact of program components are lacking, the literature and training implementers indicate that the goals of the TFL initiative would be supported by including pre-academic training, pre-departure orientations, internships, management training, professional conferences, mentoring, and re-entry preparation in the program design.

When the ANE Bureau considers the design of the TFL program, it will be important to look at the key components of a scholarship program that can maximize the impact of training on the three areas that define the parameters of TFL: promoting leadership, acquiring technical expertise, and increasing understanding and appreciation of U.S. culture and values. USAID training literature such as ADS 253 outlines the recommended components for successful training, and participant evaluation studies over the years contain many recommendations on the design and implementation of these components. The literature and our interviews with training implementers provide insights into these key program design areas, which we have grouped into the following topics for discussion: pre-departure activities, complementary program components, including mentoring, internships, management training, professional conferences and memberships, community service, and host families/home stays.

IV.D.I. PRE-DEPARTURE ACTIVITIES

Pre-departure activities are activities designed for participants selected for a scholarship program, which take place prior to the actual start of the academic program. They may be *pre-academic* activities that address deficiencies in the participant's academic preparation and differences in educational methods (study skills, writing techniques, classroom discussions) or they may address *cultural* factors that can affect performance. They may truly be "pre-departure," taking place in the participant's home country, or they may take place in the U.S. or a third country prior to the start of actual academic studies.

IV.D.I.a. Pre-academic Activities

Participants for graduate programs often require pre-academic training before beginning their graduate studies. This may include instruction in areas such as English language, computer skills, remedial math, and research skills. Pre-academic training can be provided in the participant's home country, in a third country or in the U.S.

In-country programs. This pre-academic model is usually the least expensive and provides a variety of options for training modalities including online instruction. One example of an in-country program is the Yemen-American Language Institute (YALI), which was established to provide English language training for participants from Yemen coming to the U.S. for long-term training. YALI provided not only language training to bring

participants up to an acceptable TOEFL level for their studies, but also taught practical study skills such as research and note-taking techniques, specialized vocabulary in the student's field of study, and American idioms and pronunciation (Development Associates, 1988).

The GPT-II Project in Indonesia, where English proficiency was also a major obstacle to U.S. training, used seven existing English language teaching institutions in Indonesia to provide pre-academic training to participants selected for U.S. study (Mashburn, 1990). Candidates were placed in three tracks according to their scores on the TOEFL. The highest level of instruction included academic upgrading skills such as math, statistics, problem solving, research, and report writing. The entire program lasted 12–14 months, and some participants attended an additional 2–3 months of English “topping off” in the U.S. This model was found to provide an adequate pool of English speaking participants prepared for U.S. study and was more cost-effective than establishing a special English language training center in the YALI style.

USAID's PSP for the West Bank/Gaza provides pre-academic work for its scholarship recipients in-country through online classes. This has proved to be less expensive than sending students to the U.S. for pre-academic work, but, according to the training implementer, students are not as well-prepared for their graduate programs as those in previous years who did their language training and pre-academic work at U.S. institutions such as the Economics Institute at the University of Colorado (Bouldin, 2006).

Third-country programs. Regional training programs have used third-country pre-academic programs to train groups of scholarship recipients. For example, at the start of USAID's ECESP in the 1990s, participants were offered up to three months of group training in English, test-taking and research skills, public speaking, and introduction to the U.S. education system at a Central/East European (CEE) regional location, with classes provided by a U.S. trainer. The length of this pre-academic program decreased over time from three, to two, to one month as English study became more widespread in the region and participants were accepted to the program with better English skills. Currently, due to decreased funding, participants receive only a one-week, third-country group orientation program. Feedback from participating U.S. universities was very positive on the longer pre-academic programs, as they reported that participants were better prepared to start their studies and performed better overall than those who did not have the pre-academic preparation (Pryshlak, 2007).

U.S. programs. U.S. pre-academic programs are often expensive but have the advantage of immersing the participants in the English language and U.S. culture, requiring a shorter time to improve their skills. The Muskie Program, for example, selects about 20 Fellows each year to spend three weeks in a special program at Drexel University to improve their TOEFL scores and work on writing and research skills, prior to starting their Master's degree programs. Steven Mackey, the senior Muskie program officer at the International Research and Exchanges Board (IREX), felt that all Muskie Fellows would benefit from the skills components of this program, but he indicated that there was not enough money available to send all of the approximately 150 Fellows each year (Mackey, 2007).

ECA's Humphrey Fellows Program also provides English language training in the U.S. to its Fellows. Depending on their TOEFL scores, Fellows do three-, eight-, or 12 weeks of pre-academic English at their host university. If they need a longer program, they spend five months in a special program at the University of Oregon (Babbitts, 2007).

A recently established agricultural economics scholarship exchange program between Purdue University and USAID/Afghanistan established a pre-academic program at the American University of Afghanistan for English language, calculus, computer literacy, and study skills (McCloud, 2007).

The advantages and disadvantages of in-country, third-country, and U.S. pre-academic programs for use by the TFL program can be summarized as follows:

	Advantages	Disadvantages
In-country	Cost is usually low Less time for participants away from jobs and families	Participants must balance family and job demands with pre-academic programs Participants do not develop familiarity with U.S. culture and values Lack of English immersion slows English language proficiency
Third-country	Less expensive than U.S. program Participants can focus on training without family and job demands Useful for training groups of participants for regional scholarship programs	Participants do not develop familiarity with U.S. culture and values Lack of English immersion slows development of English proficiency
U.S.	English improves faster due to language immersion Participants can focus on training without family and job demands Participants become familiar with U.S. values and culture	Higher expense More time for participants away from jobs and families

IV.D.1.b. Pre-departure Orientation to U.S. Customs and Values

Wycoff's study (1981, p. v-5) on Near East participant training states that "one of the primary causes of [participant] dissatisfaction is a gap between participant expectations and actual experience." In addition to providing information about the program schedule, cultural issues, allowances, emergency procedures, and contacts, the study concludes that "orientation is the optimal time to adjust those expectations to conform more closely to the situations likely to be encountered." Training implementers agreed that orientations are done better and more often when a training contractor is involved who knows not only USAID regulations but has a well-developed orientation model. Training implementers typically provide a pre-departure orientation in-country as well as an orientation when participants arrive in the U.S. In-country orientations usually include logistical information about travel and allowances, information about the participant's program and the school and community where the participant will be studying, material about U.S. culture, and a review of the student's responsibilities as a USAID participant. The U.S. orientation repeats and reinforces this information and establishes contact between the participant and the officer of the training organization who will be monitoring the program.

IV.D.1.c. Developing Action Plans as Part of Pre-departure Orientation

Action plans provide a framework to connect the stages of a scholarship program from selection to re-entry. Mitchell's paper on re-entry programs concluded that all participants should develop a work plan that incorporates their plan of study and educational goals and employment and career expectations, demonstrating the link of training to future employment. An action plan helps address the issue of how participants who have been in the U.S. for several years can "best re-acclimate to their workplace, and how employers [can] best take advantage of the new skills, knowledge, and attitudes that these returned employees now command" (Mitchell, 2006, p. 2)

The statement of purpose that many scholarship candidates are required to develop as part of their application can serve as an initial action plan that is then further developed during the pre-departure orientation process and is addressed and refined through training, re-entry programs, and follow-on activities. Action plans enable participants to identify what they are trying to accomplish during their studies then asks them what steps are necessary in their plan, who takes the steps, and when the steps have to happen. The plan also helps participants identify what resources are needed, what resources are currently available, and which ones will be needed from

another source. An action plan provides a roadmap and intermediate goals to measure the progress of the program.

IV.D.2. COMPLEMENTARY PROGRAM COMPONENTS

In addition to the new knowledge, skills, and attitudes that TFL participants can gain through academic study and research, there are components outside the classroom that support the leadership and cultural goals of the program and maximize the impact of the participant's U.S. experience. These components, described below, include mentoring, internships, management training, professional conferences and memberships, community service, and host families and home stays. All of these components can maximize program impact, and they are all recommended for TFL.

IV.D.2.a. Mentoring

The literature on leadership (McCauley, 2001) and our interviews with key informants (Morris and Morris, 2007) indicate that identifying a mentor or mentors is key to supporting the acquisition of technical skills and the development leadership that the TFL initiative hopes will be a characteristic of returning TFL participants. Current scholarship programs such as the Humphrey Fellows help participants identify and develop relationships with mentors. Program managers believe that this process itself develops leadership skills (Babbitts, 2007).

Mentors may be:

- A professional colleague in the workplace who stays in touch with the participant during the training program and guides follow-on activities after the participant has returned home. Maintaining contact with the participant's home institution helps ensure that the participant's research is relevant to the home country, eases the re-entry process, and adds to the likelihood that the participant will return home following training. This mentor can be established as part of the selection process.
- A professor or advisor at the U.S. university who will connect the participant to resources on campus and in the professional community and who will maintain a relationship with the participant after he/she returns home. This U.S.-based mentor will help the TFL participant stay up-to-date in his/her professional field and may work with the participant on future joint projects. Returned participants interviewed in the field said that the Americans they remain in contact with are faculty at their universities, who continue to serve as mentors.
- A professional identified during internship opportunities or through professional conferences who helps participants apply theory to practice.
- TFL alumni (as the program develops) who mentor new participants. Muskie Fellows who are already established on campus serve as mentors to new Fellows placed at the same university, building a cohort identity and an international support network for Fellows.

Many international students are successful in identifying their own mentors and developing these relationships before, during and after their studies, but formalizing this program component so that all TFL participants have mentors is highly recommended by the TFL team to maximize the benefits of the training program.

IV.D.2.b Internships

Many USAID- and DOS-sponsored scholarship programs include an internship or professional affiliation as an essential program component. The Muskie, Humphrey, ECESP, Russia-U.S. Young Leadership Fellows for Public Service (YLF) programs all include this component. Internships can provide TFL participants with practical experience, connect participants to professionals in their field, and provide a meaningful connection with Americans outside the campus setting.

The evaluation of the Russia-U.S. YLF Program (Aguirre International, 2003b), which funded one year of graduate study in the U.S. followed by an internship during the summer, found that internships not only provided participants with work content, on-the-job training, professional mentoring, social activities, and preparation for return home, but also furthered their understanding of the non-profit/public sector and exposed them to

American life. Eighty-one percent of the Russian participants found the internship to be effective or very effective in meeting their program objectives (Aguirre International, 2003b).

In current programs such as the Muskie Fellowship Program, Fellows complete a three-month internship in the summer between their two years of study or, for those Fellows in the U.S. for only one year, following their studies. Fellows must secure their own internships, but IREX (the training implementer) provides training and advice on identifying an internship opportunity and on appropriate internship behavior. An evaluation of the early years of the Muskie program found that participants gained a higher level of English proficiency (than a control group of semi-finalists) and gained important U.S. contacts during the internships that were retained after return to their home country (University of Iowa Social Science Institute, 2002). Based on these evaluations, it is highly recommended that TFL includes an internship as part of the participants' programs to complement their graduate studies.

IV.D.2.c. Management Training

Many USAID participants in the 1980s and 1990s took short workshops or seminars as part of their U.S. programs to provide them with management training supplemental to their academic programs (Gilboy, 2004). While the Gilboy study did not directly assess the impact of the management training workshops, it did find that "participants repeatedly and forcefully stated that work attitudes, critical thinking, and other 'non-technical' tools (such as self-confidence) were major attributes of their training..." and it recommended that "every future long-term participant...return with a toolkit of non-technical, managerial, and attitudinal solutions to the myriad challenges to be faced at the workplace at home" (Gilboy, 2004, p. 52).

The workshops offered by the Management Training and Development Institution (MTDI) in Washington, DC provide an example of what could be done in this area. MTDI offered two-week "Management Communication for Development" workshops for students in many specializations who were attending U.S. graduate programs, during breaks in their academic programs. These workshops focused on general management skill areas, for example, leadership, decision making, management communications, conflict resolution, listening, and team building. Using various leadership models, the MTDI workshops were designed to help participants apply their learning to their own institutions and situations. The workshops helped participants become more analytical and provided the opportunity for team exercises and group discussion. They also had a "re-entry" component, with case studies, group discussions, and some personal planning for participants on how to apply their KSAs when they returned home (Morris and Morris, 2007).

Regardless of their academic field of study, TFL participants should have management training as part of their program. It provides a tool for translating theory to practice and encourages participants to consider how their learning will be applicable in their home institution.

IV.D.2.d. Professional Conferences and Memberships

Attendance at professional conferences and membership in professional associations provide participants with linkages to U.S. and international colleagues, access to current information, and professional development opportunities in their field. Current DOS scholarship programs under the Fulbright umbrella (and USAID programs in the 1980s and 1990s) provide participants with a "professional development" allowance that allows them to attend conferences each semester and to join a professional association in their field.

Professional conferences and memberships should be provided for all TFL participants for the reasons mentioned above.

IV.D.2.e. Community Service

Current programs such as Muskie, Humphrey, and UGRAD require (or encourage) participants to complete public service volunteer work during their U.S. programs, as a way to support the goals of these programs. Community service activities are a means for participants to acquire an understanding of the elements of a civil society, develop leadership skills, and demonstrate a sense of responsibility for the social development of their communities and countries. Muskie Fellows, for example, must complete 40 hours of community service in their first year of study, and UGRAD participants complete at least 10 hours per semester.

The Russia-U.S. YLF evaluation found that community service helped to “reinforce important program concepts such as volunteerism, activism, advocacy, and working dynamically with others to solve problems...” It concluded that “Public service encourages key skills and values including participating, mutual respect, confidence in expressing one’s views, and tolerance of differences and opposing opinions” (Aguirre International, 2003b, p. 13).

While some scholarship programs require a specific number of hours of community service, the Humphrey Fellows Program “encourages” Fellows to pursue community service and works through the Humphrey coordinator on each host campus to arrange and promote this work. It is promoted as an opportunity to meet Americans outside of a campus setting, and Fellows’ activities are widely publicized. Fellows can volunteer in groups or individually and are able to offer themselves as resources (speakers, for example) to local community colleges or minority-serving institutions, which may not have access to international professionals such as the Humphrey Fellows.

Although the TFL program will probably not have the same public service objective as the programs discussed above, providing the opportunity for participants to complete some community service during their training will afford them the chance to develop leadership skills and relationships with Americans outside their classroom setting.

IV.D.2.f. Host Families and Home Stays

While TFL participants are likely to live on campus or in their own apartments near campus—not with U.S. families—the opportunity to spend time with Americans outside the campus setting supports the TFL objective of having participants develop an understanding of U.S. culture and values and enriches the U.S. community where the TFL participant studies. In past USAID programs, training implementers often arranged short home-stays with American families during semester breaks when dormitories might be closed, so that participants had a place to stay during the winter holidays. This opportunity was often combined with a “mid-winter seminar” organized by the National Council of International Visitors, which participants could attend outside the area where they were studying.

The formal structure of mid-winter seminars no longer exists, but many universities are able to match international students with host families in the community who provide meals and social outings and, on some occasions, accommodations for participants. The Humphrey Fellows Program requires universities to provide host families as part of their commitment to hosting a Humphrey Fellow. Universities that will be used for the TFL program will be those with well-developed international student services offices, and they will be able to provide these important host family arrangements.

IV.E. PLACEMENT AND MONITORING

Key Findings

- Given the wide range of academic fields possible for TFL, a broad range of university options should be considered for participant placements, although it is likely that a “short list” of universities that meet TFL requirements will develop over time.
- Successful placement of participants requires a thorough knowledge of the U.S. higher-education community; sufficient lead time; complete participant dossiers; timely submission of documents; and frequent communication among the training implementer, Mission, participant, university representatives, and other stakeholders.
- Attentive monitoring of participants must be done in all areas of their program to increase the opportunity for participants to succeed academically, develop leadership skills, and develop an understanding of and linkages to U.S. culture.
- Careful monitoring of participants will help ensure that participants complete their programs in a timely manner and return to their home countries upon program completion.

Assessing the TFL participants’ training needs, identifying appropriate U.S. institutions, successfully placing participants in them, and then monitoring their academic progress are key activities for ensuring the success of selected TFL participants, and this requires working in close collaboration with the USAID Mission sponsoring the participants, the implementing partner and the participants before, during, and after U.S. studies. In participant training programs there are generally two types of models used for placement: individual university placements and placement through university partnerships. These models will be described below noting a recommended model for TFL followed by a discussion of participant monitoring procedures.

IV.E.I. PLACEMENT INTO INDIVIDUAL UNIVERSITIES

Placement of long-term academic participants at U.S. universities has been approached in a variety of ways in USAID and DOS scholarship programs. One model considers each U.S. institution’s merits individually, drawing from the whole universe of U.S. institutions and researching schools that offer the participant’s degree objective and field of study, and then narrowing the choices based on criteria specific to the individual participant, such as:

- Participant’s preferences;
- International reputation of the university in the participant’s field of study;
- The university’s admission requirements and deadlines;
- Size and location of the university;
- The university’s experience with and support for international students, particularly from the participant’s country/region;
- Faculty research areas and courses relevant to participant’s interest and home country conditions;
- Existing university linkages to the participant’s home country; and
- University cost and willingness to offer tuition waivers or provide other cost-sharing.

Additional criteria for choosing U.S. universities for female participants from the Women’s Leadership Initiative Workshop (USAID/ANE Bureau, 2006, p. 53) include:

- A good track record of commitment to educating women;

- Success in admission, retention, and graduation of women students;
- Role models of women on the faculty and in administration;
- Resources that support women’s education such as affordable housing for married students, affordable day care facilities, and subsidized transportation and meals;
- Provision for mentoring women for leadership roles; and
- Women’s colleges that emphasize developing female professionals and leaders.

A related suggestion made during the team’s Yemen visit was that once appropriate institutions are selected, placing women from similar backgrounds in small groups at a single institution can give them additional support and can reassure their families that they are studying with other students who share their values and experiences.

Considering all appropriate U.S. institutions in the placement process will provide TFL with the most flexibility in meeting participant and program needs. Missions and training implementers will find that some institutions are better able to offer tuition waivers and special services for TFL participants, and therefore a “short list” of institutions that offer optimum placement benefits will develop over time.

IV.E.2. PLACEMENT THROUGH UNIVERSITY PARTNERSHIPS

There are two types of placement through university partnerships that are often used in graduate level academic training programs: the program-to-university partnership and the university-to-university partnership. The program-to-university model worked very effectively for the USAID ATLAS and AFGRAD programs and would be a possible model for TFL. University-to-university partnerships are most useful for institutional strengthening programs or where there is a shared research interest. These models are discussed below.

IV.E.2.a. Program-to-University Partnerships

Some USAID and DOS programs have developed special arrangements with a group of U.S. universities for the placement of participants. These arrangements are usually established between the training implementer and the universities in response to USAID cost-containment requirements for the program. Some DOS programs, as described below, conduct a competitive selection process for universities interested in hosting students.

The ATLAS and AFGRAD programs, for example, formed a partnership with a select group of U.S. graduate schools that participated in the selection of participants and agreed to give reduced tuition to students admitted to their graduate programs.

Programs under the Fulbright umbrella invite universities to host participants and the implementing organization then select participating universities, based on program criteria, and match them with program participants. Universities are asked to cost-share a significant portion of the tuition and to provide other specific services to the program participants. In order to host a Humphrey Fellow, for example, a university must provide a Humphrey Coordinator and Assistant Coordinator who are required to attend an annual workshop in Washington, DC. The university must provide a faculty mentor for each Fellow, a week-long orientation, a weekly seminar, a host family in the community, help with professional networking, field trips, meeting space or office space for Fellows, and a certificate ceremony at the end of the program. The university receives an administrative fee for each Fellow in addition to tuition (Babbitts, 2007).

Universities interested in hosting Humphrey Fellows for their one-year, non-degree fellowships apply based on the specific area of study that they will offer. There are usually two host universities in each program field, and the host agreement carries over for five years before universities must reapply. Fellows are placed in international groups of 7-16 on each campus, which IIE, the training implementer, believes helps them to develop a sense of program identity and a cohort group that they continue to contact after they return home (Babbitts, 2007).

Universities also apply to host Muskie Fellows and cost-share approximately half the tuition but are not required to provide any other specific services beyond what they would provide to other international students. Only one or two Fellows are placed on each campus so that they integrate into the university and do not spend all their time together (Mackey, 2007).

This model is useful in negotiating tuition reductions, often possible when universities have a particular interest in hosting students due to their field of study or country of origin. It also works when universities feel that there is prestige attached to hosting program participants.

IV.E.2.b. University-to-University Partnerships

The university-to-university partnership model is an effective one for scholarship programs whose purpose is to strengthen academic institutions in the scholarship country. Skelton's assessment on the future of USAID long-term agricultural training in Southern Africa promoted this model and proposed that developing partnerships between U.S. universities and local universities would contribute to the strengthening and sustainability of the local institutions by providing outside input into curriculum and research methods (Skelton and Jackson, 2005, p. 9).

The university partnership model has been used successfully by USAID's programs administered by Higher Education for Development (HED), for example, the Training, Internships, Exchanges and Scholarships (TIES) initiative in Mexico. TIES embeds academic scholarships at U.S. institutions in the partnership proposals that U.S. and Mexican universities submit to USAID for funding. Mexican students are then "placed" at the U.S. partner institution. This provides a context for the graduate programs, as they must support the joint objectives of the partnership, and the studies and research are in turn supported by both the U.S. and Mexican institution (Morfit, 2007).

This model is effective for programs that seek to strengthen host-country institutions as part of a larger exchange and research project between U.S. and foreign institutions.

IV.E.2.c Examples of University Programs Relevant to TFL

Many U.S. universities offer graduate training specifically relevant to international students, which supports sectors relevant to TFL. For example:

- Cornell University offers MS and PhD programs in international agriculture and rural development
- University of Pittsburgh Graduate School of Public and International Affairs offers MS and PhD programs in international development and public and international affairs
- Monterey Institute of International Studies offers programs in international business, international policy studies, and international environmental policy
- Harvard University Kennedy School of Government offers MA and PhD programs in fields such as political economy, health policy, and public policy
- Tulane University School of Public Health and Tropical Medicine offers MS and PhD programs in public health
- University of Oklahoma offers MA and PhD programs in educational administration and curriculum development
- University of Northern Colorado offers MA and PhD programs in educational leadership.

These are just a few examples that highlight the vast resources of the U.S. higher-education system, which can offer academic programs that will provide ANE's future leaders with the technical knowledge, research experience, and internships to prepare them for a wide range of professional roles in their home countries.

IV.E.3. PARTICIPANT MONITORING

Monitoring TFL participants—staying in contact with them as well as their professors and advisors—will be essential to supporting them in their studies, helping them address personal as well as academic problems, and ensuring that they follow program guidelines. Monitoring involves not only measuring participants' progress in their training program but also keeping track of their physical location, health, visa compliance, and general well-being, and providing support in all these areas that affect participants' success in their programs. Training implementers suggest that monitoring takes place over four stages of the program and includes the following activities:

- At arrival and orientation. Training implementers arrange for participants to be met at their port of entry and arrange transportation to the orientation site and campus; provide a cultural orientation and an explanation of the participant's program; and provide participants with contact information for the program officer and emergency contact information.
- During the academic program. In order to track the participant's academic progress, training implementers require participants and their advisors to submit a plan of study at the start of the program followed by regular end-of-term reports including grades. The training implementer reviews end-of-term reports to ensure that the participant is maintaining an adequate grade point average for graduation, is taking courses in the approved degree program, and is taking sufficient credits to maintain his student visa status. Arrangements for and participation in internships, community service, and professional development activities during the academic program are also monitored through calls and e-mails with the participant, academic advisor, internship host, international student office and others. Reports on participants' progress and activities are forwarded regularly to the USAID Mission, which may then provide progress reports to the sponsoring host-country ministry or institution.
- To support participants during their programs. Training implementers arrange health and accident insurance coverage, pay fees and allowances, make travel and accommodation arrangements, handle visa issues, and refer participants to appropriate services for personal and academic problems. Providing these services helps participants address issues that could be obstacles to the successful completion of their studies.
- Prior to the participants' return home. Training implementers ensure that participants have completed their degree programs, arrange re-entry workshops, enroll participants in professional associations, provide participants with tax-related documents, arrange return travel, and conduct exit interviews or evaluations.

Training implementers proactively stay in contact with participants on a regular basis via telephone, e-mail and other written correspondence, and regular campus visits (usually annually). Campus visits involve meeting with the participant, academic advisor, department faculty, and international student office to discuss the student's progress and address any personal or academic problems that the participant is having. Attentive monitoring of participants can help ensure that participants complete their specified programs in the designated scholarship period and that they return home at the end of their programs.

IV.F. POST-TRAINING ISSUES AND ACTIVITIES

Key Findings

- Long-term trainees have a high rate of return to their home countries.
- Follow-on programming, including formation of alumni associations, small grants for professional development, regional alumni meetings and seminars, and continued Mission contact with participants to link them to in-country institutions, will help participants overcome the challenges they face in applying their acquired knowledge and skills on their return home.

This section addresses the following post-training issues that TFL will need to address: return rates, returnee challenges, and re-entry planning. It will then be followed by a section that suggests strategies that other LTT programs have used to address these issues. Activities that contribute to prolonging and further supporting the LTT experience include formation of alumni associations, small grant programs, regional alumni meetings and conferences, and linking alumni to in-country institutions.

IV.F.I. RETURN RATE

One of the arguments often raised against long-term training programs is that participants who are in the U.S. for such programs have a high rate of non-return to their home countries; thus, the investment in them is lost in terms of home-country development. In actuality, what we have learned from the available data and through interviews with training implementers does not bear out the assumption that long-term trainees have a high rate of non-return.

Of the studies and evaluations that addressed return rates, all concluded that non-returnees were not an issue in these particular scholarship programs:

- The 1987 report on Indonesia's overseas training office indicated that only two of 1,429 participants who went to the U.S. to study under the GPT-I project failed to complete their courses and return home (Harvard Institute for International Development, 1987, p. 3).
- A 1989 survey of Asian social scientists who received support for overseas graduate training in the U.S. concluded that an overwhelming majority (97 percent) of the trainees returned home and a majority continued to work there. "Thus there is absolutely no evidence that overseas training contributed to the migration of Asian social scientists to the U.S. or other industrialized countries" (USAID, 1989, p. 3).
- The impact assessment of 40 years of U.S. long-term training for Africa says: "Participants returned to their home countries after their U.S. training when conditions permitted. There is no significant evidence that long-term U.S. training...contributed to any brain drain of African human resources" (Gilboy, 2004, p. xi).

Similarly, training implementers, such as IREX, AED and World Learning reported that non-returnees are not a problem in their programs. DOS/ECA staff reported that Fulbright programs have a 98 percent return rate (Swenson, 2007), and USAID/Bureau for Economic Growth, Agriculture and Trade (EGAT) reported that, over the past 5–7 years, more than 95 percent of USAID participants have returned home after completing their training in the U.S. (Brooks, 2007).

Training implementers consistently said that the best measures to take to increase the likelihood of participants returning home are selecting the "right" participants, and attentive monitoring. They made the following suggestions to increase the return rate of participants:

- Select participants who clearly demonstrate their commitment to contributing to their country's development.

- Select participants who will have jobs to return to.
- Help participants stay in touch with their home employing organization.
- Develop models for pre-screening to identify high-risk cases during the selection process.
- Have participants do their thesis/dissertation research in-country as a way to connect them with their employer.
- Maintain close contact with participants and their universities to ensure that they are making progress toward their degree within the time period of their scholarship.

With these measures in place, the return rate even for participants returning to countries with difficult political or economic situations can be 100 percent. For example, PSP participants, who come from the West Bank and Gaza, whose security and economic situation might lead them to stay in U.S., do return because they are so committed to improving their country. They demonstrate this commitment through the essays and interviews that they provide during the selection process (Barhyte, 2006).

Available data and information clearly indicate that fear of participants not returning home should not argue against TLF being a long-term scholarship program.

IV.F.2. RETURNEE CHALLENGES

In order for TFL participants to fulfill the program objective of becoming development leaders in their home countries, they must be able to apply their newly acquired knowledge, skills, and attitudes in their institutions when they return home. The program evaluation literature tells us that participants must overcome a variety of re-entry challenges upon completing their U.S. studies.

USAID's study of Asian social scientists (1989, p. 6) found that the participants' re-entry challenges fell into three categories:

- Personal: financial and logistical settling in, adjusting to family obligations and local cultural norms;
- Employment-related: lack of equipment, inadequate funding for research, heavy workload; and
- Professional development: difficulties in getting access to current books and journals, opportunities for further training, and funds for research and overseas travel.

More than half the participants rated problems in this last category as the most serious and felt the need for support from both national and international agencies for their professional advancement.

In the evaluation of Morocco's participant training program, participants also identified challenges in adapting their American experience to Moroccan society and institutional settings. According to Walter and Britel-Swift (2006, p. 17):

- Participants had not only acquired new skills and methods that they were keen to share, but they had also acquired new attitudes towards work that were not shared by their institutions. The Moroccan administrative culture did not lend itself to information sharing, innovation, diffusion of decision-making, or other work methods that the returned participants had absorbed.
- Change and innovation were not given much credence, and decision-making took place only at the very top. This meant that unless a participant rose through the ranks to a top position, or until a reform leader was appointed, not much would change. This led to frustration at the inability to use what they had learned, and in the interim, a significant number of participants left public administration for the private sector because of the obstacles to professional self-realization.
- There were insufficient funds to implement current American techniques or pursuits that required access to Internet and university websites for students and faculty, university funding for research

laboratories, government funding for research projects, or funds to attend conferences, acquire reference libraries, and subscriptions to scientific periodicals.

TFL participants will encounter these same obstacles and will need strategies to overcome them. Re-entry planning, discussed below, can provide some of these strategies.

IV.F.2.a. Re-entry Planning

In her paper on re-entry programs for participants who have completed U.S. academic programs, Mitchell addresses the central question: “How can returnees best re-acclimate to their workplace, and how can employers best take advantage of the new skills, knowledge, and attitudes that these returned employees now command?” (2006, p. 2). She suggests that re-entry must be part of the training continuum, not a component added at the end of the program. Re-entry should be discussed with TFL participants from the participants’ first pre-departure orientation to the training, throughout their U.S. program, and upon their return home.

Mitchell’s paper suggests a variety of approaches to help participants think about and plan their re-entry, stay connected to their employers and families, collect and organize professional literature and contact information, improve their leadership and networking skills, and form linkages with other alumni and professionals in their field. Her Reminders for Effective Re-entry Program Design (p. 27-29) are useful for TFL and are summarized below.

Pre-Departure

- Encourage the scholar to keep a periodic journal.
- Give scholars address books in which they can collect contact information.
- Begin scholars’ re-entry thinking early—three months before the scholar leaves for home.
- Have the scholar collect reminders of home to take with him/her.
- Have scholars discuss with their employers how training will address skill and knowledge gaps and how it will be utilized back on the job.
- Encourage the scholar to work with his/her supervisor to select a senior mentor at home who will keep him/her abreast of developments in the workplace.
- Include a session on re-entry at both pre-departure and arrival orientation.

While Studying in the U.S.

- Encourage visits home during the program so that scholars may stay connected with family, friends, and the workplace.
- Plan professional development activities, if possible in conjunction with the employer.
- During the program of study, follow up with scholars and employers to ensure that lines of communication are open.
- Have special sessions and information for female returnees at different points during the program.

Preparing to Leave the U.S.

- Send scholars a packet of information about preparing for re-entry three months before program completion.
- Encourage scholars to gather a small resource library and list of contacts so that they can be accessed easily in the future.
- Encourage scholars to bring satisfying closure to their U.S. life.

- Offer scholars information and workshops on leadership skills, resume writing, networking, and resource building, and provide assistance with job searches.
- Be sure the scholar collects contact information and email addresses for professors, friends, professional associations, and university departments.
- One month before the scholar is to depart for home, send a packet with departure information and time and place of the re-entry seminar.
- Shortly before departure hold a re-entry seminar with all scholars preparing to leave for home.

Back Home

- Hold re-entry seminars or debriefing sessions for all returnees.
- Follow-up support should include regular communication with scholars to see if they have any re-entry concerns.
- Provide support and linkage for returnees in the form of alumni association membership and newsletters, professional society membership, ongoing professional development activities, and alumni workshops and seminars.

Many DOS- and USAID-funded current scholarship programs hold re-entry workshops toward the end of the program, before participants return home. These 2-4 day programs bring participants together to discuss leadership issues, communications skills, and their future plans, and they serve to develop connections among all the program participants, which can provide a post-training support network. These workshops also often serve as a program graduation/certificate ceremony.

USAID's PSP for the West Bank/Gaza, for example, holds an annual three-day leadership and re-entry conference for all participants in the U.S., where they are encouraged to think about topics such as enhancing their leadership skills, how they will use their degree when they return, what obstacles they will face, networking, how they will maintain their U.S. connections, entrepreneurship, and creating an action plan. The conference uses inspirational speakers, role play, presentations, and small group exercises to help participants think about how to effectively apply their KSAs upon their return home.

IV.F.2.b. Additional Re-entry Interventions for Women

While most participants who complete academic degrees in the U.S. experience some difficulties when they return home, some studies show that female participants express greater problems in certain areas than males. The ATLAS/AFGRAD evaluation of 1,921 participants who studied in the U.S. between 1963 and 2003 found that nearly 50 percent of women but only 30 percent of men indicated that it was very difficult or impossible to apply their new knowledge, skills, and attitudes where they worked immediately after returning (Gilboy, 2004, p. 30). Participants indicated that the primary reasons for this were:

- Lack of support from colleagues;
- Lack of necessary equipment or resources;
- Current work does not require skills learned in program;
- Lack of authority to put training into practice;
- No work in the area of training or study; and
- Lack of support of superiors or supervisors.

Gilboy (2004, p. 31) suggests that "women returnees may need targeted interventions from donor agencies to ensure that the fruits of long-term training are cultivated in a supportive organizational setting." Similarly, Mitchell (2006, p. 25) points out that "women often experience re-entry in a different way than men, and their

transition back to their home countries can be more challenging...” Women from countries with more restrictive traditional roles for women return home from the relative freedom of their U.S. programs to face the demands of increased responsibility at work and continued responsibilities at home. Mitchell suggests some ways to help women returnees that would be applicable to the TFL program:

- Convene re-entry sessions for women, both in the U.S. and after they return home, to encourage them to think about home and work challenges;
- Enlist the support of other women who have been through the same process; and
- Make men aware of the different re-entry challenges for women and enlist their support through discussions and problem-solving.

Based on the available research, re-entry planning throughout TFL, including a re-entry workshop, will be critical to helping participants effectively apply their new knowledge, skills, and attitudes when they return to their workplaces. Re-entry planning is key for overcoming the many obstacles that participants face upon completion of their programs.

IV.F.3. CONTINUED SUPPORT TO ALUMNI

In light of the challenges described above, continued support of TFL participants once they return home, i.e., follow-on activities, will be vital to maximize the impact of training by helping participants overcome the obstacles they face in applying their technical skills, continue to develop their leadership skills, and maintain their ties to Americans.

Kumar’s assessment of Nepal’s participant training program points out the value of follow-on programming by saying, “From an economist’s perspective, the program can be viewed as an investment in human capital; absence of follow-[on] activities is equivalent to neglecting the maintenance of this capital” (1990, p. 17).

Follow-on programming that is targeted and relevant can also facilitate the tracking of returned participants by encouraging program alumni to keep in touch with the Mission or training implementer (University of Iowa, 2002, p. 73). Thus, follow-on programming, which maximizes the impact of training, and follow-up programming, which is part of the monitoring and evaluation of training, are closely related.

Successful follow-on programming requires program resources—money, staff, and time—to maintain contact with returned participants and to coordinate follow-on activities. Training implementers typically manage and implement follow-on activities during the life of their training contracts. The ECESP, for example, has a coordinator in each program country—either a direct hire by Georgetown University’s Center for Intercultural Education and Development (CIED) or a person on the staff of a local foundation whose time is purchased by Georgetown University—to track participants and support alumni activities (Pryshlak, 2007).

The DOS ECA Bureau has recently created a centralized Alumni Office in Washington to track and provide direct follow-on for the approximately 800,000 participants who have completed DOS-sponsored exchanges since 1970 and to support the alumni follow-on and follow-up efforts of U.S. embassies. Since its creation in 2005, the office’s eight staff members have focused on creating a password-protected website <<https://alumni.state.gov>> for DOS alumni that connects them with each other, provides access to online journals and papers, offers web chats on various issues, provides job postings, and collects success stories. The office also provides a small amount of money for an annual project competition that embassies can access to fund their own alumni projects or to pass on to the alumni association in their country. In the future the Alumni Office hopes to fund alumni coordinators at embassies in select countries to put follow-on programs in place and to track alumni from the early years of ECA exchanges.

At present, approximately 25,000 alumni are using the DOS web site. Alumni Office director Susan Crystal indicated an interest in making the alumni website available to all USG-sponsored participants, as some embassies have already requested. This will require establishing a system that allows the Alumni Office to verify that site users did participate in a sponsored program, and Crystal has been exploring this with other agencies, including USAID (Crystal, 2007).

IV.F.4. FOLLOW-ON ACTIVITIES

Current follow-on support for returned participants varies widely by scholarship program and by country, but four types of activities—alumni associations, small grants, regional meetings, and activities that link alumni with host country institutions—are the most frequently used follow-on opportunities that we recommend for TFL participants to maximize the benefits of their U.S. training. Information in these sections will be presented and then there will be a concluding section that discusses the implication for TFL given the various follow-on activities options.

IV.F.4.a. Alumni Associations

Many past and most current USAID- and DOS-sponsored scholarship programs encourage and support the formation of alumni associations for program participants. Alumni associations provide networking opportunities for participants and can be the focal point for the organization of conferences, workshops, career fairs, alumni directories, newsletters, websites, and other activities. Members of alumni associations recruit new scholarship candidates, participate in pre-departure orientations by sharing their experiences, and mentor newly returned participants. Alumni associations often support tracking and follow-up activities and serve as clearinghouses to help U.S. universities keep in contact with their alumni.

In order for alumni associations to be effective, the team's research found that there are some key considerations related to the structure and activities of the association. The 2002 evaluation of the Muskie Graduate Fellowship Program asked a number of questions about the participants' view of Muskie alumni programs. Muskie participants generally felt that alumni events would be more helpful if they addressed professional interests and skills, if they were offered more frequently and regularly, if they were organized by area of professional interest, and if they were used to raise the participants' professional skills (University of Iowa, 2002, p. 39).

The Aguirre evaluation of follow-on in the CLASP program in Guatemala (Aguirre International, 1992) assessed participants' views of the alumni associations that were formed for CAPS (short-term) participants and CASP (long-term) participants and came to similar conclusions as the Muskie alumni evaluation. The CAPS alumni association, which was supported by the Mission and then secured formal legal status in 1988, had periods of active participation by hundreds of participants but then experienced internal divisions, lost financial support, and ceased to function in 1990. When interviewed by Aguirre, participants said that the association "was too large and the occupational diversity too great..." (p. 20). "It was suggested that the association needs to function by field of study, or that it be reorganized into many linked associations which reflect the areas of interest of the Trainee" (p. 20).

The evaluation found that the CASP alumni association managed by Georgetown University functioned more successfully because the number of eligible participants was smaller, they were more homogeneous, and the shared focus of their training (job-related) brought them together around common occupational interests (Aguirre International, 1992, p. 21).

It is clear that alumni must see the benefits of continued participation in an association, and, as the U.S. alumni in Yemen told the team during the field visit, they want to have ownership of the association, determining its structure and the types of programs and activities. AMIDEAST had just been selected to coordinate MEPI alumni activities, and the team's interview with the AMIDEAST country director in Yemen yielded some observations on follow-on programming:

- Alumni follow-up is very time- and labor-consuming.
- Alumni associations have highs and lows in participation and programming. Generally new alumni are the most enthusiastic.
- It is important to use new and old graduates appropriately, since older grads are generally high ranking and cannot be counted on to do basic organizational work.
- Alumni directories are difficult to create, in part because of suspicion of the use of the information.

- It is challenging to organize events because not all participants have e-mail.
- Programs should respond to alumni suggestions. In Yemen, they will be trying to organize seminars around specific development-related topics suggested by returned participants.
- There are many overlapping alumni associations in Yemen: YES, MEPI, Fulbright, etc. Finding a way to link them might make them more effective (Faber, 2007).

In Egypt, the team met with the Fulbright program director and asked about the structure of the Fulbright alumni association in that country. The focus of his approach has been to organize “interest circles” of alumni, replacing the more social nature of annual alumni dinners held in previous years. The American Studies interest group, with about 35 members, has met six times and is doing a workshop for teachers on American literature. A science interest circle is being formed and they are considering forming music and performing arts interest circles. Alumni follow-up and networking have been facilitated by having a staff person work full-time on alumni relations (Lohof, 2007).

Alumni ownership of the association also contributes to the sustainability of the association. For example, an NGO currently operating in Honduras grew out of alumni activities supported by USAID in Honduras under the CAPS program in the 1980s and 1990s. Under the CAPS program, scholarship recipients agreed to share their new skills and knowledge with others upon return to Honduras. The Mission held people to that commitment and provided funding for training events and other activities so that the returning participants had resources for sharing their skills and training with others in their sector. Ultimately, with initial funding from the Mission, the CAPS alumni formed the NGO, ANEDH, which helps participants obtain grants, contacts, and other support so that they can continue sharing their skills and knowledge with others in Honduras. ANEDH currently has a \$3.4 million sub-contract financed by USAID to provide decentralized teacher training and technical assistance to develop strategic plans in each of the 18 states of Honduras (Van Steenwyk, 2007).

IV.F.4.b. Small Grants

Programs such as the Muskie and Humphrey Fellows address the professional development re-entry challenges mentioned above by making small grants available to returned participants to fund conference attendance, professional memberships, professional development courses, and other similar activities. Humphrey, for example, provides grants of up to \$2,500 for alumni who have been home at least three years to attend a conference or come to the U.S. to work with a faculty member. The Russia-U.S. YLF program offered “externships,” a stipend to be used for professional development or living costs in order for participants to continue their work in the public sector. The YLF evaluation noted that 42 percent of those who received externships said that this experience had induced them to change their plans toward a future in public service (Aguirre International, 2003b, p. 26).

Small grants have also been used by programs that have a community development focus such as UGRAD, Muskie, Humphrey, and CLASP, to fund community-based projects proposed by program alumni. Humphrey Fellows, for example, can apply for one of four \$10,000 Alumni Impact awards given each year. Fellows apply the proposal-writing training that they receive during their U.S. training and can submit the proposal before returning home. Some Fellows use their grant to bring a U.S. faculty member, advisor, or mentor to their home country to present a workshop or participate in a community project (Babbitts, 2007).

IV.F.4.c. Regional Alumni Meetings and Seminars

Some current scholarship programs organize regional programming for alumni to support participants in their continued efforts to apply their knowledge and skills to their home setting. The ECESP holds an annual alumni meeting in a central location in the Central and Eastern European region, with the program and the participants sharing the cost of attendance. Because ECESP includes participants from a variety of sectors, the meetings address cross-cutting issues such as strategic planning and they encourage participants to explore ways to “give back” to their home countries.

Rather than bringing all alumni together in one location, UGRAD holds several smaller conferences to bring together alumni from the same geographic region. In 2006, the program held four two-day conferences to

further strengthen the UGRAD program by facilitating networking among alumni and providing forums to address timely issues for regional development and for alumni to share knowledge and skills with each other.

The CLASP program in Guatemala offered additional training through follow-on seminars that complemented the short-term U.S. training completed by the participants. USAID/Guatemala contracted the Experiment in International Living (EIL) to provide a series of seminars in seven sites outside the capital city, and participants were eligible to attend four of these week-long seminar modules over a two-year period. The training content balanced technical training with leadership and motivational skills and used a participatory approach and innovative teaching methods (Aguirre International, 1992a). The evaluation found that 55 percent of the participants had taken part in an EIL seminar and those who attended gave the seminars high ratings in areas such as learning new skills, professional preparation, and self-confidence (p. 18).

The Humphrey Fellows Program has found that, while alumni from earlier years of the program are still interested in face-to-face meetings, more recent alumni prefer Internet-based conferences and workshops, which eliminate travel and lodging expenses and take the participants away from their jobs for less time. Humphrey Program staff introduces web-based workshops and “chats” while the participants are in the U.S. so that they become familiar and comfortable with the concept and the skills required participating virtually (Babbitts, 2007).

IV.F.5. LINKING ALUMNI WITH IN-COUNTRY INSTITUTIONS

Evaluation literature points out the need to facilitate the linkage of returned participants with the institutions to which they are returning, as a way to reduce organizational resistance to change and increase the impact of training. The impact assessment of Nepal’s participant training program suggested that sponsoring agencies [employers] were often not prepared for the return of their personnel from training in other countries and that the Missions should discuss with the agencies their plans for placement of participants in appropriate positions (Kumar and Nacht, 1990).

The Morocco assessment stated that “participants insisted that institutional change could have been hastened had there been more consistent and extended exposure of senior policy-makers to new policies enabling them to understand and support their mid-level trainees” (Walter and Britel-Swift, 2006, p. 20). This was done in one ministry, where USAID brought in high-level experts and consultants to introduce new ideas and concepts to the management and technical staff so that the ministry was more receptive to and felt ownership of the changes that returned participants initiated.

Mashburn (1990, p. 32) also suggested that Missions help link alumni to in-country institutions other than their employer by conducting formal debriefings with participants upon their return home; with host-country universities and research institutes in a coordinating role, to help establish and maintain scholarly networks among the participants; and between participants and these institutions.

Implications for TFL: Follow-on

- Make follow-on activities a part of TFL program design so that their role in supporting TFL objectives is fully considered and adequate resources are committed to follow-on. Although the activities take place after the participants’ return home, they should be introduced to participants during their orientation programs and discussed throughout their U.S. program to start participants thinking about the value of these activities. All of the follow-on activities described above are important for TFL because they will sustain and maximize the benefits of training.
- Encourage and support the formation of a TFL alumni association with participant ownership. Research suggests that alumni associations can contribute to impact assessments by supporting tracking and follow-up activities, and that participant ownership contributes to the sustainability of associations.
- Fund small grants or stipends to provide returned participants with professional development opportunities to help participants maintain linkages to U.S. academic and professional communities.

- Hold regional conferences and seminars to encourage networking and sharing of problems and solutions among participants to help them apply their knowledge and skills in their home settings.
- Develop follow-on activities that link participants, Mission and embassy staff, and employing institutions and ministries, since research suggests that this will reduce resistance to change in the participant's organization and increase the impact of training.
- Explore the benefits of linking TFL alumni activities to those currently being conducted by ECA's Alumni Office to build on USG long-term training efforts and ensure complementarities.

IV.F.6. EVALUATION AND TRACKING

Key Findings

- **Most of the available reports on USAID-funded long-term training projects measure changes in knowledge, skills, and attitudes (KSAs) in individuals, comparing pre- and post-training KSAs; they provide no information on alumni accomplishments upon return home. Information on the impact of USAID-funded long-term training comes from the reports of external teams, based on a survey of alumni who could be found and interviews with key informants. Thus, there has been no systematic assessment of the impact of a complete cohort of alumni, nor have operations research studies been conducted to assess the effectiveness of program components such as selection, supplementary training, and re-entry support.**
- **Anecdotal reports of the career advancement and accomplishments of individuals provide the best evidence of the impact of long-term training programs.**
- **To assess impact effectively, USAID needs to collect data on trainees and alumni over more than a decade. This data collection will require maintaining regular contact with alumni and periodic surveys (every 1-3 years) to learn how they view their U.S. experience and how they are progressing in their careers.**
- **TraiNet is a valuable tracking tool that, currently, is not fully utilized. It will require funding to add the features that would serve the TFL monitoring and evaluation requirements.**

This section presents evaluation methodologies, suggests relevant indicators for TFL, analyzes TraiNet's strengths, provides suggestions for using this data system to track returned alumni, and describes the elements needed to develop a monitoring and evaluation plan for the TFL initiative.

IV.F.6.a. Evaluation Methodologies

One of the classic evaluation frameworks for training was developed by Donald Kirkpatrick in 1994. Its four levels are:

1. Reaction: the trainee's satisfaction with the training content, trainer's skill, and other factors;
2. Learning: an increase in the trainee's knowledge or skills;
3. Behavior: changes in the trainee's behavior, such as job performance; and
4. Results: whether the training objectives were achieved, such as improving organizational operations.

Another training model, developed by Robert Brinkerhoff (Otero, 1997), lists six stages of evaluation. These stages roughly parallel Kirkpatrick's four levels, except that Brinkerhoff's model starts with evaluation of needs and goals and evaluation of the design. Brinkerhoff's final stage, payoff, goes beyond assessing results but also asks whether the benefits were worthwhile and whether the initial need or problem was resolved (Otero, 1997). This is a useful expansion, because training is often seen as an end in itself rather than part of a larger process designed to create change.

Gilboy et al. (2004) also expanded Kirkpatrick's model to encompass not only impact on the institution but also impact at the sectoral, national, regional, and international levels.

The measurement of the monetary benefits resulting from training, usually related to lower operational costs due to improved efficiency or greater technical skill, is referred to as return on investment. Measuring return on investment requires information on the cost of specific tasks before the training program is implemented and then at a later date after training. In other words, one must be able to quantify some variable (time or cost) before and after training to calculate the financial benefits of training minus the actual training costs. In practice, USAID-funded programs seldom generate such data due to generalized objectives, lack of detailed cost data, and the need for follow-up data after the training program has ended.

Ideally, the evaluation framework for TFL would encompass Brinkerhoff's evaluation of needs and goals and evaluation of the design as well as Kirkpatrick's four levels of reaction, learning, behavior, and results. The main departure from Kirkpatrick would be to give more emphasis to impact as well as results, as expressed by Brinkerhoff's concept of payoff and Gilboy's interest in assessing impact on the institution as well as other impacts throughout the larger system.

IV.F.6.b. Evaluation of USAID Training Programs

Of the more than 200 documents reviewed by the TFL team, only 23 evaluation studies were found assessed the impact of USAID-funded programs supporting long-term training in the U.S. between 1985 and 2006 (see Appendix I, Summary of Evaluation Studies of USAID-funded Long-term Training in the U.S.). The reason for this relatively small number of evaluation studies is that only these reports provided data on knowledge, skills and attitudes and/or program outcomes and included long-term training in the U.S. Some of the 23 evaluation studies do not state the key objectives of the training. This omission is important, since it is necessary to know the desired outcomes in order to determine if the training has achieved its intended impact on such things as institution strengthening, training technical experts, or providing opportunities to special groups.

While Kirkpatrick's evaluation framework is widely cited, in practice evaluations of USAID training programs have focused on levels 1 and 2—reaction (or satisfaction with the program) and learning (acquisition of knowledge and skills). As mentioned earlier, most training programs survey trainees before the training and this provides an opportunity to compare pre to post-training surveys; often the conclusion is that the trainees did learn new information and skills and usually adopted favorable attitudes regarding the training course and topic. End-of-project evaluations typically cover the training outputs (number trained) and the contractor's performance. The larger question of training impact is less frequently measured because it requires extra effort and expense to collect baseline, post-return, and follow-up data, to track alumni over time, and to conduct follow-up studies years after the completion of training. The TFL team did not find any examples of longitudinal data that had been collected over time.

Many of the impact evaluation studies reviewed by the TFL team were conducted under two Indefinite Quantity Contracts (IQCs) in the 1990s: (1) the Human and Educational Resources Network (HERNS), implemented by Aguirre International, World Learning, and Devis; and (2) Human Resources Development Assistance (HRDA) implemented by AMEC and Creative Associates. These evaluation studies used common frameworks and indicators. The methodology generally consisted of sending an external team to the host country for several weeks to conduct a survey of those former participants who could be located as well as stakeholders such as government officials and donors. In addition to knowledge, skills, and attitudes, the evaluators did ascertain whether participants had applied their learning on the job and the extent to which they had difficulty in doing so.

These impact findings are cited throughout this report. Nevertheless, a few caveats should be noted:

1. The lack of clear objectives makes it difficult to measure impact.
2. Whether the former participants interviewed are representative of the group as a whole cannot be ascertained, because descriptive data on the entire group of trainees are seldom available.
3. Alumni who cannot be found, such as those who have left the country, are working in remote areas, or have changed their field of employment, are likely to have different characteristics.

4. Reports on the findings of alumni surveys often combine data on long- and short-term participants, those on different academic programs, and those trained in diverse countries, making it impossible to compare the different types of training.
5. Further analysis of existing data is precluded by a lack of access to the data and the use of non-comparable indicators.

Despite these shortcomings, these studies do provide many examples of impacts on key development institutions as well as individual behavior change.

The best case for the impact of USAID-funded training is represented in the long lists of alumni who are now in high-level national and international positions. This anecdotal information is spotty and tends to focus on the high achievers of national prominence. Nevertheless, it is clear that USAID's investment in training has had long-term impact in diverse sectors and geographic areas. A list of alumni compiled by USAID in 2006 includes presidents, cabinet ministers, judges, journalists, business leaders, leaders of NGOs, public health professionals, ambassadors, university professors, leaders in the field of finance, members of parliament, mayors, public prosecutors, economists, community organizers (see Appendix J, USAID Participants: Where Are They Now?).

The team evaluating the ATLAS and AFGRAAD programs used an innovative method of assessing alumni accomplishments. From a randomly selected list of 100 alumni from selected African countries, they conducted an Internet search, which resulted in 51 matches. Of these 51 alumni, three were cabinet ministers; one was an elected member of parliament; six were directors or above in government agencies, donor agencies, or NGOs; two were elected officers of African regional organizations; and one had founded an NGO. Their accomplishments were remarkable: three had won national or international awards, eight had written or co-authored books, and 20 were authors or co-authors of papers or reports (Gilboy et al., 2004).

These findings mirror the experience of the TFL team, which interviewed many impressive alumni, including retired cabinet ministers, senior-level civil servants, university professors, technical specialists, and even a peace activist.

Despite the difficulties with the evaluations reviewed, the TFL team concluded that long-term training is an important element in building human capacity for development efforts and fostering strong ties with the U.S.

IV.F.6.c. Setting Indicators for Participant Training

Over the years, implementers of USAID-funded training programs have attempted to develop basic indicators that could be used across programs. The advantage of common indicators is that program outputs and accomplishments could be more readily aggregated, cross-country comparisons could be made, and the monitoring and evaluation process could be streamlined. USAID contractors and staff have produced several guidebooks for evaluating training programs (Aguirre International, 1992; AMEX/Creative Associates, 1996; Creative Associates, 1991; Otero, 1997), but no consensus regarding impact evaluation procedures and indicators has emerged.

Despite the desire for an increased focus on impact evaluation rather than a standard assessment of knowledge, skills, and attitudes, the current climate seems to favor items that can be easily counted. The higher-education indicators issued by the DOS in early 2007 for use by USAID as well as DOS measure outputs only. The ones relevant to the TFL initiative are:

- Number of USG-funded scholarship and exchange programs conducted through institutions of higher education;
- Number of host-country individuals receiving USG-funded scholarships to attend higher education institutions;
- Number of host-country individuals trained as a result of USG investments involving higher education institutions;

- Number of USG-supported organizational improvements that strengthen the institutional capacity of host-country institutions of higher education; and
- Number of host-country institutions with increased management or institutional capacity as a result of USG investments involving higher education institutions.

Indicators in other sectors address the sectoral and institutional-strengthening objectives that are likely to fall under the TFL initiative (DOS/ECA, 2007). For example, the program support indicators in the USG Foreign Assistance Framework for the five Investing in People objectives and for the eight Economic Growth indicators include: number of people trained in monitoring and evaluation; number of people trained in operational research; and number of people trained in other strategic information management, as well as number of people trained in specific technical specialties. These technical specialties cover all areas of USAID’s work, including health, education, finance, agriculture, environment, workforce development, and trade and investment.

Given the lack of common training impact indicators, the TFL team believes that it will be important for the TFL initiative to set out a few measurable impact indicators and to invest in a system to collect the necessary information over many years. One of the challenges of TFL is to adopt a range of indicators that track expected changes over time. Table 2 illustrates the types of indicators that will be needed for impact assessment.

Table 2. Assessing TFL’s Impact over the Long Term

Time Frame	Year 1	Years 2-3	Years 4-6	Years 7-20
Type of Indicator	Process	Process and outputs	Early signs of impact	Impact
Sample Indicators	Was a systematic process used to identify potential leaders?	Were trainees placed in appropriate U.S. programs?	Are alumni in a higher-level position than they were before training?	Have alumni advanced to high-level national positions?
	Was the necessary paperwork completed accurately and on time?	Are supplemental workshops, internships, materials and other leadership development inputs being provided?	Are alumni recognized as effective leaders by their peers?	Have alumni advanced in their careers at a faster pace than their peers?
	Did trainees reach their pre-training or U.S. university on schedule?	Did the pre- and post-training tests show changes in KSAs?	Have alumni introduced any changes in their workplace or other setting?	Have alumni introduced any changes in their workplace or other setting?
		How many participants have completed their studies and returned home?	Are alumni proactive in seeking opportunities to improve socio-economic conditions in their country?	What difference have alumni made in terms of policy change, improved programs, and other changes that contribute to national development?
		Were alumni employed within two months of their return?	Are there any observable changes as a result of the returnee’s efforts?	Have alumni introduced any anti-corruption measures?
		Did alumni find at least one professional mentor?	Have alumni maintained any ties to the U.S.?	Have alumni maintained any ties to the U.S.?
		Are alumni being tracked?	Are alumni in contact with any U.S. officials in-country?	Are alumni in contact with any U.S. officials in-country?

IV.F.6.d. USAID's TraiNet System

A key component of tracking and identifying training participants is USAID's official training data management system, TraiNet, which collects data on all USAID-funded participants. Training data are entered into the system by USAID Missions and training contractors/grantees. TraiNet is the starting point for obtaining the J Visa, which is required for USAID participants coming to the U.S. The TraiNet system feeds into the Department of Homeland Security's Visa Compliance System and thus provides a complete picture of participants coming to the U.S.

USAID established a formal participant training data collection system in 1964 and revised it in 1992. In 1999, Development InfoStructure (Devis), the data management contractor, introduced the TraiNet 1 desktop version for use on personal computers. Currently the TraiNet Version 2 for desktop is used as well as TraiNet Web, which was introduced in 2005. TraiNet does not provide a monolithic, complete dataset that can be used to generate comparable data over 45 years. Information fields have been added and deleted over time, and recordkeeping was spotty until the TraiNet system was linked to the visa application process, thereby making it a required step in the process of obtaining student visas to the U.S.

Data on third-country and in-country training were introduced into the system only in 1999. Because data inputs for non-U.S. training are not linked to visa requirements, there is less control over the completeness and accuracy of such data.

Currently, users may enter data in either TraiNet 2 desktop or TraiNet Web. However, all new contracts/grants will require use of TraiNet Web. While these two versions are similar, they differ in the data collected, ease of use, structure, and reporting features. TraiNet Web was designed to meet the needs of occasional users, such as the academic community. The design features on-screen instructions regarding entry fields and clearly indicated required fields. Unlike the desktop versions, TraiNet Web has four vertically separated data repositories for participants studying in four geographic areas: (1) the U.S.; (2) in-country; (3) third country; and (4) regionally under non-bilateral agreements. Having these four categories makes it easier to prepare reports for each type of training than in the desktop versions. TraiNet Web also improves the ability of users to generate reports by exporting data to a spreadsheet that can be used to sort data and generate custom reports that can be used for program planning and management. It should be noted that TraiNet Web collects less information than TraiNet 2 desktop, because fields that were used infrequently were dropped in order to streamline the web version.

Required information. Following are the required information fields that can be used to generate information on all training participants from 2003 to date:

- Strategic objective(s) linked to training
- Training activity
- Subject of training
- Training type (degree objective, internship, workshop, etc.)
- Training provider and address
- Start and end dates for the training
- Trainee's last name (first name is optional but must match passport)
- Gender
- Date and place (city and country) of birth
- Country of residence
- Country of citizenship

- Current trainee status
- Trainee’s residence address at U.S. school
- Visa information, passport number, and expiration date
- Training budget in U.S.\$

Both the desktop and web versions of TraiNet collect information on budgeted and actual participant training expenditures in three categories: (1) instruction costs; (2) trainee costs (e.g., living expenses); and (3) travel expenses. The USAID budgeted amounts are required, while the actual costs are not.

TraiNet staff recommend (but do not require) that contractors/grantees send training reports to USAID Missions at least every three months and that USAID Missions then send the aggregated training data to USAID/Washington at least quarterly. Each USAID Mission is required to have a person designated as the TraiNet administrator, who is responsible for receiving program data from training contractors/grantees and generating reports.

Assessing training effects. While TraiNet Web is more user-friendly, it does omit information that would be useful in evaluating programs and tracking former participants. The TraiNet desktop versions had the capability of linking target groups and performance results. While these categories were not required and were used infrequently, they did provide a means of performance assessment that is no longer available in TraiNet Web. Also, TraiNet Web collects information on the participant’s job prior to training only for regional participants, and not for U.S., in-country, and third-country participants.

Training implementers can add information in sections entitled “Success Stories” and “Lessons Learned” as well as create user-defined fields in four areas: training programs, trainees, activities, and target groups. In practice, however, these optional categories are rarely used. Still, these fields offer possibilities for storing data that could be used in program assessment.

Ideally, to assess the impact of U.S. long-term training, managers would want to know: (1) the objective of the training, whether for deepening sectoral expertise, strengthening institutions such as government ministries, or bringing talented individuals into development work; (2) the participant’s job title and employer prior to training; (3) the same information after training; (4) the duration of training; (5) the actual expenditures for each participant; and (6) subsequent training programs for individuals, including degree objective, training institution, and training site. The TFL team recommends that these data fields be added to the TraiNet system in order to maintain a database of alumni that can be used to assess long-term effects of TFL training.

Tracking former participants. Currently USAID has no agency-wide system for following up on alumni after they complete their training and return home. Once the training contract/grant ends, the contractor that managed and/or implemented the training program ceases operations and has no further obligation to remain in contact with alumni. Some USAID Missions are in contact with the alumni with whom they work, but nearly all Missions lack staff dedicated to training oversight and hence alumni databases are out of date.

A further hindrance to tracking alumni is TraiNet’s “ownership rules” for both the desktop and web versions. These rules are set up so that the entity (either the Mission or the contractor) that enters the initial information regarding participants in a specific training event has exclusive rights to make subsequent data entries for that training event. Thus, Missions have three choices: (1) have the contractor enter all participant data; (2) have the contractor enter data only up to the point that the trainee is selected for a specific training event; and (3) restrict the contractor from entering any of the participant training data. Missions that would like to use TraiNet as a planning tool but then have the training contractor assume the data entry burden are unable to do so currently. The ownership rules permit a contractor to see only its own data, although USAID has the right to view all data. International contractors can grant viewing rights to their various country projects so that the contractor can get a global as well as a country view of training programs.

While TraiNet has a place to add the participant’s e-mail address, this information is rarely entered. If the records for each participant required entry of a permanent e-mail address, this one change would greatly

facilitate future efforts to remain in contact with participants. Also, it would allow someone to e-mail alumni every 1-3 years to determine their current job and other relevant activities.

IV.F.6.e. Recommendations Regarding TraiNet

The TraiNet system is a useful framework for M&E data collection efforts related to the TFL initiative. However, it would need to be expanded to fully cover the data collection needs for TFL. Also, it must be emphasized that TraiNet is only a tool. USAID would need to develop a comprehensive system to ensure that data are collected in country over time, entered correctly, and updated regularly.

The following is a recommended process for improving TraiNet to meet TFL needs:

- Decide on the required information that would be collected for every participant;
- Identify the variables desired for analyzing TFL data;
- Set up regular reporting systems and identify the recipients for routine reports; and
- Decide how TraiNet can best be used to track alumni over the years, including requiring a permanent e-mail address for each TFL participant.

In general, it would be most efficient for the TFL contractor to be responsible for entering data and generating both routine and special reports. Decisions regarding new and required fields need to be made by USAID, the TraiNet officer in participating Missions, and the contractors for TraiNet and the TFL initiative.

The TFL team recommends that the TraiNet system be adapted to:

- **Create more flexibility in data entry.** The TraiNet ownership rules should be changed so that Missions and the TFL contractor could jointly add and amend participant records. In general, it would be most efficient for the TFL contractor to be responsible for entering data and generating both routine and special reports.
- **Require a permanent e-mail address for each participant.** Training contractors should be required to complete this field before participants depart from the U.S.
- **Assess the need for additional fields.** Suggestions for U.S. participant records include: participant's job prior to training, participant's current job and job history, duration of training, the actual expenditures for each participant, and subsequent training and degrees received. The participant tracking module previously developed by Devis should be reassessed.
- **Assess use of TraiNet as an information repository.** Ideally, the current optional fields in TraiNet could be used to house the key information needed on TFL programs and participants. The TFL contractor, in consultation with Devis, would have to develop a template and detailed instructions for such a use and would have to monitor the records regularly to ensure correct inputs.

Before changes in the existing TraiNet system are adopted, extensive consultation is needed to ensure that the changes will be useful and are not overly burdensome. The desire for large amounts of information may lead to a dysfunctional system if the implementers are unable to collect and input the necessary information routinely.

IV.F.6.f. Recommendations for TFL Monitoring and Evaluation

As a regional project, the TFL initiative will need to have an overall monitoring and evaluation plan. In countries where there is a critical mass of participants, country-level monitoring and evaluation plans based on country-level objectives such as institutional change or technical leadership will also be needed. Following are the steps needed to develop an appropriate monitoring and evaluation plan:

- **Develop clear objectives for TFL.** To conform to different country situations, TFL could encompass multiple possible objectives such as: (1) strengthen specific partner institutions (public or private) by motivating change agents; (2) provide technical expertise and leadership in specific development

sectors that are priority for USAID; and (3) train bright people with the leadership potential to influence national policies. It is important for Missions to narrow their focus and pursue a single objective. Missions may want to focus on specific sectors, institutions, and/or geographic areas.

- **Develop and apply a concrete definition of leadership.** This definition needs to narrowly define qualities that can be assessed in selection, training, post-training, and long-term tracking. To some extent, the definition of leadership will depend on the objective, such as whether the potential leader needs to be skilled at thinking strategically, motivating people, setting high standards, building an organization, or managing change. The TFL implementers will need to find a way to measure the desired qualities in the selection process, which could encompass various information sources such as review of the applicant's essays, recommendations, interviews, and psychometric testing.
- **Develop standard output and impact indicators that can be used globally and across countries.** The process of defining leadership should lead to some hypotheses about the individual characteristics to be selected, interventions to strengthen leadership skills during and after training, and expected results. Indicators that capture short- and long-term impact, such as changes implemented and policies adopted, need to be developed, as shown in Table 2.
- **Set up baseline measures.** A set of demographic indicators (e.g., gender, age, geographic residence, education, ethnic group or other status related to program objectives, work experience, and contact information) should be collected for each participant prior to training. Data on other indicators relevant to TFL objectives should also be collected. For example, if the country TFL objective is to develop expertise in a specific technical area, program managers would want to collect information on the number of technical experts prior to the start of the TFL program and at regular intervals following the return of alumni and their career progression. If the country objective is to strengthen a specific agency, then program managers would develop some benchmarks by which to measure improved performance linked to the work of staff trained under the TFL program.
- **Document training components.** The training contractor should keep detailed records for each participant on length of study, degree objective, training institution, special supplementary courses, internships, exchange visits, and other activities relevant to TFL objectives.
- **Develop a participant tracking system.** Each training contractor needs to obtain a permanent e-mail address for each participant before departure from the U.S. Participants should be contacted to verify their contact information and current employment immediately upon return home and then at 1-3 year intervals. As discussed elsewhere in this report, USAID Missions and training contractors have not kept track of alumni once they have returned home. The reasons for this lapse are complex: the lack of staff and funds dedicated to this task; the typical five-year project cycle that does not support long-term recordkeeping; the lack of self-sustaining alumni programs; and participant's mobility. While the TraiNet system could be used to maintain current contact information for alumni, there needs to be an in-country agency or person who collects the information. The USAID Mission, the U.S. Embassy, an international training contractor, or a local NGO are the most likely agencies to assume this task. Tracking systems should be closely linked with alumni professional and social activities so that alumni perceive some tangible benefit to remaining in contact with USAID.
- **Collect and analyze longitudinal data.** Besides maintaining contact information with alumni, it is important to conduct periodic surveys (every 1-3 years) to learn how alumni view their U.S. experience over the long term and whether they are progressing in their careers. It may take decades to see results as trainees rise to mid- and high-level positions, but it is important to know how the entire group of alumni is progressing. Regular analysis of alumni data can help to answer many questions about the impact of the TFL initiative.
- **Match alumni with controls.** The best way to link impact with the training program would be to identify a control group that could be used to compare the career progress and accomplishments of alumni. One example of such a group would be scholarship applicants who made it into the final stages

of selection but then were not selected. One could also compare alumni with their peers in the same ministry and at the same job level. If such a process were adopted, the researchers would have to obtain the cooperation of the controls, perhaps by providing some professional benefit such as participation in seminars and working groups.

- **Plan and budget for long-term follow-up.** Given the length of time to show impact of training, it is important for USAID to make a commitment to long-term tracking of participants coupled with periodic surveys of alumni.

Program design and monitoring and evaluation for the TFL initiative will need to be guided by a central contractor to ensure consistency between program components and across country programs.

IV.G. PROGRAM MANAGEMENT

Key Findings

- **With diminished Mission resources for managing external training, a regional, U.S.-based management model is required for TFL.**
- **Missions will, however, have to provide resources for many aspects of the program cycle.**

The regional training model recommended for the TFL initiative dictates establishing a U.S.-based centralized management structure. Such a structure is needed to achieve administrative and programmatic consistency, promote economies of scale, provide a uniform monitoring and evaluation system, and minimize the management burden for the ANE Bureau and Missions.

Individual Missions have limited capacity to manage participant training other than the administrative aspects of managing visa compliance and oversight of TraiNet utilization by technical assistance contractors. In the 1980s, at the height of participant training, most Missions had training officers who were dedicated fully to managing training in the Mission. Very few Missions now have the luxury—or the need—for full-time training officers. In their field visits, the TFL team observed that USAID/Nepal has a training specialist on staff with current experience in participant training. The staff at USAID/Indonesia who worked in participant training now have other duties. Reviving a full functioning training office to carry out in-country program elements or having each Mission employing its own contractor would result in unnecessary and duplicative administrative costs and risk programmatic fragmentation.

Fortunately, there are multiple, tested central training contractor models that have been implemented by various Bureaus, including Europe and Eurasia, Latin America, and Africa. Programs that were managed through a central contractor or grantee with staff assigned to individual Missions include CASS, elements of CLASP, AFGRAD/ATLAS, and the regional Europe and Eurasia Participant Training Programs. With oversight by a Bureau contract training officer, they provided some or all program components, including recruitment, selection, placement, monitoring, and development of country program follow-up and follow-on activities.

Another example is the EGAT-managed FORECAST (Focus on Results: Enhancing Capacity Across Sectors in Transition) contract, which provides a flexible menu of services to bureaus and missions. Both of the FORECAST contractors have worked in the ANE region and have specialized participant training personnel and systems ready to be deployed. Alternatively, the Bureau could pursue a competitive outside procurement to broaden its choice of possible providers as there are many competent organizations capable of providing similar services.

The Bureau, in consultation with participating Missions, would have to consider which program components could be managed by its existing staff or delegated to contractor staff. Minimally, Mission staff has a mandatory role in the visa processing and TraiNet supervision. Mission staff will want to participate in the design phase of

the program in their country and have a role in selection. All other tasks could be assigned to locally hired staff of the implementing contractor.

Under a centralized program management model, the contractor would be responsible for overall program implementation, including in-country tasks such as pre- and post-training and U.S. tasks such as placement, program monitoring, and complementary programming. This work would be implemented in coordination with the Bureau and individual Missions. In addition, the Bureau would have to consider how the overall project monitoring and evaluation component and follow-on activities would be organized and implemented, since these elements required continued actions that are likely to extend beyond the duration of the implementing contract.

The training contractor can easily be responsible for immediate post-training activities, particularly those related to reintegration. However, if alumni associations, newsletters, e-mail lists, and seminars/workshops are to be sustained, an ongoing administrator must be assigned these tasks given the finite length of contracts. This may suggest that involvement of Mission staff on an ongoing basis would be required.

Similarly, tracking alumni and conducting impact evaluation studies will be needed over an extended period. Regular tracking and collection and analysis of longitudinal data are important to determining impact. The Bureau must consider if these responsibilities are to be assigned to the training contractor, the Mission, or some other evaluation contractor.

Issues regarding program management should be addressed during the design phase of the TFL initiative, because these decisions will have significant budgetary and structural implications.

IV.H. PROGRAM COSTS AND SOURCES OF FUNDING

Key Findings

- **If undertaken, the TFL must have adequate central funding to support all or most of the program costs. Offsets from a variety of courses may be available, but they cannot be guaranteed and will likely be small at the outset.**
- **Funding must be available to cover all program elements from pre to post-training to meet the objectives of the TFL.**
- **Program management costs will only be defensible if they are averaged over a significant number of participants—80 to 100—and if start-up costs are amortized over time.**

IV.H.I. TRAINING COSTS

One reason that long-term education in the U.S. has had a reduced role in USAID participant training has been the cost of educating students for undergraduate and graduate degrees. It is estimated that a two-year program of study for a foreign student ranges from \$74,000 to \$97,000 (see Table 3).²

A year of non-degree training would bear similar costs. Additional costs include the preparatory program that many USAID trainees require to meet language and other requirements of U.S. educational institutions. While these latter costs vary based on whether they are done in- or out-of-country, they could be as high as \$15,000

² These estimates include tuition and fees, travel, and other USAID-mandated allowances such as monthly maintenance, books, health insurance, and related educational expenses per ADS 253. The higher amount reflects tuition and fees at a private university.

per student (about the cost of one semester of U.S. study). One example of in-country preparation costs is from the American University in Afghanistan, which has designed a specialized language and study skills program for \$3,500 per semester. Housing of approximately \$150 per student month is extra (McCloud, 2007).

Degree training costs in third countries also vary but can be as little as one-fourth of the U.S. cost. Short-term training in the U.S. ranges from \$5,000 to \$15,000 for a one-month program, while comparable third-country short-term training is significantly less and in-country significantly less than third-country training (Brooks, 2007).

A further cost category that must be considered relates to follow-on and follow-up programming. The costs would depend on the level of support provided to returned participants and the level of monitoring and evaluation that is conducted. It is difficult to collect cost data on these activities, since they tend not to be segregated from program or administrative costs estimates and are dependent on the actual follow-on design.

IV.H.2. MANAGEMENT COSTS

Another consideration related to program costs is the administrative costs that will be required for an implementing partner to manage the program. These are likely to be considerable, in the range of 25 percent to 35 percent of total program costs depending on the level of services required. Certainly, individual Missions will also have their own personnel and administrative costs even if an implementing partner is responsible for overall program management.

IV.H.3. COST ANALYSIS

Some have considered analyzing the different modes and locations of training on a return-on-investment basis to justify employing one or the other, or even to justify the costs of training. To calculate return on investment, the total financial benefit an organization draws from a learning program is calculated and then subtracted from the total investment in the program. While this is a common analysis done in the world of U.S. business where generating greater revenue is the primary purpose of training, it has not easily lent itself, especially as it relates to long-term training, to the developing world. The primary reason is the inability to quantify the outcome in the same way we can quantify the investment. Outcomes or impacts in long-term training are not usually financial and therefore there is an irresolvable imbalance in the equation. This is compounded by the fact that so much of the outcome that is valued from long-term training occurs over many years and often far in the future. There is no way to adequately value what may be an enormous payback if the individual influences the future direction of a country's development and becomes an important interlocutor with USG counterparts.

Research points to attempts at understanding the costs of training, but none has been identified that links cost to outcome or impact. A Government Accountability Office (GAO) report noted that, prior to 1988, USAID "had no systematic means of collecting data on actual participant training expenditures..." [and as a result] "it is difficult to determine the cost effectiveness of the administrative structure for managing participant training" (U.S. GAO, 1988, p. 3). It is clear the concern of this report was the cost-effectiveness of management, not the cost-effectiveness of the training in terms of outcomes or impact. USAID set up a Training Cost Analysis system (TCA) in 1989. However, its narrow purpose was to track expenditures to enable USAID to compare bids in the procurement process and to monitor actual expenditures of contractors (U.S. GAO, 1988).

A study of HRDA training focused on the commonly held belief that long-term training is "too expensive" by analyzing comparative unit training costs. This methodology arrived at a person-day unit investment cost. It concluded that the U.S. long-term training cost was \$111 per day; U.S. short-term training \$500 per day; third-country short-term training \$250 per day; and third-country long-term training \$63 per day (Gilboy, 1999).

Table 3. Two-year Master's Degree Costs at a U.S. Public Institution

Tuition (out of state)	\$32,000
Fees	2,000
Housing (maintenance)	28,000
Health & Accident Insurance	2,160
Textbooks	1,560
Computer (purchase or rental)	1,500
Thesis Preparation	2,000
Professional Membership	250
Book Shipment	65
International Travel	2,500
Domestic Travel	600
Seminars/Conferences	500
Total	\$73,125

Measured this way, U.S. long-term training compares favorably with other modes of training. The ultimate intent of this analysis, and the argument of many others, however, is that the only true measure of the investment should be achieving outcomes or results that are the objective of the training. That is, a training approach should not be chosen because it has lower short-term costs but that it yields the intended long-term results.

This suggests that all modes of training have their place as long as the desired outcomes have been fully articulated and the mode of training matched to achieve them. For sure, investing \$90,000 for one Master's degree from a U.S. university is riskier than spending the same \$90,000 to finance nine in-country Master's degrees, or spending only \$25,000 on a four-week in-country training course for 25 people. But the expense and risk of the U.S. degree can have a payback if that one degree holder returns home to use his/her education for the country's development and is a leader who understands, and is favorably disposed toward, the U.S.

Of course, program budgets inevitably enter into the choice of location and length/level of training. For example, in Indonesia, the Mission chose to fund 45 in-country Master's-degree students at a total cost of approximately \$450,000 (\$10,000 each) versus the more than \$4 million (\$90,000 each) it would have cost in the U.S. (Pennell, 2007). In this case, it was more important to educate 45 individuals in-country—fortunately for the decision makers, degree programs were available in Indonesia—than the five they could have sent to the U.S. for the same cost. This illustrates the real-life decisions faced by project designers and managers.

This discussion shows that we must do more evaluation to determine how various interventions contribute to desired results and then use the information to do more effective planning to achieve those results. It also appropriately shifts the debate from the cost of training to the cost-effectiveness of training. Finally, findings about costs and cost-effectiveness, especially of long-term training, must move beyond academic discussion to a form that is useful for USAID planners and policymakers. Too many foreign assistance dollars are at stake not to do this. Just two examples of large general participant training programs costs illustrate this point: AFGRAD/ATLAS projects trained more than 3,200 individuals at a cost of \$182,585,026, which if calculated in 2004 dollars equals \$365,959,391 (Gilboy and Addo, 2004). The Indonesia GPT-II project spent \$50 million—in 1980 and 1990 dollars—to train 1,441 individuals of which only just over half were Master's degrees or PhDs and the remainder short term (Buchori et al., 1994).

Funding long-term U.S.-based training presents USAID with a significant challenge. ANE Bureau inquiries as well as the TFL team's field visits found that Missions consider this type of training important, but few have budgets to support it. This is due in part to Missions' needs for immediate "results." The impact of degree programs may be hard to assess and at any rate will not be seen for at least several years, and therefore this training does not lend itself to the current project cycle built around using limited funds to achieve shorter-term strategic objectives.

As the Mission Director in Nepal put it, if given \$10 million, he would invest it in a program of reintegration for non-combatants, even though he fully supports a TFL-type program. For a successful TFL, he suggested establishing a centrally funded mechanism outside of individual Mission budgets, distributed in an equitable way to various Missions.

This suggests that for TFL to find its niche and gain support it must be considered on its own merits and with its own indicators and with its own funding stream. Again, TFL must be viewed as a long-term, ongoing commitment.

IV.H.4. POTENTIAL SOURCES OF COST OFFSETS

A number of approaches to reduce the cost of USG exchange or scholarship programs, including long-term academic study, have the potential to address the cost concerns of the TFL initiative, as described above. There are, of course, many variables—types of students, fields of training, home country circumstances—that would affect choice of cost-containing approach/es to be used, and these factors must be considered when designing and implementing a TFL. The list of approaches below is not exhaustive, but it provides some insight into several traditional and less-traditional approaches to cost reduction. It also comes with the caveat that overall cost reductions will likely be modest. For example, the AFGRAD/ATLAS program, which vigorously sought graduate

tuition waivers and the contributions of host countries to salary, travel, etc., succeeded in reducing program costs by only 15 percent (Gilboy et al, 2004).

- **Tuition reductions and waivers.** Tuition reductions generally are negotiated on a case-by-case basis for individuals or groups and usually are based on a U.S. institution's interest in a country, field of study, or sending institution/organization. The ability of the U.S. institution to offer these reductions may be limited by legal or budgetary constraints and are not uniformly available. Some, but not all, state institutions can offer in-state tuition, waiving the out-of-state student supplement. Often, private institutions have more flexibility but they are more expensive to begin with. The Fulbright program, which maintains ongoing relationships with many academic institutions, relies heavily on university contributions. Many other scholarship programs have developed similar cost-cutting relationships.
- **Assistantships and fellowships.** Assistantships are generally offered to highly qualified candidates but require a research or teaching commitment and generally require very high level English language proficiency. When available, they have the added benefit of providing valuable experience, especially for participants who work in academia in their own countries. Fellowships may have no such attachment of work that might prolong the program, but they can be quite competitive.
- **Sandwich programs.** More common are the PhD "sandwich" programs, wherein a participant is enrolled in a PhD program at a university in his/her own country, conducts research and coursework at a U.S. institution, and returns to complete studies and dissertation presentation at the home university. A basic requirement here is the ability of the home university to grant PhDs in the selected areas. The advantages of these programs are a strong professional grounding in the home country, enrichment through immersion in a foreign setting, and reduced international costs. Unless agreements for sandwich programs already exist, each participant's program must be carefully developed by the receiving and sending institutions.
- **Home-country research.** Conducting research in the home country generally reduces costs as it eliminates student allowances and tuition for the U.S. program for the period of research, which generally cost less than a return airfare. Such an arrangement may have other benefits such as focusing research on issues directly related to the home country and encouraging continued communication and interaction with home-country institutions and organizations. As a result, it is commonly believed that these programs enhance return rates in addition to reducing some costs.
- **Blended program.** A blended program can be used at both undergraduate and graduate levels. For the majority of the program, the participant is enrolled in a "brick and mortar" school; the rest of the courses are taken online or through a certified distributive learning course. The program may also be supplemented by visiting faculty to enrich the educational experience. Such a program, under the GDA, is being implemented in Afghanistan for a group of computer science faculty members seeking Master's degrees to teach at the university level. Some of the coursework was done in South Africa, some in the U.S., some will be done online, and U.S. faculty will teach courses in-country.
- **Dual degrees.** Dual degrees are granted by the two participating institutions and require some residency at each. They are based on prearranged agreements between the institutions and, like the sandwich program, reduce costs, but still provide significant immersion in the U.S. While common between institutions in the U.S. and other developed nations, they are less common between institutions in the U.S. and developing countries, where the cost of tertiary education is less but quality can be questionable.
- **Host government/participant cost-sharing.** Host-country cost-sharing is common in participant training programs. It is, however, generally limited to payment of salaries and international travel for participants who are government employees. Travel costs are frequently waived for many lower-income countries. For private-sector participants, additional cost-sharing by the company or the individual is expected.

One interesting prospect was raised during discussions in Yemen in February 2007. Two vice ministers, both alumni of U.S. universities, suggested that funding currently going to government-sponsored scholarships might be reallocated to cost share with USAID training (Al-Mutawakel, 2007; Mutahar, 2007). (Currently, the YARG provides a small maintenance allowance and up to \$7,000 in tuition costs to selected students studying abroad.) This suggestion was evidence of the strong desire of Ministry officials to reinvigorate U.S.-based study for Yemenis, which the officials believe is far superior to other available options.

Public-Private Partnerships

Public-private partnerships (PPPs) are an evolving model of delivery and funding for U.S. foreign assistance. The partnership concept is based on the belief that there are potentially multiple stakeholders with an interest in supporting a nation's development agenda. A search of the literature on partnerships through the GDA or HED provides some good examples of partnerships built around higher education, including long-term training.

The training that is part of these alliances, however, is to support a particular development issue, not general scholarship programs (Management Systems International, January 2006 and Higher Education for Development, 2006). The blended program in Afghanistan comes closest to a human resource capacity development activity, but it has yet to attract private-sector support—other than that from participating universities—and so may fall short of the full definition of a GDA (O'Brien, 2007). Others have cited examples of private-sector companies funding long- or short-term training in a particular sector to enhance the human resources available for their industry. This is a useful convergence of interests if the fields identified by the private sector match those USAID believes are contributing to their development objectives. The TFL team found examples of this in Yemen, where a Canadian oil company was financing engineering scholarships to institutions in Canada. However, the U.S. counterpart of this company did not believe this was in their interest. In the case of Yemen, there is very minor multinational investment and most Yemeni companies are family owned and use their training resources for their own purposes.

PPPs have other possibilities to leverage USAID inputs. They could be developed to assist in follow-on activities, such as sponsoring seminars around specific development issues, providing internships, and funding alumni activities.

As proponents of the GDA business model suggest, the key to a successful alliance rests on the stakeholders identifying a common problem, a solution to which will benefit all sides. Thus, while this generally relates most directly to a specific business interest—company X needs to hire more engineers locally to meet terms for a concession or to reduce expensive expatriate labor costs, for cost savings reasons—the alternate notion of building a more favorable environment for U.S. businesses, particularly in an era of strong and growing anti-American feeling may have great appeal. As one former GDA official suggested, the current and increasing anti-Americanism in many parts of the world and specifically Muslim-populated nations has direct and negative business impacts.³

Specific discussions about GDA potential to support scholarship programs with OMEP officials in Egypt confirmed the general thinking that this had not yet been attempted other than as part of a broader agreement that was supported during an interview with HED personnel who administer the successful TIES program in Mexico. The OMEP GDA official suggested that the key to gaining support would be to make the “compelling case,” which is what drives such agreements. This would have to be based on the companies that were being targeted in a specific country and aimed at their specific interests. In his view, it is in the area of overlap between the development world and the business world that alliances occur. He suggests that businesses do “development work” to solve business problems, which include accessing emerging markets, sourcing raw materials, and strengthening markets. The latter business problem includes image and reflects investments for

³ Much of the thinking on how GDAs might work for the TFL has come from conversations with GDA's Jerry O'Brien and Holly Wise (former GDA head).

corporate or business social responsibility. This concern with public opinion perhaps holds the greatest potential for identifying support for TFL.⁴ Interestingly enough, in OMEP's own planning for a regional scholarship program, it was suggested to the team that PPPs would not be part of the initial funding but would be explored once programs were established.

⁴ The thinking on this issue was provided by OMEP GDA specialist David Besch in Cairo, 2/2007

V. CONCLUSIONS AND RECOMMENDATIONS

V.A. CONCLUSIONS

This section summarizes the major findings presented in the report, based on the TFL team's research and interviews with key informants.

Trends in USAID-funded training. Of all the U.S. government agencies, USAID sponsors more than half of the foreign participants. Most of these participants are trained in-country or in third countries. USAID support for long-term training in the U.S. has declined from a high of 3,489 participants in 1989 to 420 in 2006.

Need for long-term training in the U.S. Most USAID staff believes that long-term U.S.-based training has made a major contribution to the Agency's development goals. U.S.-trained professionals have filled many of the important leadership positions in USAID partnership countries. However, these counterparts are nearing retirement age and there are few replacements for them. Of the 16 USAID Missions that responded to a query from the ANE Bureau regarding long-term training, 11 Missions noted high demand for long-term U.S. training, although nearly all cited budget constraints as an inhibiting factor in including long-term training in their portfolios.

The TFL initiative. To realize the desired outcomes of the ANE Bureau, the TFL team has concluded that the TFL initiative should have three objectives: (1) to foster national leaders who will be at the forefront of development programs in USAID-assisted countries; (2) to strengthen participants' ties to the U.S.; and (3) to support academic excellence. These objectives lead to some conclusions about the structure of the TFL initiative. Long-term, U.S.-based training is the appropriate vehicle for achieving the TFL objectives of providing the new generation of technically competent, skilled leaders with strong links to the U.S. Third country, in-country or even regional American universities cannot provide all those elements. Graduate-level training is most appropriate in order to ensure that participants have the requisite expertise and skills to rise to national leadership positions. The fields of study are flexible and can be determined by Mission priorities.

Implications of choices regarding TFL objectives. In planning a program to address TFL objectives, program managers need to recognize that there are important tradeoffs. For example, long-term training in the U.S. is more expensive than other locations but is necessary to meet the TFL objectives. The goal of expanding access to disadvantaged groups is laudable, but may be incompatible with identifying candidates with the academic and language skills to undertake graduate education in the U.S. without considerable investment in preparatory programs.

USAID's niche. The focus on educating primarily public-sector individuals for national leadership roles in socio-economic development is USAID's niche. USAID's TFL program will also differ from other U.S. government exchange programs by drawing from the well-established leadership development industry in the U.S. and Europe to develop new models for selecting potential leaders and strengthening their leadership skills. Leadership development will be a theme that carries through all phases and components of the TFL program, including pre- and post-academic activities. Another emphasis will be on doing a better job of monitoring and evaluating this type of training program in order to better measure impacts. TFL complements the State Department programs aimed at educating diverse individuals in a wide range of disciplines with the expectation that they will excel in their disciplines and be in the forefront of promoting mutual understanding. Also, most of the State Department's (and other USG) new exchange programs are short-term and aimed at youth and lower educational levels.

Centralized funding and program management. Implementing the TFL initiative will require centralized funding to ensure a basic level of support, as well as centralized program management to ensure programmatic consistency and economies of scale. A contractor will be needed to minimize the management burden on the ANE Bureau and Missions.

Emphasis on strengthening leadership skills. Special attention needs to be given to leadership development in all aspects of the TFL initiative—incorporating potential leadership qualities in the selection criteria and processes and offering supplementary programming such as orientations, mentoring, internships, management training and re-entry workshops before, during, and after U.S. training. Leadership concepts and tools that are widely used in business and government in the U.S. can be adapted to USAID programs.

Training follow-on programs. Program evaluations and training implementers indicate that follow-on support to participants after they return home is critical to sustaining the benefits of training. While follow-on activities are important, they require an in-country presence and are labor- and capital-intensive. Follow-on programs recommended for the TFL program include alumni associations, small grant programs, regional alumni meetings and seminars, and activities that link alumni to in-country institutions.

Need for long-term investment. Academic training programs require a long-term perspective because tangible signs of impact can take years to emerge. The most that can be achieved in 2-3 years is determining completion of program and return to work. To assess the impact of the TFL initiative, USAID will need to support a sustained evaluation plan. Such a plan would include establishing baseline data on participants, maintaining records on alumni such as their current contact information and employment, and conducting periodic surveys of alumni. Desired impacts may not be seen for up to 10-20 years.

Quality vs. quantity. While there is no way to predict the proportion of participants who will become national leaders, the TFL team believes that a program that selects participants carefully and nurtures their leadership qualities is more likely to yield effective national leaders, compared with a program that moves large numbers of participants through the system with the hope that a certain proportion will rise to the top.

Completion rates. Despite myths, the team did not find evidence of a high rate of non-return among participants who studied in the U.S. The available data show that return rates are actually very high. The few cases of non-returnees usually arise when their country is experiencing severe conflict or extreme economic hardship or an inadequate selection process and criteria were used.

Public-private partnerships. Building alliances with other stakeholders can be useful in many development sectors. However, there is little experience in applying such partnerships to scholarship programs. Considerable reflection is needed to develop the case for businesses and other institutions to support scholarships geared to development, and the interests of potential partners would need to be matched with USAID's training agenda. It is unlikely that public-private partnerships would be an initial funding source or delivery method, but they could evolve over time.

V.B. RECOMMENDATIONS

The TFL team's major recommendations for the ANE Bureau are as follows:

- The TFL initiative must take a holistic approach with an implementation model carefully designed from selection through follow-on activities that identifies, builds, and reinforces leadership for development. The team recommends that the Bureau adopt new techniques for selection such as leadership diagnostic tools, hold special supplementary workshops on management and leadership during training, and organize post-training activities for alumni in-country.
- To ensure that the TFL initiative continues to fill gaps and provide new generations of leadership in the region, the Bureau should set up a sustained, centralized program.
- While the TFL initiative will have core elements and a programmatic framework to reach desired program objectives, it must be integrated with individual Mission strategies and be supportive of

country development goals. A programmatic framework and core oversight function from the ANE Bureau will help ensure that TFL objectives are met and economies of scale are realized, while giving Missions the flexibility needed to achieve impact in targeted ways.

- In establishing the TFL initiative, the ANE Bureau must ensure centralized funding for the necessary administrative and programmatic infrastructure to support the new activities.
- The TFL initiative should support graduate-level education in the U.S. in order to fill critical gaps in the pool of potential national leaders.
- The number of TFL participants needs to be robust enough to justify the initial investment to develop appropriate protocols and tools in support of the national leadership objective as well as new evaluation and tracking systems. Training implementers have suggested, from an administrative perspective, that a minimum of 80-100 persons justifies the kind of start-up investments the program will require. A larger pool of participants reduces the per person set-up costs. Over time, the set-up costs can be amortized over a larger pool of participants.
- In addition to using TraiNet as a tracking tool for the pre-training and training phases, the ANE Bureau should use TraiNet as a post-training participant tracking tool. This application will require decisions regarding data fields, agencies responsible for entering and maintaining the data, and personnel to monitor inputs and produce reports. Use of TraiNet will not preclude the need for other evaluation tasks such as periodic follow-up surveys of participants and for other data repository sites. TraiNet is a valuable tool that, currently, is not fully utilized. It will require funding to add the features that would serve the TFL monitoring and evaluation requirements.
- Follow-on and follow-up structures and activities such as alumni associations and conferences should be integrated with other USG programs to the extent possible and desirable in order to avoid duplication and to create important synergies.

Appendix A

TRAINING FUTURE LEADERS STATEMENT OF WORK

Description/Specifications/Statement of Work GSA Schedule Contract under MOBIS 874-I Consulting Services Training Future Leaders, 2006.

TITLE

Training Future Leaders: Assessing & Informing a Design

BACKGROUND

The demand within the Asia and Near East region for long-term graduate training in the U.S. is strong because it has the potential to:

- Contribute to the Agency's core goals and increase impact on key foreign policy objectives (bridge understanding and working relationships);
- Foster skills development for future leaders who have the potential to contribute to their country's and region's future growth;
- Support the continuing strong demand for long-term training in the U.S.;
- Build on impacts of earlier USAID investments in preparing leaders in both the public and private sectors; and
- Build regional networks and links between ANE regional and U.S.-based civil society groups, educational institutions, and businesses.

In most countries where USAID operates, the Agency has developed its strongest working relationships with those who have participated in U.S.-funded training programs. Most notably, the majority of these individuals display greater tolerance and openness to new ideas and demonstrate a willingness to engage actively with their U.S. counterparts. In looking toward the future, there are few replacements for these leaders when they retire.

OVERALL PROGRAM OBJECTIVE:

ANE intends to support a leadership training initiative for countries within the region. This Statement of Work (SOW) focuses on preliminary assessment and analytical work needed to develop an innovative, analytical programmatic framework for a long-term training program.

SPECIFIC TASKS OF THE STATEMENT OF WORK

This analytical framework will develop a pathway to guide USAID/ANE, Missions and regional offices support for leadership training efforts under the regional Training Future Leaders (TFL) initiative. Given the variety of participant training programs that currently exist, there is a need to build upon their successes and determine USAID/ANE's niche in this kind of human and institutional development activity. This assessment will enable ANE to:

1. Target beneficiaries and sectors/disciplines for the leadership training:
 - a. Establish the criteria and process for selection of eligible candidates.
 - b. Establish the criteria for selection of disciplines.
 - c. Determine how best to reach underserved populations.
2. Determine the ANE-TFL niche and value added:
 - a. Prepare an inventory of existing and past scholarship, exchange, and training programs.
 - b. Learn from past experience, and enable ANE to design a Leadership Initiative with added value.

- c. Assess impact of USAID/USG, and others' experience with leadership training.
 - d. Evaluate the cost-effectiveness of various types of training.
3. Develop content and delivery methods:
 - a. Identify critical components for different types of training (short term degree; non-degree; medium-term degree; or long-term training programs) and specialized or customized programs which may best serve some of the key ANE country portfolios and specific targets.
 - b. Identify types of general skills (English, IT, communication, management, leadership potential, etc.) needed as prerequisites or complements to formal training programs.
 - c. Identify models for public-private partnership that support higher education and training initiatives in the fields of science and technology, especially for women
 - d. Prepare a menu of choices of training programs as relevant for different purposes and audiences, as appropriate for different Mission/field needs.
 4. Determine placement strategies for trainees - placement of selected candidates into training courses - and strategies to ensure high returnee rates.
 - a. Identify incentives and support (e.g. mentoring system) needed for beneficiaries and host institutions after they complete their academic program in the U.S. and return to leadership positions.
 - b. Identify how best to sustain training experiences.
 - c. Develop a monitoring and evaluation plan for the TFL initiative.
 - d. Develop a tracking tool to understand and sustain impact of training.

While the focus of the Training Future Leaders initiative will be on longer term training, it may also include as adjuncts short-term and no-degree programs, or other training, mentoring, and exchange activities to help assure the success of overall goals of the initiative. These kinds of programs may be needed given certain contextual and cultural factors. For example, women in certain countries may be better served by regional, country-specific and third country training opportunities to acquire leadership roles in government, the private sector, and academia. In addition, efforts will be made to determine how best this initiative builds upon current participant training programs and how to leverage resources from the private sector to increase the impact.¹

DELIVERABLES

1. Inter-agency dialogues on current activities
2. Criteria and process for selection of suitable candidates, and disciplines/subjects
3. Inventory of existing and past scholarship, exchange, and training programs, and to the extent possible compile a list of previous beneficiaries sponsored by USAID
4. Identification of ANE-TFL niche and value added
5. Impact of USAID/USG experience with leadership training
6. Cost-effectiveness of various types of training to date
7. Identification of critical components (including general and special skills), and delivery methods (including public-private partnerships) for TFL
8. Placement strategies for trainees – in appropriate training programs, and in host country institutions, ensuring high returnee rates
9. A monitoring and evaluation plan for the TFL initiative – this will include a tracking tool to understand and sustain impact of training.
10. Menu of choices of training programs as relevant for different purposes and audiences
11. Drafts and final reports, tables, inventories, assessment tools and methods, etc.

¹ The private sector currently supports over 90% of the international students studying in the U.S. according to Open Doors (2005). Private sector partners may come from the host country (employers, universities) or U.S.-based companies or institutions.

LABOR CATEGORIES

It is expected that this contract will require (1) one full-time and (3) three part-time researchers for a period of (6) six months. All labor categories are of internationally hired staff. The areas of research specialization include:

Full-time:

1. The Program Manager/Research Leader will be responsible for management of all activities related to this contract. S/he will work in close coordination with the issuing office's CTO to ensure quality performance and timely delivery of all work requirements. The Program Manager/Research Leader is a technical leader. S/he must possess at a minimum a master's degree in a social science field with a minimum of (8) eight years of related work experience. A Bachelors Degree and five (5) additional years of work experience may substitute for a Masters Degree, preferably (but not required) in research related areas of education and training. Work experience in a developing country environment is not limited to actual work in a developing country, but may include work experience on international development problems regardless of location. The Program Manager/Research Leader must also be a senior level manager with experience in managing international programs related to adult teaching methodologies, organizational performance and performance improvement.

Part-time (30-70% time)

1. The Evaluation Specialist will be responsible for establishing appropriate evaluation criteria related to all training and non-training interventions, and for evaluation of training and non-training interventions implemented in the host country, third-country or U.S. as requested. The Evaluation Specialist must have demonstrated experience in designing, planning, and conducting evaluations.
2. The Program Development, Placement, Monitoring Specialist (PDPMS) will be responsible for working closely with the issuing office to perform services as specified in the task order scope of work. The PDPMS must have experience in international development planning, designing and implementing training and non-training activities that target specific performance gaps. Special skills are desirable in gender planning and public-private partnership-building for higher education/participant training.
3. The Management Information Systems (MIS) Specialist must have demonstrated experience in maintaining and trouble-shooting multivariate data collection systems, including expertise in programming, database design, and quantitative analysis.

TIMEFRAME

Activities will be carried out over a period of (6) six months, starting with an inter-agency dialogue on current activities.

The CTO will review a work plan submitted by the contractor prior to commencement of services.

Ongoing communication with ANE on progress with the work plan is required, and the ANE CTO will closely supervise and guide the design effort. An advisory committee (chaired by ANE/TS) made up of ANE/TS staff and the contractor will provide on-going technical guidance.

DETAILED NOTES PERTAINING TO SPECIFIC TASKS OF THE STATEMENT OF WORK

Task I: Targeting of beneficiaries and sectors/disciplines

The goal of this task is to help USAID to target the right kinds of candidates for the TFL initiative. This includes thinking through the profile of a good candidate (who is the most promising beneficiary) as well as thinking through specific areas of specialty (where is the most need, where can technical gaps be filled). Criteria for future leaders may depend on a variety of factors such as discipline, gender, and socio-economic background and these all need to be taken into consideration in the assessment. Special attention on how to include underserved populations in targeted beneficiaries will be required.

Key questions to answer include:

- Who are the recommended beneficiaries and what are their characteristics? Why select them? How can they be selected? Who are the target groups? This recommendation is based on what criteria?
- How is it best to deal with non-traditional participants in such a program?
- What kinds of academic and non-academic experiences suggest a potential beneficiary's leadership potential? How can USAID missions and regional bureaus use existing programs to help identify potential leaders for scholarships to study in the U.S.? How can "future leader" be defined? How can applicants demonstrate how they will be able to professionally contribute to the development of their country upon return?
- What is the diverse range of training needs by country? How can sector activities be prioritized? How can a mission strategically select fields of study? Are there certain discipline and institutional considerations that need to be taken into account? What regional, country-specific and third country training opportunities should be considered for specific disciplines? What are their comparative advantages and disadvantages to studying in the U.S. by discipline?

Activities and deliverables to satisfy this task may include:

- Sample beneficiaries from current and past participant training programs to determine who they are, what criteria are used to select them, and which fields of study they are pursuing.
- Identify indicators that can be used as criteria that can be applied during selection processes (where from in the country, field of specialization, current jobs and past positions held, anticipated future roles, gender, socio-economic background, level of education, level of English, etc.)
- Make recommendations for how USAID Missions can implement this kind of program without being burdened with the selection process. Are there certain mechanisms that are already in place that can be tapped into to help implement TFL?
- Provide an analytical assessment of fields of study appropriate for USAID/ANE to support for TFL regionally, sub-regionally, and by country.
- Compile a database of "where they are now" tracking previous beneficiaries training experience in the U.S. and their current and/or past leadership positions.

Task 2: Determining the ANE-TFL value added and niche

The goal of this activity is to build upon and assess existing scholarship and exchange programs that include study in the U.S. to determine USAID/ANE's niche in supporting the TFL initiative. There are many well-known participant training programs that include academic study in the U.S. such as the Fulbright Program, Hubert Humphries Program sponsored by State/ECA, or MEPI's student exchange programs. USAID missions often have bilateral programs that support participant training and OMEP is in the process of establishing a regional scholarship program. The information provided in this inventory will help to define the parameters for TFL as well as to determine what kind of program to develop. Looking at the various elements of the current leadership and scholarship and exchange programs currently underway will inform the necessary and innovative elements needed for TFL.

Key questions to consider include:

- What participant training programs exist today? What are lessons learned from past programs? What is/was their vision and expected outcomes? How are/were these programs structured? How did they manage students once they return? What are the special characteristics and features of these programs?
- What are the most effective aspects of these programs? What are key constraints for supporting participant training programs? How can they be overcome? What are innovative ways to improve current participant training programs?
- Where is the need and where are the gaps that USAID/ANE can satisfy?
- How can TFL be used to satisfy regional, sub-regional, and bilateral strategic priorities? What are the comparative advantages for USAID to support TFL?
- What programs demonstrate lessons for TFL? What are those lessons and how can they be applied to an analytical framework?

Activities and deliverables to satisfy this task may include:

- Hold interagency dialogue with relevant and experienced USG counterparts and invited guests to identify comparative advantages of the various kinds of initiatives that currently exist. Because of the resurgence in interest in long-term training programs based in the U.S. for foreign policy and development goals, there is a need to be comprehensive and transparent about TFL. TFL needs to build upon what works and find its niche in the broader foreign assistance agenda. This dialogue will help to inform the analysis and direction of research and sampling to best think about how USAID/ANE can support students in certain fields. It is a starting point to building an analytical framework for designing TFL. After the tasks are completed in this SOW, a follow-up dialogue and presentation of this assessment's results can be shared with USG and other partners for their reactions, as well as to inform them of the direction TFL will take.
- Identify and analyze the experiences of major supporters of participant training experiences and create a matrix that demonstrates the gaps and current needs. With the resurgence in interest in this kind of foreign assistance programming, particularly in the ANE region, it is necessary to think critically about how best to shape USAID/ANE's TFL initiative.
- Comprehensive presentation of lessons learned and recommendations for how best to shape TFL so that it is strategic, cost-effective, and appropriate for USAID/ANE's role in a strategic participant training effort.

Some informal work has been done and USAID/ANE surveyed Missions to gauge their interest in such programs and level of current activities, as well as key constraints. This information can be used to build into the inventory and matrix.

Task 3: Developing content and delivery methods

The goal of this activity is to present an overview of how best to support beneficiaries in the TFL initiative to maximize their rate of success and contribute to learning and leadership outcomes. It is necessary to think about how best beneficiaries can prepare for academic study in the U.S. as well as what kinds of support they will need while studying in the U.S. It is also essential to set up a good monitoring and evaluation system to be able to track returnees and assess impact. Programmatic options for implementing TFL will be clear as a result of this work on how best to organize and oversee participant training programs.

Key questions to answer include:

- What pre-degree activities will need to put into place to maximize the benefits of the training program for the participants? How will students be oriented to the U.S. university systems, language training and/or content training prior to beginning a degree program in their own country? Is this necessary or is it better to have the host institution take care of these activities? What is the cost/benefit analysis?
- What institutions offer highly regarded areas of study? The right course content and design? What is the recommended duration time? What programs are the most cost efficient? What results can be expected from certain kinds of programs?
- How will participants be ensured that they have good mentors that are able to take into consideration the support needs of candidates, particularly females, while they are in the U.S.?
- What activities contribute to leadership development? How can mentors assist individuals to gain practical experience in their field of study and as leaders? Are internships or jobs while in the U.S. recommended?
- What kind of information needs to be collected to better inform how best to program scholarship activities in the future?
- What is the most appropriate organizational structure so that Missions, regional offices and ANE can work most effectively and efficiently to support TFL?

Activities and deliverables to satisfy this task potentially include:

- Sampling a variety of programs to determine and recommend which ones yield the best results. Present recommendations for building certain institutional relationships based on successes with participant training programs in the past by discipline or sector.
- Survey ongoing and past participant training programs to make recommendations for pre-academic activities needed and where they should take place.

- Provide a model for how best to manage TFL based on discipline and institutional considerations. Look at what USAID missions and others are currently doing to determine good models for how best to oversee and manage participant training programs.
- Analyze the current USAID TraiNet system which provides data on on-going USAID-supported participant training programs, to determine how it can best be used and/or modified to serve the demands of TFL. Make recommendations for data collection fields and how to use TraiNet more analytically. Make recommendations for who should be responsible for collecting and entering data? Analysis? Reports?

Under a separate agreement, HED is undertaking some initial exploratory work on how to support training programs for women leaders, especially in the field of science and technology. The contractor will benefit from obtaining the findings of such work, to avoid duplication, and for information purposes.

This model alliance is expected to bring significant new resources, innovative ideas, and partners together to support women's participation within the broader context of TFL.

Task 4: Benchmarks and recommendations for maximizing post-training performance and supporting beneficiaries in leadership positions once they return home

It is very important to consider how best support for beneficiaries can be continued once they return to their home country. Sustainability of inputs is often a weak area for participant training programs. Also, there is a need to put into place components that will maximize incentives for beneficiaries to return home as well as maximize the use of their new technical and leadership skills once there. Finally, building networks and connections between beneficiaries and institutions contributes to creating useful ongoing relationships that enhance development and foreign policy goals. This task aims to inform how best to maximize post-training performance and sustainable partnerships for TFL. A tracking tool to monitor student outcomes is expected to assist in this regard.

Key questions to answer include:

- What strategies need to be in place to encourage beneficiaries to return home? How can the transformational nature of TFL be maximized upon return home? What kinds of incentives are needed for trainees to return home? Are there gender or socio-economic considerations? Does requiring academic research in a participant's home country contribute to increasing return rates?
- What happens to beneficiaries after they return home? Do they take on new leadership roles? Did they participate in networks or alumni groups in their country? Sub-region? Region? World? What kinds of professional development opportunities are most attractive to participants who have had opportunities to study and work in the U.S. once they return home?
- What were the successes and challenges and problems beneficiaries face upon return home?
- How can a network be established and what kinds of links prove to be strongest for retaining graduates in-country and for using their new skills and capacities to bridge development and U.S. foreign policy goals?
- How can returnees work with host country higher education institutions? Civil society organizations? Policy-makers? Local and national government authorities?

Activities and deliverables that satisfy this task potentially include:

- Sample beneficiaries from ongoing and previous programs to determine benchmarks and recommended activities for maximizing post-training performance and support for beneficiaries in leadership positions.
- Survey ongoing and past programs to provide recommendations on incentives to maximize return rates and for how best to support beneficiaries professionally once they return home.
- Provide recommendations for building a network of beneficiaries based on an analysis of sample beneficiaries' recommendations for continued professional development.

Appendix B

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Appendix C

LIST OF KEY INFORMANTS

UNITED STATES CONTACTS

Last Name	First Name	Current Job Title	Employer / Organization
USG INFORMANTS			
Adams	Rebecca	Education Advisor	USAID/EGAT
Bittner	Gary	Chief Technical Officer	USAID/EGAT
Brooks	Ethel	Field Technical Advisor	USAID/EGAT
Butterfield	William	Economist	USAID/ANE
Capacci Carneal	Christine	Education Advisor	USAID/ANE
Carney	Joseph P.	Director, Office of Education	USAID/EGAT
Cavitt	Roberta M.	Democracy & Education Team Leader	USAID/ANE
Chan	Anthony S.	Director, Office of Technical Support	USAID/ANE
Christiansen	Scott	Senior Agricultural Development Officer	USAID/ANE
Cook	Gary	Consultant	USAID/ANE
Coleman	Carolyn	Education Policy Advisor	USAID/AFR
Dalton	Tanya	Program Officer for Ethiopia, Eritrea and Somalia	USAID/AFR
Doe	Brenda	Supervisory Population Dev Officer	USAID/ANE
Eyango	Vijitha	Education Development Officer	USAID/ANE
Fine	Susan	Supervisory Program Officer	USAID/ANE
Hewitt	Martin J.	Higher Education Community Liaison	USAID/EGAT
Jenkins	Kim	Community Connections Liaison	USAID/EGAT
Levine	Neil	Democracy Specialist	USAID/EGAT
Nindel	Jim	Acting Team Leader Training	USAID/EGAT
O'Brien	Jerry	Democracy Specialist	USAID/GDA
Walker	James	Program Economics Officer	USAID/ANE
Walker	Linda	Field Training Advisor	USAID/EGAT
Bourgeois	Catherine	Bureau of Near Eastern Affairs, Office of Partnership Initiative	U.S. Department of State
Craven	Marianne	Managing Director of Academic Programs, Bureau of Educational and Cultural Affairs	U.S. Department of State
Crystal	Susan	Director of ECA Alumni Office	U.S. Department of State
Farrell	Tom	Deputy Assistant Secretary of State, Academic Exchange Programs, ECA	U.S. Department of State
Hiemstra	Paul	Chief, Humphrey Fellowships and University Partnerships Branch, ECA program	U.S. Department of State
Swenson	Rosalind	Director, Office of Academic Exchange Programs	U.S. Department of State
Van Steenwyk	Ned	Mission official	USAID/Honduras

NON USG INFORMANTS

Last Name	First Name	Current Job Title	Employer / Organization
NonUSG INFORMANTS			
Adams-Matson	Michelle	Monitoring and Evaluation Specialist	Management Systems International
Antonio	Dorothea	Resource Manager	World Learning
Archambault	Kate	Vice President	AMIDEAST
Babbitts	Judith	Director, Humphrey Program	Institute for International Education
Barhyte	Bonnie	Senior Vice President & Director, Leadership and Institutional Development Group	Academy for Educational Development
Bernbaum	Marcy	Independent Consultant	Former USAID
Bouldin	Susan	Senior Program Officer	Academy for Educational Development
Bramwell	Chris	Program Director	AMIDEAST
Clancy	Aimee	Senior Program Officer	International Research and Exchanges Board
Critchfield	Melissa	Program Specialist	Academy for Educational Development
Davies	Colin	Director of Training	World Learning
DeBoer	Kate	Fulbright Program Coordinator	AMIDEAST
Duval	Jeanne-Marie	Director of Programs	Higher Education for Development
Fickling	Susan	Project Director	Academy for Educational Development
Irwin	Lawrence	Leadership Development Program Director	Institute of International Education
Kagy	Chris	TraiNet Expert	Development InfoStructure
Leach	Diane	Independent Consultant	Former USAID
Mackey	Steven	Senior Program Officer	International Research and Exchanges Board
Martin	Jerry	Program Officer	Asia Foundation
Monroe	Heather	Former AFGRAD-ATLAS Manager	Africa America Institute
Morfit	Christine	Executive Director	Higher Education for Development
Morris	Susanne	Independent Consultant	Former Management Training for Development Institution
Morris	Bob	Independent Consultant	Former Management Training for Development Institution
Mossi	Cristina	Vice President of Business Operations	Development InfoStructure
Plack	David	ECA – Special Advisor	Department of State
Posner-Olocco	Lisa	Assistant Director for Training	World Learning
Pryshlak	Maria	Director, East European and Eurasian Programs	Georgetown University Center for Intercultural Education and Development
Rasnake	Roger	Director	Aguirre International, Inc.
Schieren	Carl	Independent Consultant	Former Africa America Institute
Skelton	Ann	Independent Consultant	Former Development Associates
Svendsen	Mark	Water Resources Consultant	U.S. Society For Irrigation And Drainage Professionals

Last Name	First Name	Current Job Title	Employer / Organization
NonUSG INFORMANTS			
Tom	Judy	Independent Consultant	Former Aguirre International, Inc.
Warner	Joyce	Director, Education	International Research and Exchanges Board
White	Paul	Independent Consultant	Former USAID
Young	Vera	Director, Asian-American Exchange Programs	Asia Foundation

EGYPT CONTACTS

Last Name	First Name	Current Job Title	Employer / Organization
Barth	David	Director	USAID/OMEP
Besch	David	Regional Alliances	USAID/OMEP
Grubbs	Aler	Deputy Director	USAID/OMEP
Kohan	Alan	Training and Development Officer	USAID/Egypt
Ryan	Joseph S.	Associate Mission Director for Policy and Private Sector	USAID/Egypt
Talaat	Remah	Director of Training	USAID/Egypt
Ghanem	Joseph	Chief of Party, Leadership Development Program	Institute of International Education/Egypt
Lohof	Bruce A.	Executive Director	Fulbright Commission, Egypt

INDONESIA CONTACTS

Last Name	First Name	Current Job Title	Employer / Organization
Cunnane	Robert	Deputy Mission Director	USAID
Djohari	Henny	Program Office	USAID
Frej	William	Mission Director	USAID
Garden	Loretta	Office of Education	USAID
Isa	Gartini	DDG	USAID
Kaban	Yuhelmi	Banda Aceh Program Staff	USAID
McGlothlin	Kevin	Deputy U.S. Govt Rep for Aceh and North Sumatra Reconstruction	USAID
Morris	Thomas R.	U.S. Govt Rep for Aceh and North Sumatra Reconstruction	USAID
Pennell	John	Office of Economic Growth	USAID
Williams	Cheryl	Program Officer	USAID
Titi		Former Training Assistant	former USAID
Subroto		Former Training Assistant	former USAID
Hendardjo	Piet	Program Officer, Fulbright Commission	American Indonesian Exchange Foundation
Juliastuti	Anna	Senior Program Officer	The Asia Foundation
Rogers-Winarto	Isla	General Manager - Network & Country Director Indonesia	IDP Education Australia
Santika	Mimy	Office of Education	USAID
Sari	Alia	Office of Education	USAID
Sunindyo	Elizabeth	Office of Education	USAID
Welton	Donna A.	Cultural Attaché U.S. Embassy - Jakarta	U.S. Department of State

RETURNED PARTICIPANTS AND GOVERNMENT OFFICIALS				DEGREE	DATES	INSTITUTION
Mangkusubroto	Kuntoro	Director	Bureau for Reconstruction and Rehabilitation	Mangkusubroto	Kuntoro	
Cahyanto	Eko S Agung	Human Resources	Cabinet Secretariat	Cahyanto	Eko S Agung	
Pratomo	Yogo	Director General of Electrical and Engineering	Department of Energy and Mineral Resources	Land Resource Programming	9/30/1987	University of Wisconsin-Madison
Fahlevy	Muhammad	Directorate of State Budget	National Development Planning Agency (BAPPENAS)	MA in Economics	2003	Georgia State University
Bintang	Sanusi	Lecturer	Syiah Kuala University	LLM in International Business Transaction	2004	American University
Pribadi	Jaliteng	Lecturer and consultant	Syiah Kuala University and Aceh Recovery Forum	MS. Public Policy	2002	Georgia State University
Syathi	Putri B.		Syiah Kuala University	MS. Public Policy	2003	Georgia State University

Last Name	First Name	Current Job Title	Employer / Organization	DEGREE	DATES	INSTITUTION
Siregar	Muhammad	Field Officer for Aceh Besar/Banda Aceh and Pidie	UN-Habitat & Syiah Kuala University	MS. Public Policy	2002	Georgia State University
Miksalmina			Syiah Kuala University	MS. Public Policy	2003	Georgia State University
Purnama	Hadi R.		University of Indonesia	LLM	May-04	American University
Makarim	Edmon		University of Indonesia, Faculty of Law	LLM	Dec-03	Georgia State University
Rusmanawaty	Ana		University of Indonesia, Faculty of Law	LLM	May-03	University of San Francisco
Dewi	Yetty K.		University of Indonesia, Faculty of Law	LLM	May-03	University of Washington, Seattle
Marlyna	Henny		University of Indonesia, Faculty of Law	LLM	May-04	University of Wisconsin-Madison
Irawaty	Rosewihta		University of Indonesia, Faculty of Law	LLM	May-04	University of Wisconsin-Madison
Hadihardjono	Giri Suseno	Chairman (former Minister of Transport and Telecommunication)	Indonesian Infocom Society	MS in Electrical Engineering	6/6/1966	University of Michigan, University of Kentucky
Usman	Marzuki	Politician (former Minister of Tourism, Minister of Forestry, head of Investment Board, and member of People's Assembly)	Human Rights Party	MS in Economics	12/30/1975	Duke University
Muhammad	Said	Dean, Faculty of Economics	Syiah Kuala University			

NEPAL CONTACTS

Last Name	First Name	Current Job Title	Employer / Organization
Carvalho	Anthony B.	Hydropower Development Specialist/Team Leader- SO6	USAID
Clark	Don	Mission Director	USAID
Paro	Amy	Project Officer Director	USAID
Thompson	Mera		USAID
Yolmo	Ningma T.	Participant Training Specialist	USAID
Penniston	Anne M.	Director, Office of Health and Family Planning	USAID
Moran	Peter K.	Executive Director, Fulbright Commission	Commission for Educational Exchange between the United States and Nepal
Rajbhandary	Yamal Chandra	Program Officer	Commission for Educational Exchange between the United States and Nepal
Hugins	Robert	Director, American Center & Public Affairs Officer	U.S. Department of State

RETURNED PARTICIPANTS AND GOVERNMENT OFFICIALS				DEGREE	DATE	INSTITUTION
Karki	Dhirendra K.	Deputy Program Manager, APP Support Program (APPSP)	DFID & Government of Nepal Ministry of Agriculture and Cooperatives	MS in Development Communication	11/14/2001	Haryana Agricultural University, India
Pandey	Hari Prasad	Director	Government of Nepal Department of Customs	MS in Development Economics	12/31/1999	Williams College
Karkee	Madhab	Senior Agricultural Economist & Chief	Government of Nepal Ministry of Agriculture and Cooperatives - Foreign Aid Coordination Section, Planning Division	Agricultural Economics	3/28/1993	Universidad de los Baños, Phillipines
Bhurtel	Kul Ratna	Secretary	Government of Nepal, Ministry of Law, Justice, and Parliamentary Affairs	LLM in Energy / Environment Law	5/22/1996	University of Utah
Pokhrel	Komal	Director	National Peace Campaign	Conflict Transformation	6/24/2005 (6 weeks)	Eastern Mennonite University
Poudel	Yog N.	Under-Secretary	Ministry of Finance			
Shrestha	Indira	Member	National Planning Commission (Education Sector)			

YEMEN CONTACTS

Last Name	First Name	Current Job Title	Employer / Organization	Degree	Date	Institution
Ajami	Abdulhamid N.	Senior Education Advisor	USAID			
Ayari	Susan	Senior Education Advisor	USAID			
Faber	Sabrina	Country Director	AMIDEAST			
Roubachewski	Anne-Marie	Public Affairs Officer	U.S. Department of State			
Sarhan	Michael	Mission Director	USAID			
Krajeski	Thomas	US Ambassador	US Department of State			
Meredith	Mikaela	Deputy Mission Director	USAID			
FORMER PARTICIPANTS AND GOVERNMENT OFFICIALS						
Ismail	Ali Kasim	Deputy Minister For Educational Affairs	Ministry of Higher Education & Scientific Research			
Mutahar	Mohamed	Vice Minister of Higher Education	Ministry of Higher Education & Scientific Research	Master's degree; PhD.		Indiana U.: U of Michigan Ann Arbor
Al-Mutawakel	Yahya	Vice Minister	Ministry of Planning & International Cooperation			
Shaiban	Nabil A.	Director General, International Cooperation with Europe & the Americas	Ministry of Planning & International Cooperation	BA in Engineering Management	1989	University of the Pacific
Hart	Emir		Ministry of Planning & International Cooperation	Master's	1992	Southern Methodist University
Useni	Masora		Ministry of Planning & International Cooperation	BA; Master's in International Management	2005	Portland State University

Last Name	First Name	Current Job Title	Employer / Organization	Degree	Date	Institution
Hazza	Abdulsamad	Professor & Dean	Sana'a Community College			
Alhadi	Fatima	Faculty Member	Sana'a University, Faculty of Science			
Matalelah		Director, Gender Development Research and Studies Center	Sana'a University			
Alhoori	Amatalelah Ali Hummed	Curriculum Reform Leader:	Sana'a University, Faculty of Education	Master's in Mathematics	1994	Howard University
Alhadi	Aziz	Acting Director	Higher Education Development Project			
Bamaga	Omar Ahmad	National Project Manager	Higher Education Development Project			
Blom	Han C.J.	NPT Project Coordinator for Higher Education Projects	Higher Education Development Project (HEP) and Netherlands Programme Institutional Strengthening of Post-secondary Education and Training Capacity (NPT)			

Appendix D

QUESTIONNAIRES FOR KEY INFORMANT INTERVIEWS

USAID WASHINGTON STAFF

(administered by telephone or in person)

NAME:

POSITION:

CONTACT INFO:

Introduction:

As you may know, ANE is considering supporting a new Training Future Leaders Initiative. The new initiative focuses on long-term academic training to contribute to the Agency's core goals and increase impact on key foreign policy objectives. Specifically, the training will help to improve understanding and build working relationships with a new generation of leaders who will influence national and regional development and foster sustained change by promoting linkages with the U.S. civil society, educational institutions and businesses.

We would appreciate your views on the viability and usefulness of such a program and whether these are achievable goals in the current USAID environment especially as it pertains to restructuring uncertainties, funding constraints, management constraints and current strategic approaches.

FOR USAID OFFICIALS:

1. What is your view on the balance between development objectives and foreign policy goals in USAID work, especially as it relates to participant training?
2. Who are the potential leaders that this program should address?
 - 2 A. How should it identify them?
 - 2 B. How should they be supported upon return?
3. What is your experience with various phases, approaches, and trends in leadership training in the agency with a special focus on selection, follow-on, complementary training, return, maximizing impact, women?
 - 3 A. What difference do you see in long and short-term training in building leadership and sustaining impact?
 - 3 B. Given the costs of long-term training, do you believe it is still an important investment for the agency?
4. In your view, what leadership training approaches have been most effective?
 - 4 A. Tell me more about that, why (was it/were they) so effective?
 - 4 B. Are there any studies that document the program's effectiveness?
5. How can Missions integrate a TFL into their own strategic objectives and project activities?
 - 5 A. Must it be separate from Mission strategic objectives and project activities? (If yes, Why?)
 - 5 B. Can it complement them? (If yes, How?)
 - 5 C. What are prospects for funding this initiative from project or program resources?
 - 5 D. What is the best path to gaining Mission support for a regional TFL Initiative?
6. In your view, how can the agency support such a long-term program?
 - 6 A. from a commitment stand-point

6 B. from a management stand-point?

6 C. from a funding stand-point

8. Is the lack of a professional HRD/PI function in the Missions a significant issue in supporting such a program?

9. What is your experience with how a GDA or other Public-Private partnership can support such a program?

10. What other areas of inquiry do you believe we should be exploring to make recommendations on the design of an effective leadership training program?

11. Who else do you recommend be interviewed?

USAID MISSION STAFF

(Administered by telephone or in person)

NAME:

POSITION:

CONTACT INFO:

Introduction:

As you may know, ANE is considering supporting a new Training Future Leaders Initiative. The new initiative focuses on long-term academic training to contribute to the Agency's core goals and increase impact on key foreign policy objectives. Specifically, the training will help to improve understanding and build working relationships with a new generation of leaders who will influence national and regional development and foster sustained change by promoting linkages with the U.S. civil society, educational institutions and businesses.

We would appreciate your views on the viability and usefulness of such a program and whether these are achievable goals in the current USAID environment especially as it pertains to restructuring uncertainties, funding and management constraints and future strategic approaches.

FOR USAID OFFICIALS:

1. What USAID participant training programs have you been associated with that might inform the issues we are addressing?
2. What is your view on the balance between development objectives and foreign policy goals in USAID work, especially as it relates to participant training?
3. Who are the potential leaders that this program should address?
 - 3 A. How should it identify them?
 - 3 B. How should they be supported upon return?
4. What is your experience with various phases, approaches, and trends in leadership training in the Agency?
 - 4 A. What difference do you see in long and short-term training in building leadership and sustaining impact?
 - 4 B. Given the costs of long-term training, do you believe it is still an important investment for the Agency?
 - 4 C. What is your view on supporting the private sector in a leadership training program?
5. In your view, what leadership training approaches have been most effective?
 - 5 A. Tell me more about that, why (was it/were they) so effective?
 - 5 B. Are there any studies that document the program's effectiveness?
6. How can Missions integrate a TFL into their own strategic objectives and project activities?
 - 6 A. Must it be separate from sector project activities? (If yes, Why?)
 - 6 B. Can it complement them? (If yes, How?)
 - 6 C. What are prospects for funding the program from project or program resources?
7. Is the lack of a professional HRD/PI function in the Missions a significant issue in supporting such a program? How do you think it could best be managed?
8. What other areas of inquiry do you believe we should be exploring to make recommendations on the design of an effective leadership training program?

9. Who else do you recommend be interviewed?

QUESTIONS FOR USAID MISSIONS:

1. What participant training programs are currently being sponsored by the Mission? Long term and short term U.S. and in country or 3rd.
2. How are these administered, followed up, monitored and evaluated? Is there any plans for long term impact evaluation? Has any been done to date?
3. What is your experience with PPPs built around participant training?
4. Do you have an significant unmet training needs because of costs, administrative burdens or other reasons,
5. How would it best serve those needs? A more general leadership program in priority sector areas, one focused on select institutions, one to complement specific projects or some combination of the above?
6. How can this best be administered to minimize burden on Mission staff?
7. What has been your experience with returned participants from earlier programs?
8. Do you think the country still needs this kind of assistance?
9. From what you know of the TFL initiative – do you believe it can serve the overall goals of USAID and those of the Mission
10. If no, why?
11. If yes, why?

DEPARTMENT OF STATE WASHINGTON STAFF

(administered by telephone or in person)

NAME:

POSITION:

CONTACT INFO:

Introduction:

As you may know, the ANE Bureau of USAID is considering supporting a new Training Future Leaders Initiative. The new initiative focuses on long-term academic training to contribute to the Agency's core goals and increase impact on key foreign policy objectives. Specifically, the training will help to improve understanding and build working relationships with a new generation of leaders who will influence national and regional development and foster sustained change by promoting linkages with the U.S. civil society, educational institutions and businesses.

We would appreciate your views on the viability and usefulness of such a program and whether these are achievable goals in the current environment especially as it pertains to restructuring uncertainties, funding constraints, management constraints. We are also interested in knowing how you see this in relationship to

your own programs.

1. What are the goals of non-USAID USG scholarship programs with which you are familiar? Which of these programs have a leadership focus?
2. What do you see as the difference or similarity between them and USAID participant training programs?
 - 2 A. How can they complement, supplement DOS leadership training activities? Do you see any areas of duplication?
 - 2 B. What are implications for this in the proposed restructuring underway?
3. What has been your experience with various phases, approaches, trends in exchange/scholarship programs?
4. In your view, what exchange/scholarship programs have been most effective?
 - 4 A. Tell me more about that, why (was it /were they) so effective?
 - 4 B. Are there any studies that document the program's effectiveness?
5. What kind of PPPs have you successfully pursued to support your programs?

DEPARTMENT OF STATE FIELD STAFF

(administered by telephone or in person)

NAME:

POSITION:

CONTACT INFO:

Introduction:

As you may know, the ANE Bureau of USAID is considering supporting a new Training Future Leaders Initiative. The new initiative focuses on long-term academic training to contribute to the Agency's core goals and increase impact on key foreign policy objectives. Specifically, the training will help to improve understanding and build working relationships with a new generation of leaders who will influence national and regional development and foster sustained change by promoting linkages with the U.S. civil society, educational institutions and businesses.

We are charged with preliminary assessment and analytical work needed to develop an innovative programmatic framework. We are particularly concerned with organizing and analyzing USG experience with participant training and exchange programs to build on past successes and determine the USAID niche in this kind of human development activity. The views of those who have worked with these programs in the past or have considered the issues below are most helpful to this process.

We are also interested in knowing how you see this as a complement to your own programs.

1. What are the goals of non-USAID USG scholarship programs with which you are familiar?
2. What do you see as the difference between them and USAID participant training programs?
 - a. How do they complement DOS leadership training activities?
 - b. What are implications for this in the proposed restructuring underway?
3. What has been your experience with various phases, approaches, trends in exchange/scholarship programs?
4. In your view, what exchange/scholarship programs have been most effective?
 - a. Tell me more about that, why (was it /were they) so effective?
 - b. Are there any studies that document the program's effectiveness?
 - c. Which ones focused specifically on leadership?
5. What are the primary funding sources of your programs?
 - a. Do you have any cost data? Program and administrative.
 - b. What kind of PPPs have you successfully pursued to support your programs?
6. Describe your selection process:
 - a. What qualities are you looking for?
 - b. How do you judge leadership?
 - c. What fields of study are you focusing on and why?
7. Describe your followup programs and what you aim to achieve?
 - a. What appears to be most successful?
8. What have you observed about the impact of the Fulbright Program in this country?

TRAINING IMPLEMENTERS

Training Future Leaders Training Implementer Questionnaire

Person interviewed:

Date:

1. What programs have you implemented that included long-term training or short-term training with a leadership component?
2. What were the program components?
3. Did programs include any preparatory components to address weak English, computer skills, etc?
4. What funding mechanisms were used? Were there any public-private partnerships involved? What was the amount funded through PPPs?
5. Have you worked with successful models of recruiting/training people from the private sector (vs. from public/government sector)?
6. Which program had the best relationship between Mission and contractor for managing the project, whether Mission-funded or regionally funded? What made it a good relationship?
7. Were there selection criteria to support specific program goals, e.g. leadership, underserved populations, women? How were these defined?
8. What fields of study were specified in the programs?
9. Were there university partnerships?
10. What supplementary (non-academic) activities were included in programs? What purpose did they serve? Did they work?
 - a. Professional engagement (e.g. internships) outside class?
 - b. Community engagement?
 - c. Leadership component or other specialized seminars?
 - d. Special support for women?
 - e. Re-entry program?
 - f. Follow-on activities? (What was done? What did they yield?)
 1. Alumni association
 2. Newsletters
 3. Meetings
 4. Tracking/directories
 5. Follow-on programming funded by program, e.g. through grants competition?
11. Usefulness of supplementary program components (non-academic)
 - a. Impact?
 1. On rate of return?
 2. On leadership skills?
 3. To develop linkages?

4. To develop in-depth understanding of U.S.?

--How do you know?

12. Are there any success stories?

13. Do you think leadership/success was a result of program participation? Why?

14. In your opinion what are the distinct purposes of long-term vs. short-term training?

15. If you were designing a long-term program to maximize leadership impact, what should be part of it?

16. If you were designing a program to maximize return rate, what would you do?

17. What components of a program do you believe can maximize the impact that an individual can have upon his or her organization upon return?

HOST COUNTRY OFFICIALS

AREAS OF INQUIRY FOR GOVERNMENT OFFICIALS OR SUPERVISORS

These are the general lines of inquiry that the interview will follow. The purpose is to get the views of government officials on the educational experience, work, career advancement and contributions of U.S.-trained long-term participants.

1- Experience with returned U.S.-trained participants
Approximate numbers, positions, degrees

2- Role in Selection
Criteria for selection
What was expected of returnees?

3- Views on reintegration
Ease of return - nonreturnees
Re-entry issues
Changes observed
work habits
knowledge
values
attitudes
Demonstration of leadership qualities

4- Career Advancement
Did U.S. study help or hinder the participant's career advancement.
In what ways?

5- General
Observable differences between those trained in the U.S. compared with non-U.S. countries
Were there special qualities they exhibited?

6- What are your views on long-term U.S. training and how it assists in meeting your needs and advancing your work?
Are there other components that could be included in their training to strengthen their future contributions?

FORMER U.S. PARTICIPANTS: FOCUS GROUP GUIDE

Introduction by Facilitators:

Welcome to this informal discussion for people who have attended a university training course in the U.S. for at least one year. First, let me explain who we are and why we're here. We two consultants are collecting information on training programs funded by the U.S. Agency for International Development, especially programs with long-term U.S. training. We are working for Development Associates, under contract to USAID's Asia and Near East Bureau.

I want to stress that we very much want to hear your honest opinions and candid thoughts. Your responses will be used solely in this study and will be kept confidential and anonymous.

1. **Facilitators:** note the number of Male ____ and Female ____ participants.

2. **Could we go around the room and have each person give us a brief summary of the training you did in the U.S.? We'd like to know:**

(1) **What degree did you receive?**

Certificate _____; Diploma _____; BA/BS _____; MA/MS _____; MBA _____; PhD _____;
Other (please state) _____

(2) **What subject(s) did you study?**

(3) **How many years did you spend in the U.S.?** _____ and

(4) **How long have you been back home?** _____.

3. **Thinking back, did your training in the U.S. influence your career in any way? If so, how? Prompts:** Did you have a job when you left for training? Were you able to return to that job? Did you receive any promotions or special assignments?

4. **In addition to your academic achievements, we're interested to know whether you picked up any new skills or ways of working during your time in the U.S. If so, what were they?**

The following categories can be used for prompts:

Organization and management _____

Research skills and techniques _____

Teaching and learning _____

Computer use _____

Teamwork _____

Strategic planning _____

Specific technical knowledge _____

Other _____

5. **Some people who have studied in the U.S. say that they return home with views about the U.S. that are different from those of their colleagues and friends. Do you think your views have changed as a result of your experience? Have you been able to communicate your views to other people? Do you talk to others about the U.S.?**

6. **Are you still in touch with people in the U.S.? If so, how often are you in contact with them? If not, what happened?**

7. To what extent were you able to apply your new learning on the job? Prompts: think back to when you first returned home and started working, progressing up to today.

Not at all	Only a little bit	In some aspects	In several ways	In many ways
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8. How difficult or easy it was to apply your new knowledge and skills at your workplace?

Impossible	Very difficult	Possible, but difficult	Fairly easy	Very easy
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9. If you have you been able to apply your new knowledge and skills in your workplace, has there been any difference in output, performance (quality, quantity or other) or productivity as a result? In other words, did something change?

Prompts:

- Improved productivity and/or efficiency through applications in professional work _____
- Contributed to my company's/organization's expansion _____
- Contributed to my company's /organization's profit increase _____
- Undertaken scientific research that led to a new discovery _____
- Applied new methodologies in carrying out my professional work _____
- Improved the management of my organization _____
- Contributed to institutional reorganization _____
- Contributed to improvements in the way services are performed _____
- Contributed to policy changes _____
- Mentored other colleagues _____
- Assumed a leadership position in a professional organization _____
- Worked as a volunteer for a local nonprofit organization _____
- Other _____

10. Were there other USAID-funded trainees at your workplace? Was it helpful to have colleagues who had also been trained in the U.S.?

11. We would like to get your ideas on how to improve training programs funded by USAID.

- Could the process by which you were selected for training be improved?
- Were the pre-departure briefings adequate?
- Did you attend special programs during your stay in the U.S.? Were they useful? What improvements or changes in these programs would you suggest?
- Were any plans made regarding how you would apply your training upon returning home?
- After you returned home, what challenges did you face in re-adjusting to the workplace? What support would have helped you to adjust more easily?

12. Do you have any suggestions regarding ways that people trained in the U.S. could stay in touch and perhaps support each other?

Prompt: Examples of activities that have been organized for alumni of USAID-funded training programs are:

- Distributing a newsletter
- Organizing alumni parties, workshops and lectures
- Having a listserv so that alumni can exchange information and network among themselves
- Offering internships to provide on-the-job experience

- *Providing refresher training in specific work-related skills*
- *Keeping alumni informed of e-learning opportunities*

13. Are there any other subjects you would like to mention before we end the discussion?

THANK YOU FOR YOUR COOPERATION!

Appendix E

FIELD NOTES FROM FOUR COUNTRY VISITS

DEBRIEFING WITH USAID/SANA'A

February 21, 2007

Submitted by Pamela McCloud and Cynthia Green, consultants for Development Associates in support of USAID/ANE Bureau's Training Future Leaders (TFL) Initiative

Research Questions

- 1- Is there demand and need for TFL among the USAID Mission and Yemen Government?
- 2- Does TFL have niche versus other USG programs?
- 3- Has long-term training made a difference and in what ways?
- 4- What best practices have there been in past programs?
- 5- What new dimensions or gaps in previous programs need to be addressed?

The TFL team is visiting several ANE Missions to fill in gaps in our literature review and interviews with DC-based informants. We want to get a sense of Mission and USG interests and delve a bit deeper into some issues of impact not adequately covered in the literature. The team is not here to design a program. Many questions exist in regard to how best to tailor TFL in Yemen, and much more investigation is needed on a range of issues. Our observations suggest that TFL design should likely be flexible, based on country needs.

The TFL team's Yemen visit covered:

- 1- Focus group discussion with four U.S. alumni, including one woman
- 2- Meeting with women professors at Sana'a University
- 3- Meeting with Ministry of Planning and International Cooperation (MOPIC) – VM and other staff
- 4- Meeting with MOHE – VM and other staff
- 5- Meeting with Dutch donor representative
- 6- Meeting with AMDIEAST / NGO
- 7- Meeting with PAO on Fulbright Scholarship Program
- 8- Meeting with USAID Senior Education Advisor and team
- 9- Meeting with HEP staff
- 10- Visit to community college and meeting with staff

Findings

Caveats: as with this type of visit, two issues always arise: are you being told what they want you to hear? and have you covered enough bases to draw any significant conclusions?

1. **The level of interest in USAID support for scholarships is extremely high.**
2. Observers uniformly stress the **benefits of studying in the U.S.** They cite such qualities as work efficiency, analytical thinking, and support for democratic values and open political discussions.
 - a. U.S. alumni express very strong opinions that they not only acquired important values regarding democratic views, market economy, work habits and attitudes, but also they were able to integrate these qualities into the way they work here.
 - b. They said that their working style was recognized within the bureaucracy and helped them get ahead.

3. **People who have studied in the U.S. now occupy high-level posts in many government ministries.** Some other U.S. alumni operate key businesses that contribute to Yemen's economic development.
 - a. For example, in the MOPIC the Vice Minister, 3 deputies, 3 DRs and 1 ADR are U.S. graduates and form the backbone of Ministry.
 - b. U.S. grads drive the reform agenda.
 - c. A critical mass is necessary to move changes in ministries.
 - d. One estimate was that 60% of the last cabinet was U.S.-trained.
4. The experience of studying in other countries such as Egypt, Malaysia, Lebanon, and Syria is not comparable to studying in the U.S. because (1) U.S. universities offer a higher quality of instruction; and (2) students are exposed to different points of view, are challenged to think independently, and develop qualities such as efficiency and self-confidence that translate into effective job performance. Whether studying in U.S. universities located in the Gulf States conveys these benefits is unknown. These programs concentrate in specific disciplines and are not currently full-purpose universities.
5. The U.S. grads hold graduates of non-U.S. and even European institutions in very low regard because:
 - a. Yemeni students tend to go to inferior institutions, even in India and Iraq.
 - b. The U.S. grads also question what values they also pick up in these environments.
 - c. The U.S. grads believe that a lot of negative teaching goes on at Sana'a University as result of study in certain countries.
 - d. The U.S. grads believe that a U.S. degree is favored within the bureaucracy.
6. **Observers and alumni stated that they thought undergraduate studies in the U.S. would be most beneficial in developing a cadre of people who support U.S. values.** They thought that people obtaining Masters and doctoral degrees were older and perhaps more set in their thinking than undergraduates. On the other hand, people with graduate degrees are more like to rise in government ministries. PhDs make a much higher salary than their peers with Bachelor's and Master's degrees, and hence many people would like to get a PhD. Graduate students tend to come back to jobs, whereas undergraduates often have to find jobs upon their return.
7. There was some difference in opinion about how hard it is to find a job upon return if the student is not well-connected. It should be acknowledged that U.S.-trained alumni may have difficulty finding a government job due to factors such as ethnic group and political affiliation. Focus group participants were convinced that all U.S. grads got jobs.
8. Opinions differ regarding the amount of **time needed for a person to absorb U.S. values and perspectives**, but most interlocutors said a minimum of a year is needed. Informants expressed a strong feeling that short-term training doesn't do it.
9. **Current donor scholarship programs support a small number of Yemeni students.** Netherlands expressed difficulty in recruitment but then their selection process and available programs are limited. The British Council reported little difficulty in recruiting Yemenis and believe they are excellent students. Both countries include women in their programs. The Fulbright program has about 6 slots for this year.
10. The main barrier to study abroad for Yemenis is **English skills**. Several schools in Yemen now offer English instruction. The community college system provides all its courses in English.
11. Fluency in English is a critical factor in obtaining a job and rising through the ranks of government ministries.
12. **Identifying women to study overseas and persuading their families to permit them to do so is difficult.** Families prefer that young women study in Muslim countries. Nevertheless, observers and alumni believe that it is still important to make the extra effort to bring young women to study in the U.S. Informants suggested two ways to attract women students: group recruitment for reinforcement and the possibility of tandem couples. Some informants believe that the younger generation is seriously interested in study abroad but still unsure how families will react.
13. **In selecting candidates for U.S. study, observers and alumni stated that individual merit should be the main factor.** These individuals will rise through government ministries or make important contributions in the private sector. At least one informant expressed the opinion that specific ministries nominating candidates who would then return to strengthen the ministry's capacity was not

the right approach. Short-term, technical training might benefit such individuals' job performance, but their skills could be lost to the ministry if they were to change jobs. There was no consensus on these issues; further examination is needed.

14. Some **co-financing possibilities** exist. For example, the GOY provides U.S.\$7,000 for tuition payments for Yemenis studying abroad. Both MOPIC and MOHE indicated that they had arrangements for cost sharing with other donors.
15. The team found some examples of public-private partnerships such as Canadian scholarships from Canadian Oil Company. The small number of multinationals working in Yemen makes this difficult but it should be explored further. The Yemeni private sector is still family oriented and likely to support their own members rather than others. The sense of corporate social responsibility is not well developed.
16. **Because of strong family ties, the non-returnee rate for Yemeni students is very low.**
17. The lack of any significant follow-up program for U.S. returnees in Yemen does not appear to have hindered them from rising to positions of leadership and influence nor did it diminish their positive feelings toward the U.S., even though they express clear political differences. A high-ranking informant did indicate that at times this put him in an awkward position in policy discussions.
18. U.S. alumni would like to be part of a network, although they would like to have ownership of it. They liked the idea of more senior alumni mentoring recent graduates. From the team's Fulbright discussion, it appears that the greatest momentum for these associations come from the newer grads. U.S. returnees based in governorates reportedly did express a sense of "abandonment."
19. **It will be difficult to reach non-elite, disadvantaged groups because of language and educational status issues.** The early scholarship programs were very oriented to elite-families, but this did change over time.

Issues for Consideration Relevant to Yemen

- 1- Past U.S. long-term training programs were large scale. How large would a "replacement" program have to be if that were the objective? During the 1970s and 1980s, annual numbers averaged around 50 and were as high as 145 in one year.
- 2- Almost across the board, informants expressed a preference for U.S. training for bachelor's degrees. These tend to be 4-5 year programs. The cost could be between U.S.\$160 – 200,000 per student.
- 3- Which approach is best: institutional capacity building or general scholarship within targeted sectors? Is building of faculty most critical given the influence they have over the next generation, or should emphasis be split or focused on ministries?
- 4- While TFL is focused on U.S. training, given constraints on women to travel abroad, would regional training be an acceptable intermediate step or could enough women be recruited for U.S. study?

FIELD NOTES FROM EGYPT VISIT

February 22-25, 2007

The visit to Egypt was a brief one between Yemen and Nepal with the specific objectives around understanding the regional GDA picture and the selection criteria and tools used by the Leadership Development Program. At the same time, the views of the Mission on long-term training were sought through meetings with USAID staff. The Mission did not request a debriefing.

Individuals Interviewed:

Director of Binational Fulbright Commission of Egypt
COP of Leadership Development Program
USAID Education and Training Team and Team Leader
OMEP director, deputy director and GDA officer
USAID Private Sector Team

1. Mission does not believe that TFL fits into its phase-out strategy where it is getting out of project assistance and moving to performance-based cash transfers.
2. All their "participant training" is guided by the Mission Director's directive of its being Public Diplomacy focused rather than developmental. The particular target groups are the underserved, economically disadvantaged and youth. Meanwhile, the private-sector efforts are not focusing on U.S. education but on building in-country capacity to provide training.
3. USAID/Egypt is providing \$60 million to the Binational Fulbright Commission to (1) fund the second year of Fulbright Master's degree scholars (at present only one year of funding is provided by Fulbright)—\$3 million; and (2) fund 1,000 community college students per the above criteria to study in the U.S.—\$57 million. The community college initiative has a public diplomacy as well as employment focus.
4. The view of the Education and Training Team is that the more general training of civil servants is too expensive and has no effect when they return to "un-reformed ministries." They see the TFL as a return to the 1970s and believe that the AFGRAD report did not demonstrate a great impact. They did not see Egypt participating in the TFL program.
5. The Education and Training Team also believe that Fulbright can carry out these programs—like the TFL—and USAID should not duplicate their capacity. Even when it was pointed that Fulbright programs are not focused on development leadership and the civil servant cohort, the Team said that Fulbright could direct their efforts to a USAID program if requested.
6. The meeting with Fulbright, which preceded the Mission meeting, was also very instructive. The Fulbright Commission is quite busy responding to requests for new programming and is concerned about being able to manage this while trying to refocus the program on core activities. The Commission has money from USAID to implement the community college program and the Fulbright Board is setting up a special committee to deal with the recruitment and selection side. The model that folks are looking at is CASS, which is actually run by USAID through Georgetown, not DOS/ECA.
7. The purpose of meeting with OMEP was to understand their regional mandate around scholarship programs. Initially, the OMEP Deputy Director indicated that they would probably do community college programs but was unsure of this after her visit to Yemen. We filled them in on our meeting with Fulbright and they were going to follow up with the Director to understand better what their plans were.

8. The OMEP GDA Officer was helpful on public-private partnerships, more or less confirming there was really little in the way of support for stand-alone scholarship programs. He believes it would be very hard to make a compelling case for this kind of support, but if a case would be drawn up, he would help out.

9. It was clear that the ME Region and Egypt in particular with MEPI, ECA and USAID funding have significant funding for training/education/public diplomacy programs. One staff member remarked that, like donor coordination meetings, there should be internal USAID meetings so duplication would not occur and all could be kept in the loop about what each was doing.

These views about U.S. long-term training were contrary to views in Yemen or in other countries visited; although a minority view, they will be represented in our report.

10. The IIE COP for the USAID-funded Leadership Development Program provided useful information about its work with Telcom Egypt mid-management staff. Their selection process is based on interview questions that reflect seven dimensions of leadership, selected from a larger list of leadership qualities. Trainees attend English-language training and an intensive 10-month training course, complete internships in Egypt and the U.S., and prepare a change management proposal to be implemented upon return to the workplace. LDP is one of the few programs identified by the TFL team that emphasizes leadership in its selection and training work and seeks to institutionalize its system within the host agency.

DEBRIEFING REPORT FOR USAID/KATHMANDU

Feb. 28-Mar. 2, 2007

Submitted by Pamela McCloud and Cynthia Green, consultants for Development Associates in support of USAID/ANE Bureau's Training Future Leaders (TFL) Initiative

Research Questions

- 6- Is there demand and need for TFL among the USAID Mission and Nepal Government?
- 7- Does TFL have niche versus other USG programs?
- 8- Has long-term training made a difference? If so, in what ways?
- 9- What best practices have there been in past programs?
- 10- What new dimensions or gaps in previous programs need to be addressed?

The TFL team is visiting several ANE Missions to fill in gaps in our literature review and interviews with DC-based informants. We want to get a sense of Mission and USG interests and delve a bit deeper into some issues of impact that are not adequately covered in the literature. The team is not tasked with designing a program. Many questions exist in regard to how best to tailor TFL in Nepal, and much more investigation is needed on a range of issues. Our observations suggest that TFL design should likely be flexible, based on individual country needs and strategies.

Key Informants in Nepal:

Mission Director

PPD Officer

2 SO team leaders (Health and Hydropower)

Training and Program Office

PAO

Fulbright Director and Program Officer

Secretary, Ministry of Law, Justice and Parliamentary Affairs, and U.S. long-term participant (LLM degree)

Undersecretary of Ministry of Finance – foreign aid coordinator and USAID training counterpart

1 short-term participant – U.S. (7 weeks)

2 long-term participants – India and Philippines (Master's degrees)

1 long-term participant – U.S. (Master's degree)

The team's visit to Nepal was confined to 2 ½ days due to time limitations. However, while this did not permit as much depth as a longer visit, it was sufficient time to meet a broad range of informants to assist in the answering the research questions posed in our study. Of particular interest was our exposure to a U.S. short-term trainee and third-country trainees. While this exposure was too limited to draw any definitive conclusions, the team was able to make a few observations.

I- Training venue and length show appreciable differences.

Short term in U.S. The short-term trainee who attended a 7-week conflict resolution summer program in the U.S. said that it had direct impact on the work he was doing by broadening his understanding of issues and responses in other countries around peace building. He gained the skills to develop training courses and a training manual. As his program was populated by other foreign nationals, his interaction with America and Americans appeared limited, and he did not express any opinions outside of those around the training.

Third country long term. The two participants who had studied in India and the Philippines were very happy with their technical training and felt it was important for their work and their career advancement. Both had risen to middle ranks in their respective sectors. Interestingly, while the participant who studied in India was very proud of the quality of his education, when asked if he perceived a difference between training in India and other countries, he said, "India does not train your brain."

Long term in the U.S. The two U.S. graduates were a study in contrast. The individual who had risen to the position of Secretary in the Ministry of Law, Justice and Parliamentary Affairs (the highest civil service position under the Minister) was high energy, full of ideas and a thoughtful person who had risen through the ranks because of his personal and professional skills. The other U.S. graduate, a mid-level, albeit younger, individual had moved at the expected pace through the bureaucracy. He was obviously competent in his work, but displayed few communication and interpersonal skills that are important in leaders. The former U.S. graduate stated that his U.S. degree as well as his ability to tap world-wide resources (people, research, etc) were critical in his rise. He opined that, while civil service promotion was according to set criteria, some of those criteria were greatly influenced by English language ability and research/publishing ability – two skills resulting from a U.S. education. The latter participant seemed to believe that his U.S. training, while preparing him for promotion because he was technically qualified, did not move him in any faster way through the ranks.

2- U.S. higher education is extremely valued.

Nepali institutions and individuals value U.S. university training above regional or even European training. U.S. training has most likely contributed to a favorable impression of the U.S., although this should not be taken for granted. Nepal is 19th on the list of all sending countries to the U.S., and this has jumped 25 percent in the last year despite minimal USG support. To some degree, this increase may be a result of the current uneasy political climate but demonstrates that even with the great cost of U.S. higher education, it is highly prized. Unfortunately, this surge in U.S. students has not extended to training for the various government sectors and ministries. Since the ending of USAID support for long-term U.S. training, there are few replacements for those who are reaching the mandatory retirement age of 58, which makes replacement especially urgent.

Just as Nepalis value U.S. higher education, so do USAID officials, who point out the ease with which they can gain access to U.S.-trained government officials, discuss issues, and negotiate with them. Others in the Embassy and Fulbright Commission expressed similar opinions. The Program Officer pointed out that this access has been extremely helpful in many instances with the Ministry of Finance. The Health SO staff indicated that the health system suffered from the lack of U.S.-trained (actually any foreign trained) public health specialists to advocate for preventive health care and to do planning and program management. Another specific need is for a specialist who can compile and analyze data on HIV/AIDS.

3- The impact of USAID-funded training appears to be significant.

The team did not assess the impact of Nepal's long history of USAID long-term training, since several impact assessments were done in the late 1980s and 1990s. Findings from these studies were confirmed to the degree that we met U.S.-trained individuals who had risen to positions of importance and directly attributed their career advancement to their training. An excellent example of this is the Secretary in the Ministry of Law, Justice and Parliamentary Affairs, who believes his understanding of federalism from studying state constitutions in the U.S. prepared him for his role in drafting laws for the review and implementation of parliament around structuring Nepal's federal system. Another participant indicated that participants who studied abroad had access to a broader range of information and research on technical issues in the agricultural sector. For example, the Ministry of Agriculture needs someone who understands genetic modification and can recommend the policies the government should adopt. Without the kind of exposure to cutting-edge scientific developments and rigor in research found in U.S. universities (and that cannot be obtained from study in Nepal), the Ministry will be unable to address such global issues effectively.

4- Selection criteria did not include leadership potential.

It appears that USAID/Nepal had a well-organized and targeted selection process refined over many years. However, similar to many other USAID and USG training programs, it does not appear that leadership potential was included in the selection criteria. The training program was focused on filling specific slots identified by the

Ministries and approved jointly by the Ministry of Finance and USAID, or for positions required by the various SO teams within USAID.

5- Current staffing levels do not permit follow-up of trainees.

The USAID/Nepal training office was not equipped to do follow-up in terms of keeping records of returnees after return, although the staff kept meticulous records during the training and at return. The Mission has lists of returnees, but does not collect information on their current positions. The long-term trainees that we interviewed in the Kathmandu area were identified through personal or professional contacts.

The Mission has not conducted any alumni activities. When asked whether meeting with other alumni was of interest, all interviewees expressed great interest. One participant pointed out that he was invited by the Japanese and Indian embassies for social and professional events, and his university in India holds an annual meeting in Kathmandu.

6-Other USG Programs

The USG is well-represented in exchange and scholarship programs through the Embassy and Fulbright Commission. The chief Embassy program is the International Visitors Program. The Embassy maintains an active database of participants and organizes alumni activities; a full-time staff member keeps the list updated and mails out articles of interest. The PAO stated that in Pakistan where he had recently served, the Fulbright Commission was implementing USAID training programs because of their broad capability.

The Fulbright Commission's main programs for Nepal are: (1) providing Fulbright scholarships for 5-6 Nepalis annually to study for Master's degrees in the U.S. for two years and approximately two Nepalis to do six-month post-doctoral programs in the U.S.; (2) nominating Humphrey fellows (3 went to the U.S. this year); and (3) nominating Science and Technology fellows (1 Ph.D. student went to the U.S. this year). The emphasis in selection is on academic merit, not leadership potential. The most important selection criteria for Fulbright scholars are academic excellence, English language ability and commitment to a project plan useful to Nepal. They do not give scholarships in fields such as engineering, clinical medicine and computer science because their experience has shown that students in these fields find jobs abroad and are less likely to return to Nepal. The Humphrey program stresses public service and professional development in a one-year non-degree program in the U.S. Most Humphrey fellows are civil servants.

The Fulbright Commission director expressed his dismay that the PLUS undergraduate program had been discontinued, since its Nepali participants had been outstanding. He noted that recruiting students from disadvantaged groups has been difficult. It is not easy to identify disadvantaged individuals by ethnic group and geographic location due to internal migration and lack of written records. Recruiting students outside the Kathmandu Valley is difficult but important as the country moves forward toward reconciliation.

Regarding follow-up, the various Fulbright programs have a fairly active alumni network. Their level of activity varies from year to year, depending on local alumni leadership, but recently they have been involved in democracy education programs. The Fulbright Commission director strongly believes that Fulbright should facilitate alumni programs but leave the organizing and implementation to the alumni. Alumni can apply to Washington for small grants; no local funds are available.

6- Donor Support for Training

The U.S. has been the primary source of funding for long-term training abroad. Other donors support mostly in-country training. The trend in recent years has been to support training for NGO representatives rather than public-sector workers.

Issues around TFL in Nepal

a. Reduced Budgets

The Mission's budget has been reduced, and it needs to address immediate needs during this transition period. Accordingly, it has had to refocus its assistance package with an emphasis on health and democracy and governance while reducing or eliminating support for other sectors. No sector has funds for long-term training. For example, health funds are limited to in-country activities. The Mission Director is fully supportive of long-term training and agrees that it has an important role in development programs. However, given the current situation in Nepal, he would put any additional funds allocated to the Mission toward reintegration of former combatants.

b. Central Training Fund

Consistent with the view above, most informants favored a central training fund independent of funds allocated to different program areas. These funds would be available to each Mission and decisions on how to spend would be made within the Mission. In this way, the invidious choice between long-term investments in human capital and a response to urgent needs would be eliminated. Long-term training could be funded as an ongoing enterprise not subject to the ups and downs of program funding.

c. Alumni Follow-up

As noted above, the Mission has no alumni follow-up activities in place and would have to consider how resources can be allocated for such work. Participant records are old and lack current contact information. Participants suggested that the Mission organize an annual event for alumni and advertise it in the newspaper. Once some alumni were identified, the process could move forward from there.

d. Reaching Disadvantaged Populations

The Mission Director suggested that a TFL initiative be used exclusively for disadvantaged groups, including women. He believes that this would be an opportunity to reach out to groups that have long been marginalized and could go a long way to demonstrating U.S. support for an inclusive democracy. The Mission would need to develop outreach strategies to overcome some of the barriers identified by the Fulbright director.

e. Program Management

While it has no bilateral funding for the TFL Initiative, the Mission still maintains a training office that assists centrally funded programs and the odd participant. The Mission Director indicated that they are so committed to long-term training they would find a way to provide the necessary in-country support for a TFL activity. Their current training officer is fully conversant with all the appropriate regulations and procedures.

DEBRIEFING NOTES FOR USAID/INDONESIA

March 5–9, 2007

Submitted by Pamela McCloud and Cynthia Green, consultants for Development Associates in support of USAID/ANE Bureau's Training Future Leaders (TFL) Initiative

Major Research Questions

- 11- Is there demand and need for TFL among the USAID Mission and Indonesian Government?
- 12- Does TFL have niche versus other available USG programs?
- 13- Has long-term training made a difference and in what ways?
- 14- What best practices have there been in past programs?
- 15- What new dimensions or gaps in previous programs need to be addressed?

The TFL team is visiting several ANE Missions – Yemen, Egypt, Nepal and Indonesia -to fill in gaps in our literature review and interviews with DC-based informants. We want to get a sense of Mission and USG interests and delve a bit deeper into some issues of impact not adequately covered in the literature. The team is not here to design a program for the TFL or for any one Mission but to assist the Bureau in answering a range of research questions to inform their decision making.

Key Informants:

Mission Director and Deputy Director

Program Office team

2 SO team leaders (EG and EDU)

Current and former staff administering participant training

CAO

Fulbright Director

1 Technical Assistance Implementer – Chemonics at Ministry of Trade

1 former Cabinet Minister – trained at the Master's level in Economics

1 head of Aceh Reconstruction – trained as an engineer – with other high-level government positions

2 former Cabinet Ministers – trained Master's level in Economics and Mechanical Engineering

Long-term U.S. participants:

5 at Faculty of Law, U. of Indonesia – trained at the Master's level in Law

5 at Faculty of Economics, Syah Kuala University – 4 received Master's in Economics, 1 Master's in Law

2 at the Cabinet Secretariat – trained at the Master's level in Law and in Economics

USAID/Jakarta is in the process of issuing a SOW for initiating a new participant training program (non-project training) with a goal of 40 long-term participants in the U.S. annually. The ANE-funded research visit was therefore seen as an opportunity to share in the learnings that will inform the design of the Training for Future Leaders initiative. The team was accompanied on all visits by a member of the Program Office staff who participated in the interviews and discussion groups (except Aceh). The following findings are gathered from the various interviews held during the visit but are not intended to be exhaustive notes on each session.

FINDINGS:

- I- Mission believes that the general participant training programs (GPT I and II primarily) had a significant impact on human capacity development in Indonesia and were beneficial to U.S. interests.**

Meetings with the Mission Director and Deputy Director reinforced oft articulated views that many USAID returned participants had risen to positions of prominence (14 current Cabinet Ministers and scores of lesser ranking individuals), and were important to conducting USAID business. One example cited was the impact on the Ministry of Education where returned participants were creating the reform agenda.

The MD commented that returned participants he had observed held a different perspective and had important positive impressions of the U.S. Clearly, the Mission's decision to revive a participant training program supports this belief. In the new project, the Mission will focus on some different target groups and therefore is looking to design a program that can address broader needs and reach non-traditional groups. The MD suggested that there may be opportunities for collaboration with the TFL if it fits the model they are developing.

It must be noted that on the SO level, much of the required participant training was integrated into the technical assistance contracts already in place. However, for the most part, the individuals interviewed recognized the need for the kind of training that could be provided under the TFL.

2- The Fulbright and other DOS programs run through the U.S. Embassy are complementary and not duplicative of USAID programs.

The CAO and Fulbright Director emphasized the characteristics of the basic Fulbright program (Master's and PhD) as seeking candidates with academic excellence across a broad range of fields with leadership potential but not tied to building institutional or development capacity. Selection focuses on those two areas and is very rigorous. The Humphrey program, which is a one-year professional development program with no degree objective, focuses on mid-career professionals and emphasizes public service. The Fulbright Director compared it to a sabbatical year. Both have very strong mutual understanding objectives that are the hallmark of Fulbright programs.

They are adding a new pilot program to bring community college students to the U.S. for a two-year technical program. This allows reaching younger participants and a more diverse population. The PAO was surprised at the very positive response to this program and the first group will be departing this spring. As the team has found in other ANE countries, ECA is focusing more resources on youth. It will be important for the Mission and the Embassy to ensure greater collaboration and sharing of learning on these new target groups.

Regarding the value of a Master's degree versus a Ph.D., the CAO stated that the degree level should be determined by each individual's needs. The main consideration is that degrees from the U.S. – regardless of level -- are highly valued in Indonesia.

The CAO observed the great impact of U.S. education – gained through USAID training – when she visited four Indonesian institutions. The one that was heavily staffed by USAID alumni was well-organized, had a different student-teacher relationship and appeared to be providing a superior education to the other three. It was a “different world.”

3- High-ranking GOI officials have extremely positive views of the impact of USAID long-term training programs.

We were able to interview three high-ranking current or former GOI officials who had been USAID-funded participants themselves. A very strong endorsement of the impact came from the director of Aceh reconstruction who had also served as head of a state-owned company and university rector. He indicated that the greatest mistake that the U.S. has made was in cutting funding for academic training in the mid-1990s. His view was that returned participants gain a “technical” tie but just as importantly an “emotional” tie to the U.S. through these programs. It is the latter that he believes has allowed the two countries to weather the ups and downs in their relationship. It is the former that directs Indonesian professionals to seek assistance or advice from the U.S. individuals or organizations.

4- Returned participants uniformly express acquiring a range of non-academic skills that have helped them in their careers, defined their work style and had a definite impact for positive change.

Returned participants repeatedly said that the main lesson they took from the U.S. was “the courage to speak up.” They admired the directness and honesty of U.S. communication styles and were emboldened by this example. One informant acknowledged that he had to learn to balance this directness with more culturally acceptable statements in order to be effective within the government bureaucracy. Alumni also praised the systematic way that Americans address problems and set priorities. These traits allow the alumni to work more efficiently and accomplish their goals. Another observation is that people who have studied in the U.S. are more open-minded and receptive to new ideas and different viewpoints. In the current political climate, this open-mindedness is important to U.S. interests.

Some participants have made changes within government ministries. One participant in the bureaucracy pointed out that he had introduced a merit-based selection system for Echelon I appointees that was being used by the President. Again, there was resistance, but he believes that many of the skills he had learned such as logical arguments, critical thinking, and communication abilities were instrumental in getting these accepted or, at least, in deflecting serious opposition. A former Cabinet minister described his diverse accomplishments, including reinvigorating the stock market and reforming bank law, pension funds and factories. He also set up a national forest and championed environmental safeguards, including limiting logging in areas with endangered species. Another former Cabinet minister set out to modernize the transportation system and relentlessly pursued establishing a network of ferries to link the various Indonesian islands. The ferries have not only helped to promote commercial enterprise but also encourage social links among the islands and contribute toward a national identity.

Returned participants teaching at universities gave many examples of new skills related to the conduct of their university teaching and research duties. These examples were around methods of teaching and learning such as learner centered teaching, class discipline, timeliness and class preparation. They demanded that students think for themselves and read a large volume of materials. While these changes were not always easy to institute because students were not used to them, the returned participants at the U. of Indonesia Faculty of Law were especially successful in establishing these higher standards. The Faculty of Law participants believe they absorbed these values by observing the way their classes were conducted in the U.S. and their relationships with their professors. They said that they were slowly introducing the Socratic method popular in U.S. law schools into their classes. Of course, not all of their colleagues or superiors were supportive, but this had not had substantially diverted them from their efforts. They believed that gaining a PhD that would qualify them for higher rank would increase their ability to effect changes. They were also able to convince their Dean to subscribe to WesLaw an important research database. All maintained outside work around consulting with law firms to supplement their incomes and enrich their teaching.

At Syah Kuala University in Aceh, the instructors were engaged in teaching, research and service. They were strongly committed to teaching but also were engaged in various outside activities, including consulting for international agencies and nongovernmental organizations, advising local government agencies, and assisting in relief efforts. They had changed their teaching style, especially in making themselves available to their students. Through their outside work, they were able to bring in guest lecturers and describe practical applications of the theoretical learning in textbooks. They are requiring students to do more reading, but it has been difficult to enforce this change because of the lack of textbooks, especially in Bahasa.

A dissenting note regarding ability to change public-sector systems was sounded by a participant who switched from the university to the private sector. He believes that the government cannot easily change and the private sector has to drive the change. He has established a consulting firm. Nevertheless, on an unpaid basis, he offers free lectures on private enterprise to university students. Another example of individuals championing economic and social change is the former Cabinet minister who has turned to politics, becoming a member of the national Parliament and leading a political party.

5- Critical mass plays an important role in bringing about institutional transformation.

While it is undeniable that the role of one individual can be crucial in change, it is more likely that having a critical mass within an institution will produce the greatest impact. Having two or more U.S.-trained colleagues at an institution gives them a base of support, the ability to pool ideas and mutual reinforcement for introducing and implementing changes. In deeply entrenched bureaucracies and systems that are resistant to change, a team of like-minded professionals can be powerful advocates for change and can serve as role models and mentors for younger staff joining the system.

6- Training venue, level and length must be defined by program objectives.

The team continued to examine the impact of training venue, length and level on intended outcomes. The views of the team have been reinforced by the experience in Indonesia regarding long-term U.S. academic training as having the potential to be transforming. Some observers believe that the younger the person the more adaptable and open to change, suggesting that bachelor degree training would be more likely to bring about the personal transformation related to work style and values. On the other hand, it may be more difficult to select individuals with leadership potential at younger ages, and a 4-5 year degree program in the U.S. is very costly. Furthermore, the success of those who studied at the Master's degree level indicates they too are able to be transformed by their experiences.

The head of the Bureau for Reconstruction and Rehabilitation suggested that for more immediate or mid-term impact training programs should focus on mid-career professionals, not the youth. Investments in youth are long-term and perhaps could be done through improving educational results by investing in university faculty. This is particularly pertinent to Missions that have not had a sustained investment, resulting in significant gaps in U.S.-trained nationals.

7- Leadership selection may be crucial to successful outcomes.

Throughout its field visits, the team has been impressed with the importance of selection criteria to the ultimate impact of individual returnees. It is a fair assumption that most of the trainees return with the technical expertise for which they were sent. It has, however, been our observation that ultimate successful application of the technical knowledge as well as the ability to exercise leadership in their institutions and sectors, or even at the national level, requires more than this.

The team has observed in each of its field visits that there appears to be a correlation between the personal characteristics of individual participants and their achievements upon return. Those with greater interpersonal skills, optimistic attitudes, high motivation and belief in their own abilities to make change appeared to have greatest impact. This suggests that greater concentration on the selection side for certain qualities or characteristics using standard tools may be useful to a TFL or any other participant training program. Tools such as psychometric testing to identify leadership qualities are routinely used in the U.S. and Europe. It remains to be seen if and how they can be adapted to participant training selection. In any case, personal interviews can be structured to obtain a sense of participants' leadership potential. Selection procedures can be greatly refined in order to increase the likelihood of selecting participants with strong leadership characteristics. In most cases, the selection procedures described to the team focused mainly on academic excellence, with no attention to leadership characteristics.

8- Exposure to the U.S. system may strengthen participants' resistance to corruption and motivation to institute reforms.

A former Cabinet minister described his efforts to counter corruption among government officials. His actions stem from his own character traits as well as the rule of law he observed in the U.S. Another example reported to the team is the Director of the Aceh Rehabilitation and Reconstruction Agency, who received an MA from Stanford with USAID funding. He was appointed to this post because he had a reputation for honesty and was perceived as a reformist. It was important to the GOI to have someone in this high-profile position who could assure the donors that their money was wisely spent.

Of relevant interest to this point is the potential leadership component of the TFL that could have a focus on ethical leadership to promote supporting concepts.

9- Sending groups of participants to one U.S. institution may facilitate adjustment to the U.S. educational system, but may limit their exposure to American culture and diverse academic schools of thought.

The large groups of students who studied Economics at Georgia State University were able to support each other during their intensive, stressful studies; they formed study groups, cooked together to save money, and lived in the same dormitory. When they returned to their home institution, they formed a cohesive force for change. The down side of having such a large concentration of Indonesians (comprising half of the students in their GSU program) was that they had less exposure to American culture. It is also important to note that U.S. universities represent diverse views regarding economic theories and that it would have been beneficial for Indonesian students to be exposed to these varied perspectives. Another factor was the intensive study program (one year to obtain a Master's degree), which gave them little time to learn about American culture or spend time with Americans (even fellow students). A longer course of study would have reduced the stress levels of students (one was hospitalized for stress), allowed them to take some elective courses and given them the opportunity to observe more aspects of U.S. life.

10- Follow-on and follow-up are effective but underused tools to maintain USG-returned participant ties.

During its country visits, the team has consistently received feedback that significant Mission attention to participant follow-on and follow-up has been lacking or spotty. This was also the case in Indonesia. The training office did keep track of returnees and periodically responds to requests from Missions on the status of high-ranking officials, but as it has no access to the participant data base prior to TraiNet, it lacks the ability to keep closer track. In addition, the Mission has not emphasized follow-on activities such as alumni associations and special events for returned participants. On the Embassy side, they have indicated that this is one of their undertakings but like all alumni associations, it has its ups and downs. That however, does not diminish their belief in the importance of maintaining links with graduates and promoting sustained U.S. – Indonesian relationships.

On the participant side, they consistently suggested that they would welcome an alumni association to keep in touch with each other and USAID and would find great value in seminars or other educational events around this. Some of the larger and more prestigious U.S. universities have formed alumni clubs. These can provide a solid bridge with the U.S., but they only apply to a small number of returnees.

At the very least, there should be a system to track participants upon return. The team will be making recommendations to USAID/EGAT and Devis (TraiNet contractors) regarding participant tracking such as new modules or more active use of existing modules.

11- There is significant support for overseas scholarships from other donors.

The largest provider of overseas scholarships is the Australian government through the IDP Education Australia. About 5,000 students per year begin study in Australia; about 1,000 of these students are sponsored. There are two major programs: the ADS and APS. The ADS is the ongoing scholarship program of the Government while the APS is being funded from Aceh relief funds. They fund both Master's and PhD studies with an emphasis on the former and emphasize recruitment from eastern Indonesia, those with physical handicaps and women. Each program sends 300 students per year. Broad recruitment is done through media announcements and regional fairs. There are a number of other smaller, specialized scholarships provided such as the Australian Leadership Program. (This is a new program and our informant did not have the details.)

Selection is general -- not linked to an institution or institutional building -- but government employees must have the endorsement of their organization. Private-sector candidates do not have any particular affiliation. Fields of study are anything that is deemed as contributing to Indonesian development (an example of what would not be funded was fashion design). Academic achievement and personal characteristics are the basis of selection. They do not assess English language ability, as the scholarship entitles the candidate to take up to 9 months of fully funded English language training in country with an affiliated language institute that uses native speakers only.

There has been an Australian alumni association that is available to anyone who has studied there. It is large with a social focus not educational. To better focus sponsored students, a chapter for them has been formed to identify follow-on programming for this group. The government realizes that it has lost the ability to track and impact this group as they move forward in their careers.

Other donors that provide scholarships according to our informant include the Italians, Chinese, Dutch (very large) and Russians among others.

Issues for Consideration of USAID/Jakarta

1. With a modest number of scholarships available, setting clear objectives will be important. The process of setting objectives needs to discern the relative merits of factors such as:
 - a. The focal point of change—government ministries, educational institutions, the private sector or other entities;
 - b. The need for inspirational, visionary leaders versus technical specialists;
 - c. Geographic location – national, provincial or district;
 - d. Diversity – the need to balance ethnic groups, disadvantaged segments of society, and gender;
 - e. The views of Indonesian leaders;
 - f. The value of a critical mass of U.S. alumni in specific institutions; and
 - g. Sectoral expertise needed.
2. The large pool of U.S. alumni could be more effectively tapped to contribute to socio-economic development. Suggestions regarding such activities include:
 - Giving university lectures, speeches and media interviews related to their expertise;
 - Mentoring younger U.S. alumni; and
 - Preparing materials in Bahasa that could be used in universities and for other training purposes.They could also assist in preparing the next generation of participant trainees:
 - Participating in selection committees;
 - Providing pre-departure briefings; and
 - Organizing an alumni association and activities.
3. Recent U.S. alumni need continued support to implement changes in their institutions. Small investments in reference materials and refresher courses will support their efforts and encourage them to keep up

their pressure for changes. The prestige of a U.S. degree needs to be reinforced with some tangible signs of a continued connection with the U.S.

4. Selection and placement of U.S. participants need special attention. Personal qualities such as leadership, integrity and industriousness have been important to successful alumni in the past and should be considered in the future. Some alumni stressed the importance of placing participants in universities that offer broad exposure to American society.
5. Re-entry and reintegration have been issues raised in previous studies of the GPT I and II and were raised during interviews. The main point that previous studies have stressed is that far too many participants did not return to appropriate or, in some cases, any positions or that they were shunted aside. Others had lost seniority and this set them back in their careers. It is clear that long absences from jobs can, in fact, have some immediate detrimental impacts although this tends to dissipate in the long run.

One can conclude, that shorter absences may ameliorate this but also that clear agreements between employee and employer should be negotiated before departure.

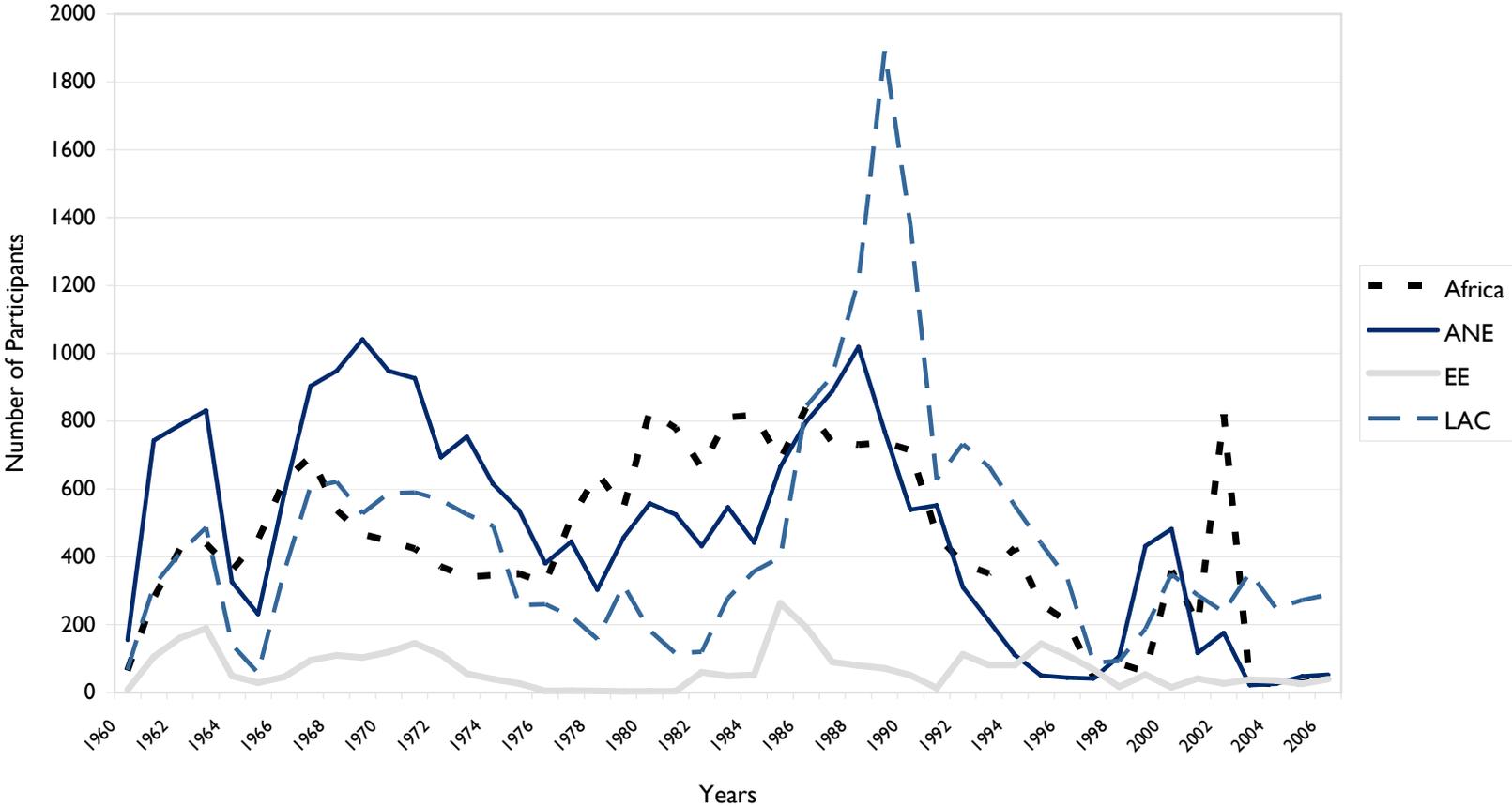
On a related issue, participants can also benefit through a follow-on program and mentoring or supportive counseling regarding reintegration into the Indonesian workforce and bureaucracy. While the participant will have gained many new and important ways of thinking and acting, application is another thing. If they are not sensitive to the possible negative reactions of their colleagues and have strategies to deal with them, it could be discouraging. In the same way, strategies for introducing change in resistant and unreformed bureaucracies would be an important topic that could be addressed as part of alumni gatherings or through mentoring.

As mentioned regarding leadership training, another important reintegration issue would be around maintaining integrity and dealing with corruption. Not only the focus during training but post training activities around these issues could be helpful.

Appendix F

PARTICIPANT TRAINING CHARTS & DATA FROM SELECTED ANE COUNTRIES

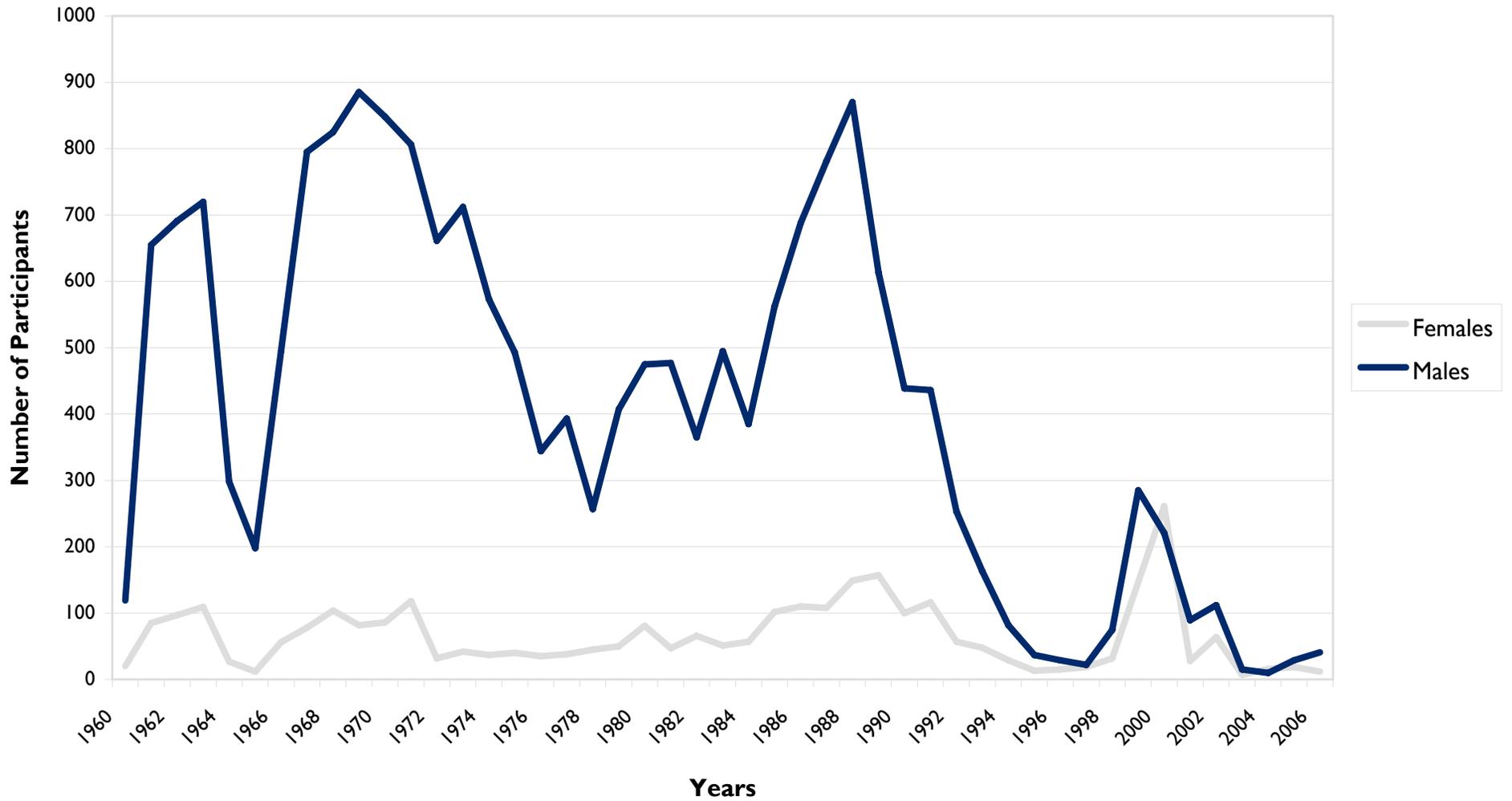
WORLD: U.S. LONG-TERM TRAINING PARTICIPANTS FROM 1960-2006



WORLD: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Africa	ANE	EE	LAC
1960	65	155	8	67
1961	278	743	105	315
1962	422	788	160	411
1963	438	831	189	486
1964	360	326	49	141
1965	451	231	29	57
1966	624	585	46	355
1967	695	903	95	604
1968	538	948	109	621
1969	466	1,041	103	527
1970	447	948	119	587
1971	424	926	145	590
1972	371	693	112	567
1973	341	754	56	525
1974	346	615	40	490
1975	350	536	27	257
1976	322	381	5	260
1977	511	445	6	225
1978	646	303	5	157
1979	543	457	3	317
1980	829	557	4	182
1981	779	525	4	115
1982	661	432	60	120
1983	812	546	49	278
1984	817	442	52	357
1985	685	664	263	398
1986	838	798	193	844
1987	736	889	90	933
1988	731	1,019	79	1,215
1989	737	770	71	1,891
1990	714	539	51	1,376
1991	464	552	13	627
1992	380	310	113	732
1993	351	211	81	665
1994	425	111	81	549
1995	261	50	143	439
1996	209	44	109	336
1997	45	41	68	88
1998	86	107	17	93
1999	61	432	53	188
2000	359	482	15	349
2001	200	117	41	287
2002	819	176	27	236
2003	31	22	38	353
2004	25	26	36	248
2005	29	48	26	272
2006	39	53	40	288
Total	20761	22572	3228	21018

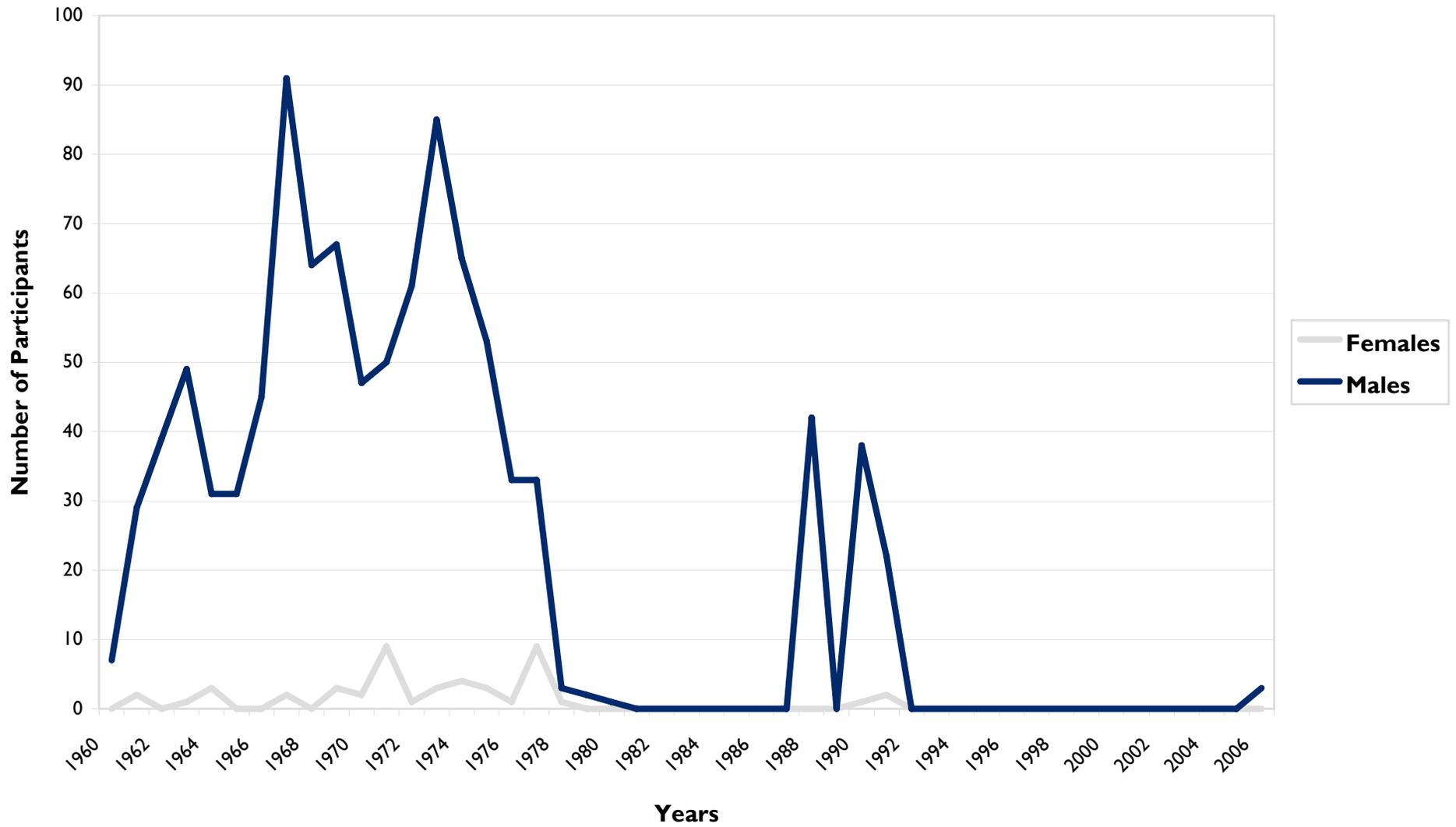
ANE: U.S. LONG-TERM PARTICIPANTS BY GENDER FROM 1960-2006 DATA



ANE: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	20	119
1961	85	655
1962	97	691
1963	109	720
1964	27	298
1965	12	198
1966	56	495
1967	78	795
1968	104	825
1969	82	885
1970	86	848
1971	118	806
1972	32	661
1973	42	712
1974	37	573
1975	40	493
1976	35	344
1977	38	393
1978	45	257
1979	50	407
1980	81	475
1981	47	477
1982	66	365
1983	51	495
1984	57	385
1985	102	562
1986	110	688
1987	108	781
1988	149	870
1989	157	613
1990	100	439
1991	116	436
1992	57	253
1993	48	163
1994	29	82
1995	13	37
1996	15	29
1997	19	22
1998	32	75
1999	147	285
2000	261	221
2001	28	89
2002	64	112
2003	7	15
2004	16	10
2005	19	29
2006	12	41
Total	3104	19224

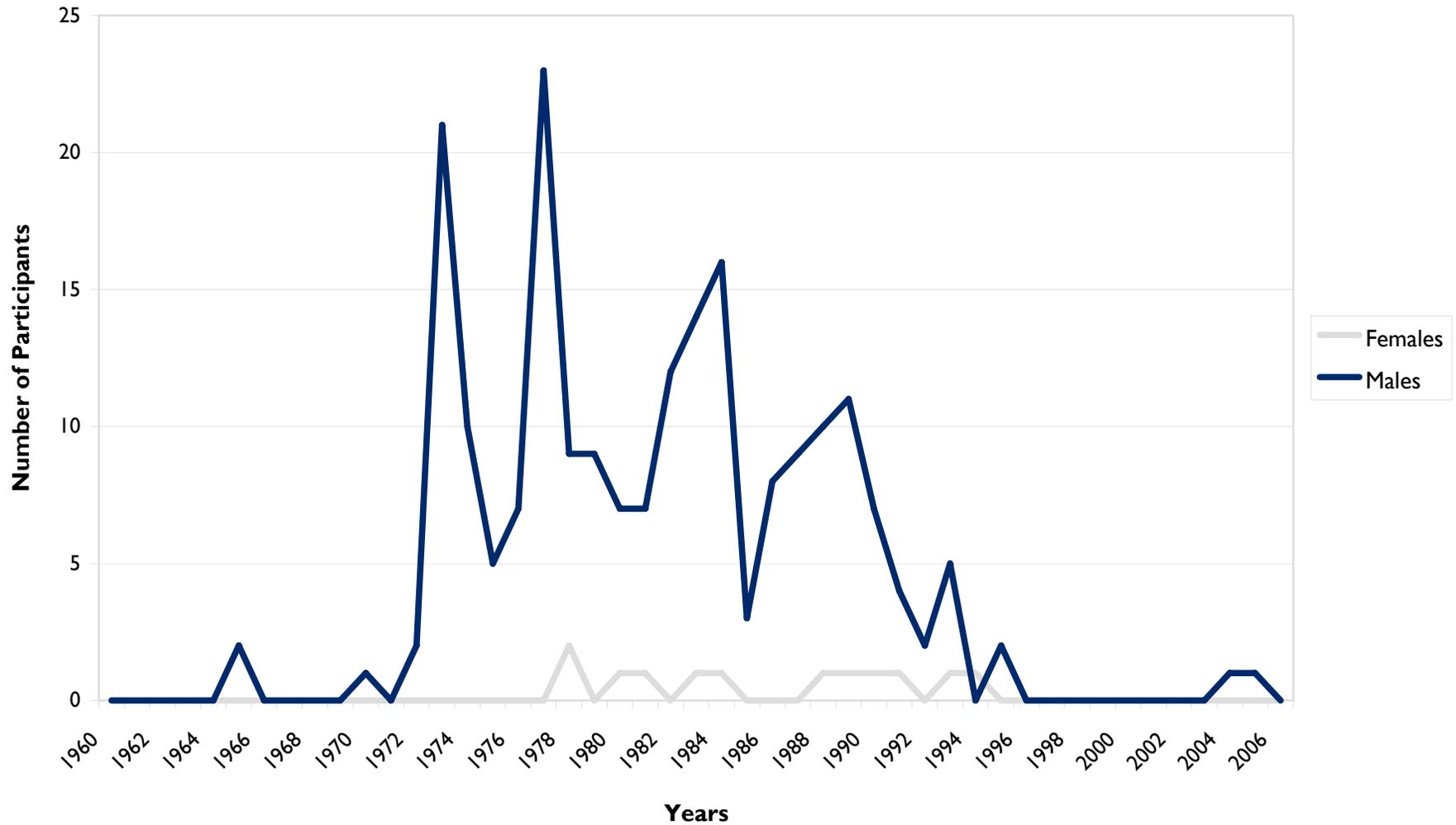
AFGHANISTAN: U.S. LONG-TERM PARTICIPANTS BY GENDER FROM 1960-2006 DATA



AFGHANISTAN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	7
1961	2	29
1962	0	39
1963	1	49
1964	3	31
1965	0	31
1966	0	45
1967	2	91
1968	0	64
1969	3	67
1970	2	47
1971	9	50
1972	1	61
1973	3	85
1974	4	65
1975	3	53
1976	1	33
1977	9	33
1978	1	3
1979	0	2
1980	0	1
1981	0	0
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	42
1989	0	0
1990	1	38
1991	2	22
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	3
Total	47	991

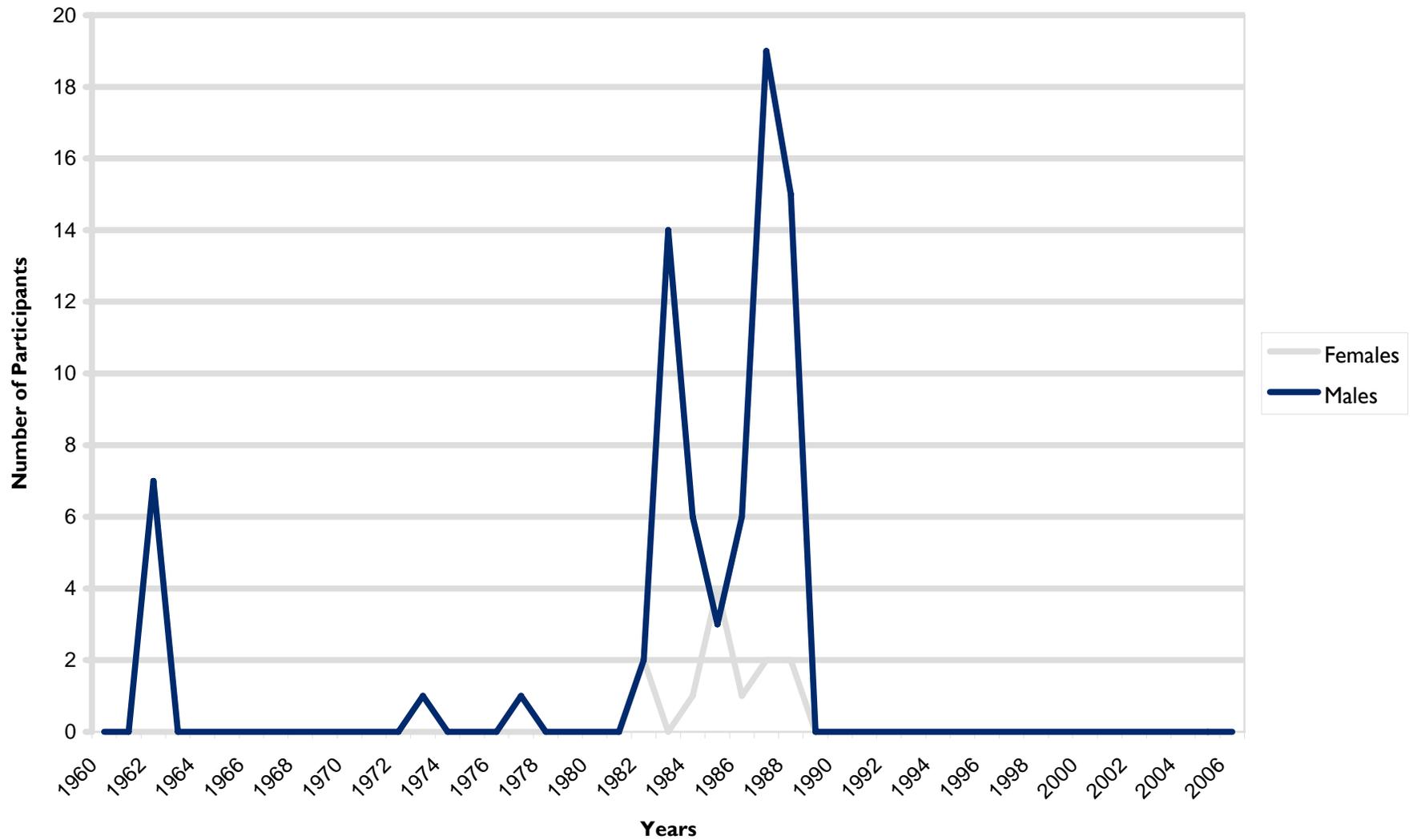
BANGLADESH: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



BANGLADESH: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	0
1962	0	0
1963	0	0
1964	0	0
1965	0	2
1966	0	0
1967	0	0
1968	0	0
1969	0	0
1970	0	1
1971	0	0
1972	0	2
1973	0	21
1974	0	10
1975	0	5
1976	0	7
1977	0	23
1978	2	9
1979	0	9
1980	1	7
1981	1	7
1982	0	12
1983	1	14
1984	1	16
1985	0	3
1986	0	8
1987	0	9
1988	1	10
1989	1	11
1990	1	7
1991	1	4
1992	0	2
1993	1	5
1994	1	0
1995	0	2
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	1
2005	0	1
2006	0	0
Total	12	208

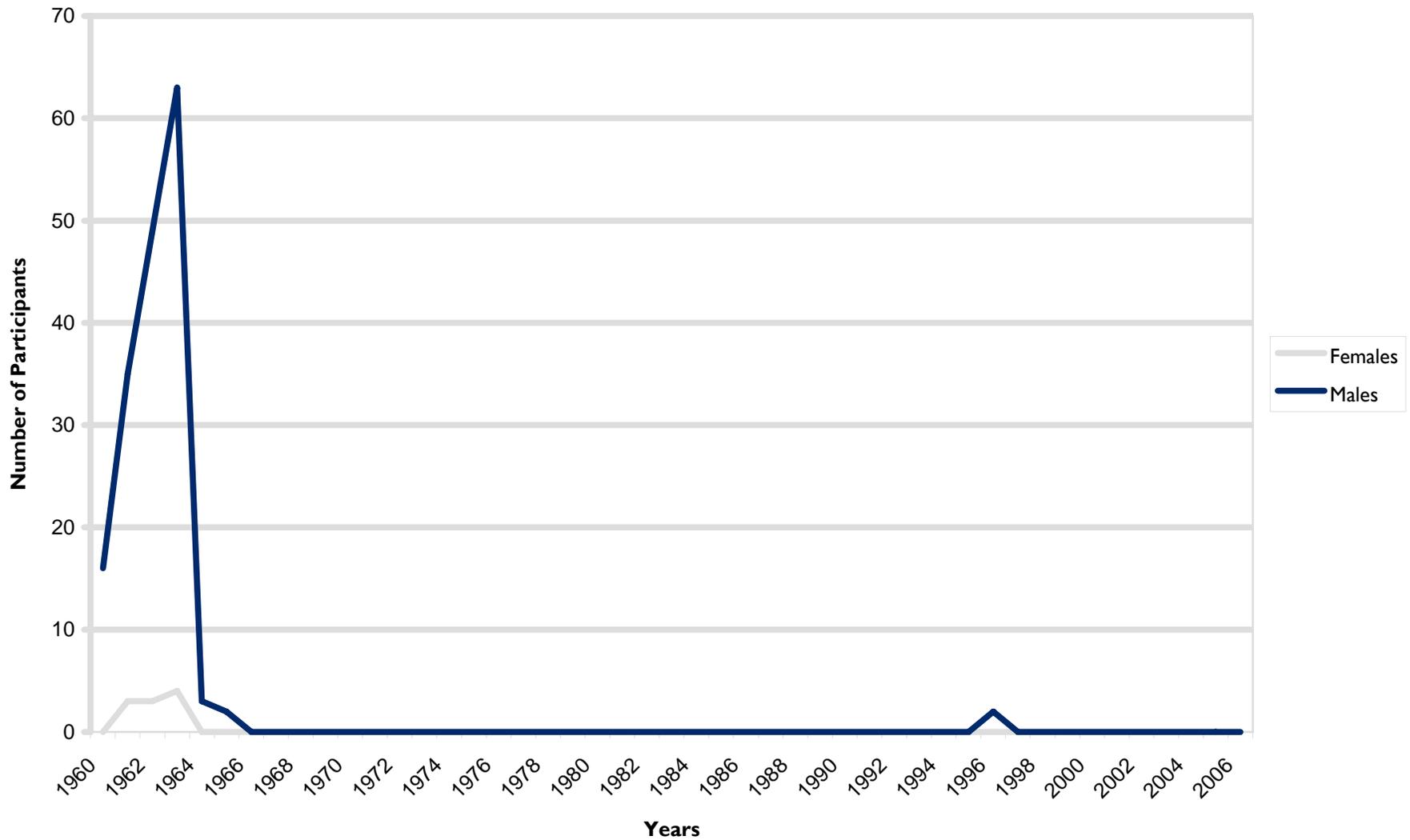
BURMA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



BURMA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	0
1962	0	7
1963	0	0
1964	0	0
1965	0	0
1966	0	0
1967	0	0
1968	0	0
1969	0	0
1970	0	0
1971	0	0
1972	0	0
1973	0	1
1974	0	0
1975	0	0
1976	0	0
1977	0	1
1978	0	0
1979	0	0
1980	0	0
1981	0	0
1982	2	2
1983	0	14
1984	1	6
1985	4	3
1986	1	6
1987	2	19
1988	2	15
1989	0	0
1990	0	0
1991	0	0
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	12	74

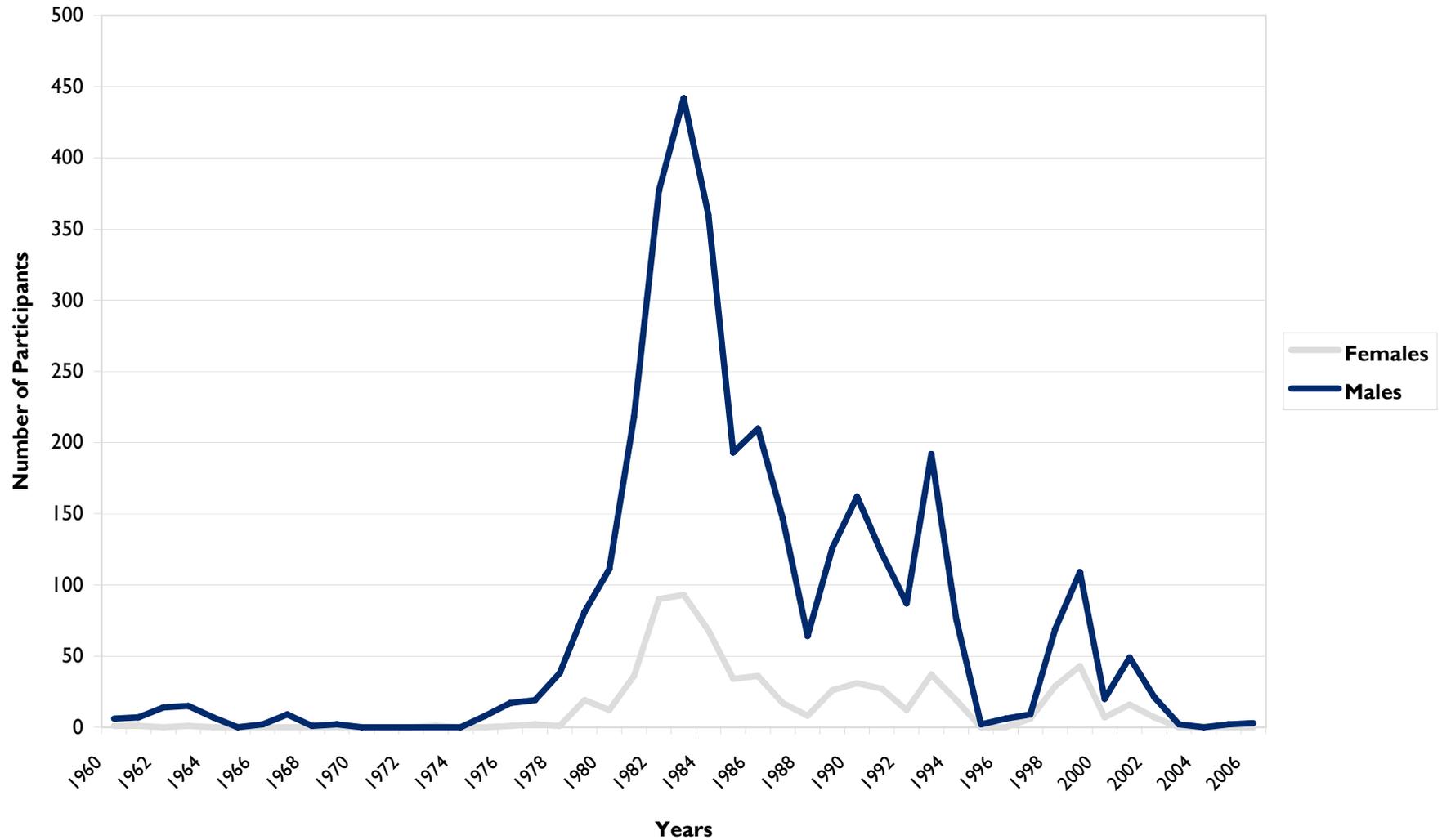
CAMBODIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



CAMBODIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	16
1961	3	35
1962	3	49
1963	4	63
1964	0	3
1965	0	2
1966	0	0
1967	0	0
1968	0	0
1969	0	0
1970	0	0
1971	0	0
1972	0	0
1973	0	0
1974	0	0
1975	0	0
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	0
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	0
1990	0	0
1991	0	0
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	2
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	10	170

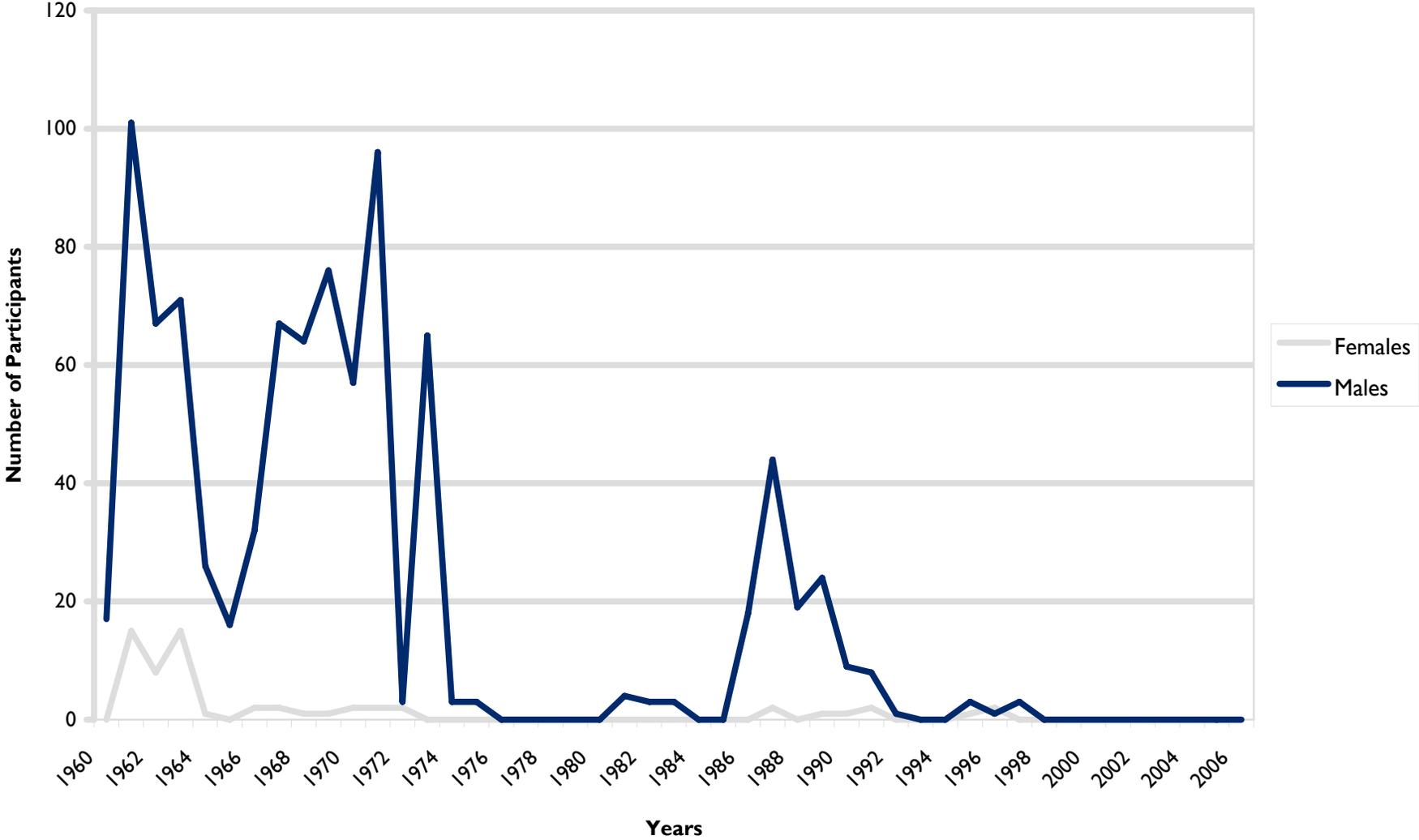
EGYPT: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



EGYPT: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	1	6
1961	1	7
1962	0	14
1963	1	15
1964	0	7
1965	0	0
1966	0	2
1967	0	9
1968	0	1
1969	0	2
1970	0	0
1971	0	0
1972	0	0
1973	1	0
1974	0	0
1975	0	8
1976	1	17
1977	2	19
1978	1	38
1979	19	81
1980	12	111
1981	36	218
1982	90	377
1983	93	442
1984	68	360
1985	34	193
1986	36	210
1987	17	147
1988	8	64
1989	26	126
1990	31	162
1991	27	122
1992	12	87
1993	37	192
1994	19	76
1995	0	2
1996	0	6
1997	6	9
1998	29	69
1999	43	109
2000	7	20
2001	16	49
2002	7	21
2003	0	2
2004	0	0
2005	0	2
2006	0	3
Total	681	3405

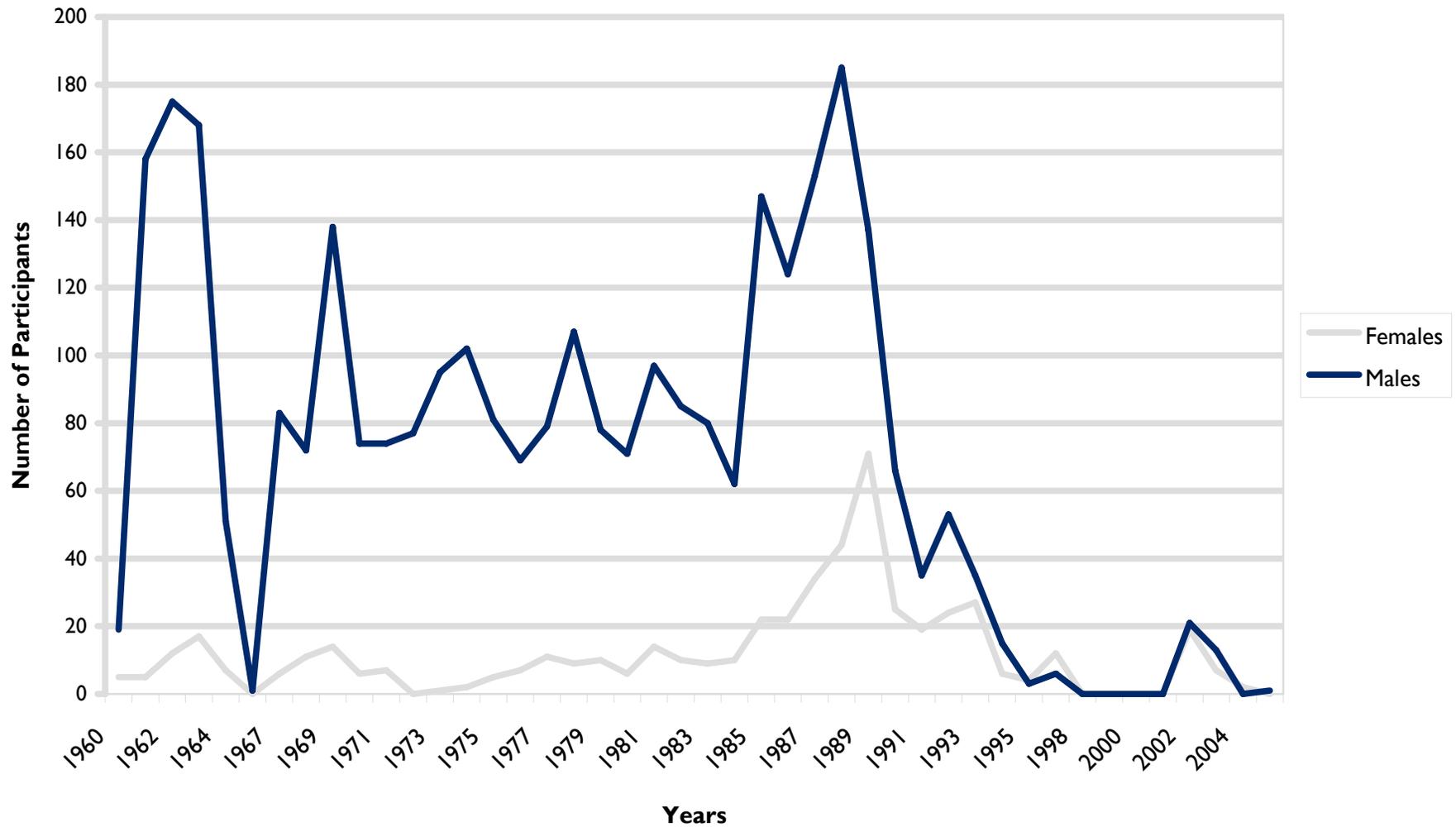
INDIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



INDIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	17
1961	15	101
1962	8	67
1963	15	71
1964	1	26
1965	0	16
1966	2	32
1967	2	67
1968	1	64
1969	1	76
1970	2	57
1971	2	96
1972	2	3
1973	0	65
1974	0	3
1975	0	3
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	4
1982	0	3
1983	0	3
1984	0	0
1985	0	0
1986	0	18
1987	2	44
1988	0	19
1989	1	24
1990	1	9
1991	2	8
1992	0	1
1993	0	0
1994	0	0
1995	1	3
1996	2	1
1997	0	3
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	60	904

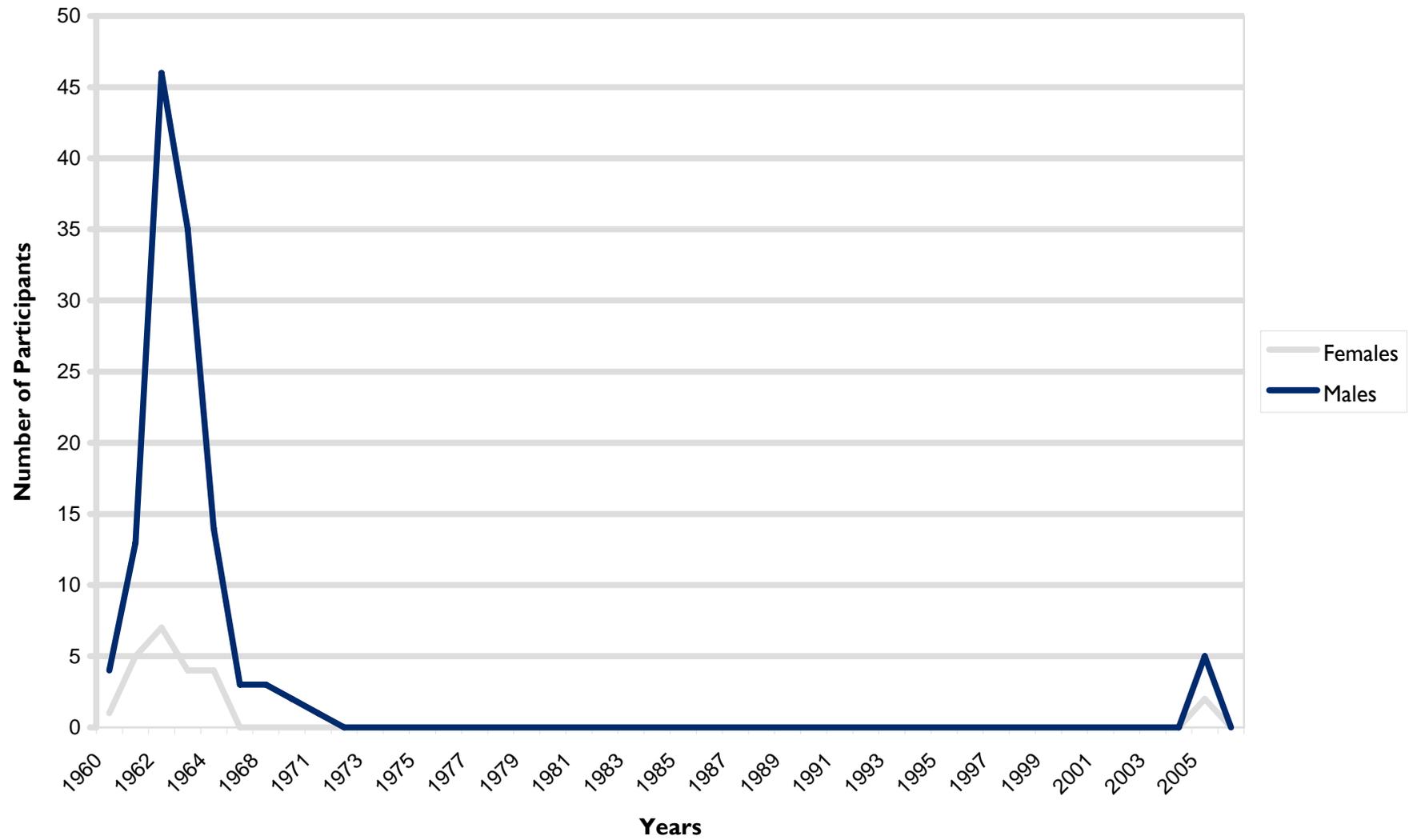
INDONESIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



INDONESIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	5	19
1961	5	158
1962	12	175
1963	17	168
1964	7	51
1965	0	1
1967	6	83
1968	11	72
1969	14	138
1970	6	74
1971	7	74
1972	0	77
1973	1	95
1974	2	102
1975	5	81
1976	7	69
1977	11	79
1978	9	107
1979	10	78
1980	6	71
1981	14	97
1982	10	85
1983	9	80
1984	10	62
1985	22	147
1986	22	124
1987	34	153
1988	44	185
1989	71	137
1990	25	66
1991	19	35
1992	24	53
1993	27	35
1994	6	15
1995	4	3
1997	12	6
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	19	21
2003	7	13
2004	2	0
2006	0	1
Total	522	3090

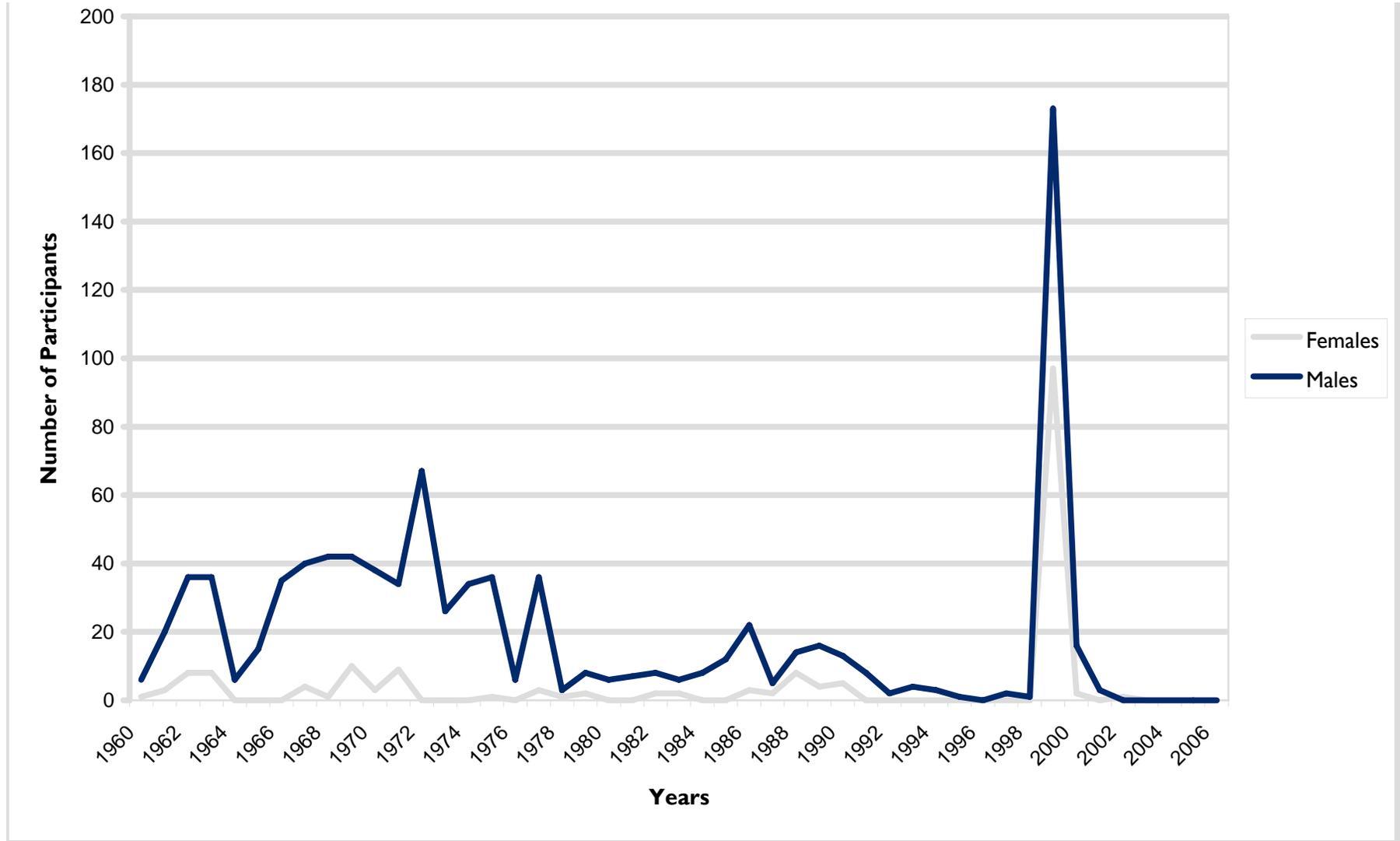
IRAQ: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



IRAQ: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	1	4
1961	5	13
1962	7	46
1963	4	35
1964	4	14
1965	0	3
1968	0	3
1969	0	2
1971	0	1
1972	0	0
1973	0	0
1974	0	0
1975	0	0
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	0
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	0
1990	0	0
1991	0	0
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	2	5
2006	0	0
Total	23	126

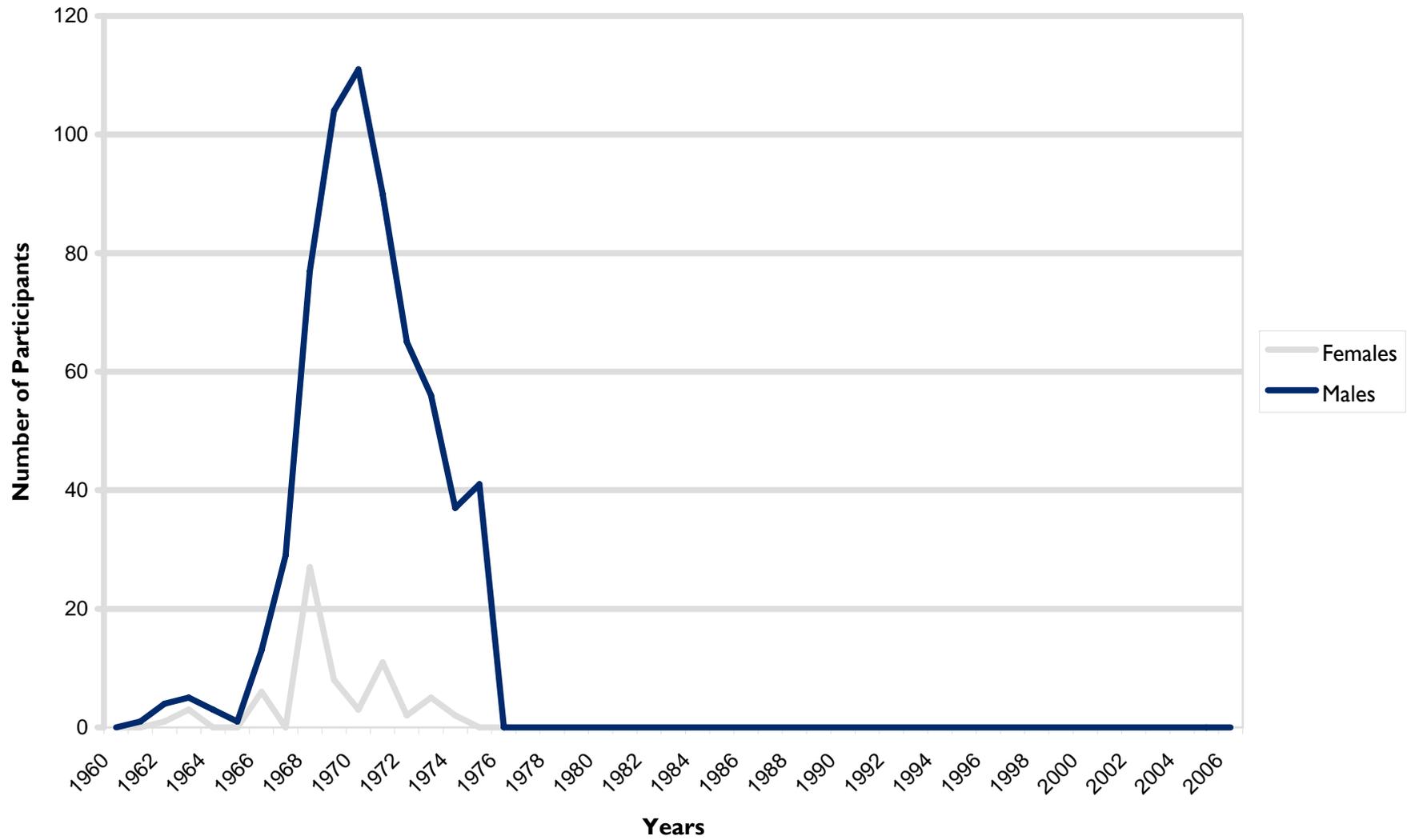
JORDAN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



JORDAN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	1	6
1961	3	20
1962	8	36
1963	8	36
1964	0	6
1965	0	15
1966	0	35
1967	4	40
1968	1	42
1969	10	42
1970	3	38
1971	9	34
1972	0	67
1973	0	26
1974	0	34
1975	1	36
1976	0	6
1977	3	36
1978	1	3
1979	2	8
1980	0	6
1981	0	7
1982	2	8
1983	2	6
1984	0	8
1985	0	12
1986	3	22
1987	2	5
1988	8	14
1989	4	16
1990	5	13
1991	0	8
1992	0	2
1993	0	4
1994	0	3
1995	0	1
1996	0	0
1997	0	2
1998	0	1
1999	97	173
2000	2	16
2001	0	3
2002	1	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	180	896

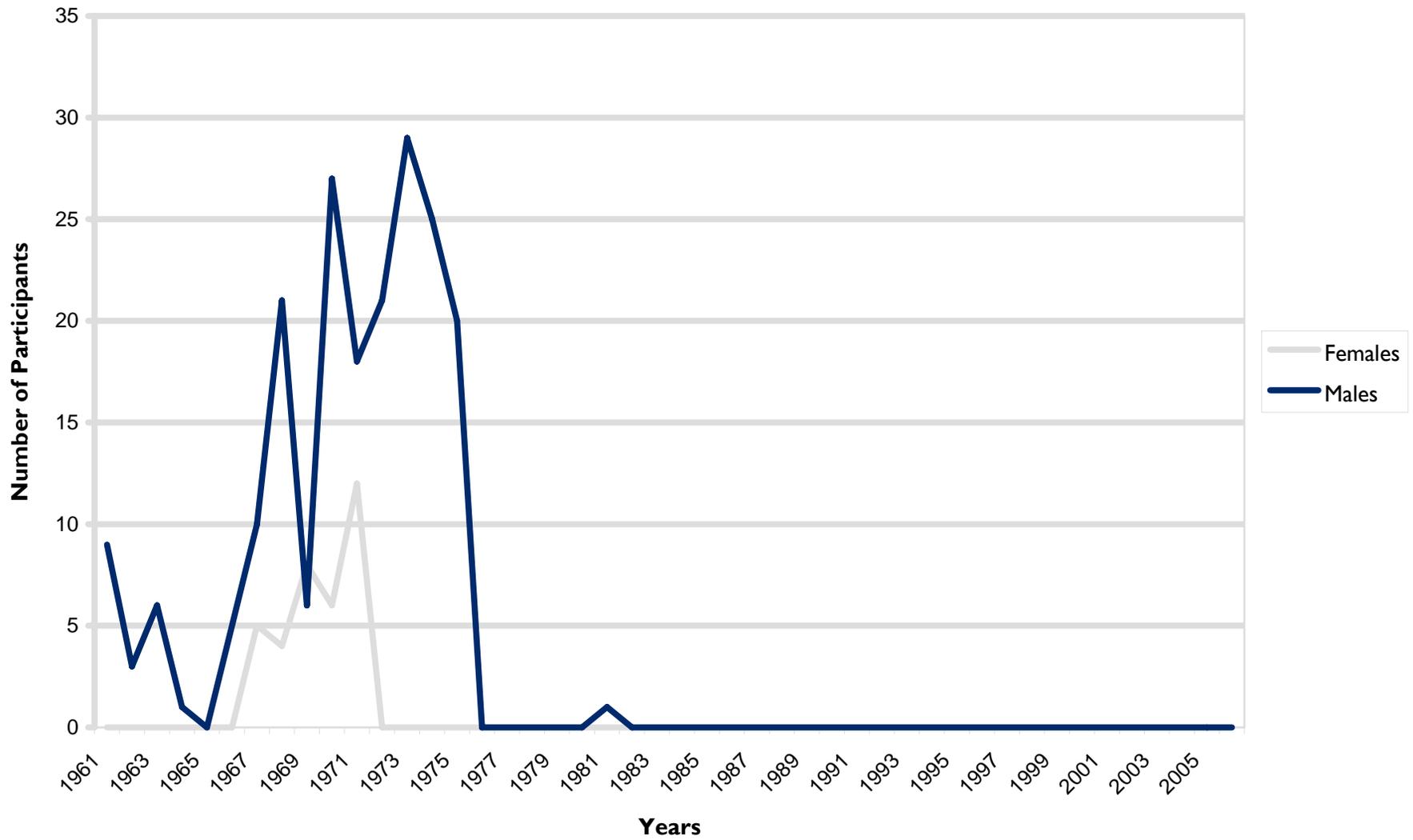
LAOS: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



LAOS: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	1
1962	1	4
1963	3	5
1964	0	3
1965	0	1
1966	6	13
1967	0	29
1968	27	77
1969	8	104
1970	3	111
1971	11	90
1972	2	65
1973	5	56
1974	2	37
1975	0	41
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	0
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	0
1990	0	0
1991	0	0
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	68	637

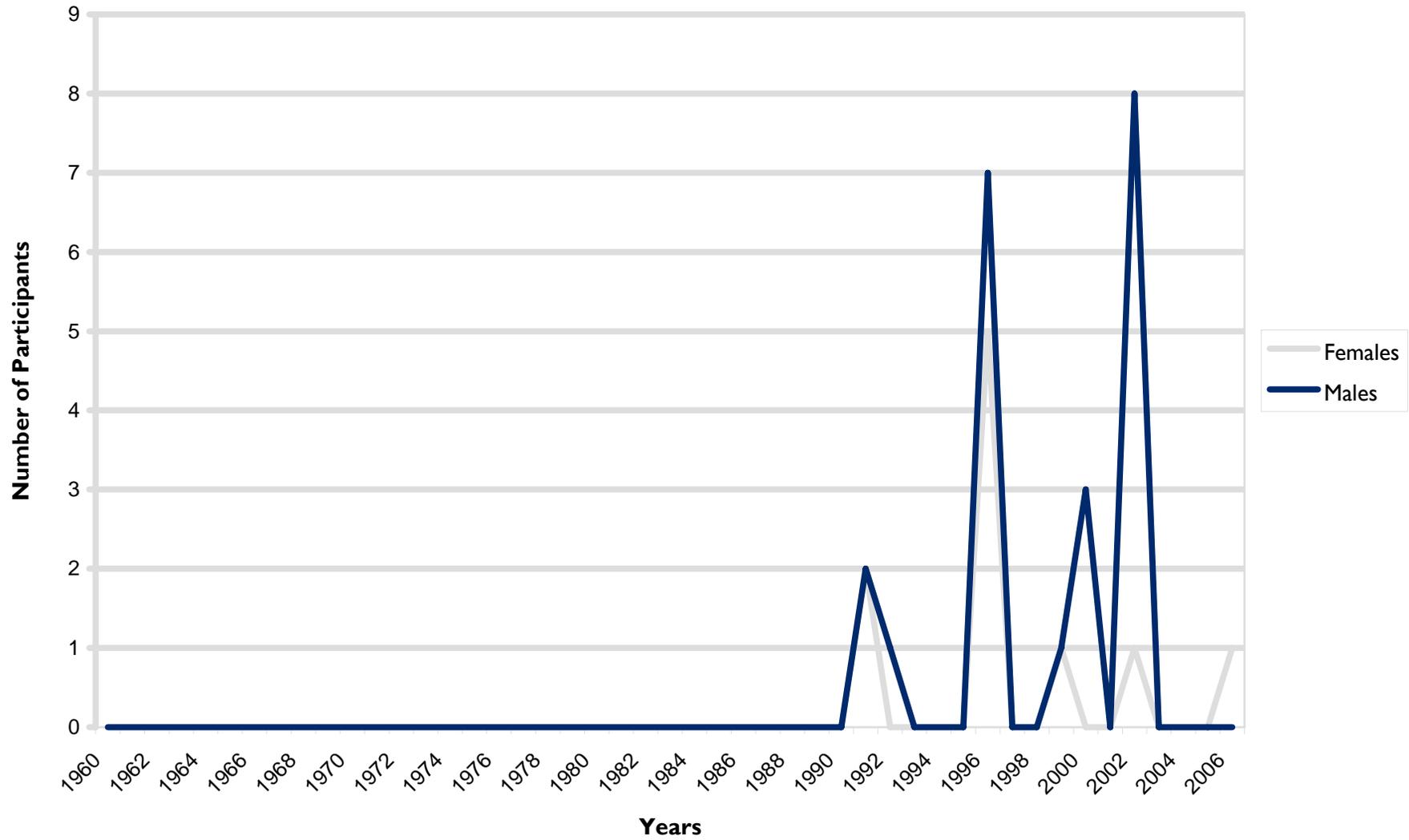
LEBANON: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



LEBANON: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1961	0	9
1962	0	3
1963	0	6
1964	0	1
1965	0	0
1966	0	5
1967	5	10
1968	4	21
1969	8	6
1970	6	27
1971	12	18
1972	0	21
1973	0	29
1974	0	25
1975	0	20
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	1
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	0
1990	0	0
1991	0	0
1992	0	0
1993	0	0
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	35	202

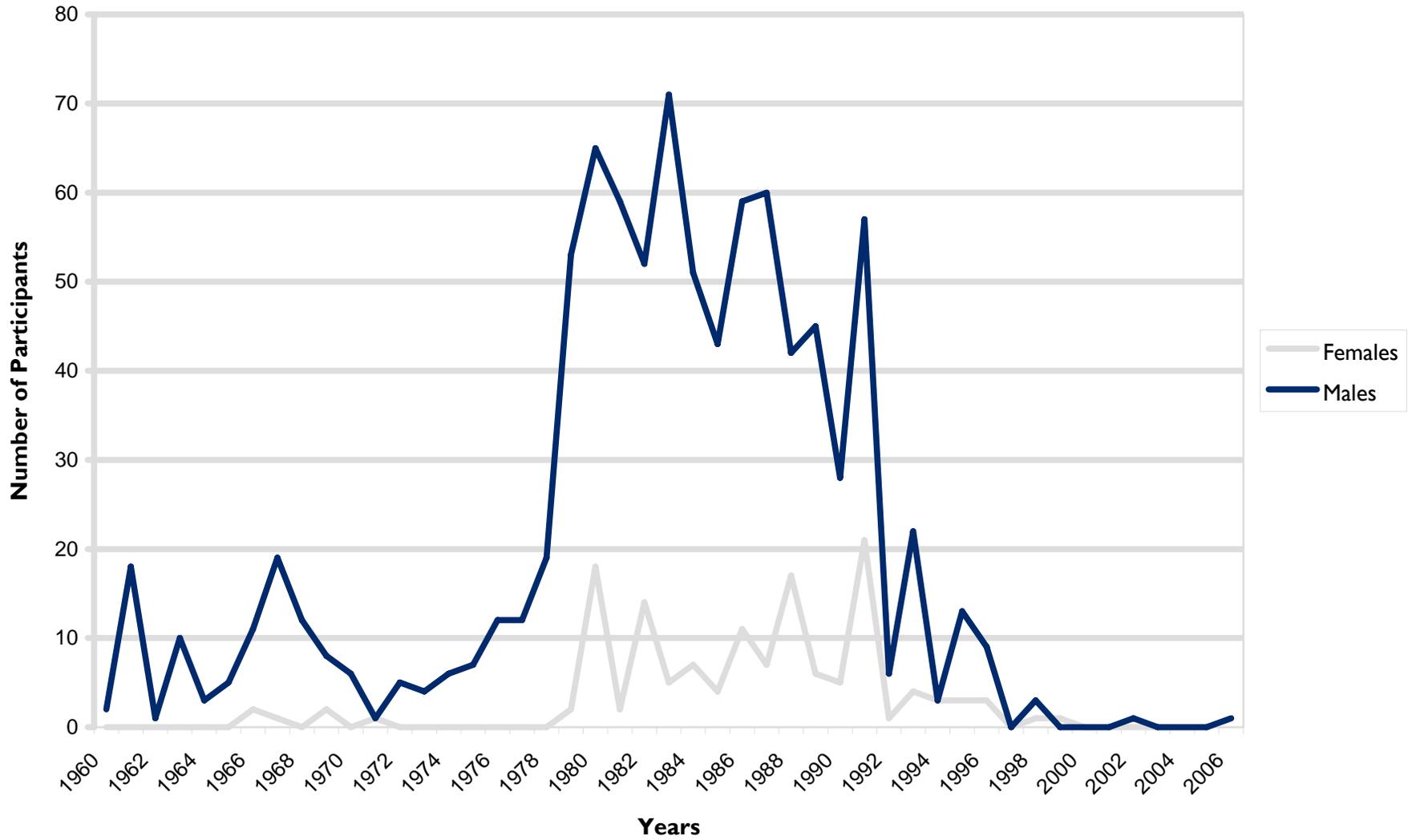
MONGOLIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



MONGOLIA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	0
1962	0	0
1963	0	0
1964	0	0
1965	0	0
1966	0	0
1967	0	0
1968	0	0
1969	0	0
1970	0	0
1971	0	0
1972	0	0
1973	0	0
1974	0	0
1975	0	0
1976	0	0
1977	0	0
1978	0	0
1979	0	0
1980	0	0
1981	0	0
1982	0	0
1983	0	0
1984	0	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	0
1990	0	0
1991	2	2
1992	0	1
1993	0	0
1994	0	0
1995	0	0
1996	5	7
1997	0	0
1998	0	0
1999	1	1
2000	0	3
2001	0	0
2002	1	8
2003	0	0
2004	0	0
2005	0	0
2006	1	0
Total	10	22

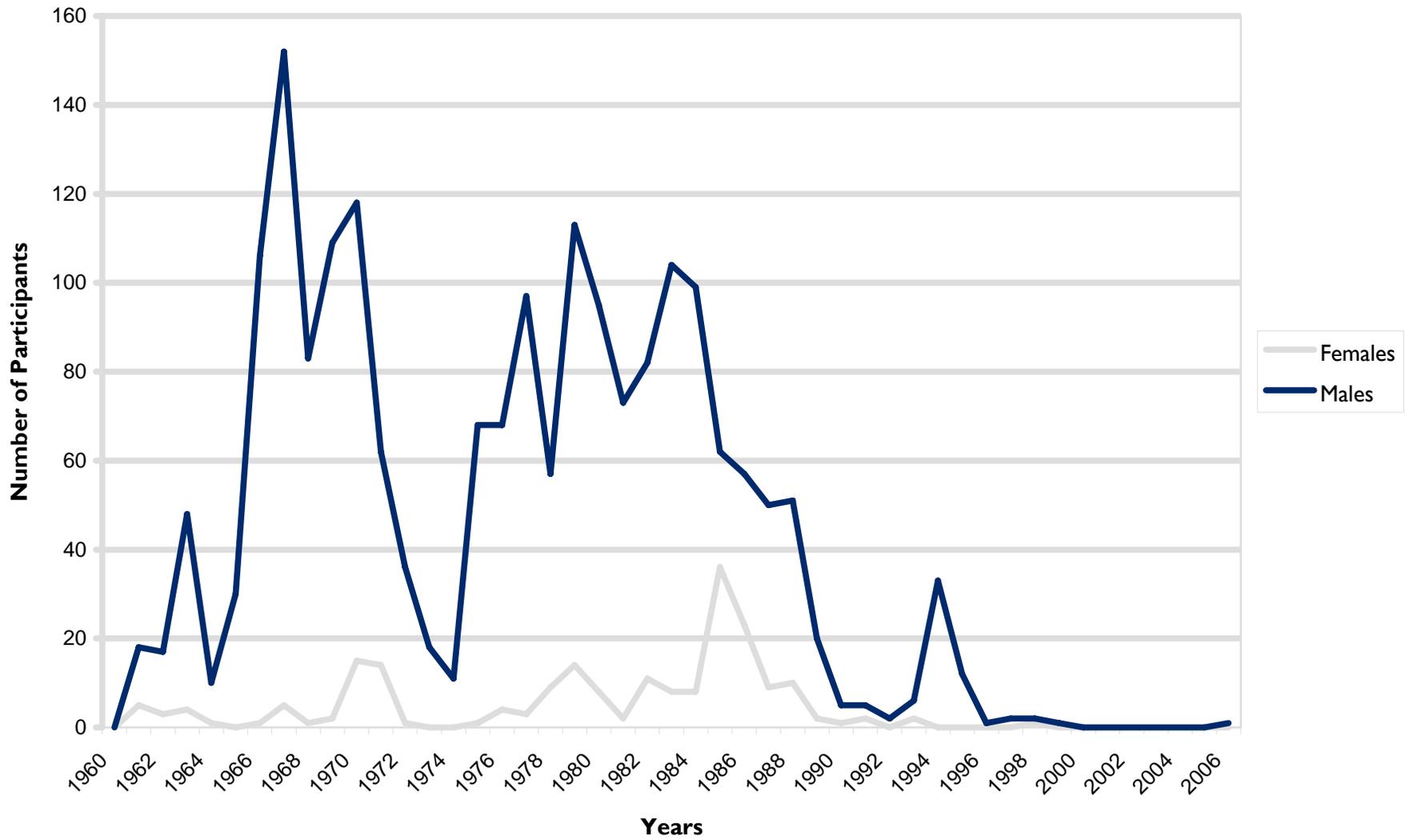
MOROCCO: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



MOROCCO: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	2
1961	0	18
1962	0	1
1963	0	10
1964	0	3
1965	0	5
1966	2	11
1967	1	19
1968	0	12
1969	2	8
1970	0	6
1971	1	1
1972	0	5
1973	0	4
1974	0	6
1975	0	7
1976	0	12
1977	0	12
1978	0	19
1979	2	53
1980	18	65
1981	2	59
1982	14	52
1983	5	71
1984	7	51
1985	4	43
1986	11	59
1987	7	60
1988	17	42
1989	6	45
1990	5	28
1991	21	57
1992	1	6
1993	4	22
1994	3	3
1995	3	13
1996	3	9
1997	0	0
1998	1	3
1999	1	0
2000	0	0
2001	0	0
2002	0	1
2003	0	0
2004	0	0
2005	0	0
2006	1	1
Total	142	904

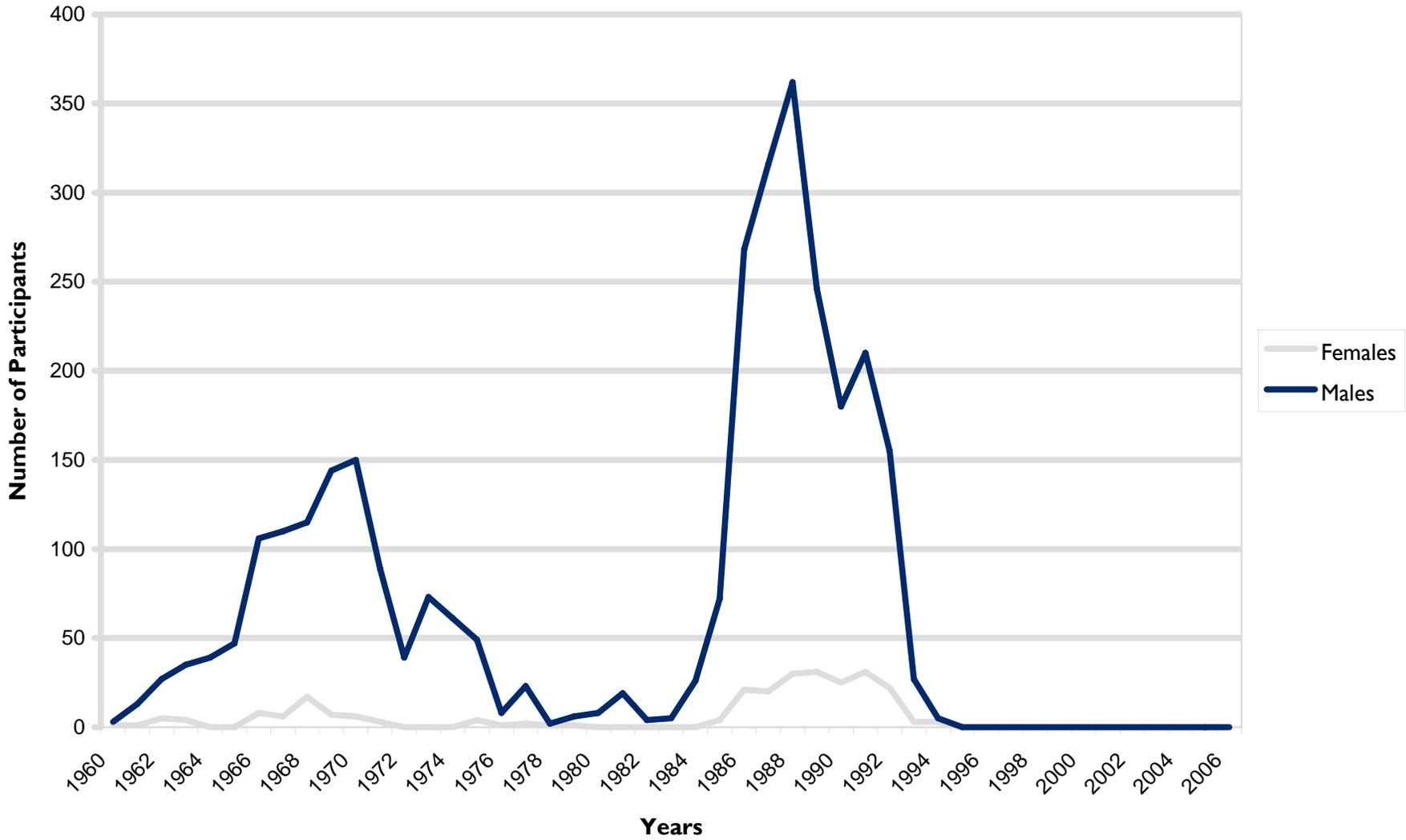
NEPAL: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



NEPAL: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	5	18
1962	3	17
1963	4	48
1964	1	10
1965	0	30
1966	1	106
1967	5	152
1968	1	83
1969	2	109
1970	15	118
1971	14	62
1972	1	36
1973	0	18
1974	0	11
1975	1	68
1976	4	68
1977	3	97
1978	9	57
1979	14	113
1980	8	95
1981	2	73
1982	11	82
1983	8	104
1984	8	99
1985	36	62
1986	23	57
1987	9	50
1988	10	51
1989	2	20
1990	1	5
1991	2	5
1992	0	2
1993	2	6
1994	0	33
1995	0	12
1996	0	1
1997	0	2
1998	1	2
1999	0	1
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	1
Total	206	1984

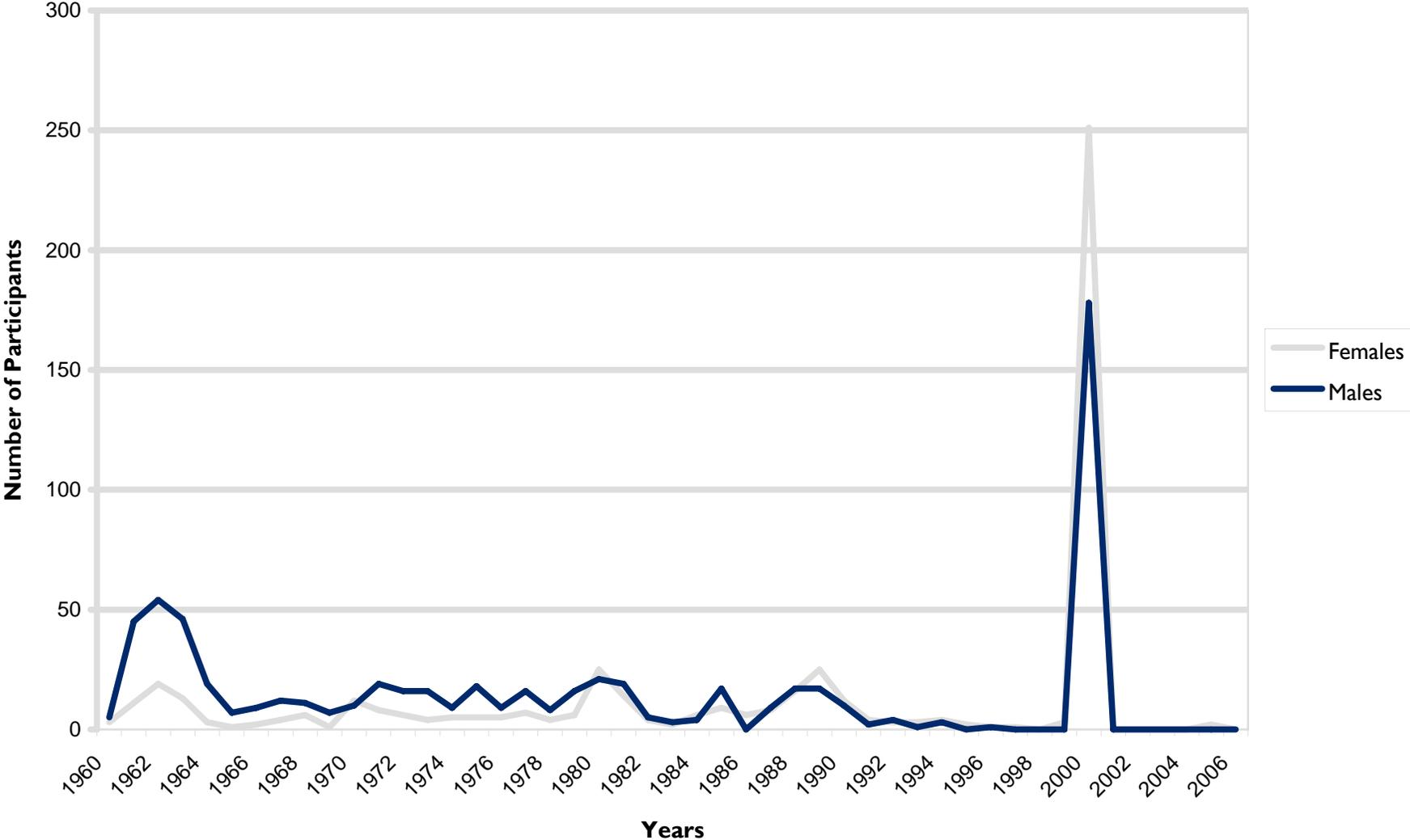
PAKISTAN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



PAKISTAN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	1	3
1961	1	13
1962	5	27
1963	4	35
1964	0	39
1965	0	47
1966	8	106
1967	6	110
1968	17	115
1969	7	144
1970	6	150
1971	3	89
1972	0	39
1973	0	73
1974	0	61
1975	4	49
1976	1	8
1977	2	23
1978	1	2
1979	1	6
1980	0	8
1981	0	19
1982	0	4
1983	0	5
1984	0	26
1985	4	72
1986	21	268
1987	20	316
1988	30	362
1989	31	246
1990	25	180
1991	31	210
1992	22	155
1993	3	27
1994	3	5
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	257	3042

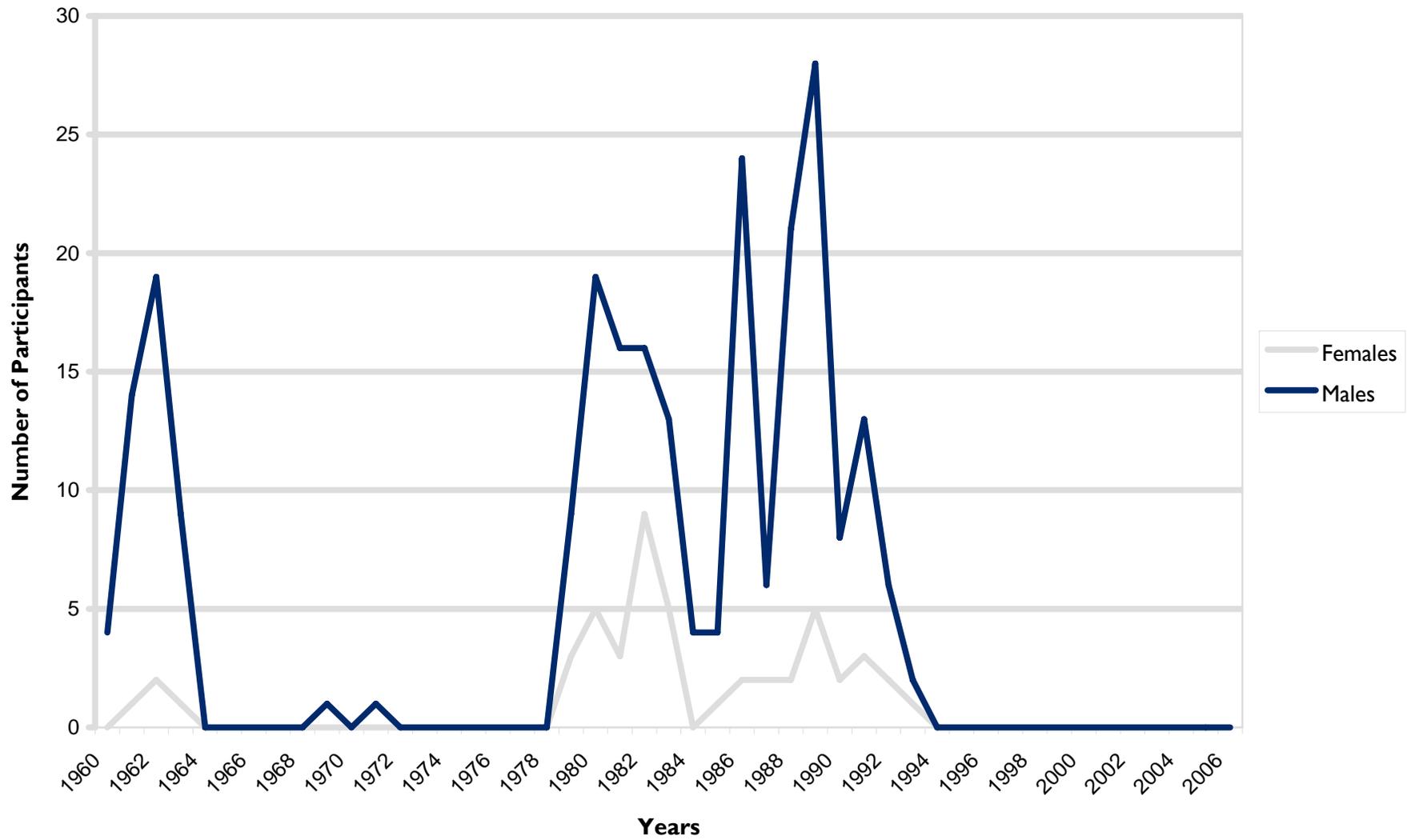
PHILIPPINES: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



PHILIPPINES: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	3	5
1961	11	45
1962	19	54
1963	13	46
1964	3	19
1965	1	7
1966	2	9
1967	4	12
1968	6	11
1969	1	7
1970	12	10
1971	8	19
1972	6	16
1973	4	16
1974	5	9
1975	5	18
1976	5	9
1977	7	16
1978	4	8
1979	6	16
1980	25	21
1981	14	19
1982	4	5
1983	2	3
1984	6	4
1985	9	17
1986	6	0
1987	8	9
1988	16	17
1989	25	17
1990	12	10
1991	4	2
1992	3	4
1993	3	1
1994	4	3
1995	2	0
1996	1	1
1997	1	0
1998	0	0
1999	3	0
2000	251	178
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	2	0
2006	0	0
Total	526	663

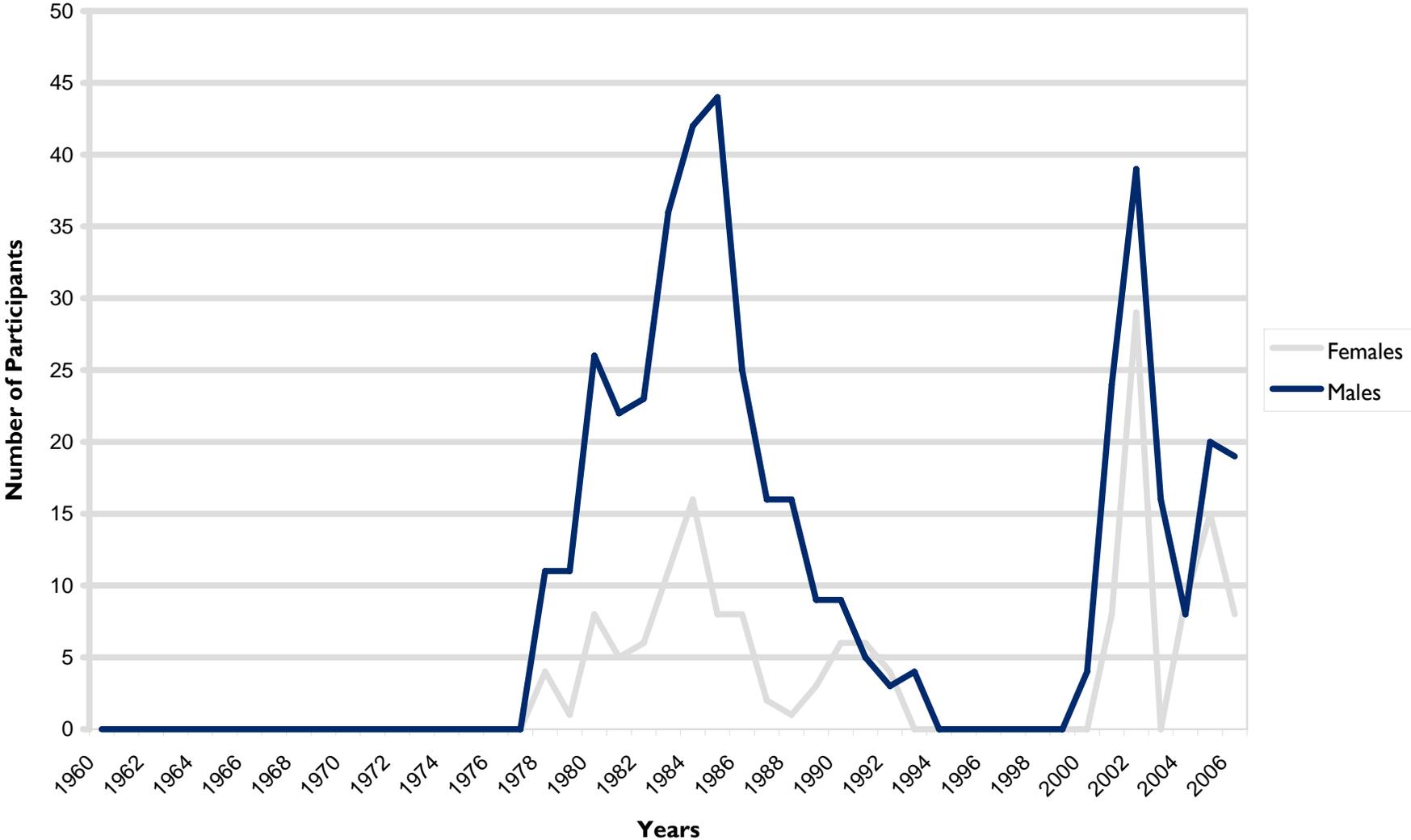
SRI LANKA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



SRI LANKA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	4
1961	1	14
1962	2	19
1963	1	9
1964	0	0
1965	0	0
1966	0	0
1967	0	0
1968	0	0
1969	0	1
1970	0	0
1971	0	1
1972	0	0
1973	0	0
1974	0	0
1975	0	0
1976	0	0
1977	0	0
1978	0	0
1979	3	9
1980	5	19
1981	3	16
1982	9	16
1983	5	13
1984	0	4
1985	1	4
1986	2	24
1987	2	6
1988	2	21
1989	5	28
1990	2	8
1991	3	13
1992	2	6
1993	1	2
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	49	237

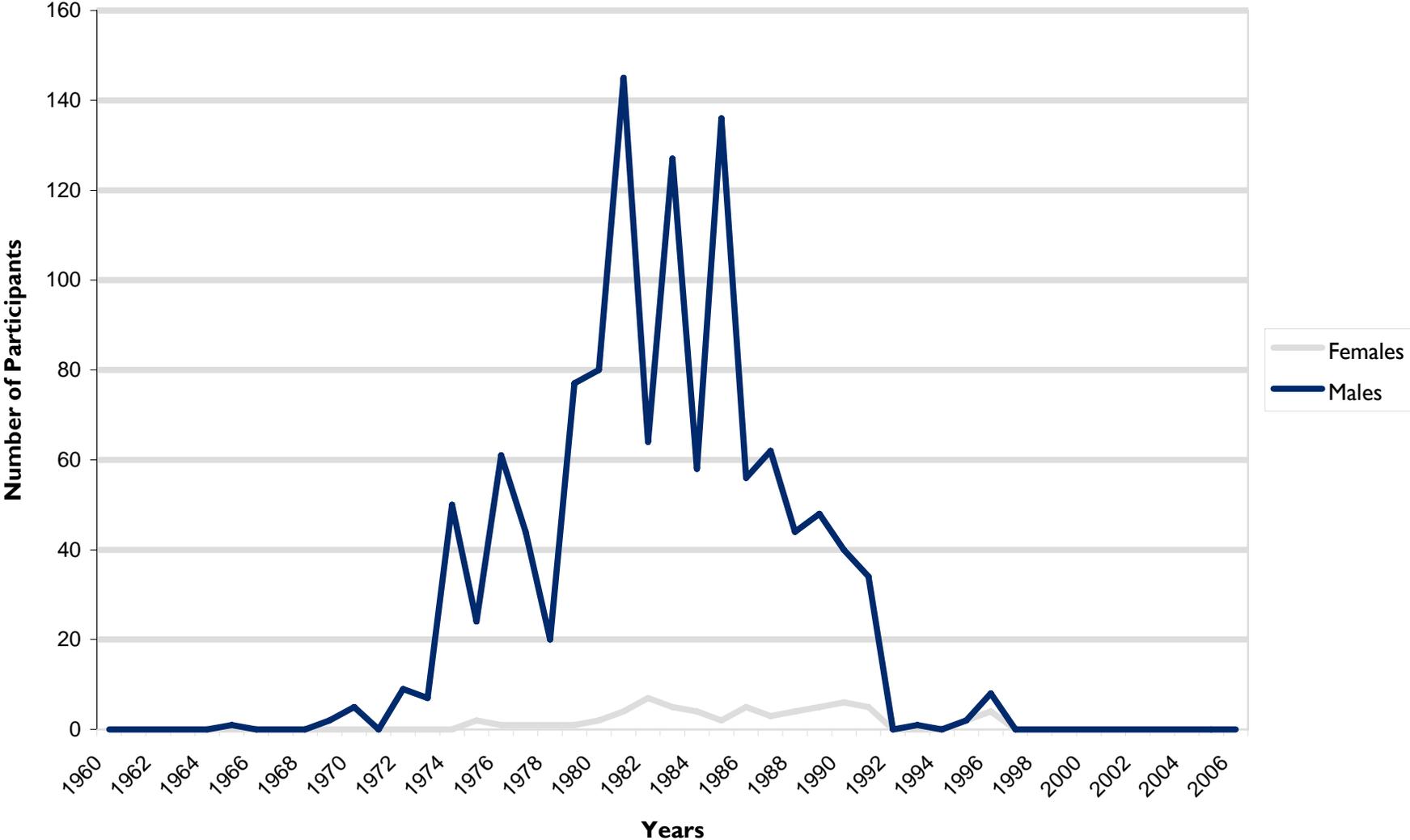
WEST BANK/GAZA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



WEST BANK/GAZA: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	0
1962	0	0
1963	0	0
1964	0	0
1965	0	0
1966	0	0
1967	0	0
1968	0	0
1969	0	0
1970	0	0
1971	0	0
1972	0	0
1973	0	0
1974	0	0
1975	0	0
1976	0	0
1977	0	0
1978	4	11
1979	1	11
1980	8	26
1981	5	22
1982	6	23
1983	11	36
1984	16	42
1985	8	44
1986	8	25
1987	2	16
1988	1	16
1989	3	9
1990	6	9
1991	6	5
1992	4	3
1993	0	4
1994	0	0
1995	0	0
1996	0	0
1997	0	0
1998	0	0
1999	0	0
2000	0	4
2001	8	24
2002	29	39
2003	0	16
2004	9	8
2005	15	20
2006	8	19
Total	158	432

YEMEN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006



YEMEN: USAID-FUNDED PARTICIPANTS IN LONG-TERM US TRAINING BY GENDER, 1960-2006

Year	Females	Males
1960	0	0
1961	0	0
1962	0	0
1963	0	0
1964	0	0
1965	0	1
1966	0	0
1967	0	0
1968	0	0
1969	0	2
1970	0	5
1971	0	0
1972	0	9
1973	0	7
1974	0	50
1975	2	24
1976	1	61
1977	1	44
1978	1	20
1979	1	77
1980	2	80
1981	4	145
1982	7	64
1983	5	127
1984	4	58
1985	2	136
1986	5	56
1987	3	62
1988	4	44
1989	5	48
1990	6	40
1991	5	34
1992	0	0
1993	0	1
1994	0	0
1995	2	2
1996	4	8
1997	0	0
1998	0	0
1999	0	0
2000	0	0
2001	0	0
2002	0	0
2003	0	0
2004	0	0
2005	0	0
2006	0	0
Total	64	1205

Appendix G

FEEDBACK FROM ANE MISSIONS

Following is a summary of the responses from USAID Missions in response to a 2006 ANE Bureau query regarding their interest in a leadership training initiative.

Afghanistan--seems to favor third country, short-term training; limited candidate pool Bangladesh--funds 1 PhD in U.S.; large demand but budget constraints

Cambodia--haven't funded degree/academic training in years but could consider under new strategy; prefers regional training; concern about patronage due to need for English skills

Egypt--supports ST training

India--mostly ST technical training; prefers to support participants in India's universities/colleges

Indonesia--not doing LT training now but have asked EGAT/ED for support; reports high demand

Jordan--supports ST technical training; dropped LT training in U.S. in 1996 due to improved public & private universities in Jordan; "great public diplomacy tool"; questions cost-effectiveness and USAID's value added

Mongolia--no plan to fund LT training in the U.S. due to budget cut; strong demand

Morocco--supports ST training & study tours

Nepal--supports only ST technical training; many requests from government & private sector

OMEP--supported 72 MBA students; all completed program but one stayed in U.S.

Pakistan--receives \$19.5 in Fulbright scholarships; priority given to sciences, ag, health, econ, English teaching & ed; demand is high; women are marginalized in LT training in U.S.

Philippines--all ST training, mostly IC; "need more young professionals trained in U.S."

Sri Lanka--only ST; high demand but no funds

WBG--56 MS/MS in U.S. ongoing; 25 PhD and 7 MA/MS in U.S. in FY06; high demand for LT and ST; programs are on hold pending DC policy review

Yemen--only ST training funded; could be beneficial if funds provided

Appendix H

U.S. PARTICIPANT TRAINING PROGRAM INVENTORY

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Purpose/Audience	<p>The program provides technical training and professional training for low-income and rural students.</p> <p>Beyond training individuals, CASS' ultimate objective is to foster the development of people who will become agents of change, assuming the responsibility of sharing their knowledge and skills to produce a positive impact within their communities and countries.</p> <p>Graduates have gained the essential tools to enter and succeed in the labor force at home.</p>
Countries	Dominican Republic, El Salvador, Guatemala, Honduras, Haiti, Nicaragua, and Mexico
Timeframe	1989-present
Funder/Implementer	USAID/Georgetown CIED
Types of training Provided	<p>Most CASS participants enter two-year technical training programs at community colleges and universities throughout the United States.</p> <p>Students graduate with degrees or certificates.</p>
Number Trained	5,000
Male/Female	Half of the scholars selected are women and at least 80% come from rural areas.
Additional Info	<p>A full 98% of CASS alumni return home at the end of their training.</p> <p>Fields of study match the needs of the labor market in the region. High-demand sectors include agricultural technology, business, environmental sciences, health, and quality control. The fields of study are determined on the basis of extensive annual research of in-country development needs and employment trends. Some of the fields of study currently include:</p> <p>2-Year Technical Training:</p> <ul style="list-style-type: none"> Agriculture Business Environmental Science Health Programs for Deaf Students Technology <p>Short-Term Professional :</p> <ul style="list-style-type: none"> Education Construction Health Agriculture

CYPRUS-AMERICA SCHOLARSHIP PROGRAM

Purpose/Audience	The Cyprus America Scholarship Program (CASP) awards scholarships—based on merit, financial need, and field of study—to qualified Cypriot students entering graduate and undergraduate degree programs in the U.S.
Countries	Cyprus
Timeframe	1981-present
Funder/Implementer	ECA/AMIDEAST
Types of training Provided	CASP scholars have studied (at undergraduate and graduate level and in short-term programs) in many of the finest schools in the U.S. in a variety of subjects. The most popular fields of study are engineering, business and computer science, although many scholars have returned to Cyprus with degrees in the arts and sciences. Currently, CASP scholarships are limited to the following fields: engineering, business administration, natural sciences (biology, physics, chemistry, earth sciences), environmental studies, political science, history/archaeology, education/English as a second language, communications/journalism, economics, and computer science/information technology.
Number Trained Male/Female	<ul style="list-style-type: none"> • 1,666 (as of 8/06) • Between 2002 and 2006 there were 79 graduate scholarships and 79 undergraduate scholarships awarded. • Since 1990 the program has funded 480 men and 330 women.
Additional Info	<p>The Cyprus Fulbright Commission conducts a rigorous selection process, following which students who are notified of their acceptance to the program may apply to the American universities of their choice. The scholarship award is confirmed upon acceptance to an accredited U.S. institution.</p> <p>CASP scholars are expected to uphold high standards at their universities, both in and out of the classroom. In addition to pursuing classes in their major field of study, they are also required to enroll in at least one American studies course and to participate in one bicommunal workshop.</p>

THE EAST CENTRAL EUROPEAN SCHOLARSHIP PROGRAM

Purpose/Audience	The East Central European Scholarship Program (ECESP) provides education and training for leaders, experts, administrators, and managers from emerging democracies of Eastern Europe.
Countries	Over the years, ECESP has helped the Czech Republic, Hungary, Poland and Slovakia to achieve the standards required for integration into Europe. The program is currently active in Albania, Bulgaria, Macedonia, and Romania.
Timeframe	1990-August 2008 (expected completion date)
Funder/Implementer	USAID/Georgetown Center for Intercultural Education and Development
Types of training Provided	<p>ECESP programs consist of long term education and training opportunities, as well as short term professional training programs that are available in the U.S., in-country and in the region. The Program works closely with USAID, international organizations, local experts and alumni to assess country needs and build synergy.</p> <p>Until 1996, participants in the program received primarily 1-2 years of U.S.-based training in public administration and policy, NGO development, regional development, finance, banking, health services administration, and education. Since 1998, ECESP has added additional short-term U.S.-based programs and introduced in-country, regional and East-to-East training. Although ECESP is primarily a certificate-granting program, it does offer degrees to outstanding participants whose impact upon return home stands to increase substantially if granted a degree.</p>
Number Trained Male/Female	<p>1,300 overall 1045 in long term programs: 485 women/560 men</p>
Additional Info	<p>Program participants develop skills to transform and restructure their post-communist societies and economies. The program prepares leaders to:</p> <ul style="list-style-type: none"> • manage change, • strengthen democratic governance, • build a vibrant civil society, • promote effective foreign policy, • ensure sustainable private sector growth and a transparent financial sector, • and strengthen health, social, and education services <p>ECESP alumni work actively to help their countries meet the challenges of political, social, and economic transformation. Many program alumni multiply the effects of their ECESP experience by training others in Eastern Europe and the Newly Independent States (NIS).</p>

EURASIAN UNDERGRADUATE EXCHANGE PROGRAM

(formerly Freedom Support Act Undergraduate Program-FSAU)

Purpose/Audience	To foster democratization and economic development; to promote cultural understanding
Countries	Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan
Timeframe	FSAU: 1992-2002 UGRAD: 2002-present
Funder/Implementer	ECA/IREX
Types of training Provided	Eurasian Undergraduate Exchange Program (UGRAD) offers scholarships for one academic year of study in the U.S. to undergraduate students from Eurasia in the fields of agriculture, American studies, business, computer science, economics, education, environmental management, international relations, journalism/communications, political science and sociology.
Number Trained Male/Female	Nearly 4,000 to date 174 fellowships have been awarded for 2006-2007 academic year 1/3 male; 2/3 female
Additional Info	<p>Project Activities:</p> <ul style="list-style-type: none"> • Encouraging youth leadership: UGRAD contributes to the development of youth leadership by providing opportunities for Eurasian students to gain increased knowledge and skills through study and practical training and to build bilateral networking relationships. • Promoting community service in the U.S. and Eurasia: UGRAD emphasizes community service by requiring all participants to perform 20 hours of volunteer work in their host communities. • Supporting practical experience for professional development: The UGRAD program promotes professional development through part-time internships in the spring semester.

FULBRIGHT FOREIGN STUDENT PROGRAM

Purpose/Audience	<p>The Fulbright Foreign Student Program offers fellowships to foreign graduate students for study and research in the U.S. In academic year 2005-2006, approximately 1,000 new awards were awarded to foreign graduate students for support at U.S. universities, and some 1,100 renewal awards were made.</p> <p>The Fulbright Foreign Student Program is part of the Fulbright Academic Exchange Program, established by Congress in 1946 to increase mutual understanding between the people of the United States and people of other countries. Program planning and administration are outlined by the academic and cultural exchange priorities of the U.S. Department of State Bureau of Educational and Cultural Affairs and are overseen by the J. William Fulbright Foreign Scholarship Board, a body of presidential appointees who are ultimately responsible for choosing both grantees and participating institutions. The Fulbright Commissions, which set priorities and select grantees and students in each participating country are characterized by joint funding and equal U.S.–host country representation. Where binational commissions are not established, Public Affairs Section representatives at each U.S. Embassy carry out much of the administration of the Fulbright Program in collaboration with local educators.</p>
Countries	Currently, the Fulbright Program operates in over 155 countries worldwide.
Timeframe	1946 to present
Funder/Implementer	<p>ECA and:</p> <ul style="list-style-type: none"> • Institute of International Education (IIE): administers the Fulbright Foreign Student for Africa, Eurasia, Europe, East Asia and Pacific, South Asia, and parts of the Middle East and the Western Hemisphere. Please see www.iie.org/FulbrightTemplate.cfm?Section=Foreign_Student_Program for more information. • America-Mideast Educational and Training Services, Inc. (AMIDEAST): administers the Fulbright Foreign Student Program for Bahrain, Egypt, Jordan, Lebanon, Morocco, Oman, Syria, Tunisia, the West Bank/Gaza, and Yemen. Please see www.amideast.org/programs_services/exchange_programs/fulbright/default.htm for more information. • LASPAU: Academic and Professional Programs for the Americas: administers the Fulbright Foreign Student Program (faculty development and the Fulbright-OAS Ecology Initiative) for the Western Hemisphere. Please see www.laspau.harvard.edu/progeng.htm for more information.
Types of training Provided	The Program is designed to give master’s and doctoral candidates, and developing professionals and artists opportunities for international experience, personal enrichment and an open exchange of ideas with citizens of other nations
Number Trained Male/Female	174,100 The 2006 cohort group was 45% women and 55% men.
Additional Info	<p>In 1975, after nearly a decade of experience implementing a faculty development program for professors from Latin American universities with financial support from the USAID, LASPAU approached the Fulbright Program about including the faculty development program under the umbrella of the Fulbright student and scholar exchanges. Fulbright–LASPAU efforts first took root primarily in South America and the Dominican Republic, but were expanded to countries of the English-speaking Caribbean and Haiti</p> <p>In 1979 and, in significant numbers, to Central America in 1985. In the 1980’s, the success of the faculty development work led to other associations between the Fulbright Program and LASPAU, including the Central American Program of Undergraduate Scholarships (CAMPUS); the Central American University Partnership Program; the Amazon Basin Scholarship Program, and the Caribbean and Central American Ecology Program. In 2001, the Fulbright Program and LASPAU formed a partnership with the IACD of the OAS to expand the former Amazon Basin and Ecology Programs, creating the Fulbright-OAS Ecology Program.</p>

FULBRIGHT/HEC/USAID STUDENT PROGRAM

Purpose/Audience	Applicants with more than two years of research and work experience in their field are strongly encouraged to apply. Successful applicants must be committed to serving Pakistan. It is highly desirable that candidates have work experience in teaching, research, or the public sector in Pakistan. Successful candidates should be poised to assume a leadership position in their field.
Countries	Pakistan
Timeframe	2003 to present
Funder/Implementer	USAID and Higher Education Commission (HEC) of the Government of Pakistan/U.S. Education Foundation in Pakistan
Types of training Provided	All disciplines are welcome to apply, with the exception of clinical medical fields. Priority will be given to the pure and applied sciences, technology, agriculture, health, economics, finance and fields essential for Pakistan's socio-economic development. The grant funds tuition, required textbooks, airfare, a trip home after two years, a living stipend, and health insurance. USEFP will assist with the visa application process.
Number Trained	150 /yr
Additional Info	<p>In addition to academic work, persons selected are expected to share information about Pakistani life and culture with their U.S. colleagues and with community groups in the U.S. On returning to Pakistan, Fulbright grantees are expected to share their U.S. experiences with colleagues and community groups in Pakistan.</p> <p>Applicants must be Pakistani citizens with a strong academic history and either an M.Phil or four year's Bachelors and Master's degree totaling 18 years of formal education from an accredited university.</p> <p>Successful applicants will be required to post a bond with the HEC. This bond is redeemable on a year-for-year basis after returning to work in Pakistan, so that as long as a person fulfills his/her service requirement, the grantee will not have to pay anything.</p>

HUMPHREY FELLOWSHIP PROGRAM

Purpose/Audience	The Hubert H. Humphrey Fellowship Program brings accomplished professionals from designated countries of Africa, Asia, Latin America, the Caribbean, the Middle East, Europe and Eurasia to the United States at a midpoint in their careers for a year of study and related professional experiences. The Program provides a basis for establishing long-lasting productive partnerships and relationships between citizens of the United States and their professional counterparts in other countries, fostering an exchange of knowledge and mutual understanding throughout the world.
Countries	120 countries
Timeframe	1978 to present
Funder/Implementer	ECA/IIE
Types of training Provided	One-year fellowships are granted competitively to professional candidates with a commitment to public service in both the public and private sectors, especially in the fields of natural resources and environmental management; public policy analysis and public administration; economic development; agricultural development/agricultural economics; finance and banking; human resource management; urban and regional planning; public health policy and management; technology policy and management; educational planning, administration and curriculum development; communications/journalism; drug abuse education, treatment and prevention; HIV/AIDS policy and prevention; nonproliferation; teaching of English as a foreign language; trafficking of persons; and law and human rights. The program is not a degree program, but rather is designed to provide broad professional enrichment through a combination of activities tailored to each Fellow's interests. All Fellows participate in workshops and conferences that provide interaction with leaders from U.S. federal, state, and local governments, multinational organizations and the private sector. These workshops also provide a forum for discussion of issues of professional interest to the Fellows.
Number Trained Male/Female	3,500 individuals since 1978; 163 Fellowships awarded in 2005-06 Approximately 2,200 men; 1,300 women
Additional Info	Program goals: 1) to update professional expertise and leadership skills, 2) to broaden understanding and knowledge of development issues, 3) to contribute to mutual understanding, and 4) to establish and enhance long-lasting productive partnerships.

MIDDLE EAST PARTNERSHIP INITIATIVE

Purpose/Audience	<p>The Middle East Partnership Initiative (MEPI) supports the reformers who are working to build a more peaceful and prosperous Middle East. MEPI has devoted more than \$293 million in four years to reform efforts -- so democracy can spread, education can thrive, economies can grow, and women can be empowered.</p> <p>MEPI's four-"pillar" structure addresses obstacles to development identified by reformers in the Middle East: (1) political governance and participation, (2) economic liberalization and opportunity, (3) educational quality and access, and (4) the empowerment of women.</p>
Countries	Algeria, Bahrain, Egypt, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestinian Territories, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen and Regional Programs
Timeframe	2002 to present
Funder/Implementer	DOS with partners including local and international non-governmental organizations, businesses, universities, international institutions, and, in some cases, the governments of the region themselves.
Types of training Provided	In-country, third country and U.S. training. U.S. training consists of short-term academic and internship programs, workshops, study tours and conferences.
Number Trained	Since 2002, MEPI has set in motion more than 350 programs in the region and in the U.S.
Additional Info	All four of MEPI's Pillars seek to support indigenous calls for enduring change. Unlike traditional U.S. bilateral assistance programs, MEPI does not provide direct economic support to governments. Instead, MEPI programs are designed to support those organizations in the region already working to bring about structural and institutional reform in their own countries.

MUSKIE FELLOWSHIP PROGRAM

Purpose/Audience	The Muskie Program provides scholarship opportunities for graduate students and professionals to encourage economic and democratic growth in Eurasia. Fellows are expected to make a commitment to public service when they return home.
Countries	Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan
Timeframe	1992-present
Funder/Implementer	ECA/IREX (since 2004)
Types of training Provided	<p>One-year non-degree, one-year degree or two-year degree study in the United States. Eligible fields of study for the Muskie Program are: business administration, economics, education, environmental management, international affairs, journalism and mass communication, law, library and information science, public administration, public health, and public policy.</p> <p>In addition to their coursework, Fellows complete a 3-month internship and 40 hours of community service.</p>
Number Trained Male/Female	<p>Approximately 4,000</p> <p>There are currently 304 Fellow in the U.S., representing the classes that began their studies in Fall 2005 and Fall 2006.</p> <p>Approximately 50% male; 50% female</p>
Additional Info	<p>Program goals:</p> <ol style="list-style-type: none"> 1) to update professional expertise and leadership skills, 2) to broaden understanding and knowledge of development issues, 3) to contribute to mutual understanding, and 4) to establish and enhance long-lasting productive partnerships.

PALESTINIAN FACULTY DEVELOPMENT PROGRAM

Purpose/Audience	The Palestinian Faculty Development Program (PFDP) seeks to increase capacity within the higher education sector in the West Bank and Gaza. It will do so by addressing long-term issues of reform in teaching and learning practices, thereby setting in motion a process that will address the quality of higher education well beyond the project's five-year life span.
Countries	West Bank & Gaza
Timeframe	The project commenced in October 2005 and will conclude in September 2011.
Funder/Implementer	The PFDP is funded by USAID and the Open Society Institute (OSI). The PFDP will be administered by AMIDEAST and OSI in cooperation with the Palestinian Ministry of Education and Higher Education.
Types of training Provided	<p>Ph.D. Fellowships The PFDP selects Ph.D. Fellows from existing part-time and full-time Palestinian faculty. The fellowships encourage the pursuit of academic careers with a focus on teaching, generate new approaches to curricular and pedagogical reform and support the development of regional, international and departmental partnerships, thereby improving the quality of higher education in the West Bank and Gaza. All Ph.D. Fellows will be provided financial, institutional, and professional development support for four years.</p> <p>Short-Term Fellowships Short-Term Fellows will have the opportunity to participate in two semester visits to U.S. universities to engage in curriculum development, research, and teaching. The two-visit structure will enable scholars to initiate a course development project, return to their home universities, and make a follow-up trip to address any weaknesses in the course or its pedagogy.</p> <p>Annual PFDP Grantee Conference OSI will organize an annual conference for PFDP participants during their stays in the United States. The conference will be held over three days and will bring together Ph.D. Fellows and Short-Term Fellows in the United States at the same time. The conference will take place at a participating host university.</p> <p>Pre-academic Training All Ph.D. Fellows and Short-Term Fellows will attend U.S. institutions and therefore must be proficient in English prior to beginning their programs. Grantees will receive general English language training, as well as a variety of professional skills training courses in areas such as research methodology, academic writing, public speaking, presentation skills, leadership skills, project management, basic and advanced computer skills, and TOEFL and GRE preparation. All participants will receive pre-academic assessment and training 6–8 months prior to their program start date.</p>
Number Trained	21 participants in Ph.D. programs in 2006; 18 more selected for 2007. 8 short-term Fellows in 2006; 4 more selected for 2007. A third round of recruitment for Short-Term Fellows is planned for September 2007.
Additional Info	<p>The PFDP has two main objectives:</p> <ul style="list-style-type: none"> to promote the expansion, retention, and professional development of young, promising academics teaching in the following fields: political science/international relations, social work, public policy/public administration, education, and urban/city/regional planning; to revitalize and reform the teaching of each of these disciplines at Palestinian higher education institutions and promote an institutional culture of teaching and learning. <p>New components launched in 2007 include:</p> <ul style="list-style-type: none"> Faculty Grants to support scholarship and best practices in teaching and learning at Palestinian universities and colleges Teaching Excellence Awards Academic Colloquia to gather academic faculty from Palestinian universities to explore excellent teaching practices <p>Seminar for Excellence in Teaching for Palestinian faculty in the West Bank and Gaza</p>

PARTNERSHIPS FOR LEARNING UNDERGRADUATE STUDIES PROGRAM

Purpose/Audience	The Partnerships for Learning Undergraduate Studies (PLUS) Program reaches a broad sector of college age youth who exhibit academic excellence, leadership potential and a desire to enhance relations between the United States and their home countries who traditionally may not have access to American higher education because they are less privileged or live outside of major metropolitan areas.
Countries	Bahrain, Bangladesh, Egypt, India, Iraq, Jordan, Lebanon, Morocco, Nepal, Saudi Arabia, Sri Lanka, Syria, Tunisia, United Arab Emirates, West Bank & Gaza, Yemen
Timeframe	2004-2007
Funder/Implementer	DOS/AMIDEAST/Academy for Educational Development
Types of training Provided	PLUS students receive intensive English language training and pre-academic preparation before enrolling in an undergraduate studies program to complete a Bachelor of Arts degree. Participants study in the U.S. for 2 ½ years.
Number Trained	251 students 55% women; 45% men
Additional Info	Students begin their experience with up to six months of intensive English language training and pre-academic preparation. This includes home-stay opportunities and cultural enrichment activities that introduce the students to American culture, society and values. PLUS students then enroll in universities across the U.S. to complete two years of study and obtain Bachelor's degrees. Students participate in extracurricular activities on campus and in the local community.

PRESIDENTIAL SCHOLARSHIP PROGRAM

Purpose/Audience	The PSP program provides training for future leaders in the private and public sectors who will have prominent roles in the stabilization and development of the region's economy and society. The program targets women and disadvantaged students, particularly from Gaza.
Countries	West Bank & Gaza
Timeframe	September 2003 to August 2007
Funder/Implementer	USAID/Academy for Educational Development
Types of training Provided	Master's degrees. The priority fields of study under the PSP initiative are: business administration and related fields, information technology, environmental sciences, education, public health, and public administration. Other important areas of study include urban planning, law, agriculture, and journalism. Scholars are also offered the opportunity to attend professional conferences and to participate in practical academic training in the U.S. either after or during their graduate studies.
Number Trained Male/Female	39 men; 30 women
Additional Info	In addition to their degree programs, scholarship recipients also participate in an intensive academic preparation session in their home country prior to beginning their degree studies, and follow-on activities are conducted after the scholars complete their programs in the U.S.

YOUTH EXCHANGE AND STUDY

Purpose/Audience	<p>This U.S. Department of State-funded scholarship program provides secondary school students in selected Middle Eastern, African, and Asian countries the opportunity to live and study in the U.S. for a full academic year.</p> <p>Scholarship recipients live with host families, attend U.S. high schools, and participate in special enrichment activities that include community service, youth leadership training, a civics education program, and other activities that help them develop a comprehensive understanding of American culture and develop leadership skills. Likewise, these students serve as cultural ambassadors for their home countries, representing their own rich heritage to their American host communities.</p>
Countries	Bahrain, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Syria, Tunisia, West Bank/Gaza, Yemen, Pakistan, Israel (Arab Communities), Senegal, Ethiopia, Mali, and Bangladesh.
Timeframe	2002-present
Funder/Implementer	ECA/AYUSA International, AMIDEAST, iEARN, Sister Cities International, Aspect Foundation, CIEE, Pacific Intercultural Exchange, CCI, and Youth for Understanding
Types of training Provided	Full academic year at secondary level.
Number Trained	824 through 2006-07
Additional Info	The program grew from recognition of the importance of youth exchange as a key component of renewed commitment to building bridges between citizens of the U.S. and countries around the world, particularly those with significant Muslim populations.

Appendix I

SUMMARY OF EVALUATION STUDIES OF USAID LONG-TERM TRAINING IN U.S.

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
Asia and the Near East					
Egypt Peace Fellowship Program/ 1980-89/ Ball & Schieren, 1989	“Strengthen the pool of trained manpower available to assist with Egyptian development efforts”	2,024 people did graduate studies in the US. Program not designed to lead to academic degrees in the US. 21-month fellowships for PhD students and 10 months for non-university community (public- and private-sector firms, ministries and research centers).	Team met with program staff and counterparts and interviewed 5 Peace Fellows in Washington, DC and 30 in Cairo.	Program has exceeded targets for number of students and person-months of training. Clinical medicine was over-represented as a field of training. Engineering and agriculture were also major fields. Peace Fellows valued their US training experience. Most said their period of training was too short.	Clinical medicine should not be supported. Funds should be allocated to support private-sector students.
Egypt Peace Fellowship Program (1991-95)/ 1991-92/ Adams, 1993	“Strengthen the pool of trained manpower available to assist with Egyptian development efforts by providing opportunities for graduate studies and training”	During FY1991, 209 trainees attended 3 or more months of training. Typically, fellows attend 21-month academic/non-degree programs in the US.	Adams interviewed USAID and Egyptian officials and other stakeholders.	Content of pre-departure orientation is unknown. Returnees are offered professional journals; no other follow-up is done. Returnees surveyed upon their return. External evaluations done in 1983, 1989, and 1993. “Non-returnee rate . . . appears to be low.”	Decentralized system with multiple (32+) training contractors has hampered USAID’s ability to do follow-on activities and assess long-term impact. Adams recommends that USAID/Egypt implement a centralized contracting mechanism to manage and coordinate core activities. Program should

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
					encourage returnees to apply their newly acquired skills, develop leadership and management skills, network with other returnees, and maintain professional and personal contacts made during their training.
Egypt Non-Project Training (NPT, 1991-1995)/ Adams, 1993	Provide training opportunities to individuals not part of project training	During FY 1991, NPT supported 26 people in academic/ non-degree programs up to 12 months in the US. Fields of study include management, health, journalism, computer science and tourism.	Adams interviewed USAID officials, other stakeholders, and 60 NPT returnees.	Pre-departure orientation is largely administrative. Returnees receive certificates and a professional journal. Returnees surveyed upon their return. External evaluation done in 1992.	Pre-departure, follow-on and impact evaluation should be strengthened.
Egypt National Agricultural Research Program (NARP, 1988-94) Adams, 1993	Improve and expand agricultural research and transfer production technology from researchers to farmers	NARP provided 3+ months of training to 35 participants in FY1991 and planned to train 150 additional participants in the next 3 years.	Adams interviewed USAID and Egyptian officials and other stakeholders.	Pre-departure orientation is largely administrative. Returnees receive a certificate, participate in technical workshops, and receive a professional journal. Data from pre- and post-training are analyzed.	Professional journals not always useful due to slowness of mail and limited English reading ability.
Indonesia General Participant Training Project II 1983-1994 Mashburn et al., 1990	Improve the manpower capability of ministries, universities and	GPT-II trained 1,007 participants in short- and long-term training. It also created an Overseas Training	A four-person team collected information on management and implementation issues through interviews and	The Overseas Training Office was established under the National Planning and Coordinating Board and has attracted funding from several	Financial monitoring and controls need to be improved. Future training programs should address the need for middle-level

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
	private nonprofit organizations	Office.	document review. (A survey of alumni was not part of their scope of work.)	donors. GPT-II met or exceeded its targets for long-term training, but is behind schedule on other targets (e.g. women, short-term training, for-profit sector).	managers and supervisors.
Indonesia General Participant Training Project II 1983-1994 Buchori, 1994	Improve the manpower capability of ministries, universities and private nonprofit organizations	GPT-II has trained a total of 1,325 participants.	Three-person team interviewed 28 returned participants in four cities plus training implementers and stakeholders.	The Overseas Training Office has placed 1,138 participants and obtained funding from several donors.	Greater attention to the re-entry process could help returnees use their knowledge and insights more effectively.
Morocco Participant Training Program 1978-99 Walter & Britel-Swift, 2006		900+ Moroccans studied in the US for Masters & PhD degrees.	From 913 LTT TraiNet files, 63 participants completed questionnaire and 57 were interviewed. Team conducted 7 FGDs.	Participants said living and studying in the US “was a life-changing experience.” Important skills acquired in the US were research skills, teaching and learning, computers, teamwork, specific technical knowledge, and organization and management.	Upon their return, participants had difficulty finding a job. Authors recommend that USAID provide more support upon participants’ return, set up a trainees’ network, and target institutions for better management and decisionmaking.
Nepal Participant Training Programs/ 1951-1990/ Kumar & Nacht, 1990	Meet the need for technical specialists in specific sectors; and “contribute to the growth of viable institutions . . . in order to	From 1951-1984, USAID funded 1,719 Nepalis to study in the US, India or other countries for 12 or more months. The proportion of women trainees declined over	Report synthesizes findings from a survey of 356 returnees (41% US, 47% India, and 12% other countries) by Timilsina et al., 1987 and two reports -- case studies of 3 institutions and in-depth	Returnees’ knowledge and skills were applied in performing technical activities in the workplace, establishing new units or organizations, and educating others. More than 90% of returnees reported that their training	Sponsoring agencies did not set up jobs until returnees appeared. The private sector of the economy is growing; USAID should give more emphasis to this sector in training recruitment and

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
	foster the process of development.”	time but with concerted effort has reached 25%.	interviews on selected issues -- by the Himalayan Studies Centre, 1988a and b.	had had a “great” or “moderate” effect on 5 dimensions: self-confidence, broader outlook, new ways of dealing with people, scientific outlook, and inquisitiveness. The organizational assessment found that most current and former directors are training alumni and that organizations are better able to plan and implement programs independently. “Participant trainees raise the level of skills, the professionalism of the work ethic, the quality of the organization’s standards, and the sensitivity to the need for continuous training.”	placement.
Pakistan Development Support Training Project (DSTP)/ 1983-92 AED, 1992; AED, 1993	Promote management skills in the public and private sectors	Of the total 2,092 participants, 1,835 received ST technical training and 257 received graduate training (Master’s and Ph.D. level). 80% were from the public sector, and 20% from the private sector.	AED analyzed 200+ return-from-training questionnaires for two periods during 1991 and 1992; the first period had 200+ subjects. AED also interviewed past alumni and requested written comments on their training experience.	97% of academic participants and 93% of technical participants have been able to use most of their training in Pakistan (AED, 1992).	
Yemen Development Training II Project/ 1973-77/	Strengthen government and private-sector	92 participants were trained in the US and 76 participants were	Three-person team interviewed 44 returned participants (42 male; 2	Return rate for government employees is good; 87% of those trained still work for	Project did fill “a very immediate need in the government to meet

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
Binnendijk et al., 1977	services directly concerned with economic development and resource management, through participant training of middle management and senior-level officials	trained in a third country. Major fields have been on agriculture, mechanics maintenance, engineering, public administration, business administration and economics.	female) drawn from the 65 returnees identified by USAID.	the government, mostly in the sponsoring ministry. 71% of returnees interviewed said they are using their training either “very much” or “moderately.” About half of the participants have extended their learning by training others. Project may have increased US influence within the YARG by exposing high-level government officials to the US.	trained manpower shortages.” (p. 19) Participants said that having a degree was important for career advancement; most had received a certificate of achievement.
Yemen Development Training III Project/ 1985-88 plus projects in agriculture, basic education, and primary health care/ Development Associates, 1988	“Increase the number of trained individuals from the public, semi-private and private sectors at the policy, planning, management, technical and administrative levels.” (p. 9)	Since 1974, 560 participants (297 BA degrees, 245 MAs and 18 PhDs) were trained in the US and other Arabic-speaking countries. Major areas of study were education, engineering, economics and public administration. Female participation was low, reaching 5% in 1988.	Three-person team interviewed a sample of 45 returned participants as well as YARG officials.	Participants said most important skill acquired was “the ability to analyze problems and propose practical solutions.” (4) Nearly 80% of participants said they had developed new ideas and changes affecting work. 93% said they had been able to apply their new skills in their jobs. However, 50% said they had difficulty introducing those ideas and applying their new skills in the workplace. 63% of returnees were working in a job for which they had been trained.	English language training in Yemen could be improved. Returnees could use training in teaching skills, management & administration and job-related training. Special attention needs to be given to women, since social norms limit their job prospects. Most returnees wish to maintain contact with US institutions.

Sub-Saharan Africa

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
African Graduate Fellowship Program (AFGRAD)/ 1963-90/ Advanced Training for Leadership and Skills (ATLAS)/ 1991-2003/ Gilboy et al. 2004		3,219 Africans studied for Master's and PhDs in US.	Five-person team visited 7 countries during Oct. 2003-June 2004. Of 3,219 participants, they made a random sample of 1,921 participants and interviewed 203 graduates. They also contacted alumni in 27 countries and did an internet search to identify achievements of sample of 100 participants.	95% of participants report making changes at institutional level. Examples of institutional change at national & community levels reported. About 90% of participants returned home when conditions allowed.	KSAs must be achieved before impact/change can occur. Programs should measure cost of obtaining impact, not cost of training. Selecting mature professionals may reduce non-returns. Critical mass concept worked well in low-turnover working environments.
HRDA-funded Training in Senegal/ 1988-1999/ Gilboy et al., 1999		2-year training in US. Supported 72 graduate LT, 398 ST & 6,000 IC training. Women and private sector were targeted.	Team surveyed 100% LT and 66% ST participants who began training in 1996 and returned in late 1997/98. Also did 4 case studies of local institutions re IC training	100% LT and 75% ST said they were "very satisfied" ¾ of LT reported performance changes. Trainees reported more impact at organizational level than control group (no training).	Target institutions need to be included in process. Need objective selection process.
Senegal Participant Training/ 1961-1995/ Gilboy et al., 1995		1,321 participants trained since 1961, of which 230 received LT degrees and 1,091 ST. 904 were US-trained and 373 third-country trained. Health, agriculture and environment were main training topics.	Team conducted a survey of 100 participants (36% LT & 64% ST), 3 group interviews and 3 FGDs.	77% of LT and 70% of ST were "very satisfied" with quality of training program. 92% of LT and 97% of ST said they acquired skills useful to their work. 79% of LT and 54% of ST applied their new skills to their work.	
Southern Africa Long-		(1) MS at local	Team did assessments in	PhD-level US training not a	Team recommended

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
term Agricultural Training/ Shelton and Jackson, 2005.		university; (2) regional MS linked with home or US university plus practicum; (3) 2+ MS program in US plus practicum in home country; (4) Sandwich, MS at home university + advanced courses US.	6 countries during Sept.- Nov. 2004	good model because of cost, non-returnee rate, and lack of employment upon return. Missions unwilling to redirect limited resources to scholarships due to cost & results not seen within 5-year time frame.	sandwich model in which students take introductory courses at home university and advanced or specialized coursework in US. Need for an NGO or other entity to provide in- country administrative services

Latin America

Advanced Training in Economics (ATIE) Program/ Hansen, 1994	Impact on the economic policy environment of Latin American economies” with a focus on policy change	Some students sent to Latin American Participating Institutions; also MS and PhD studies in US	Author interviewed 19 alumni and 15 students at 6 US universities as well as faculty and students in Latin American participating institutions.	Training pre-Ph.D. students in regional universities was cost- effective. Students rated the US program as excellent.	The 20 graduates of the ATIE program should be supported to pursue PhD degrees. Missions should create institutional support bases for the alumni.
Central America and the Caribbean Cooperative Association of States for Scholarships Program (CASS)/ 1994-2001/ Aguirre International, 2002	Focus on vocational and leadership training. Targets low-income and minority families from rural areas, with emphasis on women. Training, not degrees, was goal.	During 1994-2001, 2,342 people from 17 countries received technical training (75% for 2 years; 25% for <1 year). In 1996, program was reduced to 8 countries. Trained rural health workers, primary school teachers & construction managers.	During Dec. 2001-Feb. 2002 team traveled to 3 countries & 6 US community colleges, surveyed 316 alumni (out of 838 alumni during 1994-2001) and held FGDs with 90 alumni.	“Major impact on their skills and outlook” High completion rate, high return rate, greater job responsibility and mobility. 80% of trainees have applied their training on the job. Cost per student \$20,375 per year plus \$6,900 from participating US college.	Trainees had difficulty transferring US credits to IC colleges despite reciprocity agreements. English skills valued by employers. Need to make sure that fields of study reflect USAID’s strategic priorities.
Caribbean Regional Internship Scholarship	“promote Caribbean	Academic and technical training to 390 people	Of 180 questionnaires distributed, 115	90% participants said program was “useful” or “very useful”	CRISP website should be maintained. USAID should

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
Program (CRISP)/ 2003-2005/ Aguirre International, 2005	leadership in the global economy”	(5 for Master’s degrees in US up to 2 years; 18 for 3-12 months; and 370 for ST IC or third country training) from 7 Caribbean countries.	participants completed an end-of-program survey.	in improving their professional abilities. 95% have shared their training with others. 73% said program was “useful” or “very useful” for increasing their leadership skills.	support the strong interest in an alumni association. USAID should consider employers’ needs in planning future training.
El Salvador CLASP II Project/ 1990-98/ USAID/El Salvador, 1999	“Produce a cadre of scholars who . . . would actively participate and foment constructive participation of others in the nation’s economic, social, and political development.” SO = “Expanded access and economic opportunity for El Salvador’s rural poor.”	1,514 people trained in US (140 LT & 1,374 ST) plus 3-14-day visits to US by support groups from education, labor and health sectors. Emphasis on leadership capability and “an appreciation for the workings of democratic processes in a free market economy . . . to foment participation, mobility, and democratic pluralism.	End of project evaluation was not conducted, per USAID Mission’s request.	LT trainees “were focusing on their own benefit only, and not that of their institution and/or their communities.” “Flagship programs” (primary education, TESL, mayors) were seen as more effective than general programs.	“All projects should have a monitoring and evaluation component built into their design.”
Latin America Guatemala Caribbean & Latin American Scholarship Program (CLASP II)/ 1985-1989/ Aguirre International, 1992	Focus on a diverse and socio- economically disadvantaged population	4,744 LT and ST trainees during CASP, CAPS I, EIL and non-EIL ST	Team surveyed 468 returnees and held 15 FGDs, including 3 with 37 LT trainees.	Trainees report “US training was useful on the job, in their careers and for learning new skills.” Significant changes in trainees’ understanding of the world and of their own potential. 77% of returnees were	Alumni should be used as liaisons with USAID- supported rural projects. Alumni association initially successful, but problems developed. English skills were important.

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
				working. LT trainees with Master's degree had better careers than those who received US technical training (about 1/2 were working in fields of study). 37% of alumni said training was not applied in workplace, mainly due to lack of funds or tools or training not needed in present work.	
Mexico US-Mexico Training Internships, Exchanges and Scholarships initiative (TIES)/ 2002-2005/ ALO, 2005	"Pursue the common development agenda" between the US and Mexico and "increase Mexico's ability to take advantage of opportunities created by NAFTA . . ."	37 higher education partnerships between US and Mexican educational institutions Models include exchange of students and professors, joint research, internships			
Eurasia and Central Europe					
Bulgarian Participant Training Program/ 1993-2003/ USAID/EGAT/ED, 2004		4,430 participants have been trained (1,106 in US, 818 IC, 601 TC and 1,905 unknown).		Exposure to US business and government culture has been beneficial.	
Central Asia Republics Training Program/		33,000+ people in 5 republics of Central Asia participated in IC,	4-person team collected info in 3 of 5 countries through survey of 319	99% of participants improved their skills, knowledge and understanding. 98% applied	Participants want to learn training of trainer skills.

Country/ Project Name and Dates/ Reference	Program Objectives	Program Model	Evaluation Methodology	Key Findings	Conclusions and Recommendations
Chetwynd et al., 2003		regional, TC and US training over nearly 10 years.	participants, 8 FGDs with 42 alumni, in-depth interviews with 36 alumni	knowledge and skills; 86% introduced content, strategies or improvements in the workplace. Impact on health reform, tax laws and conflict resolution curricula.	

Acronyms

FGD = focus group discussions

IC = in-country

LT = long-term

LTT = long-term training

MS = Master's degree

NGO = nongovernmental organization

ST = short-term

TESL = Teaching English as a Second Language

YARG = Government of the Yemen Arab Republic

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Appendix J

USAID PARTICIPANTS: WHERE ARE THEY NOW?

1. Albania

2005-06

- **Neritan Alibali**, now Deputy Minister of Culture and Tourism, was formerly deputy chairman of the Republican Party and participated as such in a training program on Ethics in Public Life in the UK in 2005.
- **Rivan Bode**, now Minister of Finance, participated as the general secretary of the Democratic Party in a Balkan Forum for Poverty Reduction in 2002.
- **Albert Gajo**, now Deputy Minister of Integration, participated in a U.S. training program on Economic Policy Initiative.
- **Ilmi Gejci**, now Head of the Albanian Association of Communes, has been head of the Commune of Maminas and a leader in advancing to governance in communes. He participated in a training program in Mayor and City Council Cooperation in Hungary in 2001.
- **Toni Gogu**, now Director of the Legal Department of the Bank of Albania, was formerly chancellor of the District Court of Tirana and as such participated in training in Court Administration in Ireland in 2003 and in Court Security in England in 2004.
- **Kostandin Kazanxhi**, now advisor to the Minister of Interior, was a lawyer in the Tirana Legal Aid Society and participated in a training program in Legal Clinics Database in Albania in 2001 and NGO Monitoring of Anti-Corruption in Bulgaria also in 2001.
- **Alma Lahe**, Advisor to the Minister of Labor and Equal Opportunities, was formerly a leader in the Human Rights Union Party and participated in a training program for Women in Politics in Bulgaria in 2003.
- **Vjollca Mecaj**, now Justice of the Constitutional Court of Albania, was head of the Women's Advocacy Center and participated in a training program for NGO Monitoring of Corruption in Bulgaria in 2001 and for Non-Profit Registration in Hungary in 2002. She later applied for and was awarded a small grant to help Non-Profits all over the country register according to the new law.
- **Ervin Metalla**, now Chief Judge of District Court Durres, participated in a training seminar in Court Transparency in London in 2004 as a judge in the District Court of Elbasan.
- **Ferdinant Poni**, Deputy Minister of the Interior, participated as a leading Member of the Democratic Party in Ethics in Public Life in the UK in 2005.
- **Genc Ruli**, Minister of Economy and Energy, was formerly head of the Institute of Contemporary Studies and participated in the Balkan Forum for Poverty Reduction.
- **Illirjan Rusmali**, now Deputy Prime Minister, participated as a leader of the Democratic Party in a program in Constitutional Drafting in 1998.

- **Gjergji Sauli**, now Chief Justice of the Constitutional Court Albania, participated in the 10th and 11th International Judicial Conferences in 2001 and 2002.
- **Rozeta Shkembj**, now Director of Public Relations and Research for the High Council of Justice, was formerly responsible for public relations for the District Court of Tirana and participated as such in a training seminar in Court Transparency in London in 2004.
- **Zamira Sinoimeri**, now Deputy Minister of Health, participated in a training program in General Medicine in 1994.
- **Admir Thanza**, now a member of the High Council of Justice, was formerly an extremely active Chief Judge of the District Court of Shkoder and as such participated in training for Commercial Law in the U.S. in 2000, in Court Administration in Vilnius in 2000 and again in Ireland in 2003. He played a leading role in modernizing court administration in Albania.
- **Violanda Theodhori**, now Director of Evaluation and Careers of Judges at the High Court of Justice, participated in a weeklong training program in Court Administration in Ireland in 2003.
- **Selami Xhepa**, now economic advisor to the Prime Minister, was a leading economic researcher for the USAID-supported Albanian Center for International Trade and as such participated in a National Summit on Competitiveness in Macedonia in 2003 and a training course in Global Trade Analysis in the U.S. in 2004.

Prior to 2005

Elections pushed out of office most of the (Georgetown/USAID) alumni who had been vice ministers and department heads and introduced some new people as well.

- **Estela Dashi** was Director of International Relations at the People's Advocate Institute and is currently Executive Director of the Albanian Foreign Investment Promotion Agency, Ministry of Economy.
- **Arben Imami** was the former minister of state legislation reform and relations. Upon returning was re-elected to Parliament, appointed Minister of Justice, and later Minister of Social and Public Works. He founded the Democratic Alliance Party. He is currently is Chief of Cabinet to the new Prime Minister.
- **Arian Kraja** was Examiner at the Bank of Albania. After training he became Senior Examiner at the Bank of Albania, then General Manager of the Albanian Deposit Insurance Agency, and now CEO of the American Pension Fund, the first private pension fund in Albania founded in cooperation with Albanian Enterprise Fund.
- **Genci Mamani** was Head of Treasury and Payments Department of FEFAD bank in Tirana. He became Manager of the Italian Albanian Bank and is now Chief of the Cabinet to the Governor of the Bank of Albania.
- **Neritan Sejramini**: Upon returning opened his own market research and advertising firm, one of the most successful in Albania, and now is Advisor on Reform Issues to the new Prime Minister.

2. Azerbaijan

2005-06

- **Samir Dadashev** participated in U.S. training in 2003 as a Head of Department in the State Committee for Securities under the auspices of the President of Azerbaijan. In 2006 he was appointed the Head of the Anti-Monopoly Department with the Ministry of Economic Development.
- **Majlum Shukurov**, the President of Azerbaijani Agri-inputs Dealers Association, was a participant in two training programs related to agriculture issues: one was conducted in Dubai, UAE in 2004 and another in the U.S. in 2005. In November 2005, Mr. Shukurov was elected a Member of Parliament.

3. Bolivia

1990-91

- **Emigdio Anagua** studied labor issues and leadership in the U.S. He applied his training as president of the Board of Directors of the oversight committees for 23 districts in La Paz under the Popular Participation Law to empower local governments and encourage democratic processes.
- **Ramiro Gutierrez** completed highly specialized studies in legal aspects of divestiture of state enterprises. He was appointed Chief of Legal Counseling to the Central Bank.
- **Hector Ormachea** received training from U.S. institutions engaged in government procurement. He was appointed Bolivian Minister of Defense in 1991.
- **Edwin Perez:** After completing his U.S. studies, he became a highly recognized radio and television journalist and investigative reporter focusing on problems associated with drug trafficking and drug abuse. According to Mr. Perez, "the training . . . changed my view of the drug problem while it showed me the importance of freedom of the press."
- **Victor Hugo Perez** studied and conducted research in the U.S. on export possibilities for Bolivian wood and rattan furniture. Later he became the Head, of the Ministry of Commerce Industry Division.
- **Dr. Virgilio Prieto** studied epidemiology in Atlanta under the Andean Peace Scholarship Program. He was assigned by the Unidad Sanitaria of La Paz to assist on the outbreak of cholera in Juliaca, Peru. Dr. Prieto successfully treated 55 cases over a period of two weeks, significantly controlling the disease in Juliaca and reducing the possibility of it spreading to Bolivia.
- **Julia Sanabria:** As a participant in the Andean Peace Scholarships Program, she studied agricultural techniques at the University of Chico in California. After returning to Bolivia she became a highly recognized agricultural leader in Cochabamba, where she organized an oil processing plant that created many new jobs in her community.

4. Bosnia-Herzegovina

2005-06

- **Stanislav Cadzo** was a participant in a USAID U.S.-based training program in grassroots political party development in 1997, provided by NDI – the National Democratic Institute in Washington, DC. At the time of the program, Mr. Cadzo held the following positions: Head of the Independent Social Democrats (SNSD) office, President of the SNSD Press Board, and Counselor for Organizational Issues of SNSD. In February 2006, shortly after the SNSD President was appointed Prime Minister of the Republic of Srpska (RS), one of the two entities of Bosnia and Herzegovina, he appointed Mr. Cadzo to be the Minister of Interior of the RS. His appointment comes at an important moment of overall police reform in BiH as one of the key pre-requisites for opening negotiations for accession of Bosnia and Herzegovina to the EU.
- In August 1999, **Judge Amir Jaganjac**, a former President of the Cantonal Court, participated in the USAID Judicial Administration in Civil Law System program in Sweden. The program goal was to familiarize judicial reform decision-makers with how a modern civil law nation has addressed a number of issues, which were under discussion for judicial reform in BiH. In March 2001, Judge Jaganjac, in the capacity of a judicial policy maker, participated in the USAID Court Administration Program in Poland and Slovenia to get familiar with court procedures that are fundamental to an effective and independent modern civil law justice system. Judge Jaganjac's participation on these programs proved to be relevant to a role he was expected to play in bringing about the changes targeted by these programs and consequently was appointed President of the Supreme Court of the Federation of Bosnia and Herzegovina.
- In March 2006, **Igor Radojicic**, Secretary General of the Independent Social-Democratic Party (SNSD), was appointed President of the National Assembly of the RS, one of two entities of Bosnia and Herzegovina. An electrical engineer by training and a teacher at the Faculty of Electrical Engineering, Mr. Radojicic has been very active in the political and parliamentary scene of Bosnia and Herzegovina. Mr. Radojicic participated in two USAID training programs: 1999 Effective Parliamentary Committees in UK, and 2004 U.S. Election Study Program. Mr. Radojicic has been implementing the knowledge gained in the training programs to introduce efficiency in the National Assembly of RS including Parliamentary Committees, and to prepare his party for general elections to be held in Bosnia and Herzegovina in October 2006.

2003-04

- **Mirsa Muharemagic**, Ambassador
- In March 2002, **Dragan Vrankic**, a former Vice Minister of the Cantonal Ministry of Finance, participated in the USAID Local Tax Issues program in the U.S. that was organized for ministry officials dealing with fiscal issues at the municipal and cantonal levels in both entities (Federation and Republika Srpska). The training goal was to broaden the base of people who are making decisions at lower levels of government, as well as improve the pool of trained people who will be moving up to entity levels. Following this training, Mr. Vrankic was appointed Minister of the Finance Ministry of the Federation of Bosnia and Herzegovina.

5. Brazil

1990

Between 1985-90, USAID Brazil sponsored training for more than 120 academic and 250 technical professionals.

- Thirteen Brazilian professionals from the banking sector and large industries completed a program on AIDS prevention. Applying their new skills, they sensitized the directors of their companies and 25 other banks to the importance of an integrated plan and cost sharing to develop activities in the workplace that targeted behavioral changes for AIDS prevention. Their efforts had an impact on 3 million employees and their families.

6. Bulgaria

2005-06

- **Apostol Apostolov**, CEO of the Bulgarian Stock Exchange, also was head of the Privatization Agency, Chair of the Central Depository, and is currently Chairman of the Financial Supervision Commission (trained in 1997 and 1998).
- **Valery Apostolov** was Deputy Minister of Labor when first attended training and was recently approved for and participated in another USAID-funded training program as a Head of the 6th Division, National Audit Office.
- **Valentin Chilikov**, was and is Mayor of Strumyani, President of Board of the Association of Southwest Municipalities and leading national figure in EU funds planning processes.
- **Valeriy Dimitrov** was advisor to the Board of Directors of the Bulgarian National Bank, then Member of Parliament (Chairperson of the Economic Policy Commission), and is currently Chair of the National Audit Office.
- **Yavor Dimitrov** was a Roma NGO leader from a small town (Lom) and is now the Deputy Minister of Labor.
- **Roumyana Georgieva** was Director of the Bank Supervision Department of the Bulgarian National Bank, and is currently a Member of Parliament.
- **Assen Gagauzov** was Mayor of Sliven, became a Member of Parliament in 2001 and is currently Minister of Regional Development and Public Works.
- **Ilian Kostov** was Director of the National Veterinary Service and is currently Special Representative to the EU for Questions of Veterinary Control and Food Safety.
- **Orlin Kouzov** was director of the Information and Communication Technology Development Agency of the Ministry of Transport and Communications, and is currently special advisor to the Minister of Education.
- **Solomon Passi**, president of the Atlantic Club in Bulgaria at the time of training, later became Bulgarian Foreign Minister and is current a Member of Parliament.
- **Emil Raynov** was and is Deputy Minister of Health.
- **Todor Stanev** was a freelance consultant/trainer in EU funds management and is now head of the

Department, Directorate of Southeast Planning, Ministry of Regional Development and Public Works.

2004-05

- **Kiril Ananiev** was and is Deputy Minister of Finance.
- **Nina Chilova** trained as a Member of Parliament, then briefly served as Minister of Culture and Tourism, and is now a Member of Parliament again.
- **Marina Dikova** was and is a Member of Parliament.
- **Pavel Ezekiev** was Director of National InvestBulgaria Agency and is now in the private sector.
- **Ivan Grigorov** was and is Chairperson of Supreme Court of Cassation.
- **Bellin Mollov** was Deputy Minister of Regional Development and Public Works, and is now Special Advisor to the Minister.
- **Miglana Pavlova** was and is director of the National Procurement Agency.

2003-04

- **Marina Dikova** was and is a Member of Parliament.
- **Vassil Kirov** was and is Director of Financial Intelligence Agency.
- **Evgeniya Koldanova** was Deputy Minister of Economy and is currently is Deputy Minister of Foreign Affairs.
- **Ekaterina Mihailova** was and is a Member of Parliament.
- **Nadezhda Mihailova**, Bulgaria's first woman Minister of Foreign Affairs (was trained in 1995 and became Minister in 1997); is currently a Member of Parliament.
- **Lidiya Shouleva** was Minister of Labor, and then became Minister of Social Welfare and later Minister of Economy.
- **Anton Stankov** was Minister of Justice and is currently a judge in Sofia City Court.

2002-03

- **Asen Gagauzov** was a Member of Parliament, trained in both 2000 and 2002, and is currently Minister of Regional Development and Public Works.
- **Ivanka Hristova** was Secretary General of the Social Assistance Agency, currently is Deputy Minister of the Ministry of Labor and Social Policy.
- **Eliana Maseva** was and is a Member of Parliament.
- **Lutvi Mestan** was and is Member of Parliament.
- **Bellin Mollov** was Deputy Minister of Regional Development and Public Works, trained in 2001 and 2005, and is now Special Advisor to the Minister.
- **Kostdin Paskalev**, Deputy Prime Minister

- **Solomon Passi**, Minister of Foreign Affairs
- **Biser Petkov** was and is Vice-Chair Financial Supervision Commission.
- **Dimana Rankova** was and is Vice-Chair Financial Supervision Commission

No date

- **Jeni Boumbarova** was Head of Revenues and Reserve Department of the National Health Insurance Fund and is now the budget director and oversees all payments on health insurance (state) for Bulgaria.
- **Meglana Kuneva** was Senior Legal Adviser, Council of Ministers in Bulgaria; after training she ran for MP, was elected and became Deputy Foreign Minister, then Chief Negotiator with the EU and Special Representative of Bulgarian Government to the Convention on the Future of the European Union. Ms. Kuneva is Minister of European Integration.
- **Petya Radovanova** was research coordinator at the New Bulgarian University on regional development and environment, after training she became Chief Expert in the Regional Development Department of the Agency for Small and Medium Enterprises. Petya is now the State Chief Expert in the Programming and Regional Development Department of the Ministry of Regional Development and Public Works.
- **Gergana Rakovska** was Chief Actuary and Financial Analyst, Voluntary Transport Pension Fund. After training Rakovska became a local consultant to the Bulgaria Health Project, KPMG, Barents Group. Rakovska is the Chief of Party of the Labor Project funded by USAID and lectures in the New Bulgarian University on Risk Management in Insurance.

7. Colombia

August 2003

- **Sandra Ceballos**, Member of Congress
- **Luis Carlos Restrepo**, High Commissioner for Peace

8. Croatia

2005-06

- **Ruzica Gelo**: Upon returning from three training programs on EU accession in agriculture, she was appointed as a lead negotiator for the negotiating team for Croatia's accession to the European Union. The team consisted of 15 members who are responsible for the coordination of particular clusters of negotiating chapters and who provide the expert support to the Chief Negotiator. Ruzica Gelo is responsible for the chapters on Agriculture and Rural Development, Fisheries, Food Safety, Veterinary and Phytosanitary Policy, Consumer and Health Protection. Several hundred people are involved in the negotiations she directs. She is the Deputy Director of the Agriculture, Food Industry and Forestry Department at the Croatian Chamber of Economy.
- **Petar Cobankovic**, Croatian Minister of Agriculture, Forestry and Water Management, is currently taking a leadership role in the negotiations for Croatia's accession to the European Union. In 2004 he participated in USAID training, heading a delegation of nine Croatian participants to a six-day technical study tour to Estonia. The study tour provided delegates with insights into the agribusiness policy requirements, administrative implementation processes, and negotiating strategies required for successful entry into and future participation in the European Union.

- **Srdan Simac** was a participant in a training program to The Netherlands and Italy in 2002. In 2006 he was appointed Acting President of the High Commercial Court of the Republic of Croatia by Prime Minister Ivo Sanader
- **Ivo Sulenta** participated in USAID training as the Deputy Chairman of the Croatian Securities Commission. In January 2006, the Croatian Securities Commission and several other regulatory agencies were discontinued and one central regulating body, the Croatian Agency for Supervision of Financial Services (HANFA), was formed for securities, insurance, and pension fund regulation. Mr. Sulenta was elevated to a member of HANFA's Board of Directors. Mr. Sulenta is also a member of the Working Group for Cheaper Financial Services, which will participate in the negotiations for the accession of the Republic of Croatia to the EU.

August 2003

- **Eljka Antunovi**, Deputy Prime Minister
- **Stjepan Mesic**, President
- **Ivica Racan**, Prime Minister

9. Dominican Republic

1985-86

- **Maria Jacqueline Velasquez de Martinez** completed a Master's degree in International Business Law at Harvard Law School. Afterwards she was appointed Secretary General of the Reserve Bank of the Dominican Republic and Professor of Commercial Law at the Universidad Nacional Pedro Henriquez Urena.

10. Ecuador

August 2003

- **Jose Cordero Acosta**, President of the Congress

11. El Salvador

August 2003

- **Walter Araujo**, Congressman
- **Balisario Amadeo Artiga**, Attorney General
- **Blanc Imelda Jaco de Magana**, Vice Minister of Commerce
- **Carlos Quintanilla**, Vice President

1986-90

- **Josefina Herrera de Tobar**: Upon completing a degree in Public Administration at the University of New Mexico, she was appointed coordinator of a health project to register data on the origins of infant and child mortality in Apaneca. Her program became the basis for implementing wide ranging vaccination campaigns; 80 percent of Apaneca children were vaccinated in 1992, the highest coverage at the national level.
- **Diana de Murillo** pursued specialized training in trace evidence analysis in Michigan and Miami. Upon return to El Salvador she established and became Head of the Department of Forensic Chemistry of the Civilian Commission for Investigation of Criminal Facts, now the highest investigatory body in the country.

12. Guatemala

August 2003

- **Jorge Serrano Elias**, President of Guatemala. He had earned a Master's degree in Educational Development at Stanford University in 1991.

13. Guinea

1991

As of March 1991, 71 percent of trained participants in the private sector were women.

- **Edouard Benjamin** graduated from Yale University and was subsequently appointed Minister of Economy and Finance.
- **Abdourahmane Diallo** studied at the University of Pittsburgh and applied his training as Director of Projects for ENEIGUI (Electricity Company)
- **Idrissa Souare**: After studying Regional Planning at IPO/Ouagadougou, he became General Secretary in charge of decentralization at the Prefecture of Conakry.

14. Guinea Bissau

1991

- **Antonio Alcala Barbosa** completed a Bachelor's degree in Agriculture and a Master's degree in Agricultural Economics simultaneously at the University of Arizona. He was appointed Director of the Contuboe Agricultural Research Center.

15. Haiti

1990

- **Luckner Badio** completed an Associate of Science degree in Marketing at Kirkwood Community College. He was promoted to Director of Operations of the Haitian Development Foundation. In collaboration with other USAID participants, he founded a successful computer-learning center in Haiti.

16. Honduras

1989

- **Blanca Rose Rivera** received a Master's degree in Education from Ball State University. Upon her return to Honduras she founded a bilingual primary school in a rural town that offers preschool programs and special services for students with learning disabilities. It was so successful that it later expanded into a K-12 school.

17. India

1991

The Indian-American Technical Cooperation Program began in 1951. In the succeeding 30 years, USAID sponsored 8,138 participants for academic and technical training in the U.S.

- **Dr. Kedar Narain Nag** completed Master's and PhD degrees in Agricultural Engineering at Ohio State University. He was subsequently appointed Vice Chancellor of Rajasthan Agricultural University.
- **V. B. Patel** studied Operations, Maintenance, and Management of irrigation and drainage projects at Colorado State University. Later he rose to the position of Chairman of the Central Water Commission, Ministry of Water Resources, and instituted broad scale operational efficiencies.
- **Indira Saxena** completed specialized studies on Women's Issues in the Workplace and was later appointed Chairperson, National Women's Committee of the Union.

18. Indonesia

1991

Since 1951 over 11,000 Indonesians have benefited from USAID-sponsored training. Indonesia's success stories in Indonesia are numerous and at the highest levels of government; they include six cabinet ministers, seven director generals, three governors, and 60 percent of the presidents of public universities.

- **Dr. Achmad Amiruddin** earned a PhD in Chemistry from the University of Kentucky and was elected Governor of South Sulawesi and President of the University of Nasanuddin.
- **Moertini Atmowidjojo** completed a Master's degree in Public Administration at New York University. She became the Head of the International Relations Bureau at the National Institute for Sciences.
- **Dr. J. Soedradjat Djiwandono** completed a PhD in Monetary Economics at Harvard University and later became Junior Minister of Trade.
- **Dr. Ibrahim Hasan**, graduated with a Master's degree in Business Administration at Syracuse University. He was elected Governor of Banda Aceh and President of the University Syian Kuala.
- **Saadillan Mursjid** completed a Master's in Public Administration at Harvard University and was later appointed Junior Minister and Cabinet Secretary National Development Planning Agency.
- **Dr. Johannes B. Sumarlin** earned a Master's degree in Economics from the University of California at Berkeley and a PhD in Public Administration from the University of Pittsburgh. Afterwards he was appointed Minister of Finance. He led Indonesia toward developing its banking and manufacturing sectors and was the principal architect of the economic deregulation policies.

- **Dr. Narjono Sujono** completed a PhD in Communications and Sociology at the University of Chicago. Later became Chairman of National Family Planning Coordinating Board. Under his leadership, Indonesia developed one of the most successful family planning programs in the world.
- **Marzuki Usman** earned a Master's degree in Banking and Monetary Affairs from Duke University. He became Chairman, Capital Market Executive Agency and Chairman, Jakarta Chapter of the Indonesia Economists Association and was considered to be the driving force behind capital market development in Indonesia.

19. Jordan

August 2003

- **Michael Marto**, Minister of Finance
- **Marwan Mu'asher**, Minister of Foreign Affairs

1986

- **Dr. Tayseer Mohammad Abdel-Jaber** received a Master's and a PhD in Economics and Central Bank Operations from the University of Southern California and was appointed Minister of Labor and Social Development
- **Dr. Jawad Ahmad Anani** received a Master's degree in Central Bank Operations from Vanderbilt University and was appointed Minister of Labor and Minister of Trade, Industry and Supply.

20. Kenya

August 2003

- **George Anyona**, Member of Parliament
- **Phoebe Asiyu**, Member of Parliament
- **Joseph Mugala**, Member of Parliament

21. Kosovo

2005-06

- **Agim Krasniqi** is the Permanent Secretary at the Kosovo Ministry of Finance and Economy. He was a participant in two USAID-sponsored trainings in 2005: Budget and Program Formulation (USA) and Crisis Communication (Macedonia). Mr. Krasniqi was previously the Director of the Budget Department in the Ministry of Finance and Economy.
- **Gazmend Qorraj** was a participant in the U.S. Trade Policy Study Tour. He was later promoted to be the Kosovo Coordinator of Stability Pact activities in the Ministry of Finance and Economy. He was previously an Assistant Lecturer on Economics of International Trade and European Integration at the University of Pristina.
- **Fatmir Rexhepi** was a participant in two USAID-sponsored training programs. After returning from a U.S. Trade Policy Study Tour, Mr. Rexhepi was appointed Minister of Interior Affairs. He was previously Chair of the Finance and Economy Committee in the Assembly of Kosovo.
- **Haki Shatri** was Chair of the Budget Committee in the Assembly of Kosovo and in 2004 was a participant in a USAID-sponsored seminar for parliamentarians in Austria. Mr. Shatri is now Minister of Finance and Economy in Kosovo.

22. Kyrgyzstan

August 2003

- **Jakyp Abdyrahmanov**, Minister of Justice
- **Joseph Mugalia**, Member of Parliament

23. Macedonia

2005-06

- **Violeta Alarova**, Mayor of municipality of Centar, Skopje, she was re-elected as mayor in the 2005 local elections. Ms. Alarova attended the “Women Mayors” training in Hungary, November 26 - December 9, 2001.
- **Viktor Cvetkovski**, former Director of the Directorate for Prison Administration at the Ministry of Justice, in March 2005 he became State Secretary at the Ministry of Justice. Mr. Cvetkovski attended “HICD to Mayors, Council Members and ZELS,” December 2004 – July 2005.
- **Mile Janakievski**, member of the Center for Economic Analyses and former Chief of the Cabinet of the President of VMRO DPMNE, in 2005 he was appointed as a Director of the Public Utility Company “Vodovod i Kanalizacija,” in Skopje. Mr. Janakievski attended the following trainings “Macroeconomic Forecasting,” in the Netherlands and Poland, September 10 – October 1, 2003; “Quarterly Macroeconomic Meeting,” in Slovenia, August 29 – September 11, 2004; and “ACYPL 2004 Election Study Tour,” U.S., October 24 – November 4, 2004.
- **Ace Kocevski**, Mayor of Veles, was re-elected as mayor in the 2005 local elections. Prior to the elections. Mr. Kocevski attended training in “Regulation of Local Government,” in Poland and Sweden, April 18 – 30, 2004.
- **Sanie Sadiku**, Mayor of Oslomej, was re-elected mayor in the 2005 local elections. Ms. Sadiku attended the “Women Mayors” training in Hungary, November 26 - December 9, 2001.
- **Dr. Zoran Sapuric** - In June-August 2004, as a Member of Parliament, Dr. Sapuric attended “Senior Executives in State and Local Government” at the JFK School of Government, Harvard University. In December 2004, Mr. Sapuric was appointed Minister of Environment and Physical Planning. Since then, Dr. Sapuric has substantially contributed to the increased activities and accomplishments of the Ministry of Environment, including those in the area of approximation of the national legislation on environment. In 2005, Dr. Sapuric acquired his PhD, writing his dissertation on “Decentralization of the Government in the Republic of Macedonia.”
 - **Radmila Sekerinska** - In August 1997, as a political party activist, Ms. Sekerinska attended the U.S. training in “Women in Politics.” In November 2002, the then-Prime Minister Branko Crvenkovski (currently the President of Macedonia) appointed Ms. Sekerinska Deputy Prime Minister with special responsibility for integration with the European Union. She served as spokeswoman in Mr. Crvenkovski’s campaign for the Macedonian presidency during March–April 2004. She then served as Acting Prime Minister for three weeks after Mr. Crvenkovski resigned to become president. In June 2004, Ms. Sekerinska was reappointed Deputy Prime Minister. Under Ms. Sekerinska’s leadership and as part of the activities for EU approximation, in September 2004 the Government of the Republic of Macedonia adopted the National Strategy for European Integration. This Strategy was supported also by the Assembly of the Republic of Macedonia through the Commission for European Issues, thus confirming the general political consensus on European integration. The implementation of this strategy

culminated with the decision made by the European Council in December 2005 to grant the Republic of Macedonia candidate status for membership in the EU. The Heads of States and Governments of EU Member States thus recognized the progress that Macedonia has made in meeting the Copenhagen criteria.m

No date

- **Visar Ademi** was Training Manager at the Enterprise Support Agency. He is currently Chief of Party for Indiana University in Tetovo, Macedonia.
- **Goran Buldioski** was a Consultant Trainer at the Macedonian Center for International Cooperation when he applied. He is now a Program Officer of the Open Society Institute's Think Tank on Human Rights and Governance in Budapest, Hungary.
- **Igor Davkov** was a Junior Supervisor at the National Bank of Macedonia when he applied. He is now Director Supervision and Banking Department at the National Bank.
- **Sasa Grujevski** was a Head Dealer at the Komercijalna Banka in Skopje when he applied. He became Executive Manager of the Trading Department at Stopanska Banka and now is a Managing Board Member of Makedonska Banka.
- **Nevenka Ivanovska** was a staff attorney with ABA/CEELI in Macedonia. Upon returning became he Foreign Legal Counselor for the Rule of Law project.
- **Maja Parnagieva** was the Head of Financial System Department at the Ministry of Finance when applying. He is now Head of the Public Debt Management Department at the Ministry of Finance.
- **Dragan Pehchevski** was a Loan Officer at the International Division of the Komercijalna Banka in Skopje. After returning, he became an Advisor in Risk Management Department of Stopanska Banka, then Chief of the Risk Management Department. He is currently the General Manager of the BS Savings Bank and trainer on financial markets and consultant on business risk analysis issues.

24. Madagascar

2003

- **Andrianalh AndriaRazafy**, Ambassador to the U.S.
- **Narisoa Rajaonarivony**, Vice Prime Minister and Minister of Finance and Budget

25. Malawi

August 2003

- **Yusuf Mwawa**, Minister of Health and Population

26. Mexico

Since 1990, USAID training programs in Mexico have provided training opportunities to more than 600 Mexican professionals.

August 2003

- **Julio Frenk**, Secretary of Health and Director, National Institute of Public Health

1990 to present

- **Anastacio Carranza** completed environmental management training at the Environmental Law Institute in Washington, DC, and gained practical experience with state-of-the-art technology to reduce atmospheric contaminants and policy development for emission standards. Carranza became Director of Dispositivos Anticontaminantes and applied the training at Cementos Mexicanos, Fabricas Orion, S.A. and Industria Automotriz, S.A.
- **Nabor Carillo** completed training in environmental policy development and implementation at the Environmental Law Institute in Washington, DC. He was a consultant with Parlamento Asesores. He used his training to assist the Mexican Congress with policy deliberations and the development of strategies for environmental programs for Secretariat of Social Development (SEDESOL).
- **Carlos Guadarama** studied Agroecology and Sustainable Development at the University of California/Santa Cruz, as Director of Biological Control Evaluation. After completing his studies he developed techniques for biological control of coffee rust diseases, a serious threat to this important cash crop in the State of Veracruz.
- **Ten patent and trademark professionals** from Mexico's Industrial Property Office (MIPO) completed a program at the U.S. Department of Commerce Patent and Trademark Office in Washington, DC. After the 1985 Mexico City earthquake, the MIPO records were buried under mountains of rubble. This disaster, coupled with MIPO's lack of technical sophistication in researching and processing, created years of backlogged patent applications. Spurred on by the multilateral trade anticipated as a result of the NAFTA, the program was designed to remedy the technological deficit in MIPO and to assist in eliminating the decade-long wait for patent application processing. At the end of 1994, the applications were brought current and over 10,000 patents were issued to citizens.

27. Morocco

August 2003

- **Agzoul Ahmed**, Advisor and Chief of Cabinet, Office of the House of Representatives

28. Nepal

1991-95

- **Jagdish Chandra Gautam** was appointed Joint Secretary, Ministry of Agriculture after he completed a study of the Legislative Process in the U.S.
- **Jagan Nath Thapalia** became Joint Secretary, Ministry of Agriculture after he completed his program in the U.S.
- **Madhab K. Nepal** was appointed Deputy Prime Minister for Defense and Foreign Affairs after completing his studies in the U.S.
- **Subash C. Nemwang** completed a program on the Role of Congress in the U.S. Political Process and afterwards was appointed Minister of Law and Justice.
- **Ram Chandra Poudel** was appointed Speaker, House of Representatives after completing a familiarization program on local election procedures in the U.S.

- Seven Members of Parliament were appointed after studying in the U.S.:
 - **Bal Bahadur K.C.**
 - **Jhala Nath Canal**
 - **Basant K. Gurung**
 - **Rajendra P. Pandey**
 - **Sahana Pradham**
 - **Chin Kaji Shrestha**
 - **Duryodhan Singh**

- Mayors elected to office after U.S. training:
 - **Shankar P. Acharya**
 - **Yagya B. Budhathoki**
 - **Brikesh C. Lal**
 - **Ram B. Kosh Shrestha**
 - **Ram B. Tulispor**

29. Panama (no date)

A large number of Panamanian engineers studied in the U.S. and later had key roles in managing the Panama Canal.

- **Valerio Abrego** earned a Bachelor's degree in Communications at Lamar University and afterwards became a prominent TV journalist and advocate for indigenous minority rights.

30. Peru

Since the mid-1950s, USAID/Peru has sponsored training programs for approximately 3,000 participants. The following are among those who distinguished themselves after training in the U.S. Ten participants of the Andean Peace Scholarship Program from 1996-98 were elected mayors throughout Peru during 1999-2003.

Prior to August 2003

- **Carlos Amat y Leon** earned a PhD in Agricultural Economics from the University of Wisconsin and was appointed First Minister of Agriculture; he promoted public fora through the "intercampus program," one of the most important public forums for socio-economic policy dialogue in Peru.
- **Jose Barba**, Congressman
- **Carlos Bolona Behr** received a Master's degree from Iowa State University. He was appointed Minister of Economy and Finance of Peru.
- **Andres Cardo Franco** studied Community Education in Puerto Rico. He was appointed Minister of Education and later elected Senator of the Republic. His efforts were oriented to increase the number and quality of schools at all levels throughout the country.

- **Gladys Fernandez** completed a program in Administration of Justice at the University of New Mexico. She became a Prosecutor to the Superior Court of Lima, and was designated Assistant Public Prosecutor to the Supreme Court of Justice. She is a prominent public prosecutor against the narcotics trade.
- **Juan Carlos Hurtado Miller** completed Master's degrees from Iowa State University and Harvard University and became Prime Minister and Minister of Economy and Finance in 1990. He was responsible for designing and implementing measures to correct Peru's critical economic situation.

31. Romania

August 2003

- **Victor Aposolache**, Senator
- **Emil Calota**, Mayor; President of Municipalities

32. South Africa

August 2003

- **William Mothibedi**, Director of the National Treasury

33. Tajikistan

August 2003

- **Alamkbon Akhmadov**, Minister of Health

34. Turkey

August 2003

- **Turgot Ozal**, President

35. Uganda

1991

- **George Mondo Kagonyera** completed Master's and PhD programs at the University of California at Davis; he was appointed Minister of Animal Industry and Fisheries.
- **Charles Kikonyogo** completed a Master's degree in Political Science at Syracuse University; he became Governor of the Bank of Uganda. In 1987 he worked to rebuild a system that had been destroyed first in the private sector and then in the banking sector. He has used his experience and his vision of a sound competent democratic system as a guide.

36. Zambia

August 2003

- **Emmanuel Kasonde**, Minister of Finance
- **Ambassador Patrick N. Sinyinza**, Ambassador and Permanent Representative to the U.N

